



RAISEonline 2013 Summary Report  
Crofton Academy

Unique Reference Number (URN)	137001
DfE Number	3844029
Local Authority	Wakefield

Based on the following datasets for 2013:-  
Key Stage 4: unvalidated data

Production date : 28 November 2013

## IMPORTANT

The aim of the summary report is to help you see how effectively a school is performing in terms of the achievement of its pupils. The report is made available to schools to help with their self-evaluation and planning to raise standards, and is used by inspectors to generate questions and hypotheses to explore during an inspection.

The RAISEonline library contains further information and guidance. To view all available documents, we recommend that you log into the system prior to accessing the library:  
<https://www.raiseonline.org/documentlibrary/ViewDocumentLibrary.aspx>

\* Details of developments and changes to data can be found in the '2013 RAISEonline newsletter, July 2013' pdf document in the 'Newsletters' folder. These changes include the cessation of the calculation of Key Stage 4 English and mathematics with equivalences, and the renaming and expansion of the closing the gap section (formerly known as narrowing the gap).

\* The categorisation of pupils eligible for free school meals (FSM) changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

\* The methodology used to calculate RAISEonline measures can be found in the 'How Ofsted and DfE analyse your data' folder.

\* National progression tables may be found in the 'Transition matrices - Target setting' section of the library.

\* Details of the changes to the table 'Attainment Summary of GCSE Results for All pupils' for subjects can be found in the RAISEonline library and latest news accompanying the release of this data.

Information regarding the qualifications which will count in 2014 may be found in the 'Further details of the revised performance tables qualifications and discount rules from 2014' folder in the library.

The 'FAQ' section of RAISEonline covers a wide range of common questions. Please click on the FAQ picture that appears to the right of the screen immediately after logging in. Further information is also available within each interactive report, by pressing the 'Help?' button near the top right of the screen.

We also recommend that you regularly read RAISEonline Latest news to keep up to date.

The Key Stage 4 unvalidated data do not reflect the outcome of amendments requested by schools during the annual performance tables' data checking exercise run between Monday 23 September 2013 and Monday 7 October 2013. Accepted amendments from the checking exercise will be included in the DfE Key Stage 4 performance tables being published in January 2014 and the subsequent release of validated data in RAISEonline. 2013 Absence and Exclusions data are available in this report.

We are not able to make ad hoc changes to published data in RAISEonline. The website provides interactive reports, accessed via the 'Tree view' tab, which allow exploration of pupil level data that underlie the measures contained in the summary report and a range of other analyses. If you think your measures are wrong, please first check these underlying pupil-list reports. After this step, if you think there is an error in the measures due to a miscalculation rather than incorrect data, please use the 'Contact us' facility on RAISEonline <https://www.raiseonline.org> or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

### Changes to the calculation of Key Stage 4 English and mathematics with equivalences

In previous years, RAISEonline displayed English and mathematics threshold and average point scores (APS) data for English baccalaureate, basics and with equivalences. From 2013 RAISEonline will display English and mathematics data based only on those qualifications which meet the criteria for the English baccalaureate and basics measures. This will ensure consistency with the data displayed in school performance tables. Data for previous years will still be available.

The 'school's own data' section of RAISEonline contains a copy of the underlying data that a school's RAISEonline administrator may amend. You will be able to see if analyses for your school would change and use these in discussions with school improvement partners and inspectors. Note that the changes will apply to the school's own copy of the data only; the published data in RAISEonline will remain unaffected.

Green and blue highlighting is used to demonstrate a statistically significant difference between the school data for a particular group and national data for the same group. This does not necessarily correlate with being educationally significant. The performance of specific groups should always be compared with the performance of all pupils nationally as well as the particular group nationally.

The summary report is divided into the following sections:

1. Context
2. Absence and Exclusions
3. Prior Attainment
4. Attainment Measures
5. Progress Measures
  - Value Added
  - Expected Progress
6. Closing the Gap

## Important Information for Governors

Her Majesty's Chief Inspector has made it clear that effective governance is an intrinsic part of good leadership. An increasingly autonomous school system needs informed governors who know their schools well and hold leaders to account for the achievement of all pupils in their school, including the most able and those who are disadvantaged.

Inspectors will meet with as many governors during an inspection as is possible. They will want to know how well governing bodies use a range of information and evaluate the performance of the school, particularly in terms of pupils' progress, the leadership of teaching and the management of staff. In February 2013 Ofsted launched the data dashboard to help governors understand essential headline school performance data. Inspectors will want to know how governors are using this, and other information such as RAISEonline, to ask challenging questions which help the school to sustain high performance or to improve. The School Inspection Handbook and the subsidiary guidance contain further information about how inspectors evaluate the effectiveness of governance.

To support governors further, RAISEonline has been changed. Tables that governors might find particularly useful to look at, in addition to the data dashboard, are highlighted by the letter G in the top right corner of selected reports and tables in the summary report.

The reports below have been selected as key starting points for governors but the full suite of reports within RAISEonline should be used when analysing a school's data.

### Background Information

\* Basic characteristics of your school - displays information on the context of the school, giving governors information about the pupils within the school, and their characteristics, compared with other schools nationally.

\* Prior attainment of pupils at Key Stage 4 - allows governors to compare the average prior attainment of pupils within the school to the national average. It shows the Key Stage 2 results of pupils currently studying in Key Stages 3 and 4 alongside the national average for each year group. Prior attainment is the best indicator of future performance.

### Absence and Exclusions

\* School Level Absence and Exclusions - this table allows the analysis of figures over time and comparison against national averages. This allows governors to examine absence levels and question what action has been taken by the school to improve attendance. Governors can also consider whether levels of exclusion seem appropriate. The next table allows further examination of figures for different pupil groups. This data is usually updated at the end of the autumn term or early in the spring term.

### Performance Indicators

There are four different indicators within RAISEonline, relating to attainment and progress, each of which can be used by governors when exploring the school's performance:

#### Attainment Measures

##### Threshold data

Threshold data answers the question 'What proportion of pupils have reached a particular standard?'

Threshold reports at Key Stage 4 may analyse attainment of GCSEs only; or all qualifications; or by English Baccalaureate subject area.

The following reports display threshold data for pupil groups within the school, highlighting where its data is statistically significantly different from the national average. This enables governors to ask questions about differences in the performance of pupil groups both within the school and compared with national levels of performance.

#### Key Stage 4

- \* Percentage of candidates achieving 5 or more A\*-C (including English and mathematics) at GCSE and equivalent

- \* English Baccalaureate subject areas thresholds by pupil groups

- \* Attainment, summary of full GCSE results for all pupils, 2013

- \* Attainment, grade distributions by time of entry

It is important to note that, at Key Stage 4, the percentage of pupils attaining 5+A\*-C including English and mathematics qualifications is an indicator used in the floor standards.

#### Average Point Score (APS)

This is most useful when asking the question 'What is the overall attainment of all pupils?'

The following report enables governors to compare pupils' average point scores across their best eight GCSE or equivalent qualifications with national averages over the past three years.

#### Key Stage 4

- \* Attainment, average capped point score, best 8 subjects

### Progress Indicators

#### Expected/more than expected progress

Expected/more than expected progress data helps to answer questions such as 'What proportion of pupils have made the expected level (or more) of progress from Key Stage 2 to Key Stage 4 in English and mathematics?'

These reports allow governors to explore progress data for the school by pupil group and to see if there is any difference in the amount of progress made by various ability groups within the school. The expected progress summary report highlights where the school's data is statistically significantly different from the national average.

Expected progress data in English and mathematics is an indicator used in the Key Stage 4 floor standard.

#### Key Stage 4

- \* Key Stage 2 to Key Stage 4 performance – percentage making expected progress, school and national

- \* Expected Progress in English Key Stage 2 to Key Stage 4, sublevel variation

- \* Expected Progress in mathematics Key Stage 2 to Key Stage 4, sublevel variation

The reports below are similar to those above, but show the performance of pupils who are eligible for free school meals (FSM), and children looked after (CLA) alongside that of non-FSM/CLA pupils both within the school and nationally.

\* Expected Progress in English Key Stage 2 to Key Stage 4 for FSM/CLA pupils, sublevel variation

\* Expected Progress in mathematics Key Stage 2 to Key Stage 4 for FSM/CLA pupils, sublevel variation

### Value Added (VA)

VA is most useful when asking the question 'How does the overall progress of pupils compare with progress for pupils with similar prior attainment nationally?'

Key Stage 2–4 VA is a relative measure of progress between Key Stage 2 and Key Stage 4. It measures the amount of progress each pupil has made from their Key Stage 2 starting point. It then compares their progress with all other pupils nationally of similar prior attainment to produce a 'score'. Pupil scores are aggregated to school level, where they are centred around 1000.

(For more information on how VA is calculated please see the RAISEonline library)

The following reports allow governors to explore VA progress by subject and pupil group alongside national data. Governors are also able to explore progress by individuals when viewing the VA scatter-plot.

### Key Stage 4

\* Key Stage 2 to Key Stage 4 value added summary report

\* Key Stage 2 to Key Stage 4 value added analysis by pupil (FSM/CLA)

### Closing the Gaps

The following reports enable governors to compare the level of their FSM and CLA performance to the national level of non-FSM/CLA performance for all indicators.

\* Closing the Gaps for free school meals and children looked after pupil groups

\* Closing the Gaps trend – free school meals and children looked after

## Context

Table 1.1.1: Basic Characteristics of your school (PriSec2.1)

This shows some key indicators for your school, together with national averages for maintained mainstream Secondary schools. The information is based on the January School Census return. The Quintile graphs display the indicators for the current year only. These figures are divided into five intervals, each containing approximately 20% of schools. The interval boundaries are shown below the line, and your school's position in the distribution is indicated by a shaded box.

	2011	2012	2013	20th percentile	40th percentile	60th percentile	80th percentile
<b>Number on roll</b>							
School	986	970	983				
National	986	990	978	17	652	864	1,307
<b>% girls</b>							
School	49.6	50.2	48.8				
National	49.6	49.6	49.6	0.0	45.8	48.3	49.7
<b>% of pupils known to be eligible for free school meals (FSM)*</b>							
School	9.5	23.3	23.0				
National	15.9	26.7	28.2	0.8	13.8	21.0	29.8
<b>% of pupils from minority ethnic groups</b>							
School	6.4	6.6	6.5				
National	22.4	23.5	24.5	0.0	4.8	8.5	16.3
<b>% of pupils first language not / believed not to be English</b>							
School	3.8	4.2	3.9				
National	12.3	13.0	13.6	0.0	1.5	3.3	7.3
<b>% of pupils supported at school action</b>							
School	9.0	10.7	11.7				
National	12.8	12.1	11.2	0.0	6.7	9.4	12.0
<b>% of pupils supported by school action plus or with a statement of SEN</b>							
School	10.2	11.0	11.7				
National	8.5	8.1	7.7	0.0	4.4	6.2	8.3
<b>% stability</b>							
School	92.2	92.6	92.1				
National	92.3	92.3	92.4	48.5	88.7	91.9	94.0
<b>School deprivation indicator</b>							
School	0.18	0.18	0.18				
National	0.21	0.21	0.22	0.04	0.11	0.16	0.22

The categorisation of pupils eligible for FSM changed in 2012, see important page for details.

## Context

Table 1.1.2: Basic Characteristics by National Curriculum year group  
(BasicNCYearGroup)

This table includes all pupils listed in the School Census, and therefore values presented below may differ from other figures.

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals*	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Children Looked After
7	199	56.3 / 43.7	22.6	4.0	1.5	23.6	2
8	192	52.6 / 47.4	25.0	6.8	4.2	27.1	3
9	202	49.5 / 50.5	21.3	4.7	3.5	19.3	0
10	183	43.7 / 56.3	26.2	4.4	2.7	21.3	2
11	207	53.1 / 46.9	20.3	12.1	7.2	25.6	2



## Context

Table 1.1.3: Ethnic Groups and English as a first language (PriSec2.2)

These data are derived from the categories recorded for your pupils at your school from the School Census. Figures are provided for children of statutory school age or older, since it is not compulsory to record characteristics for pre-school children, figures may not add up to 100% due to rounding.

Ethnic group	School %			National %
	2011	2012	2013	2013
<b>White</b>				
British	92.4	92.4	92.5	72.7
Irish	0.1	0.0	0.0	0.3
Traveller of Irish heritage	0.0	0.1	0.0	0.1
Romany or Gypsy	0.1	0.0	0.1	0.2
any other White background	0.8	1.3	1.9	4.3
<b>Mixed</b>				
White & Black Caribbean	0.5	0.4	0.4	1.4
White & Black African	0.2	0.1	0.1	0.5
White & Asian	0.4	0.5	0.4	1.0
any other mixed background	0.3	0.3	0.3	1.6
<b>Asian or Asian British</b>				
Indian	0.6	0.4	0.4	2.6
Pakistani	1.6	1.2	1.0	3.9
Bangladeshi	0.0	0.0	0.0	1.6
any other Asian background	0.5	0.9	0.8	1.6
<b>Black or Black British</b>				
Caribbean	0.1	0.1	0.1	1.3
African	0.3	0.3	0.1	3.3
any other Black background	0.0	0.0	0.0	0.6
Chinese	0.7	0.7	0.7	0.4
Any other ethnic group	0.0	0.0	0.0	1.5
Parent/pupil preferred not to say	1.3	1.1	1.1	0.5
Ethnicity not known	0.0	0.0	0.0	0.4
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<b>First language</b>				
English	96.2	95.8	96.1	83.9
Other	3.8	4.2	3.9	15.9
Unclassified	0.0	0.0	0.0	0.2

## Context

Table 1.1.4: Main SEN Type - 3 year trend (PriSec2.6.1)

The data on the primary needs of pupils with SEN met by School Action Plus or a statement, are obtained from the School Census.

