

Governor Dashboard (2013)

Quick start guide and introduction for school governors

Primary School and Junior School (Key Stage 2)

Pupil Results (Attainment)

The gauges show how your school compares to the national average for **actual attainment** in 2013. For most schools, the gauges are centred around national averages. If the dial points to the right, attainment is above average. If it points to the left, it is below average. School results that are different, in terms of statistical significance, from average are highlighted.

CVA Pupil Progress (Achievement)

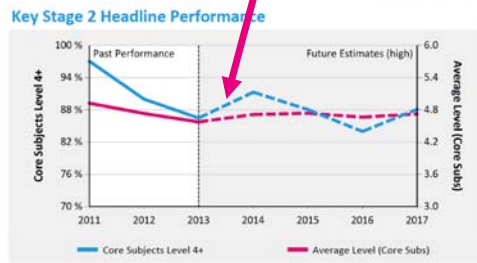
The gauges show how progress (Contextual Value Added) at your school compares to expectation given the context of the school and the prior attainment of pupils in 2013. For most schools, the gauge is centred on the national average. If the dial points to the right, progress is above average. If it points to the left, it is below average. School results that are significantly different from expectation are highlighted. This analysis is based on matched pupils only.

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Key Stage 2 Headline Performance Indicators

The solid lines show actual attainment at your school over the last three years. The dotted lines show estimated attainment for the next five years (pupils in years 3 to 6) based on the highest **FFT estimates** (Type A, Type D or School Specific) provided to schools. They are very helpful in identifying variations in ability between year groups at your school. A sharp 'spike' indicates an atypically able year group whilst a sharp 'dip' indicates an atypically less able year group. If you see a spike or dip in your schools' data you might want to consider how teaching and learning will differ for the year group concerned.



Key Stage 2 Performance Summary

	Actual Results			Pupil Progress (Act vs Est)		
	2011	2012	2013	2011	2012	2013
Number of Pupils	32	39	40	-	-	-
Core Subjects Level 4+	94%	91%	88%	★ 21%	3%	2%
Core Subjects Level 5+	★ 39%	23%	12%	★ 24%	0%	● -15%
Average Level (Core Subs)	★ 4.9	4.7	4.6	★ 0.4	0.1	● -0.1

Key Stage 2 Performance Summary

This table provides **actual attainment** data (based on all pupils) and **progress** data (based on matched pupils) for the last three academic years at your school. Three key indicators are shown:

- % pupils achieving level 4 or above in the core subjects (CSI): English or Cymraeg, Maths & Science
- % pupils achieving level 5 or above in the core subjects (CSI): English or Cymraeg, Maths & Science
- Average level in the core subjects: English, Cymraeg, Maths & Science

Green stars (★) denote progress that is significantly above expectation and red circles (●) denote progress that is significantly below expectation.

Relative Strengths and Weaknesses (3 years)

This table is based upon the last three years of pupil progress (contextual value added) data (the chart shown on page 3). It lists the three pupil groups which made most progress (strengths) and least progress (weaknesses) based on the average levels in the core subjects (English, Cymraeg, Maths and Science).

Key Stage 2 Subject Performance

This table summarises both actual attainment and progress in English, Cymraeg, Mathematics and Science over the last three years at your school.

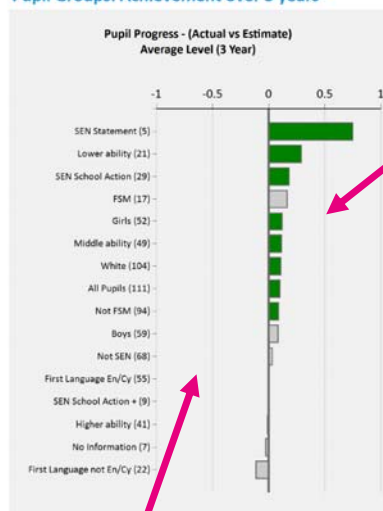
The pupil progress data takes account of the prior attainment of pupils in each subject. It also takes account of national differences in rates of progress between subjects and the context of the school. Green stars (★) denote progress that is significantly above expectation and red circles (●) denote progress that is significantly below expectation.

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Key Stage 2 Subject Performance

	Actual Results			Pupil Progress (Act vs Est)		
	2011	2012	2013	2011	2012	2013
Pupils	32	39	40	-	-	-
English						
% Level 4+	★ 100%	90%	82%	★ 16%	3%	-1%
% Level 5+	★ 56%	28%	24%	★ 31%	-5%	● -14%
Average Level	★ 5.0	4.7	4.6	★ 0.5	0.1	-0.1
Cymraeg						
% Level 4+	★ 97%	94%	82%	★ 22%	7%	-1%
% Level 5+	★ 59%	28%	24%	★ 34%	-1%	-10%
Average Level	★ 5.0	★ 4.8	4.5	★ 0.5	★ 0.2	-0.1
Mathematics						
% Level 4+	94%	97%	95%	★ 16%	0%	4%
% Level 5+	41%	33%	22%	★ 17%	-3%	● -21%
Average Level	4.8	4.7	4.6	★ 0.3	0.0	● -0.1
Science						
% Level 4+	★ 94%	98%	92%	★ 16%	4%	1%
% Level 5+	★ 59%	33%	27%	★ 35%	-1%	● -15%
Average Level	★ 5.0	4.7	4.6	★ 0.4	0.0	-0.1

Pupil Groups: Achievement over 3 years



Free School Meal and Additional Learning Needs Pupils

Estyn pay particular attention to the performance of pupils who are entitled to receive a Free School Meal (FSM) and those pupils with Additional Learning Needs (ALN), which include ethnic minority pupils and those who are learning English as an Additional Language (EAL).

