



RAISEonline 2014 Summary Report  
Crofton Academy

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Local Authority	Wakefield

Based on the following datasets for 2014:-  
Key Stage 4: unvalidated data

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# Important – Secondary

The aim of the summary report is to help you see how effectively a school is performing in terms of the achievement, attendance and behaviour 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 inform their planning for an inspection.

## Major changes for 2014 RAISEonline

The main reports reflect the substantial differences in the way a school's performance will be reported in the 2014 Key Stage 4 Performance Tables (PT) and changes in GCSE examination structure.

In light of the differences, Key Stage 2 to Key Stage 4 value added is calculated using a revised model, as explained in the Library section of RAISEonline at <https://www.raiseonline.org>.

Greater subject-level detail provides information on performance in academic and vocational qualifications across the breadth of the curriculum.

The redesigned 'Closing the gaps' section reflects the emphasis on closing gaps in performance between disadvantaged pupils and others. Throughout RAISEonline, the pupil group previously known as FSM/CLA is referred to as disadvantaged. The group of pupils who are not disadvantaged is described as other pupils.

Destination measures are included.

## The impact of changes to performance measures and qualifications in 2014

Recommendations adopted from Professor Alison Wolf's Review of vocational education, the introduction of an early entry policy and changes in GCSE examination structure have had an impact on the 2014 Key Stage 4 results. The changes should be taken into account when considering results alongside those of previous years, as neither direct comparisons nor production of three-year trends are possible.

The changes affect results nationally and have varying impact on schools, depending upon their entry pattern. DfE analyses (<https://www.gov.uk/government/statistics/provisional-gcse-and-equivalent-results-in-england-2013-to-2014>) show that the proportion of pupils in state-funded schools attaining 5+ grades A\*-C including English and mathematics (5ACEM) in 2014 (55.9%) at national level is almost 5 percentage points (pp) lower than in 2013 (60.6%). On average, at national level, about 2pp of this change are due to early entry rules, 2pp to Wolf rules and 1pp to changes in examination structure and entry behaviour. The impact at school level will vary greatly depending on previous curriculum offer and examination entry pattern and the extent to which the school has changed these in response to performance table rule changes. Since 2013, the proportion making expected progress in state-funded schools has risen by 0.5pp (to 70.9%) in English and fallen by 5.5pp (to 65.3%) in mathematics (with about 2pp due to early entry rules and 3pp to other factors including examination structure). In RAISEonline, the national figures differ slightly from those in the DfE analyses because they include state-funded mainstream and special schools and non-maintained special schools. However, they show similar changes since 2013. In RAISEonline, the national figure for 5ACEM is 55% in 2014 and was 60% in 2013, and the percentages making expected progress are 70% in English and 65% in mathematics in 2014, and were 69% and 70% respectively in 2013.

## Changes in RAISEonline related to Performance Tables and subject-level detail

In 2014, the main reports for headline performance measures in RAISEonline:

\* include only qualifications meeting the new quality criteria (around 3000 qualifications have been removed since 2013)

\* count each qualification as no more than one GCSE in size (those previously counting as, for example, four GCSEs now have their contribution reduced)

- \* include a maximum of two approved level 1, 2 and 1/2 qualifications per pupil (5ACEM could previously include more non-GCSEs)
- \* do not include any level 1 or 2 qualifications smaller than the size of one GCSE (for example, short course GCSEs are no longer counted)
- \* credit only one of a pupil's overlapping qualifications (discounting is now applied across qualification type to enable a GCSE to discount a non-GCSE and vice versa; previously it was only within qualification type)
- \* use only a pupil's first entry to English Baccalaureate subjects (previously the pupil's best result in a subject was counted).

For 2014, results also reflect these changes in examination structure:

- \* the move to linear GCSEs, examined at the end of the course (previously some GCSEs used a modular approach)
- \* speaking and listening controlled assessments no longer contribute to GCSE English and English language results, but are reported separately.

The academic and vocational qualifications approved for use in PT are listed at <https://www.gov.uk/government/publications/key-stage-4-performance-tables-eligible-qualifications>. They are 'restricted to qualifications that are high quality, rigorous and enable progression to a range of study and employment opportunities for the majority of pupils', and follow the recommendations of the Review of vocational education – the Wolf report <https://www.gov.uk/government/publications/wolf-recommendations-progress-report#history>.

The early entry rules for GCSE are given at <https://www.gov.uk/government/news/changes-to-early-entry-at-gcse>. Pupils who have not taken an eligible qualification in a subject prior to 29 September 2013 will have their first entry counted in PT, even if the entries are with different awarding bodies. For pupils who have completed an eligible qualification before 29 September 2013, PT will still record their best result. For 2014 PT, the rules apply only to English Baccalaureate subjects. For 2015 PT, the rules will apply to all qualifications. The rules apply only to the school's results; individual pupils will still be able to use their best result to support applications to further and higher education, or for employment.

In RAISEonline, the table of GCSE subject results has been replaced by a report including all academic and vocational qualifications approved for use in PT. This provides wider curriculum coverage than previously, indicates the level of the qualification, and groups the subjects into families (such as French) then clusters (such as languages) to give an overview of provision. The table showing relative performance indicators has been brought back into the summary report in a new form using all approved qualifications, rather than only GCSE, grouped in subject families. This enables comparison of the overall outcomes in a subject family (such as level 1, 2 and 3 applied science) with others.

In addition to reports that reflect the PT rules, RAISEonline includes two new reports. They show: a) threshold and APS measures based on each of first entry and best entry, and b) entries and results in non-approved qualifications. The first report shows any differences between first and best entry and helps consideration of how much any differences since 2013 may be linked to early entry rules, Wolf rules or other factors such as changes in examination structure or entry behaviour. The second report provides information across the breadth of the curriculum when considered alongside the new table of all approved qualifications. It includes short GCSEs, non-approved iGCSEs, and level 2, 1 and entry level qualifications. The publication listing qualifications included in the 2014 PT states, 'Schools may offer qualifications that are approved for teaching pre-16 but are not included in the PT, and are encouraged to do so where they judge this to be in the best interests of a particular pupil.'

Changes in the Closing the gaps section in RAISEonline

All tables show three-year trends, so the extent to which gaps are closing may be seen.

The percentages of pupils making expected progress, and more than expected progress, from separate starting points are shown – this table appears first, to reflect its importance.

Shading has been introduced into the Closing the gaps reports. It is intended to identify gaps of educational importance. It will be applied only to the gaps between results for disadvantaged pupils in the school and other pupils nationally, and only for 2014 results. At Key Stage 4, it will be used only on the new table for expected, and more than expected, progress from each Key Stage 2 prior attainment starting level. Where the school's percentage of disadvantaged pupils falls below the national percentage for other pupils by an amount equivalent to three or more pupils, the difference will be shaded red. Where the school's percentage of disadvantaged pupils is equal to or above the national percentage for other pupils, the difference will be shaded yellow. This shading is intended to help schools and inspectors consider the extent to which the gap is closing or has closed in the last three years and the number of pupils affected.

In addition, the Closing the gaps section contains a scatterplot report which contrasts the overall value added scores of disadvantaged and other pupils.

The destination measures in RAISEonline

The production of destination measures naturally lags behind that of performance measures for the same cohort as it uses data collected more than a year after pupils have completed Key Stage 4. The destinations in 2011/12 of 2010/11 Key Stage 4 pupils are the most recent data available, and are included in RAISEonline. The production of these measures is being brought forward to sooner after the cohort completed Key Stage 4, so it is planned to include in the validated release of RAISEonline the destinations in 2012/13 of 2011/12 Key Stage 4 pupils. These destination data will be for the cohort two years prior to the pupils who completed Key Stage 4 in 2014. The full published data are at <https://www.gov.uk/government/statistics/destinations-of-key-stage-4-and-key-stage-5-pupils-2011-to-2012>. The destinations report is located between sections 2 and 3 in the summary report.

Other information

In RAISEonline, green and blue shading are 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.

Further information and guidance on the shading and the methodology used to calculate other measures presented in RAISEonline can be found at <https://www.raiseonline.org> in the Library section in the folder 'How Ofsted and DfE analyse your data'.

Further details of developments and changes to data can be found in the '2014 Key Stage 4 unvalidated data release newsletter - November 2014' pdf document in the 'Newsletters' folder.

The FAQ section of the library includes a wide range of common questions. Further information is also available within each interactive report at the 'Help?' button near the top right of the screen. We also recommend that you read RAISEonline Latest news regularly to keep up to date.

The Key Stage 4 unvalidated reports do not reflect the outcome of amendments requested by schools during the annual Performance Tables' data checking exercise run between 29 September and 13 October 2014. Accepted amendments from the checking exercise will be included in the DfE Key Stage 4 Performance Tables being published in January 2015 and the subsequent release of validated data in RAISEonline.

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. The interactive reports allow access to 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).

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 them in discussions with 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.

The summary report is divided into the following sections

1. Context
2. Absence and exclusions
3. Prior attainment
4. Attainment
5. Progress (Value added then Expected progress)
6. Closing the gaps

# Important Information for Governors – Secondary

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, behaviour and safety of all pupils in their school, including the most able and disadvantaged pupils, those for whom the pupil premium provides support.

The purpose of RAISEonline is to support school self-evaluation and to inform the school inspection process. It contains tables and charts that compare school and national figures. The figures allow governors to ask themselves questions that are essential for evaluating pupils' performance, which they can then follow up with challenging questions to leaders.

Follow-up questions might include:

- \* Why?
- \* How might curriculum provision, teaching or leadership and management be linked to it?
- \* What are the implications for curriculum, attainment and progress in the context of continuing changes in performance measures and qualifications?
- \* How well are curriculum and entry patterns for groups providing them with the breadth of qualifications to enable progression to a range of study and employment opportunities?
- \* How do performance/absence/exclusions in all current year groups compare with this?
- \* What actions are being taken to address this in all year groups?
- \* What evidence do you have of the impact of these actions?
- \* Which uses of the pupil premium are being effective in raising progress and attainment?

## Attainment and progress sections

The tables and charts showing pupils' achievement are in two separate sections: attainment and progress. The four different types of achievement data are:

### Attainment

- \* threshold data, which show the proportion of pupils that meet a particular standard
- \* average attainment of pupils, shown as an average point score (APS) for a qualification, or a capped total point score for the Best 8 qualifications taken by a pupil or a total point score for all qualifications taken by a pupil

### Progress between Key Stages 2 and 4

- \* expected progress and more than expected progress data, which show the proportions that make the progress expected by the government (such as from Level 4 to grade C), or more, for English and for mathematics
- \* value added (VA), which is an aggregate of each pupil's progress in relation to the progress of all pupils nationally with similar prior attainment, shown for the Best 8 qualifications and for each of the English Baccalaureate subject areas: English, mathematics, science, languages and humanities

Expected progress is calculated within each subject, for example, for mathematics it is based on the difference between a pupil's Key Stage 2 and Key Stage 4 attainment in mathematics. Value added uses each pupil's average Key Stage 2 score in English, mathematics and science combined as its baseline for calculating VA in a single subject area, such as mathematics, and overall VA for the Best 8 qualifications.

In many tables, green or blue shading is used where school results are statistically significantly above or below the national figure. The RAISEonline library contains details of how figures are calculated.

## Important changes in 2014 performance measures to take into account

Substantial changes in the 2014 Key Stage 4 performance measures and GCSE examination structure have had an impact on the 2014 Key Stage 4 results nationally and for schools, depending upon their pattern of entry. The changes and national impact are summarised in the section headed 'Important' at the front of this RAISEonline summary report. Governors should take these changes into account when considering results alongside those of previous years, as neither direct comparisons nor production of three-year trends are possible.

## Tables that are particularly useful for governors

Tables that governors might find particularly useful to look at are highlighted by the letter G in the top right corner, but the full suite of reports should be used when analysing a school's data. Descriptions of the highlighted tables and their numbers are below.

## An overview of key data

These three sets of tables provide a quick overview.

### 1. Three-year trends in key measures for all pupils:

Basic characteristics of your school (Table 1.1.1)

The Key Stage 2 prior attainment of pupils in each year group (Table 3.1.1) (Note that prior attainment is the best indicator of future performance.)

Absence and exclusions (Table 2.1.1)

Destinations in education, employment or training of pupils who completed Key Stage 4 three years ago (Table between sections 2 and 3, currently with only one year of data)

Attainment of 5 or more A\* to C including English and mathematics (Chart 4.1.1)

Average attainment in pupils' Best 8 approved qualifications (Chart 4.1.3) (Average attainment is given in terms of average point scores (APS), where 6 points represent one GCSE grade in one subject, 40 points are equivalent to GCSE grade C in one subject and 320 points are equivalent to GCSE grade C in eight subjects).

Progress in terms of value added overall for Best 8 and in English Baccalaureate subject areas (Table 5.1.1) (Value added compares each pupil's Key Stage 2 to 4 progress with all pupils nationally of similar prior attainment, assigns a score, aggregates scores to school level and centres them around 1000.)

The tables allow governors to ask themselves, and follow up, essential questions such as:

Is absence below average? How much is it diminishing?

