



RAISEonline 2015 Summary Report
Shenfield High School

Unique Reference Number (URN)	137877
DfE Number	8815467
Local Authority	Essex

Based on the following datasets for 2015:-
Key Stage 4: unvalidated data

Production date : 26 November 2015

Important

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, together with the new Inspection Dashboard, to inform their planning for an inspection.

Early entry

New early entry rules for Key Stage 4 qualifications were introduced in 2014 applying only to English Baccalaureate subjects. From 2015, the early entry rule applies across all subjects and means that only a pupil's first entry to a Key Stage 4 qualification counts towards the performance measures published in DfE performance tables and RAISEonline. 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.

Progress 8 measures

A new secondary school accountability system will be implemented in 2016. This will include two new headline measures, Attainment 8 and Progress 8. Schools had the opportunity (until 30 June 2015) to opt in to the new performance measures a year early. All schools are now able to see their data for the new performance measures through the interactive reports in RAISEonline regardless of whether the school has chosen to opt in early. However, Progress 8 and Attainment 8 reports are published in the summary report for only those schools that have chosen to opt in early. Ofsted inspectors will not be able to access these data for any other schools.

A separate report displays the percentage of pupils entered for each of the English and mathematics elements, and the average number of entries for the EBacc and open elements. The interactive report KS4 Pupil List (KS4.PA8_PUP) enables users to identify which of a pupil's qualifications have counted towards each element.

The groups used in each report include low, middle and high prior attainment in English and in mathematics. Tables are split to show ethnic groups separately from other groups. Data for the overarching ethnic groups are provided in addition to data for each separate ethnic group. The national comparators used for groups in attainment tables in the summary report and default view in interactive reports are shown in a separate column as 'all pupils', the 'same group' or 'none' the complementary group. Horizontal bar charts show Progress 8 scores for groups (except ethnic groups, many of which may be small) in rank order.

Scatterplots are available for both Progress 8 and Attainment 8. They enable users to look at progress and attainment of pupils who were high, middle and low attainers at Key Stage 2 based on their overall APS, English APS or mathematics APS.

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 report now displays the destinations in 2013/14 of the 2012/13 Key Stage 4 cohort. The full published data are at <https://www.gov.uk/government/statistics/provisional-destinations-key-stage-4-and-5-pupils-2013-to-2014>. The destinations report is located between sections 2 and 3 in the summary report.

Other changes for 2015

On 1 September 2014 a range of SEND reforms were introduced as part of the Children and Families Act. Following the changes to SEN school census codes, RAISEonline will now show data for no SEN, SEN support (which replaces School Action and School Action Plus) and SEN with a statement or an Education, Health and Care (EHC) plan.

The definition of a disadvantaged pupil has changed to reflect changes to the conditions of funding for the pupil premium in 2014-2015. Pupils will be defined as disadvantaged in RAISEonline if they are recorded as:

- * eligible for Free School Meals (FSM) in the last six years or
- * looked after continuously for one day or more or
- * adopted from care.

The exclusion reports now contain additional data on repeat exclusions. They show the percentage of pupils with two or more fixed term exclusions during the academic year.

The prior attainment report contains an additional column for Year 11 showing the percentage of pupils for whom the prior attainment was based on teacher assessment only rather than test data. This is provided because the national proportion was high in 2010. Teacher assessment data does not provide the same level of granularity within levels as test data.

Shading

Shading in the Closing the gaps reports is applied only for 2015 results and only to the gaps between results for disadvantaged pupils in the school and other pupils nationally. It is intended to identify gaps of educational importance. At Key Stage 4, it is applied only to the table for expected, and more than expected, progress from each Key Stage 2 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 is shaded red. Where the school's percentage of disadvantaged pupils is equal to or above the national percentage for other pupils, the difference is shaded yellow.

Elsewhere 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. However, the performance of specific groups should always be compared with the performance of all pupils nationally. Statistical significance does not necessarily correlate with being educationally significant.

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'

Other information

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.

Please note that all national data for attainment and expected progress reports published in RAISEonline are calculated based upon unvalidated data. These figures are not recalculated when validated data are published or when they are used the following year within trend reports. In contrast, the national data published by the DfE in Statistical First Releases (SFR) are updated when validated data become available. The DfE also uses the latest data for results from earlier years that it presents in trend reports within SFR. Users should therefore be aware that there will be differences between RAISEonline and SFR when looking at validated data for the current year and data for earlier years in trend reports.

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 21 September and 5 October 2015. Accepted amendments from the checking exercise will be included in the DfE Key Stage 4 performance tables being published in January 2016 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.

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

The summary report is divided into the following sections

Percentage of children

and the proportion of children who

Destinations

the proportion of children who

the proportion of children who

the proportion of children who

the proportion of children who

the proportion of children who

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. Key information from it is summarised in Ofsted's new Inspection Dashboard, which governors should look at first to gain a broad overview before looking at the more detailed charts and tables in this RAISEonline summary report. The Inspection Dashboard shows three-year trends for all pupils and key groups, including disadvantaged pupils, and identifies strengths and weaknesses.

This RAISEonline summary report 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. Such questions for each set of tables are shown in the lists below. Examples for progress tables are: Is progress above average? How much is progress rising or falling? In which subjects is progress strong/weak? Governors can then follow up with challenging questions to leaders.

Governors could ask leaders follow-up questions such as these:

- * 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 is the strategy for improving this? How do improvement plans include and emphasise this? What objectives and targets have been set?
- * How well are all staff involved with improving this?
- * 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 for 2015 uses each pupil's average Key Stage 2 score in English and mathematics combined as its baseline for calculating VA in a single subject area, such as mathematics, and overall VA for the Best 8 qualifications. For 2014 and earlier years, it used each pupil's average Key Stage 2 score in English, mathematics and science combined as its baseline.

In many tables, green or blue shading is used where school results are statistically significantly above or below the national figure. The part of the RAISEonline library to which the public has open access 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 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 were summarised in the section headed 'Important' at the front of the 2014 RAISEonline summary report. Governors should take these changes into account when considering 2014 results alongside those of previous years. Direct comparisons between 2013 and 2014 are not possible but comparisons between 2014 and 2015 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. Governors may find it most useful to look first at the tables summarising three year trends in progress, including those showing gaps between disadvantaged pupils and others nationally, to show how well the school is performing compared to others whose pupils have similar prior attainment. Governors may then find it useful to look at three year trends in attainment, before moving onto details for groups and the tables showing absence, exclusions and context. This is the order of tables shown in the Inspection dashboard. In contrast, the lists of tables below do not follow this sequence. Instead, they are clustered into types of table and are listed broadly in the order in which they appear in the summary report, to assist in locating them. Descriptions of the tables highlighted with the letter G and their numbers are below.

An overview of key data

These three sets of tables provide a quick overview.

%''H\ fYY! mYUf hfYbXg]b`_Ymia YUgi fYg`Zcf`U``di d]`g.

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 two 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.)

These 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?

Is the proportion of pupils with repeat exclusions (two or more in the year) below average?

Is the difference between the proportion with repeat exclusions and the proportion excluded at least once too small? Is it appropriate?

Does the difference between exclusions as a percentage of the pupil group and the proportion excluded at least once show that those with repeat exclusions had a high rate of exclusion?

Is the percentage of each group continuing to sustained education, employment or training above the average for all pupils?

Do similar proportions of disadvantaged and other groups continue to FE colleges or school sixth forms?

Is the school proportion attaining 5A*-C including English and mathematics above the national proportion? How much has it risen since 2014? How did 2015 differ from 2014 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, 2014 and 2015)? A school will be below the floor standard if it is below both the attainment and progress elements of the floor standard. The 2015 floor standards will come into effect when validated results are published in the 2015 performance tables in late January 2016. Until then, a school's 2015 performance is compared with the 2014 floor standards.

Is attainment above average? How much is attainment rising? How does it differ from 2014 and why?

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

In which subject areas is progress strong/weak? How much is progress rising? How many pupils were entered (coverage shows the proportion entered that also had KS2 results)? Is entry rising?

&"'Dfc[fYgg`Zfca`X]ZZYfYbh'ghUfh]b[`dc]bhg`Zcf`U``di`d]`g`h\]g`mYUf.

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.)

These 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 2014, 74% in English and 67% in mathematics; 2015 standards are published in January 2016)? A school will be below the floor standard if it is below both the attainment and progress elements of the floor standard.

7 closing progress attainment

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 2015 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.

These 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 Expected progress)

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 value-added table allows governors to ask themselves, and follow up, essential questions such as:

Which groups make the most progress and which make the least progress? How wide is the gap?

Which groups make below average (1000) progress?

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 in mathematics by time of first entry for all pupils (Tables 4.1.17-18)

These 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 there 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 in mathematics?

Inspection

Inspectors will meet with as many governors during an inspection as is possible. They will expect governors to be knowledgeable about the school's own information on the performance of its current pupils. They will also expect governors to be familiar with historic performance data, including the summaries that Ofsted's new Inspection Dashboard presents for their school, and know what the information in them 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. 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 other 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 should consider a wide 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.

	2013	2014	2015	20th percentile	40th percentile	60th percentile	80th percentile
Number on roll							
School	1,446	1,270	1,141				
National	978	957	945	20	595	828	1,040
% girls							
School	47.6	47.1	46.5				
National	49.6	49.7	49.7	0.0	45.7	48.1	49.7
% of pupils known to be eligible for free school meals (FSM) *							
School	17.7	17.5	18.3				
National	28.2	28.5	28.7	0.6	14.7	22.2	31.1
% of pupils from minority ethnic groups							
School	8.2	8.8	11.0				
National	24.5	25.6	26.9	0.0	5.4	9.8	19.2
% of pupils first language not / believed not to be English							
School	2.5	2.7	3.4				
National	13.6	14.4	15.1	0.0	1.8	3.9	8.9
% of pupils with SEN support							
School	-	-	11.6				
National	-	-	12.4	0.0	6.8	10.3	14.0
% of pupils with an SEN statement or EHC plan							
School	-	-	2.0				
National	-	-	1.8	0.0	0.8	1.3	1.9
% stability							
School	87.5	90.0	91.6				
National	92.4	92.1	91.9	17.2	88.3	91.5	93.5
School deprivation indicator							
School	0.12	0.13	0.13				
National	0.22	0.22	0.22	0.03	0.12	0.16	0.23

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	121	55.4 / 44.6	23.1	12.5	3.3	18.2	0
8	103	52.4 / 47.6	15.5	11.7	3.9	16.5	0
9	134	47.0 / 53.0	23.9	11.9	6.0	16.4	0
10	194	53.1 / 46.9	14.4	11.0	4.1	12.4	1
11	236	53.4 / 46.6	16.9	11.2	3.0	20.3	1
Post-Compulsory	353	55.8 / 44.2	-	9.9	2.3	6.2	0

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 %
	2013	2014	2015	2015
White				
British	89.8	89.0	88.3	70.4
Irish	0.1	0.1	0.0	0.3
Traveller of Irish heritage	0.0	0.1	0.1	0.1
Romany or Gypsy	0.0	0.0	0.0	0.3
any other White background	0.8	0.9	1.6	5.1
Mixed				
White & Black Caribbean	0.6	0.6	1.0	1.4
White & Black African	0.3	0.3	0.3	0.6
White & Asian	0.6	0.7	0.8	1.1
any other mixed background	1.2	1.4	1.3	1.8
Asian or Asian British				
Indian	0.4	0.4	0.6	2.7
Pakistani	0.3	0.3	0.4	4.1
Bangladeshi	0.5	0.5	0.6	1.7
any other Asian background	0.8	0.7	0.7	1.7
Black or Black British				
Caribbean	0.6	0.6	0.8	1.3
African	1.0	1.3	2.2	3.5
any other Black background	0.1	0.2	0.4	0.7
Chinese	0.4	0.2	0.2	0.4
Any other ethnic group	0.3	0.2	0.2	1.6
Parent/pupil preferred not to say	0.3	0.5	0.6	0.5
Ethnicity not known	1.9	2.0	0.1	0.5