Using the dashboard you should look at the difference in progress between:

- the 'FSM' pupil group and the 'Not FSM' pupil group
- the different ethnic background pupil groups
- The 'First Language En/Cy' pupil group and the 'First Language not En/Cy' pupil group

Pupil Groups –Progress

This chart identifies the groups of pupils at your school that have made the most and least progress at your school over the last three years based on average levels (English, Cymraeg, Maths and Science). Three years' data is shown as some groups would be small if a single year's data were used. The groups are ranked based on the progress they have made compared to similar pupils with similar prior attainment and context nationally.

Groups that have made significantly more progress than expected are identified by green bars. Groups that have made statistically significantly less progress than expected are identified by red bars. Grey bars denote groups whose progress is not significantly different from expectation. The 2011/12 absence data is displayed as this is the latest absence information FFT have received and processed from the Welsh Government.

School Context

This table compares to national averages the characteristics (or context) of year 6 pupils from the previous academic year. It is for useful for exploring how your school's intake differed from the national average and, therefore, how suitable national averages are as benchmarks for evaluating its attainment. Pupil groups are shown based on gender, prior attainment, special educational needs, free school meal eligibility, ethnicity and mobility. The 'mobility' group consists of pupils who joined the school in year 5 or year 6.

Attendance by Year Group

The attendance gauges display attendance in each year **group in the 2011/12 academic year**. The red zone denotes the lower quartile (the lowest 25%) of all state-funded schools nationally. The green zone denotes the upper quartile (the top 25%).

The 2011/12 attendance data is displayed as this is the latest attendance information FFT have received and processed from the Welsh Government.

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Pupil Context (Year 6, 2013)

	Pupils	School	National
Summary			
All Pupils	40	100%	100%
Girls	18	45%	48%
Boys	22	55%	52%
Prior Attainment			
Higher ability	19	49%	32%
Middle ability	13	32%	39%
Lower ability	8	19%	27%
SEN			
SEN School Action	6	15%	15%
SEN School Action +	6	15%	11%
SEN Statement	1	3%	3%
Not SEN	27	67%	72%
Free School Meals			
FSM	5	13%	20%
Not FSM	35	87%	80%
Ethnicity			
White	35	87%	92%
No Information	5	13%	1%
First Language			
First Language not En/Cy	5	13%	7%
First Language En/Cy	35	87%	93%

School Absence (Year 1 to Year 6, 2012)

	Pupils	School Absence	National	Persistent Absentees	National
Summary					
All Pupils	280	7%	6%	10%	7%
Girls	136	6%	6%	5%	7%
Boys	144	8%	6%	14%	7%
Prior Attainment					
Higher ability	79	5%	5%	0%	3%
Middle ability	72	6%	6%	10%	5%
Lower ability	29	9%	7%	12%	11%
SEN					
SEN School Action	70	7%	7%	13%	10%
SEN School Action +	22	11%	8%	23%	12%
SEN Statement	7	9%	8%	29%	14%
Not SEN	179	6%	6%	6%	5%
Free School Meals					
FSM	50	10%	9%	20%	15%
Not FSM	230	6%	5%	8%	4%
Ethnicity					
White	253	7%	6%	9%	6%
Pakistani	3	•	8%	•	13%
Bangladeshi	4	•	8%	•	12%
Chinese	3	•	5%	•	4%
No Information	14	8%	6%	21%	8%
First Language					
First Language not En/Cy	15	8%	8%	22%	13%
First Language En/Cy	264	7%	6%	9%	6%



Absence

In this section, we present a breakdown of absence among all pupils on roll from year 1 to year 6 in **the 2011/12 academic year**. Attendance rates (the inverse of the absence rate) are shown on the gauges at the foot of the page. Two measures are shown- the overall absence rate and the percentage of persistent absence. The overall absence rate is the proportion of the total number of sessions (morning and afternoon registrations) marked as absent. The persistent absence rate is the percentage of pupils who missed at least 15% of sessions. Note that the overall absence rate for small groups of pupils can be heavily influenced by a single pupil. The table will help you to identify whether there are any groups of pupils who were more likely to be absent. National averages are also presented to allow you to consider whether patterns of absence by pupil group differ from national patterns. The 2011/12 absence data is displayed as this is the latest absence information FFT have received and processed from the Welsh Government.