Is the proportion of persistent absentees below average? Is it falling?

Are levels of exclusion below average? Are they appropriate? Are they falling?

Does the difference between exclusions and number of pupils excluded show a low rate of repeat exclusions?

Are the percentages of groups continuing to sustained education, employment or training above average?

Is the school proportion attaining 5A\*-C including English and mathematics above the national proportion? How much is it rising? How does it differ from 2013 and what differences in qualifications taken and entry time may have had an effect?

Does the percentage attaining 5A\*-C including English and mathematics meet the attainment part of the floor standard (40% in 2013 and 2014)? A school will be below the floor standard if it is below both the attainment and progress elements of the floor standard.

Is attainment above average? How much is attainment rising? How does it differ from 2013 and why?

Is progress above average (1000)? How much is progress rising?

In which subject areas is progress strong/weak? How many pupils were entered?

## 2. Progress from different starting points for all pupils this year:

Expected progress in English from Key Stage 2 to Key Stage 4 (Table 5.2.1)

Expected progress in mathematics from Key Stage 2 to Key Stage 4 (Table 5.3.1) (The progress expected by the government is from Level 5 to grade B, Level 4 to grade C, Level 3 to grade D, Level 2 to grade E and Level 1 to grade F.)

The tables allow governors to ask themselves, and follow up, essential questions such as:

Are enough low prior-attainers (Level 3 or below) catching up to reach grade C, by making more than expected progress?

Are enough of those who reached the expected level (4) at Key Stage 2 attaining the expected grade C (expected progress) and reaching grade B (more than expected progress)?

Are enough high prior-attainers (Level 5 or above) attaining at least grade B (expected progress), and reaching grades A\* or A (more than expected progress)?

Do the overall percentages making expected progress (on bottom row of the table) meet the progress part of the floor standard (in 2013, 73% in each of English and mathematics; 2014 standards are published in January 2015)? A school will be below the floor standard if it is below both the attainment and progress elements of the floor standard.

## 3. Closing the gaps in achievement between disadvantaged and other pupils

Closing any gaps in progress and attainment between disadvantaged pupils and other pupils nationally is a key focus for schools. The 'Closing the gaps' section at the back of the summary report shows three-year trends in the gaps in progress and attainment between disadvantaged pupils in your school and:

\* all other (non-disadvantaged) pupils nationally

\* other pupils in your school.

The four tables show:



- \* expected progress in English and mathematics from different starting points
- \* progress in terms of value added
- \* average attainment
- \* attainment of thresholds.

The key table, showing expected progress from different starting points, contains shading for comparisons of the 2014 progress of disadvantaged pupils with national figures for other pupils. Yellow shows school proportions at or above national figures; red shows proportions lower than national by a margin of three or more pupils.

The tables allow governors to ask themselves, and follow up, essential questions such as:

Is there a gap between the disadvantaged pupils and other pupils nationally? If so, how fast is it closing?

How wide are in-school gaps? How quickly are any gaps closing?

## Tables providing further detail and data for groups

Other tables marked with a G provide data for groups and further detail. The performance of groups should always be compared with the performance of all pupils nationally, also noting the comparison with the particular group nationally.

### Progress

Expected progress from different starting levels, and sublevels, for disadvantaged pupils and others, and for all pupils (Tables 5.2.1 – 5.3.4).

Value added three-year trend for groups (Table 5.1.4)

Scatter plot of value added for each disadvantaged pupil and other pupil (back page)

The scatter plot allows governors to ask themselves, and follow up, essential questions such as:

How does the value added differ for disadvantaged and other pupils, and for different prior attainment?

Is the value added very low for any pupils?

### Attainment

Results by subject in approved GCSE and other qualifications (with different types of qualification grouped into subject families then clustered to give an overview of provision), for all pupils (Table 4.1.11)

Results by subject in qualifications not approved for Performance Tables, for all pupils (Table 4.1.13)

Average overall attainment, grade and number of entries for groups (Table 4.1.15)

Attainment of the grade C threshold in each English Baccalaureate subject area for groups (Table 4.1.16)

Attainment based on first entry and on best entry overall and in each English Baccalaureate subject area, for all pupils (Table 4.1.17)

Attainment in mathematics by time of first entry for all pupils (Tables 4.1.18-19)

The tables allow governors to ask themselves, and follow up, essential questions such as:

Is attainment across each subject family or cluster, such as science, above average? How many entries were for each type of qualification in the family or cluster? How appropriate is the range of approved and non-approved qualifications to enable all pupils to do well?

How many qualifications on average do different groups enter and are their Best 8 points and average grade high enough?

How well do groups attain in English Baccalaureate subjects in relation to national figures for all pupils? How many of the group are entered?

How might early entry have affected attainment?

## Inspection

Inspectors will meet with as many governors during an inspection as is possible. They will expect governors to be familiar with performance data, including the headline information that Ofsted's data dashboard presents for their school, and know what the information in RAISEonline shows about the performance of the school. Inspectors will consider how well those responsible for governance use information to evaluate the performance of the school and to ask challenging questions which help the school to sustain high performance or to improve for all pupils, including disadvantaged pupils, those for whom the pupil premium provides support. Inspectors will consider the impact of what a school is doing to narrow any gaps in progress and attainment between disadvantaged pupils in the school and non-disadvantaged pupils nationally, as well as in the school. The School inspection handbook contains further information about how inspectors evaluate the effectiveness of governance. It also stipulates that inspectors take account of a range of data including information provided by the school.

## 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.

	2012	2013	2014	20th percentile	40th percentile	60th percentile	80th percentile
<b>Number on roll</b>							
School	970	983	970	8	617	845	1,047
National	990	978	957	8	617	845	1,047
<b>% girls</b>							
School	50.2	48.8	49.9	0.0	45.8	48.1	49.6
National	49.6	49.6	49.7	0.0	45.8	48.1	49.6
<b>% of pupils known to be eligible for free school meals (FSM)*</b>							
School	23.3	23.0	21.1	0.9	14.4	21.6	30.6
National	26.7	28.2	28.5	0.9	14.4	21.6	30.6
<b>% of pupils from minority ethnic groups</b>							
School	6.6	6.5	4.7	0.0	5.1	9.0	17.3
National	23.5	24.5	25.6	0.0	5.1	9.0	17.3
<b>% of pupils first language not / believed not to be English</b>							
School	4.2	3.9	2.2	0.0	1.7	3.6	8.1
National	13.0	13.6	14.4	0.0	1.7	3.6	8.1
<b>% of pupils supported at school action</b>							
School	10.7	11.7	9.4	0.0	6.1	8.7	11.3
National	12.1	11.2	10.4	0.0	6.1	8.7	11.3
<b>% of pupils supported by school action plus or with a statement of SEN</b>							
School	11.0	11.7	10.0	0.0	4.1	6.0	7.9
National	8.1	7.7	7.3	0.0	4.1	6.0	7.9
<b>% stability</b>							
School	92.6	92.1	92.5	46.0	88.5	91.7	93.7
National	92.3	92.4	92.1	46.0	88.5	91.7	93.7
<b>School deprivation indicator</b>							
School	0.18	0.18	0.18	0.03	0.12	0.16	0.23
National	0.21	0.22	0.22	0.03	0.12	0.16	0.23

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	196	49.0 / 51.0	21.4	3.6	0.5	18.4	2
8	200	56.0 / 44.0	21.5	4.5	1.0	17.0	2
9	188	53.2 / 46.8	19.1	5.9	3.2	23.4	2
10	204	48.5 / 51.5	19.6	4.6	3.4	18.6	0
11	182	43.4 / 56.6	24.2	4.9	2.7	19.8	3

## 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 %
	2012	2013	2014	2014
<b>White</b>				
British	92.4	92.5	94.3	71.6
Irish	0.0	0.0	0.0	0.3
Traveller of Irish heritage	0.1	0.0	0.0	0.1
Romany or Gypsy	0.0	0.1	0.1	0.3
any other White background	1.3	1.9	1.3	4.7
<b>Mixed</b>				
White & Black Caribbean	0.4	0.4	0.2	1.4
White & Black African	0.1	0.1	0.1	0.6
White & Asian	0.5	0.4	0.5	1.1
any other mixed background	0.3	0.3	0.4	1.7
<b>Asian or Asian British</b>				
Indian	0.4	0.4	0.3	2.7
Pakistani	1.2	1.0	0.7	4.0
Bangladeshi	0.0	0.0	0.0	1.6
any other Asian background	0.9	0.8	0.5	1.6
<b>Black or Black British</b>				
Caribbean	0.1	0.1	0.0	1.3
African	0.3	0.1	0.0	3.4
any other Black background	0.0	0.0	0.0	0.7
Chinese	0.7	0.7	0.4	0.4
Any other ethnic group	0.0	0.0	0.0	1.6
Parent/pupil preferred not to say	1.1	1.1	1.0	0.5
Ethnicity not known	0.0	0.0	0.0	0.5
-----				
<b>First language</b>				
English	95.8	96.1	97.8	83.2
Other	4.2	3.9	2.2	16.6
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		
	2012	2013	2014	2012	2013	2014
Specific Learning Difficulty	9	10	5	4	5	4
Moderate Learning Difficulty	7	10	12	0	1	1
Severe Learning Difficulty	2	0	0	0	0	0
Profound & Multiple Learning Difficulty	0	0	0	0	0	0
Behaviour, Emotional & Social Difficulties	44	52	37	2	1	1
Speech, Language and Communication Needs	2	2	0	4	3	3
Hearing Impairment	2	2	3	1	1	0
Visual Impairment	2	1	2	12	11	9
Multi-Sensory Impairment	0	0	0	0	0	0
Physical Disability	0	1	3	2	1	0
Autistic Spectrum Disorder	4	4	2	7	8	13
Other Difficulty/Disability	1	0	0	2	2	2
School total	73	82	64	34	33	33
Percentage of school roll	7.5	8.3	6.6	3.5	3.4	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, from 2013, 3 terms of data for 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.

	2012			2013			2014		
	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	10.0	6.9	6.5	7.6	6.6	6.4	5.3	5.8	5.1
% Persistent absentees- absent for 20% or more sessions	-	-	-	-	-	-	-	-	-
% of sessions missed due to Overall Absence	6.4	5.7	5.7	5.9	5.9	5.9	4.5	5.1	5.0
<b>Exclusions</b>									
Permanent exclusions as a percentage of the pupil group	0.00	0.14	-	0.00	0.12	-	-	-	-
% enrolments with 1 or more fixed term exclusions	6.10	4.34	-	5.10	3.86	-	-	-	-
Fixed term exclusions as a percentage of the pupil group	10.54	7.98	-	10.31	6.87	-	-	-	-

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 2014 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, from 2013, 3 terms of data 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	4.5	5.1	5.3	5.8
Gender				
Male	4.1	4.9	4.4	5.5
Female	4.9	5.2	6.2	6.1
Free School Meals*				
FSM	7.2	7.3	14.1	11.5
Non FSM	3.7	4.1	3.1	3.4
English as a First Language				
English or believed to be English	4.5	5.2	5.3	6.1
Other than English or believed to be other than English	5.1	4.4	4.5	3.9
Unclassified	0.0	5.3	0.0	6.1
Special Educational Needs				
No Identified SEN	3.8	4.5	3.0	4.5
SEN without a statement	7.3	7.3	15.5	11.5
School Action	6.0	6.5	14.7	9.4
School Action Plus	9.2	8.7	16.7	15.5
SEN with a statement	4.6	7.0	2.9	11.3
Ethnic Group				
White				
British	4.5	5.2	5.3	6.3
Irish	0.0	5.5	0.0	6.8
Traveller of Irish Heritage	0.0	20.3	0.0	44.6
Gypsy/Roma	11.6	14.6	0.0	31.9
Any Other White Background	5.4	5.3	7.1	5.7
Mixed				
White and Black Caribbean	1.9	6.2	0.0	8.6
White and Black African	3.4	4.9	0.0	5.3
White and Asian	8.6	4.9	40.0	5.4
Any other Mixed Background	5.8	5.1	0.0	5.8
Asian or Asian British				
Indian	4.0	3.3	0.0	2.0
Pakistani	5.1	5.0	0.0	4.4



## Absence and exclusions

Bangladeshi	0.0	4.3	0.0	3.0
Any other Asian Background	4.3	3.5	0.0	2.4
Black or Black British				
Black Caribbean	0.0	4.5	0.0	5.0
Black African	0.0	2.9	0.0	1.8
Any Other Black Background	0.0	4.0	0.0	4.1
Chinese	1.6	2.0	0.0	1.0
Any Other Ethnic Group	0.0	4.3	0.0	3.7
Unclassified - Refused	5.0	5.4	10.0	6.2
Unclassified - Information Not Obtained	9.3	6.4	0.0	4.4