Main SEN	School action plus			Statements		
	2011	2012	2013	2011	2012	2013
Specific Learning Difficulty	11	9	10	5	4	5
Moderate Learning Difficulty	4	7	10	0	0	1
Severe Learning Difficulty	0	2	0	0	0	0
Profound & Multiple Learning Difficulty	0	0	0	0	0	0
Behaviour, Emotional & Social Difficulties	40	44	52	4	2	1
Speech, Language and Communication Needs	2	2	2	3	4	3
Hearing Impairment	2	2	2	2	1	1
Visual Impairment	0	2	1	15	12	11
Multi-Sensory Impairment	0	0	0	0	0	0
Physical Disability	2	0	1	3	2	1
Autistic Spectrum Disorder	2	4	4	5	7	8
Other Difficulty/Disability	0	1	0	1	2	2
School total	63	73	82	38	34	33
Percentage of school roll	6.4	7.5	8.3	3.9	3.5	3.4



## Absence and exclusions

## School Level Absence and Exclusions - 3 Year Trend (Trend\_1)

Table 2.1.1

Absence indicators are based on 2 terms of data (autumn and spring) for mainstream schools and 2.5 terms of data (autumn, spring and summer first half-term) in special schools. Exclusions indicators are based on 3 terms of data. From 2012, only persistent absentee data - absent for 15% or more sessions is published.

	2011			2012			2013		
	School	National average for secondary schools	Median trendline for school's FSM level	School	National average for secondary schools	Median trendline for school's FSM* level	School	National average for secondary schools	Median trendline for school's FSM* level
<b>Absence</b>									
% Persistent absentees- absent for 15% or more sessions	9.5	9.6	8.3	10.0	6.9	6.5	7.6	6.6	6.4
% Persistent absentees- absent for 20% or more sessions	3.8	4.8	3.9	-	-	-	-	-	-
% of sessions missed due to Overall Absence	6.51	6.55	6.02	6.4	5.7	5.7	5.9	5.9	5.9
<b>Exclusions</b>									
Permanent exclusions as a percentage of the pupil group	0.00	0.14	-	0.00	0.14	-	-	-	-
% enrolments with 1 or more fixed term exclusions	5.13	4.68	-	6.10	4.34	-	-	-	-
Fixed term exclusions as a percentage of the pupil group	8.41	8.55	-	10.54	7.98	-	-	-	-

From 2012, '% of sessions missed due to overall absence' is displayed to one decimal place, to align the presentation of absence measures.

## Absence and exclusions

Table 2.1.2: School Level Absence by pupil groups (Abs\_2)

These data relate to the 2013 academic year. This is the most recent year for which we have a full data set, since the School Census collects data in arrears.

Absence indicators are based on 2 terms data (autumn and spring) for mainstream schools and 2.5 terms of data (autumn, spring and summer first half-term) for special schools. Exclusions indicators are based on 3 terms of data. For consistency, the national comparator for secondary schools is also presented.

	% of sessions missed due to Overall Absence		% Persistent absentees - absent for 15% or more sessions	
	School	National average for secondary schools	School	National average for secondary schools
All Pupils	5.9	5.9	7.6	6.6
Gender				
Male	5.8	5.7	7.7	6.3
Female	6.1	6.0	7.5	6.9
Free School Meals*				
FSM	8.8	8.3	15.0	12.8
Non FSM	5.1	4.9	5.2	4.0
English as a First Language				
English or believed to be English	5.9	6.0	7.3	6.9
Other than English or believed to be other than English	7.5	4.9	15.0	4.3
Unclassified	0.0	6.0	0.0	6.7
Special Educational Needs				
No Identified SEN	5.3	5.3	5.3	5.0
SEN without a statement	8.7	8.2	17.6	12.7
School Action	7.3	7.4	12.5	10.6
School Action Plus	11.1	9.7	25.3	16.5
SEN with a statement	5.9	7.9	5.9	12.1
Ethnic Group				
White				
British	5.9	6.1	7.2	7.0
Irish	0.0	6.6	0.0	8.1
Traveller of Irish Heritage	0.0	21.6	0.0	45.4
Gypsy/Roma	5.5	16.5	0.0	33.6
Any Other White Background	8.1	6.2	15.8	6.7
Mixed				
White and Black Caribbean	3.1	7.1	0.0	9.7
White and Black African	14.8	5.6	0.0	5.9
White and Asian	6.4	5.6	0.0	6.0
Any other Mixed Background	7.5	5.9	0.0	6.5
Asian or Asian British				
Indian	4.6	3.9	0.0	2.4
Pakistani	8.9	5.4	20.0	4.8

## Absence and exclusions

Bangladeshi	0.0	4.8	0.0	3.8
Any other Asian Background	8.5	4.1	25.0	2.9
Black or Black British				
Black Caribbean	0.0	5.0	0.0	5.2
Black African	0.8	3.2	0.0	1.8
Any Other Black Background	0.0	4.6	0.0	4.6
Chinese	2.6	2.4	0.0	0.9
Any Other Ethnic Group	0.0	4.8	0.0	4.2
Unclassified - Refused	7.1	6.0	18.2	6.7
Unclassified - Information Not Obtained	0.0	7.1	0.0	6.9

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## Absence and exclusions

Table 2.1.3: School Level Exclusions by pupil groups (Exc\_1)

These data relate to 2012 academic year. This is the most recent year for which we have a full data set, since the School Census collects data two terms in arrears.

	Fixed term exclusions as a percentage of the pupil group		% enrolments with 1 or more fixed term exclusions		Permanent exclusions as a percentage of the pupil group	
	School	National average for secondary schools	School	National average for secondary schools	School	National average for secondary schools
All Pupils	10.54	7.98	6.10	4.34	0.00	0.14
Gender						
Male	14.73	11.30	8.09	6.12	0.00	0.21
Female	6.38	4.62	4.12	2.53	0.00	0.07
Free School Meals*						
FSM	23.56	19.17	14.22	9.60	0.00	0.29
Non FSM	6.46	5.24	3.50	3.10	0.00	0.06
English as a First Language						
English or believed to be English	10.46	8.32	6.04	4.41	0.00	0.14
Other than English or believed to be other than English	12.20	5.62	7.32	3.80	0.00	0.11
Unclassified	0.00	14.48	0.00	8.88	0.00	0.25
Special Educational Needs						
No Identified SEN	4.35	4.16	3.03	2.60	0.00	0.05
SEN without a statement	29.55	22.80	17.61	11.18	0.00	0.50
School Action	9.62	15.46	9.62	8.31	0.00	0.26
School Action Plus	58.33	37.45	29.17	16.90	0.00	0.98
SEN with a statement	51.52	26.60	15.15	11.75	0.00	0.31
Ethnic Group						
White						
British	10.51	8.15	6.04	4.23	0.00	0.13
Irish	0.00	8.54	0.00	4.93	0.00	0.15
Traveller of Irish Heritage	200.00	46.60	100.00	22.45	0.00	0.85
Gypsy/Roma	0.00	35.98	0.00	17.12	0.00	0.73
Any Other White Background	0.00	5.95	0.00	3.66	0.00	0.11
Mixed						
White and Black Caribbean	25.00	16.75	25.00	9.24	0.00	0.41
White and Black African	0.00	9.97	0.00	5.80	0.00	0.20
White and Asian	0.00	5.90	0.00	3.70	0.00	0.10
Any other Mixed Background	0.00	8.95	0.00	5.21	0.00	0.19
Asian or Asian British						
Indian	0.00	1.91	0.00	1.41	0.00	0.02
Pakistani	33.33	5.86	16.67	4.07	0.00	0.11
Bangladeshi	0.00	4.92	0.00	3.44	0.00	0.10

## Absence and exclusions

	Fixed term exclusions as a percentage of the pupil group		% enrolments with 1 or more fixed term exclusions		Permanent exclusions as a percentage of the pupil group	
	School	National average for secondary schools	School	National average for secondary schools	School	National average for secondary schools
Any other Asian Background	11.11	3.54	11.11	2.44	0.00	0.05
Black or Black British						
Black Caribbean	0.00	14.78	0.00	9.04	0.00	0.42
Black African	0.00	8.82	0.00	6.04	0.00	0.15
Any Other Black Background	0.00	12.32	0.00	7.65	0.00	0.28
Chinese	0.00	0.76	0.00	0.63	0.00	0.02
Any Other Ethnic Group	0.00	6.19	0.00	4.10	0.00	0.13
Unclassified - Refused	0.00	9.33	0.00	5.23	0.00	0.16
Unclassified - Information Not Obtained	0.00	12.27	0.00	6.73	0.00	0.36

Data on permanent exclusions is shown as provided by schools as part of the schools census. It may not reflect changes made as part of a LA checking exercise, nor match figures published as part of the statistical first release.

Significance tests are not supplied with this data. Comparisons should be made with all pupils nationally and not solely with the same group nationally.



## Prior Attainment

Table 3.1.1: The prior attainment of pupils at Key Stage 3 and Key Stage 4 (PriorKS3\_4)

The tables below show the prior attainment in terms of Key Stage 2 average fine points score, of pupils studying at Key Stage 4 and Key Stage 3 in your school in 2012/13. This has been broken down by year group. The tables also show the national picture for maintained mainstream schools. From 2011, teacher assessments have been included which will align with the methodology used for 2011 value added and expected progress. When interpreting the tables the level of coverage should be taken into account.

### Average fine points score at KS2

NC Year starting Sept 2012	School	National	Difference	Sig	% Coverage
Year 11	27.8	27.9	-0.1		97.6
Year 10	27.6	27.8	-0.2		96.7
Year 9	27.8	27.6	0.2		98.5
Year 8	27.2	27.5	-0.3		97.9
Year 7	28.2	28.4	-0.2		98.0

### % by Prior Attainment Band

	School			National		
	Low	Middle	High	Low	Middle	High
Year 11	15.8	51.5	32.7	14.7	52.5	32.8
Year 10	19.2	46.9	33.9	15.0	52.5	32.5
Year 9	12.6	42.7	44.7	16.5	49.0	34.5
Year 8	22.3	44.7	33.0	17.7	51.6	30.7
Year 7	13.3	50.3	36.4	13.8	48.0	38.2

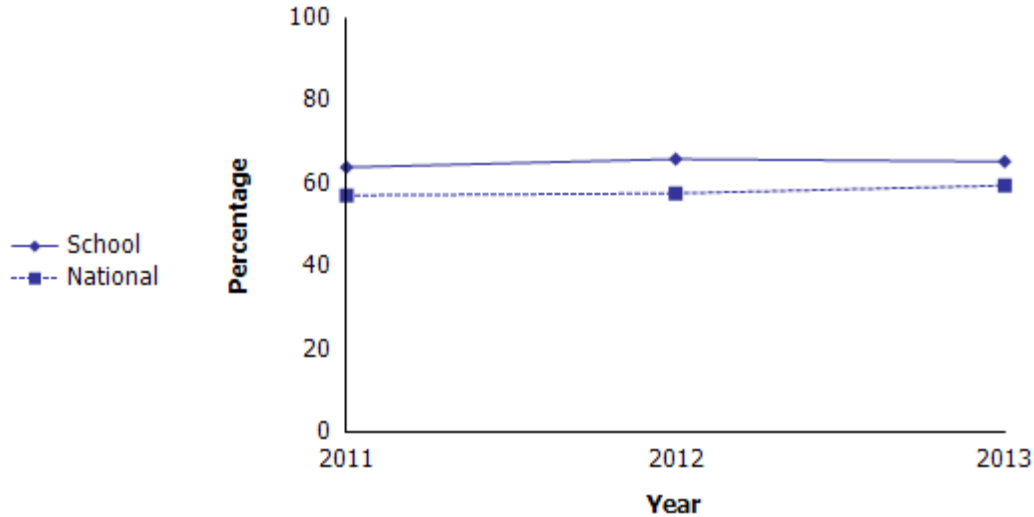


## Attainment at Key Stage 4

## Chart 4.1.1 and Table 4.1.2: Percentage of candidates achieving 5 or more A\* to C (including English and mathematics) at GCSE and Equivalent (KS4.3C)

Statistical significance tests have been performed on the data using a 95% confidence interval. Where the school value differs significantly from the corresponding national value for this group, sig+ or sig- is shown. Where a school figure is significantly above or below that of the previous year an up or down arrow is displayed to the right of the figure.

**Percentage of pupils achieving 5 or more A\* to C (inc English and mathematics) at GCSE and equivalent**



% achieving 5 or more A* to C (inc English and Maths)	2011	2012	2013
Cohort	206	199	205
School	64	66	65
National	57	58	60
Difference	7	8	5
Significance	Sig+	Sig+	

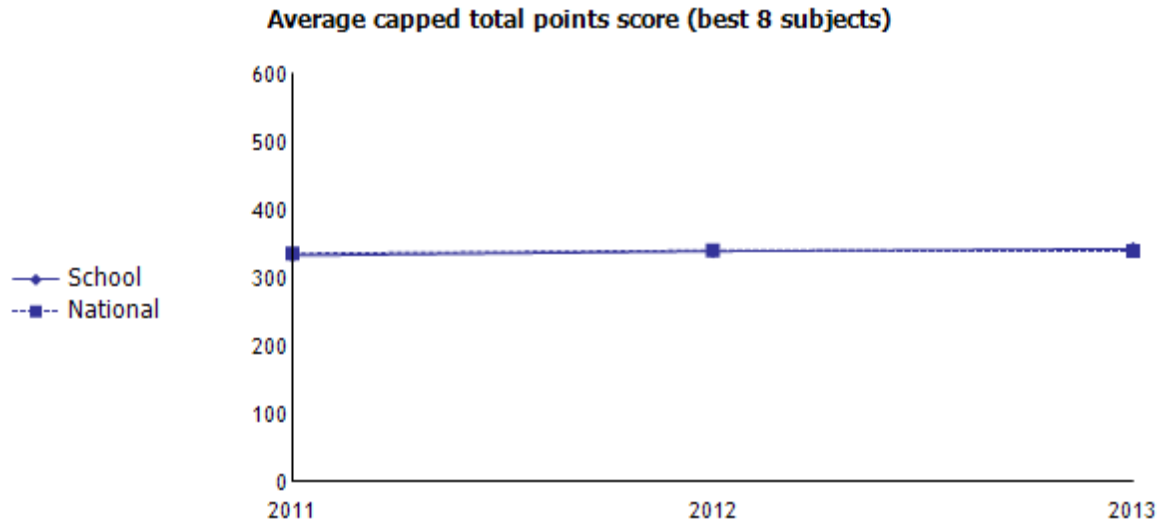
For an explanation of why APS may vary between reports, please see FAQ.