First language				
English	97.2	97.3	96.6	82.5
Other	2.5	2.7	3.4	17.3
Unclassified	0.3	0.0	0.0	0.2

Context

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

Main SEN	SEN support			Statements/EHC plan		
	2013	2014	2015	2013	2014	2015
Specific Learning Difficulty	-	-	34	3	3	2
Moderate Learning Difficulty	-	-	55	4	2	3
Severe Learning Difficulty	-	-	1	1	1	1
Profound & Multiple Learning Difficulty	-	-	0	0	0	0
Social, Emotional and Mental Health	-	-	10	3	2	2
Speech, Language and Communication Needs	-	-	2	1	1	1
Hearing Impairment	-	-	3	1	1	1
Visual Impairment	-	-	1	0	0	0
Multi-Sensory Impairment	-	-	0	0	0	0
Physical Disability	-	-	5	2	3	3
Autistic Spectrum Disorder	-	-	5	11	9	9
SEN support but no Specialist Assessment of type of need	-	-	0	-	-	0
Other Difficulty/Disability	-	-	4	1	1	1
School total	-	-	132	27	23	23
Percentage of school roll	-	-	11.6	1.9	1.8	2.0



Absence and exclusions

School Level Absence and Exclusions - 3 Year Trend (Trend_1)

Table 2.1.1

Latest absence and exclusions data are published here in December for mainstream schools and in Spring for special schools.

Absence indicators are based on 2 terms of data (autumn and spring) for mainstream schools and 3 terms of data for special schools. Exclusions indicators are based on 3 terms of data, so become available later than mainstream absence data. The exclusions data shown are for one year earlier than the absence data.

	2013			2014			2015		
	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
Absence									
% Persistent absentees- absent for 15% or more sessions	10.7	6.6	5.1	10.5	5.8	4.8	6.0	5.6	4.6
% of sessions missed due to Overall Absence	7.6	5.9	5.3	6.9	5.1	4.8	5.7	5.2	4.9
Exclusions									
Permanent exclusions as a percentage of the pupil group	0.00	0.12	-	0.08	0.13	-	-	-	-
% pupils with 1 or more fixed term exclusions	3.26	3.86	-	2.12	3.68	-	-	-	-
% pupils with more than 1 fixed term exclusion	0.90	1.39	-	0.47	1.34	-	-	-	-
Fixed term exclusions as a percentage of the pupil group	4.57	6.87	-	2.75	6.71	-	-	-	-

Absence and exclusions

Table 2.1.2: School Level Absence by pupil groups (Abs_2)

Absence data are published here in December for mainstream schools and in Spring for special schools.

Absence indicators are based on 2 terms of data (autumn and spring) for mainstream schools and 3 terms of data for special schools.

	% of sessions missed due to Overall Absence		% Persistent absentees - absent for 15% or more sessions	
	School	National average for secondary schools	School	National average for secondary schools
All Pupils	5.7	5.2	6.0	5.6
Gender				
Male	5.5	5.1	6.1	5.4
Female	5.9	5.3	6.0	5.8
Free School Meals*				
FSM	9.2	7.5	16.2	10.9
Non FSM	4.9	4.3	3.8	3.3
English as a First Language				
English or believed to be English	5.7	5.4	6.2	5.9
Other than English or believed to be other than English	5.5	4.4	3.1	3.7
Unclassified	-	5.4	-	5.6
Special Educational Needs				
No SEN	5.0	4.8	3.1	4.5
SEN support	8.6	7.4	17.6	11.1
SEN with statement or EHC plan	9.9	7.3	25.0	11.0
Ethnic Group				
White				
British	5.9	5.5	6.5	6.0
Irish	-	5.8	-	6.4
Traveller of Irish Heritage	-	17.9	-	37.5
Gypsy/Roma	-	14.2	-	28.8
Any Other White Background	3.9	5.4	0.0	5.4
Mixed				
White and Black Caribbean	3.8	6.4	0.0	8.3
White and Black African	12.1	5.1	0.0	5.6
White and Asian	6.0	5.1	11.1	5.4
Any other Mixed Background	4.4	5.2	7.7	5.4
Asian or Asian British				
Indian	8.0	3.4	0.0	1.9
Pakistani	2.4	4.8	0.0	4.0
Bangladeshi	7.0	4.2	20.0	2.9
Any other Asian Background	1.5	3.5	0.0	2.1

Absence and exclusions

Black or Black British

Black Caribbean	3.8	4.8	0.0	5.0
Black African	3.7	2.9	0.0	1.7
Any Other Black Background	6.7	4.0	0.0	3.7
Chinese	0.8	2.1	0.0	1.0
Any Other Ethnic Group	3.0	4.3	0.0	3.4
Unclassified - Refused	4.2	5.3	0.0	5.9
Unclassified - Information Not Obtained	5.0	6.1	0.0	5.6

Absence and exclusions

Table 2.1.3: School Level Exclusions by pupil groups (Exc_1)

These data relate to 2014 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		% pupils with 1 or more fixed term exclusions		% pupils with more than 1 fixed term exclusion		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	School	National average for secondary schools
All Pupils	2.75	6.71	2.12	3.68	0.47	1.34	0.08	0.13
Gender								
Male	3.42	9.33	2.82	5.11	0.45	1.88	0.00	0.19
Female	2.01	4.06	1.34	2.24	0.50	0.80	0.17	0.06
Free School Meals*								
FSM	11.90	16.47	8.33	8.34	2.98	3.42	0.00	0.34
Non FSM	1.92	4.14	1.67	2.51	0.13	0.78	0.13	0.06
English as a First Language								
English or believed to be English	2.83	7.07	2.18	3.77	0.49	1.43	0.08	0.13
Other than English or believed to be other than English	0.00	4.62	0.00	3.18	0.00	0.82	0.00	0.09
Unclassified	-	9.81	-	6.14	-	1.60	-	0.25
Special Educational Needs								
No SEN	1.28	3.91	1.19	2.42	0.09	0.71	0.00	0.06
SEN support	10.83	19.36	7.64	9.44	2.55	4.16	0.00	0.45
SEN with statement or EHC plan	16.67	22.31	8.33	10.04	4.17	4.94	4.17	0.27
Ethnic Group								
White								
British	2.83	6.95	2.30	3.62	0.44	1.41	0.00	0.12
Irish	0.00	5.92	0.00	3.43	0.00	1.15	0.00	0.10
Traveller of Irish Heritage	0.00	49.61	0.00	22.20	0.00	10.14	0.00	1.45
Gypsy/Roma	-	33.54	-	16.15	-	7.44	-	0.88
Any Other White Background	0.00	5.25	0.00	3.28	0.00	0.98	0.00	0.10
Mixed								
White and Black Caribbean	37.50	13.74	12.50	7.68	12.50	2.91	12.50	0.32
White and Black African	0.00	8.23	0.00	4.95	0.00	1.58	0.00	0.18
White and Asian	0.00	5.68	0.00	3.34	0.00	1.09	0.00	0.14
Any other Mixed Background	0.00	7.30	0.00	4.32	0.00	1.43	0.00	0.16
Asian or Asian British								
Indian	0.00	1.42	0.00	1.12	0.00	0.20	0.00	0.02
Pakistani	0.00	5.19	0.00	3.56	0.00	0.92	0.00	0.08
Bangladeshi	0.00	3.76	0.00	2.73	0.00	0.64	0.00	0.07
Any other Asian Background	0.00	2.43	0.00	1.76	0.00	0.39	0.00	0.06

Absence and exclusions

	Fixed term exclusions as a percentage of the pupil group		% pupils with 1 or more fixed term exclusions		% pupils with more than 1 fixed term exclusion		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	School	National average for secondary schools
Black or Black British								
Black Caribbean	0.00	12.20	0.00	7.82	0.00	2.39	0.00	0.41
Black African	0.00	6.36	0.00	4.68	0.00	1.09	0.00	0.15
Any Other Black Background	0.00	8.89	0.00	5.89	0.00	1.71	0.00	0.24
Chinese	0.00	0.70	0.00	0.58	0.00	0.09	0.00	0.02
Any Other Ethnic Group	0.00	5.04	0.00	3.44	0.00	0.89	0.00	0.09
Unclassified - Refused	0.00	6.83	0.00	4.03	0.00	1.40	0.00	0.16
Unclassified - Information Not Obtained	0.00	8.11	0.00	4.65	0.00	1.62	0.00	0.24

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 2013/14 of 2012/13 Key Stage 4 pupils

		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	267	94				92					267	92		90		1		1		1		1	
Gender																							
Male	143	96				91					143	93		89		2		1		1		1	
Female	124	92				92					124	91		91		0		1		1		1	
Disadvantaged pupils																							
Disadvantaged pupils	38	92				85					38	82		83		5		1		5		1	
Other pupils	229	94				94					229	94		93		0		1		0		1	

Sustained education - breakdown																											
Mainstream											Specialist provision						Apprenticeships *		Sustained education combination destination		Destination not sustained		Destination not sustained /NEET		Activity not captured		
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													
	Cohort	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	267	29	34	0	0	5	3	52	38	5	12	0	0	0	0	0	1	5	5	0	0	3	5	1	2	1	1
Gender																											
Male	143	29	36	0	0	5	4	57	36	1	11	0	0	0	0	1	1	7	6	0	0	3	5	1	2	0	2
Female	124	29	32	0	0	6	3	45	41	10	14	0	0	0	0	0	1	2	4	1	0	4	5	1	2	3	1
Disadvantaged pupils																											
Disadvantaged pupils	38	39	40	0	0	3	4	34	26	5	10	0	0	0	0	0	2	5	4	0	0	3	9	3	4	3	2
Other pupils	229	28	32	0	0	6	3	55	43	5	13	0	0	0	0	0	1	5	5	0	0	3	4	1	1	1	1

* 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'.

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 2014/15. This has been broken down by year group. The tables also show the national picture for maintained mainstream schools. The national averages are not comparable with previous years. When interpreting the tables the level of coverage should be taken into account.