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## Absence and exclusions

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

These data relate to 2013 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	10.31	6.87	5.10	3.86	0.00	0.12
Gender						
Male	12.13	9.65	6.36	5.40	0.00	0.19
Female	8.39	4.06	3.77	2.29	0.00	0.06
Free School Meals*						
FSM	31.25	16.34	14.73	8.49	0.00	0.24
Non FSM	4.10	4.35	2.25	2.67	0.00	0.05
English as a First Language						
English or believed to be English	9.87	7.19	4.88	3.93	0.00	0.13
Other than English or believed to be other than English	21.05	4.85	10.53	3.40	0.00	0.10
Unclassified	0.00	11.42	0.00	6.76	0.00	0.27
Special Educational Needs						
No Identified SEN	3.99	3.77	2.53	2.42	0.00	0.06
SEN without a statement	33.67	20.08	14.29	10.07	0.00	0.44
School Action	9.57	13.83	6.09	7.53	0.00	0.24
School Action Plus	67.90	32.49	25.93	15.10	0.00	0.84
SEN with a statement	15.15	21.65	9.09	10.11	0.00	0.25
Ethnic Group						
White						
British	10.04	7.02	4.86	3.76	0.00	0.12
Irish	0.00	7.24	0.00	3.99	0.00	0.16
Traveller of Irish Heritage	0.00	45.75	0.00	21.72	0.00	0.87
Gypsy/Roma	100.00	31.89	100.00	15.86	0.00	0.61
Any Other White Background	5.26	5.42	5.26	3.40	0.00	0.11
Mixed						
White and Black Caribbean	25.00	14.40	25.00	8.11	0.00	0.35
White and Black African	0.00	8.77	0.00	5.31	0.00	0.18
White and Asian	0.00	5.35	0.00	3.13	0.00	0.11
Any other Mixed Background	0.00	7.63	0.00	4.61	0.00	0.21
Asian or Asian British						
Indian	0.00	1.64	0.00	1.27	0.00	0.04
Pakistani	20.00	5.54	10.00	3.86	0.00	0.10
Bangladeshi	0.00	4.09	0.00	3.04	0.00	0.05

## 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	62.50	2.82	25.00	2.03	0.00	0.06
Black or Black British						
Black Caribbean	0.00	12.62	0.00	8.08	0.00	0.37
Black African	0.00	7.35	0.00	5.27	0.00	0.13
Any Other Black Background	0.00	9.90	0.00	6.51	0.00	0.29
Chinese	0.00	0.65	0.00	0.53	0.00	0.04
Any Other Ethnic Group	0.00	5.40	0.00	3.72	0.00	0.12
Unclassified - Refused	0.00	7.27	0.00	4.36	0.00	0.12
Unclassified - Information Not Obtained	0.00	8.25	0.00	4.71	0.00	0.21

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.

## KS4 Destinations

## Destinations in 2011/12 of 2010/11 Key Stage 4 pupils (Destinations)

		Overall percentage going to a sustained education or employment/training destination						Sustained education		Sustained employment and/or training		Sustained education/ employment/ training combination destination			
Cohort		Sch		Nat		Cohort		Sch	Nat	Sch	Nat	Sch		Nat	
All Pupils	206	86		89		206		82	86	3	2	1		1	
Gender															
Male	107	83		88		107		80	85	1	2	2		1	
Female	99	89		90		99		83	87	5	1	1		1	
Free School Meals**															
FSM	12	67		81		12		67	77	0	2	0		2	
Non FSM	194	87		90		194		82	88	3	2	2		1	

Sustained education - breakdown																													
		Mainstream										Specialist provision								Destination not sustained		Destination not sustained /NEET		Activity not captured					
Cohort		Further education college		Independent school		Other further education provider		School sixth form (state funded)		Sixth form college		Specialist post-16 institution		Alternative provision or pupil referral unit		Special school		Apprenticeships *		Sustained education combination destination		Destination not sustained		Destination not sustained /NEET		Activity not captured			
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat		
All Pupils	206	42	33	0	0	7	4	1	36	31	12	0	0	0	0	0	1	10	5	0	0	8	6	6	3	0	2		
Gender																													
Male	107	42	35	0	0	7	4	1	34	30	11	0	0	0	0	0	1	11	6	0	0	9	6	7	3	0	2		
Female	99	42	32	0	0	7	3	2	38	31	13	0	0	0	0	0	1	8	4	0	0	6	6	5	3	0	2		
Free School Meals**																													
FSM	12	42	40	0	0	8	5	0	22	17	9	0	0	0	0	0	2	17	4	0	0	17	10	17	6	0	3		
Non FSM	194	42	32	0	0	7	3	2	38	31	12	0	0	0	0	0	1	9	5	0	0	7	6	6	2	0	2		

\* Young people counted as being on apprenticeships are included within the figures for further education colleges, sixth form colleges and school sixth forms. They are shown again in the column headed 'Apprenticeships'.

\*\* For this report only, pupils are classified as FSM if they were eligible for and claiming free school meals at the date of the Y11 January School Census.

All school and national figures are percentages.

For more information on this report please see the associated help article.



## 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 2013/14. 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 2013	School	National	Difference	Sig	% Coverage
Year 11	27.6	27.9	-0.3		96.7
Year 10	27.7	27.6	0.1		98.0
Year 9	27.2	27.5	-0.3		97.3
Year 8	28.3	28.4	-0.1		98.5
Year 7	29.1	28.5	0.6	Sig+	98.5

### % by Prior Attainment Band

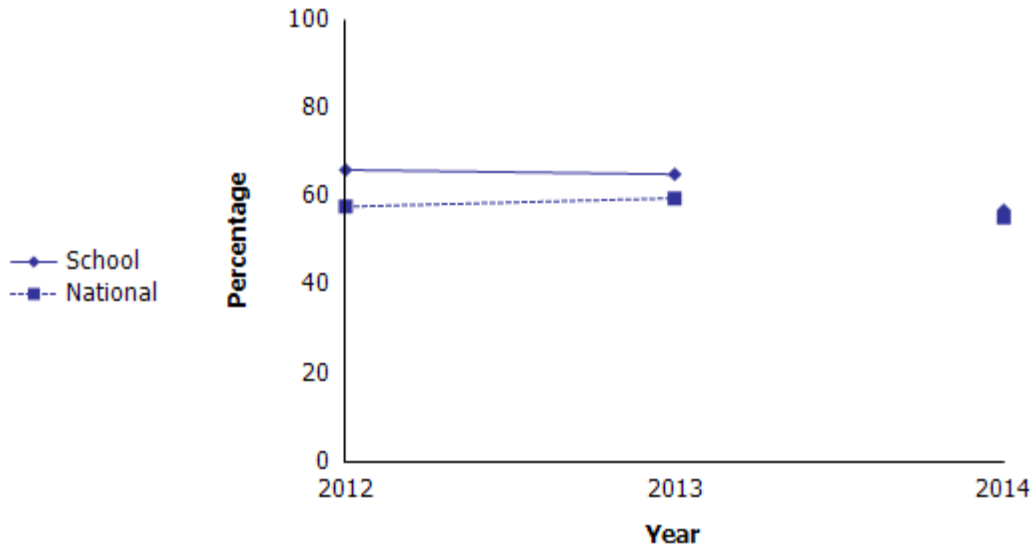
	School			National		
	Low	Middle	High	Low	Middle	High
Year 11	19.3	47.2	33.5	14.6	52.5	32.9
Year 10	13.5	42.5	44.0	16.3	49.1	34.7
Year 9	22.4	43.2	34.4	17.5	51.7	30.8
Year 8	12.7	50.3	37.1	13.6	48.1	38.3
Year 7	11.9	49.2	38.9	13.5	48.7	37.8

## 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) (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)



% achieving 5 or more A* to C (inc English and Maths)	2012	2013	2014*
Cohort	199	205	181
School	66	65	57
National	58	60	55
Difference	8	5	2
Significance	Sig+		

\*From 2014 only performance tables approved qualifications are counted

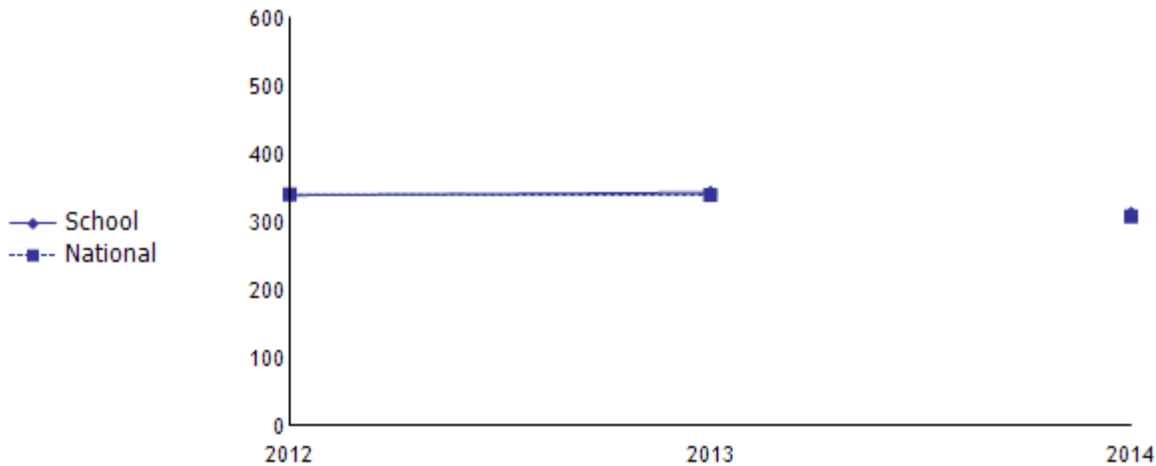


## Attainment at Key Stage 4

Chart 4.1.3 and Table 4.1.4: Attainment, Average Capped Point Score, Best 8 Subjects (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)**



	GCSE and Equivalent		Performance tables approved Quas
	2012	2013	2014*
Average capped total points score (best 8 subjects)			
Cohort	199	205	181
School	338.2	342.5	311.7
National	339.5	338.3	306.9
Difference	-1.3	4.2	4.8
Significance			

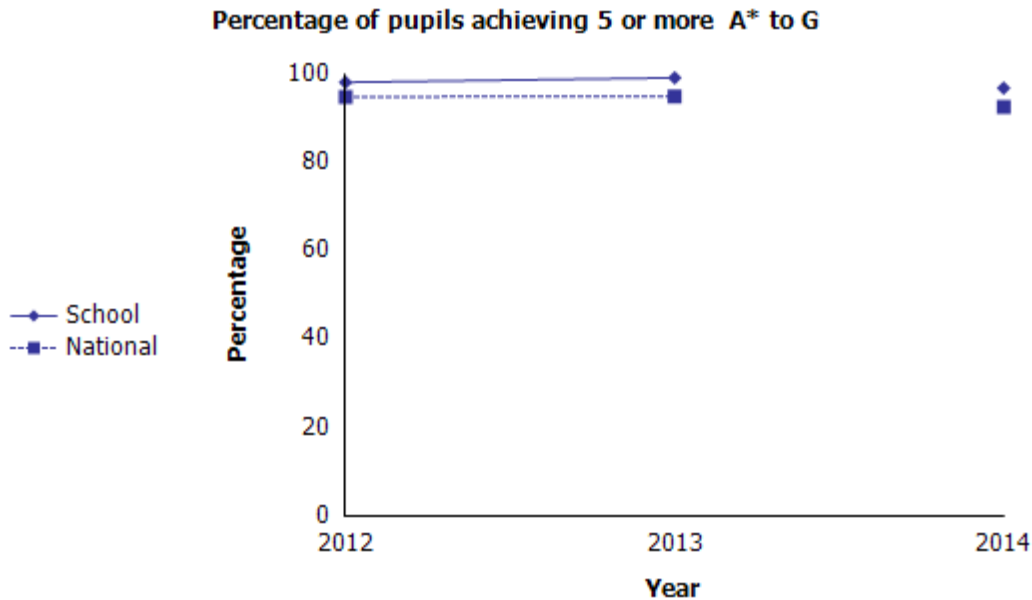
For an explanation of why APS may vary between reports, please see FAQ.

