

FFT 2019 Autumn Roadshows

Data and assessment leadership in secondary schools

November 2019

fft.org.uk/ks4-roadshow-useful-links

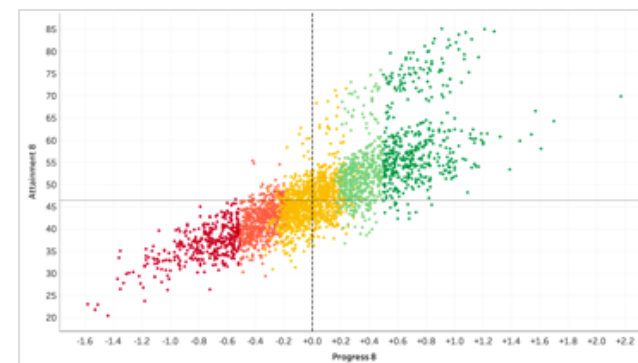


FFT Roadshow: agenda



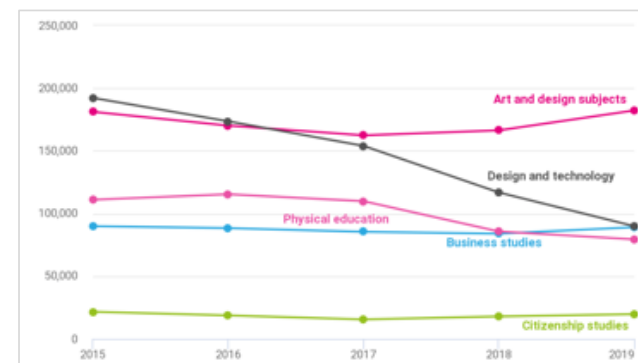
- **Education assessment data update**

- 2019 KS4 data: national and regional trends
- FFT Aspire and Ofsted update (including IDSR and inspection outcomes)
- **Activity:** exploring school and national 2019 data



- **Curriculum: evaluating and benchmarking your KS4 curriculum**

- National trends in curriculum entry patterns
- Relative difficulty of KS4 subjects
- **Activity:** FFT's new curriculum report for schools



FFT Roadshow: agenda

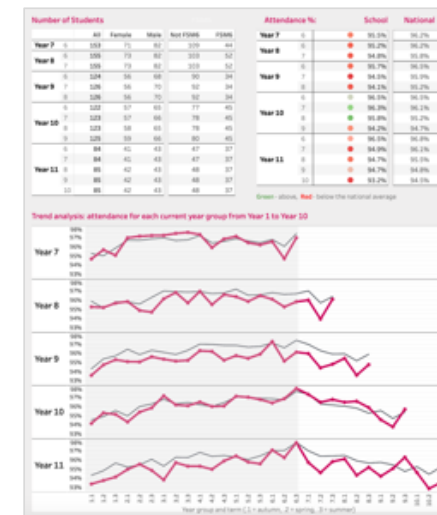


- **Analysing your pupils' attendance**

- FFT's analysis of national trends in pupil attendance
- **Activity:** FFT's new attendance report for schools

- **Data literacy: how is data used in schools today?**

- Launch of FFT's new report exploring how schools make effective use of data
- Explore some of the key issues for those leading on assessment data in secondary schools



Website with roadshow links and resources



My school type is Primary

About FFT Aspire - MATs International Training & Events Research About FFT - [Subscribe to FFT Aspire](#)

2019 Secondary Roadshow

Useful links

FFT 2019 Secondary Roadshow: data and assessment leadership in secondary schools

Slides: view on SlideShare and available as a PDF download

- Session 1: [Education Assessment Update](#)
- Session 2: [Curriculum](#)
- Session 3: [Attendance](#)
- Session 4: [Data literacy](#)

Links for roadshow activities

- Session 1: [Explore 2019 DFE performance data and Ofsted outcome for schools, local authorities and regions](#)
- Session 2: [FFT Aspire Curriculum Report - entries and value-added progress](#)
- Session 3: [FFT Aspire Attendance Report](#)
- Session 4: [Data literacy](#)

Other useful links: FFT

[FFT Aspire: KS4 subjects dashboard](#)