Average fine points score at KS2

NC Year starting Sept 2014	School	National	Difference	Sig	% Coverage
Year 11	27.4	27.6	-0.2		95.3
Year 10	27.2	27.5	-0.3		96.4
Year 9	28.0	28.4	-0.4		97.0
Year 8	28.5	28.6	-0.1		99.0
Year 7	28.8	28.9	-0.1		98.3

% by Prior Attainment Band

	School				National		
	Low	Middle	High	% based on TA *	Low	Middle	High
Year 11	17.3	50.7	32.0	16.5	15.9	49.0	35.1
Year 10	21.9	51.3	26.7	N/A	17.3	51.8	30.9
Year 9	13.1	56.2	30.8	N/A	13.4	48.1	38.4
Year 8	15.7	41.2	43.1	N/A	13.5	44.8	41.7
Year 7	10.9	54.6	34.5	N/A	11.2	45.3	43.4

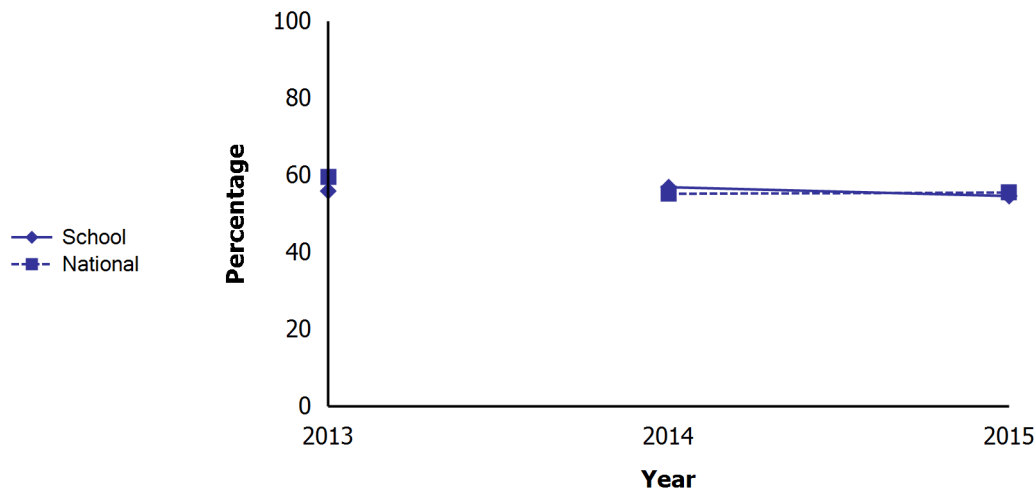
* The percentage of the cohort for whom teacher assessment only is used in the average points score is shown for only Year 11, because the national proportion was high for Key Stage 2 in 2010.

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)	2013	2014 *	2015
Cohort	267	277	236
School	56	57	55
National	60	55	56
Difference	-4	2	-1
Significance			

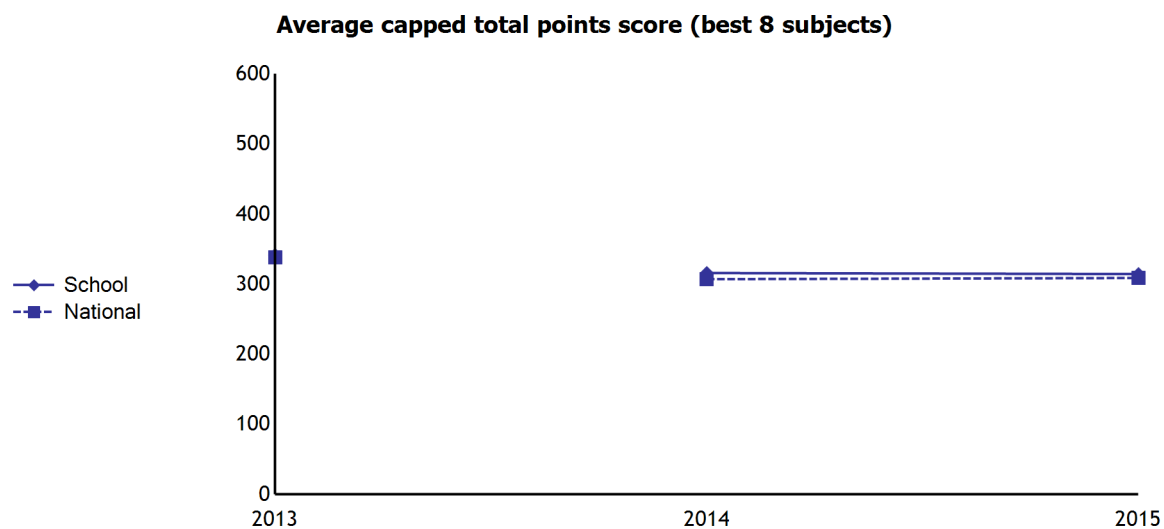
*From 2014 only performance tables approved qualifications are counted



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.



	GCSE and Equivalent	Performance tables approved Quals	
	2013	2014 *	2015
Average capped total points score (best 8 subjects)			
Cohort	267	277	236
School	341.4	315.7	314.2
National	338.3	306.9	308.6
Difference	3.1	8.8	5.6
Significance			

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

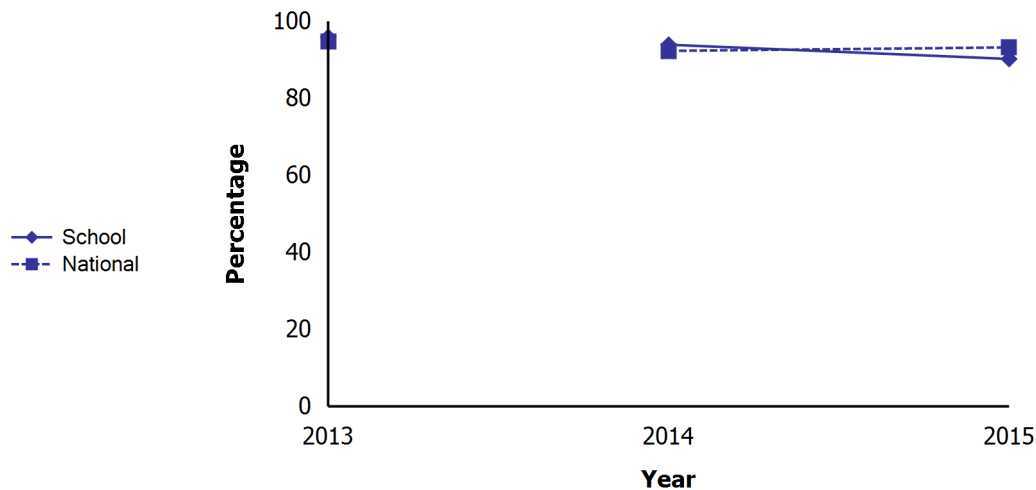
*From 2014 only performance tables approved qualifications are counted

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.

Percentage of pupils achieving 5 or more A* to G



% achieving 5 or more A* to G	2013	2014 *	2015
Cohort	267	277	236
School	96	94	90
National	95	92	93
Difference	1	2	-3
Significance			Sig-

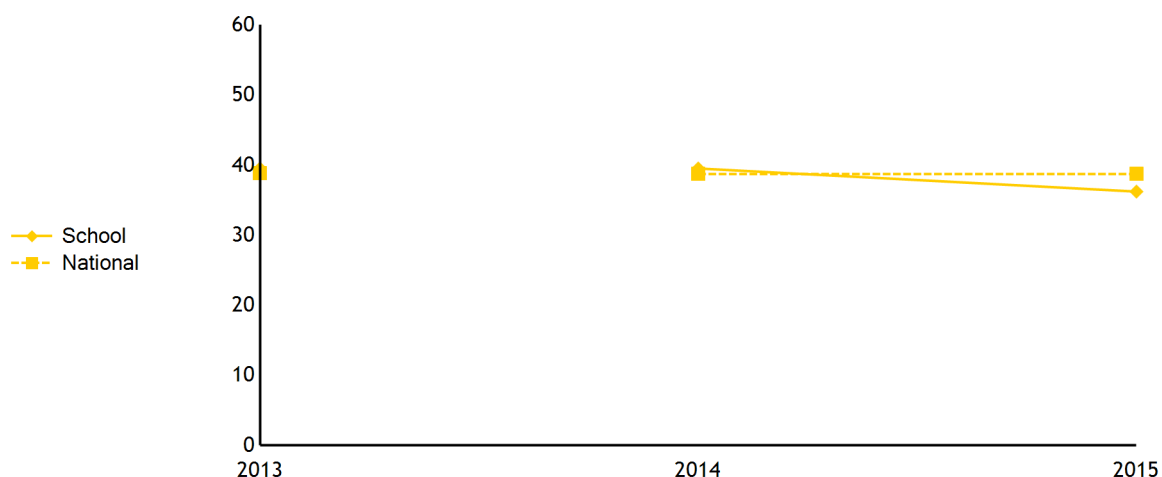
*From 2014 only performance tables approved qualifications are counted

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)



Average points per pupil in English (EBACC)	GCSE and Equivalent	Performance tables approved Quals	
	2013	2014 *	2015
Cohort	267	277	236
School	39.5	39.5	36.2
National	38.8	38.7	38.7
Difference	0.7	0.8	-2.5
Significance			Sig-

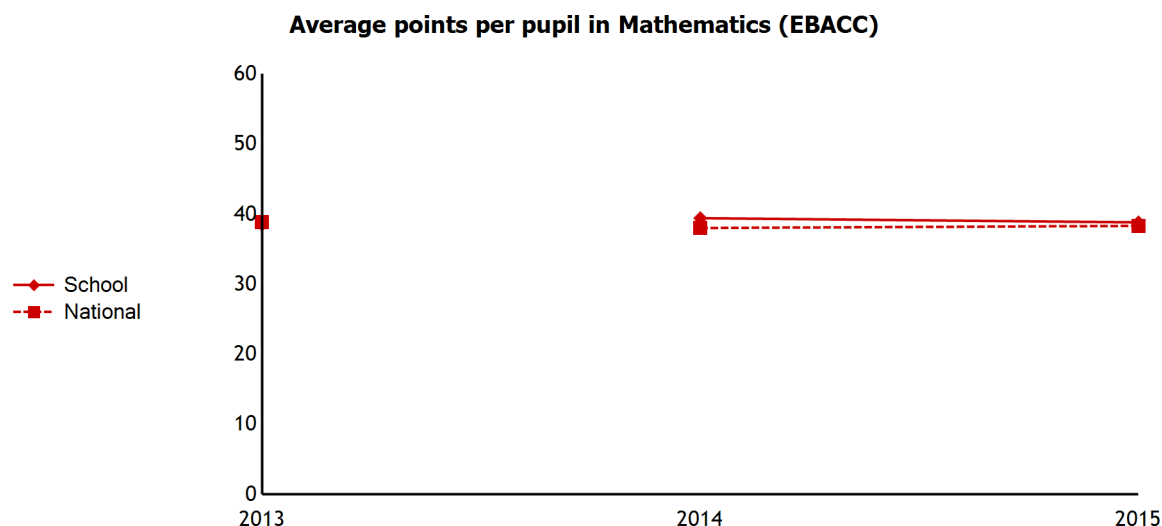
For an explanation of why APS may vary between reports, please see FAQ.

