

Reports and Activities included:

Activity 1 (Page 2)

- **Significant Areas Grid Report**
Includes activities, discussion items and an anonymous KS2-4 Significant Areas Grid report

Activity 2 (Page 3)

- **Subject Level VA report:**
Includes activities, discussion items and an anonymous KS4 Subject VA report

Activity 3 (Page 4-5)

- **Pupil Estimate Reports**
Includes activities, discussion items and **two** anonymous KS4 Subject Reports (All pupils and Individual pupil)



Pupil Details				KS2 Estimates					
Name	DoB	Sex	Est Basis Subject	% chance of achieving KS2 Level					
				2	3	4	5+	4+	
Aluminium, Katrina	18/07/98	F	PA English	68 %	31 %	1 %	1 %	1 %	
Apricot, Grace	07/12/97	F	PA English	1 %	1 %	19 %	81 %	99 %	
Argon, Nigel	18/08/98	M	PA English	1 %	1 %	36 %	63 %	99 %	
Arsenic, Kelly	07/02/98	F	PA English	1 %	1 %	9 %	91 %	99 %	
Arsenic, Kym	20/04/98	F	PA English	1 %	3 %	58 %	39 %	91 %	
Arsenic, Oliver	08/11/87	M	PA English	2 %	21 %	72 %	5 %	91 %	

All FFT reports for your school can be accessed from your LEA or online at www.fftlive.org.

Accessing further information on FFT:

For further information about FFT or please visit the main Fischer Family Trust website at: www.fischertrust.org.



FFT LIVE ACTIVITIES (KEY STAGE 4)

FFT Live provides schools and LEAs with a range of online reports to support target setting and self evaluation. The reports allow users to view data from a variety of perspectives – LEA, school, group and pupil – with the ability to move from one report to another.

The activities on the following pages will guide you through some of the key FFT Live reports allowing you to:


- a) improve your understanding of FFT Live reports and data
- b) understand how to use and interpret reports more effectively
- c) understand and consider the different contexts in which reports can be used
- d) discuss reports with colleagues
- e) consider how data is currently used in your school and how FFT Live reports could be used most effectively in your own school

Activity 1: Significant Areas Grid Report

			Matched Pupils	Threshold			Threshold (EM)		Points			Core Subjects				
				% 5+A*-A	% 5+A*-C	% 5+A*-G	5+A*-C (inc EM)	5+A*-G (inc EM)	Avg Points	Total Points	Capped Points	Avg English	Avg Welsh	Avg Maths	Avg Science	
6994002	All Pupils	2005-07	440 (145)													
	Girls	2005-07	213 (74)													
	Girls - Lower	2005-07	57 (7)	↓			↓									
	Girls - Middle	2005-07	72 (27)	↑				↑								
	Girls - Upper	2005-07	84 (40)													
	Boys	2005-07	227 (71)	↑												
	Boys - Lower	2005-07	76 (9)	↓					↓		↓					
	Boys - Middle	2005-07	82 (29)	↑												
	Boys - Upper	2005-07	69 (33)				↓									
	FSM - No	2005-07	397 (139)													
	FSM - Yes	2005-07	43 (6)		↓											

Description: This 3 year report highlights potential strengths and weaknesses across a range of indicators, subjects and pupil groups in individual schools. The report can be used to view a single school (LA and school accounts), all schools on the same report or the LEA as a whole (LA accounts only).


Activity:

 Take a few moments to look at the **Significant Areas Grid** report

- What do the green and blue boxes show?
- What do the arrows show?
- If an indicator/pupil group is blank, what does this mean?

Analysing the report

- Look vertically from top to bottom. Are there any patterns across the different indicators? Is there any in-school variation across English, Welsh, Maths and Science over the 3 years? Is performance improving or declining?
- Look horizontally from left to right. Are there patterns across different groups? Do particular groups perform well in some areas and not so well in others?
- Now write down three potential issues from the report (this can include areas of potential strengths as well weakness) based on contextual value added (SX model).
- Who would find this report useful in your school?