fft.org.uk/ks4-roadshow-useful-links

Slides to view and download

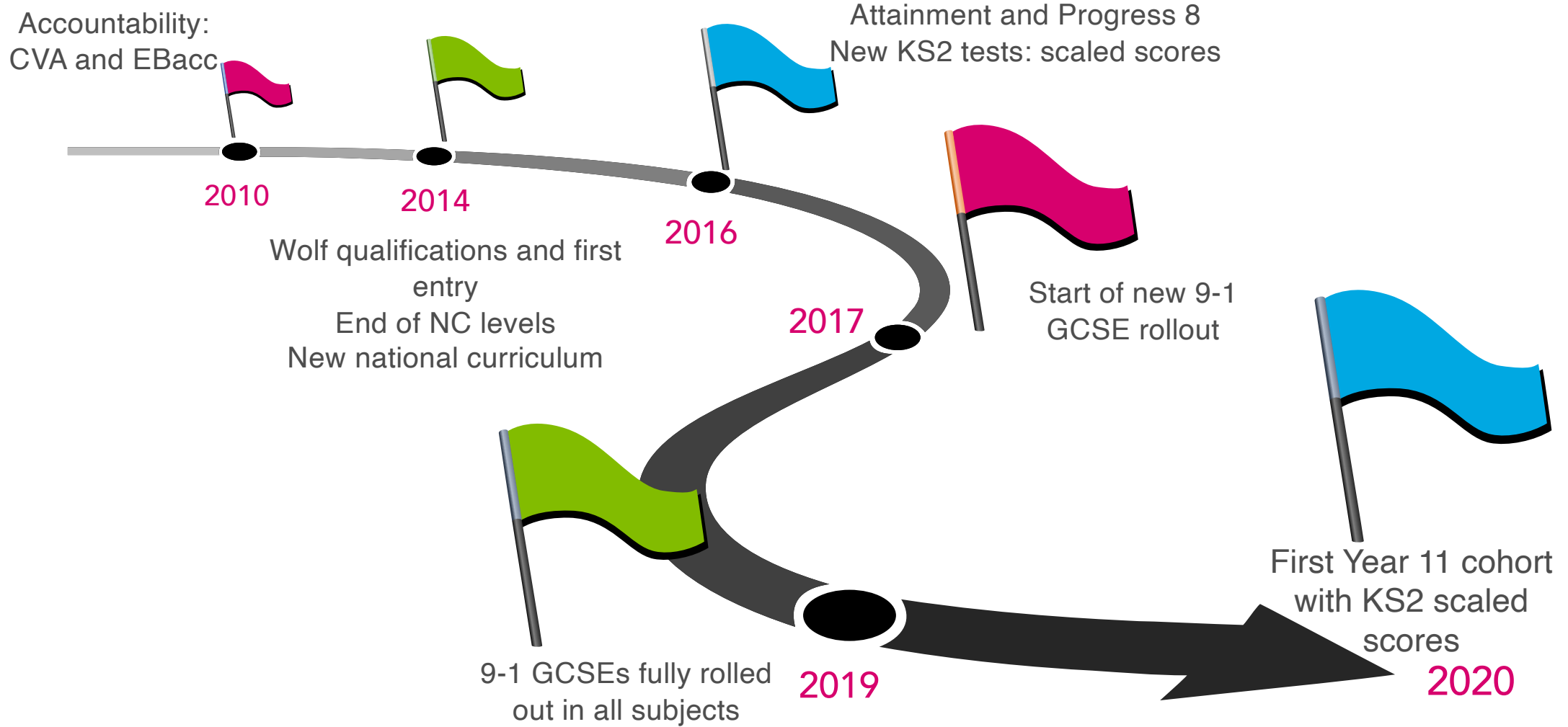
Reports for activities

Useful links: FFT, Ofsted and DFE

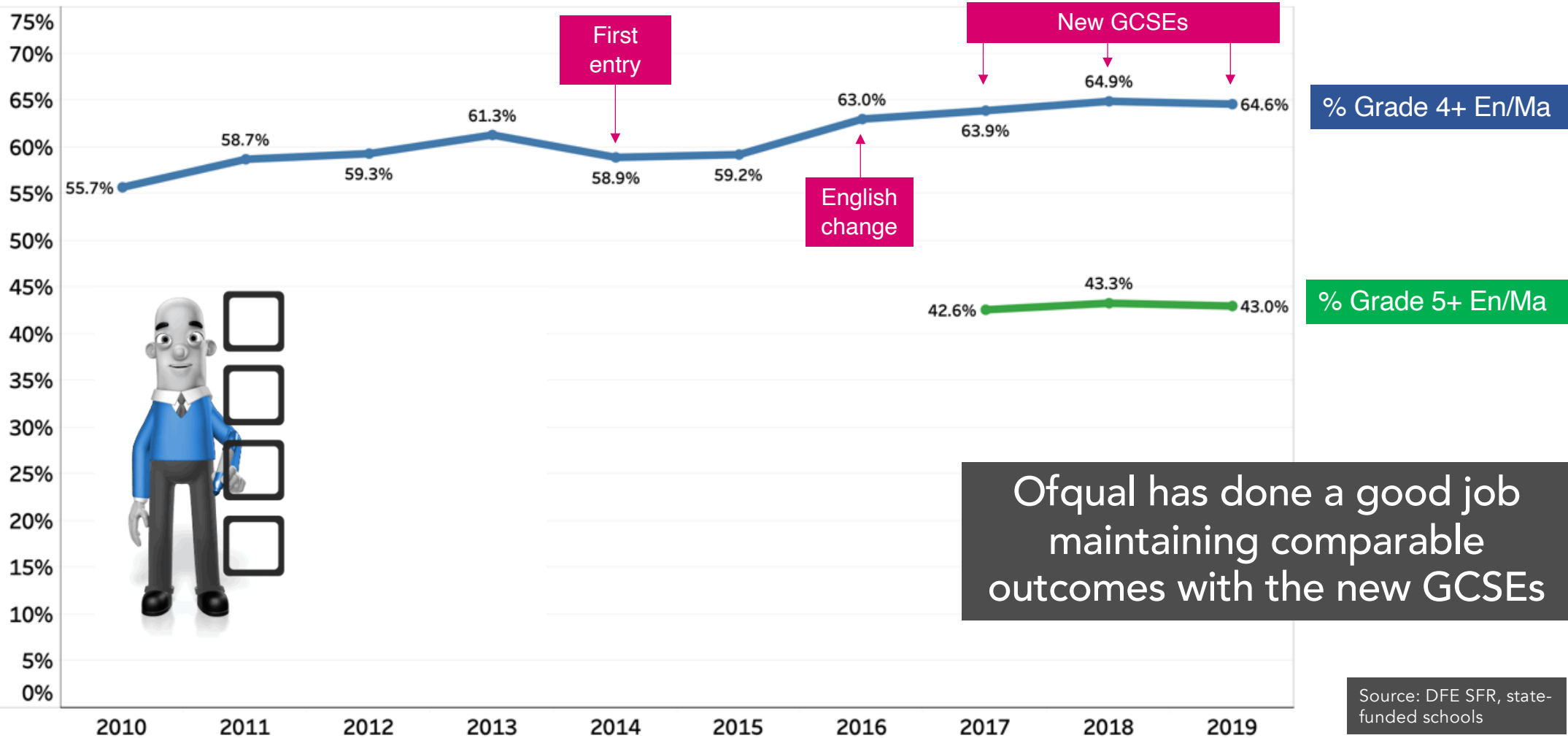
Education assessment data update



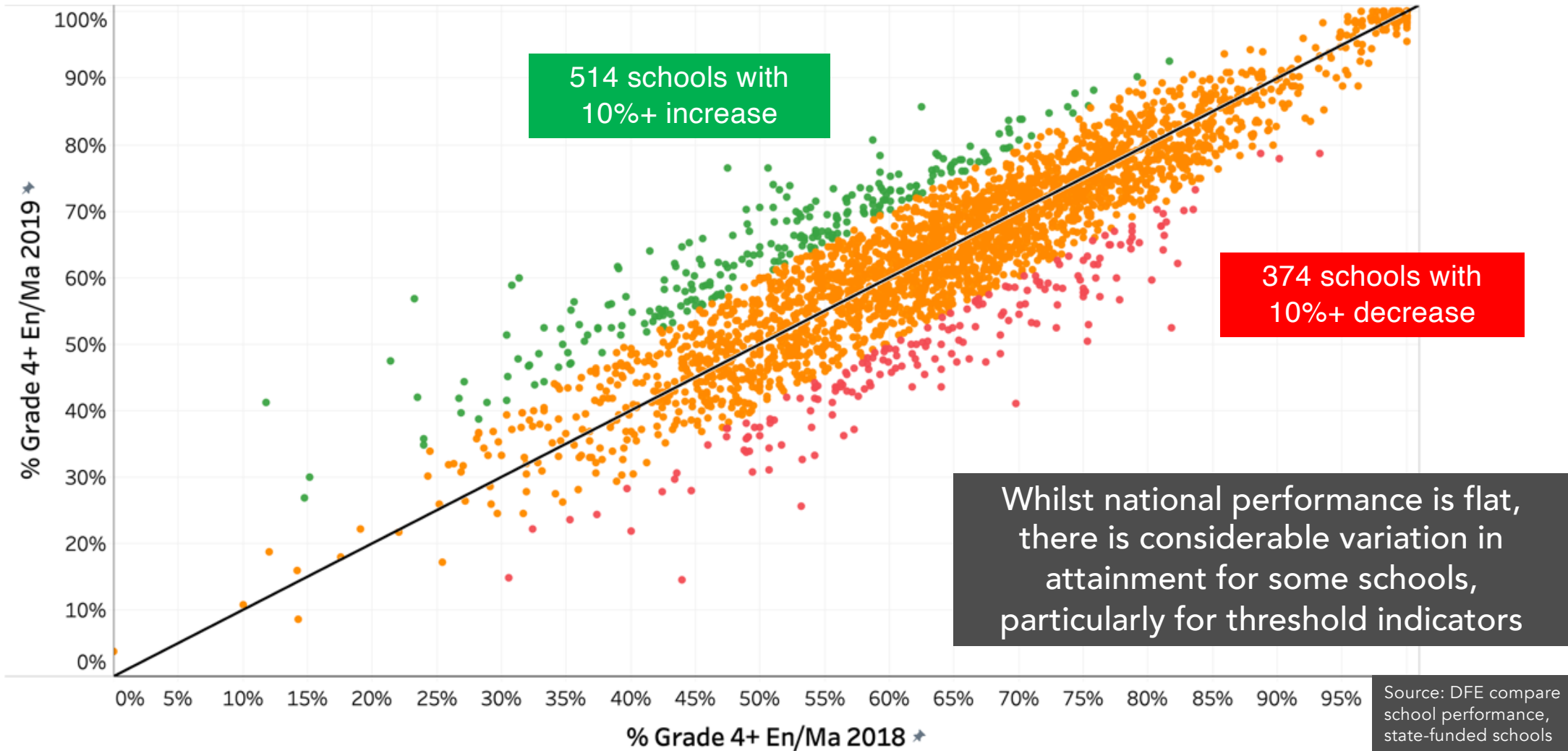
Ten year journey: assessment and accountability changes



National performance: headline attainment



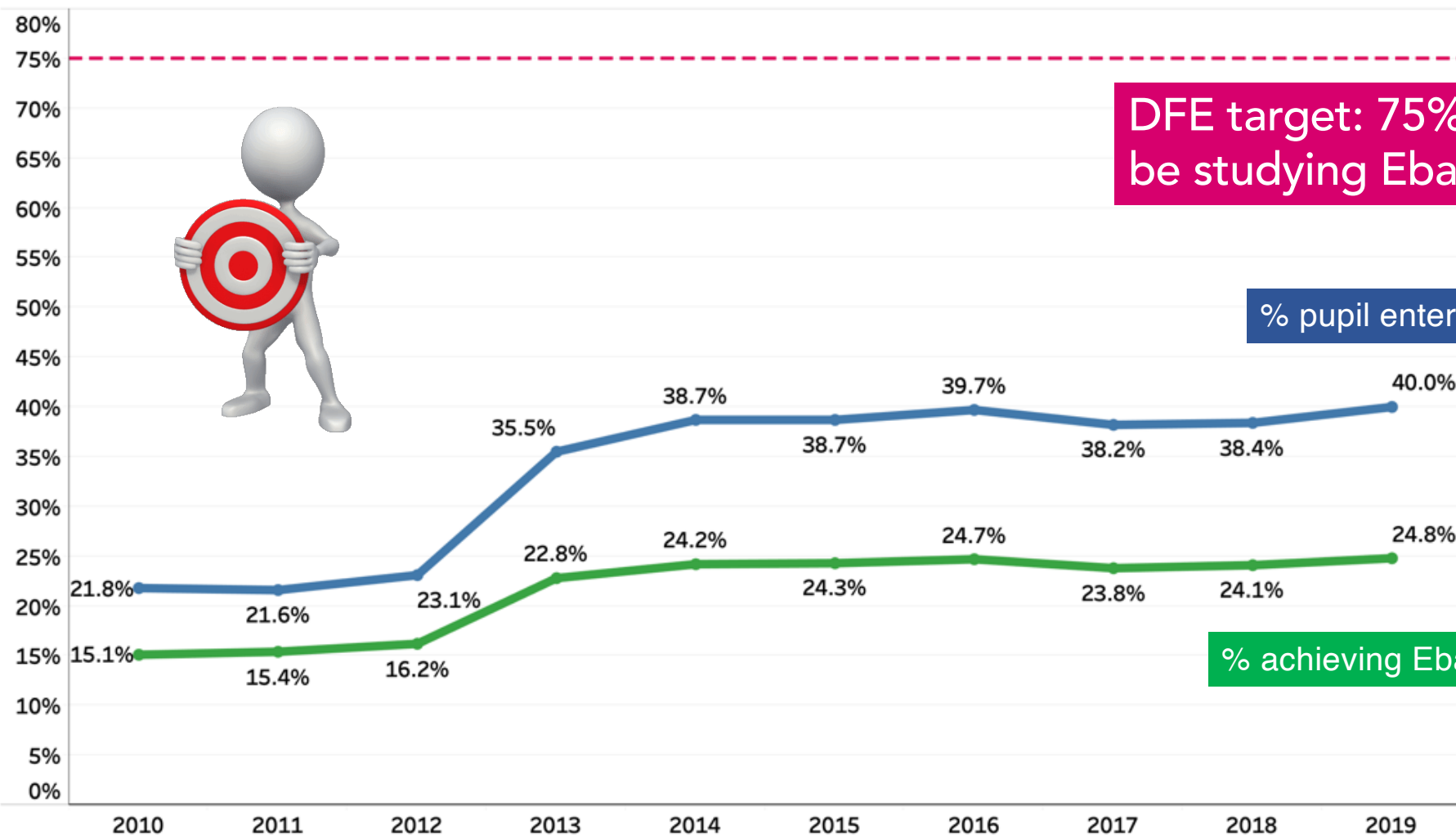
School variation: 2018 vs 2019 (% Grade 4+ En/Ma)



English Baccalaureate: attainment



DFE target: 75% students to be studying Ebacc by 2022

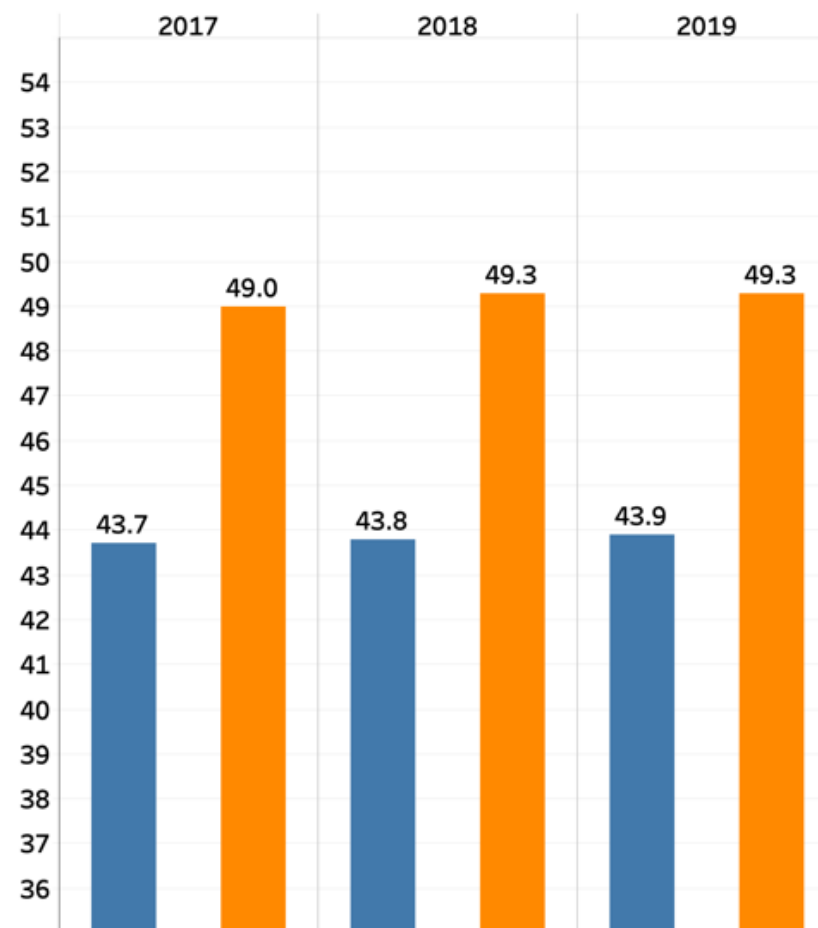
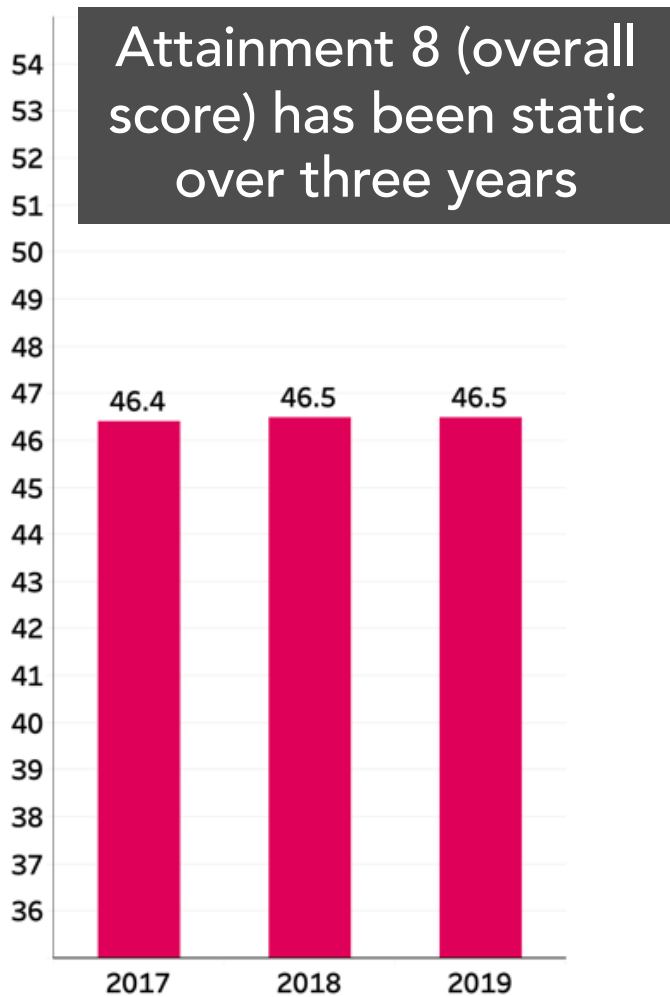


% pupil entered for Ebacc

% achieving Ebacc (Grade 4+)

