



Demonstration School

Spring tracking, 2014 for Demonstration School in 2014

using FFT Estimates (Type B) taken from FFTLive on 5th Sep 2013

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1 Introduction

This analysis is intended to help with the self-evaluation of subjects. There are some points to bear in mind.

- For evaluation, residuals should be referenced to the baseline expected for similar students in similar schools. This is what RaiseOnline does. The equivalent Fischer Family Trust level is Type B estimates. These have been used in this analysis to calculate residuals. For comparison, some key indicators from the less challenging Type A estimates and the more challenging Type D estimates are shown in the summary of raw exam results.
- The estimates chosen are from KS2 and are therefore an indication of progress from the end of KS2 to the end of KS4. In this year group, 10 students (out of 179) did not have FFT estimates because their KS2 test scores were unavailable to the Fischer Family Trust, so no estimates are available for these students.
- The table of KS4 indicators shows the actual indicators for the whole cohort, and also indicators of those students who have an FFT estimate.
- FFT does not produce individual estimates for 5A*-C or for 3A*-A, but many schools use these to measure progress of more able students
- For capped points and total points, all points are on the QCA scales. For GCSE grades A*, A, B, C, D, E, F, G, and U, these are 58, 52, 46, 40, 34, 28, 22, 16 and 0. Note that each additional GCSE grade gains 6 points. Other qualifications have their points scores defined as well. More information is on the national register of regulated qualifications - <http://register.ofqual.gov.uk/>.
- For capped points, the total points of the best 8 GCSE equivalents are taken. If a student's best 8 GCSEs were 8 grade Cs, their total capped score would be $8 \times 40 = 320$ points.
- The main purpose of this document is to prompt the school leader to ask questions to inform self-evaluation and therefore improvement.

2 5A*-C including English & Maths - by all groups

Below is a table showing the 5A*-C including English & Maths indicator for all students and for a variety of groups. The results for all students are shown in the first three columns. The next three columns show the results for those students who can be matched on the FFT database. The three columns headed A, B and D show the FFT A, B and D estimates for each group. The sixth column is coloured according to its comparison with FFT estimates according to the legend at the bottom. The final column indicates how many additional students must reach 5A*-C including English and Maths to hit the FFT-D estimate.

5A*-C E&M Group	Total cohort			Matched students			FFT Estimates			Extra for -D
	Students	Achieved	%	Students	Achieved	%	A	B	D	
All students	179	117	65.4%	169	111	65.7%	64.6%	63.9%	68.3%	5
Boys	93	55	59.1%	90	53	58.9%	61.1%	60.3%	64.7%	6
Girls	86	62	72.1%	79	58	73.4%	68.6%	68.0%	72.5%	-
FSM	13	6	46.2%	12	5	41.7%	53.2%	52.9%	58.0%	2
Not FSM	166	111	66.9%	157	106	67.5%	65.5%	64.8%	69.1%	3
Ethnicity WBRI	154	99	64.3%	148	94	63.5%	64.0%	63.4%	67.8%	7
Not WBRI	25	18	72.0%	21	17	81.0%	68.8%	67.7%	71.9%	-
No SEN	152	108	71.1%	143	102	71.3%	70.3%	69.6%	74.0%	4
School Action	12	6	50.0%	12	6	50.0%	37.5%	37.0%	42.3%	-
SA+ & Statement	15	3	20.0%	14	3	21.4%	29.6%	29.3%	32.9%	2
English Add Lang	8	3	37.5%	4	2	50.0%	45.5%	45.0%	49.2%	-
Not EAL	171	114	66.7%	165	109	66.1%	65.1%	64.4%	68.8%	5
Lower KS2 Score	50	8	16.0%	50	8	16.0%	22.5%	22.2%	27.8%	6
Middle KS2 Score	61	46	75.4%	61	46	75.4%	70.2%	69.2%	75.5%	1
Upper KS2 Score	58	57	98.3%	58	57	98.3%	95.1%	94.3%	95.8%	-
Looked after	3	0	- %	2	0	0.0%	12.5%	11.5%	16.0%	1
Not Looked after	176	117	66.5%	167	111	66.5%	65.2%	64.6%	69.0%	5
Pupil Premium	33	14	42.4%	30	12	40.0%	53.9%	53.4%	59.0%	6
Not Pupil Prem	146	103	70.5%	139	99	71.2%	66.9%	66.2%	70.4%	-

Legend

Below FFT-B	Above FFT-B but below FFT-D	Above FFT-D
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3 5A*-C - by all groups

Below is a table showing the 5A*-C indicator for all students and for a variety of groups. The results for all students are shown in the first three columns. The next three columns show the results for those students who can be matched on the FFT database. The columns headed A, B and D show the FFT A, B and D estimates for each group. The sixth column is coloured according to its comparison with FFT estimates according to the legend at the bottom. The final column indicates how many additional students must reach 5A*-C including English and Maths to hit the FFT-D estimate.

5 A*-C Group	Total cohort			Matched students			FFT Estimates			Extra for -D
	Students	Achieved	%	Students	Achieved	%	A	B	D	
All students	179	145	81.0%	169	137	81.1%	84.9%	84.4%	87.1%	11
Boys	93	68	73.1%	90	66	73.3%	81.2%	80.7%	83.8%	10
Girls	86	77	89.5%	79	71	89.9%	89.0%	88.5%	90.8%	1
FSM	13	8	61.5%	12	7	58.3%	81.2%	80.9%	84.3%	4
Not FSM	166	137	82.5%	157	130	82.8%	85.2%	84.6%	87.3%	8
Ethnicity WBRI	154	121	78.6%	148	116	78.4%	84.5%	84.1%	86.8%	13
Not WBRI	25	24	96.0%	21	21	100.0%	87.2%	86.6%	89.0%	-
No SEN	152	131	86.2%	143	124	86.7%	88.4%	87.9%	90.2%	6
School Action	12	8	66.7%	12	8	66.7%	71.0%	70.6%	75.2%	2
SA+ & Statement	15	6	40.0%	14	5	35.7%	60.4%	60.4%	65.3%	5
English Add Lang	8	6	75.0%	4	4	100.0%	74.8%	74.8%	78.5%	-
Not EAL	171	139	81.3%	165	133	80.6%	85.1%	84.6%	87.3%	12
Lower KS2 Score	50	25	50.0%	50	25	50.0%	64.4%	64.4%	69.7%	10
Middle KS2 Score	61	55	90.2%	61	55	90.2%	89.7%	89.0%	91.4%	1
Upper KS2 Score	58	57	98.3%	58	57	98.3%	97.4%	96.7%	97.5%	-
Looked after	3	0	- %	2	0	0.0%	63.0%	63.5%	69.5%	2
Not Looked after	176	145	82.4%	167	137	82.0%	85.1%	84.6%	87.3%	9
Pupil Premium	33	21	63.6%	30	19	63.3%	82.8%	82.4%	85.7%	7
Not Pupil Prem	146	124	84.9%	139	118	84.9%	85.3%	84.8%	87.4%	4

Legend

Below FFT-B	Above FFT-B but below FFT-D	Above FFT-D
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4 Capped points score (best 8) - by all groups

Below is a table showing the average capped points (best 8) indicator for all students and for a variety of groups. The results for all students are shown in the first two columns. The next two columns show the results for those students who can be matched on the FFT database. The final three columns show the FFT A, B and D estimates for each group. The fourth column is coloured according to its comparison with FFT estimates according to the legend at the bottom.

Capped points	Total cohort		Matched students		FFT Estimates		
	Students	Points	Students	Points	A	B	D
All students	179	344.2	169	344.9	350.0	346.7	358.3
Boys	93	336.7	90	337.0	339.9	336.5	348.1
Girls	86	352.2	79	353.9	361.5	358.4	369.9
FSM	13	312.2	12	311.0	337.6	334.5	345.9
Not FSM	166	346.7	157	347.5	350.9	347.6	359.2
Ethnicity WBRI	154	341.8	148	341.9	349.4	346.1	357.7
Not WBRI	25	358.9	21	366.1	354.0	350.9	362.6
No SEN	152	354.7	143	356.4	358.4	355.3	366.9
School Action	12	295.4	12	295.4	309.5	306.3	317.7
SA+ & Statement	15	276.6	14	270.3	298.5	293.4	305.1
English Add Lang	8	319.9	4	349.2	322.8	318.8	330.8
Not EAL	171	345.3	165	344.8	350.7	347.4	358.9
Lower KS2 Score	50	287.3	50	287.3	296.6	292.4	303.9
Middle KS2 Score	61	343.2	61	343.2	348.5	346.0	357.6
Upper KS2 Score	58	396.4	58	396.4	397.6	394.2	405.8
Looked after	3	277.0	2	273.5	297.5	293.5	304.5
Not Looked after	176	345.3	167	345.8	350.6	347.3	358.9
Pupil Premium	33	313.8	30	313.9	340.5	337.4	348.9
Not Pupil Prem	146	351.0	139	351.6	352.1	348.7	360.3

Legend

Below FFT-B	Above FFT-B but below FFT-D	Above FFT-D
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5 English Baccalaureate

This table is very similar in structure to the 5A*-C and 5A*-C with English and Maths tables. With the English Bacc, the FFT estimates used should be interpreted with a great deal of care. They are based on participation and achievement patterns from 2010 and schools are making great changes in their entry policies for EBacc and the attention paid to achievement in EBacc subjects. Achievement against FFT-A, B or D estimates is likely to be heavily dependent on your school's entry policy. Achievement in individual EBacc subjects is of course important, but can be outweighed by small entries in one or more EBacc subjects.

English Bacc Group	Total cohort			Matched students			FFT Estimates			Extra for -D
	Students	Achieved	%	Students	Achieved	%	A	B	D	
All students	179	62	34.6%	169	60	35.5%	17.3%	15.8%	19.0%	-
Boys	93	31	33.3%	90	31	34.4%	14.9%	13.2%	16.2%	-
Girls	86	31	36.0%	79	29	36.7%	20.1%	18.7%	22.3%	-
FSM	13	2	15.4%	12	2	16.7%	11.7%	11.1%	13.5%	-
Not FSM	166	60	36.1%	157	58	36.9%	17.8%	16.2%	19.5%	-
Ethnicity WBRI	154	55	35.7%	148	53	35.8%	17.3%	15.8%	19.0%	-
Not WBRI	25	7	28.0%	21	7	33.3%	17.7%	16.0%	19.5%	-
No SEN	152	59	38.8%	143	57	39.9%	19.3%	17.6%	21.2%	-
School Action	12	1	8.3%	12	1	8.3%	4.2%	3.5%	4.7%	-
SA+ & Statement	15	2	13.3%	14	2	14.3%	8.7%	8.1%	9.1%	-
English Add Lang	8	1	12.5%	4	1	25.0%	7.4%	6.4%	8.6%	-
Not EAL	171	61	35.7%	165	59	35.8%	17.6%	16.0%	19.3%	-
Lower KS2 Score	50	1	2.0%	50	1	2.0%	1.3%	1.0%	1.5%	-
Middle KS2 Score	61	18	29.5%	61	18	29.5%	10.4%	8.7%	11.5%	-
Upper KS2 Score	58	41	70.7%	58	41	70.7%	38.4%	36.1%	42.1%	-
Looked after	3	0	- %	2	0	0.0%	0.5%	0.3%	0.6%	1
Not Looked after	176	62	35.2%	167	60	35.9%	17.5%	16.0%	19.3%	-
Pupil Premium	33	5	15.2%	30	4	13.3%	12.6%	11.6%	14.0%	1
Not Pupil Prem	146	57	39.0%	139	56	40.3%	18.4%	16.7%	20.1%	-

Legend

Below FFT-B	Above FFT-B but below FFT-D	Above FFT-D
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6 GCSE subject summary table

This table summarises the GCSE subject analyses. Residuals are against FFT Type B estimates.

Subject	Entry	Matched	Percentage of students						Average points								
			gaining A*-C			gaining A*-A			FFT-B			FFT-D			Result	Residual	Sig?
			FFT-B	FFT-D	Result	FFT-B	FFT-D	Result	FFT-B	FFT-D	Result	FFT-B	FFT-D	Result			
English	178	168	73.7%	77.2%	81.5%	16.5%	19.9%	19.6%	41.1	41.9	43.1	2.0	Yes				
Mathematics	179	169	68.4%	72.2%	69.8%	16.7%	20.2%	21.9%	39.8	40.8	42.4	2.6	Yes				
English Literature	178	168	73.7%	77.2%	81.5%	16.5%	19.9%	19.6%	41.1	41.9	43.1	2.0	Yes				
Science (Core)	96	88	55.6%	61.3%	46.6%	3.1%	4.3%	3.4%	36.9	37.9	36.6	-0.4	-				
Science (Additional)	96	88	55.3%	60.1%	46.6%	4.1%	5.5%	3.4%	37.2	38.0	36.6	-0.6	-				
Biology	72	70	94.2%	95.5%	95.7%	39.4%	45.5%	47.1%	46.4	47.3	48.1	1.7	Yes				
Chemistry	72	70	92.5%	94.1%	95.7%	39.4%	45.3%	45.7%	46.2	47.1	47.7	1.5	Yes				
Physics	72	70	93.5%	94.9%	100.0%	38.4%	44.5%	54.3%	46.2	47.1	48.6	2.4	Yes				
French	91	86	66.4%	70.7%	86.0%	16.4%	20.1%	16.3%	40.2	41.3	43.0	2.8	Yes				
German	45	43	65.4%	69.7%	51.2%	12.9%	15.7%	7.0%	39.7	40.6	39.3	-0.4	-				
Spanish	13	13	81.9%	85.1%	92.3%	35.2%	40.0%	46.2%	44.7	45.6	46.5	1.8	-				
Art	48	42	78.1%	80.1%	92.9%	22.6%	25.2%	16.7%	42.3	42.9	45.0	2.7	Yes				
Computing	21	21	73.9%	76.5%	100.0%	21.5%	24.7%	0.0%	41.6	42.4	44.0	2.4	Yes				
DT Food Technology	31	28	61.0%	64.8%	71.4%	13.5%	16.1%	10.7%	38.8	39.7	40.2	1.4	-				
DT Graphics	13	12	51.3%	54.7%	83.3%	12.4%	14.6%	16.7%	36.7	37.6	42.5	5.8	Yes				
DT Resistant Materials	18	17	52.0%	55.6%	82.4%	7.5%	9.1%	0.0%	36.7	37.5	40.4	3.7	Yes				
Drama	23	22	83.5%	86.5%	95.5%	23.4%	27.9%	0.0%	43.2	44.1	43.3	0.0	-				
Geography	54	52	71.0%	75.1%	84.6%	24.3%	28.9%	25.0%	41.6	42.7	44.0	2.5	Yes				
History	62	59	66.4%	70.7%	98.3%	23.6%	27.8%	33.9%	40.6	41.8	46.0	5.4	Yes				
Health and Social Care	27	24	61.4%	66.2%	83.3%	13.1%	16.4%	0.0%	38.7	39.9	41.2	2.5	Yes				
Music	12	12	75.2%	78.4%	100.0%	20.9%	24.7%	25.0%	42.0	42.8	45.5	3.5	Yes				
Physical Education	39	36	73.4%	76.4%	91.7%	20.3%	23.8%	11.1%	41.8	42.6	43.0	1.2	Yes				
Religious Studies	177	168	64.5%	68.4%	63.1%	20.2%	23.6%	12.5%	39.8	40.8	39.6	-0.1	-				

7 English - levels of progress analysis - by levels

This table replicates the levels of progress analysis in RaiseOnline. The national comparators are taken from Raise 2013. Numbers may not match the Raise transition tables if the FFT database does not match all pupils.

Number of pupils	Key Stage 4 English grade											Pupil Numbers			Pupil %		National 2013		Extra for National	
	Null	U	G	F	E	D	C	B	A	A*	Total	3LP	4LP	3LP	4LP	3LP	4LP	3LP	4LP	
Other	0	0	0	0	0	2	5	2	3	0	5	5	3	100%	60%	46%	20%	-	-	
W	0	0	0	0	0	0	0	0	0	0	0	0	0	-%	-%	3%	3%	-	-	
1	0	0	0	0	0	0	0	0	0	0	0	0	0	-%	-%	37%	22%	-	-	
2	0	0	0	0	3	0	0	0	0	0	3	3	0	100%	0%	48%	21%	-	1	
3	1	0	0	0	3	15	4	1	0	0	24	20	5	83%	21%	55%	21%	-	1	
4	0	0	0	0	2	7	45	22	4	1	81	72	27	89%	33%	71%	27%	-	-	
5	0	0	0	0	0	1	5	25	19	9	59	53	28	90%	47%	79%	43%	-	-	
	Summary										172	153	63	89%	37%	69%	30%	0	2	
	Total Cohort										179									

8 English - levels of progress analysis - by sublevels

This table replicates the levels of progress analysis in RaiseOnline. The national comparators are taken from Raise 2013. Numbers may not match the Raise transition tables if the FFT database does not match all pupils.

level	sub level	Key Stage 4 English grade											Pupils			Pupil %		National 2013			Extra for National		
		Null	U	G	F	E	D	C	B	A	A*	Total	3LP	4LP	3LP	4LP	3LP	4LP	3LP	4LP	3LP	4LP	
Other		0	0	0	0	0	2	5	2	3	0	5	5	3	100%	60%	46%	20%	-	-	-	-	
W		0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	3%	3%	-	-	-	-	
1		0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	37%	22%	-	-	-	-	
2		0	0	0	0	3	0	0	0	0	0	3	3	0	100%	0%	48%	21%	-	-	-	1	
3	3C	0	0	0	0	0	2	0	0	0	0	2	2	0	100%	0%	35%	9%	-	-	-	1	
	3B	0	0	0	0	1	7	1	0	0	0	9	8	1	89%	11%	52%	17%	-	-	-	1	
	3A	1	0	0	0	2	6	3	1	0	0	13	10	4	77%	31%	67%	28%	-	-	-	-	
4	4C	0	0	0	0	0	4	11	3	0	0	18	14	3	78%	17%	48%	8%	-	-	-	-	
	4B	0	0	0	0	2	2	21	4	2	0	31	27	6	87%	19%	71%	22%	-	-	-	1	
	4A	0	0	0	0	0	1	13	15	2	1	32	31	18	97%	56%	87%	46%	-	-	-	-	
5	5C	0	0	0	0	0	1	5	24	11	3	44	38	14	86%	32%	74%	33%	-	-	-	1	
	5B	0	0	0	0	0	0	0	1	7	5	13	13	12	100%	92%	92%	66%	-	-	-	-	
	5A	0	0	0	0	0	0	0	0	1	1	2	2	2	100%	100%	97%	89%	-	-	-	-	
Summary											172	153	63	89%	37%	69%	30%	0	5				
Total Cohort											179												

KS2 English Attainment

9 English - expected progress by vulnerable groups

This table analyses the proportion of each group which has made the expected 3 levels of progress in English between KS2 and KS4.

3+ Levels	Total			Matched			FFT Estimates			Extra for -D
	Students	Achieved	%	Students	Achieved	%	A	B	D	
All Students	178	153	86.0%	168	150	89.3%	72.9%	71.4%	76.2%	-
Boys	93	76	81.7%	90	75	83.3%	67.5%	65.5%	70.6%	-
Girls	85	77	90.6%	78	75	96.2%	79.2%	78.2%	82.7%	-
FSM	13	11	84.6%	12	11	91.7%	76.7%	76.1%	80.5%	-
Not FSM	165	142	86.1%	156	139	89.1%	72.6%	71.0%	75.9%	-
Ethnicity WBRI	153	131	85.6%	147	129	87.8%	72.9%	71.4%	76.2%	-
Not WBRI	25	22	88.0%	21	21	100.0%	73.0%	71.3%	76.0%	-
No SEN	152	133	87.5%	143	131	91.6%	74.9%	73.4%	78.2%	-
School Action	12	9	75.0%	12	9	75.0%	58.2%	56.2%	61.9%	-
SA+ & Statement	14	11	78.6%	13	10	76.9%	64.6%	62.8%	67.5%	-
English Add Lang	8	4	50.0%	4	4	100.0%	63.0%	61.5%	67.0%	-
Not EAL	170	149	87.6%	164	146	89.0%	73.2%	71.6%	76.4%	-
Lower KS2 Score	49	41	83.7%	49	41	83.7%	61.3%	59.8%	65.2%	-
Middle KS2 Score	61	53	86.9%	61	53	86.9%	70.8%	69.4%	74.8%	-
Upper KS2 Score	58	56	96.6%	58	56	96.6%	85.1%	83.2%	87.1%	-
Looked After	3	2	66.7%	2	2	100.0%	56.0%	54.5%	60.5%	-
Not Looked After	175	151	86.3%	166	148	89.2%	73.1%	71.6%	76.4%	-
Pupil Premium	33	25	75.8%	30	25	83.3%	72.4%	71.3%	76.2%	-
Not Pupil Prem	145	128	88.3%	138	125	90.6%	73.1%	71.4%	76.2%	-
FSM + LAC	15	12	80.0%	13	12	92.3%	74.5%	73.8%	78.3%	-
Not FSM or LAC	163	141	86.5%	155	138	89.0%	72.8%	71.2%	76.0%	-

Legend

Below FFT-B	Above FFT-B but below FFT-D	Above FFT-D
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10 English - more than expected progress by vulnerable groups

This table analyses the proportion of each group which has made more than expected progress in English (i.e. 4 or more levels gained) between KS2 and KS4.