 **For further investigation 'b'gW cc`.....**

Switch the VA basis to PA (prior attainment). Value added is now based on prior attainment, gender and month of birth only. (i.e. it doesn't include any other school or pupil contextual factors). Does changing the VA basis change the report significantly? Why might this be? Are the same potential issues occurring?

Online reports only - Using the drop down menu, change the 3 year report period using the drop down menu. Can you build up a picture of how achievement has changed over time?

Activity 2: Subject Level Value Added (School Summary)

Subject Details			KS42											
			ACT				PA				SX			
			Pupils	Pass	A*-C	A*-A	Pupils	Pass	A*-C	A*-A	Pupils	Pass	A*-C	A*-A
Arabic	5910	GCSE_F	4	100 %	100 %	75 %	0	0 %			0	0 %		
Art & Design	3510	GCSE_F	29	100 %	52 %	7 %	26	0 %	-21 %	-11 %	26	0 %	-17 %	-7 %
Art & Design	3510	GCSE_S	1	100 %	0 %	0 %	1	5 %	-15 %	0 %	1	5 %	-14 %	0 %
Catering Studies	7430	GCSE_F	2	100 %	50 %	0 %	2	5 %	31 %	0 %	2	7 %	34 %	0 %
D&T Graphic Prods	9030	GCSE_F	34	82 %	21 %	3 %	18	-16 %	-8 %	0 %	18	-14 %	-4 %	0 %
D&T Resist. Matrls	9040	GCSE_F	1	100 %	100 %	0 %	1	4 %	66 %	-1 %	1	5 %	69 %	0 %

Description: This report highlights potential KS4 subject strengths and weaknesses. The report shows a summary of actual KS4 results along with Value Added (PA) and Contextual Value Added (SX) scores. Positive VA scores (e.g. 3% A*-C) show where the actual performance is above the estimate and scores highlighted in green show where this difference is statistically significant. Negative scores show where the actual performance is below the estimate and scores highlighted in blue show where this difference is statistically significant.

Activity :



Take a few moments to look at the **Subject Level Value Added (School)** report

- First, review the subject details columns and notice the range of subjects and qualifications available. The report now contains a wide range of Level 2 qualifications.
- Starting with the A*-C column in the KS2-4 SX section, look at the differences across subjects. Which subjects have the highest VA? Which have the lowest VA? Are the results significant (i.e. shaded in green or blue)?
- How does VA achievement compare to actual attainment? Do the raw scores and value added give you the same or different messages?
- Now look at the Pass and A*-A columns and compare VA results. Are the trends consistent across the indicators?
- Broaden your analysis further by looking at progress from KS3-4 and using the PA model (based on prior attainment, gender and month of birth only). Again, are the messages consistent or do they show different issues? Think about why this might be?
- Based on your analysis can you identify 3 potential strengths and 3 weaknesses. How might you address these issues with staff? What other data could you use to 'triangulate' your findings?
- How could this data be used by teachers, department heads and SLT in your school to improve self evaluation and achievement?
- Who would find this report useful in your school?

Use this report to highlight potential KS4 subject strengths and weaknesses. The report shows a summary of actual KS4 results along with Value Added (PA) and Contextual Value Added (SX) scores. Positive VA scores (e.g. 3% A*-C) show where the actual performance is above the estimate and scores highlighted in green show where this difference is statistically significant. Negative scores show where the actual performance is below the estimate and scores highlighted in blue show where this difference is statistically significant.