Source: DFE SFR, state-funded schools

Attainment 8: no change over three years



Consistent ½ grade gap between boys and girls

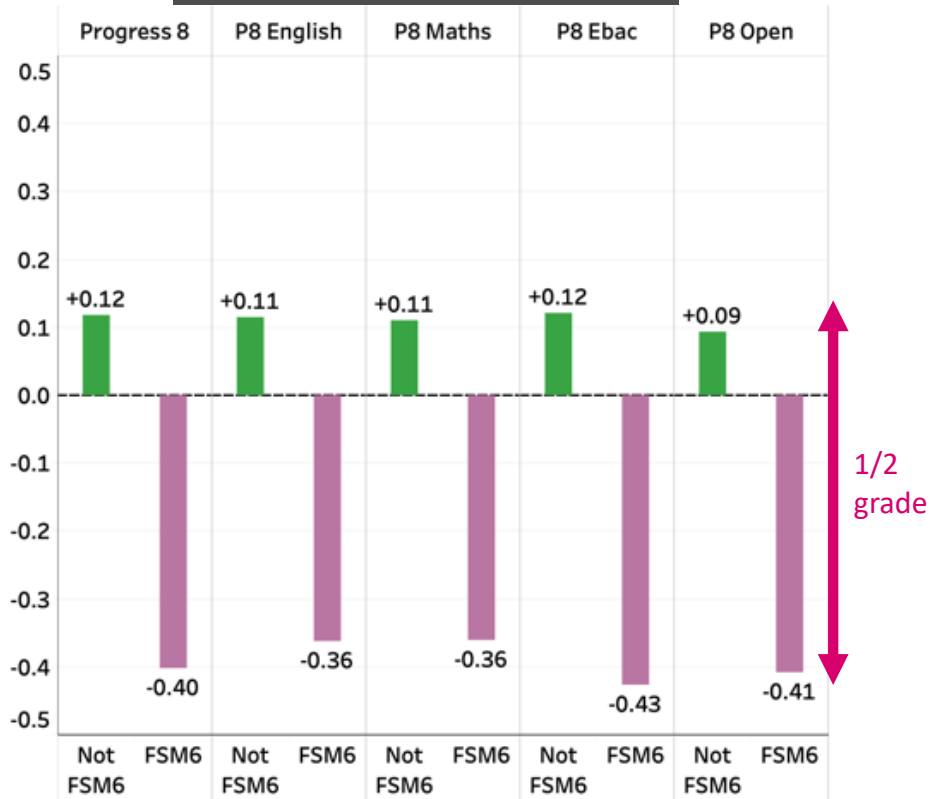
Boys
Girls

Source: DFE SFR, state-funded schools

Where are the biggest progress gaps?

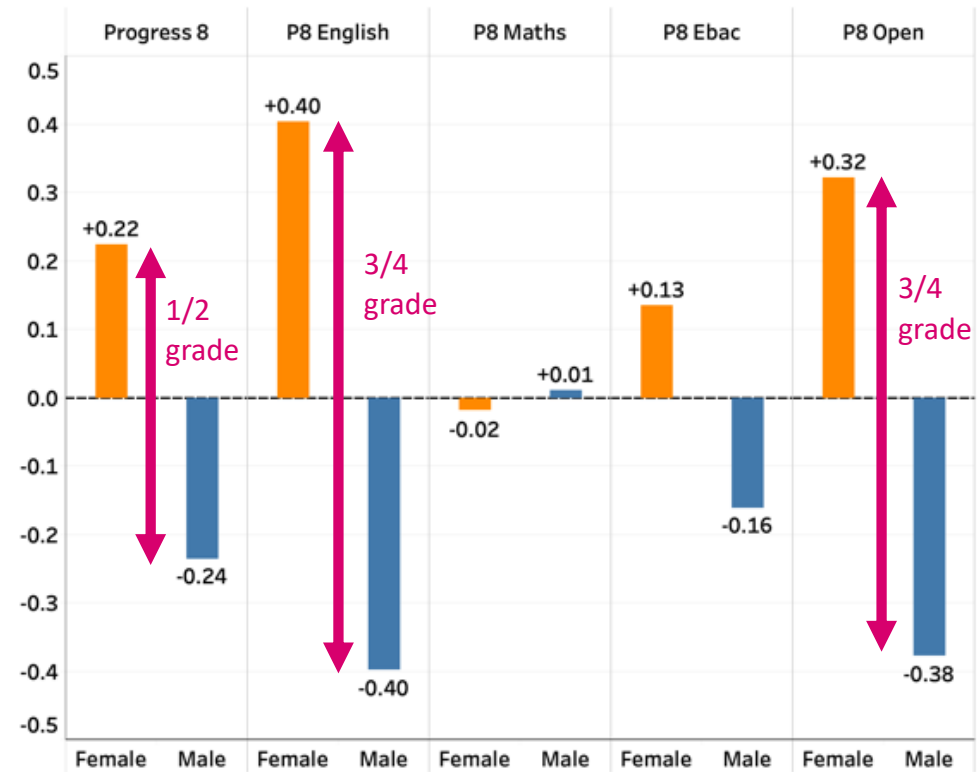


Disadvantaged pupils (FSM6)



FSM6 gap is 1/2 grade in all areas

Gender



Boys are 1/2 grade below girls (overall) and 3/4 grade below in English and Open slots

DFE: Compare School Performance



Address:

School type: Academy - Converter mainstream [?](#)

Education phase: Secondary and 16 to 18

Gender of entry: Mixed

Ofsted rating: **2 Good** | [Ofsted report](#) [?](#)
Inspected 27 Mar 2018

Local authority:

Headteacher/Principal:

Age range: 11 to 18

Religious character: Church of England

Admissions policy: Non-selective [?](#)

SEN Unit or Resource Provision: Resource Provision

Unique reference:

Website: [School website](#)

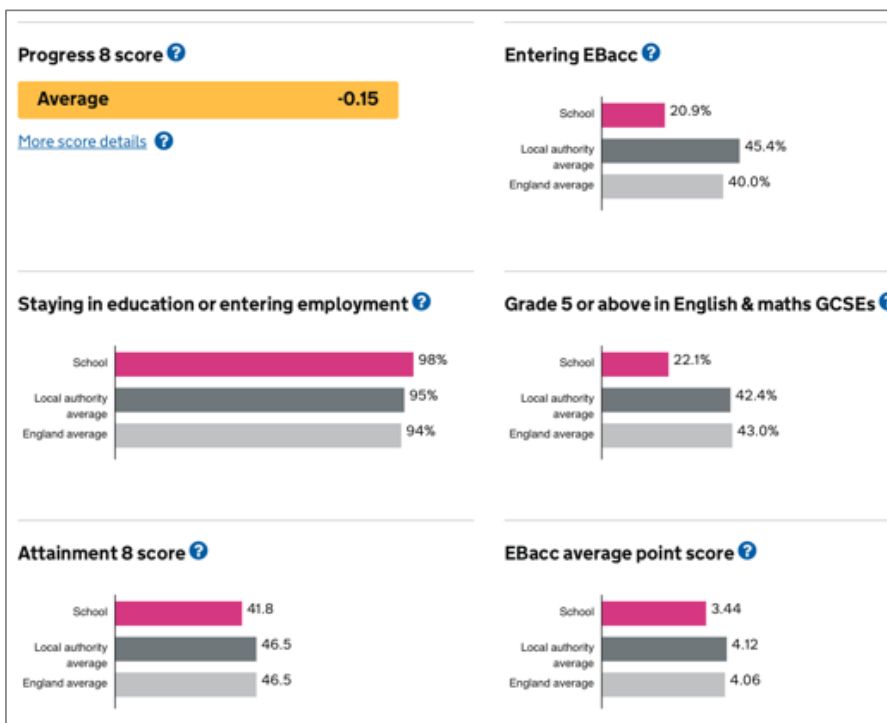
Apply for a place: [Secondary](#)

Financial information: [Schools financial benchmarking](#) [?](#)

Further information: [Get information about schools](#) [?](#)

Download data 2016-2019: [Download data](#)

Compare similar schools: [Secondary](#)



Summary performance indicators weighted more towards attainment and threshold measures