## Attainment at Key Stage 4

### Chart 4.1.3 and Table 4.1.4: Attainment, Average Capped Point Score, Best 8 Subjects at GCSE and Equivalent (KS4.1CandD)

Statistical significance tests have been performed on the data using a 95% confidence interval. Where the school value differs significantly from the corresponding national value for this group, sig+ or sig- is shown. Where a school figure is significantly above or below that of the previous year an up or down arrow is displayed to the right of the figure.



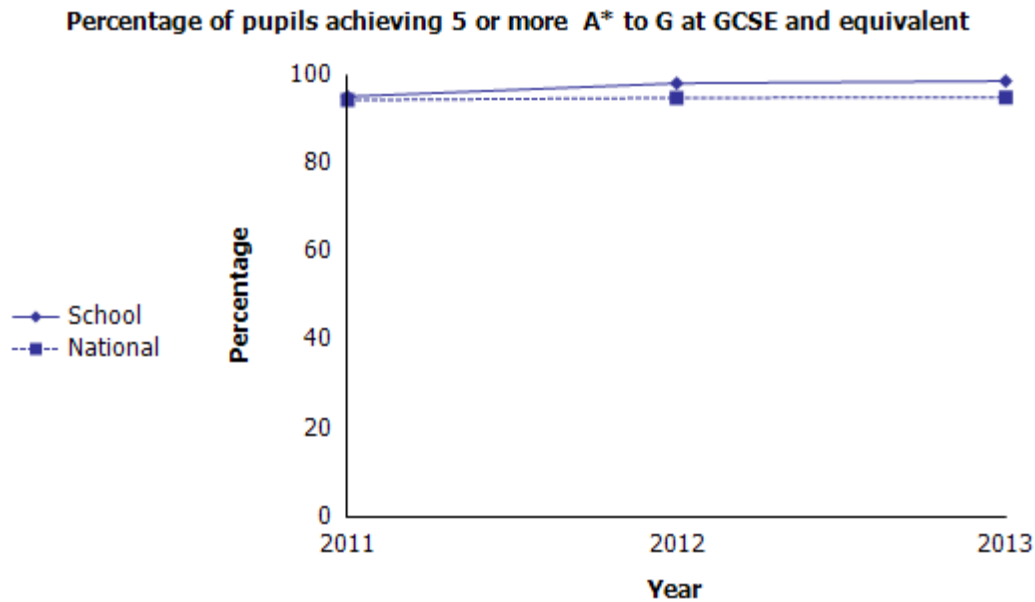
Average capped total points score (best 8 subjects)	2011	2012	2013
Cohort	206	199	205
School	331.8	338.2	342.0
National	335.1	339.5	338.3
Difference	-3.3	-1.3	3.7
Significance			

For an explanation of why APS may vary between reports, please see FAQ.

## Attainment at Key Stage 4

Chart 4.1.5 and Table 4.1.6: Percentage of candidates achieving 5 or more A\* to G at GCSE and Equivalent (KS4.3C)

Statistical significance tests have been performed on the data using a 95% confidence interval. Where the school value differs significantly from the corresponding national value for this group, sig+ or sig- is shown. Where a school figure is significantly above or below that of the previous year an up or down arrow is displayed to the right of the figure.



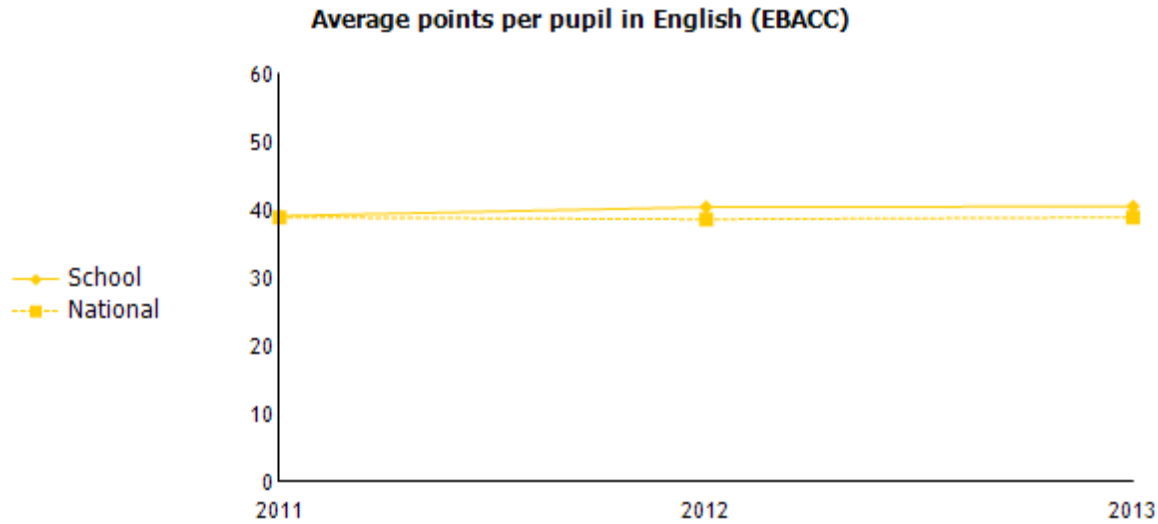
% achieving 5 or more A* to G	2011	2012	2013
Cohort	206	199	205
School	95	98	99
National	94	95	95
Difference	1	3	4
Significance		Sig+	Sig+

For an explanation of why APS may vary between reports, please see FAQ.

## Attainment at Key Stage 4

Chart 4.1.7 and Table 4.1.8: Attainment, average total point score at Key Stage 4 for Ebacc English (KS4.1CandD)

Statistical significance tests have been performed on the data using a 95% confidence interval. Where the school value differs significantly from the corresponding national value for this group, sig+ or sig- is shown. Where a school figure is significantly above or below that of the previous year an up or down arrow is displayed to the right of the figure.



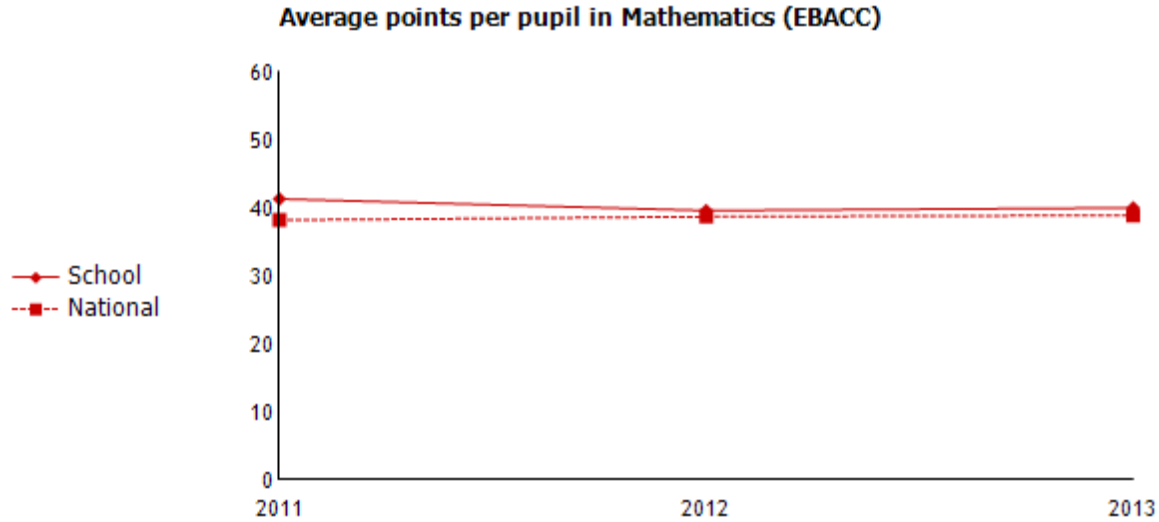
Average points per pupil in English (EBACC)	2011	2012	2013
Cohort	206	199	205
School	39.0	40.3	40.4
National	38.8	38.5	38.8
Difference	0.2	1.8	1.6
Significance		Sig+	Sig+

For an explanation of why APS may vary between reports, please see FAQ.

## Attainment at Key Stage 4

Chart 4.1.9 and Table 4.1.10: Attainment, average total point score at Key Stage 4 for Ebacc mathematics (KS4.1CandD)

Statistical significance tests have been performed on the data using a 95% confidence interval. Where the school value differs significantly from the corresponding national value for this group, sig+ or sig- is shown. Where a school figure is significantly above or below that of the previous year an up or down arrow is displayed to the right of the figure.



Average points per pupil in Mathematics (EBACC)	2011	2012	2013
Cohort	206	199	205
School	41.2	39.5	39.9
National	38.1	38.6	38.8
Difference	3.1	0.9	1.1
Significance	Sig+		

For an explanation of why APS may vary between reports, please see FAQ.



## Attainment at Key Stage 4

Table 4.1.11: Attainment, Summary of full GCSE Results for All Pupils - 2013 (KS4.21)

Statistical significance tests compare school data against the corresponding national data.

Subject		Number of entries	Entry as a percentage of cohort	% A*-A	% A*-C	% A*-G	% Fail	Average Point Score
ADDITIONAL SCIENCE	School	82	40.0	17.1	90.2	100.0	0.0	43.9
	National	237,473	41.1	10.8	64.4	99.3	0.7	39.0
ART & DESIGN	School	55	26.8	9.1	52.7	100.0	0.0	38.0
	National	141,049	24.4	20.7	75.7	99.5	0.5	41.8
BIOLOGICAL SCIENCES	School	35	17.1	25.7	77.1	100.0	0.0	42.2
	National	139,924	24.2	40.8	91.2	99.9	0.1	46.8
CHEMISTRY	School	26	12.7	30.8	96.2	100.0	0.0	46.7
	National	138,722	24.0	41.2	90.5	100.0	0.0	46.8
CORE SCIENCE	School	127	62.0	11.0	74.0	100.0	0.0	40.1
	National	305,424	52.8	7.3	59.9	99.0	1.0	37.5
D & T: FOOD TECHNOLOGY	School	15	7.3	6.7	26.7	100.0	0.0	34.8
	National	42,556	7.4	17.7	62.2	99.0	1.0	39.4
D & T: GRAPHIC PRODUCTS	School	14	6.8	0.0	28.6	100.0	0.0	34.0
	National	35,337	6.1	17.1	58.4	97.6	2.4	38.0
D & T: RESISTANT MATERIALS	School	41	20.0	0.0	29.3	100.0	0.0	32.1
	National	47,374	8.2	11.5	55.2	98.4	1.6	37.2
D & T: SYSTEMS & CONTROL	School	19	9.3	0.0	63.2	100.0	0.0	37.5
	National	3,245	0.6	17.7	61.8	98.5	1.5	39.2
D & T: TEXTILES TECHNOLOGY	School	14	6.8	28.6	71.4	100.0	0.0	44.3
	National	26,842	4.6	27.2	73.4	99.2	0.8	42.2
DRAMA	School	27	13.2	29.6	85.2	100.0	0.0	45.1
	National	61,978	10.7	19.6	71.0	99.4	0.6	41.1
ENGLISH	School	39	19.0	0.0	2.6	100.0	0.0	30.3
	National	140,959	24.4	2.3	37.8	98.7	1.3	33.8



## Attainment at Key Stage 4

Subject		Number of entries	Entry as a percentage of cohort	% A*-A	% A*-C	% A*-G	% Fail	Average Point Score
ENGLISH LANGUAGE	School	163	79.5	22.1	87.1	100.0	0.0	43.6
	National	381,302	66.0	21.3	82.1	99.8	0.2	43.0
ENGLISH LITERATURE	School	163	79.5	22.7	77.3	100.0	0.0	42.9
	National	397,516	68.8	21.8	76.7	99.2	0.8	42.3
FRENCH	School	20	9.8	25.0	90.0	100.0	0.0	44.8
	National	144,769	25.0	20.7	67.7	99.6	0.4	41.0
GEOGRAPHY	School	35	17.1	28.6	62.9	100.0	0.0	41.5
	National	180,874	31.3	24.6	67.3	99.1	0.9	40.9
HISTORY	School	92	44.9	16.3	62.0	100.0	0.0	39.1
	National	214,021	37.0	26.2	67.3	98.3	1.7	40.7
HOME ECONOMICS	School	24	11.7	20.8	54.2	100.0	0.0	37.0
	National	23,955	4.1	11.6	55.5	98.6	1.4	37.4
INFORMATION TECHNOLOGY	School	41	20.0	19.5	82.9	100.0	0.0	43.2
	National	52,369	9.1	24.5	71.9	98.3	1.7	41.0
MATHEMATICS	School	204	99.5	17.6	75.0	98.0	2.0	40.1
	National	554,223	95.9	18.8	72.8	98.8	1.2	40.1
MEDIA/FILM/TV	School	46	22.4	2.2	60.9	97.8	2.2	37.0
	National	47,897	8.3	15.9	65.8	98.7	1.3	39.6
MUSIC	School	11	5.4	27.3	81.8	100.0	0.0	44.9
	National	36,343	6.3	27.7	74.2	99.1	0.9	42.3
OTHER MODERN LANGUAGES	School	3	1.5	100.0	100.0	100.0	0.0	56.0
	National	16,639	2.9	54.4	86.6	99.5	0.5	47.7
PHYSICAL EDUCATION	School	47	22.9	12.8	48.9	97.9	2.1	37.1
	National	94,956	16.4	18.9	69.6	99.8	0.2	41.1
PHYSICS	School	26	12.7	19.2	92.3	100.0	0.0	45.3
	National	138,324	23.9	40.2	91.0	100.0	0.0	46.8
RELIGIOUS STUDIES	School	8	3.9	37.5	87.5	100.0	0.0	45.3
	National	211,870	36.7	28.8	72.1	98.4	1.6	41.7
SPANISH	School	7	3.4	42.9	100.0	100.0	0.0	46.0



## Attainment at Key Stage 4

Subject		Number of entries	Entry as a percentage of cohort	% A*-A	% A*-C	% A*-G	% Fail	Average Point Score
SPANISH	National	72,595	12.6	24.9	68.9	99.3	0.7	41.5
STATISTICS	School	60	29.3	28.3	86.7	100.0	0.0	44.1
	National	42,352	7.3	23.8	77.9	98.3	1.7	42.2
Total	School	1,444	-	17.7	71.5	99.6	0.4	40.9

This report is based on entries, not cohort. For an explanation of why APS may vary between reports, please see FAQ.



