

Alps Provider Report for Example Sixth Form (E)

LEVEL
A

2020

**Report number 1
13.08.20**



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We believe the power of Alps can help every student aspire to more. We believe that if you arm educators with the right analytical tools, they can celebrate successes, overcome weaknesses and improve education, not just for star pupils or failing students, but for everyone they teach.

We've been developing our specialist tools for education since 1987, employing data experts and former school & college leaders to create the perfect blend of analysis and insight.

While the sophistication of our analysis has multiplied, its purpose has remained the same - to reveal stories, give new perspectives, help teachers make better decisions and push every student to achieve their maximum potential.

New for 2020

Below is a summary of the main changes to Alps KS5 reports for 2020:

Benchmarks

We have created some new benchmarks across our 2020 KS5 Suite of reports, using the full national dataset from the Department for Education as follows:

- A level: new benchmarks for 2020
- AS level: retain existing benchmarks
- 2016 BTEC: new benchmarks for 2020
- 2010 BTEC: retain existing benchmarks

Calculating your average GCSE score

2020 reports - the calculation remains the same as for monitoring 2019-20. The cohort of students with results in Summer 2020 will have taken GCSE subjects with a mixture of 9-1 and A*-G gradings, but the majority being 9-1.

Input Score point calculation for 2020

- **The 9-1 GCSE grades will be assigned the score 9-1 respectively**
- **We will be applying the DfE transitional points (8.5-1) to any unreformed GCSE A*-G outcomes**

The table below shows the comparison of the old 'Alps points' and the new transitional points that we will be using.

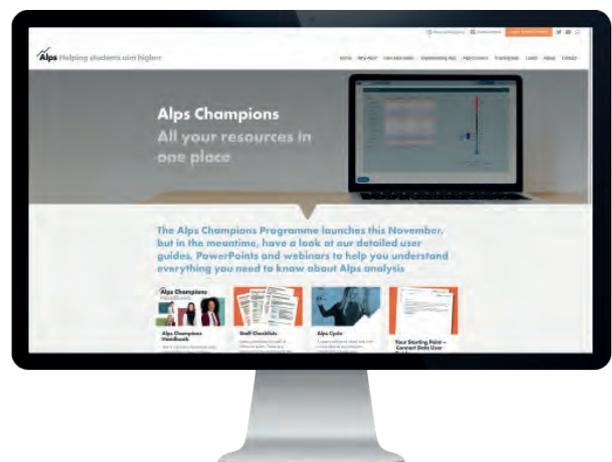
Grades	A*	A	B	C	D	E	F	G
'Old' Alps Points	8	7	6	5	4	3	2	1
DfE Transitional Points	8.5	7	5.5	4	3	2	1.5	1

Alps points for KS5 grades

Although UCAS points have changed, we have continued to use the 'old UCAS' scale in our reports for this year. We will re-visit this decision next year.

Alps Champions

We have created a wealth of resources to support embedding Alps in your school or college. Information is on our website, and the Alps Champions resources are available from the Connect Homepage once you have logged in.



Alps Connect Interactive

Alps Connect Interactive is a simple, powerful tool which has been designed to be easy-to-use for all staff. It allows internal analysis using our familiar Alps benchmarks and established methodology, for both End of Year analysis and monitoring.

- Analyse your data by high, middle & low prior attainment, gender, ethnicity, teaching set, tutor groups and other custom fields
- Carry out in-depth departmental analysis – including interactive ‘what if’ functionality – to model how many grades would have been needed to move into the **BLACK** or into the **RED**
- Identify the areas of both celebration and concern or intervention; by key groups
- Create bespoke reports e.g. for governors



These are key elements of Connect Interactive, in addition we will be releasing new features throughout the year, please see www.alps.education/connect-new-features

You can order Connect Interactive for 2020/21 as part of your 2020 data submission.

Alps Support

Additional support on submitting data or using our analysis can be found as follows:



Knowledge Base

(Access via your Alps Connect account)



Website

www.alps.education



Webinars

(Via our website)



Conferences

(Book on via the Training Hub on our website)



Telephone

Call on 01484 887 600
Mon-Fri, 9am-5pm

Alps Guides - The detail behind the analysis

The 2020/21 Alps Guides provide detailed information on the Alps methodology and benchmarks behind your Alps analysis.

The Alps Guides are available to all Alps schools and colleges via the Resources section on your Connect Homepage. We strongly encourage you to add all your staff as users to Connect regardless of whether you subscribe to Connect Interactive as this will not only give access to the guide but other invaluable resources including those for Alps Champions.