Subject Details			KS42												KS43							
			ACT				PA				SX				PA				SX			
			Pupils	Pass	A*-C	A*-A	Pupils	Pass	A*-C	A*-A	Pupils	Pass	A*-C	A*-A	Pupils	Pass	A*-C	A*-A	Pupils	Pass	A*-C	A*-A
Art & Design	3510	GCSE	48	100 %	69 %	15 %	48	0 %	-3 %	-5 %	48	0 %	-8 %	-10 %	48	0 %	-2 %	-4 %	48	0 %	-5 %	-5 %
Biology	1010	GCSE	22	100 %	82 %	27 %	21	1 %	2 %	2 %	21	0 %	-4 %	-4 %	22	0 %	0 %	9 %	22	0 %	-4 %	5 %
Bus. Studs:Single	3210	GCSE	69	100 %	86 %	22 %	68	3 %	26 %	7 %	68	2 %	20 %	4 %	68	4 %	35 %	13 %	68	3 %	31 %	12 %
Chemistry	1110	GCSE	22	100 %	100 %	55 %	21	1 %	20 %	30 %	21	0 %	15 %	25 %	22	0 %	21 %	37 %	22	0 %	17 %	34 %
D&T Food Technolgy	9020	GCSE	10	100 %	90 %	40 %	10	2 %	27 %	23 %	10	1 %	17 %	16 %	10	2 %	34 %	28 %	10	1 %	28 %	26 %
D&T Resist. Matrls	9040	GCSE	30	100 %	57 %	17 %	29	3 %	7 %	9 %	29	2 %	-2 %	6 %	30	3 %	11 %	11 %	30	3 %	6 %	10 %
D&T Systems & Cont	9060	GCSE	17	100 %	76 %	29 %	16	4 %	20 %	14 %	16	3 %	13 %	10 %	17	4 %	25 %	20 %	17	3 %	21 %	19 %
D&T Textiles Tech.	9050	GCSE	8	100 %	100 %	63 %	8	2 %	26 %	36 %	8	1 %	21 %	33 %	8	2 %	40 %	49 %	8	2 %	35 %	48 %
Drama & Theat.Stds	5210	GCSE	28	100 %	86 %	36 %	26	0 %	13 %	15 %	26	0 %	6 %	9 %	27	1 %	19 %	20 %	27	0 %	15 %	17 %
English	5010	GCSE	149	99 %	74 %	19 %	142	0 %	9 %	5 %	142	-1 %	0 %	-1 %	146	0 %	14 %	7 %	146	-1 %	9 %	5 %
English Literature	5110	GCSE	125	98 %	80 %	34 %	119	0 %	8 %	15 %	119	-1 %	0 %	9 %	122	0 %	11 %	18 %	122	-1 %	6 %	16 %
French	5650	GCSE	40	100 %	90 %	48 %	40	0 %	25 %	32 %	40	0 %	19 %	28 %	40	0 %	30 %	31 %	40	0 %	27 %	29 %
Geography	3910	GCSE	52	100 %	77 %	29 %	47	2 %	17 %	11 %	47	1 %	9 %	6 %	51	1 %	18 %	13 %	51	1 %	14 %	11 %
German	5670	GCSE	9	100 %	100 %	44 %	9	0 %	28 %	30 %	9	0 %	21 %	25 %	9	0 %	39 %	32 %	9	0 %	34 %	30 %
HE: Child Devt	3330	GCSE	18	100 %	94 %	22 %	18	2 %	36 %	8 %	18	1 %	26 %	2 %	18	2 %	44 %	13 %	18	2 %	38 %	11 %
History	4010	GCSE	51	100 %	84 %	53 %	49	2 %	13 %	25 %	49	1 %	6 %	18 %	51	1 %	10 %	24 %	51	1 %	6 %	20 %
Inform Comm Tech	2650	GCSE	62	100 %	85 %	45 %	61	3 %	18 %	27 %	61	2 %	11 %	23 %	62	3 %	21 %	32 %	62	2 %	18 %	29 %
Inform Comm Tech	2650	GCSE SC	28	96 %	54 %	14 %	27	7 %	26 %	12 %	27	5 %	21 %	12 %	27	12 %	38 %	15 %	27	9 %	35 %	14 %
Italian	5690	GCSE	5	100 %	100 %	40 %								5	0 %	10 %	-12 %	5	0 %	9 %	-14 %	
Mathematics	2210	GCSE	139	99 %	67 %	12 %	133	1 %	2 %	-4 %	133	1 %	-8 %	-10 %	137	1 %	-1 %	-1 %	137	1 %	-6 %	-4 %
Music	7010	GCSE	10	100 %	100 %	60 %	10	2 %	22 %	30 %	10	1 %	16 %	22 %	10	2 %	26 %	29 %	10	1 %	23 %	26 %
Physics	1210	GCSE	22	100 %	100 %	36 %	21	1 %	20 %	10 %	21	0 %	14 %	4 %	22	1 %	19 %	18 %	22	0 %	15 %	14 %
Religious Studies	4610	GCSE SC	136	99 %	76 %	35 %	132	3 %	22 %	19 %	132	2 %	14 %	14 %	134	4 %	26 %	21 %	134	3 %	22 %	19 %