4+ Levels	Total			Matched			FFT Estimates			Extra for -D
	Students	Achieved	%	Students	Achieved	%	A	B	D	
All Students	178	63	35.4%	168	60	35.7%	35.9%	32.8%	38.6%	5
Boys	93	23	24.7%	90	22	24.4%	30.7%	27.6%	32.8%	8
Girls	85	40	47.1%	78	38	48.7%	41.9%	38.9%	45.3%	-
FSM	13	1	7.7%	12	1	8.3%	41.7%	39.8%	45.1%	5
Not FSM	165	62	37.6%	156	59	37.8%	35.5%	32.3%	38.1%	1
Ethnicity WBRI	153	53	34.6%	147	51	34.7%	35.8%	32.7%	38.5%	6
Not WBRI	25	10	40.0%	21	9	42.9%	36.9%	33.8%	39.6%	-
No SEN	152	57	37.5%	143	55	38.5%	37.6%	34.5%	40.5%	3
School Action	12	1	8.3%	12	1	8.3%	21.9%	19.9%	24.2%	2
SA+ & Statement	14	5	35.7%	13	4	30.8%	29.8%	26.8%	31.5%	1
English Add Lang	8	2	25.0%	4	2	50.0%	24.8%	22.0%	27.0%	-
Not EAL	170	61	35.9%	164	58	35.4%	36.2%	33.1%	38.9%	6
Lower KS2 Score	49	10	20.4%	49	10	20.4%	24.2%	22.2%	26.8%	4
Middle KS2 Score	61	15	24.6%	61	15	24.6%	30.0%	27.6%	33.5%	6
Upper KS2 Score	58	35	60.3%	58	35	60.3%	51.9%	47.4%	53.9%	-
Looked After	3	0	- %	2	0	0.0%	19.0%	17.0%	21.0%	1
Not Looked After	175	63	36.0%	166	60	36.1%	36.1%	33.0%	38.8%	5
Pupil Premium	33	3	9.1%	30	3	10.0%	35.4%	32.9%	38.4%	9
Not Pupil Prem	145	60	41.4%	138	57	41.3%	36.0%	32.8%	38.7%	-
FSM + LAC	15	1	6.7%	13	1	7.7%	39.2%	37.3%	42.5%	5
Not FSM or LAC	163	62	38.0%	155	59	38.1%	35.6%	32.5%	38.3%	1

Legend

Below FFT-B	Above FFT-B but below FFT-D	Above FFT-D
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11 Maths - levels of progress analysis - by levels

This table replicates the levels of progress analysis in RaiseOnline. The national comparators are taken from Raise 2013. Numbers may not match the Raise transition tables if the FFT database does not match all pupils.

Number of pupils	Key Stage 4 Maths grade											Pupil Numbers		Pupil %		National 2013		Extra for National		
	Null	U	G	F	E	D	C	B	A	A*	Total	3LP	4LP	3LP	4LP	3LP	4LP	3LP	4LP	
Other	0	0	0	0	1	1	6	3	2	0	5	5	2	100%	40%	54%	29%	-	-	
W	0	0	0	0	0	0	0	0	0	0	0	0	0	-%	-%	2%	2%	-	-	
1	0	0	0	0	0	0	0	0	0	0	0	0	0	-%	-%	15%	7%	-	-	
2	0	0	0	0	2	0	0	0	0	0	2	2	0	100%	0%	18%	9%	-	1	
3	0	1	0	0	1	17	4	0	1	0	24	22	5	92%	21%	44%	23%	-	1	
4	0	0	0	0	0	29	30	13	3	1	76	47	17	62%	22%	77%	26%	12	3	
5	0	0	0	0	0	1	5	27	20	11	64	58	31	91%	48%	81%	50%	-	1	
	Summary										171	134	55	78%	32%	70%	32%	12	6	
	Total Cohort										179									

12 Maths - levels of progress analysis - by sublevels

This table replicates the levels of progress analysis in RaiseOnline. The national comparators are taken from Raise 2013. Numbers may not match the Raise transition tables if the FFT database does not match all pupils.

level	sub level	Key Stage 4 Maths grade													Pupils		Pupil %		National 2013		Extra for National	
		Null	U	G	F	E	D	C	B	A	A*	Total	3LP	4LP	3LP	4LP	3LP	4LP	3LP	4LP		
Other		0	0	0	0	1	1	6	3	2	0	5	5	2	100%	40%	54%	29%	-	-		
W		0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	2%	2%	-	-		
1		0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	15%	7%	-	-		
2		0	0	0	0	2	0	0	0	0	0	2	2	0	100%	0%	18%	9%	-	1		
3	3C	0	1	0	0	1	5	0	0	0	0	7	5	0	71%	0%	23%	9%	-	1		
	3B	0	0	0	0	0	7	0	0	1	0	8	8	1	100%	12%	40%	19%	-	1		
	3A	0	0	0	0	0	5	4	0	0	0	9	9	4	100%	44%	60%	34%	-	-		
4	4C	0	0	0	0	0	15	7	0	0	0	22	7	0	32%	0%	58%	8%	6	2		
	4B	0	0	0	0	0	6	13	3	0	0	22	16	3	73%	14%	77%	21%	1	2		
	4A	0	0	0	0	0	8	10	10	3	1	32	24	14	75%	44%	91%	43%	6	-		
5	5C	0	0	0	0	0	1	5	12	8	0	26	20	8	77%	31%	70%	31%	-	1		
	5B	0	0	0	0	0	0	0	12	10	4	26	26	14	100%	54%	88%	59%	-	2		
	5A	0	0	0	0	0	0	0	3	2	7	12	12	9	100%	75%	97%	85%	-	2		
Summary											171	134	55	78%	32%	70%	32%	13	12			
Total Cohort											179											

13 Maths - expected progress by vulnerable groups

This table analyses the proportion of each group which has made the expected 3 levels of progress in Maths between KS2 and KS4.

3+ Levels Group	Total			Matched			FFT Estimates			Extra for -D
	Students	Achieved	%	Students	Achieved	%	A	B	D	
All Students	179	134	74.9%	169	131	77.5%	63.1%	61.9%	67.9%	-
Boys	93	68	73.1%	90	67	74.4%	61.4%	60.1%	66.2%	-
Girls	86	66	76.7%	79	64	81.0%	64.9%	63.9%	69.8%	-
FSM	13	8	61.5%	12	8	66.7%	58.4%	57.5%	64.1%	-
Not FSM	166	126	75.9%	157	123	78.3%	63.4%	62.2%	68.2%	-
Ethnicity WBRI	154	114	74.0%	148	112	75.7%	62.7%	61.6%	67.6%	-
Not WBRI	25	20	80.0%	21	19	90.5%	65.4%	64.1%	70.0%	-
No SEN	152	115	75.7%	143	112	78.3%	65.6%	64.5%	70.4%	-
School Action	12	10	83.3%	12	10	83.3%	51.8%	50.7%	57.2%	-
SA+ & Statement	15	9	60.0%	14	9	64.3%	46.8%	45.4%	51.1%	-
English Add Lang	8	4	50.0%	4	3	75.0%	50.8%	49.0%	55.8%	-
Not EAL	171	130	76.0%	165	128	77.6%	63.4%	62.2%	68.2%	-
Lower KS2 Score	50	33	66.0%	50	33	66.0%	44.2%	42.7%	49.4%	-
Middle KS2 Score	61	44	72.1%	61	44	72.1%	63.1%	62.0%	68.1%	-
Upper KS2 Score	58	54	93.1%	58	54	93.1%	79.2%	78.3%	83.6%	-
Looked After	3	2	66.7%	2	2	100.0%	45.5%	44.0%	52.0%	-
Not Looked After	176	132	75.0%	167	129	77.2%	63.3%	62.1%	68.1%	-
Pupil Premium	33	18	54.5%	30	18	60.0%	59.7%	58.7%	65.0%	2
Not Pupil Prem	146	116	79.5%	139	113	81.3%	63.8%	62.6%	68.5%	-
FSM + LAC	15	9	60.0%	13	9	69.2%	57.0%	56.0%	62.7%	-
Not FSM or LAC	164	125	76.2%	156	122	78.2%	63.6%	62.4%	68.3%	-

Legend

Below FFT-B	Above FFT-B but below FFT-D	Above FFT-D
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14 Maths - more than expected progress by vulnerable groups

This table analyses the proportion of each group which has made more than expected progress in Maths (i.e. 4 or more levels gained) between KS2 and KS4.

4+ Levels	Total			Matched			FFT Estimates			Extra for -D
	Students	Achieved	%	Students	Achieved	%	A	B	D	
All Students	179	55	30.7%	169	54	32.0%	28.4%	25.5%	31.1%	-
Boys	93	28	30.1%	90	27	30.0%	27.6%	24.6%	30.1%	1
Girls	86	27	31.4%	79	27	34.2%	29.3%	26.5%	32.2%	-
FSM	13	4	30.8%	12	4	33.3%	23.3%	20.6%	26.2%	-
Not FSM	166	51	30.7%	157	50	31.8%	28.7%	25.9%	31.4%	-
Ethnicity WBRI	154	47	30.5%	148	46	31.1%	28.0%	25.2%	30.7%	-
Not WBRI	25	8	32.0%	21	8	38.1%	30.7%	27.6%	33.8%	-
No SEN	152	52	34.2%	143	51	35.7%	30.1%	27.2%	33.0%	-
School Action	12	1	8.3%	12	1	8.3%	19.2%	17.0%	21.6%	2
SA+ & Statement	15	2	13.3%	14	2	14.3%	17.9%	15.7%	19.4%	1
English Add Lang	8	0	- %	4	0	0.0%	19.0%	16.8%	21.8%	1
Not EAL	171	55	32.2%	165	54	32.7%	28.6%	25.7%	31.3%	-
Lower KS2 Score	50	5	10.0%	50	5	10.0%	13.7%	11.7%	15.3%	3
Middle KS2 Score	61	14	23.0%	61	14	23.0%	21.3%	18.5%	23.8%	1
Upper KS2 Score	58	35	60.3%	58	35	60.3%	48.4%	44.7%	52.4%	-
Looked After	3	1	33.3%	2	1	50.0%	20.5%	18.5%	23.5%	-
Not Looked After	176	54	30.7%	167	53	31.7%	28.4%	25.6%	31.2%	-
Pupil Premium	33	8	24.2%	30	8	26.7%	23.6%	21.0%	26.1%	-
Not Pupil Prem	146	47	32.2%	139	46	33.1%	29.4%	26.5%	32.2%	-
FSM + LAC	15	4	26.7%	13	4	30.8%	22.8%	20.1%	25.6%	-
Not FSM or LAC	164	51	31.1%	156	50	32.1%	28.8%	25.9%	31.5%	-

Legend

Below FFT-B	Above FFT-B but below FFT-D	Above FFT-D
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15 Capped Points analyses

15.1 Whole school capped point plots

15.1.1 Scatter plot - FFT Type B

Each student is marked with a white disc. The thick grey line at the centre represents expected progress in line with similar schools and students according to FFT estimates. The blue lines represent the maximum capped points score available on pure GCSEs i.e. 8A*s or 464 points.

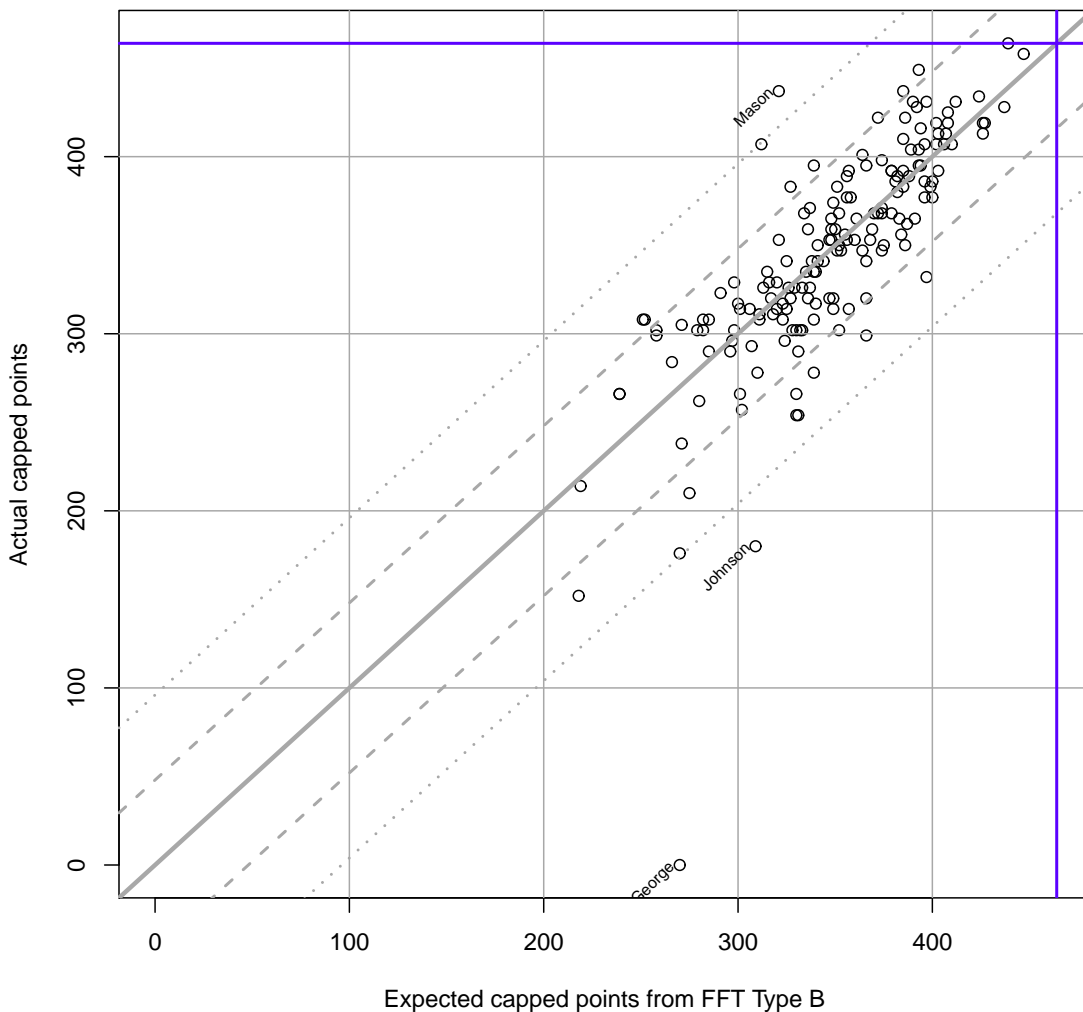
The dashed grey lines represent progress of 24 points better or worse than expected. This is equivalent to an average of 4 grades out of 8 being one grade higher than expected. The dotted grey lines represent progress of 48 points better or worse than expected. This is equivalent to every one of the 8 GCSE equivalents being one grade higher than expected.

Any student with a residual or more than +48 or less than -48 has a surname attached.

Things to look for:

- Are there any extreme residuals?
- For the named students do you have any reasons or explanations for their performance?

Capped Points – all students – actual versus FFT Type B



15.1.2 Box plot - FFT Type B

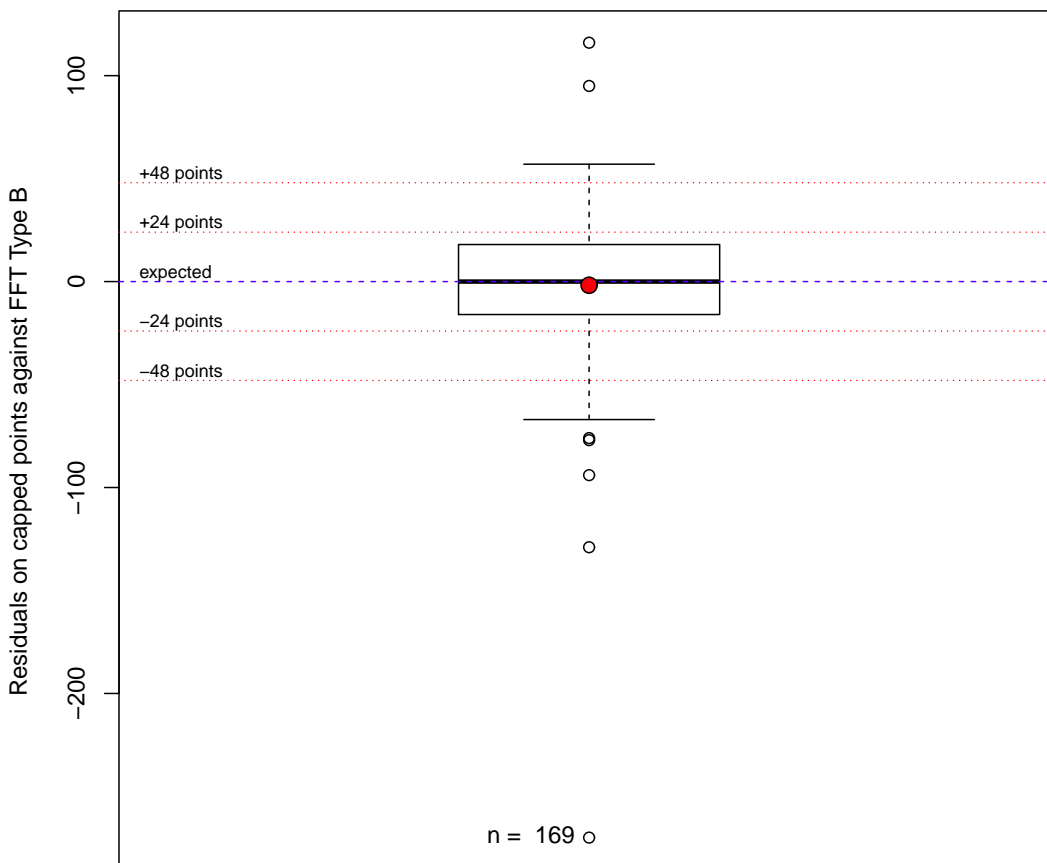
The box, whiskers and discs represent all students. The y-axis represents the residual of the students' capped points scores against FFT Type B estimates. The residual is a measure of progress - it is the actual capped points minus the expected capped points, so zero residual represents expected progress.

The top whisker is the top quarter of students in terms of progress. The bottom whisker represents the bottom quarter of students in terms of progress. The box represents the middle half of students by progress. The line in the box splits the cohort exactly in two (it is the median) and so separates the second from the third quarter. Any students with extreme residuals are marked by hollow circles. The red disc towards the centre of the boxplot marks the mean residual (this may be drawn away from the median by any outliers).

Things to look for:

- Is the box more above or more below expected progress?
- Roughly what proportion of students are making above or below expected progress?
- Who are the outliers and what are the reasons for their extreme progress?

Boxplot of capped points residual against FFT Type B



The difference between the mean residual and zero could have been due to chance.