*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	
	2013	2014 *	2015
Cohort	267	277	236
School	38.5	39.4	38.8
National	38.8	38.0	38.3
Difference	-0.3	1.4	0.5
Significance		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

Table 4.1.11: Summary of performance tables approved qualification results for 2015, all pupils (KS4.21)

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

Cluster	Subject	Qualification	Level		Number of entries	Entry as a % of cohort	Cumulative distribution				Average point score
							% achieving 49 points or above	% achieving 37 points or above	% achieving 8 points or above	% achieving 0 points	
Art & design											
	Art & design										
	GCSE	1/2	School		44	18.6	27.3	97.7	100.0	0.0	45.7
			National		139981	25.0	20.0	74.6	99.5	0.5	41.5
Business & finance											
	Business studies										
	GCSE	1/2	School		59	25.0	10.2	72.9	100.0	0.0	40.7
			National		83326	14.9	16.5	64.3	98.4	1.6	39.2
	Other	1/2	School		41	17.4	12.2	95.1	100.0	0.0	42.3
			National		30423	5.4	11.7	72.5	96.2	3.8	38.0
	Economics										
	GCSE	1/2	School		42	17.8	35.7	83.3	100.0	0.0	45.0
			National		8092	1.4	27.1	75.1	98.5	1.5	42.2
Care & services											
	Health & social care										
	Other	1/2	School		34	14.4	61.8	85.3	100.0	0.0	47.3
			National		24344	4.4	17.7	78.3	97.2	2.8	40.3
	Home economics										
	GCSE	1/2	School		1	0.4	0.0	0.0	100.0	0.0	16.0
			National		25026	4.5	11.6	53.7	98.6	1.4	37.1
	Hospitality & catering										
	GCSE	1/2	School		33	14.0	0.0	39.4	100.0	0.0	35.6
			National		31404	5.6	11.7	60.5	99.4	0.6	38.8
Construction, engineering & manufacturing											
	Applied engineering										
	Other	1	School		2	0.8	0.0	0.0	100.0	0.0	25.0
			National		558	0.1	0.0	0.0	100.0	0.0	25.0
	Construction										
	Other	1	School		5	2.1	0.0	0.0	100.0	0.0	25.0
			National		1670	0.3	0.0	0.0	100.0	0.0	25.0
Design & technology											
	Graphic products										
	GCSE	1/2	School		19	8.1	5.3	47.4	100.0	0.0	36.8
			National		31081	5.6	17.0	57.9	97.6	2.4	37.9

Attainment at Key Stage 4

							Cumulative distribution				
Cluster	Subject	Qualification	Level		Number of entries	Entry as a % of cohort	% achieving 49 points or above	% achieving 37 points or above	% achieving 8 points or above	% achieving 0 points	Average point score
	Other design & technology										
	GCSE	1/2	School		7	3.0	0.0	0.0	0.0	100.0	0.0
			National		36487	6.5	13.4	56.5	98.1	1.9	37.4
	Resistant materials										
	GCSE	1/2	School		24	10.2	8.3	45.8	100.0	0.0	37.5
			National		46070	8.2	10.5	53.0	98.0	2.0	36.6
	Textiles technology										
	GCSE	1/2	School		15	6.4	6.7	40.0	100.0	0.0	33.2
			National		23376	4.2	25.4	70.9	99.2	0.8	41.7

English

English language											
	L1/L2 cert	1/2	School		227	96.2	9.7	62.1	98.7	1.3	39.6
			National		192966	34.5	11.6	64.6	98.2	1.8	39.1
English literature											
	GCSE	1/2	School		212	89.8	17.0	77.4	99.5	0.5	41.1
			National		389868	69.7	20.8	74.8	99.1	0.9	41.8

Humanities

Geography											
	GCSE	1/2	School		52	22.0	11.5	44.2	100.0	0.0	36.9
			National		193755	34.7	24.4	67.1	99.1	0.9	40.8
History											
	GCSE	1/2	School		114	48.3	34.2	70.2	100.0	0.0	42.9
			National		213109	38.1	26.6	67.3	98.0	2.0	40.6
Religious studies											
	GCSE	1/2	School		194	82.2	24.7	71.6	99.5	0.5	41.6
			National		252221	45.1	27.6	70.7	98.2	1.8	41.4

ICT

Information technology											
	GCSE	1/2	School		28	11.9	25.0	89.3	96.4	3.6	44.6
			National		92429	16.5	19.5	69.0	98.0	2.0	40.0
	Other	1/2	School		21	8.9	0.0	85.7	100.0	0.0	39.0
			National		78365	14.0	9.6	65.8	94.5	5.5	37.0

Languages

Chinese											
	GCSE	1/2	School		1	0.4	100.0	100.0	100.0	0.0	58.0
			National		1866	0.3	67.6	93.8	99.9	0.1	51.3
French											
	GCSE	1/2	School		29	12.3	10.3	79.3	100.0	0.0	41.4
			National		139751	25.0	20.8	68.1	99.7	0.3	41.2

Attainment at Key Stage 4

							Cumulative distribution				
Cluster	Subject	Qualification	Level		Number of entries	Entry as a % of cohort	% achieving 49 points or above	% achieving 37 points or above	% achieving 8 points or above	% achieving 0 points	Average point score
	German										
	GCSE	1/2	School		27	11.4	18.5	77.8	100.0	0.0	42.4
			National		49523	8.9	20.8	73.1	99.8	0.2	41.9
	Spanish										
	GCSE	1/2	School		22	9.3	9.1	81.8	100.0	0.0	42.7
			National		77708	13.9	25.7	70.2	99.5	0.5	42.0

Mathematics & statistics

Mathematics										
	GCSE	1/2	School	230	97.5	17.8	73.9	95.2	4.8	39.6
			National	527481	94.4	19.1	70.5	96.7	3.3	39.8
	L1/L2 cert	1/2	School	3	1.3	0.0	0.0	100.0	0.0	16.0
			National	12085	2.2	16.4	31.3	95.7	4.3	31.0
Statistics										
	GCSE	1/2	School	50	21.2	28.0	74.0	100.0	0.0	42.3
			National	49908	8.9	18.9	69.9	98.4	1.6	40.3

Media

Media studies											
	GCSE	1/2	School		52	22.0	30.8	82.7	100.0	0.0	45.3
			National		57150	10.2	15.5	64.6	98.4	1.6	39.2

Performing arts

Drama/performing arts										
	GCSE	1/2	School	24	10.2	62.5	95.8	100.0	0.0	48.8
			National	71707	12.8	19.7	70.0	99.3	0.7	41.0
	Other	1/2	School	23	9.7	30.4	91.3	100.0	0.0	43.8
			National	9821	1.8	19.8	77.4	97.0	3.0	40.6
Music										
	GCSE	1/2	School	9	3.8	55.6	100.0	100.0	0.0	50.0
			National	38765	6.9	26.1	72.7	98.9	1.1	41.9
	Other	1/2	School	9	3.8	22.2	77.8	100.0	0.0	42.7
			National	7180	1.3	12.8	77.1	97.6	2.4	39.6

Physical education & sport

Physical education											
	GCSE	1/2	School		65	27.5	13.8	75.4	100.0	0.0	41.5
			National		104355	18.7	18.4	68.8	99.7	0.3	40.8

Science

Additional science											
	GCSE	1/2	School		209	88.6	13.4	74.6	100.0	0.0	41.2
			National		294299	52.6	10.8	63.9	99.5	0.5	39.1

Attainment at Key Stage 4

							Cumulative distribution				
Cluster	Subject	Qualification	Level		Number of entries	Entry as a % of cohort	% achieving 49 points or above	% achieving 37 points or above	% achieving 8 points or above	% achieving 0 points	Average point score
	Core science										
	GCSE	1/2	School		222	94.1	11.7	80.6	99.5	0.5	41.7
			National		351728	62.9	8.4	59.3	99.0	1.0	37.8
	Further additional science										
	GCSE	1/2	School		55	23.3	25.5	65.5	100.0	0.0	41.9
			National		22353	4.0	32.9	79.7	99.9	0.1	44.5
	Other science										
	GCSE	1/2	School		2	0.8	0.0	50.0	100.0	0.0	37.0
			National		5516	1.0	17.9	56.0	97.6	2.4	37.5

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

49 points or above is equivalent to the bottom of GCSE grade A or above

37 points or above is equivalent to the bottom of GCSE grade C or above

8 points or above is equivalent to the bottom of GCSE grade G or above

Please note that the subject families, and therefore the national values, may differ from those published by the DfE in the SFR.

Attainment at Key Stage 4

Table 4.1.12: Relative Performance Indicator E¹ performance tables approved qualifications - 2015 (KS4.20)

Cluster	Subject family	Entries	School average	Average in all other subjects	School difference	National difference	Relative performance indicator
Art & design							
	Art & design	44	45.7	40.9	4.9	2.3	2.5
Business & finance							
	Business studies	100	41.4	40.6	0.8	-0.9	1.7
	Economics	42	45.0	44.8	0.2	-3.4	3.5
Care & services							
	Health & social care	34	47.3	38.3	9.0	2.8	6.2
	Home economics	1	16.0	12.7	3.3	0.7	2.6
	Hospitality & catering	33	35.6	36.7	-1.0	3.5	-4.5
Construction, engineering & manufacturing							
	Applied engineering	2	25.0	27.3	-2.3	-1.5	-0.8
	Construction	5	25.0	11.7	13.3	0.2	13.1
Design & technology							
	Graphic products	19	36.8	37.8	-1.0	-2.0	1.1
	Other design & technology	7	0.0	18.2	-18.2	-1.1	-17.1
	Resistant materials	24	37.5	36.7	0.8	0.0	0.8
	Textiles technology	15	33.2	39.0	-5.8	1.4	-7.2
English							
	English language	227	39.6	40.3	-0.7	1.3	-2.0
	English literature	212	41.1	41.3	-0.2	0.4	-0.6
Humanities							
	Geography	52	36.9	43.4	-6.5	-1.5	-5.0
	History	114	42.9	43.7	-0.8	-2.0	1.1
	Religious studies	194	41.6	42.2	-0.7	0.2	-0.9
ICT							
	Information technology	49	42.2	38.8	3.3	0.1	3.2
Languages							
	Chinese	1	58.0	42.0	16.0	5.3	10.7
	French	29	41.4	46.1	-4.6	-3.2	-1.4
	German	27	42.4	46.4	-3.9	-3.3	-0.6
	Spanish	22	42.7	46.0	-3.3	-2.2	-1.1
Mathematics & statistics							
	Mathematics	233	39.3	39.7	-0.4	0.2	-0.7
	Statistics	50	42.3	41.8	0.5	-1.1	1.6
Media							
	Media studies	52	45.3	40.5	4.8	0.8	4.0

Attainment at Key Stage 4

Cluster	Subject family	Entries	School average	Average in all other subjects	School difference	National difference	Relative performance indicator
Performing arts							
	Drama/performing arts	47	46.3	40.5	5.8	1.1	4.7
	Music	18	46.3	40.9	5.4	-0.5	5.9
Physical education & sport							
	Physical education	65	41.5	40.7	0.7	0.8	-0.1
Science							
	Additional science	209	41.2	41.5	-0.3	-0.8	0.5
	Core science	222	41.7	40.3	1.4	-0.5	1.9
	Further additional science	55	41.9	48.1	-6.2	-2.2	-4.0
	Other science	2	37.0	50.0	-13.0	-5.0	-8.0

Attainment at Key Stage 4

Table 4.1.13: Summary of Key Stage 4 Non Performance Tables Approved Qualification results for 2015 (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: 236

Qualification	Subject	Entries	Entry % of cohort	Merit	Pass	Fail	U	Q	No Result
BTEC Award Level 2	Building	1	0%	0	1	0	0	0	0

Qualification	Subject	Entries	Entry % of cohort	Pass	Fail	U	Q	No Result
BTEC Award Level 1	Building	1	0%	1	0	0	0	0
VRQ Level 1	Beauty services	2	1%	2	0	0	0	0
	Prep for work	9	4%	9	0	0	0	0
	Self development	3	1%	3	0	0	0	0
	Sports leadership	40	17%	40	0	0	0	0
VRQ Level 2	Computer use	32	14%	32	0	0	0	0
	Prep for work	6	3%	6	0	0	0	0

Qualification	Subject	Entries	Entry % of cohort	A*	A	B	C	D	U
Free standing Maths Qual Level 2 (Higher)	Handling data	1	0%	0	0	0	0	0	1
	Shape & space	1	0%	0	0	0	0	0	1