Finally

Through all the current transitional changes, our overarching aim is to give the tools to schools and colleges for timely and reliable analysis, and to ensure that students remain the focus during the phases of the Government reforms.

We hope that you find your analysis useful and wish you all the best for your 2020/21 academic year.

Overall Alps Analysis

LEVEL
A

2020

Raw results



HOW
TO

By Karen Woolven

When you submit a gradeset, the raw results page will give you an overview of attainment outcomes. It will calculate attainment percentages within grade ranges and you will be able to check that all the grades have been uploaded accurately, in other words, that your totals are correct. You should also check that each subject has been mapped accurately.

Whilst you will have similar raw results tables in your MIS we add a subject average prior attainment column to our table. In most schools and colleges these prior attainment scores vary considerably. Are the variations you can see in grade performance explained by the fact that those subjects had the most able cohort based on prior attainment? Have some subjects performed much better in terms of raw grades with a similar ability cohort?

This will give you an insight into how well subjects are performing relative to the average start point and can initiate some interesting discussions around curriculum choices for students in different prior attainment bands. It can be very useful to look at these figures at the same time as you discuss the subject and teaching sets' VA grade with the subject leader.

For technical details of any particular indicator please see our 'Alps Guide' available via your Connect login.



Alps A level - Raw results

Example Sixth Form (E)

2019/20 | A level | Report no: 1 | 13.08.20

Strategic overview



HOW
TO

By Ian Yems

This is the table that will tell you how overall school or college value-added progress measures up. It is the strategic starting point for most Senior Leaders and has several key indicators which are designed to give you a broad view of progress across your school or college.

There is no one indicator that describes your provision. Alps analysis enables you to shine a light on your data from different aspects, to give a fuller picture to develop your improvement strategies, than a single number ever could.

Our various indicators aim to show you how your students have made progress from their prior attainment starting point.

The indicators are tracked over a 4-year period, and obviously you will want to

see an improving pattern based on historical trends, with more **RED** grades and an absence of **BLUE** grades.

Each of these indicators will be analysed in more detail in the pages that follow, and each tells you something different about the quality of progress across all subjects. If one or more of your grades is **BLUE**, or simply not quite where you wanted it to be, the important thing is to ensure you use the rest of the report or Connect Interactive to understand why.

In addition, the page will help to give you a 4-year context of the students in the year group. You can see trends in prior attainment bands, high, middle and low prior attainers. This can add weight to discussions around progress measures versus attainment outcomes.

As a Senior Leadership Team, you will want to review the outcomes of this page for examination data against previous Alps monitoring data if available. It can help you make judgements on the accuracy of predicting across all subject areas and in setting priorities for the coming academic year.

We recommend you share this page with your Governing Body, training them in what each indicator means and how it supports in the self-evaluation process.

For technical details of any particular indicator please see our 'Alps Guide' available via your Connect login.

Average GCSE Score

You cannot compare the 2019/20 average GCSE score to previous years' as the methodology to calculate the score has changed and the score is on a different scale.

You can compare across the years the percentage of students in the high, middle and low bands. These are defined as the top 4 bands, the middle 3 bands and the bottom 4 bands.



Alps A level - Strategic overview

Example Sixth Form (E)
2019/20 | A level | Report no: 1 | 13.08.20

		2016/17	2017/18	2018/19	2019/20
A	A level student numbers (1 or more entry)	-	-	-	-
B	% Students on mixed study programmes	-	-	-	-
C	Total exam entries (excluding general studies)	-	-	-	-
D	High prior attainers %	-	-	-	-
	Middle prior attainers %	-	-	-	-
	Low prior attainers %	-	-	-	-
E	Average GCSE score	-	-	-	-

		2016/17	2017/18	2018/19	2019/20
1	T score - Single year score	-	-	-	-
	T score - Single year grade	-	-	-	-
2	RED teaching & learning %	-	-	-	-
	RED teaching & learning grade	-	-	-	-
3	BLUE teaching & learning %	-	-	-	-
	BLUE teaching & learning grade	-	-	-	-
4	Provider A level Quality Indicator score	-	-	-	-
	Provider A level Quality Indicator grade	-	-	-	-
5	T score - Three year score			-	
	T score - Three year grade			-	
6	A levels on target %	-	-	-	-
	A levels on target grade	-	-	-	-

Different years may be using different benchmark data.
See the 'Alps Guide' for more information.