\*From 2014 only performance tables approved qualifications are counted

## Attainment at Key Stage 4

Chart 4.1.5 and Table 4.1.6: Percentage of candidates achieving 5 or more A\* to G (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	2012	2013	2014*
Cohort	199	205	181
School	98	99	97
National	95	95	92
Difference	3	4	5
Significance	Sig+	Sig+	Sig+

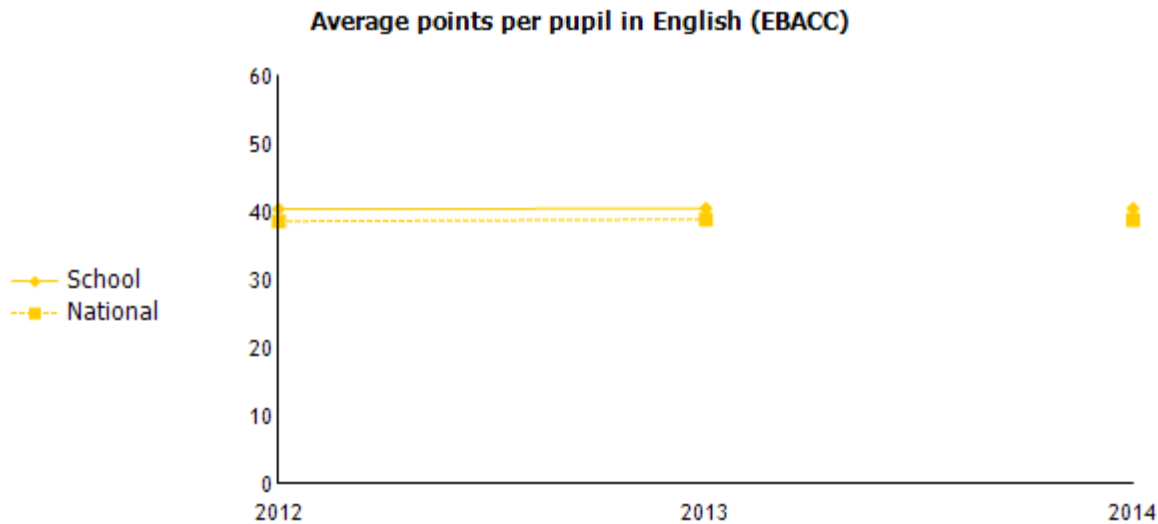
\*From 2014 only performance tables approved qualifications are counted



## 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)	GCSE and Equivalent		Performance tables approved Quas
	2012	2013	2014*
Cohort	199	205	181
School	40.3	40.4	40.4
National	38.5	38.8	38.7
Difference	1.8	1.6	1.7
Significance	Sig+	Sig+	Sig+

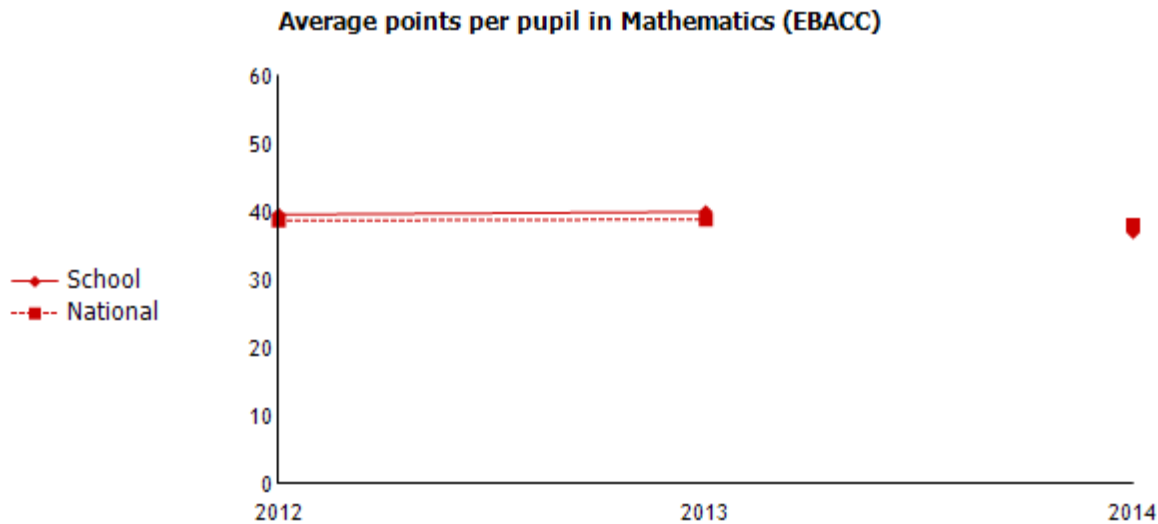
For an explanation of why APS may vary between reports, please see FAQ.

\*From 2014 only performance tables approved qualifications are counted

## 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)	GCSE and Equivalent		Performance tables approved Quals
	2012	2013	2014*
Cohort	199	205	181
School	39.5	39.9	36.9
National	38.6	38.8	38.0
Difference	0.9	1.1	-1.1
Significance			

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

\*From 2014 only performance tables approved qualifications are counted

## Attainment at Key Stage 4

Table 4.1.11: Summary of Key Stage 4 Non Performance Tables Approved Qualification results for 2014 (KS4.NPTAQ)

This report lists the outcomes of the non performance tables approved qualifications with the number of pupils entered and their outcomes. These results are not included in any other school analyses.

School Cohort: 181

Qualification	Subject	Entries	Entry % of cohort	A*	A	B	C	D	E	G	F	U	Q	No Result
GCSE Short Course	French	2	1%	0	0	1	0	0	0	0	1	0	0	0
	Religious Studies	74	41%	3	6	16	24	11	10	1	3	0	0	0
	Soc Sci:Citizenshp	5	3%	0	0	3	2	0	0	0	0	0	0	0

Qualification	Subject	Entries	Entry % of cohort	L2 Distinction*	L1 Distinction	L1 Merit	L1 Pass	L2 Distinction	L2 Merit	L2 Pass
OCR Cambridge National Award	computer use	0	0%	0	0	0	0	0	0	0

Qualification	Subject	Entries	Entry % of cohort	Distinction	Merit	Pass	Fail	U	Q	No Result
Other General Qualification at Level 1	French	134	74%	46	49	37	0	2	0	0
	Spanish	33	18%	16	17	0	0	0	0	0

Qualification	Subject	Entries	Entry % of cohort	Entry 1 Pass	Entry 2 Pass	Entry 3 Pass	U	Q	No Result
ELQ Band C	English	14	8%	0	14	0	0	0	0
	Geography	2	1%	0	0	2	0	0	0
	History	2	1%	0	1	1	0	0	0

## Attainment at Key Stage 4

Qualification	Subject	Entries	Entry % of cohort	Pass	Fail	U	Q	No Result
BTEC Certificate Level 2	fire prevention	9	5%	9	0	0	0	0
VRQ Level 1	automotive eng	6	3%	6	0	0	0	0
	hairdressing	4	2%	4	0	0	0	0
	self development	5	3%	5	0	0	0	0
VRQ Level 2	self development	16	9%	16	0	0	0	0

Qualification	Subject	Entries	Entry % of cohort	4 Distinction	4 Merit	4 Pass	Fail
Grade 4 Music or Dance	music performance	1	1%	0	0	1	0

Qualification	Subject	Entries	Entry % of cohort	Entry 2 Pass	Q
ELQ Band B	English	3	2%	3	0

Qualification	Subject	Entries	Entry % of cohort	Entry 3 Pass
Functional Skill at Entry Level	communication	2	1%	2
	numeracy	2	1%	2

## Attainment at Key Stage 4

Table 4.1.12: Key Stage 4, attainment, thresholds by pupil characteristics, 2014\* (KS4.22)

## Percentage of candidates achieving thresholds

The Basics are the percentage of pupils achieving C grade or above in both English and mathematics performance tables approved qualifications. Statistical significance tests have not been performed on this data.

Cohort		Percentage of pupils achieving each threshold									
		<b>5+ A* to C (incl Eng and Mat)</b>		5+ A* to C		5+ A* to G		English Baccalaureate		Basics	
		School	National	School	National	School	National	School	National	School	National
All Pupils	181	57	55	70	64	97	92	16	24	57	58
Gender											
Male	79	57	50	65	59	95	91	9	19	58	53
Female	102	57	61	74	70	98	94	22	28	57	62
Free School Meals*											
FSM	44	30	36	48	45	93	86	5	11	30	39
Not FSM	137	66	62	77	72	98	95	20	28	66	64
Children Looked After											
CLA	3	33	15	33	21	67	62	0	3	33	18
Not CLA	178	57	56	70	65	97	93	16	24	58	58
Disadvantaged pupils											
Disadvantaged pupils	45	29	36	47	44	91	85	4	11	29	39
Other pupils	136	66	62	77	72	99	95	20	28	67	64
Prior Attainment											
Low	35	0	5	3	11	83	73	0	1	0	6
Middle	83	53	50	77	63	100	96	6	12	54	53
High	59	97	92	100	96	100	99	37	54	97	93
Non-mobile pupils											
Pupils on roll throughout years 10 & 11	174	58	57	71	66	98	94	17	24	59	59
English as a First Language											
English or believed to be English	176	59	56	70	65	97	93	16	24	59	59
Other than English or believed to be other	5	0	54	40	65	100	93	0	25	0	56
Unclassified	-	-	6	-	8	-	16	-	2	-	8

## Attainment at Key Stage 4

Special Educational Needs											
No Identified SEN	145	68	64	83	73	99	96	19	28	69	66
SEN without a statement	32	9	23	16	32	84	84	3	6	9	25
School Action	20	5	24	10	34	90	89	0	6	5	27
School Action Plus	12	17	20	25	27	75	76	8	5	17	23
SEN with a statement	4	25	8	25	11	100	39	0	2	25	9
Ethnicity Group											
White											
British	172	59	56	71	65	97	93	16	23	59	58
Irish	-	-	65	-	73	-	94	-	34	-	67
Traveller of Irish Heritage	-	-	14	-	17	-	56	-	2	-	15
Gypsy/Roma	-	-	8	-	11	-	47	-	1	-	9
Any Other White Background	2	0	52	0	63	100	92	0	26	0	54
Mixed											
White and Black Caribbean	1	0	48	0	58	100	91	0	17	0	51
White and Black African	-	-	56	-	68	-	95	-	24	-	58
White and Asian	1	0	67	0	74	0	95	0	35	0	68
Any other Mixed Background	-	-	60	-	70	-	94	-	30	-	62
Asian or Asian British											
Indian	1	100	72	100	81	100	97	0	40	100	74
Pakistani	2	0	51	50	61	100	94	0	20	0	53
Bangladeshi	-	-	60	-	70	-	95	-	26	-	63
Any other Asian Background	1	100	62	100	72	100	95	100	32	100	63
Black or Black British											
Black Caribbean	-	-	46	-	58	-	93	-	15	-	49
Black African	-	-	56	-	67	-	95	-	24	-	58
Any Other Black Background	-	-	48	-	59	-	92	-	19	-	50
Chinese	1	0	74	100	85	100	96	0	49	0	75
Any Other Ethnic Group	-	-	56	-	67	-	93	-	28	-	58
Unclassified - Refused	-	-	59	-	68	-	93	-	28	-	61
Unclassified - Information Not Obtained	-	-	15	-	18	-	32	-	7	-	17

\*From 2014 only performance tables approved qualifications are counted

## Attainment at Key Stage 4

Table 4.1.13: Key Stage 4 average point scores by pupil characteristics for 2014\* (KS4.2A)

	Cohort	Capped point scores			Total point scores			Average grade per qualification	Average points per qualification	Average number of qualifications
		National	School	Sig	National	School	Sig	School	School	School
All Pupils	181	306.9	311.7		361.9	364.1		C	40.7	8.94
Gender										
Male	79	293.2	296.6		342.4	347.2		C	39.8	8.73
Female	102	321.2	323.4		382.1	377.1		C+	41.4	9.11
Free School Meals*										
FSM	44	258.7	255.3		290.8	283.1		D+	36.6	7.74
Non FSM	137	324.1	329.8		387.2	390.0		C+	41.8	9.33
Children Looked After										
CLA	3	176.9	204.7		189.6	231.3		D	33.0	7.00
Not CLA	178	307.9	313.5		363.2	366.3		C	40.8	8.97
Disadvantaged pupils										
Disadvantaged pupils	45	257.7	251.5		289.6	278.7		D+	36.3	7.68
Other pupils	136	324.8	331.6		388.1	392.3		C+	41.9	9.36
Prior Attainment										
Low	35	183.4	177.7		190.8	179.1		E+	29.6	6.06
Middle	83	302.4	318.2	Sig+	344.5	371.0	Sig+	C	39.6	9.37
High	59	384.6	383.7		486.5	466.3	Sig-	B	46.2	10.09
Non-mobile pupils										
Pupils on roll throughout years 10 & 11	174	312.3	315.7		368.9	369.7		C+	41.0	9.01
English as First Language										
English or believed to be English	176	309.5	312.9		364.7	366.2		C	40.8	8.97
Other than English or believed to be other than English	5	309.9	268.8		367.2	289.2		D+	36.2	8.00
Unclassified	0	75.7	-	-	81.3	-	-	-	-	-
Special Education Needs										
No Identified SEN	145	329.8	337.7		393.6	399.9		C+	42.0	9.51
SEN without a statement	32	237.0	204.3		258.3	214.4	Sig-	D-	32.4	6.63
School Action	20	249.5	203.5	Sig-	272.8	210.6	Sig-	D-	31.4	6.70