## Attainment at Key Stage 4

Table 4.1.12: Attainment, Summary of vocational GCSE Results for All Pupils - 2013 (KS4.21v)

Statistical significance tests compare school data against the corresponding national data.

Subject		Number of entries	Entry as a percentage of cohort	% A*-A	% A*-C	% A*-G	% Fail	Average Point Score
ADDITIONAL APPLIED SCIENCE - SINGLE AWARD	School	39	19.0	0.0	30.8	100.0	0.0	33.2
	National	11,603	2.0	1.8	33.1	97.6	2.4	32.7
LEISURE & TOURISM - SINGLE AWARD	School	13	6.3	0.0	38.5	69.2	30.8	25.4
	National	2,453	0.4	7.1	42.1	94.9	5.1	33.1
<b>Total</b>	School	<b>52</b>	<b>-</b>	<b>0.0</b>	<b>32.7</b>	<b>92.3</b>	<b>7.7</b>	<b>31.3</b>

Please see Help article for more detail.

## Attainment at Key Stage 4

Table 4.1.13: Attainment, Percentage Achieving Thresholds at GCSE and equivalent by pupil Characteristics - 2013 (KS4.22)

## Percentage of candidates achieving thresholds at GCSE and equivalent

The Basics are the percentage of pupils achieving C grade or above in both English and mathematics GCSEs, or accredited iGCSEs. The Basics indicator for mathematics is identical to that for Ebacc. Statistical significance tests have not been performed on this data.

## Percentage of pupils achieving each threshold

Cohort	All qualifications	English Baccalaureate	Basics	GCSE only	All qualifications		
	5+ A* to C (incl Eng and Mat)			5+ A* to C (incl Eng and Mat)	5+ A* to C	5+ A* to G	
All Pupils	205	65	10	65	57	84	99
Gender							
Male	108	61	4	61	51	83	99
Female	97	70	18	70	64	86	98
Free School Meals*							
FSM	41	34	2	34	27	73	95
Not FSM	164	73	12	73	65	87	99
Children Looked After							
CLA	2	50	0	50	50	50	50
Not CLA	203	66	10	66	57	85	99
Free School Meals* Or Children Looked After							
CLA or FSM	42	36	2	36	29	74	95
Not CLA or FSM	163	73	12	73	64	87	99
Prior Attainment							
Low	32	3	0	3	0	41	91
Middle	103	65	4	65	53	89	100
High	66	94	26	94	89	97	100
Non-mobile pupils							
Pupils on roll throughout years 10 & 11	200	67	11	67	58	86	100
English as a First Language							
English or believed to be English	191	66	11	66	58	84	99

## Attainment at Key Stage 4

Other than English or believed to be other	14	50	0	50	43	86	93
Unclassified	-	-	-	-	-	-	-
Special Educational Needs							
No Identified SEN	152	76	14	76	67	91	99
SEN without a statement	47	38	0	38	30	68	96
School Action	24	33	0	33	29	71	100
School Action Plus	23	43	0	43	30	65	91
SEN with a statement	6	17	0	17	17	50	100
Ethnicity Group							
White							
British	181	67	12	67	58	86	99
Irish	-	-	-	-	-	-	-
Traveller of Irish Heritage	-	-	-	-	-	-	-
Gypsy/Roma	-	-	-	-	-	-	-
Any Other White Background	5	80	0	80	60	80	80
Mixed							
White and Black Caribbean	2	50	0	50	50	50	100
White and Black African	-	-	-	-	-	-	-
White and Asian	2	50	0	50	50	50	100
Any other Mixed Background	2	50	0	50	50	50	100
Asian or Asian British							
Indian	2	50	0	50	50	100	100
Pakistani	4	50	0	50	50	100	100
Bangladeshi	-	-	-	-	-	-	-
Any other Asian Background	2	50	0	50	50	100	100
Black or Black British							
Black Caribbean	1	0	0	0	0	0	100
Black African	1	100	0	100	100	100	100
Any Other Black Background	-	-	-	-	-	-	-
Chinese	3	33	0	33	33	67	100
Any Other Ethnic Group	-	-	-	-	-	-	-
Unclassified - Refused	-	-	-	-	-	-	-
Unclassified - Information Not Obtained	-	-	-	-	-	-	-

## Attainment at Key Stage 4

Table 4.1.14: Average point scores with and without qualifications equivalent to GCSE 2013 (KS4.2A)

	Cohort	Capped total point scores						Total point scores					
		with equivalent qualifications			GCSE only			with equivalent qualifications			GCSE only		
		National	School	Sig	National	School	Sig	National	School	Sig	National	School	Sig
All Pupils	205	338.3	342.0		277.2	285.9		461.7	453.8		319.1	308.2	
Gender													
Male	108	326.5	333.3		261.5	269.1		440.2	436.8		297.7	287.8	
Female	97	350.6	351.6		293.6	304.6		484.0	472.7		341.3	331.1	
Free School Meals*													
FSM	41	304.9	310.5		215.4	204.2		404.3	395.0		235.8	215.0	
Non FSM	164	350.3	349.8		299.4	306.3		482.2	468.4		349.0	331.6	
Children Looked After													
CLA	2	231.0	232.5		138.3	172.0		288.5	302.0		146.0	172.0	
Not CLA	203	339.1	343.0		278.2	287.0		463.0	455.3		320.4	309.6	
Free School Meals* or Children Looked After													
CLA or FSM	42	303.9	311.3		214.4	207.5		402.8	397.1		234.7	218.0	
Not CLA or FSM	163	350.9	349.9		300.1	306.1		483.2	468.3		349.9	331.5	Sig-
Prior Attainment													
Low	32	260.2	270.4		132.9	125.1		327.3	314.8		136.1	127.2	
Middle	103	334.2	335.0		267.1	278.7		451.2	454.1		294.7	298.6	
High	66	394.8	386.7		376.4	373.9		563.4	518.7	Sig-	462.7	408.8	Sig-
Non-mobile pupils													
Pupils on roll throughout years 10 & 11	200	343.5	344.6		282.6	288.1		470.3	457.6		325.9	310.8	
English as First Language													
English or believed to be English	191	340.7	342.8		279.5	288.4		465.2	454.3		321.6	311.2	
Other than English or believed to be other than English	14	342.9	329.9		280.7	252.1		468.1	446.1		324.2	268.6	
Unclassified	0	104.6	-	-	67.6	-	-	120.2	-	-	72.2	-	-
Special Education Needs													
No Identified SEN	152	355.8	356.2		305.3	315.1		492.1	481.1		355.1	341.1	
SEN without a statement	47	293.9	301.8		188.3	207.6		377.3	380.2		201.7	219.9	
School Action	24	306.3	312.9		200.4	205.7		398.0	394.4		215.4	222.2	

## Attainment at Key Stage 4

School Action Plus	23	270.6	290.2		165.8	209.5		338.4	365.4		176.1	217.6
SEN with a statement	6	172.5	297.2	Sig+	89.2	161.3		206.0	337.4	Sig+	93.3	168.0
-----												
Ethnicity Group												
White												
British	181	340.1	344.5		277.8	288.4		464.6	456.3		319.1	310.5
Irish	0	349.6	-	-	311.7	-	-	465.8	-	-	369.7	-
Traveller of Irish Heritage	0	201.3	-	-	118.3	-	-	249.2	-	-	123.8	-
Gypsy/Roma	0	207.6	-	-	99.4	-	-	252.2	-	-	104.8	-
Any Other White Background	5	337.1	282.4		277.8	258.8		457.6	377.6		324.8	308.8
Mixed												
White and Black Caribbean	2	329.5	269.5		258.4	198.0		444.9	372.0		291.1	220.5
White and Black African	0	343.5	-	-	291.1	-	-	464.1	-	-	337.4	-
White and Asian	2	357.7	338.0		312.1	335.0		492.7	454.5		371.7	386.5
Any other Mixed Background	2	346.7	277.3		297.3	233.0		473.4	321.0		349.3	233.0
Asian or Asian British												
Indian	2	372.4	342.5		331.5	274.0		525.0	444.5		397.0	274.0
Pakistani	4	341.1	381.8		265.5	275.0		467.7	547.4		299.6	286.5
Bangladeshi	0	347.7	-	-	289.9	-	-	470.3	-	-	331.7	-
Any other Asian Background	2	352.9	340.3		302.6	210.0		483.0	461.8		356.3	227.0
Black or Black British												
Black Caribbean	1	327.5	296.0	-	258.6	290.0	-	435.4	383.0	-	288.6	324.0
Black African	1	340.9	344.0	-	283.0	344.0	-	458.9	483.0	-	323.5	344.0
Any Other Black Background	0	332.4	-	-	264.6	-	-	446.3	-	-	297.3	-
Chinese	3	389.6	346.1		358.8	297.3		563.8	458.7		451.9	315.3
Any Other Ethnic Group	0	343.7	-	-	286.9	-	-	467.9	-	-	335.3	-
Unclassified - Refused	0	343.4	-	-	291.3	-	-	466.8	-	-	341.0	-
Unclassified - Information Not Obtained	0	147.3	-	-	106.0	-	-	178.9	-	-	118.0	-

For an explanation of why APS may vary between reports, please see FAQ.

## Attainment at Key Stage 4


Table 4.1.15: English Baccalaureate subject areas thresholds by pupil groups (KS4.Thr (Ebacc selection))


Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national value for this group, sig+ or sig- is shown.

	Total number of pupils in 2013	Percentages based upon total number of pupils in cohort									Percentages based upon subject entry								
		English Baccalaureate			English			Mathematics			Science			Languages			Humanities		
		Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National
All Pupils	205	23	10	22	202	70	67	204	75	70	107	92	72	30	90	69	114	62	67
<u>Gender</u>																			
Male	108	4	4	18	107	63	60	107	75	70	52	92	71	7	86	63	61	48	63
Female	97	19	18	27	95	77	75	97	74	71	55	91	74	23	91	74	53	79	71
<u>Free School Meals*</u>																			
FSM	41	2	2	10	39	41	50	40	44	53	10	90	58	2	100	59	16	50	49
Non FSM	164	21	12	27	163	77	73	164	82	77	97	92	76	28	89	71	98	64	71
<u>Children Looked After</u>																			
CLA	2	0	0	3	1	50	28	1	50	29	1	100	43	0	-	45	0	-	36
Not CLA	203	23	10	23	201	70	68	203	75	71	106	92	73	30	90	69	114	62	67
<u>Free School Meals* or Children Looked After</u>																			
CLA or FSM	42	2	2	10	40	43	50	41	45	53	11	91	58	2	100	59	16	50	49
Not CLA or FSM	163	21	12	27	162	77	74	163	82	77	96	92	76	28	89	71	98	64	71
<u>Prior Attainment</u>																			
Low	32	0	0	0	29	9	16	31	13	15	0	-	17	1	0	38	3	33	13
Middle	103	5	4	12	103	71	68	103	79	72	48	83	59	7	86	54	62	47	54
High	66	18	26	52	66	95	96	66	97	98	58	98	92	19	95	84	48	85	90
<u>Non-mobile pupils</u>																			
Pupils on roll throughout years 10 & 11	200	23	11	23	199	71	69	199	76	72	106	92	73	29	93	69	113	62	67
<u>English as a First Language</u>																			
First Language - English	191	23	11	22	189	71	68	190	75	71	102	91	72	26	92	67	112	63	67
First Language - Other	14	0	0	24	13	50	64	14	64	71	5	100	75	4	75	79	2	50	65
First Language - Unclassified	0	-	-	3	-	-	13	-	-	17	-	-	64	-	-	80	-	-	60
<u>Special Educational Needs</u>																			
Non-SEN	152	22	14	27	151	80	77	152	85	79	96	92	75	27	89	71	99	68	71
SEN without a statement	47	1	0	5	45	45	35	46	49	41	10	90	49	3	100	50	14	29	39
School Action	24	0	0	5	24	38	37	24	50	44	6	83	49	0	-	50	8	50	39
School Action Plus	23	1	0	4	21	52	30	22	48	36	4	100	48	3	100	51	6	0	39

## Attainment at Key Stage 4

	Total number of pupils in 2013	Percentages based upon total number of pupils in cohort									Percentages based upon subject entry								
		English Baccalaureate			English			Mathematics			Science			Languages			Humanities		
		Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National
SEN with a statement	6	0	0	2	6	17	12	6	17	16	1	100	50	0	-	55	1	0	41
<b>Ethnicity Group</b>																			
White																			
British	181	23	12	22	179	72	68	180	75	71	95	92	72	26	92	67	106	63	67
Irish	0	-	-	34	-	-	76	-	-	77	-	-	79	-	-	74	-	-	75
Traveller of Irish Heritage	0	-	-	2	-	-	27	-	-	26	-	-	36	-	-	38	-	-	42
Gypsy/Roma	0	-	-	2	-	-	18	-	-	19	-	-	43	-	-	45	-	-	36
Any Other White Background	5	0	0	25	4	80	61	5	80	70	2	100	73	2	100	87	3	67	65
Mixed																			
White and Black Caribbean	2	0	0	16	2	50	66	2	50	64	1	100	65	0	-	62	1	0	61
White and Black African	0	-	-	25	-	-	73	-	-	71	-	-	73	-	-	75	-	-	66
White and Asian	2	0	0	32	2	50	76	2	100	78	1	100	80	0	-	76	1	100	76
Any other Mixed Background	2	0	0	27	2	50	73	2	50	74	1	100	76	0	-	75	2	0	69
Asian or Asian British																			
Indian	2	0	0	38	2	50	80	2	100	85	1	100	84	1	0	80	0	-	78
Pakistani	4	0	0	20	4	50	63	4	50	67	1	100	73	1	100	70	0	-	62
Bangladeshi	0	-	-	24	-	-	71	-	-	74	-	-	75	-	-	71	-	-	65
Any other Asian Background	2	0	0	31	2	50	69	2	50	78	1	100	81	0	-	80	0	-	71
Black or Black British																			
Black Caribbean	1	0	0	14	1	0	65	1	100	63	1	0	61	0	-	58	0	-	54
Black African	1	0	0	23	1	100	69	1	100	71	1	100	73	0	-	71	0	-	64
Any Other Black Background	0	-	-	17	-	-	65	-	-	64	-	-	67	-	-	71	-	-	58
Chinese	3	0	0	46	3	33	79	3	67	93	2	100	90	0	-	91	1	100	85
Any Other Ethnic Group	0	-	-	26	-	-	65	-	-	73	-	-	76	-	-	84	-	-	66
Unclassified - Refused	0	-	-	26	-	-	69	-	-	72	-	-	76	-	-	71	-	-	71
Unclassified - Information Not Obtained	0	-	-	7	-	-	22	-	-	26	-	-	67	-	-	77	-	-	65

 School subject area attainment is significantly above the national average for this group

 School subject area attainment is significantly below the national average for this group

This report may be switched from English Baccalaureate to Basics using the options menu choices in the interactive system.