Banded by prior attainment – current year



HOW
TO

By Steve Pegg

The banded by prior attainment table enables you to ask some very precise questions about the performance of students in your school or college based on their prior attainment. The students in the year group are broken down into specific prior attainment bands, and the progress that they have made across all their subjects is mapped against the national benchmarks.

Where entries are **RED**, progress of that band of prior attaining young people is equivalent to the progress of similar prior attainers in the top 25% of schools and colleges in the national database. **BLUE** entries indicate progress equivalent to the lowest 25%. High numbers in the

BLUE column indicate that this might be a prior attainment band on which intervention should focus within your school or college. Alternatively, it may mean that the students in that band were studying subjects they found too difficult or where there was insufficient differentiation to address their needs. The second column can also indicate that you may have certain prior attainment bands who are finding it difficult to make progress in your school or college.

You can check if this is a trend on the next page. This page relates to the Student Performance Overview (SPO) at the end of the report, where each student's individual grades are

broken down by colour against the Alps Minimum Expected Grade (MEG). The SPO is also available in an excel document or in Connect Interactive. Here you can check if the **BLUE** entries are linked to one or more students, if there was a discrepancy between girls and boys, disadvantaged or between ethnicities. It may be that **BLUE** entries are in specific subjects which can prompt some curriculum discussion.

General studies, EPQ and L3 Core maths are excluded from this analysis.

For technical details of any particular indicator please see our 'Alps Guide' available via your Connect login.

Alps A level - Analysis of students banded by prior attainment – Current year

Example Sixth Form (E) | 2019/20 | A level | Report no: 1 | 13.08.20

1			2			3			4			5			6			7			8			9			10			11			12			13			14			15			16			17			18		
Students / entries by GCSE band			A level grades achieved									Achievement rates			Pts / subject																																						
Prior Attainment band	No. of students	No. entries	A*	A	B	C	D	E	U	X	Q	A*>E%	A*>C%	A*>B%	Pts / Subject	Alps Grade	Target Pts / subject benchmark 75%																																				
1	7.75+	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%	0.0%	-	-	124.00																																				
2	7.00 -< 7.75	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%	0.0%	-	-	109.82																																				
3	6.55 -< 7.00	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%	0.0%	-	-	101.33																																				
4	6.10 -< 6.55	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%	0.0%	-	-	95.00																																				
5	5.65 -< 6.10	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%	0.0%	-	-	89.52																																				
6	5.21 -< 5.65	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%	0.0%	-	-	83.75																																				
7	4.77 -< 5.21	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%	0.0%	-	-	79.00																																				
8	4.37 -< 4.77	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%	0.0%	-	-	74.89																																				
9	3.79 -< 4.37	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%	0.0%	-	-	70.00																																				
10	3.05 -< 3.79	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%	0.0%	-	-	65.71																																				
11	0.00 -< 3.05	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%	0.0%	-	-	70.77																																				
	High 6.10+	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%	0.0%	-	-																																					
	Mid 4.77 -< 6.10	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%	0.0%	-	-																																					
	Low 0.00 -< 4.77	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%	0.0%	-	-																																					
	Total	0	0	0	0	0	0	0	0	0	0	0.0%	0.0%	0.0%	0.00																																						

Banded by prior attainment – 4 year summary



HOW
TO

By Steve Reed

This is one of the most powerful pieces of analysis in the strategic section of the Provider Report.

The 4-year trend on this page will help you to see any patterns in the progress of individual prior attainment bands. Again, it is linked to the Student Performance Overview (SPO), where you can analyse the grades achieved by students within each band and identify whether there are any specific issues which prevent progress.

The banded by prior attainment table helps you to start asking questions about the progress of groups of students. Which student prior attainment group made the most progress? Look at your high prior attainers – are they making progress equivalent to the provider in the top 25% nationally over a 4-year trend? Have any prior attainment bands

grown or reduced in number and what implications has this had on their collective progress? Has the progress of any group started to drop? Or has any group made significantly better progress? What are the implications of these questions for you in the year ahead if you want to open a **RED-HOT** Alps report in the future?

These questions provide a good starting point from which to evaluate the quality of learning and teaching across your institution. They can lead to discussions over curriculum choice or initiate collaboration between subjects for example, who facilitate middle prior attainers to make good progress and those where equivalent students make less progress.

General studies, EPQ and L3 Core maths are excluded from this analysis.