15.2 Gender capped points plots

15.2.1 Scatter plot (Gender) - FFT Type B

Each student is marked with a red disc for a girl or a blue disc for a boy. The thick grey diagonal line represents expected progress in line with similar schools and students according to FFT estimates. The blue lines represent the maximum capped points score available on pure GCSEs i.e. 8A*s or 464 points.

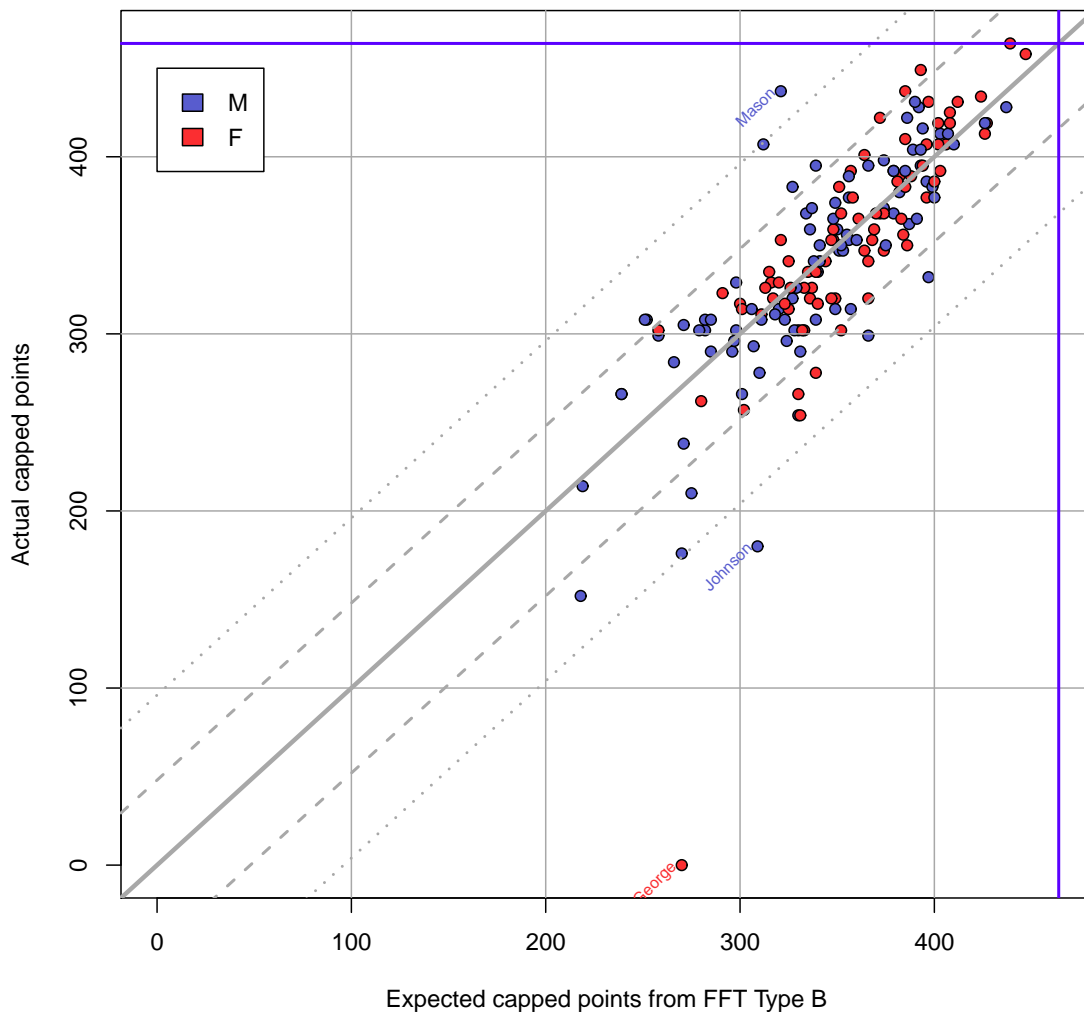
The dashed grey lines represent progress of 24 points better or worse than expected. This is equivalent to an average of 4 grades out of 8 being one grade higher than expected. The dotted grey lines represent progress of 48 points better or worse than expected. This is equivalent to every one of the 8 GCSE equivalents being one grade higher than expected.

Any student with a residual or more than +48 or less than -48 has a surname attached.

Things to look for:

- Are there any extreme residuals?
- Is there a gender pattern?
- If there is, does it vary from left to right i.e. with different ability levels?

Capped Points – by gender – actual versus FFT Type B



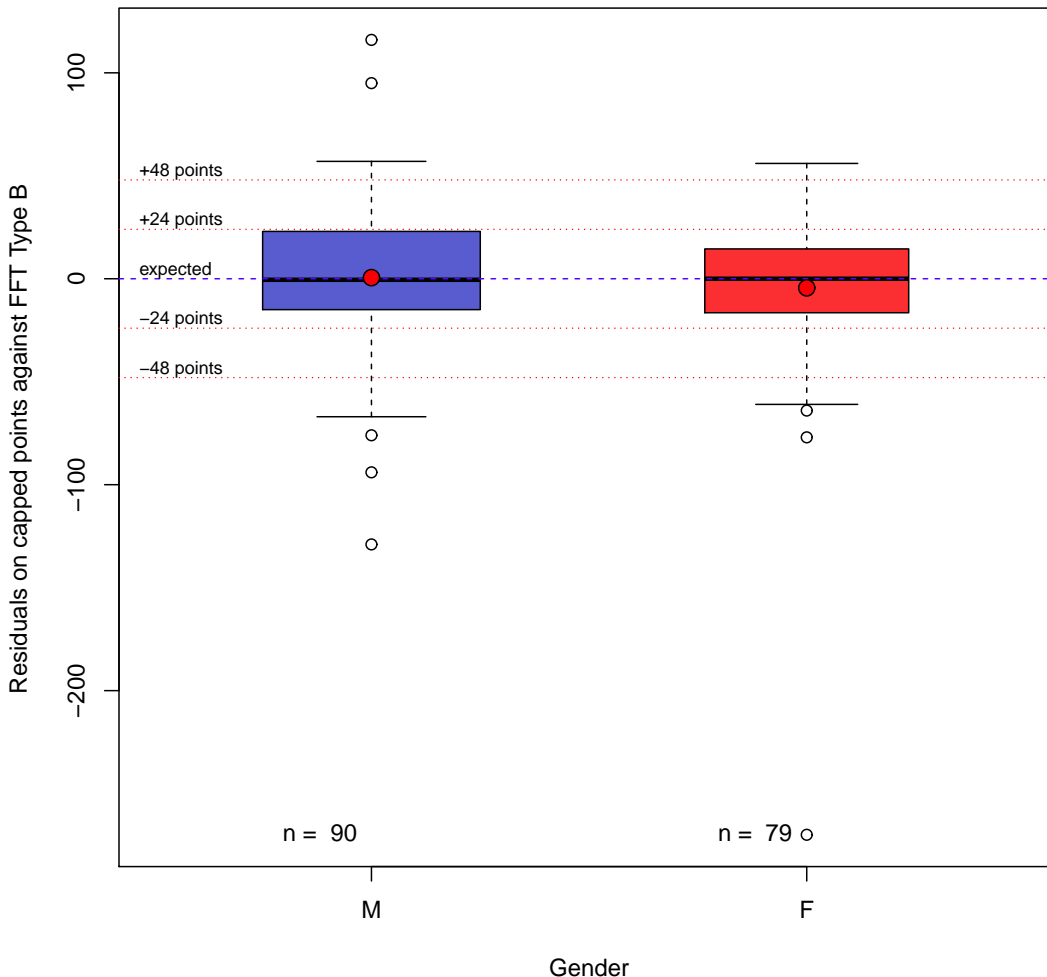
15.2.2 Box plot (Gender) - FFT Type B

There are two box plots, one for boys and one for girls. The characteristics of the boxes and whiskers are just as for the box plot previously. The y-axis represents the residual of the students' capped points scores against FFT Type B estimates. The red discs near the middle of the boxes represent the mean residual for each group.

Below the plot is an indication of whether the difference between boys and girls is statistically significant i.e. whether it could have arisen by chance. Even if it is, it may not be educationally important - that is for you to judge. The statistical significance is calculated using the ANOVA technique. Things to look for:

- Are there any gender effects visible?
- Are the differences between groups likely to be accounted for by chance variation?

Boxplot of capped points residual against FFT Type B by gender



The difference between groups could have been due to chance.

15.3 Prior Attainment capped points plots

15.3.1 Scatter plot (Prior Attainment) - FFT Type B

Each student is marked with a different coloured disc according to the classification of their KS2 prior attainment by FFT - magenta for those in the L (lower) band, orange for those in the M band and light blue for those in the U (upper) band).

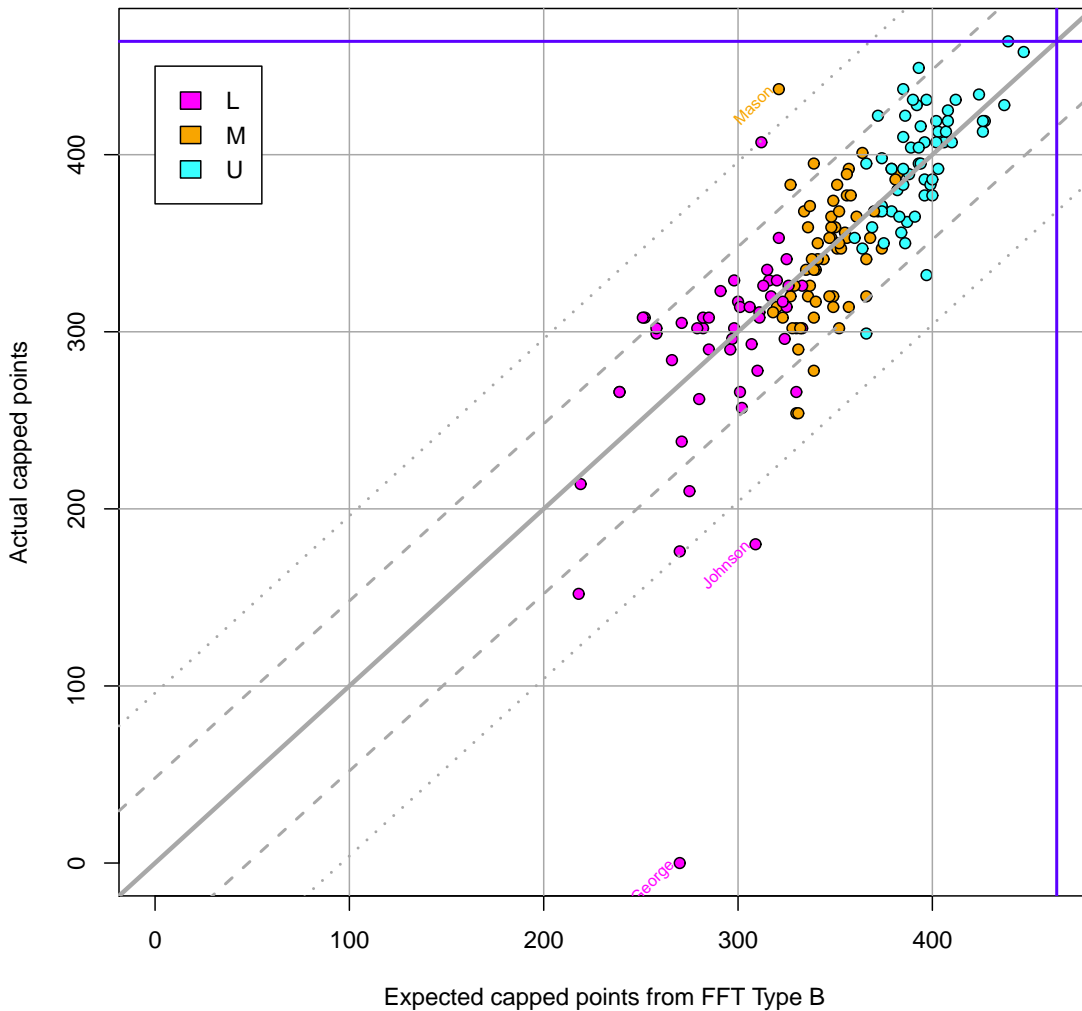
Otherwise, this plot is identical to the previous one for gender.

Any student with a residual or more than +48 or less than -48 has a surname attached.

Things to look for:

- Are there any extreme residuals?
- Can you see any patterns with KS2 attainment?

Capped Points – by Prior Attainment – actual versus FFT Type B



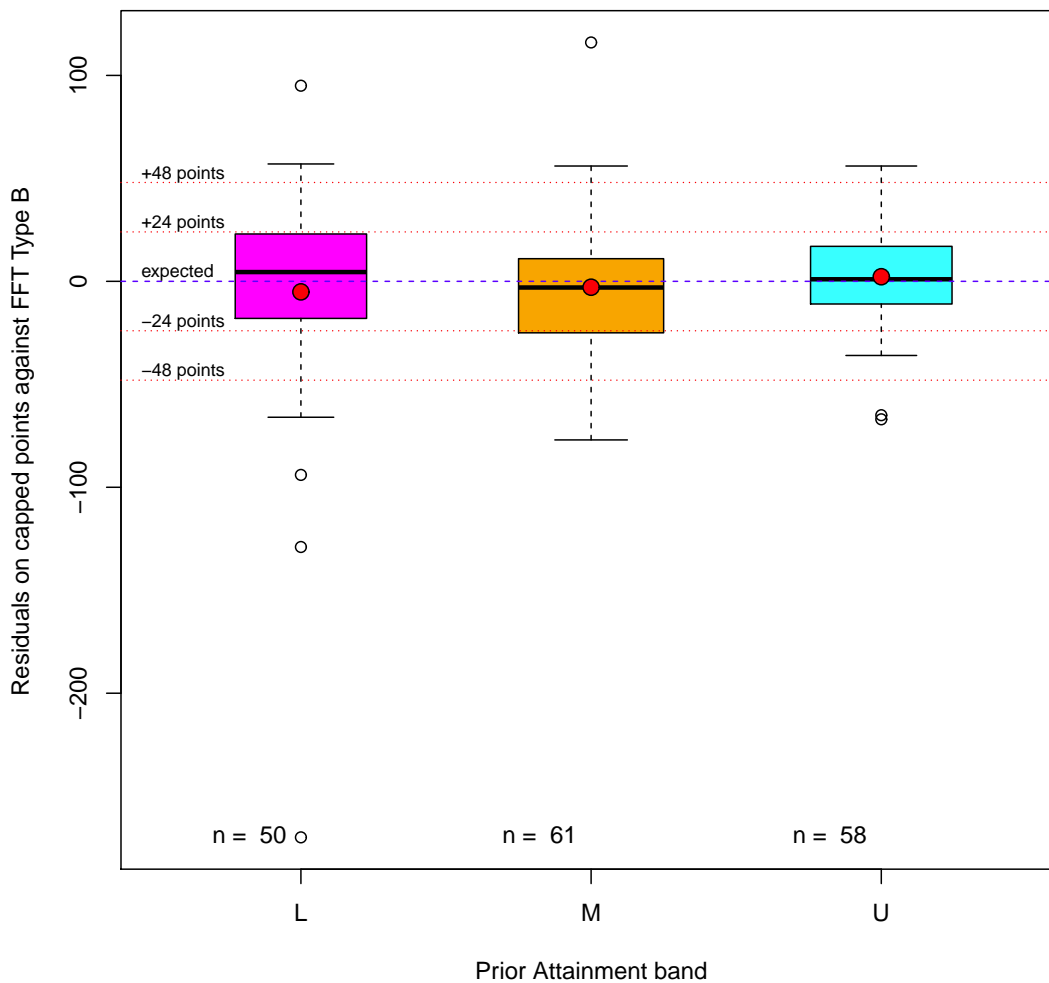
15.3.2 Box plot (Prior Attainment) - FFT Type B

There are three box plots, one for each prior ability band. The Lower ability band is coloured magenta, the Middle ability band is orange and the Upper ability band light blue. The characteristics of the boxes and whiskers are just as for the box plots previously. The y-axis represents the residual of the students' capped points scores against FFT Type B estimates.

Things to look for:

- Are there any prior attainment effects visible?
- Are the differences between groups likely to be accounted for by chance variation?

Boxplot of capped points residual against FFT Type B by prior attainment



The difference between groups could have been due to chance.

15.4 SEN capped points plots

15.4.1 Scatter plot (SEN) - FFT Type B

Each student is marked with a different coloured disc - red for stated, blue for school action plus, green for school action and white for no special need.

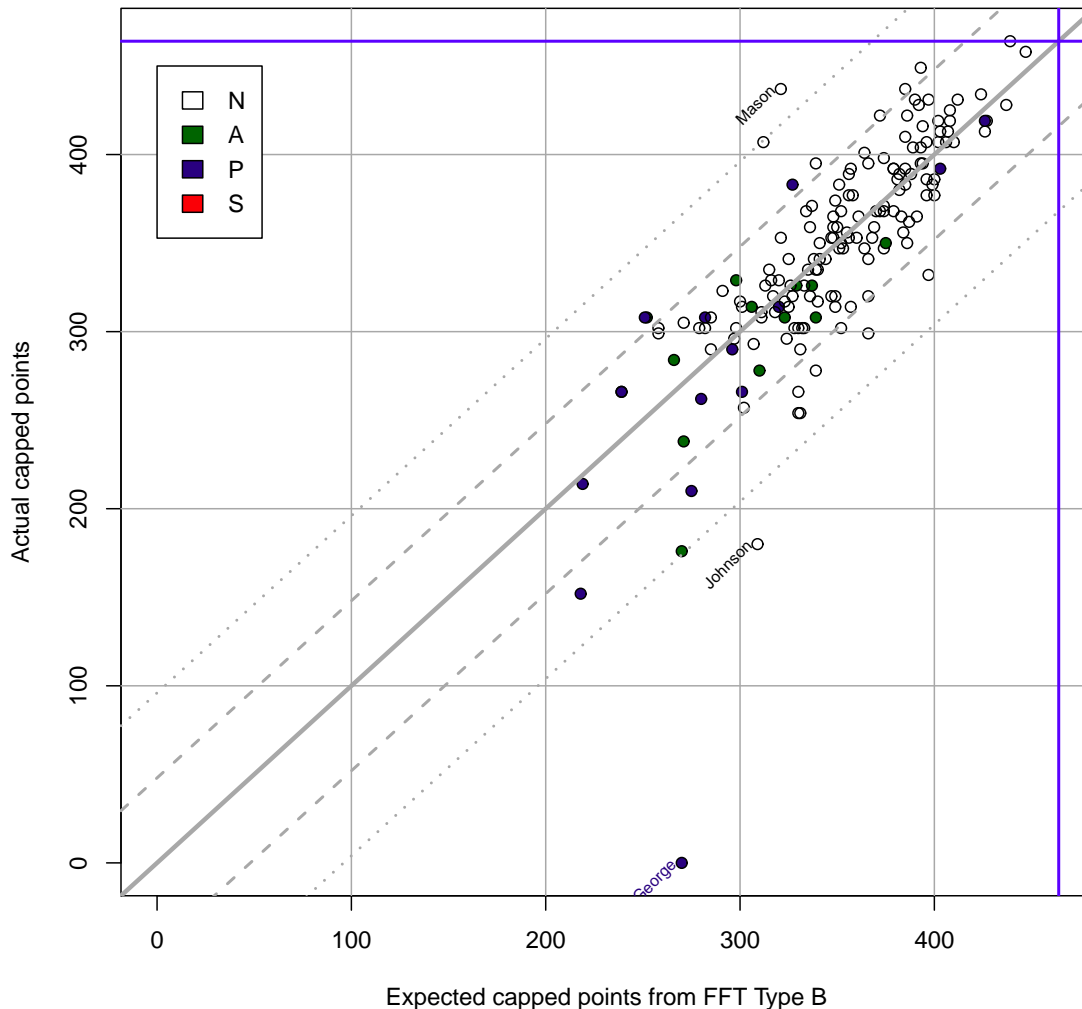
Otherwise, this plot is identical to the previous one for gender.

Any student with a residual or more than +48 or less than -48 has a surname attached.

Things to look for:

- Are there any extreme residuals?
- Can you see any patterns with special need emerging?