## Attainment at Key Stage 4

School Action Plus	12	213.9	205.6		231.3	220.8		D	34.0	6.50
SEN with a statement	4	112.2	227.3		118.3	261.8		C-	38.8	6.75
-----										
Ethnicity Group										
White										
British	172	308.2	314.0		362.6	367.3		C	40.9	8.99
Irish	0	329.2	-	-	396.2	-	-	-	-	-
Traveller of Irish Heritage	0	160.5	-	-	171.7	-	-	-	-	-
Gypsy/Roma	0	135.3	-	-	141.4	-	-	-	-	-
Any Other White Background	2	306.8	204.0		365.6	204.0		D-	31.4	6.50
Mixed										
White and Black Caribbean	1	290.5	259.0	-	335.5	259.0	-	C-	37.0	7.00
White and Black African	0	316.5	-	-	374.8	-	-	-	-	-
White and Asian	1	334.3	66.0	-	404.5	66.0	-	G	16.5	4.00
Any other Mixed Background	0	321.7	-	-	384.8	-	-	-	-	-
Asian or Asian British										
Indian	1	350.5	344.0	-	432.6	458.0	-	C+	41.6	11.00
Pakistani	2	302.7	302.0		351.8	336.0		C-	37.3	9.00
Bangladeshi	0	320.4	-	-	379.5	-	-	-	-	-
Any other Asian Background	1	328.6	395.0	-	398.2	487.0	-	B+	48.7	10.00
Black or Black British										
Black Caribbean	0	292.2	-	-	334.8	-	-	-	-	-
Black African	0	312.7	-	-	366.9	-	-	-	-	-
Any Other Black Background	0	294.6	-	-	342.1	-	-	-	-	-
Chinese	1	370.2	332.0	-	472.8	366.0	-	C	40.7	9.00
Any Other Ethnic Group	0	313.5	-	-	374.2	-	-	-	-	-
Unclassified - Refused	0	318.1	-	-	379.8	-	-	-	-	-
Unclassified - Information Not Obtained	0	123.3	-	-	137.8	-	-	-	-	-

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

\*From 2014 only performance tables approved qualifications are counted



## Attainment at Key Stage 4

Table 4.1.14: 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 2014	Percentages based upon total number of pupils in cohort									Percentages based upon subject entry											
		English Baccalaureate			Basics			English			Mathematics			Science			Languages			Humanities		
		Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National
All Pupils	181	38	16	24	180	57	58	181	69	67	180	64	67	94	91	72	48	81	69	114	68	66
<b>Gender</b>																						
Male	79	10	9	19	78	58	53	79	65	60	78	63	66	44	95	70	14	71	62	46	67	62
Female	102	28	22	28	102	57	62	102	72	75	102	64	68	50	88	74	34	85	73	68	68	70
<b>Free School Meals*</b>																						
FSM	44	3	5	11	43	30	39	44	45	51	43	41	49	13	92	58	5	60	58	13	85	48
Non FSM	137	35	20	28	137	66	64	137	76	73	137	71	73	81	91	75	43	84	71	101	65	71
<b>Children Looked After</b>																						
CLA	3	0	0	3	3	33	18	3	33	28	3	33	27	1	100	42	0	-	48	1	100	32
Not CLA	178	38	16	24	177	58	58	178	69	68	177	64	67	93	91	72	48	81	69	113	67	66
<b>Disadvantaged pupils</b>																						
Disadvantaged pupils	45	3	4	11	44	29	39	45	44	51	44	40	49	13	92	58	5	60	58	13	85	48
Other pupils	136	35	20	28	136	67	64	136	76	73	136	71	74	81	91	75	43	84	71	101	65	71
<b>Prior Attainment</b>																						
Low	35	0	0	1	34	0	6	35	3	18	34	6	12	1	0	18	0	-	37	5	0	13
Middle	83	12	6	12	83	54	53	83	76	68	83	64	66	35	80	59	21	67	53	55	47	54
High	59	24	37	54	59	97	93	59	98	95	59	98	97	56	100	92	25	92	84	51	96	90
<b>Non-mobile pupils</b>																						
Pupils on roll throughout years 10 & 11	174	38	17	24	173	59	59	174	70	69	173	64	68	93	92	72	48	81	68	110	69	67
<b>English as a First Language</b>																						
First Language - English	176	38	16	24	175	59	59	176	70	69	175	65	67	94	91	72	48	81	67	113	68	67
First Language - Other	5	0	0	25	5	0	56	5	20	64	5	20	68	0	-	74	0	-	78	1	0	64


## Attainment at Key Stage 4

	Total number of pupils in 2014	Percentages based upon total number of pupils in cohort									Percentages based upon subject entry											
		English Baccalaureate			Basics			English			Mathematics			Science			Languages			Humanities		
		Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National
First Language - Unclassified	0	-	-	2	-	-	8	-	-	10	-	-	17	-	-	56	-	-	74	-	-	48
Special Educational Needs																						
Non-SEN	145	37	19	28	145	69	66	145	81	76	145	76	75	90	91	75	46	83	70	105	70	70
SEN without a statement	32	1	3	6	31	9	25	32	19	36	31	13	37	3	100	49	2	50	50	8	38	39
School Action	20	0	0	6	20	5	27	20	15	38	20	10	40	1	100	49	1	0	49	4	25	38
School Action Plus	12	1	8	5	11	17	23	12	25	33	11	17	33	2	100	48	1	100	52	4	50	40
SEN with a statement	4	0	0	2	4	25	9	4	25	12	4	25	15	1	100	48	0	-	53	1	100	39
<u>Ethnicity Group</u>																						
White																						
British	172	36	16	23	171	59	58	172	70	68	171	65	67	92	92	71	46	80	66	111	68	66
Irish	0	-	-	34	-	-	67	-	-	77	-	-	73	-	-	78	-	-	74	-	-	76
Traveller of Irish Heritage	0	-	-	2	-	-	15	-	-	23	-	-	26	-	-	50	-	-	47	-	-	39
Gypsy/Roma	0	-	-	1	-	-	9	-	-	15	-	-	13	-	-	28	-	-	40	-	-	23
Any Other White Background	2	0	0	26	2	0	54	2	0	62	2	0	66	0	-	73	0	-	87	1	0	65
Mixed																						
White and Black Caribbean	1	0	0	17	1	0	51	1	0	65	1	0	59	0	-	64	0	-	60	0	-	59
White and Black African	0	-	-	24	-	-	58	-	-	71	-	-	67	-	-	72	-	-	75	-	-	67
White and Asian	1	0	0	35	1	0	68	1	0	76	1	0	75	0	-	79	0	-	76	0	-	75
Any other Mixed Background	0	-	-	30	-	-	62	-	-	72	-	-	70	-	-	75	-	-	77	-	-	69
Asian or Asian British																						
Indian	1	1	0	40	1	100	74	1	100	79	1	100	82	1	0	83	1	100	78	1	100	77
Pakistani	2	0	0	20	2	0	53	2	50	63	2	0	63	0	-	72	0	-	69	0	-	59
Bangladeshi	0	-	-	26	-	-	63	-	-	72	-	-	71	-	-	75	-	-	70	-	-	66
Any other Asian Background	1	1	100	32	1	100	63	1	100	69	1	100	76	1	100	80	1	100	79	1	100	71
Black or Black British																						
Black Caribbean	0	-	-	15	-	-	49	-	-	64	-	-	58	-	-	63	-	-	56	-	-	52

## Attainment at Key Stage 4

Total number of pupils in 2014	Percentages based upon total number of pupils in cohort									Percentages based upon subject entry												
	English Baccalaureate			Basics			English			Mathematics			Science			Languages			Humanities			
	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	
Black African	0	-	-	24	-	-	58	-	-	68	-	-	68	-	-	74	-	-	69	-	-	62
Any Other Black Background	0	-	-	19	-	-	50	-	-	63	-	-	59	-	-	66	-	-	67	-	-	56
Chinese	1	0	0	49	1	0	75	1	0	76	1	100	91	0	-	89	0	-	91	0	-	85
Any Other Ethnic Group	0	-	-	28	-	-	58	-	-	65	-	-	70	-	-	76	-	-	83	-	-	66
Unclassified - Refused	0	-	-	28	-	-	61	-	-	70	-	-	70	-	-	75	-	-	73	-	-	70
Unclassified - Information Not Obtained	0	-	-	7	-	-	17	-	-	21	-	-	26	-	-	65	-	-	75	-	-	58

 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

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'.

\*From 2014 only performance tables approved qualifications are counted

## First entry/best entry

Table 4.1.15: Key Stage 4 First Entry/Best Entry Report(KS4.FEBER)

	Threshold %	
	First Entry	Best Entry
5 A* - C inc English and mathematics	57	66

	Average Point Score	
	First Entry	Best Entry
Capped	311.7	313.0
Total	364.1	365.6

Ebacc Subject groups	Average Point Score		Threshold % C+	
	First Entry	Best Entry	First Entry	Best Entry
English	40.4	41.1	69	77
Mathematics	36.9	37.8	64	71
Science	43.8	43.8	91	91
Languages	42.5	42.5	81	81
Humanities	41.2	41.2	68	68

## Attainment at Key Stage 4

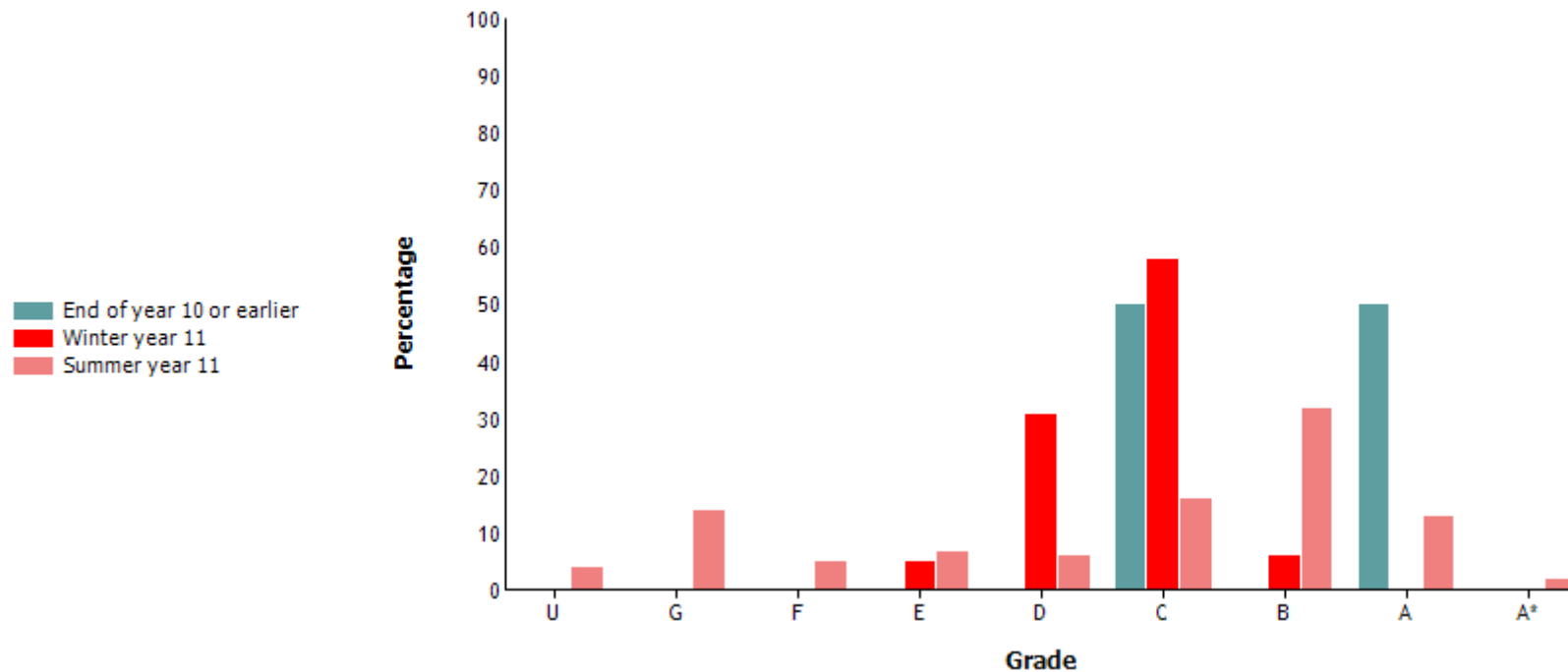
Chart 4.1.16 and Table 4.1.17: Attainment, grade distributions by time of entry 2014 (KS4.EENT)

Key Stage 4 mathematics (EBACC)

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.