The Guide to Calculations gives a link to DfE's specific qualification list. This may be found in the Library, under 'How Ofsted and DfE analyse your data'.

## Attainment at Key Stage 4

Chart 4.1.16 and Table 4.1.17: Attainment, grade distributions by time of entry 2013 (KS4.EENT)

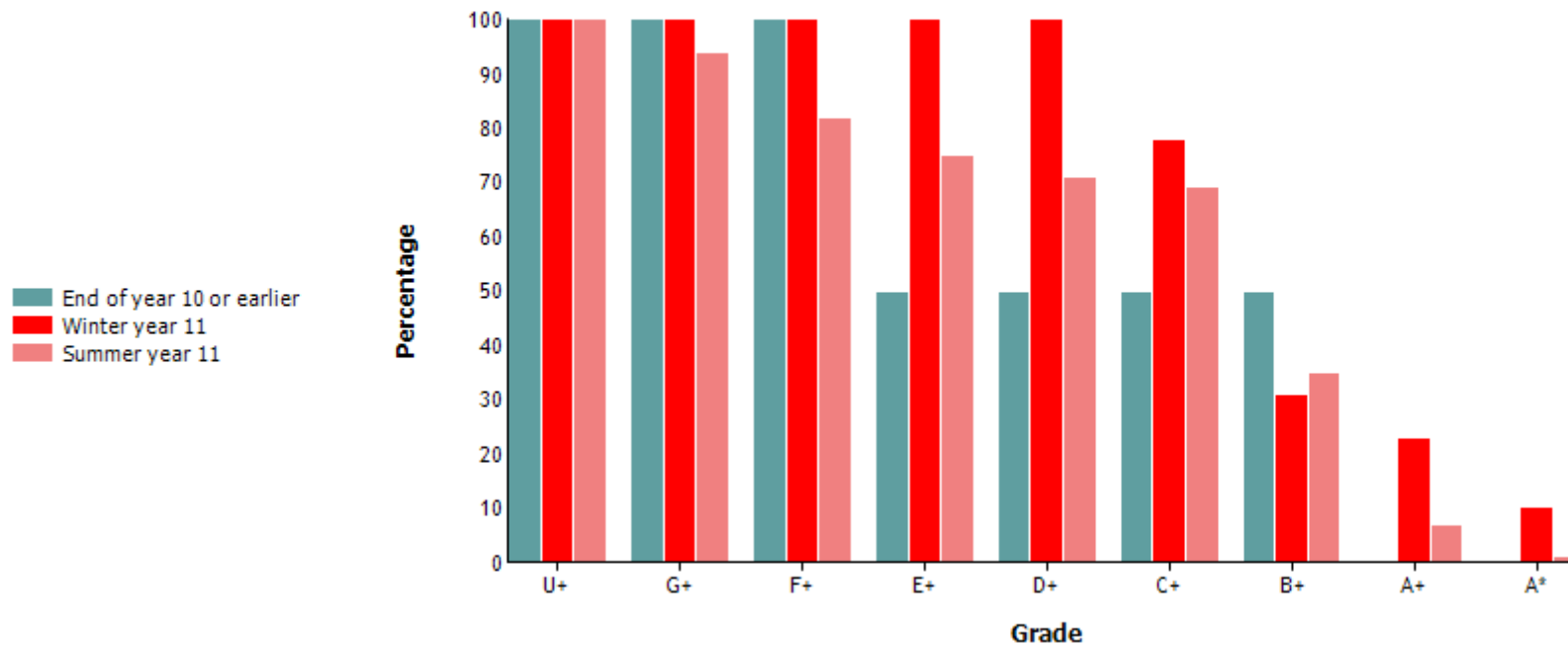
Key Stage 4 mathematics (EBACC)

Cumulative grade distribution

This report provides analysis of pupils' best Key Stage 4 mathematics (EBACC) attainment by their earliest point of entry, regardless of whether they subsequently achieved a higher grade. This is intended to show the impact that entering pupils early has on their mathematics attainment by the end of Key Stage 4.

The school and national mathematics (EBACC) grade distribution for all pupils is shown for comparison.

**Cumulative percentage achieving at least each grade at Key Stage 4 in mathematics (EBACC) by earliest entry point**







## Attainment at Key Stage 4

Earliest mathematics (EBACC) point of entry	Cohort	Entries	Percentage distribution									
			U+	G+	F+	E+	D+	C+	B+	A+	A*	
End of year 10 or earlier	School	205	2	100	100	100	50	50	50	50	0	0
Winter year 11	School	205	134	100	100	100	100	100	78	31	23	10
Summer year 11	School	205	68	100	94	82	75	71	69	35	7	1
Key Stage 4 highest grade, all pupils	School	205	205	100	98	94	91	89	75	32	18	7
	National	578,035	578,035	100	96	92	87	81	70	38	18	6

Please refer to the methodology library for a worked example for a school.

The Key Stage 4 highest grade includes pupils who were not entered.

## Progress Measures Value Added

Table 5.1.1: Key Stage 2 to Key Stage 4 value added scores for Best 8 and Ebacc subject areas, trend (KS24.VATrd)

## Best 8 including English and mathematics VA: School analysis

		2011	2012	2013	
Best 8	Cohort for VA	201	194	201	
	VA School score	995.0	1,001.8	995.0	
	95% confidence interval +/-	9.2	9.1	8.7	
	Significance				
	Percentile rank	60	47	60	
	Coverage	98%	97%	98%	
English	Cohort for VA	201	194	201	
	VA School score	1,000.0	1,002.1	1,000.5	↑ ↓
	95% confidence interval +/-	1.0	1.0	0.9	
	Significance		Sig+		
	Percentile rank	54	16	43	
	Coverage	98%	97%	98%	
Mathematics	Cohort for VA	201	194	201	
	VA School score	1,002.4	1,001.1	1,000.0	↓
	95% confidence interval +/-	1.0	0.9	0.9	
	Significance	Sig+	Sig+		
	Percentile rank	15	31	50	
	Coverage	98%	97%	98%	
Science	Cohort for VA	112	78	106	
	VA School score	998.3	998.6	1,000.4	↑
	95% confidence interval +/-	1.0	1.2	1.1	
	Significance	Sig-	Sig-		
	Percentile rank	78	74	45	
	Coverage	54%	39%	52%	
Languages	Cohort for VA	36	24	27	
	VA School score	1,001.1	1,001.6	1,001.3	
	95% confidence interval +/-	2.4	2.8	2.7	
	Significance				
	Percentile rank	38	33	36	
	Coverage	17%	12%	13%	
Humanities	Cohort for VA	97	87	113	
	VA School score	999.4	998.3	998.9	
	95% confidence interval +/-	1.6	1.6	1.5	
	Significance		Sig-		
	Percentile rank	62	74	68	
	Coverage	47%	44%	55%	

1. Science takes the average grade of the two eligible science qualifications

2. Humanities and Languages subject areas take the best score of all eligible qualifications

## Progress Measures Value Added

Table 5.1.2: Key Stage 2 to Key Stage 4 value added: performance of groups within school - ethnic backgrounds (KS24.VAEth)

This report indicates significance relative to both the national mean of 1,000 and the national mean for each ethnic group. Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national values for this group, sig+ or sig- is shown.

	<b>School score</b>	<b>White British</b>	<b>Irish</b>	<b>Traveller of Irish Heritage</b>	<b>Gypsy/Roma</b>	<b>Any Other White Background</b>	<b>White and Black Caribbean</b>	<b>White and Black African</b>	<b>White and Asian</b>	<b>Any other Mixed Background</b>	<b>Indian</b>	<b>Pakistani</b>	<b>Bangladeshi</b>	<b>Any other Asian Background</b>	<b>Caribbean</b>	<b>African</b>	<b>Any Other Black Background</b>	<b>Chinese</b>	<b>Any Other Ethnic Group</b>	<b>Refused</b>	<b>Information Not Obtained</b>
Cohort for VA	201	181	0	0	0	3	2	0	2	2	2	3	0	1	1	1	0	3	0	0	0
School Score	995.0	995.8	-	-	-	916.6	951.2	-	1003.6	904.6	1046.7	1011.0	-	1048.5	971.0	989.8	-	1039.8	-	-	-
95% confidence interval	8.7	9.9	-	-	-	76.7	93.9	-	93.9	93.9	93.9	76.7	-	132.8	132.8	132.8	-	76.7	-	-	-
Group national mean	1000.0	995.5	995.9	895.5	947.4	1022.7	988.9	1002.2	1006.8	1003.6	1029.0	1018.8	1022.8	1031.5	1000.4	1023.1	1007.8	1042.1	1030.6	998.3	989.2
Significance from national average for group			-	-	-	Sig-		-		Sig-			-				-		-	-	-
Significance from overall national average			-	-	-	Sig-		-		Sig-			-				-		-	-	-

A dash means that no significance test has been carried out. A blank space means that a significance test has been carried out and the result for school or ethnic group is not significantly different from the national average.

Full details of the methodology used for the Value Added measure can be found in the Library.

### Progress Measures Value Added

Table 5.1.3: Key Stage 2 to Key Stage 4 value added: performance of groups within school - pupil characteristics (KS24.VAGrp)

This report indicates significance relative to both the national mean of 1,000 and the national mean for each group. Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national values for this group, sig+ or sig- is shown.

	School Score	Boys	Girls	FSM*	Non FSM*	CLA	Not CLA	CLA or FSM*	Not CLA or FSM*	Low	Middle	High	Onroll throughout Yrs 10&11	First Language - English	First Language - Other	First Language - Unclassified	Non-SEN	SEN: Without Statement	SEN: School Action	SEN: School Action Plus	SEN: Statement
Cohort for VA	201	105	96	41	160	2	199	42	159	32	103	66	196	191	10	0	151	44	23	21	6
School Score	995.0	988.3	1002.0	989.6	996.2	888.6	995.9	989.6	996.2	996.3	999.5	986.8	996.9	994.5	1001.2	-	995.3	989.9	1015.7	961.6	1018.0
95% confidence interval	8.7	13.0	13.6	20.7	10.5	93.9	9.4	20.5	10.5	23.5	13.1	16.3	9.5	9.6	42.0	-	10.8	20.0	27.7	29.0	54.2
Group national mean	1000.0	990.9	1009.0	983.5	1005.6	949.6	1000.2	983.3	1005.8	998.6	999.2	1001.5	1001.1	996.5	1027.8	996.1	1005.1	978.5	991.4	954.2	975.8
Significance from national average for group																-					
Significance from overall national average						Sig-										-					Sig-

A dash means that no significance test has been carried out. A blank space means that a significance test has been carried out and the result for school or ethnic group is not significantly different from the national average.

Full details of the methodology used for the Value Added measure can be found in the Library.



## Progress Measures Value Added

Table 5.1.4: Key Stage 2 to Key Stage 4 value added Summary Report (KS24.VAExp)

Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national values for this group, it is highlighted in green (sig+) or blue (sig-).