Capped Points – by SEN – actual versus FFT Type B

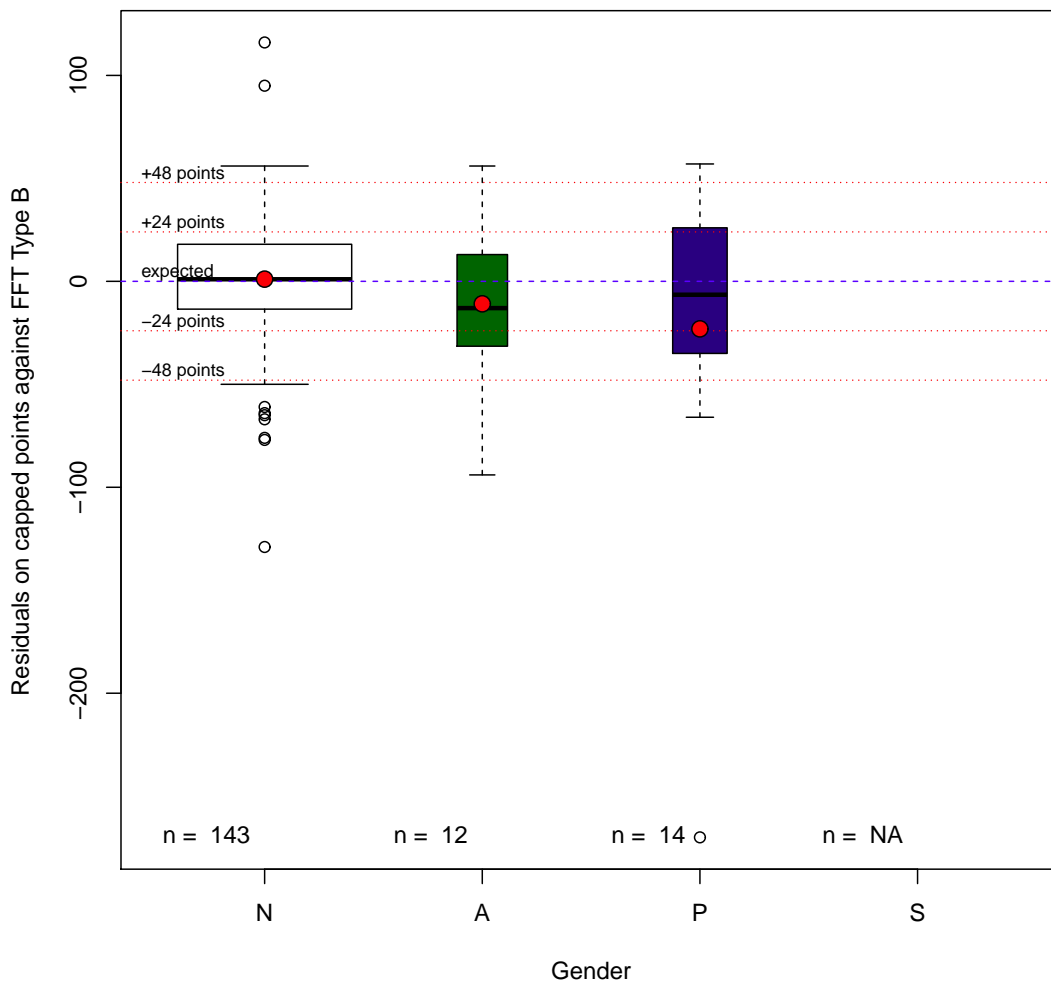


15.4.2 Box plot (SEN) - FFT Type B

There are four box plots, one for each category of special need. The boxplot for no special need is white, that for school action is green, that for school action plus is blue and that for statemented is red. The characteristics of the boxes and whiskers are just as for the box plots previously. The y-axis represents the residual of the students' capped points scores against FFT Type B estimates. Things to look for:

- Does being in an SEN category seem to be linked to differential progress?
- Are the differences between groups likely to be accounted for by chance variation?

Boxplot of capped points residual against FFT Type B by SEN status



The difference between groups could have been due to chance.

15.5 English as an Additional Language capped points plots

15.5.1 Scatter plot (English as an Additional Language) - FFT Type B

Each student is marked with a different coloured disc - gold for those for whom English is an Additional Language and white for all others.

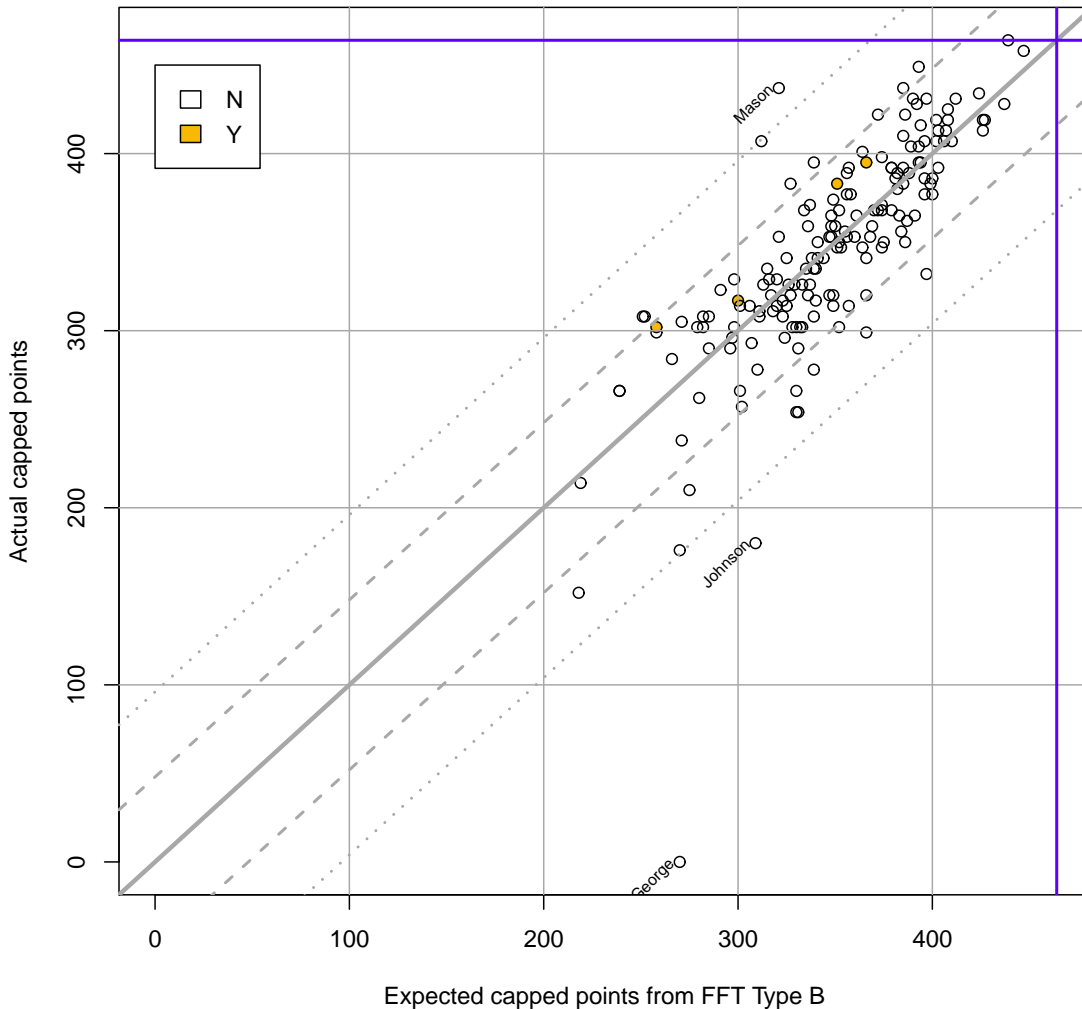
Otherwise, this plot is identical to the previous one for gender.

Any student with a residual or more than +48 or less than -48 has a surname attached.

Things to look for:

- Are there any extreme residuals?
- Can you see any pattern with gifted and talented students emerging?
- If you can, does it vary from left to right i.e. with different ability levels?

Capped Points – by English as an Additional Language – actual versus FFT Type B



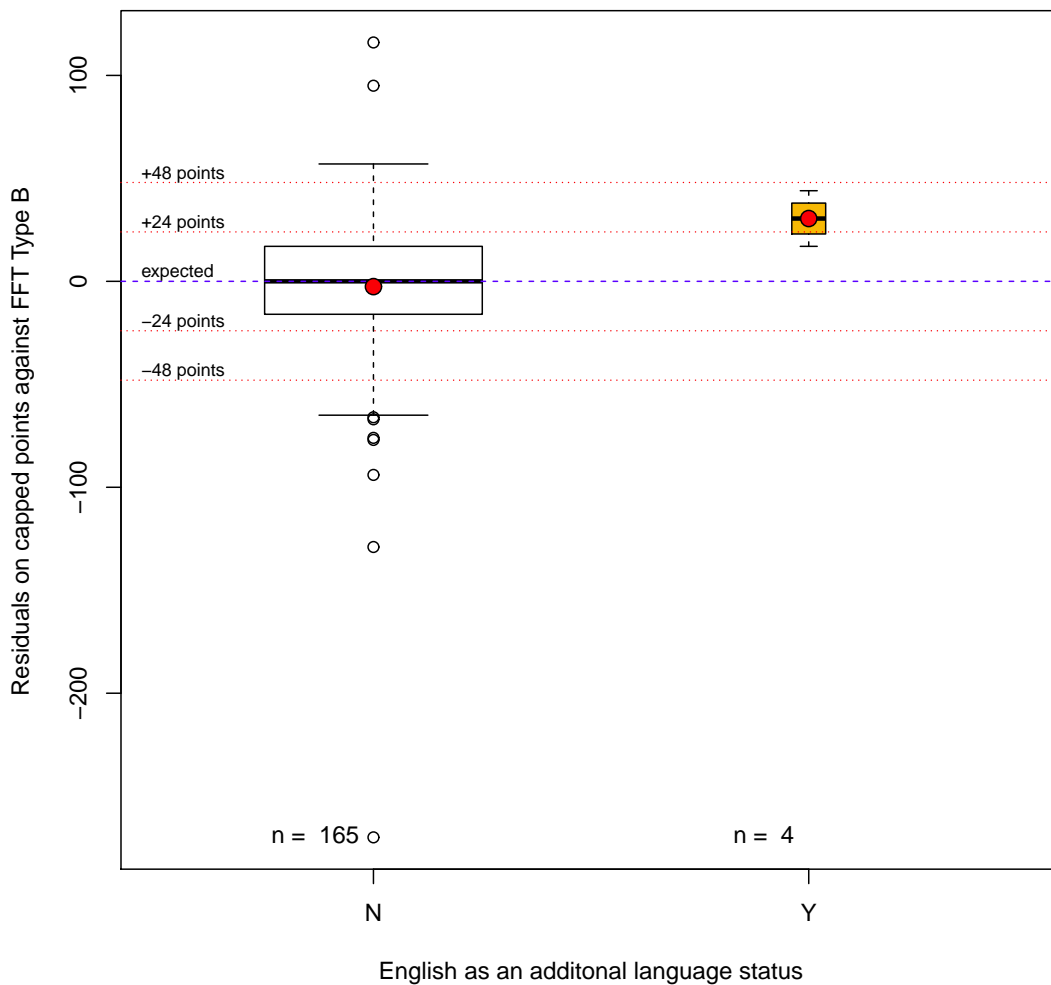
15.5.2 Box plot (English as an Additional Language) - FFT Type B

There are two box plots, one students for whom English is an Additional Language and one for those who normally speak English. The characteristics of the boxes and whiskers are just as for the box plots previously. The y-axis represents the residual of the students' capped points scores against FFT Type B estimates.

Things to look for:

- Are there any EAL effects visible?
- Is the difference between EAL and other students what you expected?

Boxplot of capped points residual against FFT Type B by EAL status



The difference between groups could have been due to chance.

15.6 Free School Meals eligibility capped points plots

15.6.1 Scatter plot (Free School Meals) - FFT Type B

Each student is marked with a different coloured disc - water green for those eligible for for free school meals and white for all others.

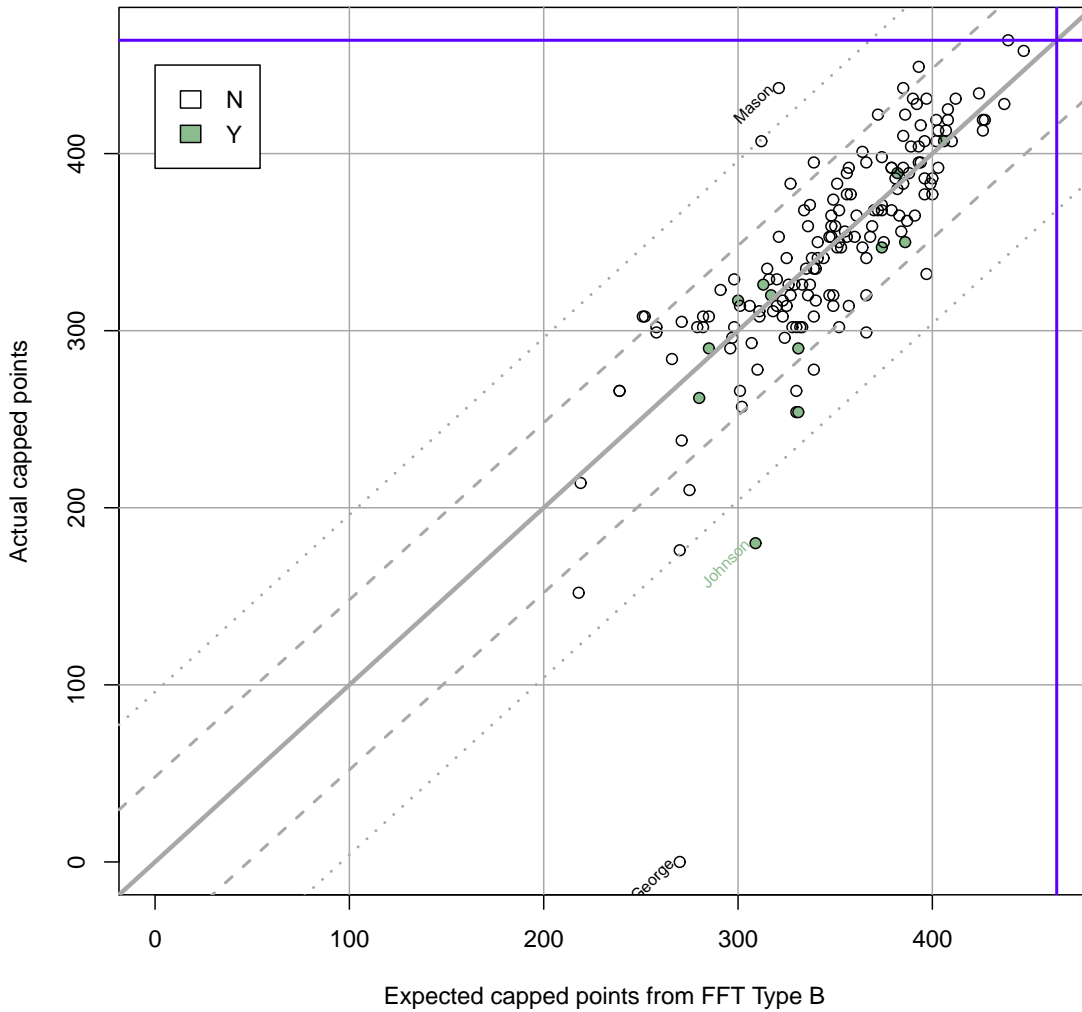
Otherwise, this plot is identical to the previous one for gender.

Any student with a residual or more than +48 or less than -48 has a surname attached.

Things to look for:

- Are there any extreme residuals?
- Can you see any pattern with FSM students emerging?
- If you can, does it vary from left to right i.e. with different ability levels?

Capped Points – by FSM eligibility – actual versus FFT Type B

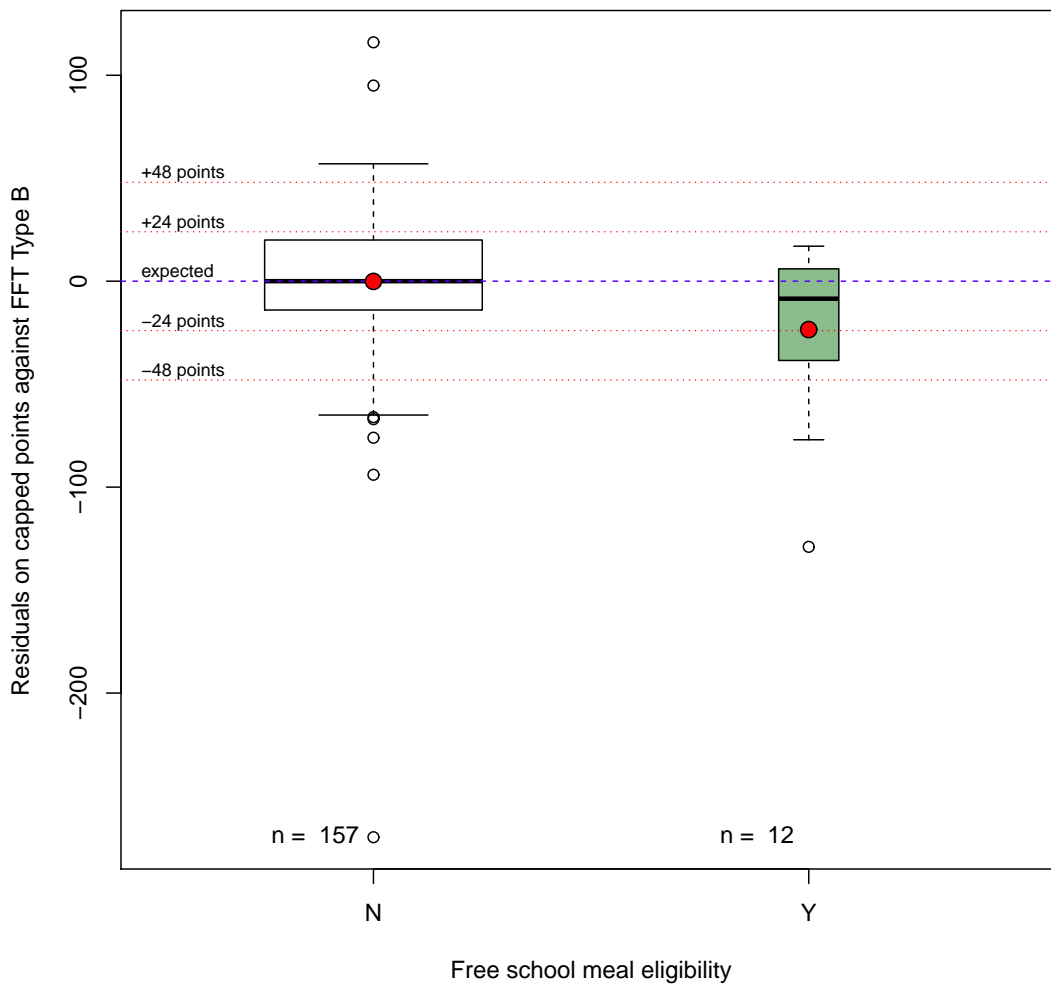


15.6.2 Box plot (Free School Meals) - FFT Type B

There are two box plots, one for students eligible for free school meals and one for those not eligible. The characteristics of the boxes and whiskers are just as for the box plots previously. The y-axis represents the residual of the students' capped points scores against FFT Type B estimates. Things to look for:

- Are there any FSM effects visible?
- Is the difference between FSM and other students what you expected?

Boxplot of capped points residual against FFT Type B by FSM status



The difference between groups is unlikely to be by chance ($p = 0.04$).

15.7 Pupil Premium capped points plots

15.7.1 Scatter plot (Pupil Premium) - FFT Type B

Each student is marked with a different coloured disc - purple for those for whom we receive the Pupil Premium and white for all others.