In Connect Interactive, you can filter this table by gender, disadvantage, ethnicity and custom fields of your choice. Filters will help you to identify whether you have any discrepancies between groups, which in turn enables you to put strategies in place to ensure all students make good progress.

You can also generate this page in Connect Interactive from monitoring data.

Submission of predicted grades throughout the year will provide you with invaluable information about your current students and whether their progress is consistent with previous trends or whether there are different progress concerns.

For technical details of any particular indicator please see our 'Alps Guide' available via your Connect login.

The table below shows the GCSE scores for each band with the bands up to summer 2019 being based on the grades A* to G. The bands for 2019/20 onwards are based on the GCSE grades 9 to 1.

Alps GCSE band	Avg GCSE Score - A & AS level	
	Up to Summer 2019	2019/20 monitoring and summer 2020 reports
1	7.50+	7.75+
2	7.00 - <7.50	7.00 - <7.75
3	6.70 - <7.00	6.55 - <7.00
4	6.40 - <6.70	6.10 - <6.55
5	6.10 - <6.40	5.65 - <6.10
6	5.80 - <6.10	5.21 - <5.65
7	5.50 - <5.80	4.77 - <5.21
8	5.20 - <5.50	4.37 - <4.77
9	4.70 - <5.20	3.79 - <4.37
10	4.00 - <4.70	3.05 - <3.79
11	0.00 - <4.00	0.00 - <3.05

Analysis of students banded by prior attainment



Example Sixth Form (E)
2019/20 | A level | Report no: 1 | 13.08.20

Current year

Student GCSE score	7.75+	7.00 -< 7.75	6.55 -< 7.00	6.10 -< 6.55	5.65 -< 6.10	5.21 -< 5.65	4.77 -< 5.21	4.37 -< 4.77	3.79 -< 4.37	3.05 -< 3.79	0.00 -< 3.05
Pts/subject	-	-	-	-	-	-	-	-	-	-	-
100%											
Points	130.38	120.00	113.33	110.00	104.17	98.26	94.84	87.69	86.67	90.91	120.00
90%											
Points	126.21	112.86	105.38	99.70	93.49	88.00	83.75	80.00	75.92	73.33	80.00
75%											
Points	124.00	109.82	101.33	95.00	89.52	83.75	79.00	74.89	70.00	65.71	70.77
60%											
Points	122.19	107.77	98.44	92.27	86.45	80.68	75.90	71.20	65.88	60.00	56.67
50%											
Points	121.29	106.27	96.67	90.48	84.86	78.72	74.14	68.95	63.33	57.50	55.00
40%											
Points	120.23	104.71	95.00	88.72	82.78	76.76	71.74	66.67	60.83	53.85	45.71
25%											
Points	118.36	102.42	92.00	85.88	79.82	73.40	68.00	62.22	56.36	46.67	36.00
10%											
Points	115.00	98.67	87.50	80.65	74.55	68.00	61.78	55.56	49.23	35.56	23.33
0%											
Points	103.77	87.33	75.79	68.97	60.63	50.67	44.35	37.33	29.23	10.00	0.00

4 year summary

Prior attainment band	2016/17				2017/18				2018/19				2019/20			
	Pts target	Student numbers	Pts scored	Alps grade	Pts target	Student numbers	Pts scored	Alps grade	Pts target	Student numbers	Pts scored	Alps grade	Pts target	Student numbers	Pts scored	Alps grade
1	125.03	-	-	-	124.33	-	-	-	125.11	-	-	-	124.00	-	-	-
2	112.21	-	-	-	111.53	-	-	-	112.14	-	-	-	109.82	-	-	-
3	103.75	-	-	-	103.81	-	-	-	103.87	-	-	-	101.33	-	-	-
4	98.11	-	-	-	97.78	-	-	-	97.27	-	-	-	95.00	-	-	-
5	92.00	-	-	-	92.11	-	-	-	91.85	-	-	-	89.52	-	-	-
6	87.00	-	-	-	86.67	-	-	-	86.67	-	-	-	83.75	-	-	-
7	82.54	-	-	-	82.22	-	-	-	81.60	-	-	-	79.00	-	-	-
8	78.67	-	-	-	78.26	-	-	-	77.93	-	-	-	74.89	-	-	-
9	74.23	-	-	-	73.33	-	-	-	73.00	-	-	-	70.00	-	-	-
10	70.34	-	-	-	70.00	-	-	-	68.33	-	-	-	65.71	-	-	-
11	70.77	-	-	-	74.00	-	-	-	64.44	-	-	-	70.77	-	-	-

Different years may be using different benchmark data.
See the 'Alps Guide' for more information.