**Percentage achieving 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 actual distribution									
			U	G	F	E	D	C	B	A	A*	
End of year 10 or earlier	School	181	2	0	0	0	0	0	50	0	50	0
Winter year 11	School	181	65	0	0	0	5	31	58	6	0	0
Summer year 11	School	181	113	4	14	5	7	6	16	32	13	2
Key Stage 4 highest grade, all pupils	School	181	181	3	9	3	6	15	31	22	9	1
	National	564,792	564,792	6	4	5	6	13	31	19	11	7

Earliest mathematics (EBACC) point of entry	Cohort	Entries	Percentage cumulative distribution									
			U+	G+	F+	E+	D+	C+	B+	A+	A*	
End of year 10 or earlier	School	181	2	100	100	100	100	100	100	50	50	0
Winter year 11	School	181	65	100	100	100	100	95	65	6	0	0
Summer year 11	School	181	113	100	96	81	76	69	63	47	15	2
Key Stage 4 highest grade, all pupils	School	181	181	100	97	88	85	78	64	32	10	1
	National	564,792	564,792	100	94	90	86	79	67	36	18	7

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

		2012	2013	2014*
Best 8	Cohort for VA	194	201	177
	VA School score	1,001.8	994.8	998.0
	95% confidence interval +/-	9.1	8.6	10.8
	Significance			
	Percentile rank	47	61	57
	Coverage	97%	98%	98%
English	Cohort for VA	194	201	177
	VA School score	1,002.1	↑ 1,000.4	↓ 1,000.8
	95% confidence interval +/-	1.0	0.9	1.2
	Significance	Sig+		
	Percentile rank	16	44	39
	Coverage	97%	98%	98%
Mathematics	Cohort for VA	194	201	177
	VA School score	1,001.1	↓ 1,000.0	998.5
	95% confidence interval +/-	0.9	0.9	1.2
	Significance	Sig+		Sig-
	Percentile rank	31	51	75
	Coverage	97%	98%	98%
Science	Cohort for VA	78	106	92
	VA School score	998.6	1,000.4	↑ 999.2
	95% confidence interval +/-	1.2	1.1	1.3
	Significance	Sig-		
	Percentile rank	74	46	65
	Coverage	39%	52%	51%
Languages	Cohort for VA	24	27	46
	VA School score	1,001.6	1,001.3	1,000.4
	95% confidence interval +/-	2.8	2.7	2.4
	Significance			
	Percentile rank	33	37	47
	Coverage	12%	13%	25%
Humanities	Cohort for VA	87	113	111
	VA School score	998.3	999.1	999.6
	95% confidence interval +/-	1.6	1.5	1.6
	Significance	Sig-		
	Percentile rank	74	65	56
	Coverage	44%	55%	61%

Science takes the average grade of the two eligible science qualifications

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

Revisions have been made to the KS4 Value Added model in 2014 - please see VA guidance in RAISEonline library for further information

\*From 2014 only performance tables approved qualifications are counted

## 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	177	170	0	0	0	0	1	0	1	0	1	2	0	1	0	0	0	1	0	0	0	0
School Score	998.0	996.6	-	-	-	-	883.3	-	941.5	-	1070.2	1071.6	-	1055.3	-	-	-	1121.2	-	-	-	-
95% confidence interval	10.8	11.0	-	-	-	-	143.7	-	143.7	-	143.7	101.6	-	143.7	-	-	-	143.7	-	-	-	-
Group national mean	1000.0	993.9	1001.6	902.3	945.8	1032.7	984.3	1010.2	1009.3	1008.5	1035.2	1018.1	1030.1	1041.3	1001.9	1034.0	1012.2	1047.5	1041.4	1003.1	983.0	
Significance from national average for group			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Significance from overall national average			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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.

Revisions have been made to the KS4 Value Added model in 2014 - please see VA guidance in RAISEonline library for further information

\*From 2014 only performance tables approved qualifications are counted



### 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	Pupil Characteristics																				
	Boys	Girls	FSM*	Non FSM*	CLA	Not CLA	Disadvantaged pupils	Other pupils	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	177	78	99	43	134	3	174	44	133	35	83	59	170	174	3	0	144	30	20	10	3
School Score	998.0	984.1	1008.9	979.5	1003.9	951.2	998.8	977.2	1004.9	983.5	1002.9	999.7	999.4	996.4	1088.2	-	1003.4	968.5	977.1	951.4	1032.6
95% confidence interval	10.8	16.3	14.4	21.9	12.4	83.0	10.9	21.7	12.5	24.3	15.8	18.7	11.0	10.9	83.0	-	12.0	26.2	32.1	45.5	83.0
Group national mean	1000.0	988.9	1011.3	977.8	1007.9	944.4	1000.3	977.5	1008.1	999.7	999.9	1000.3	1001.2	995.5	1034.9	983.4	1006.5	971.2	984.5	946.6	968.5
Significance from national average for group																-					
Significance from overall national average								Sig-							Sig+			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.

Revisions have been made to the KS4 Value Added model in 2014 - please see VA guidance in RAISEonline library for further information

\*From 2014 only performance tables approved qualifications are counted



## 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-).

	Number of pupils in latest year	Value Added					
		2012		2013		2014*	
		School	National	School	National	School	National
All Pupils	177	1001.8	1000.0	994.8	1000.0	998.0	1000.0
<b>Gender</b>							
Boys	78	992.4	990.6	987.6	991.0	984.1	988.9
Girls	99	1010.8	1008.9	1002.1	1008.9	1008.9	1011.3
<b>Free School Meals*</b>							
FSM	43	987.4	981.9	989.2	983.7	979.5	977.8
Non FSM	134	1006.7	1005.4	995.9	1005.6	1003.9	1007.9
<b>Children Looked After</b>							
CLA	3	-	951.6	887.5	950.6	951.2	944.4
Not CLA	174	1001.9	999.9	995.6	1000.2	998.8	1000.3
<b>Disadvantaged pupils</b>							
Disadvantaged pupils	44	987.4	981.6	989.2	983.4	977.2	977.5
Other pupils	133	1006.7	1005.5	995.9	1005.7	1004.9	1008.1
<b>Prior Attainment</b>							
Low	35	1008.6	998.4	995.1	998.6	983.5	999.7
Middle	83	1003.8	999.2	999.2	999.2	1002.9	999.9
High	59	992.2	1000.8	986.9	1001.4	999.7	1000.3
<b>Non-mobile pupils</b>							
Pupils on roll throughout years 10 & 11	170	1003.6	1001.1	996.6	1001.1	999.4	1001.2
<b>English as a First Language</b>							
First Language - English	174	1001.6	996.3	994.2	996.5	996.4	995.5
First Language - Other	3	1014.9	1028.7	1000.6	1027.7	1088.2	1034.9
Unclassified	-	-	1002.9	-	996.8	-	983.4
<b>Special Educational Needs</b>							
Non-SEN	144	1007.1	1005.6	995.1	1005.0	1003.4	1006.5
SEN without a statement	30	984.3	977.2	989.4	978.8	968.5	971.2
School Action	20	1028.3	991.2	1014.9	991.5	977.1	984.5
School Action Plus	10	925.6	950.3	961.4	954.8	951.4	946.6
SEN with a statement	3	966.9	974.5	1017.5	976.2	1032.6	968.5
<b>Ethnicity Group</b>							
<b>White</b>							
British	170	1000.2	995.4	995.5	995.6	996.6	993.9
Irish	-	-	994.4	-	995.7	-	1001.6
Traveller of Irish Heritage	-	-	886.5	-	900.9	-	902.3
Gypsy/Roma	-	-	937.2	-	946.6	-	945.8
Any Other White Background	0	-	1021.2	919.8	1022.5	-	1032.7
<b>Mixed</b>							
White and Black Caribbean	1	-	985.9	950.0	989.0	883.3	984.3
White and Black African	-	-	1003.4	-	1002.3	-	1010.2



## Progress Measures Value Added

	Value Added						
	Number of pupils in latest year	2012		2013		2014*	
		School	National	School	National	School	National
White and Asian	1	1029.0	1006.2	1002.8	1006.8	941.5	1009.3
Any other Mixed Background	-	-	1003.2	904.0	1003.6	-	1008.5
Asian or Asian British							
Indian	1	-	1029.8	1045.4	1028.7	1070.2	1035.2
Pakistani	2	1017.1	1020.1	1010.2	1018.5	1071.6	1018.1
Bangladeshi	-	-	1025.0	-	1022.7	-	1030.1
Any other Asian Background	1	1108.0	1032.9	1046.6	1031.6	1055.3	1041.3
Black or Black British							
Black Caribbean	-	-	1001.9	970.1	1000.7	-	1001.9
Black African	-	1042.2	1025.0	989.2	1023.0	-	1034.0
Any Other Black Background	-	-	1005.5	-	1007.8	-	1012.2
Chinese	1	1048.7	1041.0	1040.6	1041.8	1121.2	1047.5
Any Other Ethnic Group	-	-	1030.5	-	1030.7	-	1041.4
Unclassified - Refused	-	-	997.8	-	998.4	-	1003.1
Unclassified - Information Not Obtained	-	-	992.5	-	989.2	-	983.0

### 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

Revisions have been made to the KS4 Value Added model in 2014 - please see VA guidance in RAISEonline library for further information

\*From 2014 only performance tables approved qualifications are counted

## 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.


	Total number of pupils in 2014	Key Stage 2 to 4 Value Added By Subject 2014*														
		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	177	177	1000.8	1000.0	177	998.5	1000.0	92	999.2	1000.0	46	1000.4	1000.0	111	999.6	1000.0
<b>Gender</b>																
Boys	78	78	999.1	998.5	78	999.1	1000.3	44	999.4	999.7	14	998.8	998.3	45	998.6	999.0
Girls	99	99	1002.2	1001.6	99	998.0	999.7	48	999.0	1000.3	32	1001.1	1001.4	66	1000.2	1001.0
<b>Free School Meals*</b>																
FSM	43	43	998.1	998.5	43	997.4	998.3	12	999.8	998.6	4	1000.0	999.0	12	996.9	997.6
Non FSM	134	134	1001.7	1000.5	134	998.8	1000.6	80	999.1	1000.3	42	1000.4	1000.2	99	999.9	1000.6
<b>Children Looked After</b>																
CLA	3	3	998.7	995.7	3	993.2	995.9	1	997.2	996.9	0	-	997.1	1	1000.1	996.0
Not CLA	174	174	1000.8	1000.0	174	998.6	1000.0	91	999.2	1000.0	46	1000.4	1000.0	110	999.6	1000.0
<b>Disadvantaged pupils</b>																
Disadvantaged pupils	44	44	998.0	998.5	44	997.3	998.3	12	999.8	998.6	4	1000.0	999.0	12	996.9	997.6
Other pupils	133	133	1001.7	1000.6	133	998.9	1000.6	80	999.1	1000.3	42	1000.4	1000.2	99	999.9	1000.6
<b>Prior Attainment</b>																
Low	35	35	998.0	1000.0	35	998.5	1000.0	1	996.5	1000.0	0	-	1000.0	5	998.7	1000.0
Middle	83	83	1000.9	1000.0	83	998.7	1000.0	35	1000.5	1000.0	21	1001.1	1000.0	55	999.3	1000.0
High	59	59	1002.3	1000.0	59	998.2	1000.0	56	998.4	1000.0	25	999.8	1000.0	51	999.9	1000.0
<b>Non-mobile pupils</b>																
Pupils on roll throughout years 10 & 11	170	170	1000.9	1000.1	170	998.4	1000.1	91	999.3	1000.0	46	1000.4	1000.0	107	999.7	1000.1
<b>English as a First Language</b>																
First Language - English	174	174	1000.7	999.7	174	998.4	999.5	92	999.2	999.7	46	1000.4	999.2	111	999.6	999.7
First Language - Other	3	3	1004.1	1002.0	3	1003.6	1003.7	0	-	1002.4	0	-	1004.7	0	-	1002.0
Unclassified	0	0	-	998.9	0	-	998.7	0	-	999.8	0	-	999.4	0	-	997.8
<b>Special Educational Needs</b>																
Non-SEN	144	144	1001.4	1000.6	144	998.9	1000.4	89	999.1	1000.1	45	1000.4	1000.2	104	999.6	1000.2
SEN without a statement	30	30	997.9	997.6	30	995.9	998.0	2	997.9	998.6	1	998.9	997.9	6	997.0	997.8
School Action	20	20	999.0	998.6	20	996.0	999.0	1	998.6	999.0	1	998.9	998.1	4	996.3	998.1
School Action Plus	10	10	995.8	995.7	10	995.7	996.2	1	997.2	997.7	0	-	997.6	2	998.3	997.0
SEN with a statement	3	3	1000.3	996.8	3	1006.7	998.4	1	1010.2	1000.1	0	-	999.1	1	1009.4	1000.8
<b>Ethnicity Group</b>																
<b>White</b>																
British	170	170	1000.7	999.6	170	998.5	999.4	90	999.1	999.5	44	1000.2	998.9	109	999.4	999.6
Irish	0	0	-	1000.7	0	-	999.9	0	-	1000.7	0	-	1000.6	0	-	1001.3
Traveller of Irish Heritage	0	0	-	991.1	0	-	991.2	0	-	995.5	0	-	994.1	0	-	994.7
Gypsy/Roma	0	0	-	995.8	0	-	994.9	0	-	996.0	0	-	995.2	0	-	994.6
Any Other White Background	0	0	-	1001.9	0	-	1003.0	0	-	1001.9	0	-	1008.4	0	-	1002.1