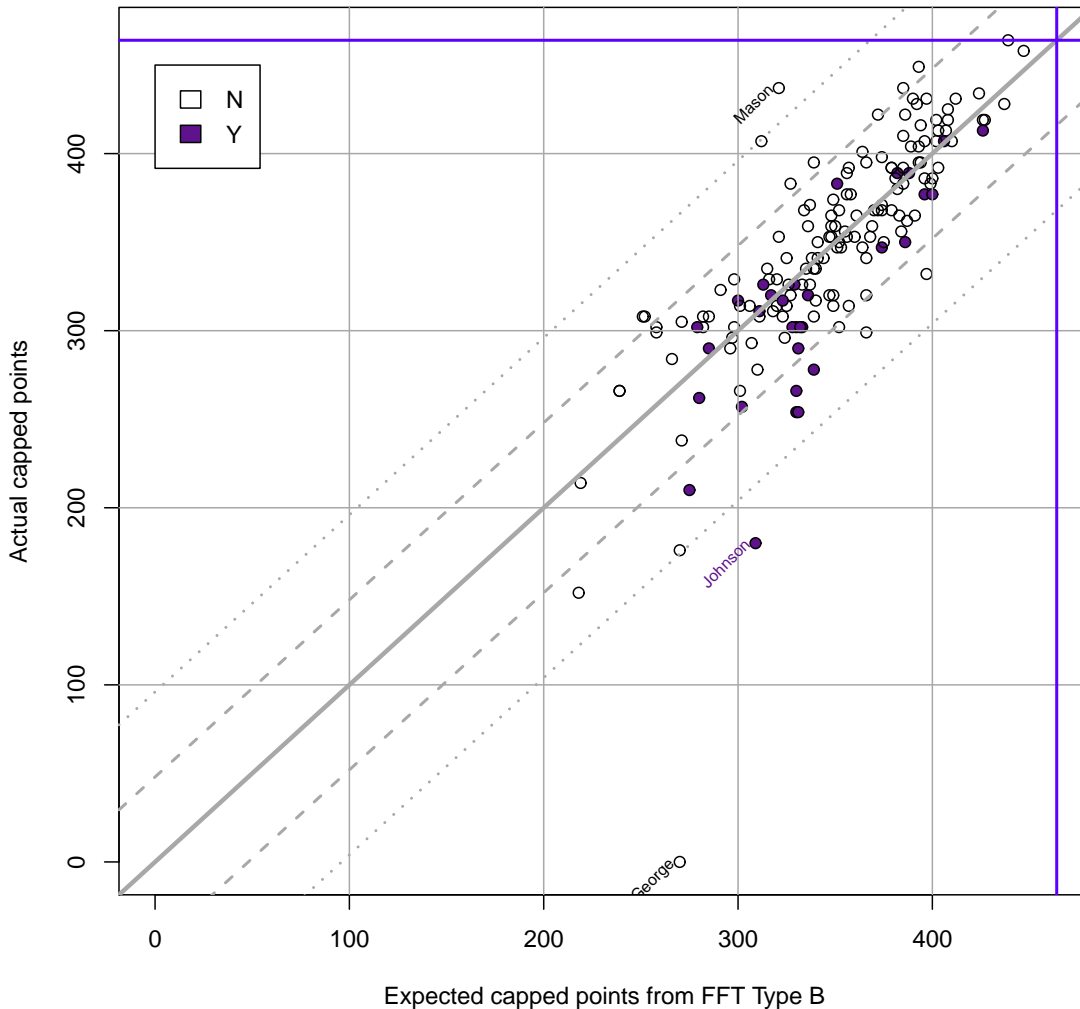
Otherwise, this plot is identical to the previous one for FSM.

Any student with a residual or more than +48 or less than -48 has a surname attached.

Things to look for:

- Are there any extreme residuals?
- Can you see any pattern with Pupil Premium students emerging?
- If you can, does it vary from left to right i.e. with different ability levels?

Capped Points – by Pupil Premium – actual versus FFT Type B

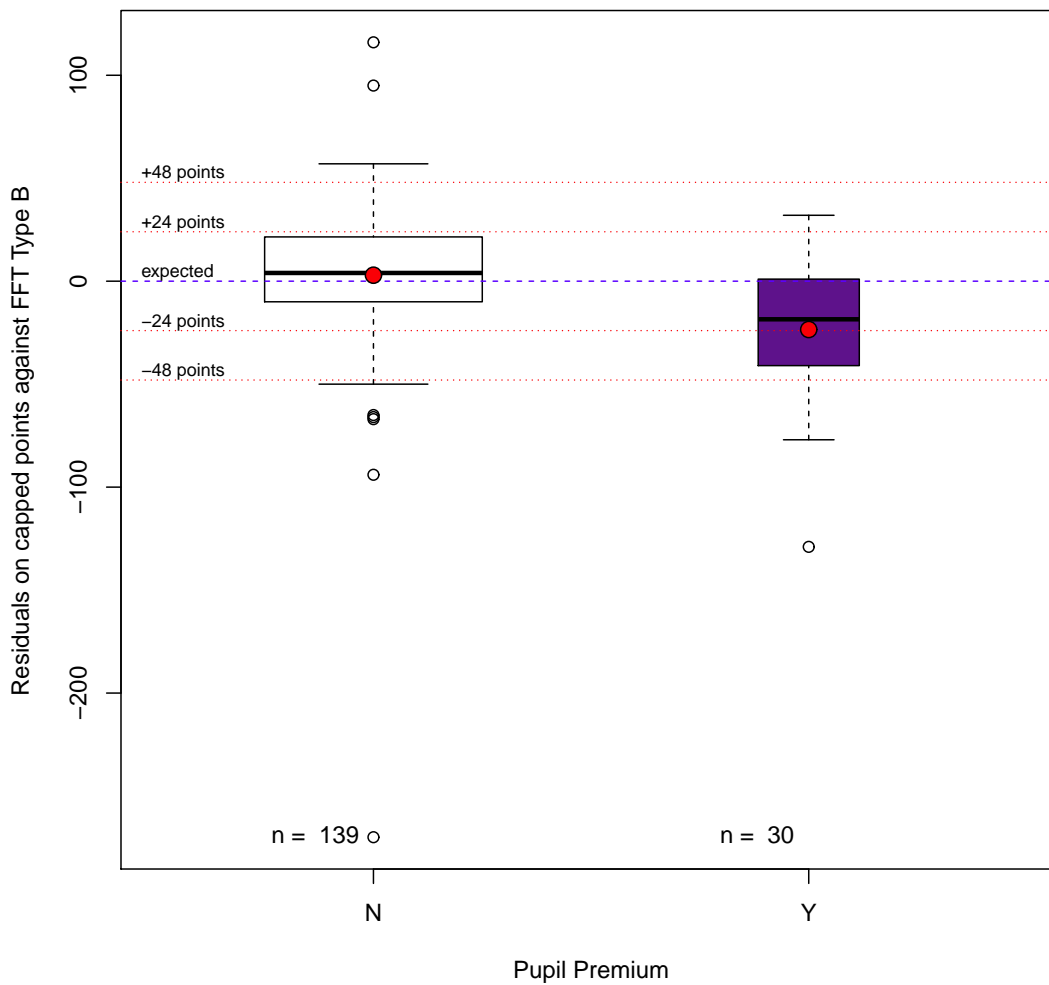


15.7.2 Box plot (Pupil Premium) - FFT Type B

There are two box plots, one for students eligible for free school meals and one for those not eligible. The characteristics of the boxes and whiskers are just as for the box plots previously. The y-axis represents the residual of the students' capped points scores against FFT Type B estimates. Things to look for:

- Are there any Pupil Premium effects visible?
- Is the difference between Pupil Premium and other students what you expected?

Boxplot of capped points residual against FFT Type B by PP status



The difference between groups is highly unlikely to be by chance ($p = 5e-04$).

15.8 Looked After Children capped points plots

15.8.1 Scatter plot (Free School Meals) - FFT Type B

Each student is marked with a different coloured disc - deep pink for those children who are looked after and white for all others.

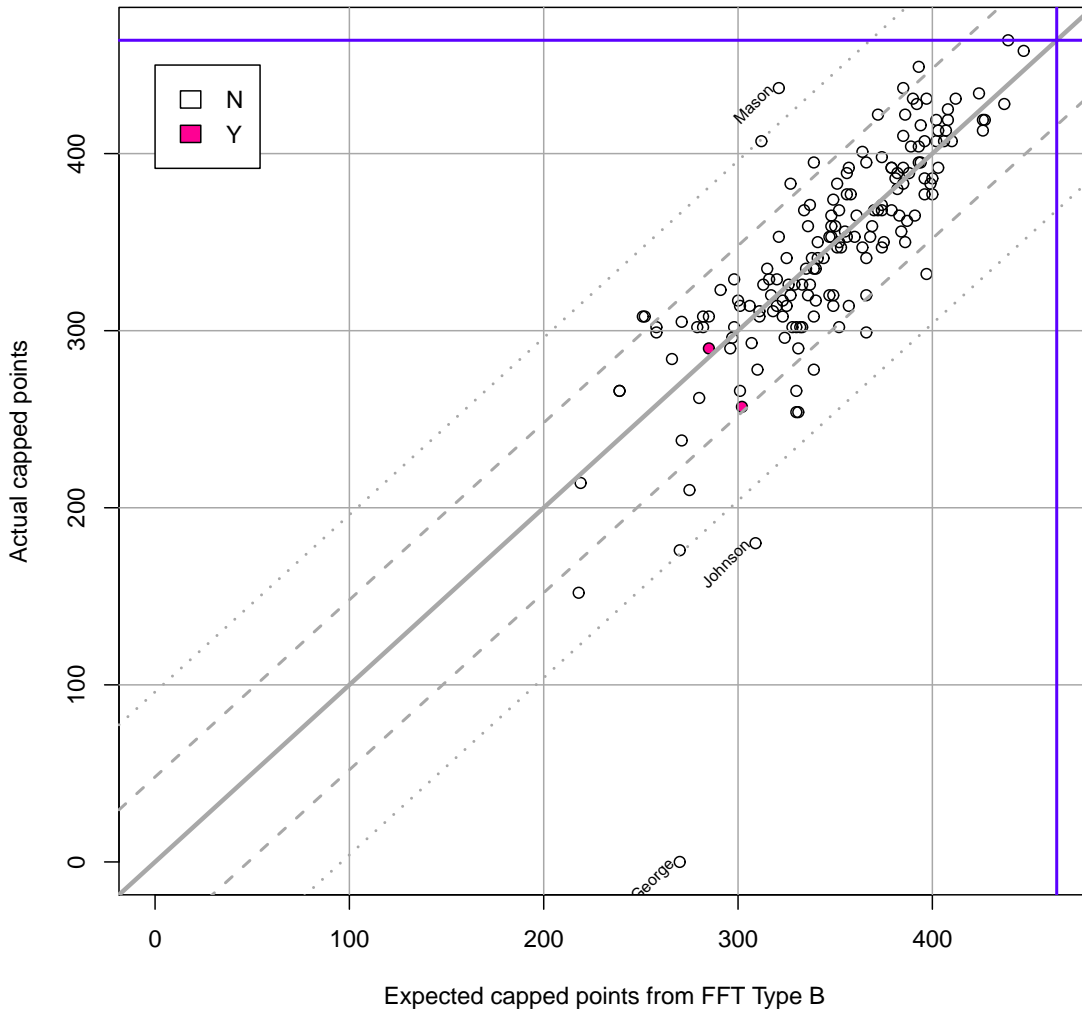
Otherwise, this plot is identical to the previous one for gender.

Any student with a residual or more than +48 or less than -48 has a surname attached.

Things to look for:

- Are there any extreme residuals?
- Can you see any pattern with LAC students emerging?
- If you can, does it vary from left to right i.e. with different ability levels?

Capped Points – by Looked After Child status – actual versus FFT Type B

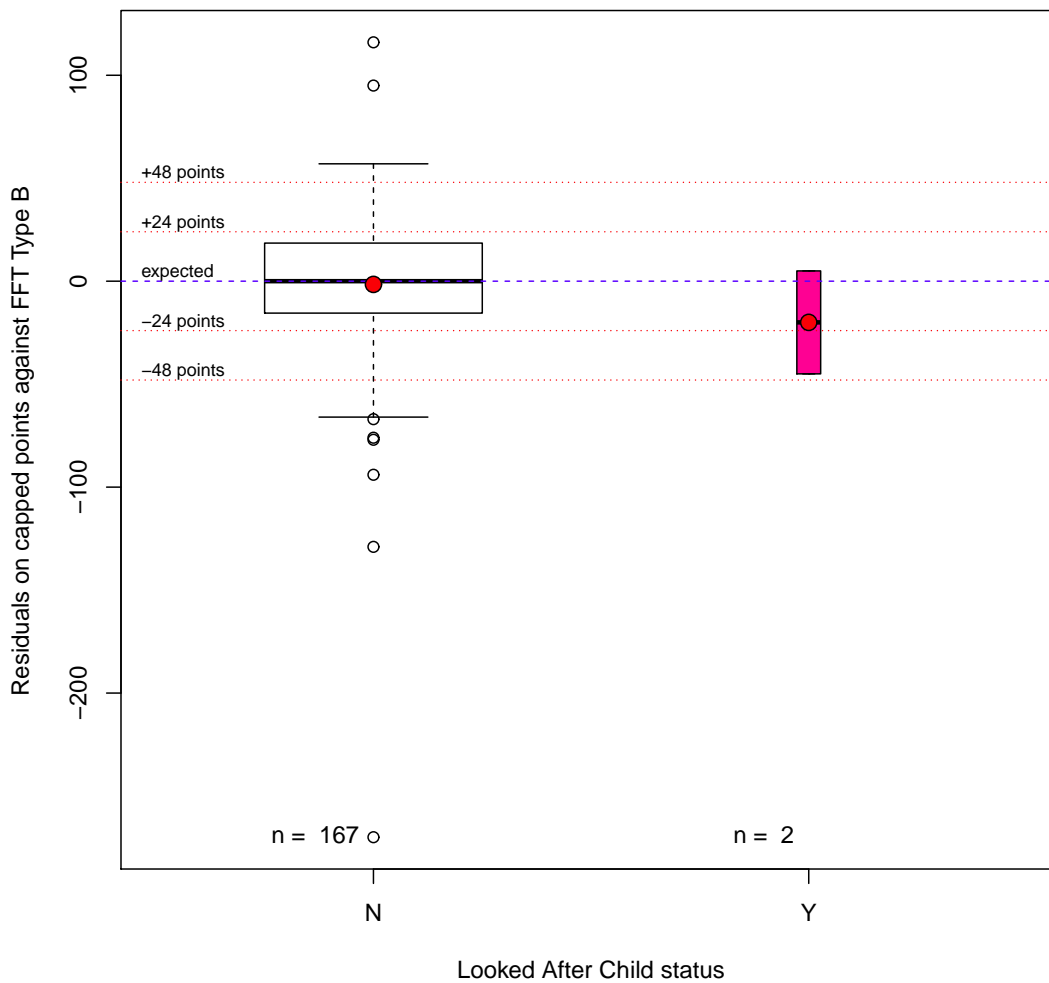


15.8.2 Box plot (Looked After Children) - FFT Type B

There are two box plots, one for students who are “looked after” one for other students. The characteristics of the boxes and whiskers are just as for the box plots previously. The y-axis represents the residual of the students’ capped points scores against FFT Type B estimates. Things to look for:

- Are there any LAC effects visible?
- Is the difference between LAC and other students what you expected?

Boxplot of capped points residual against FFT Type B by LAC status



The difference between groups could have been due to chance.

15.9 Gifted & Talented capped points plots

15.9.1 Scatter plot (Gifted & Talented) - FFT Type B

Each student is marked with a different coloured disc - red for those on the gifted and talented register and white for all others.

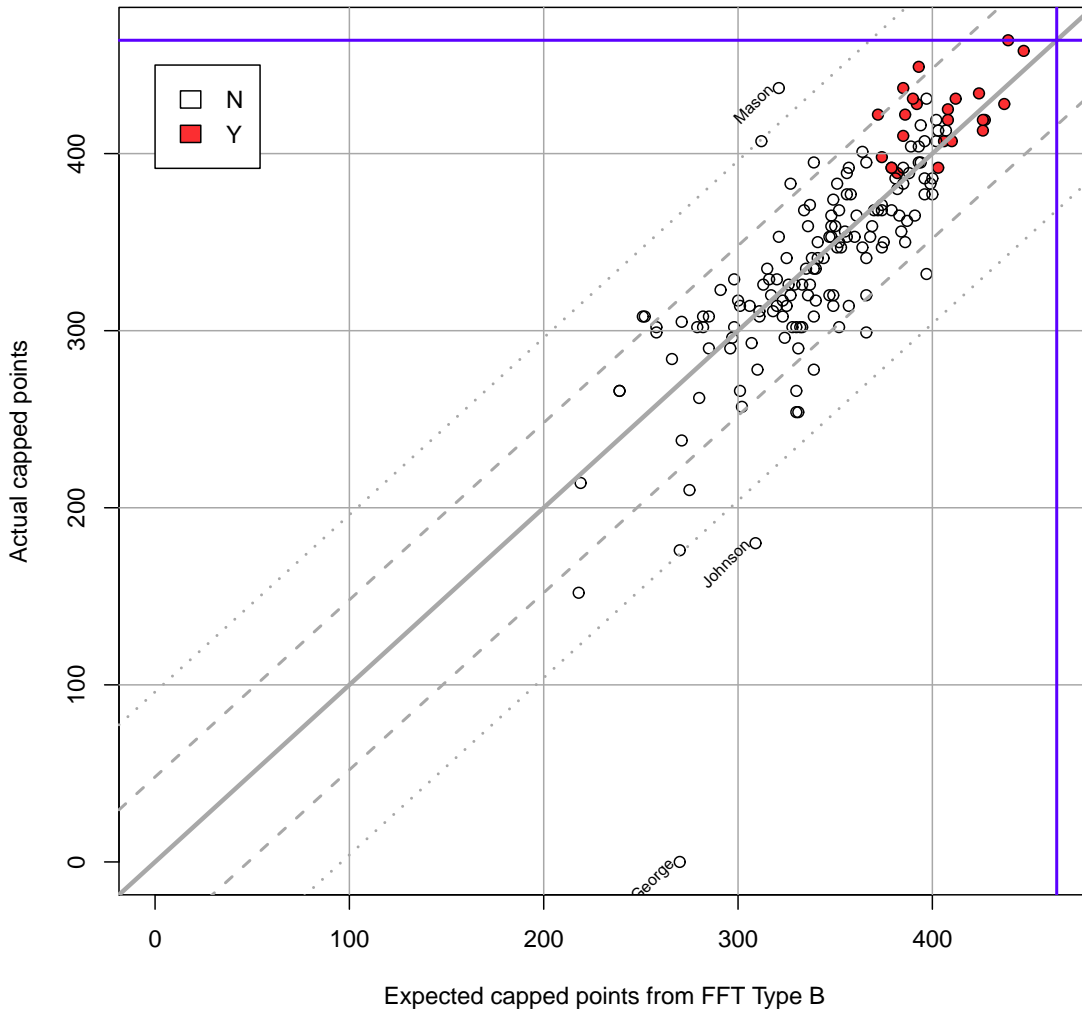
Otherwise, this plot is identical to the previous one for gender.

Any student with a residual or more than +48 or less than -48 has a surname attached.

Things to look for:

- Are there any extreme residuals?
- Can you see any pattern with gifted and talented students emerging?
- If you can, does it vary from left to right i.e. with different ability levels?