Quality indicator



HOW
TO

By Ian Piddington

The strategic indicator known as the Quality Indicator (QI) tells you about the progress made across all examination entries across the school or college. It contains every grade taken by each subject and gives you a clear view of how your overall curriculum performed this year. The subjects taken by more students will have most impact on this indicator, as well as their outcomes and destinations.

The QI compares your total actual points with the total expected points, therefore if every student matched their 75th percentage target in each subject studied your score would be 1.00.

So how can you use this page to best effect? Scan down the subject list and the respective gradings. Are there

subjects with high numbers of entries where the Alps grade is **BLUE**? This subject must be a priority for closer scrutiny. Poorer progress in this subject will be having a negative effect on your overall QI score. You can look at the individual subject pages and/or teaching sets to gain a clearer picture of exactly which students, or group of students who are not making progress in line with their expected MEGs. Alternatively, you can perform 'What If' analysis on subject pages in Connect Interactive to identify the impact of underachievement on the subject Alps grade.

On a more positive note, are there subjects where progress is equivalent to the top 25% of subjects nationally, and where larger numbers of students

are entering for examinations. These subjects are having a significant positive impact on your QI score. Can you tap into their strategies for improving the progress made by different groups of students, facilitating a culture of sharing good practice across the curriculum?

If your overall quality of provision was strong, then you know that your priorities for next academic year are going to mirror processes taking place now. If your QI score was disappointing, which subjects will you target to ensure that there is an impact on improving the score next year?

For technical details of any particular indicator please see our 'Alps Guide' available via your Connect login.

Alps A level - Quality Indicator

Example Sixth Form (E) | 2019/20 | A level | Report no: 1 | 13.08.20

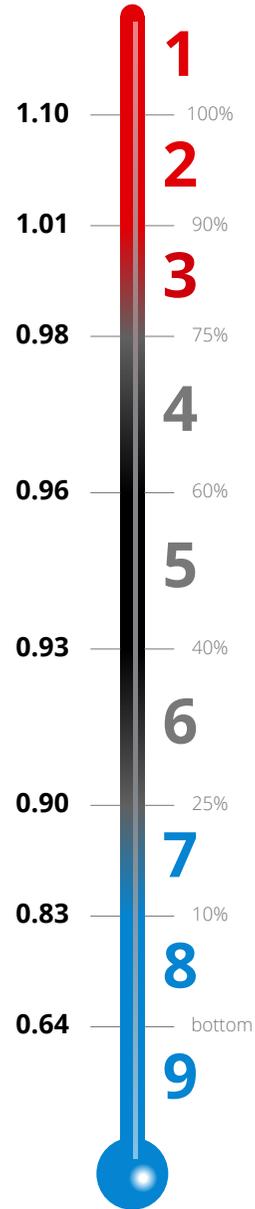
Value Added Score

$$1 + \left(\frac{\text{Actual pts} - \text{Expected pts}}{\text{Entries} \times 100} \right)$$

$$1 + \left(\frac{---}{- \times 100} \right) = -$$

A level QI score = - QI grade = -

Subject	Entries	Expected Points	Actual Points	Score	Grade
Totals	0	0.00	0		



Subject value added overview



HOW
TO

By Sue Macgregor

This is often the best place to start each August/September on your improvement journey.

The table provides a 4-year overview of how the progress of students in each subject compares to progress made in that subject nationally.

There is a lot of information on this page, and therefore it is sensible to prioritise. Which subjects have made improvements, for example, moved from **BLUE** to **BLACK** or **RED**? Subject staff should be delighted with this upward trend in their value-added score, and students too are more likely perhaps to opt for that subject where appropriate. This all stands to improve student opportunities beyond their current level of study.

You may also have subjects where Alps grades have been **RED** over this 4-year trend. Again, these staff must be skilled in supporting students to make strong progress so could this be more widely shared across the school or college?

In subjects where there are small numbers, you might want to look at a rough amalgamation of the 4-year trend. Have they been **BLUE**, for example, for most of this time?

Finally, you may have subjects where there are larger numbers of entries and whose Alps grades have been in decline, or indeed have never shown satisfactory progress. These subjects must be high on your priority list for intervention, as they are having the greatest impact on your students and their future careers.

They will also have the greatest effect on your overall strategic indicators.