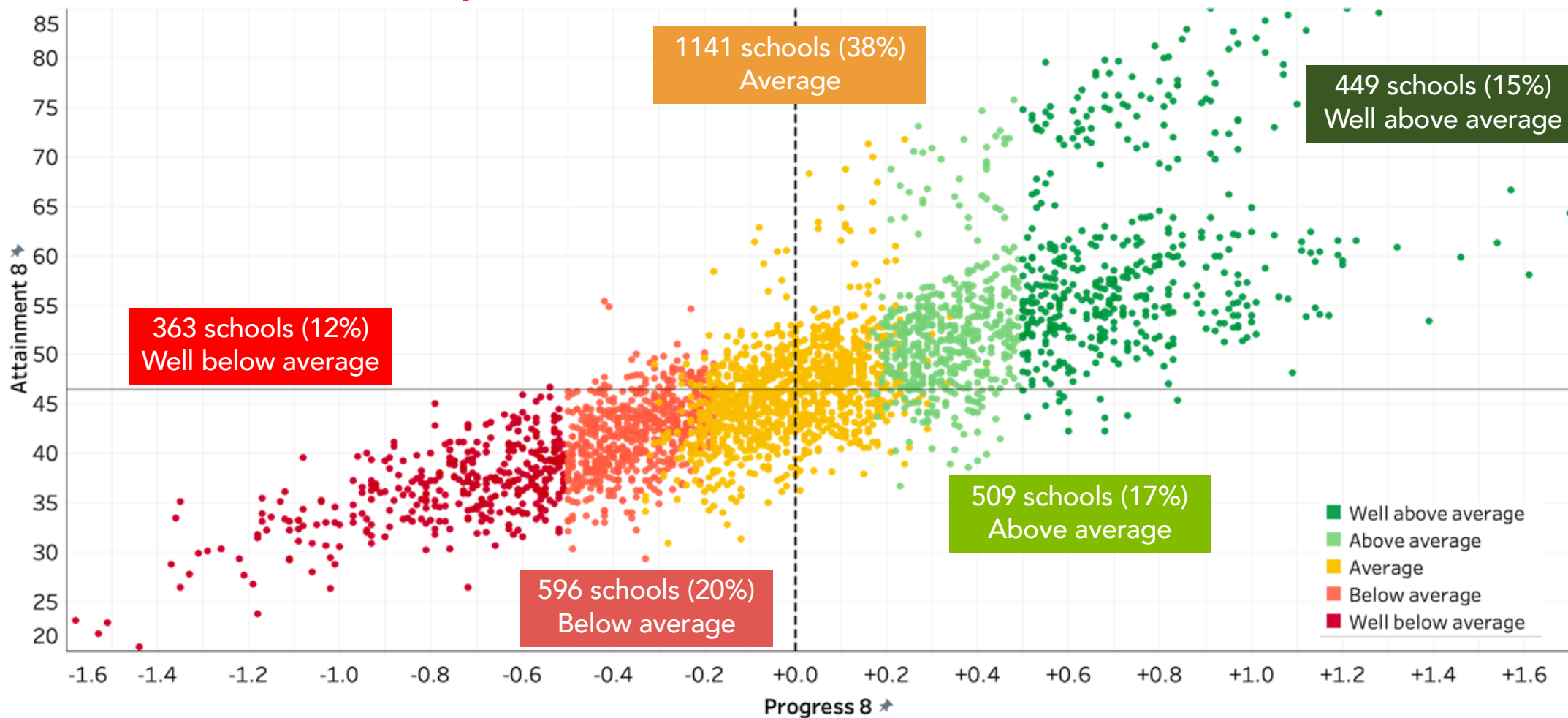
'Good' Ofsted rating

Average Progress 8

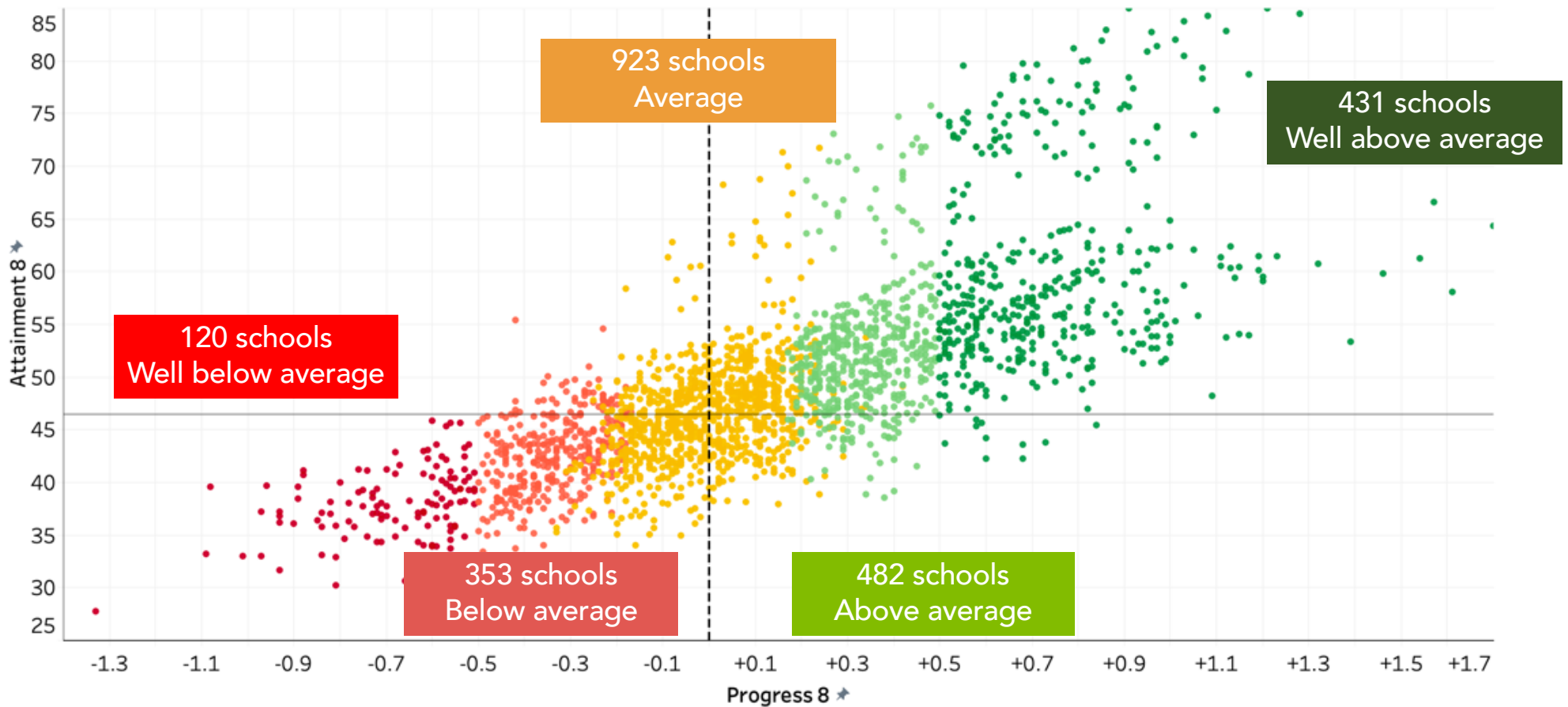
Attainment?
Bar charts provide no interpretation for parents



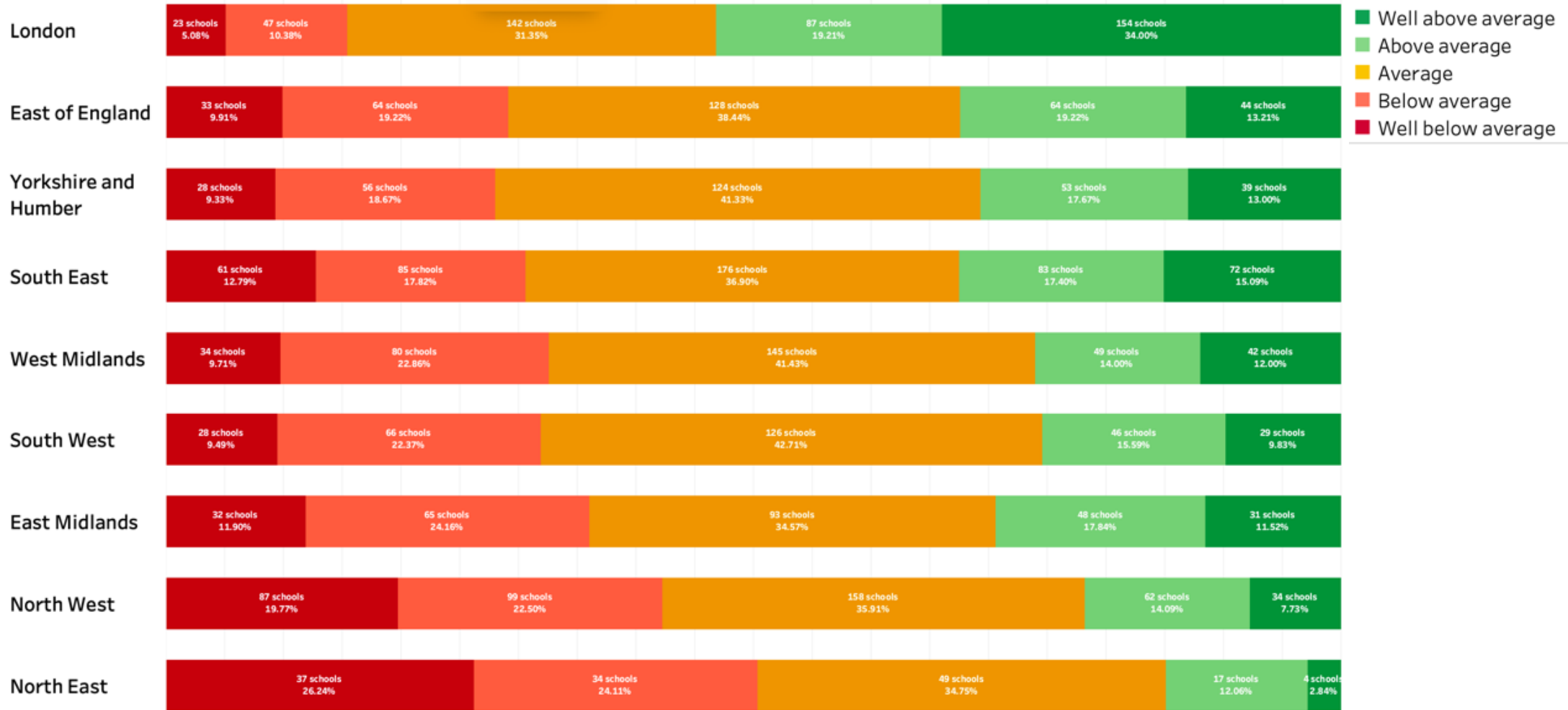
Schools: 2019 Progress 8 and Attainment 8 from DFE Compare School Performance



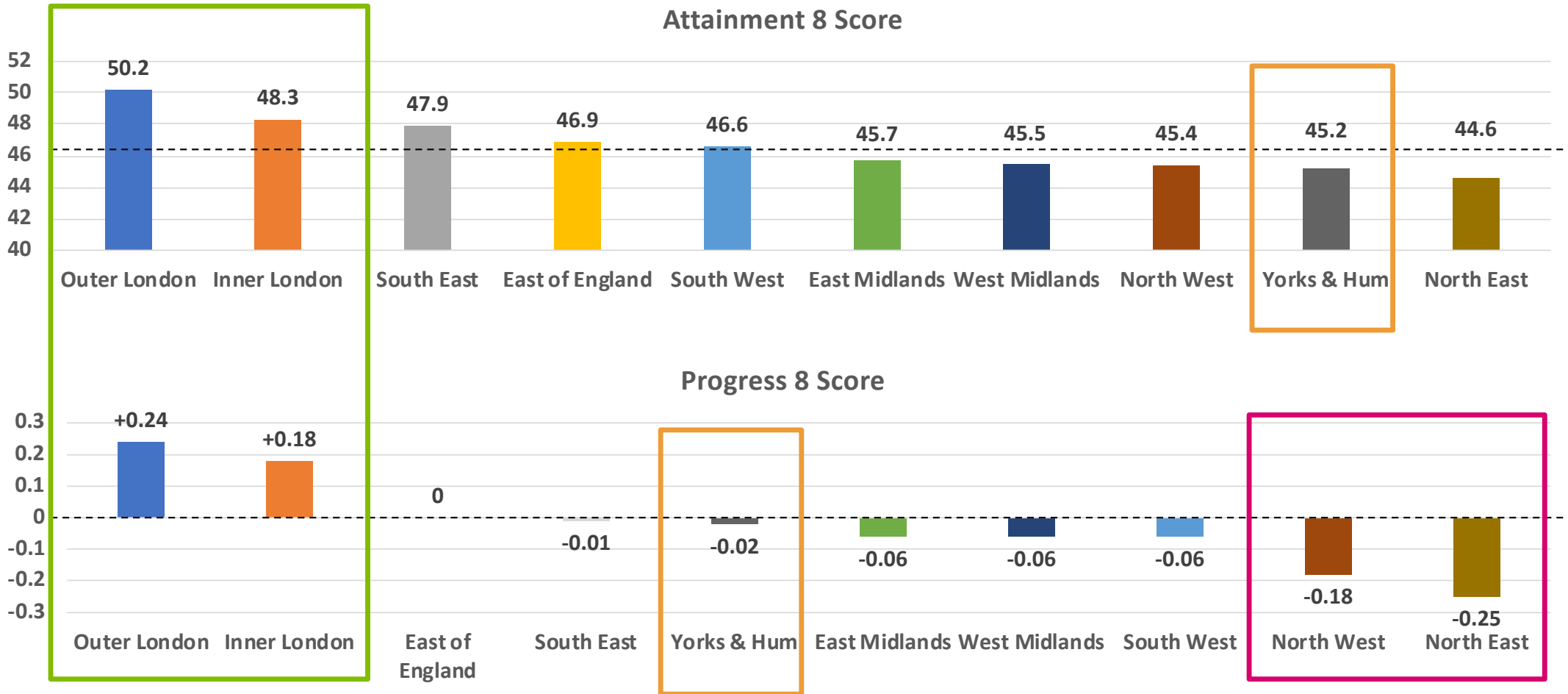
What about the 2,300 good and outstanding secondary schools?



Schools in DFE Progress 8 bands by region



Regional performance: attainment / progress 8



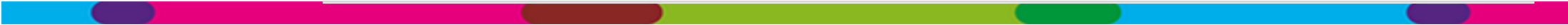
How do schools perform by Ofsted rating?



Inspection outcomes and 2019 school performance

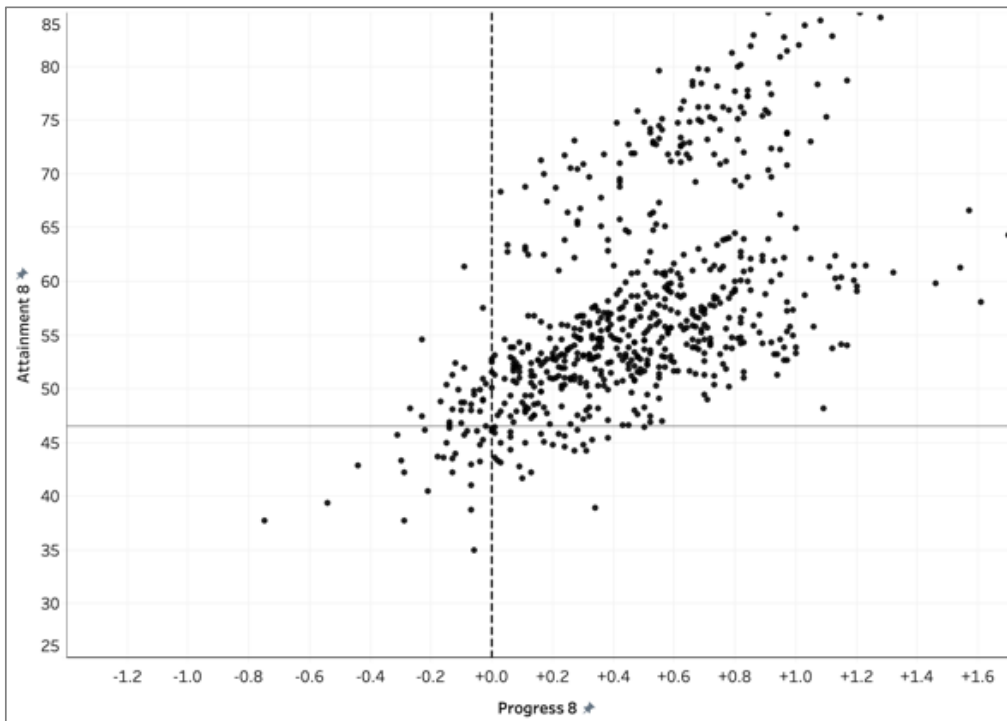


	Schools	% Grade 4+ En/Ma	% entered Ebac	% Ebac Grade 4+	Attainment 8	Progress 8
Outstanding	688	81%	60%	45%	57.2	+0.46
Good	1,741	63%	37%	21%	45.8	-0.03
Requires improvement	544	54%	28%	14%	41.0	-0.37
Inadequate	239	52%	30%	13%	39.8	-0.42