## Progress Measures Value Added

## Key Stage 2 to 4 Value Added By Subject 2014\*

Total number of pupils in 2014	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)	
Mixed																
White and Black Caribbean	1	1	990.9	999.2	1	984.4	998.0	0	-	998.5	0	-	998.2	0	-	998.2
White and Black African	0	0	-	1000.9	0	-	1000.2	0	-	1000.4	0	-	1002.3	0	-	1000.8
White and Asian	1	1	1009.9	1000.7	1	990.3	1000.9	0	-	1000.9	0	-	1001.3	0	-	1001.2
Any other Mixed Background	0	0	-	1000.8	0	-	1000.3	0	-	1000.7	0	-	1002.4	0	-	1000.6
Asian or Asian British																
Indian	1	1	1008.9	1001.9	1	1004.3	1004.0	1	1000.0	1002.9	1	1004.4	1002.7	1	1012.2	1002.7
Pakistani	2	2	1005.0	1001.0	2	998.7	1001.9	0	-	1001.3	0	-	1001.5	0	-	1000.4
Bangladeshi	0	0	-	1002.3	0	-	1003.0	0	-	1001.9	0	-	1001.4	0	-	1001.5
Any other Asian Background	1	1	1008.9	1002.3	1	1002.4	1005.2	1	1003.0	1003.1	1	1005.5	1003.5	1	1003.4	1002.7
Black or Black British																
Black Caribbean	0	0	-	1000.5	0	-	999.6	0	-	999.5	0	-	998.9	0	-	998.6
Black African	0	0	-	1002.5	0	-	1003.3	0	-	1002.3	0	-	1001.8	0	-	1001.8
Any Other Black Background	0	0	-	1001.2	0	-	1000.5	0	-	1000.4	0	-	1001.4	0	-	999.9
Chinese	1	1	1002.3	1001.9	1	1013.5	1006.3	0	-	1004.1	0	-	1007.0	0	-	1003.8
Any Other Ethnic Group	0	0	-	1002.6	0	-	1004.5	0	-	1003.0	0	-	1006.8	0	-	1002.5
Unclassified - Refused	0	0	-	1000.3	0	-	1000.2	0	-	1000.5	0	-	1000.9	0	-	1000.3
Unclassified - Information Not Obtained	0	0	-	998.5	0	-	998.4	0	-	999.8	0	-	1000.9	0	-	998.9

## 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

Revisions have been made to the KS4 Value Added model in 2014 - please see VA guidance in RAISEonline library for further information

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 2014 only performance tables approved qualifications are counted

## 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	Expected progress			More than expected progress		
		no KS4 result	U	G	F	E	D	C	B	A	A*		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
KS2 English attainment	Other or no prior available	0	0	0	1	1	0	0	1	1	0	2	2	100%	55%	1	50%	24%
	W	0	0	0	0	0	0	0	0	0	0	0	0	0%	8%	0	0%	7%
	1	0	0	0	1	1	0	0	0	0	0	2	2	100%	31%	1	50%	20%
	2	0	1	3	5	4	0	0	0	0	0	13	4	31%	50%	0	0%	24%
	3	0	0	0	6	4	8	1	0	1	0	20	10	50%	61%	2	10%	24%
	4	0	0	0	1	1	20	42	14	8	0	86	64	74%	72%	22	26%	30%
	5	0	0	0	0	0	9	16	21	10	0	56	47	84%	78%	31	55%	42%
Summary											179	129	72%	70%	57	32%	32%	

## 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

<b>Total Cohort</b>	181
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Full details of the methodology used can be found in the Library.

\*From 2014 only performance tables approved qualifications are counted

## Expected Progress - English

Table 5.2.2: Expected Progress in English Key Stage 2 to Key Stage 4 for Disadvantaged 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 Disadvantaged pupils	Expected Progress				More than expected progress			
		no KS4 result	U	G	F	E	D	C	B	A	A*		Disadvantaged pupils Achieving Expected Progress	Disadvantaged pupils % Achieving Expected Progress	(Other pupils)% Achieving Expected Progress School	(Other pupils)% Achieving Expected Progress National	Disadvantaged pupils Achieving More Than Expected Progress	Disadvantaged pupils % Achieving More Than Expected Progress	(Other pupils)% Achieving More Than Expected Progress School	(Other pupils)% Achieving More Than Expected Progress National
KS2 English attainment	Other or no prior available	0	0	0	0	0	0	0	1	0	0	1	100%	100%	59%	0	0%	100%	27%	
	W	0	0	0	0	0	0	0	0	0	0	0	0%	0%	7%	0	0%	0%	6%	
	1	0	0	0	0	0	0	0	0	0	0	0	0%	100%	34%	0	0%	50%	23%	
	2	0	1	2	5	1	0	0	0	0	0	9	11%	75%	55%	0	0%	0%	28%	
	3	0	0	0	5	0	4	1	0	0	0	10	50%	50%	66%	1	10%	10%	27%	
	4	0	0	0	1	1	5	8	3	1	0	19	63%	78%	75%	4	21%	27%	33%	
	5	0	0	0	0	0	0	2	2	2	0	6	67%	86%	80%	2	33%	58%	44%	
Summary											45	23	51%	79%	75%	7	16%	37%	35%	

<b>Total Cohort of Disadvantaged pupils</b>	45
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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.

\*From 2014 only performance tables approved qualifications are counted

## 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	Expected progress			More than expected progress			
		sub level	no KS4 result	U	G	F	E	D	C	B	A		A*	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
KS2 English attainment	Other or no prior available		0	0	0	1	1	0	0	1	1	0	2	2	100%	55%	1	50%	24%
	W		0	0	0	0	0	0	0	0	0	0	0	0	0%	8%	0	0%	7%
	1		0	0	0	1	1	0	0	0	0	0	2	2	100%	31%	1	50%	20%
	2		0	1	3	5	4	0	0	0	0	0	13	4	31%	50%	0	0%	24%
	3	3C		0	0	0	2	0	1	0	0	0	3	1	33%	40%	0	0%	11%
		3B		0	0	0	2	3	3	1	0	1	10	5	50%	55%	2	20%	19%
		3A		0	0	0	2	1	4	0	0	0	7	4	57%	71%	0	0%	32%
	4	4C		0	0	0	1	1	8	6	0	1	17	7	41%	52%	1	6%	12%
		4B		0	0	0	0	0	11	20	4	0	35	24	69%	72%	4	11%	26%
		4A		0	0	0	0	0	1	16	10	7	34	33	97%	86%	17	50%	47%
	5	5C		0	0	0	0	0	8	16	16	5	45	37	82%	74%	21	47%	34%
		5B		0	0	0	0	0	0	1	0	5	11	10	91%	93%	10	91%	67%
		5A		0	0	0	0	0	0	0	0	0	0	0	0%	97%	0	0%	88%
Summary											179	129	72%	70%	57	32%	32%		

<b>Total Cohort</b>	181
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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.

\*From 2014 only performance tables approved qualifications are counted



## Expected Progress - English

Table 5.2.4: Expected Progress in English Key Stage 2 to Key Stage 4 for Disadvantaged 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 Disadvantaged pupils	Expected Progress				More than expected progress				
		sub level	no KS4 result	U	G	F	E	D	C	B	A	A*		Disadvantaged pupils Achieving Expected Progress	Disadvantaged pupils % Achieving Expected Progress	School Achieving Expected Progress (Other pupils)%	National Achieving Expected Progress (Other pupils)%	Disadvantaged pupils Achieving More Than Expected Progress	Disadvantaged pupils % Achieving More Than Expected Progress	School Achieving More Than Expected Progress (Other pupils)%	National Achieving More Than Expected Progress (Other pupils)%	
KS2 English attainment	Other or no prior available		0	0	0	0	0	0	0	0	1	0	0	1	1	100%	100%	59%	0	0%	100%	27%
	W		0	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	7%	0	0%	0%	6%
	1		0	0	0	0	0	0	0	0	0	0	0	0	0	0%	100%	34%	0	0%	50%	23%
	2		0	1	2	5	1	0	0	0	0	0	0	9	1	11%	75%	55%	0	0%	0%	28%
	3	3C		0	0	0	2	0	1	0	0	0	0	3	1	33%	0%	44%	0	0%	0%	12%
		3B		0	0	0	2	0	2	1	0	0	0	5	3	60%	40%	61%	1	20%	20%	21%
		3A		0	0	0	1	0	1	0	0	0	0	2	1	50%	60%	75%	0	0%	0%	35%
	4	4C		0	0	0	1	1	2	1	0	0	0	5	1	20%	50%	56%	0	0%	8%	13%
		4B		0	0	0	0	0	3	2	2	0	0	7	4	57%	71%	75%	2	29%	7%	28%
		4A		0	0	0	0	0	0	5	1	1	0	7	7	100%	96%	88%	2	29%	56%	50%
	5	5C		0	0	0	0	0	0	1	2	2	0	5	4	80%	83%	76%	2	40%	48%	36%
		5B		0	0	0	0	0	0	1	0	0	0	1	0	0%	100%	93%	0	0%	100%	69%
		5A		0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	98%	0	0%	0%	89%
	Summary			45										45	23	51%	79%	75%	7	16%	37%	35%

<b>Total Cohort of Disadvantaged pupils</b>	45
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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.

\*From 2014 only performance tables approved qualifications are counted

## 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										Expected progress			More than expected progress		
		no KS4 result	U	G	F	E	D	C	B	A	A*	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
KS2 Mathematics attainment	Other or no prior available	0	0	0	0	0	2	1	0	1	0	1	100%	60%	1	100%	32%
	W	0	0	0	0	0	0	0	0	0	0	0	0%	3%	0	0%	2%
	1	0	0	0	0	0	0	0	0	0	0	0	0%	8%	0	0%	5%
	2	0	5	2	1	1	0	0	0	0	0	9	11%	15%	0	0%	8%
	3	1	0	13	5	6	3	3	0	0	0	31	19%	41%	3	10%	20%
	4	0	0	1	0	3	22	36	10	0	0	72	46%	69%	10	14%	21%
	5	0	0	0	0	1	0	17	30	15	2	65	47%	78%	17	26%	46%
Summary											178	101	57%	65%	31	17%	29%

## 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

<b>Total Cohort</b>	181
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Full details of the methodology used can be found in the Library.

\*From 2014 only performance tables approved qualifications are counted

## Expected Progress - mathematics

Table 5.3.2: Expected Progress in mathematics Key Stage 2 to Key Stage 4 for Disadvantaged 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 Disadvantaged pupils	Expected Progress				More than expected progress			
		no KS4 result	U	G	F	E	D	C	B	A	A*		Disadvantaged pupils Achieving Expected Progress	Disadvantaged pupils % Achieving Expected Progress	School (Other pupils)% Achieving Expected Progress	National (Other pupils)% Achieving Expected Progress	Disadvantaged pupils Achieving More Than Expected Progress	Disadvantaged pupils % Achieving More Than Expected Progress	School (Other pupils)% Achieving More Than Expected Progress	National (Other pupils)% Achieving More Than Expected Progress
KS2 Mathematics attainment	Other or no prior available	0	0	0	0	0	0	1	0	0	0	0	0	0%	100%	67%	0	0%	100%	37%
	W	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	3%	0	0%	0%	2%
	1	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	8%	0	0%	0%	5%
	2	0	4	1	1	0	0	0	0	0	0	6	0	0%	33%	17%	0	0%	0%	9%
	3	1	0	7	2	3	0	1	0	0	0	14	1	7%	29%	46%	1	7%	12%	23%
	4	0	0	1	0	1	6	6	0	0	0	14	6	43%	69%	74%	0	0%	17%	24%
	5	0	0	0	0	0	0	2	7	1	0	10	8	80%	71%	80%	1	10%	29%	49%
Summary											44	15	34%	64%	71%	2	5%	22%	33%	

<b>Total Cohort of Disadvantaged pupils</b>	45
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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.

\*From 2014 only performance tables approved qualifications are counted

## 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	Expected progress			More than expected progress		
		sub level	no KS4 result	U	G	F	E	D	C	B	A		A*	Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number More Than Expected Progress	School % More Than Expected Progress
KS2 Mathematics attainment	Other or no prior available		0	0	0	0	0	2	1	0	1	0	1	100%	60%	1	100%	32%
	W		0	0	0	0	0	0	0	0	0	0	0	0%	3%	0	0%	2%
	1		0	0	0	0	0	0	0	0	0	0	0	0%	8%	0	0%	5%
	2		0	5	2	1	1	0	0	0	0	0	9	11%	15%	0	0%	8%
	3	3C	1	0	6	1	2	0	0	0	0	0	10	0%	20%	0	0%	7%
		3B	0	0	3	2	3	1	0	0	0	0	9	11%	37%	0	0%	16%
		3A	0	0	4	2	1	2	3	0	0	0	12	42%	56%	3	25%	29%
	4	4C	0	0	1	0	2	11	7	0	0	0	21	33%	48%	0	0%	7%
		4B	0	0	0	0	1	4	10	1	0	0	16	69%	69%	1	6%	17%
		4A	0	0	0	0	0	7	19	9	0	0	35	80%	85%	9	26%	36%
	5	5C	0	0	0	0	1	0	13	13	2	0	29	52%	64%	2	7%	26%
		5B	0	0	0	0	0	0	2	14	6	0	22	91%	85%	6	27%	54%
		5A	0	0	0	0	0	0	2	3	7	2	14	86%	96%	9	64%	80%
Summary											178	101	57%	65%	31	17%	29%	

<b>Total Cohort</b>	181
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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.