	Value Added						
		2011		2012		2013	
	Number of pupils in latest year	School	National	School	National	School	National
All Pupils	201	995.0	1000.0	1001.8	1000.0	995.0	1000.0
<b>Gender</b>							
Boys	105	987.7	992.1	992.4	990.6	988.3	990.9
Girls	96	1002.3	1007.1	1010.8	1008.9	1002.0	1009.0
<b>Free School Meals*</b>							
FSM	41	-	-	987.4	981.9	989.6	983.5
Non FSM	160	-	-	1006.7	1005.4	996.2	1005.6
<b>Children Looked After</b>							
CLA	2	683.2	944.5	-	951.6	888.6	949.6
Not CLA	199	996.3	999.9	1001.9	999.9	995.9	1000.2
<b>Free School Meals* Or Children Looked After</b>							
CLA or FSM	42	-	-	987.4	981.6	989.6	983.2
Not CLA or FSM	159	-	-	1006.7	1005.5	996.2	1005.8
<b>Prior Attainment</b>							
Low	32	1005.2	997.5	1008.6	998.4	996.3	998.6
Middle	103	987.9	999.1	1003.8	999.2	999.5	999.2
High	66	1000.0	1001.2	992.2	1000.8	986.8	1001.5
<b>Non-mobile pupils</b>							
Pupils on roll throughout years 10 & 11	196	-	-	1003.6	1001.1	996.9	1001.1
<b>English as a First Language</b>							
First Language - English	191	993.3	996.3	1001.6	996.3	994.5	996.5
First Language - Other	10	1051.9	1030.9	1014.9	1028.7	1001.2	1027.8
Unclassified	-	-	1003.4	-	1002.9	-	996.1
<b>Special Educational Needs</b>							
Non-SEN	151	1004.7	1006.6	1007.1	1005.6	995.3	1005.1
SEN without a statement	44	-	-	984.3	977.2	989.9	978.5
School Action	23	1023.5	991.1	1028.3	991.2	1015.7	991.4
School Action Plus	21	864.9	944.8	925.6	950.3	961.6	954.2
SEN with a statement	6	985.9	976.1	966.9	974.5	1018.0	975.8
<b>Ethnicity Group</b>							
<b>White</b>							
British	181	992.8	995.4	1000.2	995.4	995.8	995.5
Irish	-	-	994.3	-	994.4	-	995.9
Traveller of Irish Heritage	-	-	873.3	-	886.5	-	895.5
Gypsy/Roma	-	-	919.6	-	937.2	-	947.4
Any Other White Background	3	-	1017.1	-	1021.2	916.6	1022.7
<b>Mixed</b>							
White and Black Caribbean	2	1039.0	985.5	-	985.9	951.2	988.9




## Progress Measures Value Added

	Value Added						
	Number of pupils in latest year	2011		2012		2013	
		School	National	School	National	School	National
White and Black African	-	-	1001.8	-	1003.4	-	1002.2
White and Asian	2	-	1006.3	1029.0	1006.2	1003.6	1006.8
Any other Mixed Background	2	-	1002.1	-	1003.2	904.6	1003.6
Asian or Asian British							
Indian	2	1099.1	1032.1	-	1029.8	1046.7	1029.0
Pakistani	3	1018.0	1024.2	1017.1	1020.1	1011.0	1018.8
Bangladeshi	-	-	1026.7	-	1025.0	-	1022.8
Any other Asian Background	1	-	1037.3	1108.0	1032.9	1048.5	1031.5
Black or Black British							
Black Caribbean	1	-	1002.7	-	1001.9	971.0	1000.4
Black African	1	-	1029.8	1042.2	1025.0	989.8	1023.1
Any Other Black Background	-	-	1010.2	-	1005.5	-	1007.8
Chinese	3	1058.2	1041.8	1048.7	1041.0	1039.8	1042.1
Any Other Ethnic Group	-	-	1030.7	-	1030.5	-	1030.6
Unclassified - Refused	-	951.9	995.8	-	997.8	-	998.3
Unclassified - Information Not Obtained	-	-	981.6	-	992.5	-	989.2

## Key

 School performance is significantly higher than the national VA figure for this group

 School performance is significantly below the national VA figure for this group

From 2012, the methodology for calculating the pupil group confidence interval changed to take into account the range of scores for all pupils nationally rather than the range of scores in your school. Full details of the methodology used for the Value Added measure can be found in the Library.

## Progress Measures Value Added

Table 5.1.5: Key Stage 2 to Key Stage 4 value added Summary Report by Ebacc subject areas (KS24.VAExp\_EB)

Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national values for this group, sig+ or sig- is shown.

	Key Stage 2 to 4 Value Added By Subject 2013															
	Total number of pupils in 2013	English entries	English Value Added (School)	English Value Added (National)	Maths entries	Maths Value Added (School)	Maths Value Added (National)	Science entries	Science Value Added (School)	Science Value Added (National)	Languages entries	Languages Value Added (School)	Languages Value Added (National)	Humanities entries	Humanities Value Added (School)	Humanities Value Added (National)
All Pupils	201	201	1000.5	1000.0	201	1000.0	1000.0	106	1000.4	1000.0	27	1001.3	1000.0	113	998.9	1000.0
<u>Gender</u>																
Boys	105	105	999.4	999.0	105	1000.2	999.7	51	999.3	999.7	5	1000.1	998.6	60	996.9	999.5
Girls	96	96	1001.7	1001.1	96	999.8	1000.2	55	1001.5	1000.6	22	1001.8	1001.4	53	1001.1	1001.2
<u>Free School Meals*</u>																
FSM	41	41	999.3	998.5	41	997.8	998.2	10	1001.1	998.7	2	1001.4	999.4	16	998.2	998.1
Non FSM	160	160	1000.8	1000.6	160	1000.6	1000.5	96	1000.4	1000.6	25	1001.5	1000.3	97	999.0	1000.9
<u>Children Looked After</u>																
CLA	2	2	984.5	995.5	2	989.7	996.0	1	997.4	996.9	0	-	997.2	0	-	996.8
Not CLA	199	199	1000.7	1000.1	199	1000.1	1000.0	105	1000.5	1000.2	27	1001.5	1000.2	113	998.9	1000.4
<u>Free School Meals* or Children Looked After</u>																
CLA or FSM	42	42	999.3	998.5	42	997.9	998.2	11	1000.8	998.7	2	1001.4	999.4	16	998.2	998.0
Not CLA or FSM	159	159	1000.8	1000.6	159	1000.6	1000.6	95	1000.4	1000.6	25	1001.5	1000.4	97	999.0	1000.9
<u>Prior Attainment</u>																
Low	32	32	999.5	999.9	32	999.0	999.5	0	-	999.2	1	1000.0	1000.3	3	1001.0	999.9
Middle	103	103	1000.9	1000.0	103	1000.8	999.9	48	1002.2	1000.1	7	1001.5	999.9	62	998.9	1000.1
High	66	66	1000.4	1000.2	66	999.3	1000.2	58	999.0	1000.4	19	1001.6	1000.4	48	998.7	1000.8
<u>Non-mobile pupils</u>																
Pupils on roll throughout years 10 & 11	196	196	1000.8	1000.1	196	1000.1	1000.0	105	1000.4	1000.2	26	1002.1	1000.2	112	998.9	1000.4
<u>English as a First Language</u>																
First Language - English	191	191	1000.6	999.7	191	1000.0	999.5	102	1000.4	999.8	26	1001.6	999.4	112	998.8	1000.1
First Language - Other	10	10	997.8	1002.5	10	1001.1	1003.3	4	1003.2	1003.1	1	1000.0	1005.4	1	1006.1	1002.9
Unclassified	0	0	-	1000.1	0	-	1000.4	0	-	1001.2	0	-	1001.8	0	-	1001.2
<u>Special Educational Needs</u>																
Non-SEN	151	151	1000.6	1000.6	151	1000.0	1000.4	96	1000.2	1000.4	26	1001.3	1000.3	99	998.9	1000.6
SEN without a statement	44	44	999.8	997.9	44	1000.3	997.8	9	1002.3	998.5	1	1006.1	998.3	13	997.9	998.1
School Action	23	23	1001.9	999.0	23	1002.5	998.8	5	1003.1	998.8	0	-	998.5	8	1000.5	998.4
School Action Plus	21	21	997.5	995.8	21	997.9	996.1	4	1001.3	997.7	1	1006.1	997.8	5	993.8	997.5
SEN with a statement	6	6	1002.4	997.4	6	998.2	998.2	1	1007.0	1000.1	0	-	1000.0	1	1004.5	1001.5
<u>Ethnicity Group</u>																
<u>White</u>																
British	181	181	1000.6	999.6	181	1000.0	999.4	95	1000.4	999.7	26	1001.6	999.1	106	999.0	999.9
Irish	0	0	-	1000.4	0	-	1000.1	0	-	1000.8	0	-	1000.5	0	-	1001.6
Traveller of Irish Heritage	0	0	-	991.8	0	-	991.6	0	-	994.6	0	-	990.6	0	-	995.2
Gypsy/Roma	0	0	-	994.9	0	-	994.6	0	-	996.7	0	-	997.4	0	-	997.4

## Progress Measures Value Added

## Key Stage 2 to 4 Value Added By Subject 2013

Total number of pupils in 2013	English entries	English Value Added (School)	English Value Added (National)	Maths entries	Maths Value Added (School)	Maths Value Added (National)	Science entries	Science Value Added (School)	Science Value Added (National)	Languages entries	Languages Value Added (School)	Languages Value Added (National)	Humanities entries	Humanities Value Added (School)	Humanities Value Added (National)	
Any Other White Background Mixed	3	3	993.6	1002.4	3	1000.0	1002.4	2	1000.9	1002.3	0	-	1008.7	2	1000.0	1002.8
White and Black Caribbean	2	2	1000.4	999.3	2	993.0	998.3	1	999.3	998.8	0	-	998.6	1	996.0	998.6
White and Black African	0	0	-	1001.0	0	-	1000.0	0	-	1000.5	0	-	1002.3	0	-	1000.3
White and Asian	2	2	1003.7	1000.8	2	1003.2	1000.8	1	1006.3	1001.5	0	-	1001.5	1	1007.9	1001.7
Any other Mixed Background Asian or Asian British	2	2	994.1	1000.8	2	994.9	1000.5	1	994.2	1000.8	0	-	1002.4	2	984.2	1000.7
Indian	2	2	1003.2	1002.2	2	1010.6	1003.6	1	1005.9	1003.7	1	1000.0	1003.3	0	-	1003.5
Pakistani	3	3	998.9	1001.3	3	996.1	1001.8	1	1003.0	1002.0	0	-	1002.0	0	-	1001.3
Bangladeshi	0	0	-	1002.2	0	-	1002.9	0	-	1002.4	0	-	1002.2	0	-	1002.2
Any other Asian Background	1	1	1008.2	1002.6	1	979.2	1004.6	0	-	1004.2	0	-	1004.6	0	-	1003.4
Black or Black British																
Black Caribbean	1	1	997.7	1000.6	1	1001.9	1000.1	1	999.9	999.5	0	-	999.1	0	-	999.4
Black African	1	1	998.8	1002.9	1	1003.2	1003.4	1	997.4	1002.6	0	-	1002.5	0	-	1002.7
Any Other Black Background	0	0	-	1001.1	0	-	1000.8	0	-	1000.7	0	-	1002.1	0	-	1000.4
Chinese	3	3	999.8	1002.8	3	1009.1	1005.3	2	1001.9	1004.7	0	-	1007.5	1	1006.1	1004.8
Any Other Ethnic Group	0	0	-	1002.9	0	-	1003.8	0	-	1003.4	0	-	1007.8	0	-	1003.3
Unclassified - Refused	0	0	-	1000.1	0	-	1000.2	0	-	1000.7	0	-	1000.7	0	-	1000.6
Unclassified - Information Not Obtained	0	0	-	999.3	0	-	999.0	0	-	999.3	0	-	1000.9	0	-	1000.6

## Key

School performance is significantly higher than the national VA figure for this group

School performance is significantly below the national VA figure for this group

The proportion achieving A\*-C includes the entire cohort for the English Baccalaureate, English and mathematics. For humanities, science and languages it includes only the pupils who entered. Similarly, value added calculations include the entire cohort for English and mathematics if they have key stage 2 prior attainment data. The humanities, science and languages subject areas include only the pupils entered with key stage 2 prior attainment data. Science takes the average grade of the two eligible science qualifications. Humanities and Languages subject areas take the best score of all eligible qualifications. From 2012, the methodology for calculating the pupil group confidence interval changed to take into account the range of scores for all pupils nationally rather than the range of scores in your school. Full details of the methodology used for the Value Added measure can be found in the Library.



## Expected Progress - English

Table 5.2.1: Expected Progress in English Key Stage 2 to Key Stage 4 (KS4.EPR)

This table shows the number of pupils attaining each English (English GCSE or English language and English literature) Key Stage 4 grade and their corresponding English Key Stage 2 prior attainment. These figures should be compared with the national figures provided in the Transition Matrices held in the library on the RAISEonline website.

Number of Pupils		Key Stage 4 English grade										Total No. of Pupils	Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress
		no KS4 result	U	G	F	E	D	C	B	A	A*							
KS2 English attainment	Other or no prior available	0	0	0	0	0	2	3	1	0	0	1	1	100%	46%	0	0%	20%
	W	0	0	0	0	0	0	0	0	0	0	0	0	0%	3%	0	0%	3%
	1	1	0	0	0	1	0	0	0	0	0	2	1	50%	37%	1	50%	22%
	2	0	0	0	2	5	0	0	0	0	0	7	5	71%	48%	0	0%	21%
	3	1	0	0	1	12	11	4	0	0	0	29	15	52%	55%	4	14%	21%
	4	1	0	0	0	2	22	53	20	3	0	101	76	75%	71%	23	23%	27%
	5	0	0	0	0	0	1	12	14	21	12	60	47	78%	79%	33	55%	43%
Summary											200	145	73%	69%	61	31%	30%	

<b>Total Cohort</b>	205
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Key
represents pupils making more than expected progress
represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Full details of the methodology used can be found in the Library.

### Expected Progress - English

Table 5.2.2: Expected Progress in English Key Stage 2 to Key Stage 4 for FSM/CLA pupils (KS4.EPR\_CTG)

This table shows the number of pupils attaining each English (English GCSE or English language and English literature) Key Stage 4 grade and their corresponding English Key Stage 2 prior attainment.

Number of Pupils		Key Stage 4 English grade										Total No. of FSM/CLA Pupils	Expected Progress				More than expected progress			
		no KS4 result	U	G	F	E	D	C	B	A	A*		FSM/CLA pupils Achieving Expected Progress	FSM/CLA pupils % Achieving Expected Progress	School (non-FSM/CLA) % Achieving Expected Progress	National (non-FSM/CLA) % Achieving Expected Progress	FSM/CLA pupils Achieving More Than Expected Progress	FSM/CLA pupils % Achieving More Than Expected Progress	School (non-FSM/CLA) % Achieving More Than Expected Progress	National (non-FSM/CLA) % Achieving More Than Expected Progress
KS2 English attainment	Other or no prior available	0	0	0	0	0	1	0	0	0	0	0	0	0%	100%	52%	0	0%	0%	24%
	W	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	3%	0	0%	0%	3%
	1	1	0	0	0	0	0	0	0	0	0	1	0	0%	100%	38%	0	0%	100%	24%
	2	0	0	0	2	3	0	0	0	0	0	5	3	60%	100%	54%	0	0%	0%	24%
	3	1	0	0	1	6	3	0	0	0	0	11	3	27%	67%	61%	0	0%	22%	23%
	4	0	0	0	0	0	6	9	3	1	0	19	13	68%	77%	75%	4	21%	23%	30%
	5	0	0	0	0	0	0	1	1	2	1	5	4	80%	78%	81%	3	60%	55%	45%
Summary												41	23	56%	77%	74%	7	17%	34%	34%

<b>Total Cohort of FSM/CLA pupils</b>	42
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Key

represents pupils making more than expected progress
represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Full details of the methodology used can be found in the Library.