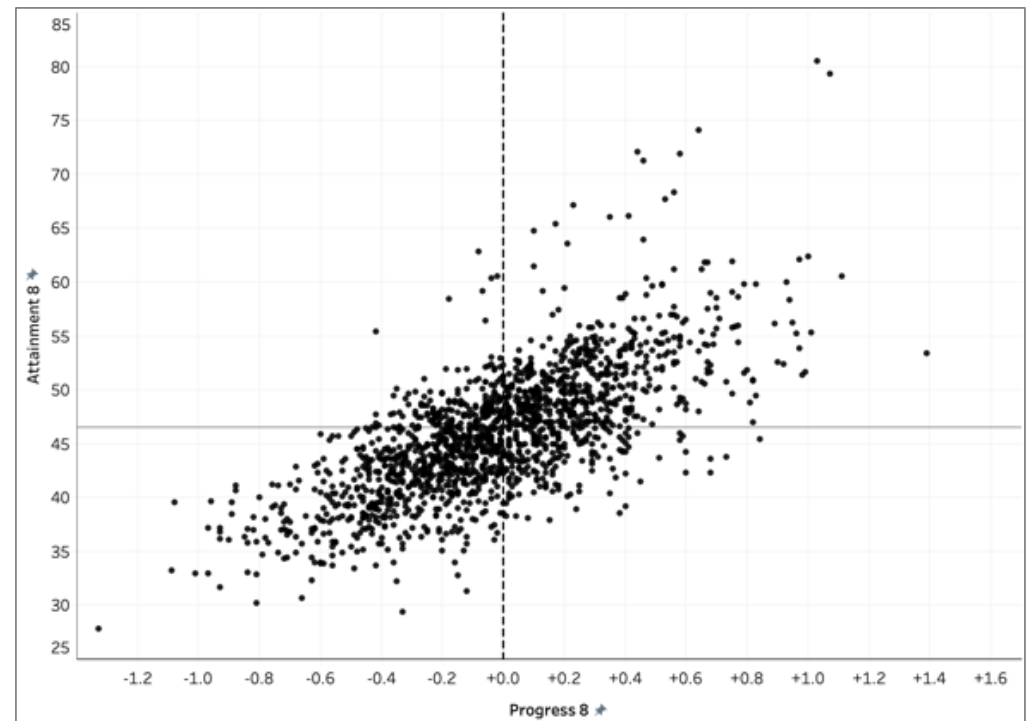


School variation: Ofsted outcomes and 2019 performance

Outstanding



Good

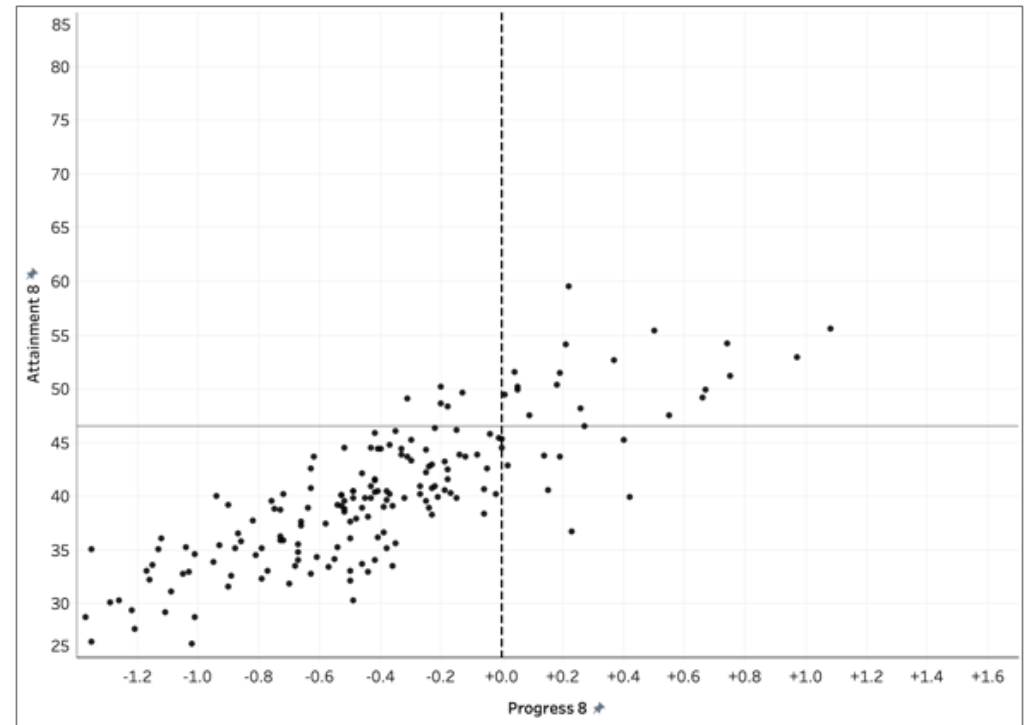
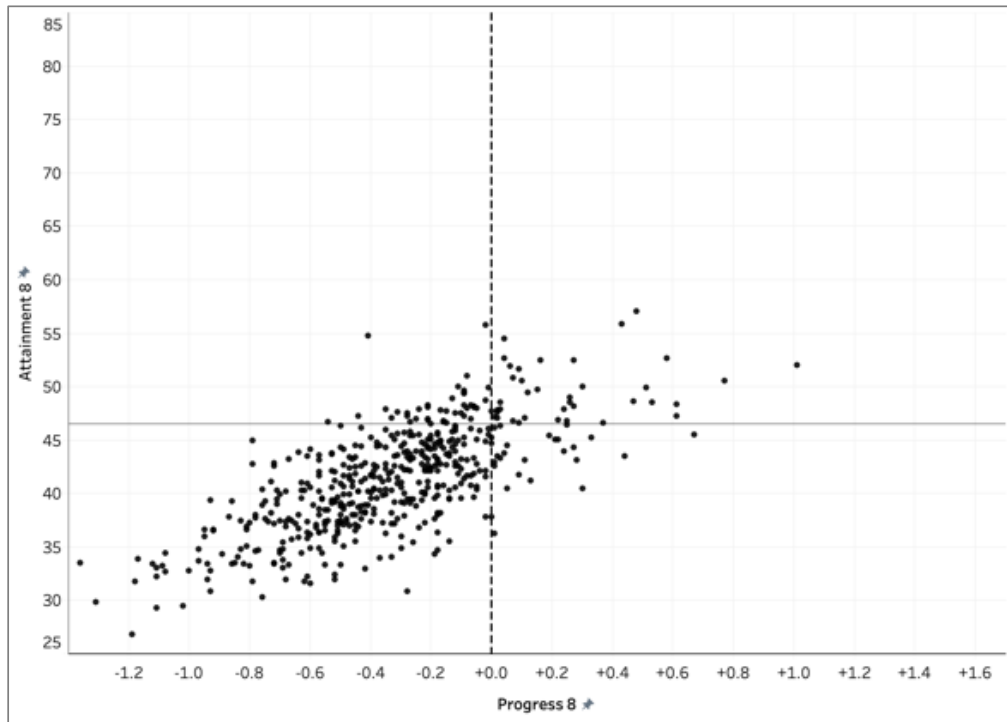


School variation: Ofsted outcomes & 2019 performance



Requires improvement

Inadequate



Activity

Exploring school and
national 2019 KS4 results

Activity: explore 2019 DFE data



Go to FFT roadshow links page

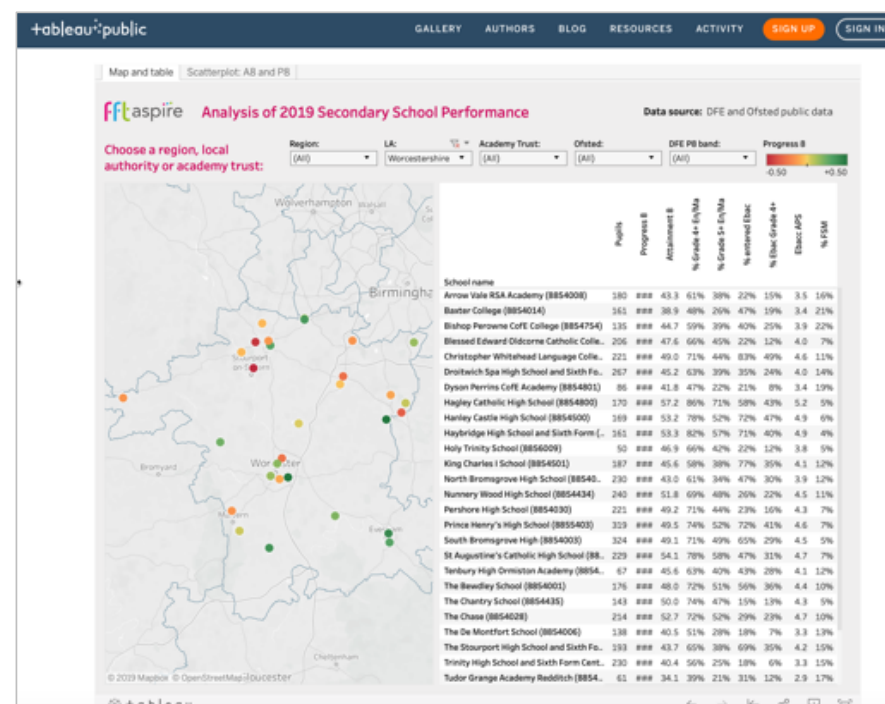
fft.org.uk/ks4-roadshow-useful-links/

Click on link for activity 1

Choose a region, local authority or academy trust

Have a look at the 2019 data for schools on the map, table and scatterplot (tab at top)




Compare the outcomes for schools with different Ofsted ratings



public.tableau.com/profile/fftedu3897#/

FFT Schools Like Yours



- Step 1: choose a school
- Step 2: build your families
 - Similarity criteria 
 - Filters 
 - Data to display 
- Step 3: view schools and your data on the table or charts

education datalab

Schools Like Yours

Home Guide **KS2** **KS4** Special About

Save settings

Find school: Michaela Community School (3)

Build families

- School characteristics
- Pupil characteristics
- KS4 performance, 2019
 - KS4 pupils, 2019
 - P8 pupils, 2019
 - EBacc entry rate, 2019
 - EBacc APS, 2019
 - Attainment 8, 2019
 - Progress 8, 2019
 - Basics, 2019
- KS4 performance, 2018
- KS4 performance, 2017
- Absence
- Workforce
- Finance
- Exclusions

reset all

Version details: data
Version details: interface

Michaela Community School 3044000, 140862

Filters

Gender

remove all

Similarity criteria

Distance FSM6, % (2018) EAL, % KS4 pupils, 2019 Prior (KS2) attainment, 2018

remove all

Table Charts

DIE number	School name	Local authority	School type	FSM6, % (2018)	EAL, %	KS4 pupils, 2019	Attainment 8, 2019	Progress 8, 2019	Basics, 2019	Prior (KS2) attainment, 2018	Difference
England						542,689	46.6	-0.03	64%	28.3	
3044000	Michaela Community School	Brent	Free school	46.8%	58.8%	115	61.3	1.54	82%		0.00
3204076	Lammas School and Sixth Form	Waltham Forest	Converter academy/city technology college	47.5%	57.3%	101	42.5	0.16	55%		25.5
3076905	Alec Reed Academy	Ealing	Sponsored academy	41.4%	60.2%	120	40.5	-0.25	54%		27.7
3024211	Christ's College Finchley	Barnet	Converter academy/city technology college	41.0%	56.5%	116	51.7	0.68	74%		28.6
3204001	South Chingford Foundation School	Waltham Forest	Sponsored academy	42.3%	54.9%	125	40.3	-0.30	54%		27.1

schoolslikeyours.ftteducationdatalab.org.uk

Public data in Schools Like Yours



▼ School characteristics

DfE number	
URN	
School name	
Local authority	
Region	
Open date	
Gender	
School type	
Selective	
Religious character	
Sixth form	
Area type	
Coastal	
Distance	
Capacity, %	
Ofsted rating	
Difference	