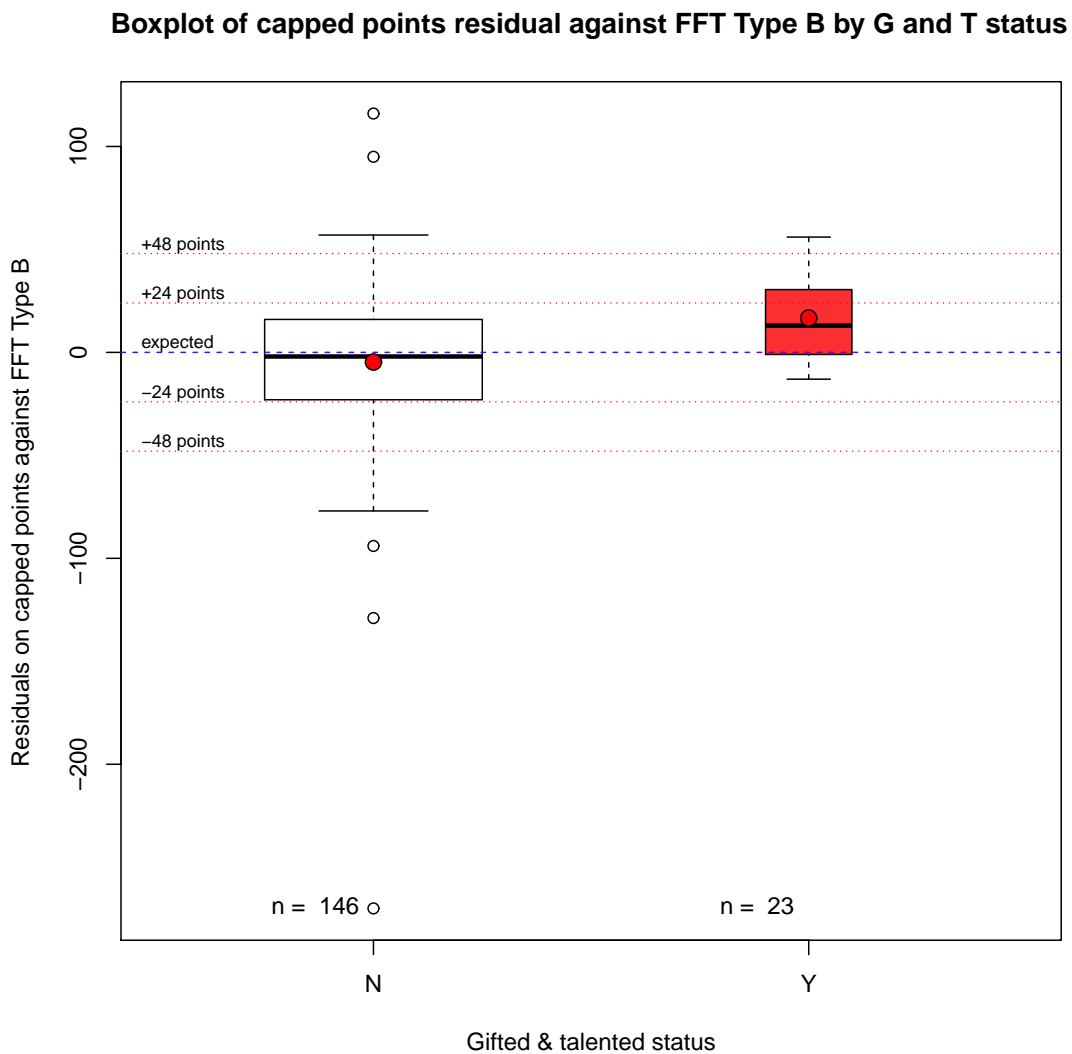
Capped Points – by Gifted and Talented – actual versus FFT Type B



15.9.2 Box plot (Gifted & Talented) - FFT Type B

There are two box plots, one for students who are on the gifted and talented register and one for those who are not. One would expect that G & T students are likely to get positive residuals. The characteristics of the boxes and whiskers are just as for the box plots previously. The y-axis represents the residual of the students' capped points scores against FFT Type B estimates. Things to look for:

- Are there any G & T effects visible?
- Are G & T students getting more positive residuals as expected?
- Is the difference between G & T and other students what you expected?



The difference between groups is unlikely to be by chance ($p = 0.012$).

15.10 Ethnicity capped points plots

15.10.1 Scatter plot (Ethnicity) - FFT Type B

Each student is marked with a coloured disc representing their DfE ethnicity codes - see the legend on the scatter chart.

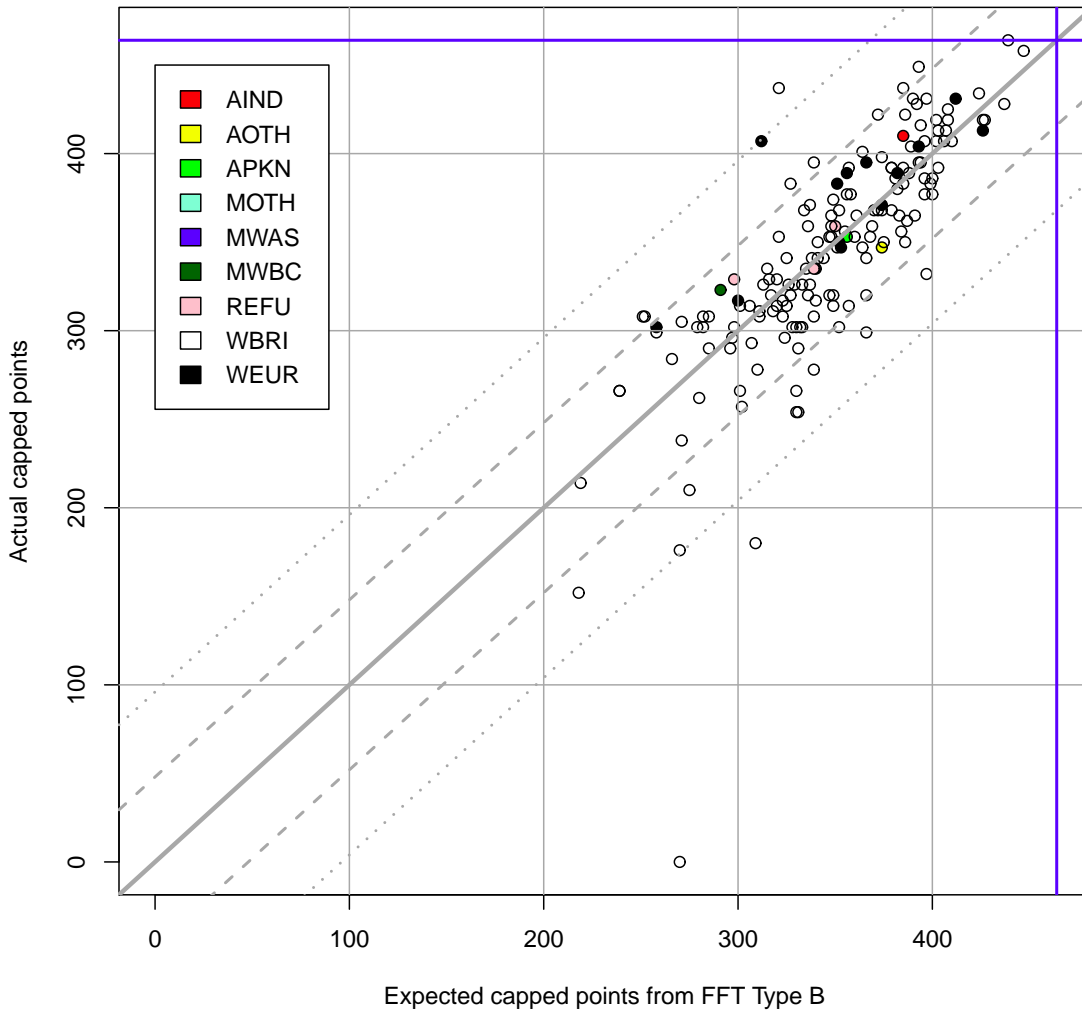
Otherwise, this plot is identical to the previous ones.

Any student with a residual or more than +48 or less than -48 has a surname attached.

Things to look for:

- Are there any extreme residuals?
- Can you see any pattern with students from ethnic minorities emerging?
- If there is, does it vary from left to right i.e. with different ability levels?

Capped Points – by ethnic code – actual versus FFT Type B



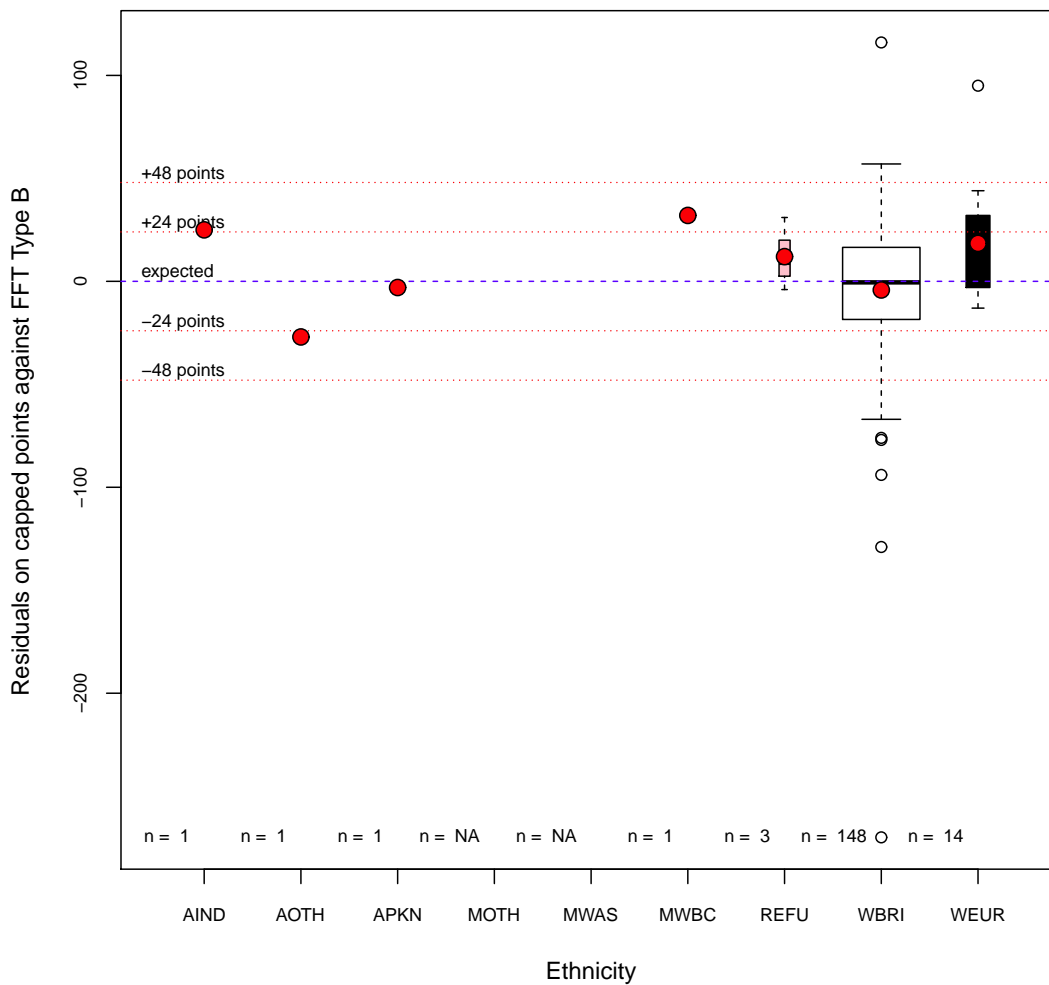
15.10.2 Box plot (Ethnicity) - FFT Type B

There is a box plot for each ethnicity in the cohort. It is possible that if there are very few students with a particular ethnic code, the box will be a disc, or may not have whiskers. The characteristics of the boxes and whiskers are just as for the box plots previously. The y-axis represents the residual of the students' capped points scores against FFT Type B estimates.

Things to look for:

- Are there any ethnicity effects visible?
- Could the difference between groups have arisen by chance?

Boxplot of capped points residual against FFT Type B ethnicity



The difference between groups could have been due to chance.

16 Analyses of threshold measures

These analyses use FFT Type B probability estimates of achieving 5A*-C including English & Maths.

In school, the key threshold measure is 5 or more Cs at GCSE including English & Maths. However, it is more helpful to look at a differentiated set of thresholds as follows: students who have achieved:

- less than 5 Cs at GCSE or equivalent
- at least 5 Cs, but not including both English and Maths
- at least 5 Cs, including both English and Maths
- at least 5 Cs, including both English and Maths but also with 3As
- at least 5 Cs, including both English and Maths but also with 5As (not necessarily English & Maths)

Each student has been assigned to one of these categories. The plots show which category a student is in, and the students are spread out according to the FFT Type B estimate of the probability they will achieve 5A*-C or more including English and Maths.

Students at the bottom right of this plot have performed poorly, while those at the top left have performed well. Since many school intervention measures are based on thresholds rather than on points (capped or uncapped), this plot might help indicate where intervention succeeded and where it could improve.

The first plot simply shows all students. Subsequent plots highlight in colour members of different groups according to gender, prior attainment, Special Needs status, Gifted & Talented status and ethnicity.

16.1 Whole school threshold plot

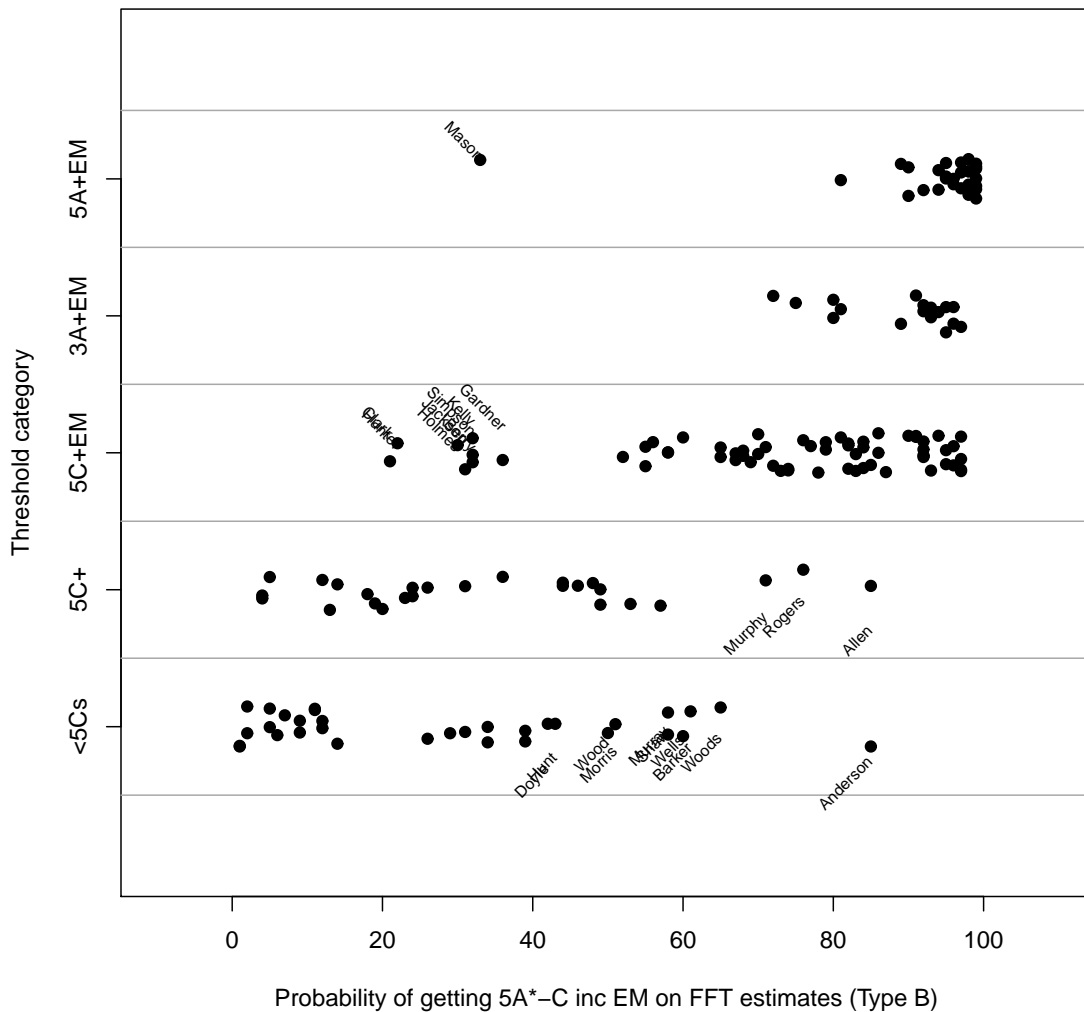
This plot uses FFT Type B probability estimates of achieving 5A*-C including English & Maths. Each student is marked with a black disc. The discs are spread out horizontally according to the FFT estimate of the probability of getting 5A*-C including English & Maths. Those likely to achieve highly are at the right, those likely to achieve less well at the left. The horizontal scale consists of the 5 categories of achievement, but the students are “jittered” or spread vertically a small random amount for better visibility.

Students at the bottom right performed poorly given their FFT estimates and are labelled with their surname. Students at the top left performed well given their FFT estimates and are also labelled.

Things to look for:

- How does this compare to the capped points plots - are the students involved the same?
- For the named students do you have any reasons or explanations for their performance?

Threshold analysis using FFT Type B estimates.



16.2 Gender threshold plots

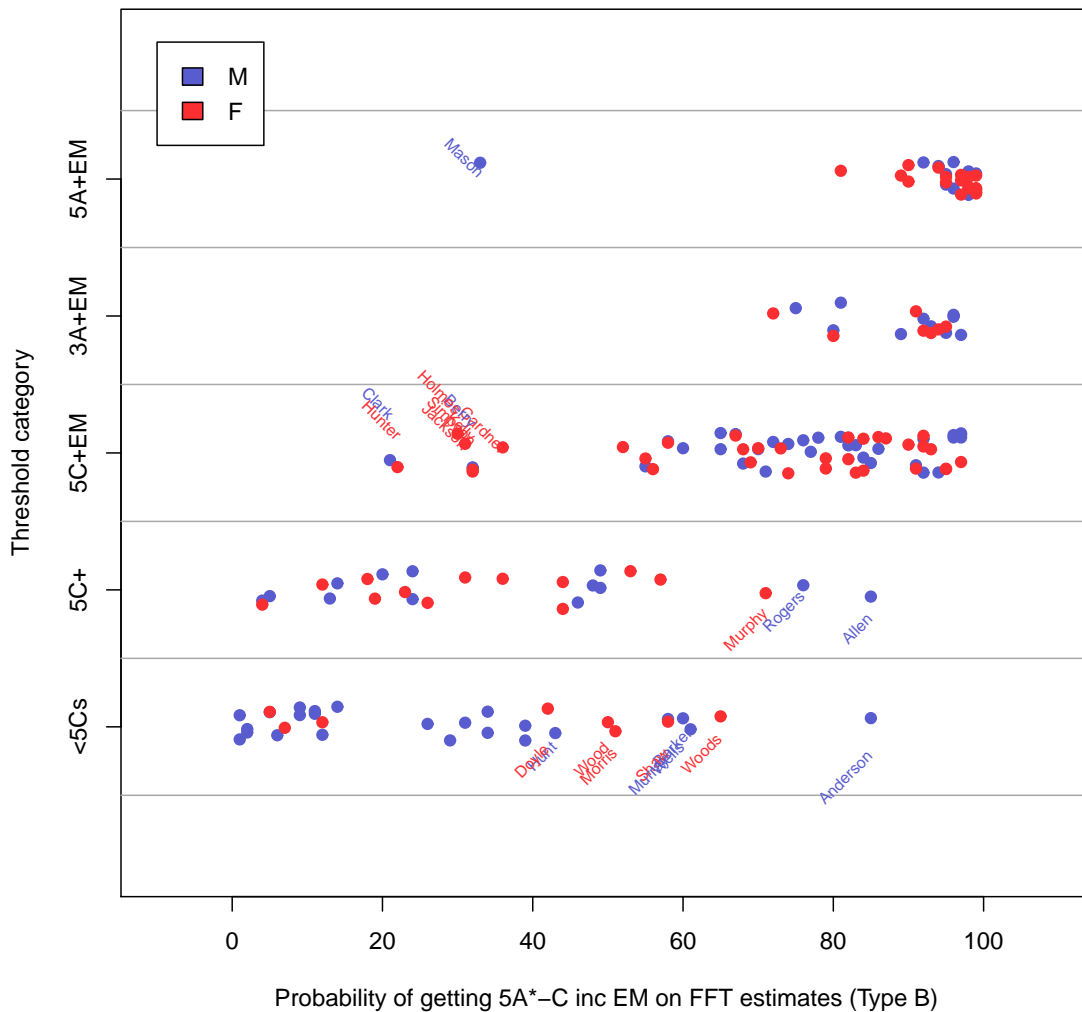
This plot uses FFT Type B probability estimates of achieving 5A*-C including English & Maths. Each student is marked with a red disc for a girl or a blue disc for a boy.