This page can be broken down in Connect Interactive by teaching set, gender, ethnicity etc. You can determine whether groups or sets of students are underperforming when compared to others. Make sure that intervention in these subjects or teaching sets is a firm priority in the year ahead. You may wish to consider discontinuing small subjects which are repetitively **BLUE**.

For technical details of any particular indicator please see our 'Alps Guide' available via your Connect login.



Alps A level - Subject value added overview

Example Sixth Form (E)

2019/20 | A level | Report no: 1 | 13.08.20

Subject	2016/17			2017/18			2018/19			2019/20		
	Entries	Score	Grade									

Different years may be using different benchmark data.
See the 'Alps Guide' for more information.
The symbol (**) denotes that a subject is excluded from the overall report indicators.

Quality of teaching and learning



HOW
TO

By Karen Woolven

Your **RED** teaching and **BLUE** teaching scores and grades are based on the percentage of entries in subjects that were graded either **1-3** or **7-9**. Your larger subjects have the most impact on both indicators. You want your **RED** teaching percentage to be as high as possible, in other words, a higher percentage of entries in subject which are overall **RED**. Conversely, you want your **BLUE** teaching percentage to be as low as possible, meaning that fewer students have sat examinations in subjects with an overall **BLUE** outcome.

Take a look at your **RED** teaching. How many subjects had Alps grades of 4?

If you could have converted some of these grade 4 scores to 3, then your percentage of **RED** teaching improves. If one of those grade 4 subjects has a significantly large number of entries, then conversion to a grade 3 may potentially shift your **RED** teaching grade. Connect Interactive can help you to work out the number of grades needed in this subject to turn the value-added score to **RED**.

There is a great significance to having a strong **RED** teaching grade. If you have a **RED** Alps grade for your **RED** teaching, then effectively you can say that the progress resulting from the

quality of teaching across the curriculum, regardless of subject choice is in the top 25% or better when compared nationally.

If your **BLUE** teaching grade is poorer than you would like, you might want to target those subjects most significantly contributing to this, in other words, those with high entry numbers. Then target those subjects who were grade 7 and work out how many students it would have taken to move them from **BLUE** to **BLACK**.

For technical details of any particular indicator please see our 'Alps Guide' available via your Connect login.

Alps A level - Quality of teaching and learning measurement

Example Sixth Form (E)
2019/20 | A level | Report no: 1 | 13.08.20

The figures in the top table below are derived from your subject value added overview

Subject grades summary using total numbers of student entries contributing to each grade band

Learning quality	1	2	3	4	5	6	7	8	9	Totals
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-
2018/19	-	-	-	-	-	-	-	-	-	-
2019/20	-	-	-	-	-	-	-	-	-	-

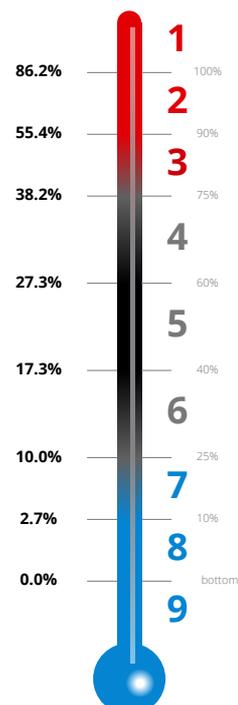
Subject grades summary using percentage of student entries contributing to each grade band

Learning quality	1	2	3	4	5	6	7	8	9	Totals
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-
2018/19	-	-	-	-	-	-	-	-	-	-
2019/20	-	-	-	-	-	-	-	-	-	-

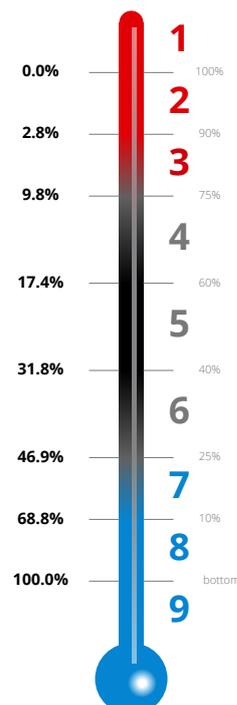
Subject grades summary using percentage of student entries in RED, BLACK and BLUE bands

Learning quality	1+2+3	Grade	4+5+6	7+8+9	Grade	Totals
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-
2019/20	-	-	-	-	-	-

RED teaching and learning thermometer



BLUE teaching and learning thermometer



Different years may be using different benchmark data.
See the 'Alps Guide' for more information.