\*From 2014 only performance tables approved qualifications are counted

## Expected Progress - mathematics

Table 5.3.4: Expected Progress in mathematics Key Stage 2 to Key Stage 4 for Disadvantaged 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 Disadvantaged pupils	Expected Progress				More than expected progress						
		sub level	no KS4 result	U	G	F	E	D	C	B	A	A*		Disadvantaged pupils Achieving Expected Progress	Disadvantaged pupils % Achieving Expected Progress	(Other pupils)% Achieving Expected Progress School	(Other pupils)% Achieving Expected Progress National	Disadvantaged pupils Achieving More Than Expected Progress	Disadvantaged pupils % Achieving More Than Expected Progress	(Other pupils)% Achieving More Than Expected Progress School	(Other pupils)% Achieving More Than Expected Progress National			
KS2 Mathematics attainment	Other or no prior available		0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	100%	67%	0	0%	100%	37%	
	W		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	3%	0	0%	0%	2%	
	1		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	8%	0	0%	0%	5%	
	2		0	4	1	1	0	0	0	0	0	0	0	0	0	6	0	33%	17%	0	0%	0%	9%	
	3	3C	1	0	3	1	2	0	0	0	0	0	0	0	0	7	0	0%	0%	22%	0	0%	0%	7%
		3B	0	0	1	1	0	0	0	0	0	0	0	0	0	2	0	0%	14%	41%	0	0%	0%	18%
		3A	0	0	3	0	1	0	1	0	0	0	0	0	0	5	1	20%	57%	61%	1	20%	29%	33%
	4	4C	0	0	1	0	1	4	1	0	0	0	0	0	0	7	1	14%	43%	53%	0	0%	0%	8%
		4B	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0%	73%	73%	0	0%	7%	19%
		4A	0	0	0	0	0	1	5	0	0	0	0	0	0	6	5	83%	79%	88%	0	0%	31%	40%
	5	5C	0	0	0	0	0	0	2	6	0	0	0	0	0	8	6	75%	43%	68%	0	0%	10%	28%
		5B	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	100%	90%	87%	0	0%	29%	56%
		5A	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	100%	85%	96%	1	100%	62%	82%
Summary												44	15	34%	64%	71%	2	5%	22%	33%				

<b>Total Cohort of Disadvantaged pupils</b>	45
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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.

\*From 2014 only performance tables approved qualifications are counted

## 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	179	72	70		178	57	65	Sig-
Gender								
Male	78	68	64		78	55	62	
Female	101	75	76		100	58	67	
Free School Meals*								
FSM	44	52	58		43	35	48	
Non FSM	135	79	74		135	64	71	
Children Looked After								
CLA	3	33	39	-	3	33	29	-
Not CLA	176	73	70		175	57	65	Sig-
Disadvantaged pupils								
Disadvantaged pupils	45	51	58		44	34	48	
Other pupils	134	79	75		134	64	71	
Prior Attainment								
Low	35	37	47		35	11	26	
Middle	83	73	69		83	57	65	
High	59	90	85		59	83	84	
Non-mobile pupils								
Pupils on roll throughout years 10 & 11	172	73	71		171	57	66	Sig-
English as a First Language								
English or believed to be English	176	72	70		175	57	64	Sig-
Other than English or believed to be other than English	3	67	76	-	3	33	72	-
Unclassified	-	-	11	-	-	-	14	-
Special Educational Needs								
No Identified SEN	145	77	75		145	66	72	
SEN without a statement	31	52	53		30	13	41	Sig-
School Action	20	50	56		20	15	44	Sig-
School Action Plus	11	55	48		10	10	34	-
SEN with a statement	3	33	27	-	3	33	19	-
Ethnicity Group								
White								
British	172	72	69		171	57	64	
Irish	-	-	77	-	-	-	72	-
Traveller of Irish Heritage	-	-	32	-	-	-	23	-

## Expected Progress English, mathematics

	English				Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig
Gypsy/Roma	-	-	30	-	-	-	15	-
Any Other White Background	-	-	76	-	-	-	71	-
Mixed								
White and Black Caribbean	1	0	67	-	1	0	56	-
White and Black African	-	-	74	-	-	-	66	-
White and Asian	1	100	78	-	1	0	73	-
Any other Mixed Background	-	-	75	-	-	-	69	-
Asian or Asian British								
Indian	1	100	83	-	1	100	83	-
Pakistani	2	50	71	-	2	0	65	-
Bangladeshi	-	-	79	-	-	-	73	-
Any other Asian Background	1	100	81	-	1	100	81	-
Black or Black British								
Black Caribbean	-	-	69	-	-	-	60	-
Black African	-	-	79	-	-	-	73	-
Any Other Black Background	-	-	71	-	-	-	62	-
Chinese	1	100	86	-	1	100	92	-
Any Other Ethnic Group	-	-	79	-	-	-	74	-
Unclassified - Refused	-	-	74	-	-	-	68	-
Unclassified - Information Not Obtained	-	-	22	-	-	-	24	-

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.

\*From 2014 only performance tables approved qualifications are counted





## Closing the Gaps at Key Stage 4

Value Added						
	2012		2013		2014	
	Cohort	School	Cohort	School	Cohort	School
<b>Overall</b>						
Disadvantaged pupils	48	987.4	42	989.2	44	977.2
Other pupils	146	1006.7	159	995.9	133	1004.9
<b>English</b>						
Disadvantaged pupils	48	999.6	42	999.2	44	998.0
Other pupils	146	1003.1	159	1000.7	133	1001.7
<b>Mathematics</b>						
Disadvantaged pupils	48	999.3	42	997.9	44	997.3
Other pupils	146	1001.7	159	1000.6	133	998.9
<b>Science</b>						
Disadvantaged pupils	11	999.5	11	1000.8	12	999.8
Other pupils	67	998.3	95	1000.4	80	999.1
<b>Languages</b>						
Disadvantaged pupils	4	1007.0	2	1001.4	4	1000.0
Other pupils	20	1000.8	25	1001.5	42	1000.4
<b>Humanities</b>						
Disadvantaged pupils	13	994.8	16	998.1	12	996.9
Other pupils	74	998.8	97	999.3	99	999.9

## Closing the Gaps at Key Stage 4

Average Point Score												
	2012				2013				2014			
	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff
<b>English APS</b>												
Disadvantaged pupils	48	35.0	40.2	-5.2	42	34.7	40.5	-5.8	45	33.5	40.4	-6.9
Other pupils	151	42.0		1.8	163	41.9		1.4	136	42.7		2.3
Within school gap		-7.0				-7.2				-9.2		
<b>Mathematics APS</b>												
Disadvantaged pupils	48	34.1	40.6	-6.5	42	31.5	40.9	-9.4	45	28.9	40.1	-11.2
Other pupils	151	41.2		0.6	163	42.1		1.2	136	39.6		-0.5
Within school gap		-7.1				-10.6				-10.7		
<b>Capped APS</b>												
Disadvantaged pupils	48	309.8	352.3	-42.5	42	312.1	350.9	-38.8	45	251.5	324.8	-73.3
Other pupils	151	347.3		-5.0	163	350.3		-0.6	136	331.6		6.8
Within school gap		-37.5				-38.2				-80.1		
<b>Threshold</b>												
	2012				2013				2014			
	Cohort	School	<b>National other pupils</b>	Diff	Cohort	School	<b>National other pupils</b>	Diff	Cohort	School	<b>National other pupils</b>	Diff
English Baccalaureate		%	%	%		%	%	%		%	%	%
Disadvantaged pupils	48	2	19	-17	42	2	27	-25	45	4	28	-23
Other pupils	151	5		-14	163	12		-15	136	20		-8
Within school gap		-3				-10				-16		
<b>5 A*-C including English and mathematics</b>												
Disadvantaged pupils	48	42	64	-22	42	36	67	-31	45	29	62	-33
Other pupils	151	74		10	163	73		6	136	66		4
Within school gap		-32				-37				-37		

## Closing the Gaps at Key Stage 4

Basics												
Disadvantaged pupils	48	42	65	-23	42	36	67	-31	45	29	64	-35
Other pupils	151	74		9	163	73		6	136	67		3
Within school gap		-32				-37				-38		
English A*-C												
Disadvantaged pupils	48	44	72	-28	42	43	74	-31	45	44	73	-29
Other pupils	151	78		6	163	77		3	136	76		3
Within school gap		-34				-34				-32		
Mathematics A*-C												
Disadvantaged pupils	48	52	75	-23	42	45	77	-32	45	40	74	-34
Other pupils	151	85		10	163	82		5	136	71		-3
Within school gap		-33				-37				-31		
5 A*-G												
Disadvantaged pupils	48	94	96	-2	42	95	96	-1	45	91	95	-4
Other pupils	151	99		3	163	99		3	136	99		4
Within school gap		-5				-4				-8		

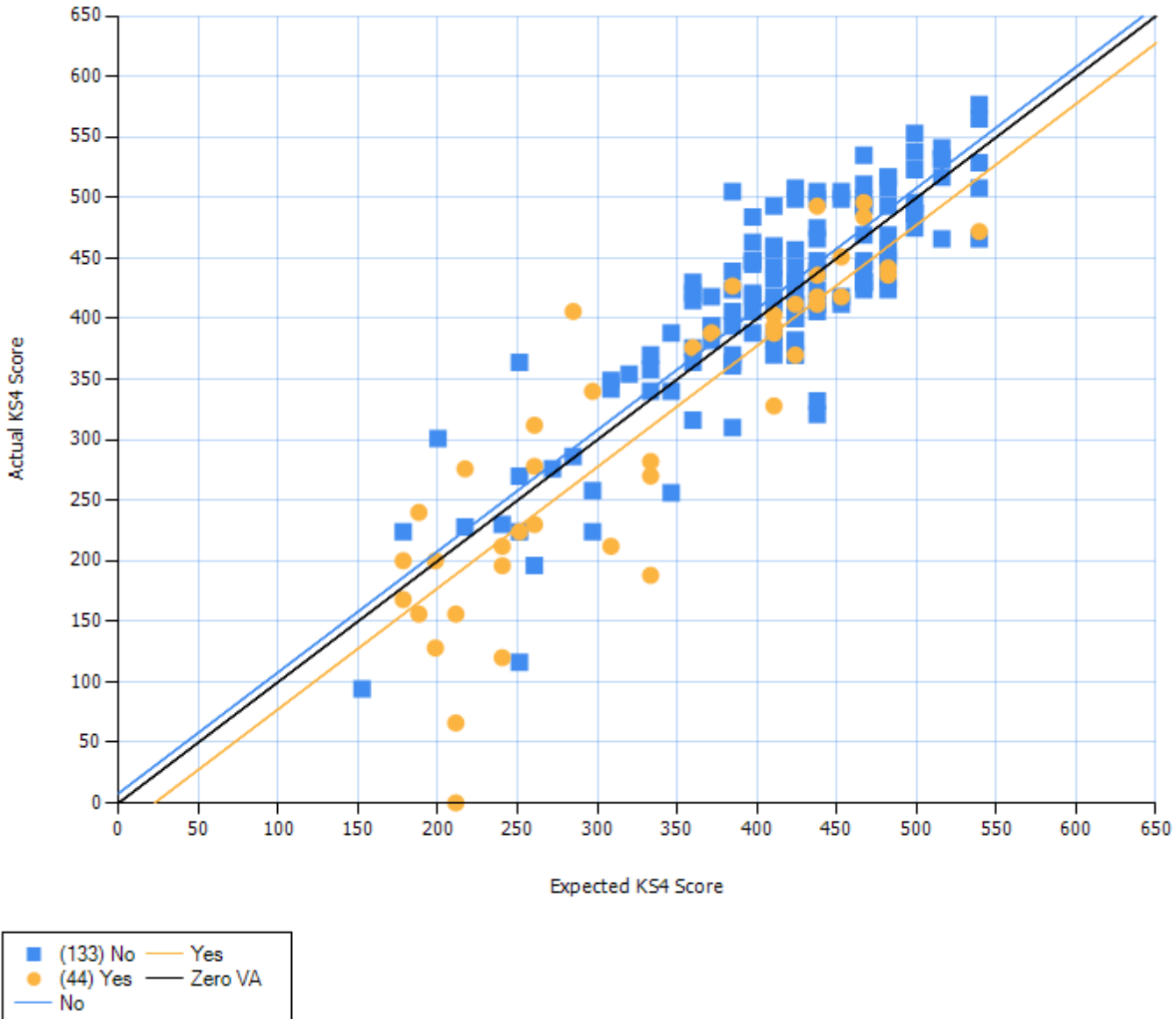


## Closing the Gaps at Key Stage 4

Chart 6.1.2: Key Stage 2 to Key Stage 4 value added analysis by pupil (Disadvantaged) (KS24.VASct)

2014 Best 8 including English and mathematics subject area value added line, showing spread of pupils by disadvantaged pupils

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



Coverage 100%

Revisions have been made to the KS4 Value Added model in 2014 - please see VA guidance in RAISEonline library for further information

\*From 2014 only performance tables approved qualifications are counted