Colour Coding (showing statistical significance)

- 4% Actual attainment significantly higher than estimated
- 3% Actual attainment significantly lower than estimated

Value Added Types

- PA (Prior Attainment) - estimated attainment based on pupil prior attainment, gender, month of birth
- SE (Socio Economic) - estimated attainment based on PA factors above PLUS school context (FSM, deprivation, avg cohort prior attainment)
- SX (School Extended) - estimated attainment based on SE factors above PLUS pupil context (FSM, pupil ethnicity, EAL, SEN stage, pupil mobility)

Use this report to highlight potential KS4 subject strengths and weaknesses. The report shows a summary of actual KS4 results along with Value Added (PA) and Contextual Value Added (SX) scores. Positive VA scores (e.g. 3% A*-C) show where the actual performance is above the estimate and scores highlighted in green show where this difference is statistically significant. Negative scores show where the actual performance is below the estimate and scores highlighted in blue show where this difference is statistically significant.

Subject Details			ACT				KS42								KS43							
			ACT				PA				SX				PA				SX			
			Pupils	Pass	A*-C	A*-A	Pupils	Pass	A*-C	A*-A	Pupils	Pass	A*-C	A*-A	Pupils	Pass	A*-C	A*-A	Pupils	Pass	A*-C	A*-A
Sci: Double Awd B	1390	GCSE	68	100 %	99 %	25 %	66	1 %	29 %	5 %	66	0 %	22 %	-1 %	67	0 %	22 %	6 %	67	0 %	19 %	3 %
Sci: Electronics	1730	GCSE	5	100 %	100 %	80 %									5	1 %	16 %	47 %	5	1 %	14 %	43 %
Science Double Awd	1370	GCSE	68	100 %	99 %	25 %	66	1 %	28 %	6 %	66	0 %	21 %	-1 %	67	0 %	23 %	7 %	67	0 %	19 %	4 %
Science SA	1310	GCSE	58	100 %	36 %	0 %	56	5 %	14 %	-1 %	56	3 %	3 %	-3 %	58	4 %	19 %	0 %	58	3 %	13 %	0 %
Sociology	4890	GCSE	26	100 %	73 %	35 %	25	3 %	12 %	18 %	25	2 %	4 %	12 %	26	3 %	12 %	19 %	26	2 %	8 %	17 %
Sport/P.E. Studies	7210	GCSE	41	100 %	80 %	29 %	39	0 %	15 %	8 %	39	0 %	7 %	2 %	40	0 %	22 %	12 %	40	0 %	17 %	10 %
Welsh (2nd Lang)	5515	GCSE	85	100 %	84 %	35 %	80	1 %	14 %	10 %	80	1 %	8 %	6 %	84	1 %	14 %	15 %	84	1 %	11 %	12 %
Welsh Language	5510	GCSE	51	100 %	65 %	12 %	51	0 %	-15 %	-3 %	51	0 %	-20 %	-7 %	51	0 %	-10 %	-1 %	51	0 %	-13 %	-2 %
Welsh Literature	5530	GCSE	50	98 %	50 %	6 %	49	-1 %	-20 %	-11 %	49	-1 %	-24 %	-14 %	49	-1 %	-14 %	-7 %	49	-1 %	-16 %	-7 %

Colour Coding (showing statistical significance)

- 4% Actual attainment significantly higher than estimated
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Value Added Types

- PA (Prior Attainment) - estimated attainment based on pupil prior attainment, gender, month of birth
- SE (Socio Economic) - estimated attainment based on PA factors above PLUS school context (FSM, deprivation, avg cohort prior attainment)
- SX (School Extended) - estimated attainment based on SE factors above PLUS pupil context (FSM, pupil ethnicity, EAL, SEN stage, pupil mobility)