Qualification	Subject	Entries	Entry % of cohort	Entry 3 Pass	Entry 2 Pass	Entry 1 Pass	U
ELQ Band C	History	3	1%	3	0	0	0
	Sci: single award	1	0%	1	0	0	0



Attainment at Key Stage 4

Qualification	Subject	Entries	Entry % of cohort	Pass	U	Q	No Result
Functional Skill at Level 1	Communication	7	3%	4	3	0	0
	Computer use	5	2%	2	3	0	0
	Numeracy	5	2%	1	4	0	0

Qualification	Subject	Entries	Entry % of cohort	Entry 3 Pass
ELQ Band A	Self development	7	3%	7
Functional Skill at Entry Level	Computer use	1	0%	1
	Numeracy	1	0%	1

Attainment at Key Stage 4

Table 4.1.14: Key Stage 4, attainment, thresholds by pupil characteristics, 2015* (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									
	5+ A* to C (incl Eng and Mat)		5+ A* to C		5+ A* to G		English Baccalaureate		Basics	
	School	National	School	National	School	National	School	National	School	National
All Pupils 236	55	56	73	65	90	93	22	24	55	58
Gender										
Male 126	52	51	69	60	89	92	25	19	52	54
Female 110	57	60	77	71	92	95	19	29	58	62
Free School Meals*										
FSM 40	35	36	45	45	80	87	10	11	35	39
Not FSM 196	59	63	79	72	92	95	24	28	59	65
Children Looked After										
CLA 1	0	16	0	22	100	63	0	3	0	19
Not CLA 235	55	56	73	65	90	94	22	24	55	58
Disadvantaged pupils										
Disadvantaged pupils 43	33	36	42	45	74	87	9	11	33	38
Other pupils 193	60	63	80	72	94	96	25	28	60	65
Prior Attainment										
Low 38	3	6	16	13	66	77	0	1	3	7
Middle 114	53	50	82	64	94	96	7	13	54	54
High 72	88	90	93	95	97	99	60	52	88	91
Non-mobile pupils										
Pupils on roll throughout years 10 & 11 229	55	57	73	67	90	95	23	24	55	59
English as a First Language										
English or believed to be English 229	55	56	72	66	90	94	22	24	55	59

Attainment at Key Stage 4

Other than English or believed to be other	7	57	54	86	65	100	94	14	26	57	55
Unclassified	-	-	7	-	9	-	19	-	2	-	8
Special Educational Needs											
No SEN	188	63	63	85	72	97	97	26	27	63	65
SEN support	39	23	23	23	31	64	86	8	6	23	25
SEN with statement or EHC plan	9	22	9	44	12	67	42	11	2	22	10
Ethnicity Group											
White											
British	207	52	56	71	65	89	94	19	23	52	59
Irish	-	-	66	-	75	-	94	-	34	-	68
Traveller of Irish Heritage	-	-	17	-	22	-	56	-	3	-	20
Gypsy/Roma	-	-	8	-	11	-	53	-	1	-	9
Any Other White Background	2	50	52	50	63	100	92	0	26	50	53
Mixed											
White and Black Caribbean	2	50	48	100	59	100	92	50	17	50	50
White and Black African	-	-	58	-	68	-	95	-	26	-	60
White and Asian	-	-	66	-	75	-	95	-	34	-	68
Any other Mixed Background	10	80	60	90	70	100	95	50	30	80	62
Asian or Asian British											
Indian	1	100	71	100	80	100	97	100	39	100	73
Pakistani	1	100	50	100	62	100	95	0	21	100	52
Bangladeshi	-	-	61	-	72	-	96	-	28	-	63
Any other Asian Background	2	50	64	100	75	100	96	0	34	50	66
Black or Black British											
Black Caribbean	1	100	45	100	57	100	94	100	16	100	47
Black African	3	67	55	67	67	100	95	67	24	67	56
Any Other Black Background	1	100	45	100	58	100	93	100	19	100	47
Chinese	1	100	76	100	87	100	98	0	49	100	77
Any Other Ethnic Group	2	50	56	100	67	100	93	0	29	50	57
Unclassified - Refused	3	100	60	100	68	100	95	33	27	100	61
Unclassified - Information Not Obtained	-	-	18	-	22	-	39	-	7	-	19

*From 2014 only performance tables approved qualifications are counted

Attainment at Key Stage 4

Table 4.1.15: Key Stage 4 average point scores by pupil characteristics for 2015 (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	236	308.6	314.2		366.6	384.3		C+	41.1	9.36
Gender										
Male	126	295.5	305.9		348.2	376.0	Sig+	C	40.4	9.31
Female	110	322.2	323.6		385.8	393.9		C+	41.9	9.41
Free School Meals*										
FSM	40	261.3	249.7		296.8	293.2		D+	36.9	7.95
Non FSM	196	325.6	327.3		391.8	402.9		C+	41.8	9.64
Children Looked After										
CLA	1	175.8	284.0	-	191.5	340.0	-	D	34.0	10.00
Not CLA	235	309.8	314.3		368.2	384.5		C+	41.1	9.35
Disadvantaged pupils										
Disadvantaged pupils	43	259.9	236.9		295.1	277.4		D+	36.5	7.60
Other pupils	193	326.6	331.4		393.1	408.2		C+	41.9	9.75
Prior Attainment										
Low	38	190.5	188.7		201.4	214.3		E+	29.9	7.16
Middle	114	304.5	317.5		351.4	377.3	Sig+	C	40.3	9.36
High	72	380.9	378.7		480.3	490.8		B	46.7	10.51
Non-mobile pupils										
Pupils on roll throughout years 10 & 11	229	313.4	314.7		373.1	385.8		C+	41.2	9.36
English as First Language										
English or believed to be English	229	310.8	313.3		369.1	383.2		C+	41.1	9.33
Other than English or believed to be other than English	7	311.5	341.4	Sig+	371.6	420.3	Sig+	C+	41.4	10.14
Unclassified	0	80.4	-	-	86.4	-	-	-	-	-
Special Education Needs										
No SEN	188	328.0	341.3	Sig+	393.5	420.7	Sig+	C+	42.4	9.93
SEN support	39	235.9	206.3		259.2	241.7		D	34.0	7.10
SEN with statement or EHC plan	9	115.4	213.6		122.6	243.1		D	33.7	7.22

Attainment at Key Stage 4

Ethnicity Group										
White										
British	207	309.5	309.2		367.1	376.6		C	40.8	9.23
Irish	0	331.6	-	-	401.4	-	-	-	-	-
Traveller of Irish Heritage	0	163.2	-	-	179.9	-	-	-	-	-
Gypsy/Roma	0	137.1	-	-	146.7	-	-	-	-	-
Any Other White Background	2	307.6	326.0		369.1	397.0		C	39.7	10.00
Mixed										
White and Black Caribbean	2	293.6	377.0		341.8	480.0		B	45.7	10.50
White and Black African	0	318.5	-	-	380.0	-	-	-	-	-
White and Asian	0	335.5	-	-	408.6	-	-	-	-	-
Any other Mixed Background	10	323.3	346.8		390.8	441.2		B-	43.7	10.10
Asian or Asian British										
Indian	1	348.5	368.0	-	430.0	448.0	-	B-	44.8	10.00
Pakistani	1	304.1	320.0	-	355.1	422.0	-	C-	38.4	11.00
Bangladeshi	0	326.3	-	-	390.7	-	-	-	-	-
Any other Asian Background	2	336.2	347.0		408.6	435.0	Sig+	C+	41.4	10.50
Black or Black British										
Black Caribbean	1	292.7	380.0	-	337.4	488.0	-	B-	44.4	11.00
Black African	3	314.0	336.0		370.9	410.7		C+	42.5	9.67
Any Other Black Background	1	295.6	374.0	-	343.4	454.0	-	B	45.4	10.00
Chinese	1	373.6	362.0	-	478.4	436.0	-	B-	43.6	10.00
Any Other Ethnic Group	2	316.0	335.0		379.7	426.0		C	40.6	10.50
Unclassified - Refused	3	320.9	360.0		384.4	458.7		B-	43.0	10.67
Unclassified - Information Not Obtained	0	138.5	-	-	155.5	-	-	-	-	-

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 4.1.16: 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 2015	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	236	67	22	24	211	55	58	211	59	67	233	72	67	208	74	69	79	80	70	146	63	67
Gender																						
Male	126	41	25	19	110	52	54	110	55	61	124	73	67	109	78	67	44	80	64	84	55	63
Female	110	26	19	29	101	58	62	101	65	74	109	71	68	99	69	71	35	80	75	62	74	71
Free School Meals*																						
FSM	40	5	10	11	30	35	39	30	38	51	39	48	49	29	45	53	6	67	60	15	47	49
Non FSM	196	62	24	28	181	59	65	181	64	73	194	77	74	179	78	73	73	81	72	131	65	71
Children Looked After																						
CLA	1	0	0	3	1	0	19	1	0	29	1	0	27	1	0	40	0	-	52	0	-	34
Not CLA	235	67	22	24	210	55	58	210	60	68	232	72	68	207	74	69	79	80	70	146	63	67
Disadvantaged pupils																						
Disadvantaged pupils	43	5	9	11	30	33	38	30	35	51	42	44	49	29	45	53	6	67	59	15	47	49
Other pupils	193	62	25	28	181	60	65	181	65	74	191	78	74	179	78	73	73	81	72	131	65	71
Prior Attainment																						
Low	38	1	0	1	25	3	7	25	5	19	35	18	15	23	30	17	1	0	37	5	20	16
Middle	114	18	7	13	105	54	54	105	61	68	114	75	67	105	72	57	26	58	54	74	47	55
High	72	47	60	52	70	88	91	70	88	94	72	97	96	69	93	90	48	94	84	63	87	89
Non-mobile pupils																						
Pupils on roll throughout years 10 & 11	229	66	23	24	204	55	59	204	60	69	226	72	69	201	74	69	76	79	70	145	63	67
English as a First Language																						
First Language - English	229	65	22	24	204	55	59	204	59	69	226	72	68	201	73	68	75	80	68	142	63	67
First Language - Other	7	2	14	26	7	57	55	7	57	64	7	86	67	7	86	71	4	75	79	4	75	66

Attainment at Key Stage 4

	Total number of pupils in 2015	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	-	-	11	-	-	15	-	-	52	-	-	80	-	-	50
Special Educational Needs																						
No SEN	188	62	26	27	181	63	65	181	68	75	187	82	74	180	78	71	73	81	71	136	64	70
SEN support	39	4	8	6	23	23	25	23	23	36	38	36	37	21	52	44	5	60	52	8	50	40
SEN with statement or EHC plan	9	1	11	2	7	22	10	7	33	13	8	22	16	7	29	43	1	100	55	2	50	39
Ethnicity Group																						
White																						
British	207	51	19	23	182	52	59	182	57	68	204	70	68	180	72	68	59	80	67	125	61	67
Irish	0	-	-	34	-	-	68	-	-	77	-	-	75	-	-	78	-	-	73	-	-	77
Traveller of Irish Heritage	0	-	-	3	-	-	20	-	-	26	-	-	26	-	-	40	-	-	47	-	-	41
Gypsy/Roma	0	-	-	1	-	-	9	-	-	14	-	-	14	-	-	24	-	-	41	-	-	31
Any Other White Background	2	1	0	26	2	50	53	2	50	61	2	50	66	2	50	69	2	50	87	1	100	66
Mixed																						
White and Black Caribbean	2	1	50	17	2	50	50	2	50	64	2	100	59	2	100	61	1	100	61	2	100	60
White and Black African	0	-	-	26	-	-	60	-	-	72	-	-	67	-	-	69	-	-	74	-	-	69
White and Asian	0	-	-	34	-	-	68	-	-	77	-	-	75	-	-	76	-	-	77	-	-	77
Any other Mixed Background	10	7	50	30	10	80	62	10	80	73	10	90	70	9	78	73	7	71	77	8	75	70
Asian or Asian British																						
Indian	1	1	100	39	1	100	73	1	100	79	1	100	82	1	100	81	1	100	79	1	100	78
Pakistani	1	0	0	21	1	100	52	1	100	63	1	100	63	1	100	68	0	-	70	1	0	62
Bangladeshi	0	-	-	28	-	-	63	-	-	72	-	-	72	-	-	73	-	-	72	-	-	68
Any other Asian Background	2	0	0	34	2	50	66	2	50	71	2	100	78	2	100	79	1	100	80	0	-	73
Black or Black British																						
Black Caribbean	1	1	100	16	1	100	47	1	100	63	1	100	56	1	100	58	1	100	58	1	100	54
Black African	3	2	67	24	3	67	56	3	67	68	3	67	66	3	67	70	2	100	70	2	100	65