## Expected Progress - English

Table 5.2.3: Expected Progress in English Key Stage 2 to Key Stage 4 - sublevel variation (KS4.EPR)

This table shows the number of pupils attaining each English (English GCSE or English language and English literature) Key Stage 4 grade and their corresponding English Key Stage 2 prior attainment, including sub-levels. These figures should be compared with the national figures provided in the Transition Matrices held in the library on the RAISEonline website.

Number of Pupils		Key Stage 4 English grade										Total No. of Pupils	Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress
		sub level	no KS4 result	U	G	F	E	D	C	B	A							
KS2 English attainment	Other or no prior available	0	0	0	0	0	2	3	1	0	0	1	1	100%	46%	0	0%	20%
	W	0	0	0	0	0	0	0	0	0	0	0	0	0%	3%	0	0%	3%
	1	1	0	0	0	1	0	0	0	0	0	2	1	50%	37%	1	50%	22%
	2	0	0	0	2	5	0	0	0	0	0	7	5	71%	48%	0	0%	21%
	3	3C	0	0	0	2	1	0	0	0	0	3	1	33%	35%	0	0%	9%
		3B	1	0	0	1	7	3	1	0	0	13	4	31%	52%	1	8%	17%
		3A	0	0	0	3	7	3	0	0	0	13	10	77%	67%	3	23%	28%
	4	4C	1	0	0	1	9	16	2	0	0	29	18	62%	48%	2	7%	8%
		4B	0	0	0	1	5	19	6	2	0	33	27	82%	71%	8	24%	22%
		4A	0	0	0	0	8	18	12	1	0	39	31	79%	87%	13	33%	46%
	5	5C	0	0	0	0	1	11	12	16	1	41	29	71%	74%	17	41%	33%
		5B	0	0	0	0	0	1	2	5	6	14	13	93%	92%	11	79%	66%
		5A	0	0	0	0	0	0	0	0	5	5	5	100%	97%	5	100%	89%
Summary											200	145	73%	69%	61	31%	30%	

<b>Total Cohort</b>	205
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Key

represents pupils making more than expected progress

represents pupils making expected progress

represents pupils making less than expected progress

indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Full details of the methodology used can be found in the Library.



### Expected Progress - English

Table 5.2.4: Expected Progress in English Key Stage 2 to Key Stage 4 for FSM/CLA pupils - sublevel variation (KS4.EPR\_CTG)

This table shows the number of pupils attaining each English (English GCSE or English language and English literature) Key Stage 4 grade and their corresponding English Key Stage 2 prior attainment, including sub-levels.

Number of Pupils		Key Stage 4 English grade											Total No. of FSM/CLA Pupils	Expected Progress				More than expected progress					
		sub level	no KS4 result	U	G	F	E	D	C	B	A	A*		FSM/CLA pupils Achieving Expected Progress	FSM/CLA pupils % Achieving Expected Progress	School (non-FSM/CLA) % Achieving Expected Progress	National (non-FSM/CLA) % Achieving Expected Progress	FSM/CLA pupils Achieving More Than Expected Progress	FSM/CLA pupils % Achieving More Than Expected Progress	School (non-FSM/CLA) % Achieving More Than Expected Progress	National (non-FSM/CLA) % Achieving More Than Expected Progress		
KS2 English attainment	Other or no prior available		0	0	0	0	0	1	0	0	0	0	0	0	0	0	0%	100%	52%	0	0%	0%	24%
	W		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	3%	0	0%	0%	3%
	1		1	0	0	0	0	0	0	0	0	0	0	0	0	1	0%	100%	38%	0	0%	100%	24%
	2		0	0	0	2	3	0	0	0	0	0	0	0	0	5	60%	100%	54%	0	0%	0%	24%
	3	3C		0	0	0	0	0	0	0	0	0	0	0	0	0	0%	33%	40%	0	0%	0%	10%
		3B		1	0	0	1	5	1	0	0	0	0	0	0	8	13%	60%	57%	0	0%	20%	19%
		3A		0	0	0	0	1	2	0	0	0	0	0	0	3	67%	80%	72%	0	0%	30%	31%
	4	4C		0	0	0	0	0	3	3	0	0	0	0	0	6	50%	65%	52%	0	0%	9%	9%
		4B		0	0	0	0	0	2	3	2	0	0	0	7	71%	85%	74%	2	29%	23%	24%	
		4A		0	0	0	0	0	1	3	1	1	0	0	6	83%	79%	89%	2	33%	33%	48%	
	5	5C		0	0	0	0	0	0	1	1	1	0	0	3	67%	71%	76%	1	33%	42%	35%	
		5B		0	0	0	0	0	0	0	0	1	1	0	2	100%	92%	93%	2	100%	75%	67%	
		5A		0	0	0	0	0	0	0	0	0	0	0	0	0	0%	100%	98%	0	0%	100%	90%
	Summary			41											41	23	56%	77%	74%	7	17%	34%	34%

<b>Total Cohort of FSM/CLA pupils</b>	42
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Key

represents pupils making more than expected progress
represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Full details of the methodology used can be found in the Library.

## Expected Progress - mathematics

Table 5.3.1: Expected Progress in mathematics Key Stage 2 to Key Stage 4 (KS4.EPR)

This table shows the number of pupils attaining each mathematics Key Stage 4 grade and their corresponding mathematics Key Stage 2 prior attainment. These figures should be compared with the national figures provided in the Transition Matrices held in the library on the RAISEonline website.

Number of Pupils		Key Stage 4 Mathematics grade										Total No. of Pupils	Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress
		no KS4 result	U	G	F	E	D	C	B	A	A*							
KS2 Mathematics attainment	Other or no prior available	0	1	1	0	0	0	4	1	0	0	2	1	50%	54%	0	0%	29%
	W	0	0	0	0	0	0	0	0	0	0	0	0	0%	2%	0	0%	2%
	1	0	1	1	0	0	0	0	0	0	0	2	0	0%	15%	0	0%	7%
	2	0	2	5	1	0	0	0	0	0	0	8	0	0%	18%	0	0%	9%
	3	1	0	1	5	2	13	7	1	0	0	30	21	70%	44%	8	27%	23%
	4	0	0	0	0	1	16	58	14	2	0	91	74	81%	77%	16	18%	26%
	5	0	0	0	0	0	1	18	14	20	14	67	48	72%	81%	34	51%	50%
Summary											200	144	72%	70%	58	29%	32%	

<b>Total Cohort</b>	205
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Key
represents pupils making more than expected progress
represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Full details of the methodology used can be found in the Library.

### Expected Progress - mathematics

Table 5.3.2: Expected Progress in mathematics Key Stage 2 to Key Stage 4 for FSM/CLA pupils (KS4.EPR\_CTG)

This table shows the number of pupils attaining each mathematics Key Stage 4 grade and their corresponding mathematics Key Stage 2 prior attainment.

Number of Pupils		Key Stage 4 Mathematics grade										Total No. of FSM/CLA Pupils	Expected Progress				More than expected progress			
		no KS4 result	U	G	F	E	D	C	B	A	A*		FSM/CLA pupils Achieving Expected Progress	FSM/CLA pupils % Achieving Expected Progress	School (non-FSM/CLA) % Achieving Expected Progress	National (non-FSM/CLA) % Achieving Expected Progress	FSM/CLA pupils Achieving More Than Expected Progress	FSM/CLA pupils % Achieving More Than Expected Progress	School (non-FSM/CLA) % Achieving More Than Expected Progress	National (non-FSM/CLA) % Achieving More Than Expected Progress
KS2 Mathematics attainment	Other or no prior available	0	1	1	0	0	0	0	0	0	0	1	0	0%	100%	63%	0	0%	0%	35%
	W	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	2%	0	0%	0%	2%
	1	0	1	1	0	0	0	0	0	0	0	2	0	0%	0%	15%	0	0%	0%	7%
	2	0	2	3	0	0	0	0	0	0	0	5	0	0%	0%	20%	0	0%	0%	10%
	3	1	0	0	1	0	7	2	0	0	0	11	9	82%	63%	50%	2	18%	32%	27%
	4	0	0	0	0	1	3	10	1	0	0	15	11	73%	83%	81%	1	7%	20%	29%
	5	0	0	0	0	0	1	2	1	1	2	7	4	57%	73%	84%	3	43%	52%	53%
Summary											41	24	59%	75%	76%	6	15%	33%	37%	

<b>Total Cohort of FSM/CLA pupils</b>	42
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Key

represents pupils making more than expected progress
represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Full details of the methodology used can be found in the Library.

## Expected Progress - mathematics

Table 5.3.3: Expected Progress in mathematics Key Stage 2 to Key Stage 4 - sublevel variation (KS4.EPR)

This table shows the number of pupils attaining each mathematics Key Stage 4 grade and their corresponding mathematics Key Stage 2 prior attainment, including sub-levels. These figures should be compared with the national figures provided in the Transition Matrices held in the library on the RAISEonline website.

Number of Pupils		Key Stage 4 Mathematics grade										Total No. of Pupils	Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress	
		sub level	no KS4 result	U	G	F	E	D	C	B	A								A*
KS2 Mathematics attainment	Other or no prior available		0	1	1	0	0	0	4	1	0	0	2	1	50%	54%	0	0%	29%
	W		0	0	0	0	0	0	0	0	0	0	0	0	0%	2%	0	0%	2%
	1		0	1	1	0	0	0	0	0	0	0	2	0	0%	15%	0	0%	7%
	2		0	2	5	1	0	0	0	0	0	0	8	0	0%	18%	0	0%	9%
	3	3C	1	0	0	3	0	4	1	0	0	0	9	5	56%	23%	1	11%	9%
		3B	0	0	0	1	1	2	1	0	0	0	5	3	60%	40%	1	20%	19%
		3A	0	0	1	1	1	7	5	1	0	0	16	13	81%	60%	6	38%	34%
	4	4C	0	0	0	0	1	8	14	4	0	0	27	18	67%	58%	4	15%	8%
		4B	0	0	0	0	0	5	19	1	1	0	26	21	81%	77%	2	8%	21%
		4A	0	0	0	0	0	3	25	9	1	0	38	35	92%	91%	10	26%	43%
	5	5C	0	0	0	0	0	1	13	9	7	3	33	19	58%	70%	10	30%	31%
		5B	0	0	0	0	0	0	5	3	9	3	20	15	75%	88%	12	60%	59%
		5A	0	0	0	0	0	0	0	2	4	8	14	14	100%	97%	12	86%	85%
Summary												200	144	72%	70%	58	29%	32%	

<b>Total Cohort</b>	205
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## Key

represents pupils making more than expected progress
--

represents pupils making expected progress
--

represents pupils making less than expected progress
--

indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort
--

Full details of the methodology used can be found in the Library.



### Expected Progress - mathematics

Table 5.3.4: Expected Progress in mathematics Key Stage 2 to Key Stage 4 for FSM/CLA pupils - sublevel variation (KS4.EPR\_CTG)

This table shows the number of pupils attaining each mathematics Key Stage 4 grade and their corresponding mathematics Key Stage 2 prior attainment, including sub-levels.

Number of Pupils		Key Stage 4 Mathematics grade											Total No. of FSM/CLA Pupils	Expected Progress				More than expected progress						
		sub level	no KS4 result	U	G	F	E	D	C	B	A	A*		FSM/CLA pupils Achieving Expected Progress	FSM/CLA pupils % Achieving Expected Progress	School (non-FSM/CLA) % Achieving Expected Progress	National (non-FSM/CLA) % Achieving Expected Progress	FSM/CLA pupils Achieving More Than Expected Progress	FSM/CLA pupils % Achieving More Than Expected Progress	School (non-FSM/CLA) % Achieving More Than Expected Progress	National (non-FSM/CLA) % Achieving More Than Expected Progress			
KS2 Mathematics attainment	Other or no prior available		0	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0%	100%	63%	0	0%	0%	35%
	W		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	2%	0	0%	0%	2%
	1		0	1	1	0	0	0	0	0	0	0	0	0	0	2	0	0%	0%	15%	0	0%	0%	7%
	2		0	2	3	0	0	0	0	0	0	0	0	0	0	5	0	0%	0%	20%	0	0%	0%	10%
	3	3C		1	0	0	0	0	2	0	0	0	0	0	0	3	2	67%	50%	26%	0	0%	17%	10%
		3B		0	0	0	0	0	1	0	0	0	0	0	0	1	1	100%	50%	45%	0	0%	25%	22%
		3A		0	0	0	1	0	4	2	0	0	0	0	0	7	6	86%	78%	65%	2	29%	44%	38%
	4	4C		0	0	0	0	1	1	2	0	0	0	0	0	4	2	50%	70%	62%	0	0%	17%	9%
		4B		0	0	0	0	0	1	3	0	0	0	0	0	4	3	75%	82%	81%	0	0%	9%	23%
		4A		0	0	0	0	0	1	5	1	0	0	0	0	7	6	86%	94%	93%	1	14%	29%	47%
	5	5C		0	0	0	0	0	1	1	0	0	1	0	0	3	1	33%	60%	73%	1	33%	30%	33%
		5B		0	0	0	0	0	0	1	1	0	1	0	0	3	2	67%	76%	90%	1	33%	65%	61%
		5A		0	0	0	0	0	0	0	0	1	0	0	0	1	1	100%	100%	97%	1	100%	85%	86%
Summary												41	24	59%	75%	76%	6	15%	33%	37%				

<b>Total Cohort of FSM/CLA pupils</b>	42
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Key

represents pupils making more than expected progress
represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

Full details of the methodology used can be found in the Library.