The discs are spread out horizontally according to the FFT estimate of the probability of getting 5A*-C including English & Maths. Those likely to achieve highly are at the right, those likely to achieve less well at the left. The horizontal scale consists of the 5 categories of achievement, but the students are “jittered” or spread vertically a small random amount for better visibility. Students at the bottom right performed poorly given their FFT estimates and are labelled with their surname. Students at the top left performed well given their FFT estimates and are also labelled.

Things to look for:

- How do boys and girls compare on this plot - is it a similar picture to the capped points plots?
- Is there a gender pattern to the named students?

Threshold analysis using FFT Type B estimates.



16.3 Prior Attainment threshold plot

This plot uses FFT Type B probability estimates of achieving 5A*-C including English & Maths. Each student is marked with a different coloured disc according to the classification of their KS2 prior attainment by FFT - magenta for those in the L (lower) band, orange for those in the M band and light blue for those in the U (upper) band).

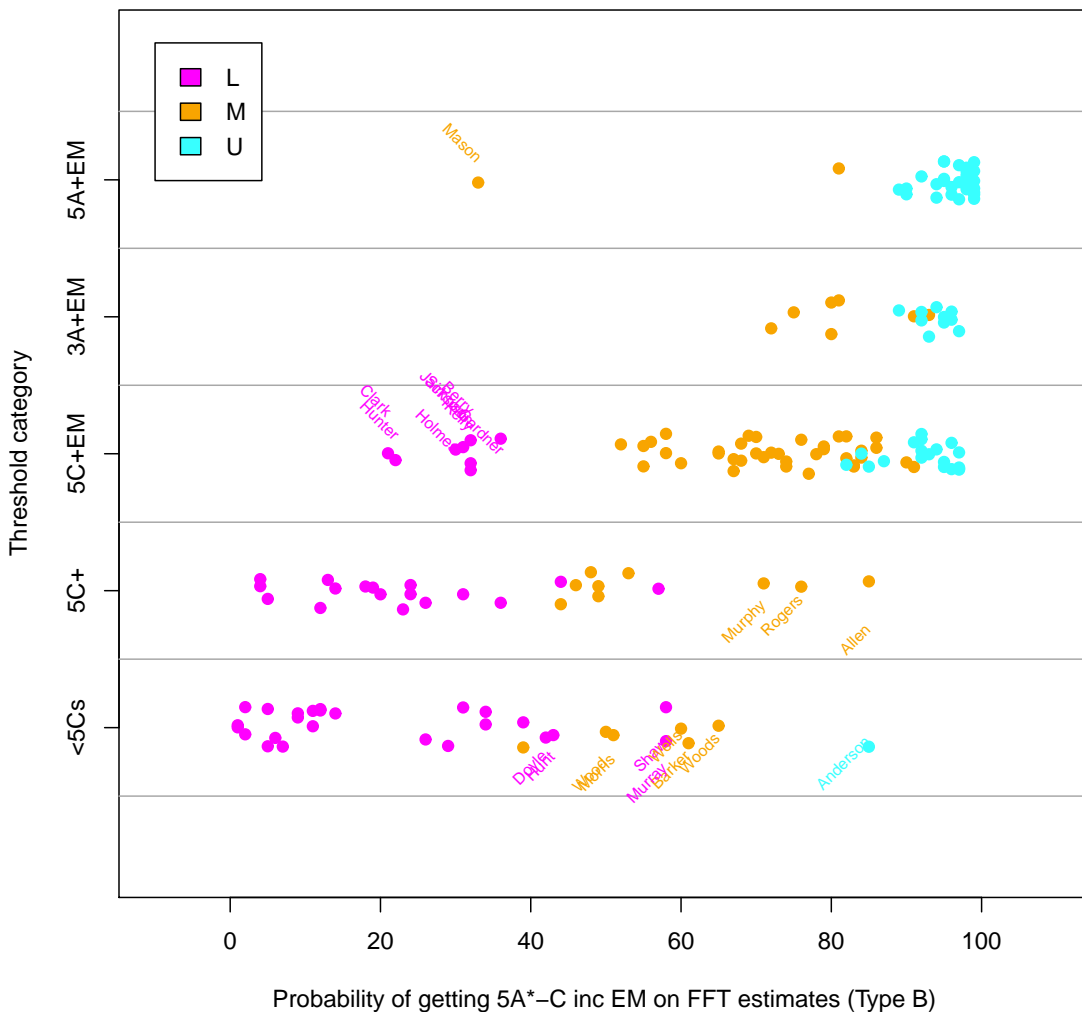
The discs are spread out horizontally according to the FFT estimate of the probability of getting 5A*-C including English & Maths. Those likely to achieve highly are at the right, those likely to achieve less well at the left. The horizontal scale consists of the 5 categories of achievement, but the students are “jittered” or spread vertically a small random amount for better visibility.

Students at the bottom right performed poorly given their FFT estimates and are labelled with their surname. Students at the top left performed well given their FFT estimates and are also labelled.

Things to look for:

- How do different abilities compare on this plot - is it a similar picture to the capped points plots?
- Is there an ability pattern to the named students?

Threshold analysis using FFT Type B estimates.



16.4 SEN threshold plot

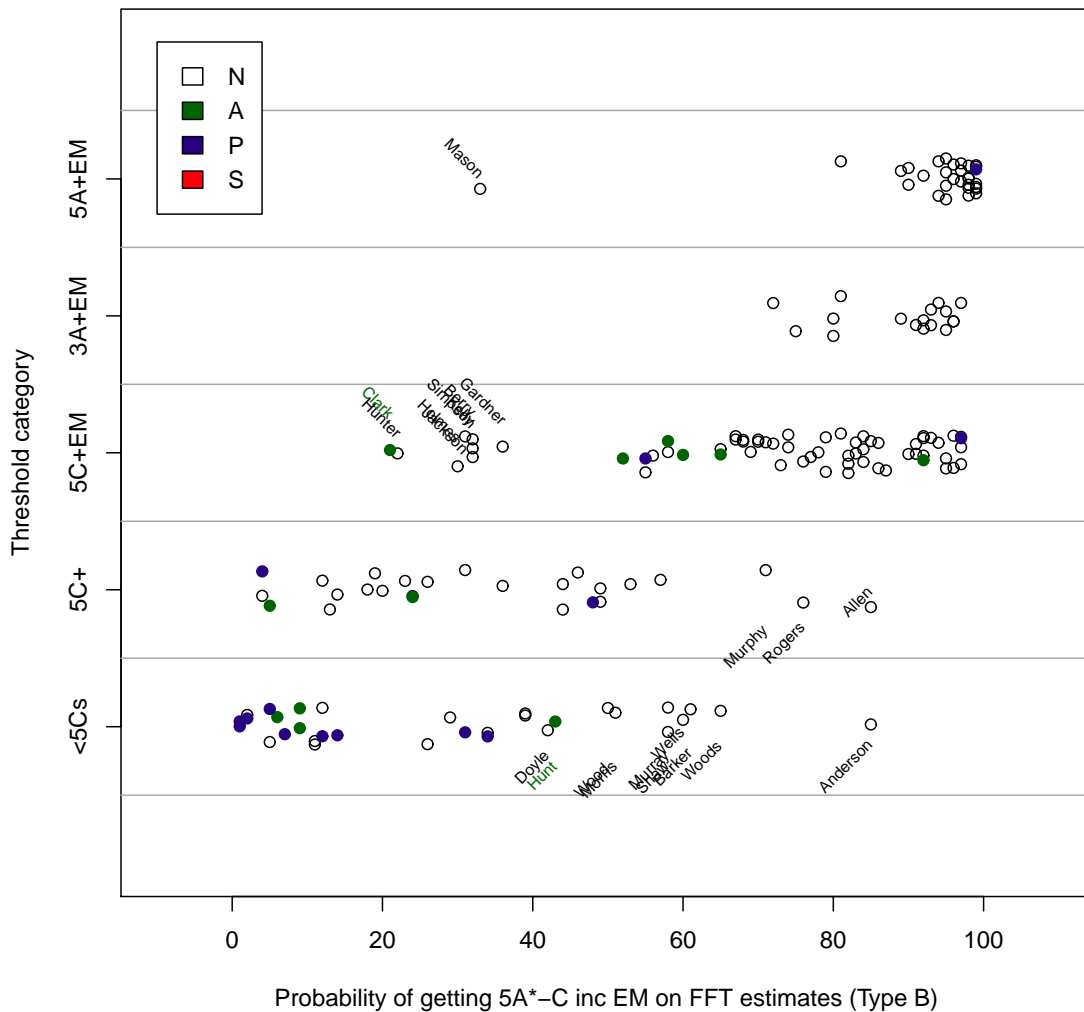
This plot uses FFT Type B probability estimates of achieving 5A*-C including English & Maths. Each student is marked with a different coloured disc - red for stated, blue for school action plus, green for school action and white for no special need.

The discs are spread out horizontally according to the FFT estimate of the probability of getting 5A*-C including English & Maths. Those likely to achieve highly are at the right, those likely to achieve less well at the left. The horizontal scale consists of the 5 categories of achievement, but the students are “jittered” or spread vertically a small random amount for better visibility. Students at the bottom right performed poorly given their FFT estimates and are labelled with their surname. Students at the top left performed well given their FFT estimates and are also labelled.

Things to look for:

- How do students on the SEN register compare on this plot - is it a similar picture to the capped points plots?
- Is there a SEN pattern to the named students?

Threshold analysis using FFT Type B estimates.



16.5 English as an Additional Language threshold plot

This plot uses FFT Type B probability estimates of achieving 5A*-C including English & Maths. Each student is marked with a different coloured disc - gold for those for whom English is an Additional Language and black for all others.

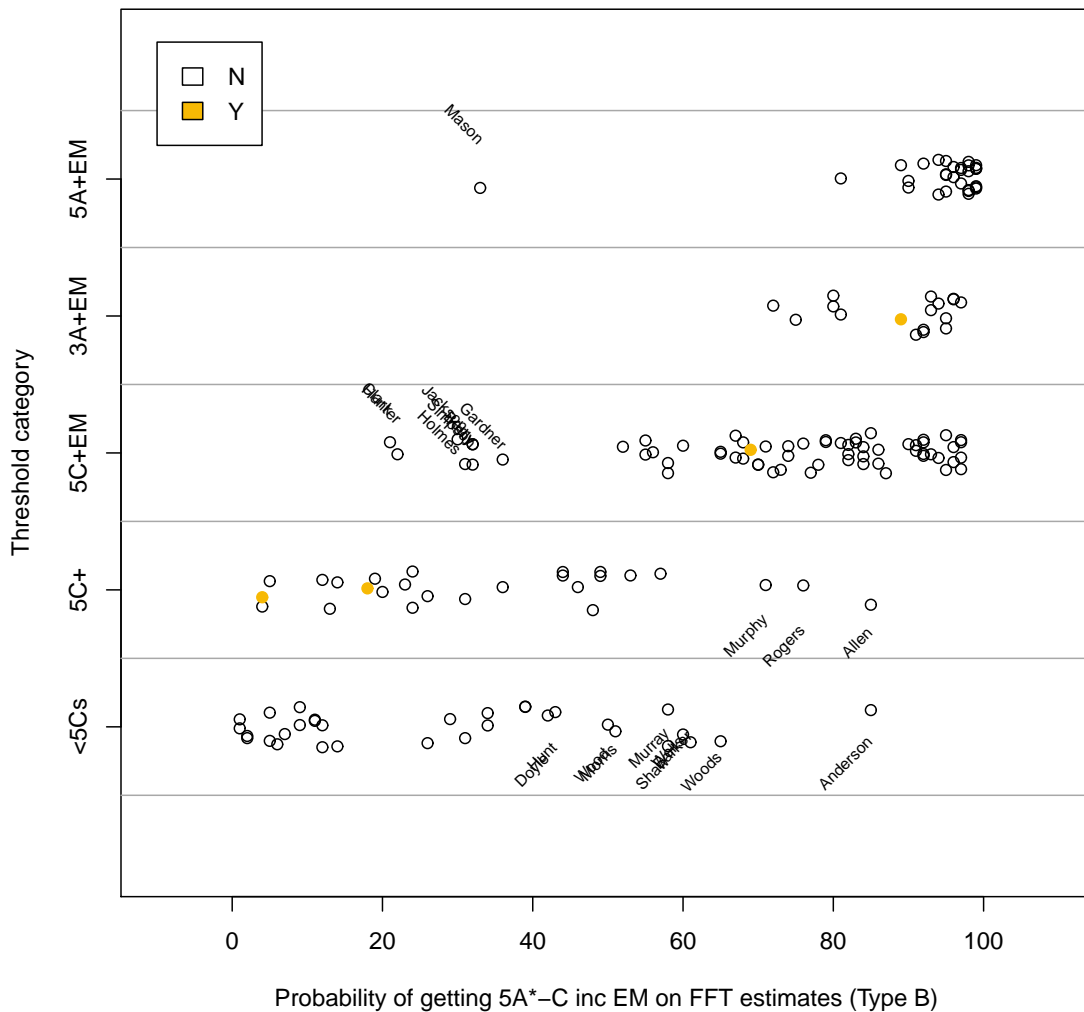
The discs are spread out horizontally according to the FFT estimate of the probability of getting 5A*-C including English & Maths. Those likely to achieve highly are at the right, those likely to achieve less well at the left. The horizontal scale consists of the 5 categories of achievement, but the students are “jittered” or spread vertically a small random amount for better visibility.

Students at the bottom right performed poorly given their FFT estimates and are labelled with their surname. Students at the top left performed well given their FFT estimates and are also labelled.

Things to look for:

- How do EAL students compare on this plot - is it a similar picture to the capped points plots?
- Is there a EAL pattern to the named students?

Threshold analysis using FFT Type B estimates.



16.6 Free School Meals threshold plot

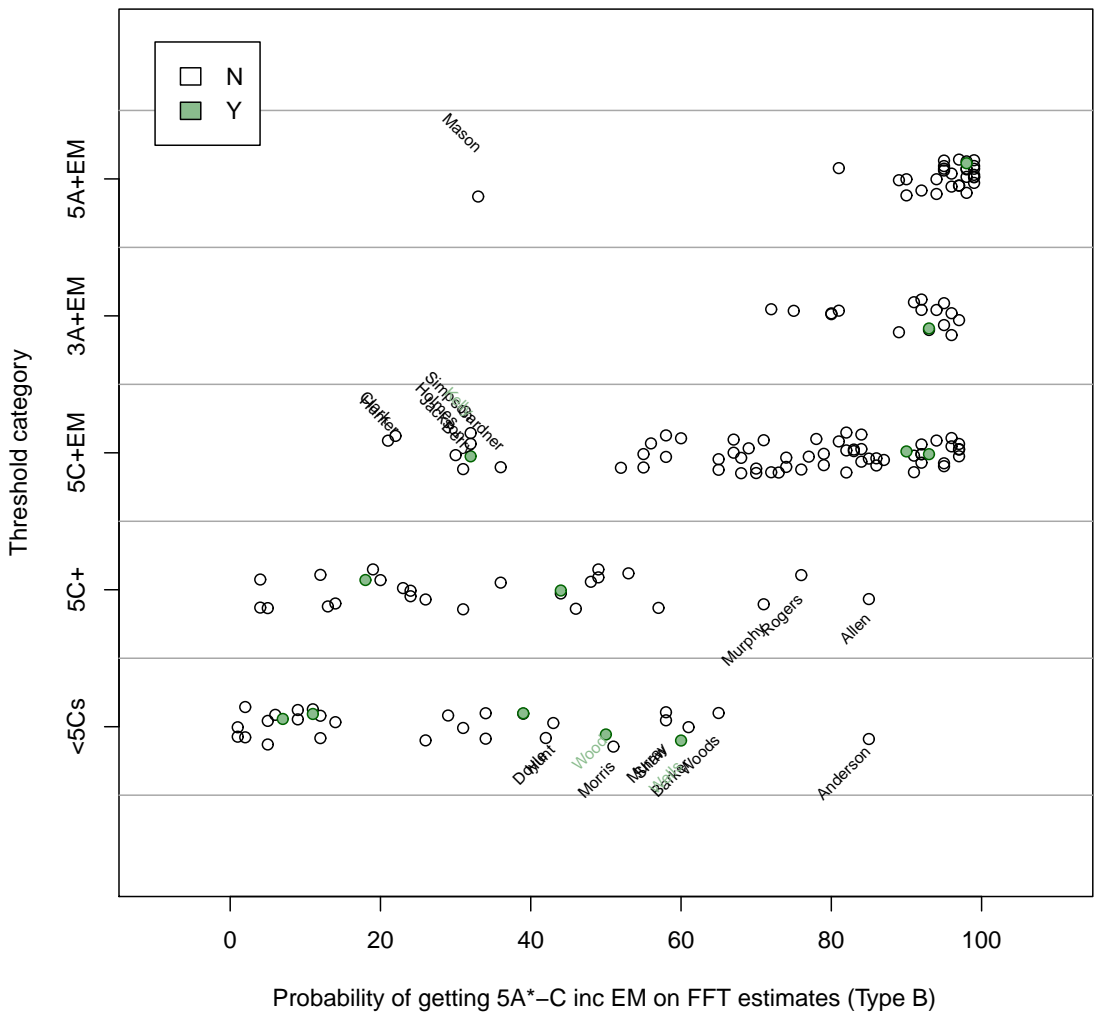
This plot uses FFT Type B probability estimates of achieving 5A*-C including English & Maths. Each student is marked with a different coloured disc - green for those eligible for Free School Meals and black for all others.

The discs are spread out horizontally according to the FFT estimate of the probability of getting 5A*-C including English & Maths. Those likely to achieve highly are at the right, those likely to achieve less well at the left. The horizontal scale consists of the 5 categories of achievement, but the students are “jittered” or spread vertically a small random amount for better visibility. Students at the bottom right performed poorly given their FFT estimates and are labelled with their surname. Students at the top left performed well given their FFT estimates and are also labelled.

Things to look for:

- How do FSM students compare on this plot - is it a similar picture to the capped points plots?
- Is there a FSM pattern to the named students?

Threshold analysis using FFT Type B estimates.



16.7 Pupil Premium threshold plot

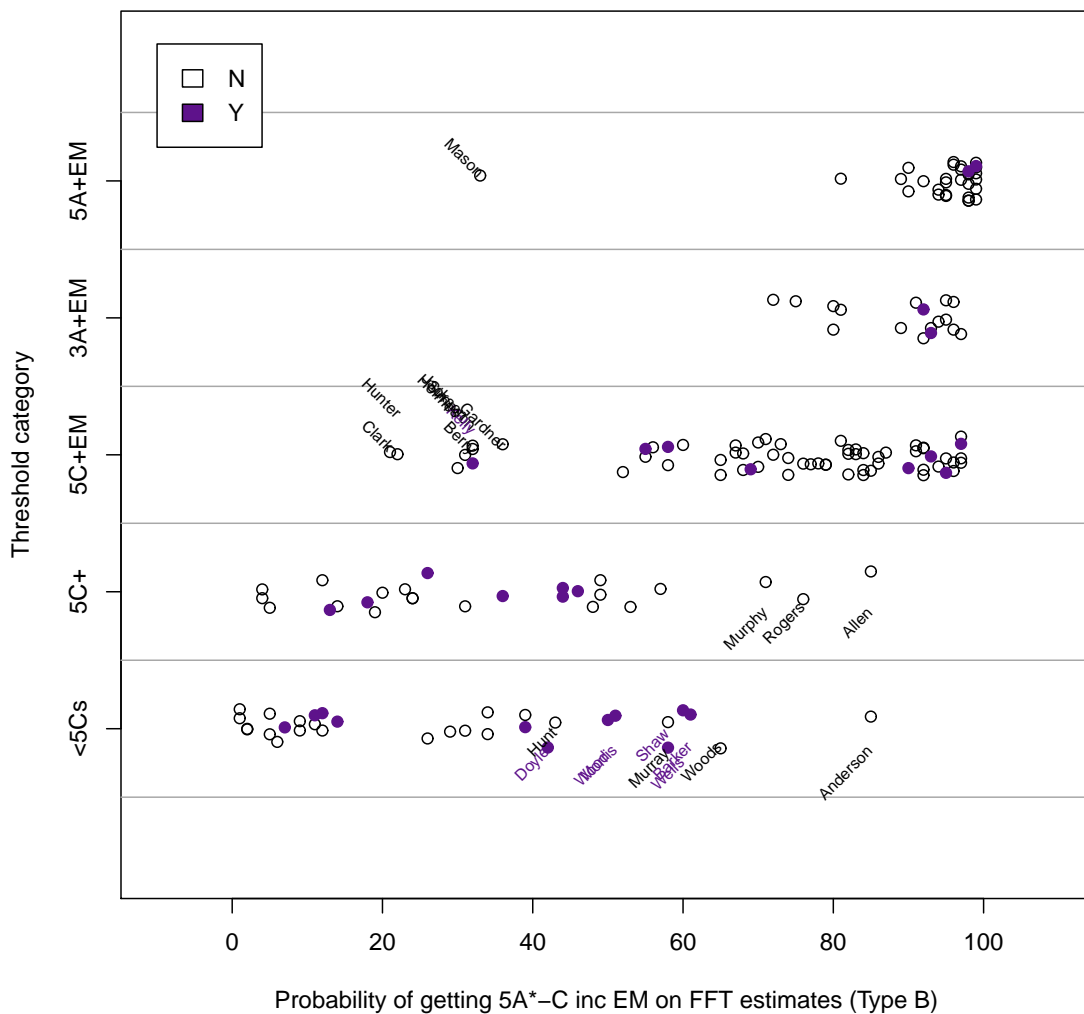
This plot uses FFT Type B probability estimates of achieving 5A*-C including English & Maths. Each student is marked with a different coloured disc - purple for those for whom school receives the Pupil Premium and black for all others.