Activity 3: Pupil Estimates Detailed Report

Pupil Details			KS2/3 Results								KS4 Estimates												
Name	DoB	Sex	KS	Test				TA				Est Basis	Subject Group	% chance of achieving KS4 Grade								% chance	
				EN	CY	MA	SC	EN	CY	MA	SC			G	F	E	D	C	B	A	A*	A*-C	Pass
Almond, Chelsea	17/10/94	F	2					4	4	4	4	PA	English	1%	2%	9%	24%	38%	20%	5%	1%	64%	99%
Apricot, Gareth	12/01/95	M	2					5		5	4	PA	English	1%	1%	1%	7%	26%	38%	23%	5%	92%	99%
Apricot, William	07/06/95	M	2					2	1	2	3	PA	English	17%	34%	33%	14%	2%	1%	1%	1%	5%	90%
Arsenic, Christopher	02/12/94	M	2					3		3	3	PA	English	8%	18%	31%	29%	12%	1%	1%	1%	16%	96%
Arsenic, Renee	01/05/95	F	2					4		4	3	PA	English	2%	4%	13%	28%	36%	15%	3%	1%	54%	98%
Artichoke, Keira	20/11/94	F	2					4	4	3	4	PA	English	2%	4%	13%	29%	36%	14%	3%	1%	54%	98%
Artichoke, Paige	11/12/94	F	2					2		3	3	PA	English	15%	30%	33%	17%	4%	1%	1%	1%	7%	92%
Asparagus, Zara	04/11/94	F	2					3	3	3	4	PA	English	7%	15%	29%	31%	16%	2%	1%	1%	20%	97%

Description: This report shows each pupil's probability of attaining individual KS4 Levels in a range of GCSE subject areas. Use the Est Basis option to select either PA or SE estimate models and select a rank (50 to 5) to compare against schools at the 50th to 5th percentile. By selecting a rank of 10, for example, the estimates will be based on the progress made by pupils in schools at the 10th percentile for value added. The higher the rank (5 highest, 50 lowest) the more challenging the estimates.

Activity:



Take a few moments to look at the **KS4 Pupil Estimates** report (showing all pupils)



About the report.....

- 1 What do the colours represent (orange and green boxes)?
- 2 What are estimated probabilities based on?
- 3 What do the probabilities indicate?
- 4 Look at the variation in the grade probabilities between different pupils. Can you think why the estimates may differ? (hint: focus particularly on the pupils' prior attainment)

Viewing all subject estimates for an individual student.

Now take a few moments to look at the **KS4 Pupil Estimates** report (showing all subjects for a single pupil)

Look at the variation in the probabilities across subjects. Again, think about why these differences might be occurring. If you're using your own data and you know the pupil, do the estimates fit with what you know about the pupil?

Remember, FFT provide ESTIMATES based on the progress of similar pupils in previous years. The estimates SUPPORT target setting but are NOT TARGETS in themselves. You should use your own professional knowledge along with other data when setting challenging but realistic targets for children and young people! In some cases, student targets may vary significantly from FFT estimates.

**Using data in your own school...**

- 1 How do you currently use data to set targets for students?
- 2 How could this information be used with students and parents to increase challenge and improve aspirations? (hint: a student's highest probability grade may be a C but they could have a 40% of achieving an A*, A or B grade).
- 3 How could the information be used to highlight the risk of attaining lower grades?
- 4 How could the information support personalisation and cross curricular target setting/intervention?
- 5 The pupil estimates can be used in a variety of contexts. Think about how might this information be used by (a) teachers (b) Subject Leaders (c) Assessment Co-ordinators (d) Senior Leaders (e)

**For further investigation in school.....**

- 1 What difference does altering the model and rank make to the estimates? How could these differences promote challenge?
- 2 Are there significant differences between KS4 estimates based on KS2 and KS3? Why might this be? How could you use the report to identify and address differing rates of progress between KS2-3 and KS3-4.
- 3 You can also look at a summary of estimates (e.g. chance of attaining 5A*-C including English and Maths) in the Pupil level summary report. You can access this report from the home page by clicking on the KS4 estimates [Summary](#) link in the Pupil Estimates box.