▼ Pupil characteristics

Total pupils	
Compulsory school age pupils	
FSM, %	
FSM6, % (2018)	
EAL, %	
White, %	
Black, %	
Asian, %	
Chinese, %	
Mixed ethnicity, %	
Other/unknown ethnicity, %	

▼ Absence

Absence rate	
Persistent absentee rate	

▼ Exclusions

Fixed period exclusion rate, 2018	
Permanent exclusion rate, 2018	

▼ KS4 performance, 2018

KS4 pupils, 2018	
P8 pupils, 2018	
P8 PP pupils, 2018	
KS4 male pupils, 2018, %	
KS4 PP pupils, 2018, %	
KS4 EAL pupils, 2018, %	
KS4 non-mobile pupils, 2018, %	
Prior (KS2) attainment, 2018	
EBacc entry rate, 2018	
EBacc APS, 2018	
Attainment 8, 2018	
Progress 8, 2018	
Progress 8, English slot, 2018	
Progress 8, maths slot, 2018	
Progress 8, EBacc slots, 2018	
Progress 8, open slots, 2018	

KS4 performance for 2017, 2018 and 2019

▼ Workforce

Teachers	
Teachers, FTE	
Pupil:teacher ratio	
Assistant:teacher ratio	
Qualified teacher status, %	
Age 50+, %	
Temporary staff, %	
Main pay scale, %	
Leadership pay scale, %	
Mean salary	
Mean staff sick days	

▼ Finance

Income, 2018	
Income, 2017	
Income, 2016	

Inspection Data Summary Report

New Secondary 2019 IDSR

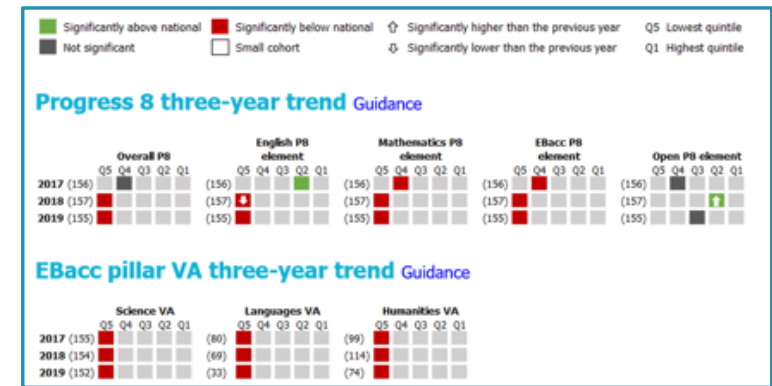


Ofsted IDSR changes in 2019: fewer charts



New IDSR is a smaller, slimmed-down report

- Data removed (for all subjects):
 - Progress 8 & its components – groups & scatterplots
 - Science, Humanities, Languages – Value Added
 - Ebacc entry and attainment
 - Ebacc 3 year entry trend
 - Pupil groups: prior attainment / disadvantaged



Avoids duplication of other published data

Reduces scope for inspectors to focus too much on national datasets and draw different conclusions

Many charts replaced by 'areas of interest'



Areas of interest

The following sections draw attention to only those areas which are meaningful or where statistical testing shows there is something significant to note (where they are not, text will be displayed in grey). For the criteria used to determine the sentences, see the guidance link alongside each section.

Subjects Guidance

- The average number of KS4 qualifications pupils were entered for in 2019 was 8. This was higher than in 2018 (7) and 2017 (6).
- The school entered pupils into 12 of the 17 available KS4 subject clusters in 2019.
- For the following EBacc subject(s), the average point score was in the **lowest** 20% of schools nationally and the proportion of entries was at or above the national average: English literature (3.1), English language (2.9), mathematics (2.8), double science (2.9).
- The subjects of the EBacc form a strong academic foundation for the KS4 curriculum. The EBacc entry rate in this school in 2019 was 3%. The subject that appears to be the greatest barrier to more pupils studying the EBacc is Languages (22%).
- Value added in science (-0.5), languages (-0.3) and humanities (-0.4) was in the **lowest** 20% and significantly **below** the national average in 2019 as well as 2018.
- For the following subject(s) outside of the EBacc, the average point score was in the **highest** 20% of schools nationally and pupil entry was at or above the national average: sport studies (2.9).

- Subjects
- P8 & A8
- Pupil movement
- Absence
- Exclusions
- Destinations
- Pupil groups

Sentences generated dynamically and master list at available: bit.ly/2i7P3zy

IDSR: school context



2018

Secondary school context in 2018		
Phase of education: Secondary	Local authority:	Ever 6 FSM %:
Headteacher:	Admissions policy: Non-selective	English additional language %: 5.5
Pupils: 1425	Ages:	SEN support %: 5.1
Gender: Mixed	Denomination: Does not apply	SEN with EHC plan %: 1.8
Deprivation Quintile: Middle 20% (0.2)	Special needs provision:	
Ethnicity		
<ul style="list-style-type: none"> The largest ethnic groups are: White - British (88.4%), White - any other White background (2.9%), Mixed - White & Black Caribbean (0.8%), Mixed - White & Black African (0.8%), Mixed - White & Asian (0.8%), Mixed - any other mixed background (0.8%), Asian or Asian British - any other Asian background (0.8%), Any other ethnic group (1.3%). This school has 16 out of 17 possible ethnic groups. The average number of groups for this phase of education is 13. 		
Number on roll		
<ul style="list-style-type: none"> The school was in the top 20% of all schools for the number of pupils (1425). The number of pupils in year 9 (276) was higher than all other year groups. 		
<ul style="list-style-type: none"> There was a larger than average increase in the total number of pupils, from 1380 pupils in 2017 to 1425 in 2018. 		
Girls		
<ul style="list-style-type: none"> There was nothing significant to report for this group. 		
Disadvantaged		
<ul style="list-style-type: none"> The percentage of FSM in year 7 (40%) was higher than all other year groups. There were 12 children looked after in the school. 		



2019

	2017	2018	2019	Quintile				
				Low				High
				Q5	Q4	Q3	Q2	Q1
% eligible for FSM at any time during the past 6 years								
School	65	67	64	■	■	■	■	■
National	26	25	24					
% of pupils first language not/believed not to be English								
School	12	11	13	■	■	■	■	■
National	19	20	21					
% of pupils with SEN support								
School	31.2	22.0	32.8	■	■	■	■	■
National	13.0	12.1	12.2					
% of pupils with a SEN statement or EHC plan								
School	2.0	1.9	3.0	■	■	■	■	■
National	1.4	1.3	1.3					
Number on roll								
School	458	463	469	■	■	■	■	■
National	269	275	279					
% Stability								
School	6.6	6.7	5.4	■	■	■	■	■
National	8.4	8.5	8.5					



MAT/LA level information Guidance

- This school is part of XYZ Academy Trust which contains 10 primary and 9 secondary schools.
- The overall effectiveness grade for this school as of 14/06/2019 was good. The MAT grade profile was:
 - Outstanding – 4
 - Good – 13
 - Requires improvement – 1
 - Inadequate – 1
 - Not yet inspected - 0

School workforce Guidance

As of November 2018, there were:

- 40% of teachers with at least one period of sickness absence compared with a national average of 55%.
- 5.6 days on average lost to teacher sickness absence compared with a national average of 4.1 days.
- No full-time vacant teacher posts in the school.

Ethnicity Guidance

- This school has 13 of the 17 ethnic groups. Those with 5% or more are:
 1. White British – 72%
 2. Mixed White and Black Caribbean – 8%

New data in IDSR

Finance Guidance

- In 2017/18, this school received £1,559,132 in grant funding, £308,378 more than the national average.
- In 2017/18, this school had a negative in-year balance (£-4,772), following a year in which income exceeded expenditure.
- In 2017/18, this school had a per pupil spend of £3,973

Local area and school links Guidance



- The school location deprivation indicator was in quintile 1 (least deprived) of all schools.
- The pupil base is in quintile 1 (least deprived) of all schools in terms of deprivation.

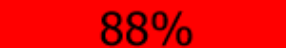



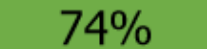

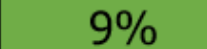
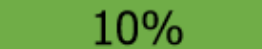




IDSR: destinations information



Destinations Guidance

 Significantly above the national average  Significantly below the national average x Small cohort

	Sustained education, employment of apprenticeship	Further education	School sixth form	Sixth form college	Other education	Sustained employment	Sustained apprenticeship
2017	 88%	 65%	 0%	9%	x	6%	8%
2016	 89%	 74%	x	 5%	x	 9%	 10%
2015	90%	 72%	x	8%	x	 10%	4%

IDSR: year group context



Characteristics Guidance

Year group markedly above average of others Year group markedly below average of others

	Number on roll	Low prior	Middle prior	High prior	% FSM	FSM Nat	EAL %	EAL Nat	Number CLA
Y7	180	42	78	59	57	31	1	16	1
Y8	184	24	103	56	53	30	1	16	0
Y9	178	22	100	55	58	28	0	16	1
Y10	172	17	87	67	48	28	0	16	2
Y11	154	35	68	50	49	26	0	16	1

Prior attainment Guidance

Well above national Well below national In line with national -

	Y7	Y8	Y9	Y10	Y11
Reading	Below	-	-	-	Below
Writing	-	-	-	-	Below
Maths	Below	-	-	-	-

SEND characteristics Guidance

School has SEN unit: Yes (SEMH)

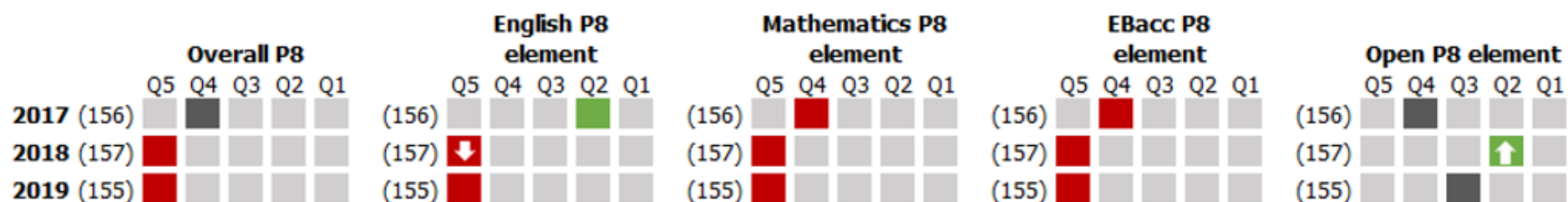
Number of SEN pupils who are also disadvantaged: 5 out of 309

	SEND need					SEN support (131)					Statements/EHC plan (11)				
	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11
Specific Learning Difficulty	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Moderate Learning Difficulty	-	2	5	6	2	-	-	-	-	1	-	-	-	-	-
Severe Learning Difficulty	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Profound & Multiple Learning Difficulty	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Social, Emotional and Mental Health	3	7	14	4	8	-	-	-	-	-	-	-	-	-	-
Speech, Language and Communication Needs	9	9	7	10	4	-	-	-	-	3	-	-	-	-	-
Hearing Impairment	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-
Visual Impairment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-Sensory Impairment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Physical Disability	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Autistic Spectrum Disorder	2	2	1	2	1	-	-	-	-	-	-	-	1	1	-
SEN support - no specialist assessment of need	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Difficulty/Disability	-	1	1	4	2	-	-	-	-	-	1	-	-	1	-
Year group totals	14	21	28	27	18	1	0	1	6	1	1	0	1	6	1