Attainment at Key Stage 4

Total number of pupils in 2015	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
1	1	100	19	1	100	47	1	100	61	1	100	58	1	100	63	1	100	69	1	100	59
1	0	0	49	1	100	77	1	100	78	1	100	93	1	100	89	1	100	92	0	-	85
2	0	0	29	2	50	57	2	50	65	2	100	69	2	100	74	0	-	84	2	50	68
3	2	33	27	3	100	61	3	100	71	3	100	70	3	100	71	3	67	72	2	50	71
0	-	-	7	-	-	19	-	-	24	-	-	28	-	-	60	-	-	76	-	-	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



Attainment at Key Stage 4

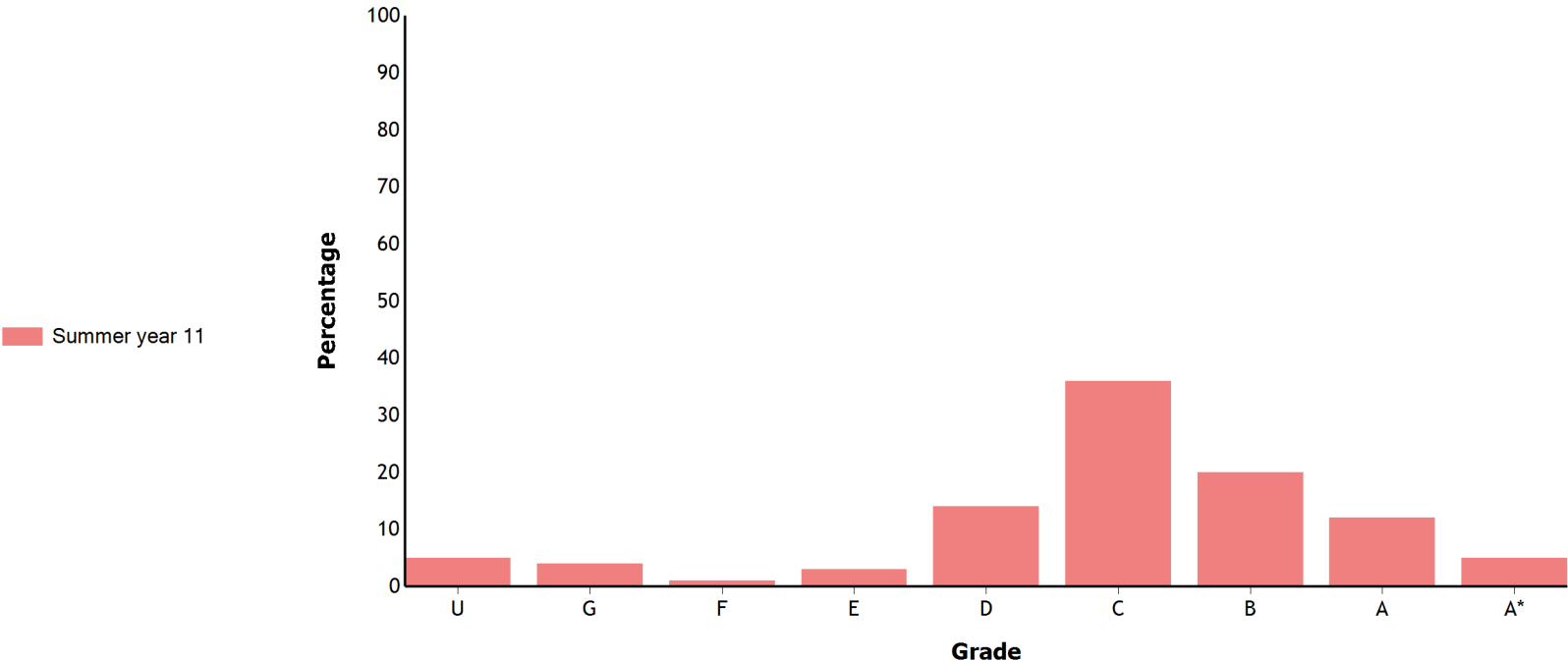
Chart 4.1.17 and Table 4.1.18: Attainment, grade distributions by time of entry 2015 (KS4.EENT)

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

				Percentage actual distribution								
Earliest mathematics (EBACC) point of entry		Cohort	Entries	U	G	F	E	D	C	B	A	A*
End of year 10 or earlier	School	236	-	-	-	-	-	-	-	-	-	-
Winter year 11	School	236	-	-	-	-	-	-	-	-	-	-
Summer year 11	School	236	233	5	4	1	3	14	36	20	12	5
Key Stage 4 highest grade, all pupils	School	236	236	6	4	1	3	14	35	19	12	5
	National	559,061	559,061	6	3	4	5	14	30	19	11	7

				Percentage cumulative distribution								
Earliest mathematics (EBACC) point of entry		Cohort	Entries	U+	G+	F+	E+	D+	C+	B+	A+	A*
End of year 10 or earlier	School	236	-	-	-	-	-	-	-	-	-	-
Winter year 11	School	236	-	-	-	-	-	-	-	-	-	-
Summer year 11	School	236	233	100	95	91	90	87	73	37	18	5
Key Stage 4 highest grade, all pupils	School	236	236	100	94	90	89	86	72	37	17	5
	National	559,061	559,061	100	94	90	87	81	67	38	19	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

		2013	2014*	2015	
Best 8	Cohort for VA	264	270	224	
	VA School score	987.2	997.9	996.5	
	95% confidence interval +/-	7.6	8.7	9.8	
	Significance	Sig-			
	Percentile rank	75	57	58	
	Coverage	99%	97%	95%	
English	Cohort for VA	264	270	224	
	VA School score	998.9	999.3	996.5	AA
	95% confidence interval +/-	0.8	1.0	1.1	
	Significance	Sig-		Sig-	
	Percentile rank	72	67	93	
	Coverage	99%	97%	95%	
Mathematics	Cohort for VA	264	270	224	
	VA School score	997.4	1,000.2	999.9	
	95% confidence interval +/-	0.8	1.0	1.1	
	Significance	Sig-			
	Percentile rank	90	49	54	
	Coverage	99%	97%	95%	
Science	Cohort for VA	190	254	197	
	VA School score	999.2	999.5	1,001.3	AA
	95% confidence interval +/-	0.8	0.8	0.9	
	Significance			Sig+	
	Percentile rank	66	59	31	
	Coverage	71%	92%	83%	
Languages	Cohort for VA	102	119	75	
	VA School score	999.6	998.7	1,000.1	AA
	95% confidence interval +/-	1.4	1.5	1.9	
	Significance				
	Percentile rank	57	65	51	
	Coverage	38%	43%	32%	
Humanities	Cohort for VA	172	190	142	
	VA School score	997.5	998.4	1,000.4	
	95% confidence interval +/-	1.2	1.3	1.5	
	Significance	Sig-	Sig-		
	Percentile rank	81	68	46	
	Coverage	64%	69%	60%	

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.

	School score	White British	Irish	Traveller of Irish Heritage	Gypsy/Roma	Any Other White Background	White and Black Caribbean	White and Black African	White and Asian	Any other Mixed Background	Indian	Pakistani	Bangladeshi	Any other Asian Background	Caribbean	African	Any Other Black Background	Chinese	Any Other Ethnic Group	Refused	Information Not Obtained
Cohort for VA	224	200	0	0	0	1	2	0	0	10	1	0	0	1	1	2	1	0	2	3	0
School Score	996.5	994.3	-	-	-	1036.0	1013.5	-	-	1006.6	966.9	-	-	1017.3	1010.8	1038.6	957.2	-	1016.8	1053.4	-
95% confidence interval	9.8	10.3	-	-	-	146.1	103.3	-	-	46.2	146.1	-	-	146.1	146.1	103.3	146.1	-	103.3	84.3	-
Group national mean	1000.0	994.9	1005.5	906.1	950.0	1030.5	985.2	1006.9	1009.5	1007.3	1031.1	1010.4	1027.8	1036.1	996.7	1024.4	1008.0	1043.9	1037.6	1004.6	970.7
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	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	No SEN	SEN support	SEN with statement or EHC plan
Cohort for VA	224	120	104	38	186	1	223	41	183	38	114	72	219	220	4	0	181	37	6
School Score	996.5	985.8	1008.9	958.1	1004.4	1057.7	996.2	939.6	1009.3	955.1	1009.0	998.5	996.5	996.5	996.6	-	1012.8	923.7	953.9
95% confidence interval	9.8	13.3	14.3	23.7	10.7	146.1	9.8	22.8	10.8	23.7	13.7	17.2	9.9	9.8	73.0	-	10.9	24.0	59.6
Group national mean	1000.0	991.2	1009.0	976.3	1008.5	931.2	1000.5	975.9	1008.8	1000.1	1000.0	999.9	1001.2	996.1	1029.0	941.6	1004.7	972.1	975.2
Significance from national average for group								Sig-		Sig-						-		Sig-	
Significance from overall national average		Sig-		Sig-				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					
		2013		2014*		2015	
		School	National	School	National	School	National
All Pupils	224	987.2	1000.0	997.9	1000.0	996.5	1000.0
Gender							
Boys	120	972.6	991.0	987.7	988.9	985.8	991.2
Girls	104	1003.3	1008.9	1007.2	1011.3	1008.9	1009.0
Free School Meals*							
FSM	38	943.6	983.7	960.4	977.8	958.1	976.3
Non FSM	186	993.6	1005.6	1005.4	1007.8	1004.4	1008.5
Children Looked After							
CLA	1	664.3	950.6	905.8	944.9	1057.7	931.2
Not CLA	223	989.2	1000.2	998.3	1000.3	996.2	1000.5
Disadvantaged pupils							
Disadvantaged pupils	41	928.9	983.4	960.4	977.6	939.6	975.9
Other pupils	183	996.5	1005.7	1005.4	1008.0	1009.3	1008.8
Prior Attainment							
Low	38	973.4	998.6	965.0	999.7	955.1	1000.1
Middle	114	986.9	999.2	1003.0	999.9	1009.0	1000.0
High	72	990.9	1001.4	1000.8	1000.3	998.5	999.9
Non-mobile pupils							
Pupils on roll throughout years 10 & 11	219	986.8	1001.1	998.6	1001.2	996.5	1001.2
English as a First Language							
First Language - English	220	986.4	996.5	997.3	995.5	996.5	996.1
First Language - Other	4	1093.9	1027.7	1041.5	1035.0	996.6	1029.0
Unclassified	-	-	996.8	-	982.8	-	941.6
Special Educational Needs							
No SEN	181	994.2	1005.0	1004.4	1006.5	1012.8	1004.7
SEN support	37	941.9	978.8	935.8	971.2	923.7	972.1
SEN with statement or EHC plan	6	863.4	976.2	976.5	968.5	953.9	975.2
Ethnicity Group							
White							
British	200	985.0	995.6	996.6	993.9	994.3	994.9
Irish	-	-	995.7	-	1001.7	-	1005.5
Traveller of Irish Heritage	-	-	900.9	-	900.3	-	906.1
Gypsy/Roma	-	-	946.6	-	946.4	-	950.0
Any Other White Background	1	1019.7	1022.5	990.6	1032.7	1036.0	1030.5
Mixed							
White and Black Caribbean	2	976.4	989.0	1001.1	984.3	1013.5	985.2
White and Black African	-	1004.0	1002.3	1041.3	1010.1	-	1006.9
White and Asian	-	1025.7	1006.8	973.6	1009.4	-	1009.5