HOW TO

By Steve Pegg

The T score simply averages your 3 annual grades for **RED** teaching, **BLUE** teaching and the Quality Indicator. The three-year T score is the average of the 9 grades, i.e. of the 3 grades across the three years. It therefore gives you a sense of how your school or college is performing through time.

A **RED-HOT** T score means that you have made progress at least equivalent to the top 25% nationally.

If you are disappointed with your T score, work out which of the three contributing indicators was your poorest and work out which subjects had the worst impact on that indicator.

If this is your situation, then these are some key questions you might like to consider.

How are you going to address your priorities through your quality assurance cycle this coming academic year? Are all your staff on board with Alps? Do you have an Alps Champion in the building, who are having those critical conversations with middle leaders regularly enough and providing clarity on translating analysis into a well-defined and systematic set of development priorities? Do all staff have access to the Alps analysis, either through their subject/teaching set pages from this report, or through Connect Interactive.

Think strategically about how to best address your weaknesses. Then, fairly but firmly have those discussions with those middle leaders about how to make a difference.

If you need some help, we have a very experienced team of Alps consultants who can guide you in establishing an Alps culture, or support with the identification of improvement priorities and strategies. This support can come through a Strategic Meeting with an Alps consultant, a Video Conference to provide training, or staff training in your school or college as part of your continued professional development programme.

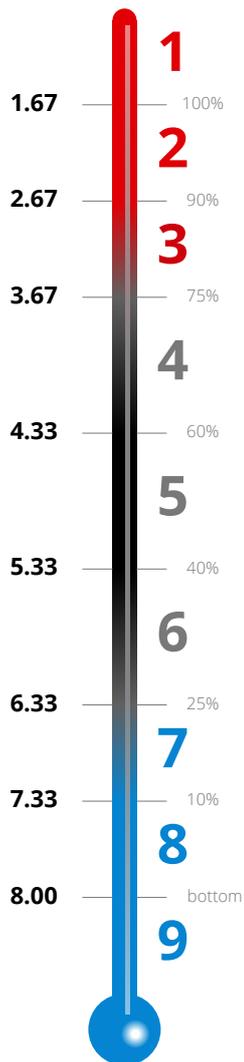
For technical details of any particular indicator please see our 'Alps Guide' available via your Connect login.

Alps A level - T score

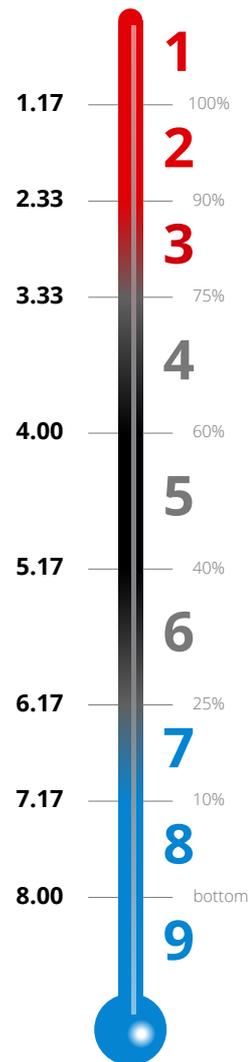
Example Sixth Form (E)
2019/20 | A level | Report no: 1 | 13.08.20

	2017/18	2018/19	2019/20
1. Provider A level Quality Indicator grades	-	-	-
2. % RED teaching & learning grades	-	-	-
3. % BLUE teaching & learning grades	-	-	-
4. T score - single year	-	-	-
T score - single year grade (1 to 9)	-	-	-
5. Three year T score	-		
Three year T score grade (1 to 9)	-		

Single year T score



Three year T score



Different years may be using different benchmark data.
See the 'Alps Guide' for more information.

Alps A level - Students not included in key indicator calculations

Example Sixth Form (E)
2019/20 | A level | Report no: 1 | 13.08.20

Value added progress cannot be calculated for students without a prior attainment score.

The following students did not have a GCSE score in the data file you submitted to Alps. If you have GCSE scores for these students you can add the GCSE score to your data file using Connect Data. Open Connect data and you can add the GCSE scores by importing an additional spreadsheet.

ID	Name	Subject 1	Subject 2	Subject 3	Subject 4
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Single Subject Analysis

LEVEL
A

2020



HOW
TO

By John Philip

These are critical pages for subject staff to understand, they will help to identify priorities for department improvement plans and teaching schemes. The paper versions in this report are powerful tools for enabling subject staff to look at progress made by groups of students against their MEGs, and Connect Interactive complements and extends the analysis by subject area.