## Expected Progress English, mathematics

Table 5.4.1: Key Stage 2 to Key Stage 4 performance - percentage making expected progress, School and National (KS4.EPRS)

The table indicates the proportion of pupils making expected progress between KS2 and KS4. Statistical significance tests have been performed on the data.

	English				Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig
All Pupils	200	73	69		200	72	70	
Gender								
Male	104	66	63		104	66	68	
Female	96	79	76		96	78	72	
Free School Meals*								
FSM	40	55	56		40	58	54	
Non FSM	160	77	74		160	76	76	
Children Looked After								
CLA	2	50	36	-	2	50	32	-
Not CLA	198	73	70		198	72	70	
Free School Meals* Or Children Looked After								
CLA or FSM	41	56	56		41	59	54	
Not CLA or FSM	159	77	74		159	75	76	
Prior Attainment								
Low	30	43	44		30	30	29	
Middle	103	73	68		103	79	72	
High	66	85	86		66	80	87	
Non-mobile pupils								
Pupils on roll throughout years 10 & 11	195	73	71		195	73	71	
English as a First Language								
English or believed to be English	191	73	69		190	72	70	
Other than English or believed to be other than English	9	56	77	-	10	70	78	-
Unclassified	-	-	13	-	-	-	16	-
Special Educational Needs								
No Identified SEN	150	79	76		151	79	77	
SEN without a statement	44	55	50		43	51	46	
School Action	23	57	53		22	50	49	
School Action Plus	21	52	44		21	52	39	
SEN with a statement	6	50	26	-	6	33	21	-
Ethnicity Group								
White								
British	181	75	69		180	72	69	
Irish	-	-	76	-	-	-	77	-
Traveller of Irish Heritage	-	-	31	-	-	-	26	-



## Expected Progress English, mathematics

	English				Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig
Gypsy/Roma	-	-	28	-	-	-	22	-
Any Other White Background	3	67	75	-	3	67	76	-
Mixed								
White and Black Caribbean	2	50	67	-	2	50	63	-
White and Black African	-	-	75	-	-	-	72	-
White and Asian	2	50	77	-	2	100	77	-
Any other Mixed Background	2	0	75	-	2	0	74	-
Asian or Asian British								
Indian	1	100	83	-	2	100	88	-
Pakistani	4	50	71	-	3	67	71	-
Bangladeshi	-	-	78	-	-	-	79	-
Any other Asian Background	-	-	80	-	1	0	85	-
Black or Black British								
Black Caribbean	1	0	70	-	1	100	67	-
Black African	1	100	80	-	1	100	79	-
Any Other Black Background	-	-	72	-	-	-	69	-
Chinese	3	67	88	-	3	100	94	-
Any Other Ethnic Group	-	-	78	-	-	-	80	-
Unclassified - Refused	-	-	71	-	-	-	73	-
Unclassified - Information Not Obtained	-	-	23	-	-	-	25	-

A dash means that no significance test has been carried out. A blank space means that a significance test has been carried out and the result for school or group is not significantly different from the national average.

## Closing the Gaps at Key Stage 4

Table 6.1.1: Closing the Gaps - Free School Meals and Children Looked After (KS4.CTG)

This report aims to provide schools with an overview of the attainment and progress of pupils in either group of Children Looked After or Free School Meals in the last 6 years.

School Context

	Year 7	Year 8	Year 9	Year 10	Year 11
Number on roll	199	192	202	183	207
%FSM*	22.6	25.0	21.3	26.2	20.3
Children Looked After	2	3	0	2	2

Please note that the above data was sourced from the schools January 2013 census therefore the year groups displayed above refer to the academic year 2012/13.

Key Stage 2 to Key Stage 4 value added: CLA or FSM\*

	Overall				English				Mathematics			
	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score
All Pupils	201	995.0	8.7	1,000.0	201	1,000.5	0.9	1,000.0	201	1,000.0	0.9	1,000.0
Non CLA/FSM	159	996.2	10.5	1,005.8	159	1,000.8	1.1	1,000.6	159	1,000.6	1.1	1,000.6
CLA/FSM	42	989.6	20.5	983.2	42	999.3	2.2	998.5	42	997.9	2.2	998.2

Percentage achieving expected progress, 2013 English and Mathematics: CLA or FSM\*

	English				Mathematics			
	School		National		School		National	
	Cohort	Achieving Expected Progress %	Non CLA/FSM	Difference	Cohort	Achieving Expected Progress %	Non CLA/FSM	Difference
All Pupils	200	73	74	-1	200	72	76	-4
Non CLA/FSM	159	77	74	3	159	75	76	-1
CLA/FSM	41	56	74	-18	41	59	76	-17
Within School Gap		-21				-16		

## Closing the Gaps at Key Stage 4

Point scores, 2013, English and mathematics by CLA or FSM\*

	English (EBACC) average points				Mathematics (EBACC) average points			
	School		National		School		National	
	Cohort	APS	Non CLA/FSM	Difference	Cohort	APS	Non CLA/FSM	Difference
All Pupils	205	40.4	40.5	-0.1	205	39.9	40.9	-1.0
Non CLA/FSM	163	41.9	40.5	1.4	163	42.1	40.9	1.2
CLA/FSM	42	34.7	40.5	-5.8	42	31.5	40.9	-9.4
Within School Gap		-7.2				-10.6		

Percentage of pupils achieving 2013 threshold at Key Stage 4 by CLA or FSM\*

	English Baccalaureate				Basics indicator				5 A* - C including English and mathematics				5 A* - G including English and mathematics			
	School		National		School		National		School		National		School		National	
	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference
All Pupils	205	10	27	-17	205	65	67	-2	205	65	67	-2	205	97	95	2
Non CLA/FSM	163	12	27	-15	163	73	67	6	163	73	67	6	163	99	95	4
CLA/FSM	42	2	27	-25	42	36	67	-31	42	36	67	-31	42	88	95	-7
Within School Gap		-10				-37				-37				-11		

This report enables schools to compare the level of their CLA/FSM pupils' performance to the national level of non-(CLA or FSM) performance with the intention of encouraging schools to set more ambitious achievement goals for their CLA/FSM pupils. However, this report is also intended to encourage schools to further explore the performance of their CLA/FSM pupils by using the full range of data available in RAISEonline.



## Closing the Gaps at Key Stage 4

Table 6.1.2: Closing the Gaps Trend - Free School Meals and Children Looked After (KS4.CTGT)

This section displays trend data for indicators linked to floor standards

Percentage of pupils attaining 5 or more A\*-C GCSEs (or equivalent) including English and mathematics at Key Stage 4

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM *	Diff	Cohort	School	National Non CLA/FSM *	Diff	Cohort	School	National Non CLA/FSM *	Diff
All Pupils	206	64	65	-1	199	66	64	2	205	65	67	-2
CLA/FSM*	33	42	65	-23	48	42	64	-22	42	36	67	-31
Non CLA/FSM*	173	68	65	3	151	74	64	10	163	73	67	6
Within School Gap		-26				-32				-37		

Percentage of pupils achieving expected progress in English at Key Stage 4

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM *	Diff	Cohort	School	National Non CLA/FSM *	Diff	Cohort	School	National Non CLA/FSM *	Diff
All Pupils	202	73	77	-4	195	79	72	7	200	73	74	-1
CLA/FSM*	33	58	77	-19	47	55	72	-17	41	56	74	-18
Non CLA/FSM*	169	76	77	-1	148	87	72	15	159	77	74	3
Within School Gap		-18				-32				-21		

Percentage of pupils achieving expected progress in mathematics at Key Stage 4

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM *	Diff	Cohort	School	National Non CLA/FSM *	Diff	Cohort	School	National Non CLA/FSM *	Diff
All Pupils	202	79	71	8	195	78	73	5	200	72	76	-4
CLA/FSM*	33	58	71	-13	47	57	73	-16	41	59	76	-17
Non CLA/FSM*	169	83	71	12	148	84	73	11	159	75	76	-1
Within School Gap		-25				-27				-16		



## Closing the Gaps at Key Stage 4

This section displays trend data for average point scores

### Point scores English (Ebacc)

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM *	Diff	Cohort	School	National Non CLA/FSM *	Diff	Cohort	School	National Non CLA/FSM *	Diff
All Pupils	-	-	-	-	199	40.3	40.2	0.1	205	40.4	40.5	-0.1
CLA/FSM*	-	-	-	-	48	35.0	40.2	-5.2	42	34.7	40.5	-5.8
Non CLA/FSM*	-	-	-	-	151	42.0	40.2	1.8	163	41.9	40.5	1.4
Within School Gap		-				-7.0				-7.2		

### Point scores mathematics (Ebacc)

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM *	Diff	Cohort	School	National Non CLA/FSM *	Diff	Cohort	School	National Non CLA/FSM *	Diff
All Pupils	-	-	-	-	199	39.5	40.6	-1.1	205	39.9	40.9	-1.0
CLA/FSM*	-	-	-	-	48	34.1	40.6	-6.5	42	31.5	40.9	-9.4
Non CLA/FSM*	-	-	-	-	151	41.2	40.6	0.6	163	42.1	40.9	1.2
Within School Gap		-				-7.1				-10.6		

This report enables schools to compare the level of their CLA/FSM pupils' performance to the national level of non-(CLA or FSM) performance with the intention of encouraging schools to set more ambitious achievement goals for their CLA/FSM pupils.

However, this report is also intended to encourage schools to further explore the performance of their CLA/FSM pupils by using the full range of data available in RAISEonline.

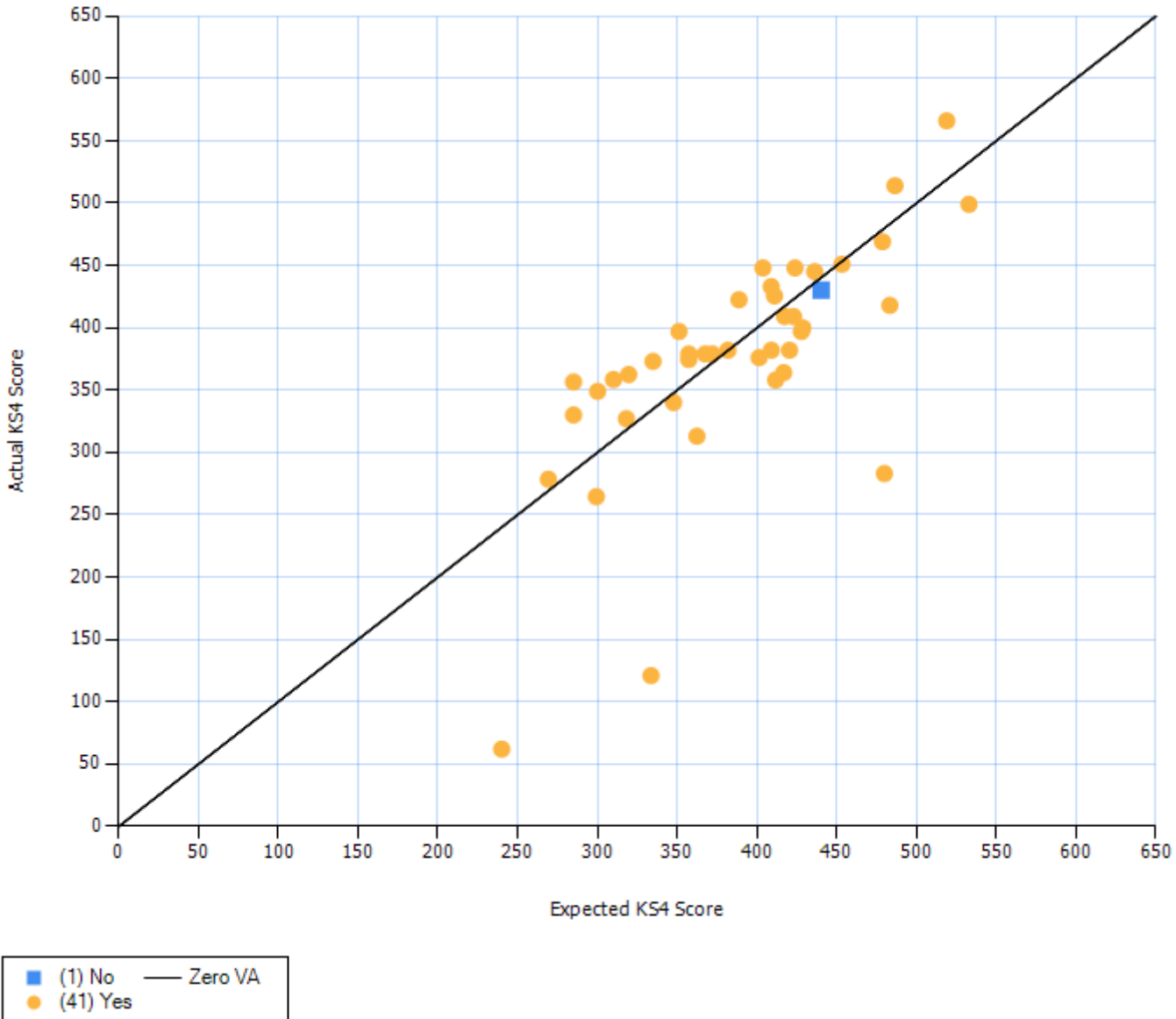


## Closing the Gaps at Key Stage 4

Chart 6.1.3: Key Stage 2 to Key Stage 4 value added analysis by pupil (FSM/CLA) (KS24.VASct)

2013 Best 8 including English and mathematics subject area value added line, showing spread of pupils by free school meal\*

This report provides schools with a time series displaying performance of pupils eligible for Free School Meals/Children Looked After for key indicators.



Coverage 100%

Filtered on: Looked after ever or FSM='Yes'

The information displayed is based on FSM/CLA but other group variants can be displayed using the interactive report.