Progress Measures Value Added

		Value Added					
		2013		2014*		2015	
	Number of pupils in latest year	School	National	School	National	School	National
Any other Mixed Background	10	973.7	1003.6	1008.7	1008.7	1006.6	1007.3
Asian or Asian British							
Indian	1	-	1028.7	-	1035.3	966.9	1031.1
Pakistani	0	-	1018.5	1015.7	1018.1	-	1010.4
Bangladeshi	-	973.6	1022.7	1056.1	1030.4	-	1027.8
Any other Asian Background	1	-	1031.6	1036.6	1041.2	1017.3	1036.1
Black or Black British							
Black Caribbean	1	1031.8	1000.7	-	1001.8	1010.8	996.7
Black African	2	1039.3	1023.0	1054.5	1033.9	1038.6	1024.4
Any Other Black Background	1	-	1007.8	-	1012.2	957.2	1008.0
Chinese	0	1043.1	1041.8	1017.0	1047.6	-	1043.9
Any Other Ethnic Group	2	-	1030.7	-	1041.4	1016.8	1037.6
Unclassified - Refused	3	948.3	998.4	-	1003.0	1053.4	1004.6
Unclassified - Information Not Obtained	-	-	989.2	-	982.9	-	970.7

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 2015	Key Stage 2 to 4 Value Added By Subject 2015*														
		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	224	224	996.5	1000.0	224	999.9	1000.0	197	1001.3	1000.0	75	1000.1	1000.0	142	1000.4	1000.0
Gender																
Boys	120	120	995.0	998.8	120	999.9	1000.5	104	1001.2	999.8	43	999.7	998.4	81	998.1	999.0
Girls	104	104	998.3	1001.3	104	1000.0	999.5	93	1001.3	1000.2	32	1000.6	1001.3	61	1003.4	1001.0
Free School Meals*																
FSM	38	38	992.4	998.2	38	997.3	997.9	28	1000.2	998.4	6	999.6	999.0	15	999.2	997.4
Non FSM	186	186	997.4	1000.6	186	1000.4	1000.7	169	1001.5	1000.4	69	1000.1	1000.2	127	1000.5	1000.7
Children Looked After																
CLA	1	1	1002.0	994.5	1	1006.1	994.4	1	1002.0	996.6	0	-	997.1	0	-	995.1
Not CLA	223	223	996.5	1000.0	223	999.9	1000.0	196	1001.3	1000.0	75	1000.1	1000.0	142	1000.4	1000.0
Disadvantaged pupils																
Disadvantaged pupils	41	41	990.1	998.2	41	996.6	997.9	28	1000.2	998.3	6	999.6	999.0	15	999.2	997.4
Other pupils	183	183	998.0	1000.7	183	1000.7	1000.8	169	1001.5	1000.4	69	1000.1	1000.2	127	1000.5	1000.7
Prior Attainment																
Low	38	38	989.6	1000.0	38	995.2	1000.0	23	1001.4	1000.0	1	999.9	999.9	5	1001.1	1000.0
Middle	114	114	997.9	1000.0	114	1001.3	1000.0	105	1002.2	1000.0	26	1001.2	1000.0	74	999.7	1000.0
High	72	72	998.1	1000.0	72	1000.3	1000.0	69	999.8	1000.0	48	999.5	1000.0	63	1001.1	1000.0
Non-mobile pupils																
Pupils on roll throughout years 10 & 11	219	219	996.5	1000.1	219	1000.0	1000.1	192	1001.4	1000.1	73	999.9	1000.0	141	1000.4	1000.1
English as a First Language																
First Language - English	220	220	996.5	999.8	220	1000.0	999.6	193	1001.3	999.7	73	1000.2	999.2	138	1000.4	999.8
First Language - Other	4	4	998.4	1001.6	4	996.2	1003.0	4	1000.4	1002.2	2	994.6	1004.5	4	997.4	1001.7
Unclassified	0	0	-	994.8	0	-	995.3	0	-	998.5	0	-	1001.0	0	-	998.5
Special Educational Needs																
No SEN	181	181	998.9	1000.4	181	1000.8	1000.3	173	1001.2	1000.1	70	1000.0	1000.1	133	1000.4	1000.2
SEN support	37	37	986.4	997.7	37	997.0	998.0	19	1002.7	998.7	4	1002.4	998.2	7	1001.1	998.0
SEN with statement or EHC plan	6	6	988.5	997.5	6	991.7	998.9	5	998.4	1000.2	1	996.7	999.2	2	995.1	1001.1
Ethnicity Group																
White																
British	200	200	996.1	999.7	200	999.9	999.5	174	1001.4	999.6	58	1000.4	998.9	123	1000.5	999.7
Irish	0	0	-	1000.5	0	-	1000.0	0	-	1000.7	0	-	1000.4	0	-	1001.7
Traveller of Irish Heritage	0	0	-	991.9	0	-	991.1	0	-	996.5	0	-	999.7	0	-	995.6
Gypsy/Roma	0	0	-	995.6	0	-	995.8	0	-	996.1	0	-	997.8	0	-	995.5
Any Other White Background	1	1	999.3	1001.6	1	999.6	1002.8	1	1005.7	1002.0	1	995.7	1008.2	1	1000.8	1002.0
Mixed																
White and Black Caribbean	2	2	995.7	999.2	2	1000.8	997.8	2	1001.5	998.7	1	999.5	998.2	2	1002.0	998.5
White and Black African	0	0	-	1000.9	0	-	999.8	0	-	1000.0	0	-	1002.0	0	-	1000.0

Progress Measures Value Added

	Total number of pupils in 2015	Key Stage 2 to 4 Value Added By Subject 2015*														
		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)
White and Asian	0	0	-	1000.9	0	-	1000.6	0	-	1000.9	0	-	1001.5	0	-	1001.5
Any other Mixed Background	10	10	1001.7	1000.7	10	1001.2	1000.1	9	999.5	1000.6	7	997.8	1002.3	8	997.9	1000.4
Asian or Asian British																
Indian	1	1	1004.2	1001.7	1	990.1	1003.5	1	997.2	1002.8	1	993.5	1002.3	1	997.2	1002.6
Pakistani	0	0	-	1000.5	0	-	1000.9	0	-	1000.9	0	-	1001.0	0	-	1000.2
Bangladeshi	0	0	-	1002.1	0	-	1002.6	0	-	1001.9	0	-	1001.2	0	-	1001.6
Any other Asian Background	1	1	1003.3	1001.8	1	997.1	1004.4	1	997.6	1003.2	1	1011.9	1003.3	0	-	1002.5
Black or Black British																
Black Caribbean	1	1	1001.4	1000.2	1	994.2	998.6	1	1001.2	999.1	1	1003.8	998.5	1	1013.3	998.3
Black African	2	2	999.8	1001.6	2	1005.5	1002.2	2	1000.1	1001.7	1	999.7	1001.6	1	1002.9	1001.3
Any Other Black Background	1	1	992.2	1000.5	1	989.3	999.9	1	996.8	1000.1	1	993.7	1001.4	1	996.9	1000.0
Chinese	0	0	-	1001.6	0	-	1005.8	0	-	1004.0	0	-	1006.6	0	-	1003.5
Any Other Ethnic Group	2	2	997.2	1002.2	2	1000.7	1003.8	2	1001.3	1002.9	0	-	1006.7	2	995.8	1002.3
Unclassified - Refused	3	3	1004.2	1000.5	3	1004.6	1000.2	3	1004.6	1000.5	3	1000.3	1000.9	2	1002.1	1000.7
Unclassified - Information Not Obtained	0	0	-	996.9	0	-	997.6	0	-	998.5	0	-	1000.7	0	-	998.8

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	1	0	0	0	1	4	6	0	0	0	1	0	0%	58%	0	0%	24%
	W	0	0	0	0	0	0	0	0	0	0	0	0	0%	6%	0	0%	5%
	1	0	0	0	0	0	0	0	0	0	0	0	0	0%	30%	0	0%	19%
	2	6	2	0	0	1	0	0	0	0	0	9	1	11%	52%	0	0%	26%
	3	10	0	0	0	6	10	2	2	0	0	30	14	47%	62%	4	13%	24%
	4	7	0	0	0	2	43	40	32	6	0	130	78	60%	70%	38	29%	28%
	5	1	0	0	0	0	2	8	28	14	2	55	44	80%	77%	16	29%	38%
Summary												225	137	61%	69%	58	26%	30%
												Total Cohort	236					

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 5.2.2: 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	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 English attainment	Other or no prior available	1	0	0	0	1	0	0	0	0	0	1	0	0%	0%	62%	0	0%	0%	27%
	W	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	6%	0	0%	0%	5%
	1	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	31%	0	0%	0%	21%
	2	3	0	0	0	1	0	0	0	0	0	4	1	25%	0%	59%	0	0%	0%	32%
	3	4	0	0	0	1	2	0	0	0	0	7	2	29%	52%	68%	0	0%	17%	28%
	4	5	0	0	0	2	8	7	4	0	0	26	11	42%	64%	74%	4	15%	33%	31%
	5	0	0	0	0	0	0	0	3	0	1	4	4	100%	78%	79%	1	25%	29%	40%
Summary												42	18	43%	65%	74%	5	12%	29%	34%

Total Cohort of Disadvantaged pupils	43
--------------------------------------	----

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		1	0	0	0	1	4	6	0	0	0	1	0	0%	58%	0	0%	24%
	W		0	0	0	0	0	0	0	0	0	0	0	0	0%	6%	0	0%	5%
	1		0	0	0	0	0	0	0	0	0	0	0	0	0%	30%	0	0%	19%
	2		6	2	0	0	1	0	0	0	0	0	9	1	11%	52%	0	0%	26%
	3	3C	2	0	0	0	0	3	1	0	0	0	6	4	67%	45%	1	17%	13%
		3B	4	0	0	0	6	1	0	1	0	0	12	2	17%	60%	1	8%	22%
		3A	4	0	0	0	0	6	1	1	0	0	12	8	67%	74%	2	17%	34%
	4	4C	2	0	0	0	1	15	5	3	0	0	26	8	31%	52%	3	12%	11%
		4B	4	0	0	0	1	24	20	11	1	0	61	32	52%	68%	12	20%	25%
		4A	1	0	0	0	0	4	15	18	5	0	43	38	88%	85%	23	53%	45%
	5	5C	0	0	0	0	0	1	6	20	7	1	35	28	80%	73%	8	23%	30%
		5B	1	0	0	0	0	1	2	8	6	1	19	15	79%	82%	7	37%	46%
		5A	0	0	0	0	0	0	0	0	1	0	1	1	100%	98%	1	100%	85%
Summary													225	137	61%	69%	58	26%	30%