Each subject has its own benchmark thermometer that compares that subject department to all other departments of the same subject in the DfE National Dataset. An Alps score of 1.00 means that all students have achieved their MEGs but can lead to different Alps grades for each subject as each subject thermometer is unique.

So, what do staff need to know? Their thermometer only contains the National results of all students who took the same subject. The scale on their thermometer depends on how well

students have performed in that subject nationally. Teachers should look at the 75% line on their thermometer – is it above or below 1.00? If it is above, then a proportion of students must attain higher than their MEGs for the overall value-added score for that subject to be **RED**. The converse is true for subjects where the Alps score is below 1.00.

Subject staff may wish to use this information to set aspirational subject target grades above the MEGs. Connect Interactive can show school or college based target grades alongside the Alps MEGs based on National Data.

What else can a subject page tell a subject teacher? They can see the 4-year trend. Connect Interactive can filter by teaching set, gender, disadvantage, ethnicity and other custom filters. This provides more in-depth gap analysis to inform teaching and intervention strategies. Each subject page has a student list

in prior attainment order, indicating MEGs and actual grades. Are there any trends in underperformance at any grade boundaries? Are there differences between high, middle or low prior attainers? Do boys make better progress than girls or vice versa?

Connect Interactive empowers subject staff to manipulate their data to model how their Alps grades might change if individual students made better or less strong progress. In addition, in monitoring mode, it allows staff to isolate groups within the subject area where intervention may be taking place, and track progress of that group. Subject leads can use Connect Interactive to track prediction accuracy across the subject area and set subject priorities to address any discrepancies.

For technical details of any particular indicator please see our 'Alps Guide' available via your Connect login.

Student Performance Overview

LEVEL
A

2020

Student performance overview



HOW
TO

By Sue Macgregor

The Student Performance Overview (SPO) shows how each student performed in each course they took against the Alps MEGs, ranked by their prior attainment score.

The information is available in the PDF format and in excel, which can be downloaded from your Alps Connect Data account. In Connect Interactive, you can allocate tutor groups, allowing tutors or mentors to access progress data and support students in reaching their target grades. You can also filter by performance groups – those who are underperforming in certain subjects.

Colouring: The grade cells are colour coded to reflect how the actual grade compares to the Alps minimum expected grade. If the actual grade:

- meets or exceeds the minimum expected grade the subject is coloured = **RED**

- achieves the lower of a split target = **PINK**
- is one grade lower than the minimum expected grade = **GREY**
- is more than one grade below the minimum expected grade = **BLUE**

This section is very much centred around the individual student, the essence of the Alps philosophy, and is often shared with students where Alps is fully embedded into the quality assurance process.

Do students know their MEGs? Are these shared with them at the beginning of the course? Are students tracked against these MEGs throughout the year, and is progress towards them shared openly through individual tutor support meetings?

Is the SPO shared with all staff? Do staff know if a student is underperforming in their subject and not in the other

courses that they are taking? Do staff actively try to find out why this might be the case, working with the student to bring their progress in that subject in line with the others?

The SPO has a 'grades on target' percentage which is specific to the qualification type of the report within which it is contained. It provides a link back to the banded by prior attainment pages. If your percentage of grades on target is not where you want it to be, use the current year banded by prior attainment page to determine if there are specific grade boundaries where MEGs are not being met, and set intervention priorities to address this.

For technical details of any particular indicator please see our 'Alps Guide' available via your Connect login.

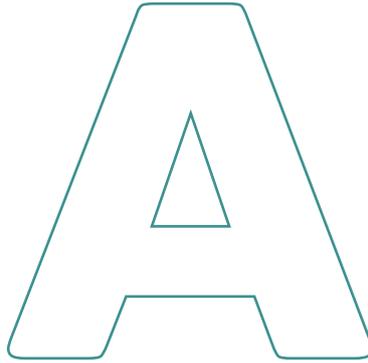
Alps A level - Student Performance Overview

Example Sixth Form (E)

2019/20 | A level | Report no: 1 | 13.08.20

A levels on target %	-
A levels on target grade	-

	On or above target	Lower of split grade targets	Below target by 1 grade	Below target by 1+ grades
Percentage of A levels	-	-	-	-



Alps are at the end of the
telephone Monday to Friday
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