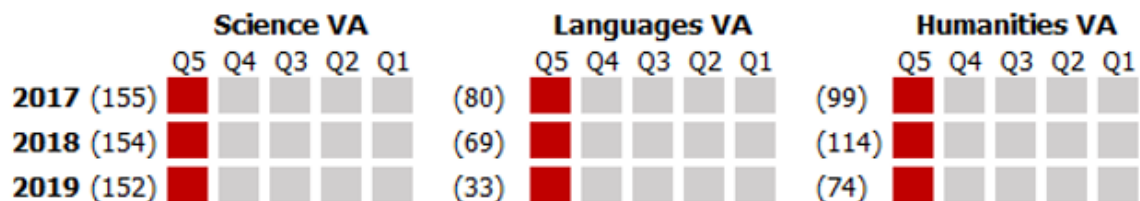
IDSR: Progress Trend Charts



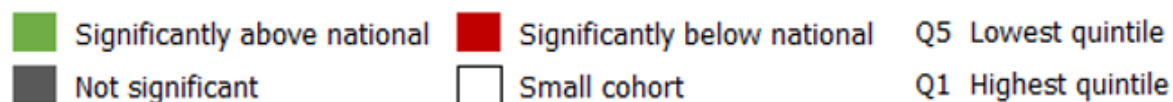
Progress 8 three-year trend Guidance



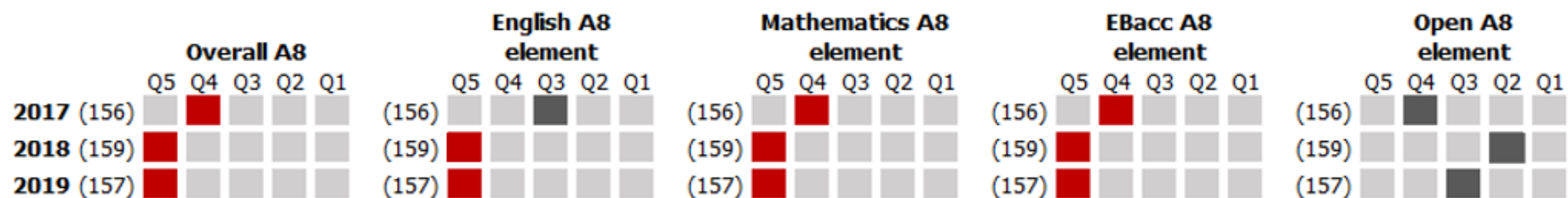
EBacc pillar VA three-year trend Guidance



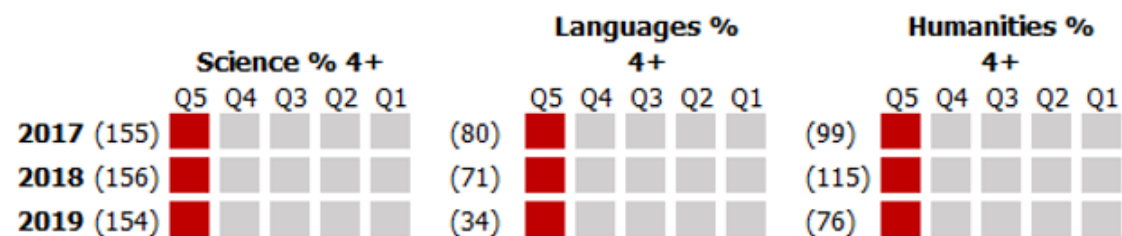
IDSR: Attainment Trend Charts



Attainment 8 three-year trend Guidance



EBacc pillar grade 4+ three-year trend Guidance



Use of progress and attainment data by Ofsted

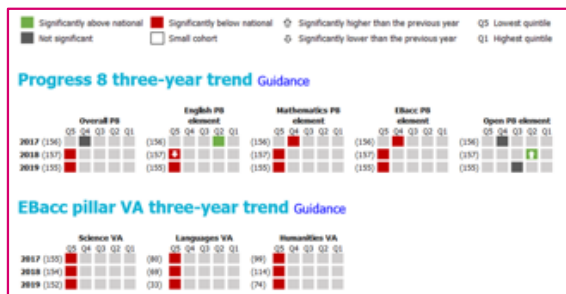


'Inspectors will not look at non-statutory internal progress and attainment data'

- Inspectors **will not look** at a school's internal progress or attainment data.
- Inspectors will use the IDSR in their pre-inspection preparation.
- They will **not** refer to any other externally produced data.
- The deep dive methodology helps inspectors gather powerful evidence about what pupils **know, remember** and **understand**.



IDSR and FFT Aspire to evaluate performance



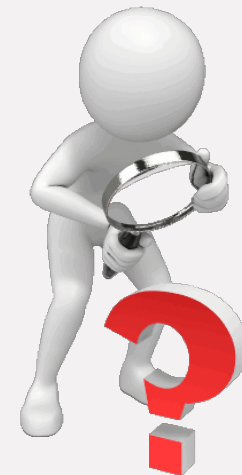
School leaders and subjects leaders can use Aspire alongside Ofsted IDSR for a robust evaluation and analysis of impact and pupil outcomes

Understand strengths and areas for improvement for the school and each area of the curriculum

- ✓ Aspire uses same national datasets as IDSR and ASP
- ✓ In Aspire you get the numbers, significance, trends, percentile ranks, scatterplots & pupil-level data!
- ✓ Subject value-added progress: essential for the evaluation and analysis of subject and curriculum outcomes
- ✓ Analysis of performance by pupil groups (one year and three year)
- ✓ A full dashboard for each subject: attainment, progress, pupil groups, scatterplots and pupil data

FFT Aspire: update on new developments in 2019

The logo for FFT Aspire, featuring the letters 'f', 'f', and 't' in pink, blue, and green respectively, followed by the word 'aspire' in a grey, lowercase sans-serif font.



KS4 Early Results Service



- 1,800 schools participated in 2019 providing pupil data by end of August and receiving a report in early September
- Report analysing school performance, FFT national average and progress 8
- FFT attainment 8 estimates (for progress 8) matched closely to DFE's final estimates
- FFT's Early Results Service will run again in 2020: early GCSE results in August and DFE file in September



FFT Aspire: 2019 data release schedule

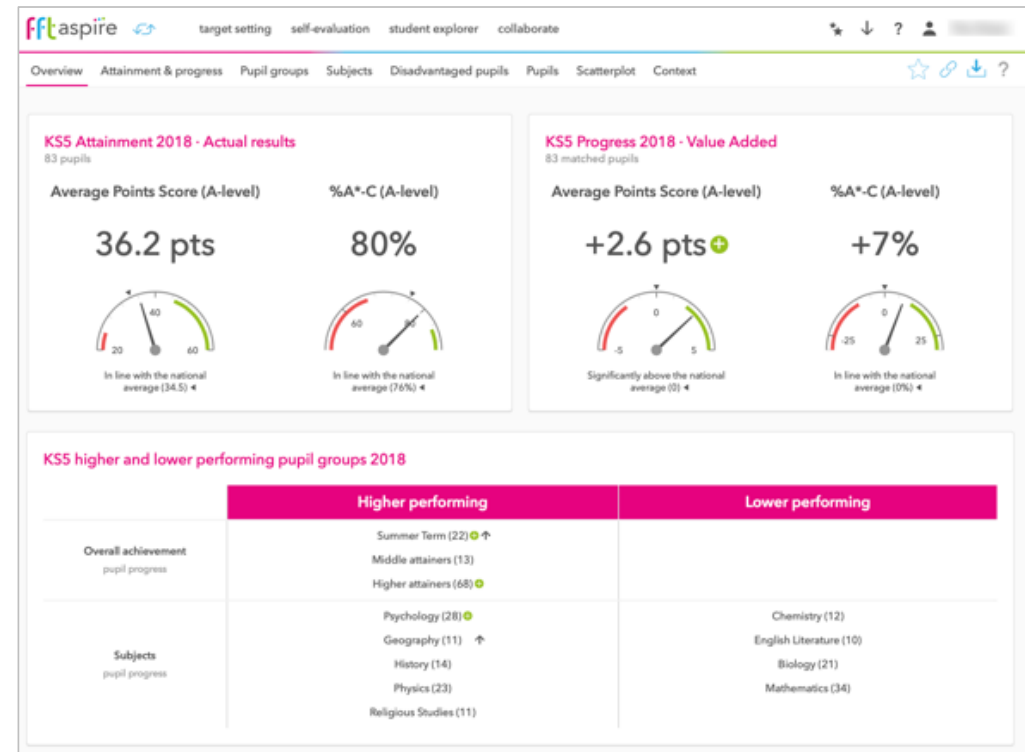


Data release	Data received from DFE	Data published in FFT Aspire
2019 census: Spring and Autumn	July 2019	Mid-October
2019 KS2 results	Mid-September	End September: primary schools Mid-October: Year 7 estimates and Student Explorer
2019 KS4 results	<i>Expected: early November</i>	Mid-November
2019 KS5 results	End October	End November

KS5: full analysis of A-level results



- ✓ Attainment
- ✓ Value-added pupil progress
- ✓ Pupil groups
- ✓ Subject value-added for each A-level subject
- ✓ Scatterplots and pupil data
- ✓ 1 year and 3 year analysis (useful for small subjects and sixth forms)



KS5: Overview and summary



KS5 Attainment 2018 - Actual results

83 pupils

Average Points Score (A-level)

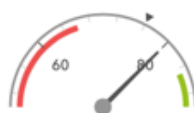
36.2 pts



In line with the national average (34.5) ◀

%A*-C (A-level)

80%



In line with the national average (76%) ◀

KS5 Progress 2018 - Value Added

83 matched pupils

Average Points Score (A-level)

+2.6 pts+



Significantly above the national average (0) ◀

%A*-C (A-level)

+7%

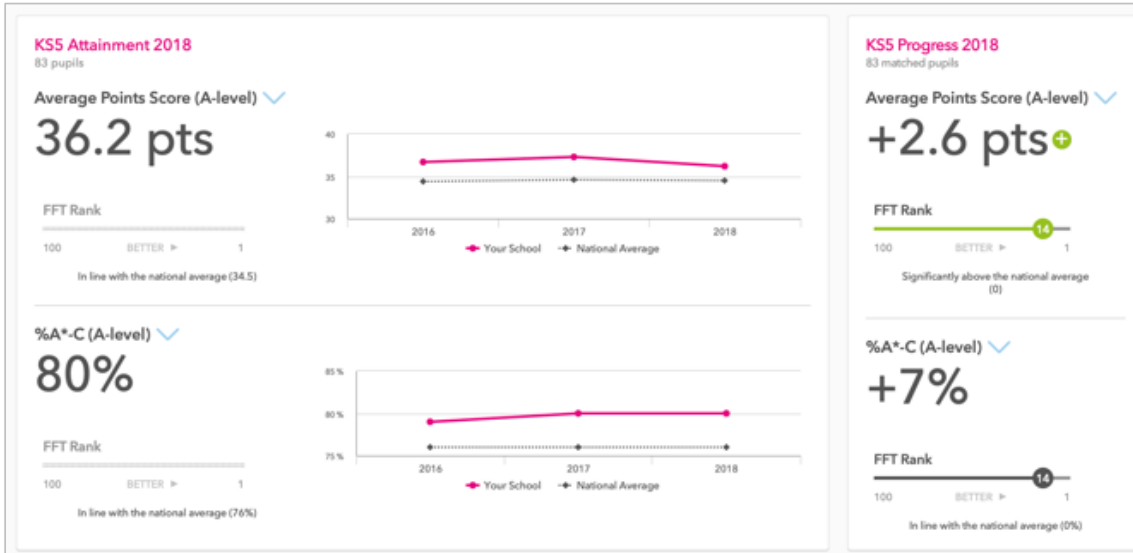


In line with the national average (0%) ◀

KS5 higher and lower performing pupil groups 2018

	Higher performing	Lower performing
Overall achievement pupil progress	Summer Term (22) + ↑ Middle attainers (13) Higher attainers (68) +	
Subjects pupil progress	Psychology (28) + Geography (11) ↑ History (14) Physics (23) Religious Studies (11)	Chemistry (12) English Literature (10) Biology (21) Mathematics (34)

KS5: attainment and progress



Choose any two indicators:

2018 ▼ KS5 ▼ Indicators ▼

Choose up to 2 indicators

- Average Points Score (A-level)
- Average Grade (A-level)
- %A*-A (A-level)
- %A*-B (A-level)
- %A*-C (A-level)
- %A*-E (A-level)
- Average Point Score (best 3 A levels)
- % A levels AAB or higher (2+ facilitating subjects)
- % 3 A Levels A*-A or higher
- % 3 A Levels AAB or higher