The discs are spread out horizontally according to the FFT estimate of the probability of getting 5A*-C including English & Maths. Those likely to achieve highly are at the right, those likely to achieve less well at the left. The horizontal scale consists of the 5 categories of achievement, but the students are “jittered” or spread vertically a small random amount for better visibility. Students at the bottom right performed poorly given their FFT estimates and are labelled with their surname. Students at the top left performed well given their FFT estimates and are also labelled.

Things to look for:

- How do Pupil Premium students compare on this plot - is it a similar picture to the capped points plots?
- Is there a Pupil Premium pattern to the named students?

Threshold analysis using FFT Type B estimates.



16.8 Looked After Children threshold plot

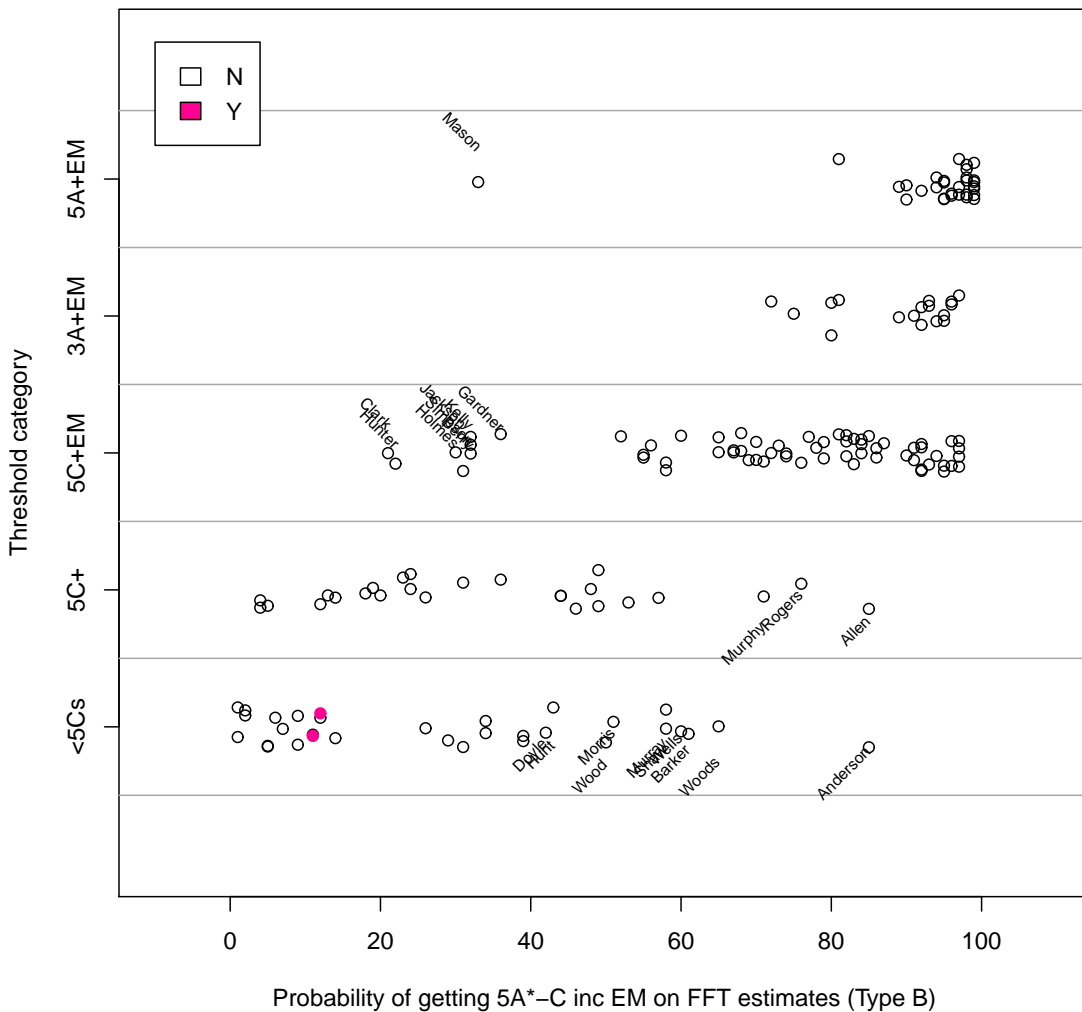
This plot uses FFT Type B probability estimates of achieving 5A*-C including English & Maths. Each student is marked with a different coloured disc - deep pink for looked after children and black for all others.

The discs are spread out horizontally according to the FFT estimate of the probability of getting 5A*-C including English & Maths. Those likely to achieve highly are at the right, those likely to achieve less well at the left. The horizontal scale consists of the 5 categories of achievement, but the students are “jittered” or spread vertically a small random amount for better visibility. Students at the bottom right performed poorly given their FFT estimates and are labelled with their surname. Students at the top left performed well given their FFT estimates and are also labelled.

Things to look for:

- How do LAC students compare on this plot - is it a similar picture to the capped points plots?
- Is there a LAC pattern to the named students?

Threshold analysis using FFT Type B estimates.



16.9 G & T threshold plot

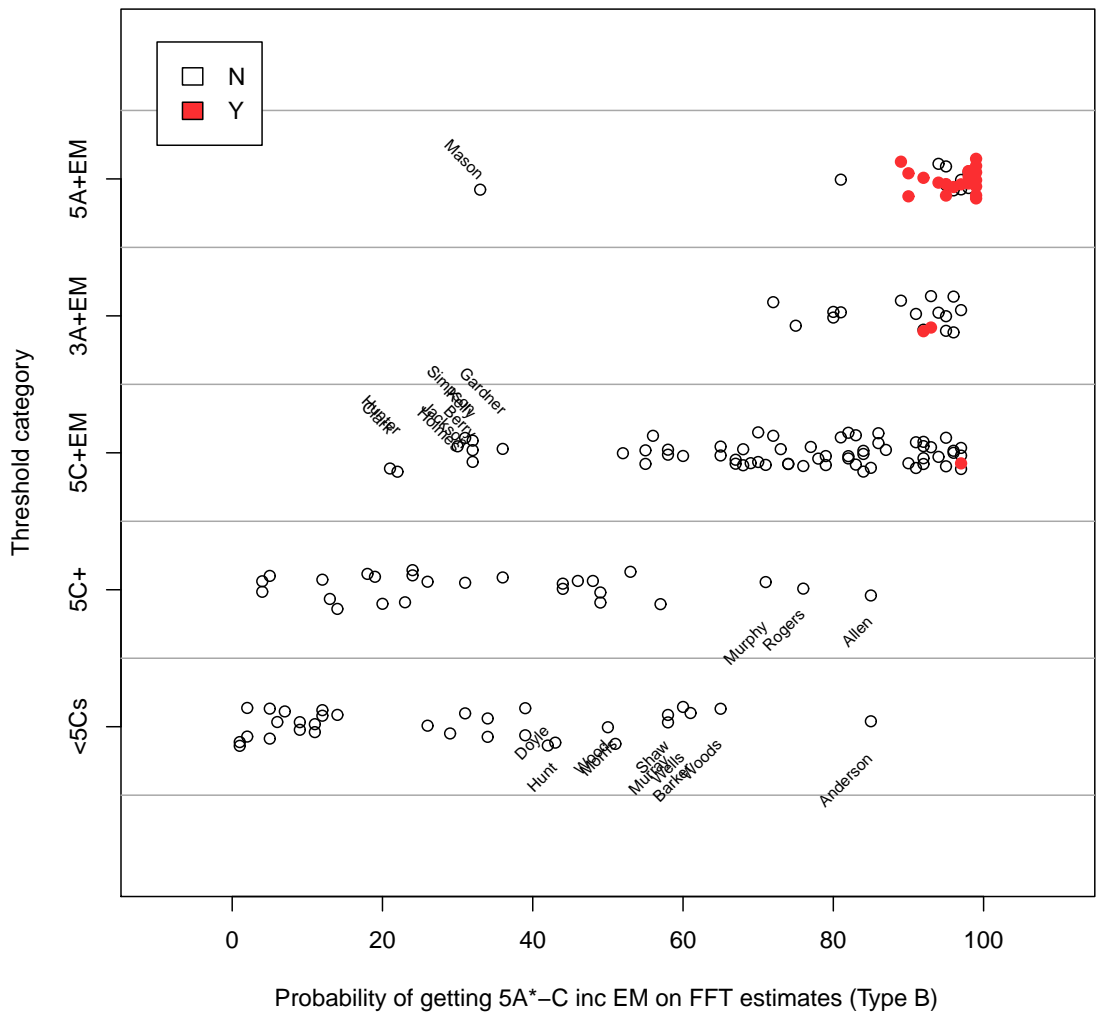
This plot uses FFT Type B probability estimates of achieving 5A*-C including English & Maths. Each student is marked with a different coloured disc - red for those on the gifted and talented register and black for all others.

The discs are spread out horizontally according to the FFT estimate of the probability of getting 5A*-C including English & Maths. Those likely to achieve highly are at the right, those likely to achieve less well at the left. The horizontal scale consists of the 5 categories of achievement, but the students are “jittered” or spread vertically a small random amount for better visibility. Students at the bottom right performed poorly given their FFT estimates and are labelled with their surname. Students at the top left performed well given their FFT estimates and are also labelled.

Things to look for:

- How do students on the G & T register compare on this plot - is it a similar picture to the capped points plots?
- Is there a G & T pattern to the named students?

Threshold analysis using FFT Type B estimates.



16.10 Ethnicity threshold plot

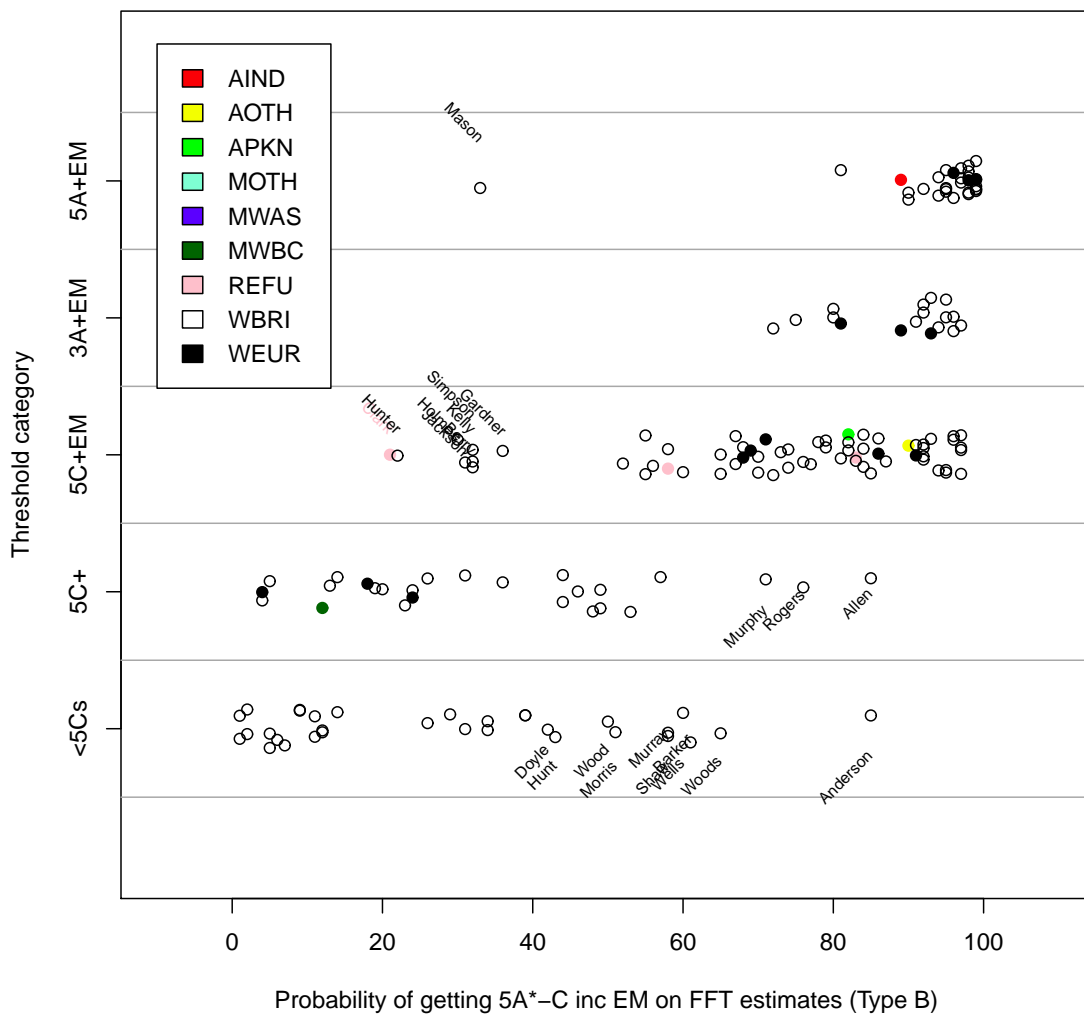
This plot uses FFT Type B probability estimates of achieving 5A*-C including English & Maths. Each student is marked with a coloured disc representing their DfE ethnicity codes - see the legend on the plot.

The discs are spread out horizontally according to the FFT estimate of the probability of getting 5A*-C including English & Maths. Those likely to achieve highly are at the right, those likely to achieve less well at the left. The horizontal scale consists of the 5 categories of achievement, but the students are “jittered” or spread vertically a small random amount for better visibility. Students at the bottom right performed poorly given their FFT estimates and are labelled with their surname. Students at the top left performed well given their FFT estimates and are also labelled.

Things to look for:

- How do ethnic minority students compare on this plot - is it a similar picture to the capped points plots?
- Is there an ethnicity pattern to the named students?

Threshold analysis using FFT Type B estimates.



17 Total uncapped points analysis

17.1 Scatter plot of total points vs. FFT estimates (Gender) - FFT Type B

Each student is marked with a red disc for a girl or a blue disc for a boy.

The thick grey line at the centre represents expected progress in line with similar schools and students according to FFT Type B estimates.

The dashed grey lines represent progress of 48 points better or worse than expected.

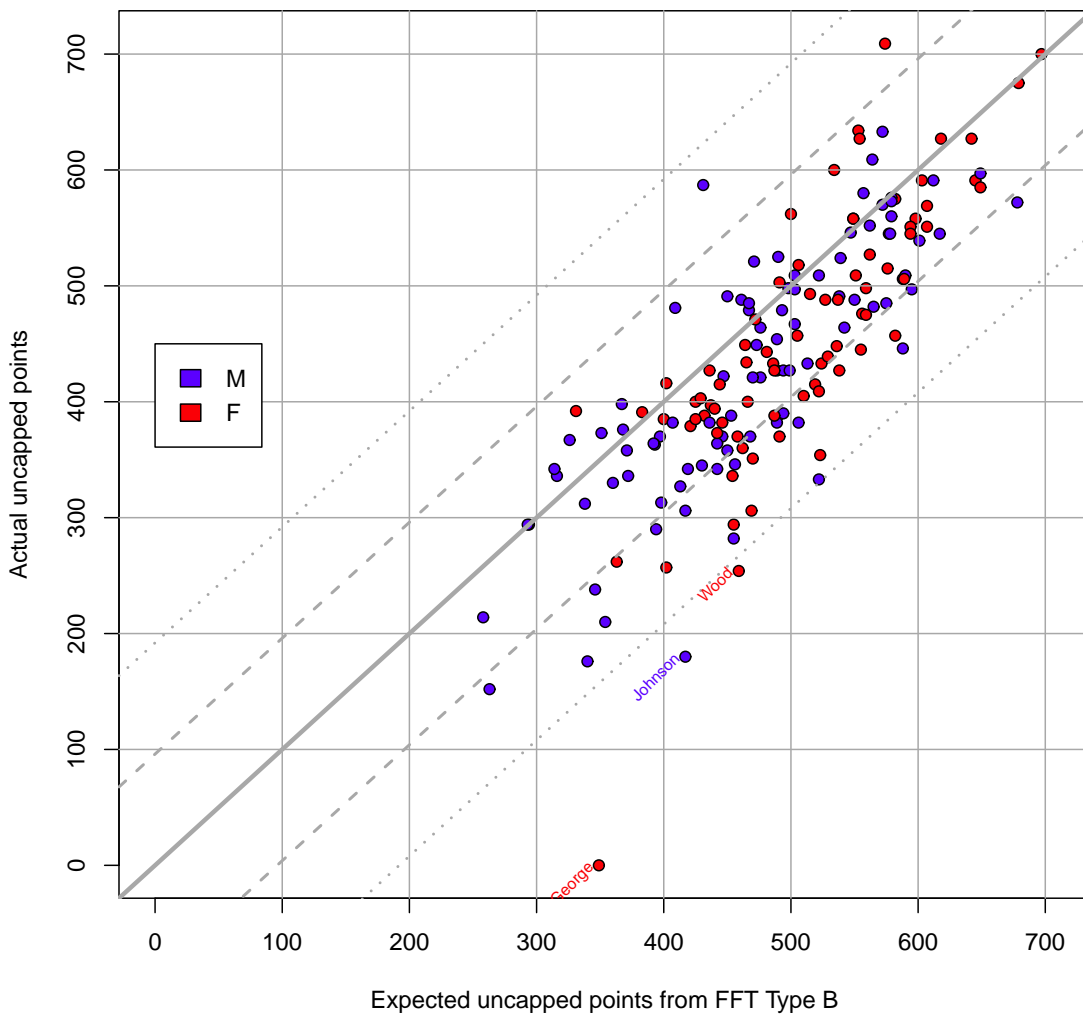
The dotted grey lines represent progress of 96 points better or worse than expected.

Any student with a residual or more than +96 or less than -96 has a surname attached.

Things to look for:

- Are there any extreme residuals?
- Is there a gender pattern?
- Is the pattern different moving from left to right i.e. from weaker to more able students?

Uncapped Points – all students – actual versus FFT Type B estimates



18 Acknowledgements

Thanks to the open source software industry for developing the tools used in this analysis:

- First to the thousands of people who developed GNU/Linux and are still improving it
- Second to the R Development Core Team (2005). R: A language and environment for statistical computing. R Foundation for Statistical Computing, Vienna, Austria. ISBN 3-900051-07-0, URL <http://www.R-project.org/>
- Finally to the TeX and LaTeX projects URL <http://www.latex-project.org/>

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