Important: Used effectively, FFT estimates can empower students, improve aspirations and provide realistic challenge (particularly when using probabilities). However, if misused, they can also lower expectations for students (e.g. if FFT most likely grade is always simply used as a target) and reduce morale amongst staff!

This report shows each pupil's probability of attaining individual KS4 Levels in a range of GCSE subject areas. Use the Est Basis option to select either PA or SE estimate models and select a rank (50 to 5) to compare against schools at the 50th to 5th percentile. By selecting a rank of 10, for example, the estimates will be based on the progress made by pupils in schools at the 10th percentile for value added. The higher the rank (5 highest, 50 lowest) the more challenging the estimates.

Pupil Details			KS2/3 Results								KS4 Estimates												
Name	DoB	Sex	KS	Test				TA				Est Basis	Subject Group	% chance of achieving KS4 Grade								% chance	
				EN	CY	MA	SC	EN	CY	MA	SC			G	F	E	D	C	B	A	A*	A*-C	Pass
Almond, Chelsea	17/10/94	F	2					4	4	4	4	SE	English	1 %	2 %	6 %	21 %	39 %	24 %	7 %	1 %	71 %	99 %
Apricot, Gareth	12/01/95	M	2					5		5	4	SE	English	1 %	1 %	1 %	5 %	24 %	38 %	25 %	6 %	94 %	99 %
Apricot, William	07/06/95	M	2					2	1	2	3	SE	English	13 %	27 %	34 %	21 %	5 %	1 %	1 %	1 %	8 %	93 %
Arsenic, Christopher	02/12/94	M	2					3		3	3	SE	English	5 %	13 %	27 %	33 %	19 %	3 %	1 %	1 %	24 %	97 %
Arsenic, Renee	01/05/95	F	2					4		4	3	SE	English	1 %	3 %	9 %	25 %	38 %	19 %	5 %	1 %	63 %	99 %
Artichoke, Keira	20/11/94	F	2					4	4	3	4	SE	English	1 %	3 %	9 %	25 %	38 %	19 %	5 %	1 %	62 %	99 %
Artichoke, Paige	11/12/94	F	2					2		3	3	SE	English	11 %	24 %	34 %	23 %	7 %	1 %	1 %	1 %	10 %	95 %
Asparagus, Zara	04/11/94	F	2					3	3	3	4	SE	English	4 %	11 %	24 %	33 %	23 %	4 %	1 %	1 %	29 %	97 %
Avocado, Oscar	02/02/95	M	2					4		5	4	SE	English	1 %	1 %	4 %	16 %	38 %	30 %	11 %	1 %	80 %	99 %
Avocado, Sarah	13/02/95	F	2					5	5	5	4	SE	English	1 %	1 %	1 %	4 %	19 %	38 %	30 %	9 %	96 %	99 %
Banana, Jenna	11/10/94	F	2					4		4	4	SE	English	1 %	2 %	6 %	21 %	39 %	24 %	7 %	1 %	71 %	99 %
Bay Leaf, Leanne	30/07/95	F	2					4	3	4	4	SE	English	1 %	2 %	8 %	23 %	39 %	21 %	6 %	1 %	67 %	99 %
Beryllium, Estelle	06/07/95	F	2					5	4	5	5	SE	English	1 %	1 %	1 %	3 %	17 %	38 %	31 %	10 %	96 %	99 %
Beryllium, Kirsty	20/08/95	F	2					3	3	3	3	SE	English	5 %	12 %	25 %	33 %	21 %	4 %	1 %	1 %	27 %	97 %
Bohrium, Deborah	17/01/95	F	2					4		4	4	SE	English	1 %	1 %	6 %	20 %	38 %	25 %	8 %	1 %	72 %	99 %
Bohrium, Donna	27/12/94	F	2					4	4	4	4	SE	English	1 %	1 %	6 %	20 %	39 %	25 %	7 %	1 %	72 %	99 %
Bohrium, Neil	15/05/95	M	2					3		4	4	SE	English	2 %	6 %	17 %	34 %	32 %	9 %	1 %	1 %	43 %	99 %

What do the colours indicate?