KS5 performance summary

	Actual results			Pupil progress		
	2016	2017	2018	2016	2017	2018
Number of Pupils / % Matched	145	113	83	100%	100%	100%
Average Points Score (A-level)	36.7	37.3	36.2	-0.4	+0.6	+2.6 +
Average Grade (A-level)	B-	B-	B-	-0.0	+0.1	+0.3 +
%A*-A (A-level)	28%	33% +	25%	-1%	+3%	+2%
%A*-B (A-level)	56%	55%	59%	-2%	-2%	+11% +
%A*-C (A-level)	79%	80%	80%	-2%	+2%	+7%
%A*-E (A-level)	100%	99%	99%	+1%	+1%	+1%
Average Point Score (best 3 A levels)	33.1 +	34.3 +	34.3	-1.2	+0.4	+1.4
% A levels AAB or higher (2+ facilitating subjects)	19% +	21% +	12%	+1%	+2%	-1%
% 3 A Levels A*-A or higher	12%	16% +	9%	-2%	+1%	-0%
% 3 A Levels AAB or higher	22% +	24% +	18%	-1%	+0%	+1%

KS5: pupil groups and subject value-added



KS5 Pupil groups performance 2018 [Change indicators](#) ▾

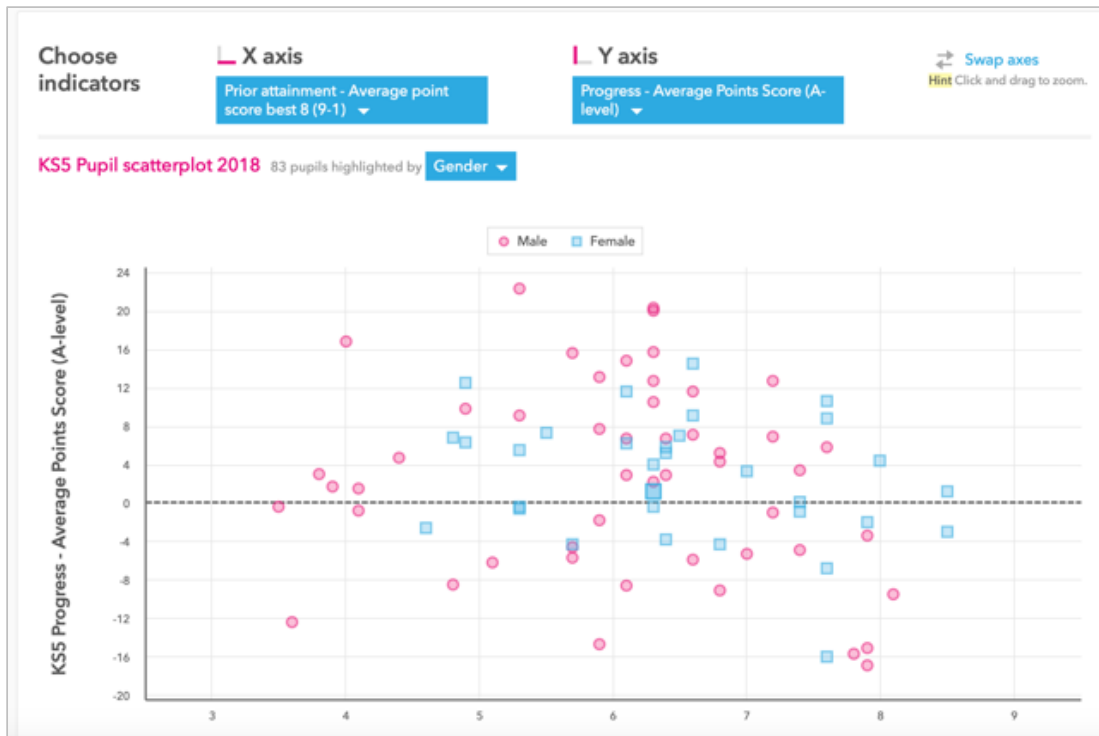
	Pupils	Actual results		Pupil progress		High-to-low chart	
		Average Points Score (A-level)	%A*-C (A-level)	Average Points Score (A-level)	%A*-C (A-level)		
Summary	All Pupils >	83	36.2	80%	+2.6 🟢	+7%	Pupil progress in Average Points Score (A-level) visually from high to low
Gender	Male >	50	35.4	77%	+2.5 🟢	+7%	
	Female >	33	37.6	85%	+2.7	+8%	
Prior Attainment	Higher attainers >	68	38.2	86%	+2.7 🟢	+8%	
	Middle attainers >	13	23.9	46%	+3.5	+11%	
	Lower attainers >	2	10.0	0%	-6.4	-24%	
FSM	FSM >	3	30.0	67%	+1.1	-0%	
	Not FSM >	80	36.5	81%	+2.6 🟢	+8%	

KS5 subject performance 2016-2018 [Change indicators](#) ▾

	Pupils	Actual results		Pupil progress		High-to-low chart
		Average Point Score	% A*-C	Average Point Score	% A*-C	
Art & Design >	9	39	89%	-1.6	+0%	Pupil progress in Average Point Score visually from high to low
Art&Des : Fine Art >	14	46 🟢	100%	+1.8	+7%	
Biology >	79	35	75%	-1.6	-4%	
Bus. Studs:Single >	27	29	74%	-1.2	+6%	
Chemistry >	68	37	82%	-0.6	+2%	
Chinese >	1	50	100%	-1.6	+0%	
Com.Stds/Computing >	25	30	60%	-0.2	-3%	
D&T Product Design >	18	28	50%	-1.8	-13%	



KS5: scatterplot and pupil data



KS5 pupil performance summary - Year 13 - 2018 Remove pupils...

Pupil	KS4 Prior attainment		APS (all subjects)			APS (best 3)			3+ AAA+	3+ AAB+	A-level Grades
	Band	Average Grade	Est	Act	Diff	Est	Act	Diff			
PP EAL SEN	H	5.7	34.6	30.0	-4.6	28.3	20.0	-8.3	X	X	BD
PP EAL SEN	H	5.7	27.6	23.3	-4.3	26.2	23.3	-2.9	X	X	CDD
PP EAL SEN	M	4.1	15.8	15.0	-0.8						DE
PP EAL SEN	H	6.4	30.0	36.7	+6.7	32.2	36.7	+4.5	X	X	BBC
PP EAL SEN	H	6.6	40.9	50.0	+9.1	35.0	50.0	+15.0	✓	✓	AAA



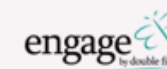
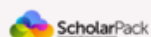


Over 1,600 secondary schools
(60%) now are setup with
Aspire Data Exchange

FFT Aspire data
connector partners



School
MIS



Data exchange is part of FFT Aspire – no additional cost

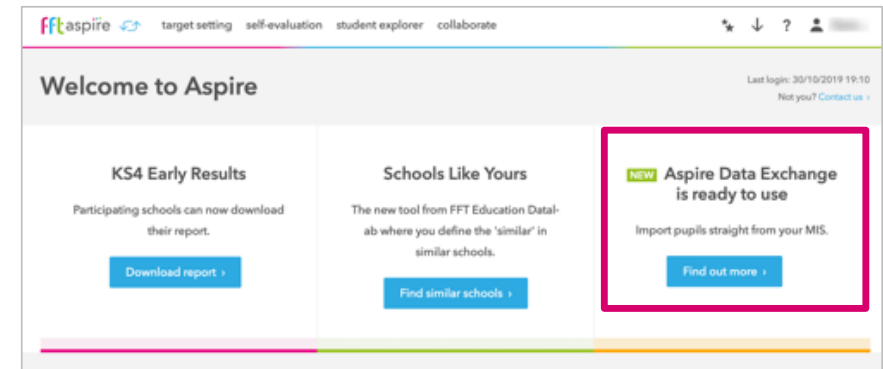
Easy setup: link on Aspire homepage to get started

Using FFT Aspire Data Exchange in school:

- ✓ No more spreadsheets to import pupils!
- ✓ Press a button to sync your MIS pupil data with Aspire
- ✓ Current pupils: available in target setting and student explorer
- ✓ Managing your data for GDPR: you are in control of how your MIS is connected to external systems (full audit trail)
- ✓ Import staff details to setup Aspire users

Major new developments in 2020 using data exchange:

- ✓ Import your teaching groups and classes
- ✓ Sync your school attendance data to get a monthly attendance report in FFT Aspire
- ✓ New FFT Aspire Pupil Tracking tool for secondary schools (primary already released)



Multi-user setup: creating account for your teachers



The screenshot displays the ff.t aspire dashboard interface. At the top, a navigation bar includes the ff.t aspire logo, a refresh icon, and menu items for 'target setting', 'self-evaluation', 'student explorer', 'collaborate', and 'pupil tracking' (marked with a 'NEW' badge). On the right side of the navigation bar, there is a settings icon (wrench) highlighted with a red box, along with star, download, help, and notification icons.

The main content area features a '1 Pending user waiting for activation. See all pending users >' notification. Below this is a 'Welcome to Aspire' section with an important update for administrators: 'Review user permissions and more - Show'. Two promotional cards are visible: 'NEW 2019 KS1 & KS2 reports now available' with buttons for 'KS1 dashboard >' and 'KS2 dashboard >', and 'NEW Aspire Pupil Tracking is here!' with a 'Set up now >' button.

A dark grey sidebar menu is open on the right, titled 'Aspire & Pupil Tracking setup'. It contains several options: 'Setting up Aspire Pupil Tracking', 'Data Exchange', 'Users' (highlighted in blue), 'Create a single user', 'Create multiple users' (highlighted with a red box), 'Manage users', and 'Pending users'. A 'NEW' badge is also visible on the left side of the sidebar.

Import users from your school MIS



Create a user **Create multiple users** Manage users Pending users

Create multiple users

Import school staff from your MIS

You can create new users by importing school staff from your MIS.

We'll check your MIS and any staff members without accounts will be displayed.

[Import school staff](#) Loading users from your MIS...

You can review any accounts before they are created.

Existing users (7) – [Show](#)

Available staff to import (7) Step 1 of 4 – Choose staff members

Choose whether to give each staff member access to Aspire, or Aspire with Pupil Tracking.

Show only teachers

Aspire (0)	Staff member	Email (becomes their FFT username)
<input type="checkbox"/>	Craig Smith	<input type="text"/> Username required
<input type="checkbox"/>	Claire Jones	<input type="text" value="cjones@fft.org.uk"/>
<input type="checkbox"/>	George Alexander	<input type="text" value="galexander@fft.org.uk"/>



Select role and Aspire permissions



Staff to import (2) Step 2 of 4 – Choose role and administration access

ASPIRE & PUPIL TRACKING ADMINISTRATION

Staff member	Email (becomes their FFT username)	School role	System/Account Setup	Manage Data
Claire Jones	cjones@fft.org.uk	Teacher	<input type="checkbox"/>	<input type="checkbox"/>
George Alexander	galexander@fft.org.uk	Middle Leader	<input type="checkbox"/>	<input type="checkbox"/>

[Next](#) or [Go back](#)



Staff to import (2) Step 3 of 4 – Choose Aspire options

ASPIRE REPORT ACCESS

Staff member	Email (becomes their FFT username)	School role	School level reports	Pupil level reports	Collaborate reports
Claire Jones	cjones@fft.org.uk	Teacher	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
George Alexander	galexander@fft.org.uk	Middle Leader	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Next](#) or [Go back](#)

Finishing user setup: create users



Staff to import (2)

Staff member	Email (becomes their FFT username)	School role
Claire Jones	cjones@fft.org.uk	Teacher
George Alexander	galexander@fft.org.uk	Middle Leader

[Create 2 users](#) or [Go back](#)

Confirm user setup and create users

New users will receive an email from FFT Aspire with link to register

You will need to provide the new users with their access code to login to Aspire for first time and complete account registration

With the latest 2019 data about to be released., it is a good time to make sure that you have users setup and able to make the best use of Aspire in your school:

- Senior leaders
- Subject leaders and year leaders
- Teachers

2020 roadmap: secondary schools



Attendance tracking



Current MIS pupil data



Full 'early 2020 KS4 data'

Pupil tracking: monitor progress



Attendance tracking

New reports analysing historical and current attendance for all pupils

Current MIS pupil data

Pupils, subjects, teachers and teaching groups all link through from MIS to Aspire

Full 'early 2020 KS4 data'

Schools submit DFE KS4 data file to FFT in September and reports available mid-Oct

Pupil tracking: monitor progress

Track progress of your pupils using current assessment data (tests and teacher assessment)