Level(s) achieved by top 5%-25% of similar pupils (as selected in 'Highlight Top' pull-down menu)

Most likely Level (highest probability)

Difference of more than 1 level between any two Test or TA levels

Estimate Basis

PA Rank 50 (Type A): based on prior attainment (including marks where available, subject differences and TA), gender and month of birth

SE Rank 50 (Type B): as Type A, but adjusted for the school's context including FSM and geodemographic factors

SE Rank 25 (Type D): as Type B, but adjusted for the progress made by pupils in schools at the 25th percentile for VA

Estimates are rounded and min and max values are set at 1% and 99%. Because of this, totals may not add to individual figures and can exceed 100%

KS4 Pupil Estimates (GCSE Subject Groups)

Anon School


Estimate Basis: SE - Rank: 50 (Type B) - Year: 2010/2011

Anon LA


This report shows each pupil's probability of attaining individual KS4 Levels in a range of GCSE subject areas. Use the Est Basis option to select either PA or SE estimate models and select a rank (50 to 5) to compare against schools at the 50th to 5th percentile. By selecting a rank of 10, for example, the estimates will be based on the progress made by pupils in schools at the 10th percentile for value added. The higher the rank (5 highest, 50 lowest) the more challenging the estimates

Pupil Details			KS2/3 Results				KS4 Estimates																
Name	DoB	Sex	KS	Test			TA			Est Basis	Subject Group	% chance of achieving KS4 Grade								% chance			
				EN	CY	MA	SC	EN	CY			MA	SC	G	F	E	D	C	B	A	A*	A*-C	Pass
Small, Davina	14/03/95	F	2					3	4	2	3	SE	ArtDes	5 %	11 %	19 %	23 %	31 %	10 %	2 %	1 %	44 %	99 %
			2					3	4	2	3	SE	CreatArt	7 %	12 %	18 %	23 %	24 %	12 %	3 %	1 %	40 %	94 %
			2					3	4	2	3	SE	D&T	7 %	14 %	22 %	29 %	23 %	4 %	1 %	1 %	29 %	94 %
			2					3	4	2	3	SE	English	5 %	13 %	26 %	32 %	20 %	3 %	1 %	1 %	25 %	97 %
			2					3	4	2	3	SE	Geog	9 %	17 %	24 %	26 %	21 %	3 %	1 %	1 %	25 %	94 %
			2					3	4	2	3	SE	History	12 %	21 %	23 %	22 %	15 %	6 %	1 %	1 %	23 %	94 %
			2					3	4	2	3	SE	Hu'ties	12 %	18 %	23 %	22 %	18 %	6 %	1 %	1 %	26 %	93 %
			2					3	4	2	3	SE	ICT	11 %	16 %	19 %	22 %	24 %	7 %	2 %	1 %	33 %	92 %
			2					3	4	2	3	SE	Maths	13 %	33 %	35 %	15 %	3 %	1 %	1 %	1 %	6 %	95 %
			2					3	4	2	3	SE	MFL	12 %	22 %	28 %	24 %	11 %	2 %	1 %	1 %	15 %	97 %
			2					3	4	2	3	SE	PE	2 %	6 %	21 %	38 %	20 %	10 %	3 %	1 %	34 %	99 %
			2					3	4	2	3	SE	Science	6 %	17 %	29 %	28 %	17 %	2 %	1 %	1 %	21 %	97 %
			2					3	4	2	3	SE	Welsh	3 %	8 %	17 %	27 %	29 %	10 %	4 %	1 %	44 %	99 %

What do the colours indicate?

 Level(s) achieved by top 5%-25% of similar pupils (as selected in 'Highlight Top' pull-down menu)

 Most likely Level (highest probability)

 Difference of more than 1 level between any two Test or TA levels

Estimate Basis

PA Rank 50 (Type A): based on prior attainment (including marks where available, subject differences and TA), gender and month of birth

SE Rank 50 (Type B): as Type A, but adjusted for the school's context including FSM and geodemographic factors

SE Rank 25 (Type D): as Type B, but adjusted for the progress made by pupils in schools at the 25th percentile for VA

Estimates are rounded and min and max values are set at 1% and 99%. Because of this, totals may not add to individual figures and can exceed 100%

User :