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

Total Cohort	236
--------------	-----

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 (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 English attainment	Other or no prior available		1	0	0	0	1	0	0	0	0	0	1	0	0	0%	0%	62%	0	0%	0%	27%
	W		0	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	6%	0	0%	0%	5%
	1		0	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	31%	0	0%	0%	21%
	2		3	0	0	0	1	0	0	0	0	0	0	1	25%	0%	59%	0	0%	0%	32%	
	3	3C	0	0	0	0	0	1	0	0	0	0	0	1	100%	60%	51%	0	0%	20%	15%	
		3B	1	0	0	0	1	0	0	0	0	0	0	0	0%	20%	65%	0	0%	10%	25%	
		3A	3	0	0	0	0	1	0	0	0	0	0	1	25%	88%	78%	0	0%	25%	37%	
	4	4C	2	0	0	0	1	4	0	0	0	0	0	0	0%	42%	56%	0	0%	16%	13%	
		4B	3	0	0	0	1	4	6	0	0	0	0	6	43%	55%	72%	0	0%	26%	28%	
		4A	0	0	0	0	0	0	1	4	0	0	0	5	100%	87%	87%	4	80%	50%	48%	
	5	5C	0	0	0	0	0	0	0	0	2	0	0	2	100%	79%	75%	0	0%	24%	32%	
		5B	0	0	0	0	0	0	0	0	1	0	1	2	100%	76%	84%	1	50%	35%	48%	
		5A	0	0	0	0	0	0	0	0	0	0	0	0	0%	100%	98%	0	0%	100%	86%	
Summary													42	18	43%	65%	74%	5	12%	29%	34%	
													Total Cohort of Disadvantaged pupils	43								

Key

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										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 Mathematics attainment	Other or no prior available	0	0	2	0	1	2	6	1	0	0	1	1	100%	65%	0	0%	35%
	W	0	0	0	0	0	0	0	0	0	0	0	0	0%	2%	0	0%	1%
	1	0	0	0	0	0	0	0	0	0	0	0	0	0%	9%	0	0%	5%
	2	0	3	1	0	0	0	0	0	0	0	4	0	0%	20%	0	0%	12%
	3	3	7	2	1	3	11	9	0	0	0	36	20	56%	44%	9	25%	19%
	4	0	1	5	1	4	18	46	24	4	0	103	74	72%	68%	28	27%	23%
	5	0	0	0	0	0	1	22	21	25	12	81	58	72%	79%	37	46%	48%
Summary												225	153	68%	66%	74	33%	30%

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

Total Cohort	236
--------------	-----

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	1	0	1	0	0	0	0	0	0	0	0%	100%	71%	0	0%	0%	39%
	W	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	2%	0	0%	0%	1%
	1	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	8%	0	0%	0%	5%
	2	0	1	0	0	0	0	0	0	0	0	1	0	0%	0%	23%	0	0%	0%	13%
	3	1	1	1	1	1	3	2	0	0	0	10	5	50%	58%	50%	2	20%	27%	23%
	4	0	1	4	0	3	4	9	2	0	0	23	11	48%	79%	74%	2	9%	33%	26%
	5	0	0	0	0	0	1	1	1	4	0	7	5	71%	72%	82%	4	57%	45%	51%
Summary												41	21	51%	72%	72%	8	20%	36%	35%

Total Cohort of Disadvantaged pupils	43
--------------------------------------	----

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 Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress
KS2 Mathematics attainment	Other or no prior available		0	0	2	0	1	2	6	1	0	0	1	1	100%	65%	0	0%	35%
	W		0	0	0	0	0	0	0	0	0	0	0	0	0%	2%	0	0%	1%
	1		0	0	0	0	0	0	0	0	0	0	0	0	0%	9%	0	0%	5%
	2		0	3	1	0	0	0	0	0	0	0	4	0	0%	20%	0	0%	12%
	3	3C	0	2	0	0	0	0	0	0	0	0	2	0	0%	23%	0	0%	7%
		3B	3	3	2	1	3	3	4	0	0	0	19	7	37%	40%	4	21%	17%
		3A	0	2	0	0	0	8	5	0	0	0	15	13	87%	60%	5	33%	30%
	4	4C	0	0	3	0	0	6	13	4	0	0	26	17	65%	50%	4	15%	8%
		4B	0	1	2	1	4	10	23	8	0	0	49	31	63%	67%	8	16%	19%
		4A	0	0	0	0	0	2	10	12	4	0	28	26	93%	85%	16	57%	40%
	5	5C	0	0	0	0	0	0	11	12	5	2	30	19	63%	67%	7	23%	28%
		5B	0	0	0	0	0	0	11	9	13	7	40	29	73%	81%	20	50%	49%
5A		0	0	0	0	0	1	0	0	7	3	11	10	91%	97%	10	91%	83%	
Summary													225	153	68%	66%	74	33%	30%
Key													Total Cohort	236					

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	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	1	0	1	0	0	0	0	0	0	0	0	0%	100%	71%	0	0%	0%	39%	
	W		0	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	2%	0	0%	0%	1%	
	1		0	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	8%	0	0%	0%	5%	
	2		0	1	0	0	0	0	0	0	0	0	0	1	0	0%	0%	23%	0	0%	0%	13%	
	3	3C	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	26%	0	0%	0%	8%	
		3B	1	0	1	1	1	1	1	1	0	0	0	6	2	33%	38%	46%	1	17%	23%	20%	
		3A	0	1	0	0	0	2	1	0	0	0	4	3	75%	91%	66%	1	25%	36%	34%		
	4	4C	0	0	2	0	0	2	1	1	0	0	6	2	33%	75%	55%	1	17%	15%	9%		
		4B	0	1	2	0	3	2	4	1	0	0	13	5	38%	72%	72%	1	8%	19%	22%		
		4A	0	0	0	0	0	0	4	0	0	0	4	4	100%	92%	88%	0	0%	67%	43%		
	5	5C	0	0	0	0	0	0	1	1	0	0	2	1	50%	64%	71%	0	0%	25%	30%		
		5B	0	0	0	0	0	0	0	0	3	0	3	3	100%	70%	83%	3	100%	46%	52%		
		5A	0	0	0	0	0	1	0	0	1	0	2	1	50%	100%	97%	1	50%	100%	84%		
Summary													41	21	51%	72%	72%	8	20%	36%	35%		
													Total Cohort of Disadvantaged pupils	43									
Key																							

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	225	61	69	Sig-	225	68	66	
Gender								
Male	121	56	64		120	64	64	
Female	104	66	75	Sig-	105	72	68	
Free School Meals*								
FSM	39	46	58		38	55	49	
Non FSM	186	64	74	Sig-	187	71	72	
Children Looked After								
CLA	1	100	38	-	1	100	30	-
Not CLA	224	61	70	Sig-	224	68	66	
Disadvantaged pupils								
Disadvantaged pupils	42	43	57		41	51	49	
Other pupils	183	65	74	Sig-	184	72	72	
Prior Attainment								
Low	38	29	52	Sig-	38	34	32	
Middle	114	62	68		114	74	67	
High	72	76	81		72	76	82	
Non-mobile pupils								
Pupils on roll throughout years 10 & 11	220	61	71	Sig-	220	69	67	
English as a First Language								
English or believed to be English	221	61	69	Sig-	221	68	66	
Other than English or believed to be other than English	4	50	75	-	4	50	72	-
Unclassified	-	-	11	-	-	-	13	-
Special Educational Needs								
No SEN	181	68	74		182	74	72	
SEN support	37	32	54	Sig-	37	41	42	
SEN with statement or EHC plan	7	29	29	-	6	50	21	-
Ethnicity Group								
White								
British	201	59	69	Sig-	200	68	65	
Irish	-	-	77	-	-	-	71	-
Traveller of Irish Heritage	-	-	35	-	-	-	24	-
Gypsy/Roma	-	-	34	-	-	-	19	-
Any Other White Background	1	100	75	-	1	100	71	-

Expected Progress English, mathematics

	English				Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig
Mixed								
White and Black Caribbean	2	50	65	-	2	50	56	-
White and Black African	-	-	75	-	-	-	68	-
White and Asian	-	-	76	-	-	-	73	-
Any other Mixed Background	10	80	74	-	10	90	69	-
Asian or Asian British								
Indian	1	100	81	-	1	0	83	-
Pakistani	-	-	70	-	-	-	65	-
Bangladeshi	-	-	78	-	-	-	75	-
Any other Asian Background	1	100	80	-	1	0	82	-
Black or Black British								
Black Caribbean	1	100	66	-	1	0	58	-
Black African	2	100	75	-	3	67	72	-
Any Other Black Background	1	0	68	-	1	0	61	-
Chinese	-	-	85	-	-	-	93	-
Any Other Ethnic Group	2	0	76	-	2	50	75	-
Unclassified - Refused	3	100	72	-	3	100	69	-
Unclassified - Information Not Obtained	-	-	25	-	-	-	26	-

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

Table 6.1.1: Closing the Gaps Trend - Disadvantaged pupils(KS4.CTGT)

Percentage achieving expected progress and more than expected progress from different starting points														

Closing the Gaps at Key Stage 4

Value Added						
	2013		2014		2015	
	Cohort	School	Cohort	School	Cohort	School
Overall						
Disadvantaged pupils	38	928.9	45	960.4	41	939.6
Other pupils	226	996.5	225	1005.4	183	1009.3
English						
Disadvantaged pupils	38	993.5	45	996.1	41	990.1
Other pupils	226	999.8	225	1000.0	183	998.0
Mathematics						
Disadvantaged pupils	38	992.9	45	996.0	41	996.6
Other pupils	226	998.1	225	1001.0	183	1000.7
Science						
Disadvantaged pupils	16	997.2	36	998.2	28	1000.2
Other pupils	174	999.4	218	999.7	169	1001.5
Languages						
Disadvantaged pupils	4	990.4	11	997.7	6	999.6
Other pupils	98	1000.0	108	998.8	69	1000.1
Humanities						
Disadvantaged pupils	14	991.9	21	996.8	15	999.2
Other pupils	158	997.9	169	998.7	127	1000.5

Closing the Gaps at Key Stage 4

Average Point Score												
	2013				2014				2015			
	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff
English APS												
Disadvantaged pupils	38	30.5	40.5	-10.0	45	32.8	40.4	-7.6	43	26.5	40.5	-14.0
Other pupils	229	41.0		0.5	232	40.8		0.4	193	38.3		-2.2
Within school gap		-10.5				-8.0				-11.8		
Mathematics APS												
Disadvantaged pupils	38	30.1	40.9	-10.8	45	30.3	40.1	-9.8	43	31.5	40.6	-9.1
Other pupils	229	39.8		-1.1	232	41.2		1.1	193	40.4		-0.2
Within school gap		-9.7				-10.9				-8.9		
Capped APS												
Disadvantaged pupils	38	270.1	350.9	-80.8	45	249.9	324.8	-74.9	43	236.9	326.6	-89.7
Other pupils	229	353.2		2.3	232	328.5		3.7	193	331.4		4.8
Within school gap		-83.1				-78.6				-94.5		

Closing the Gaps at Key Stage 4

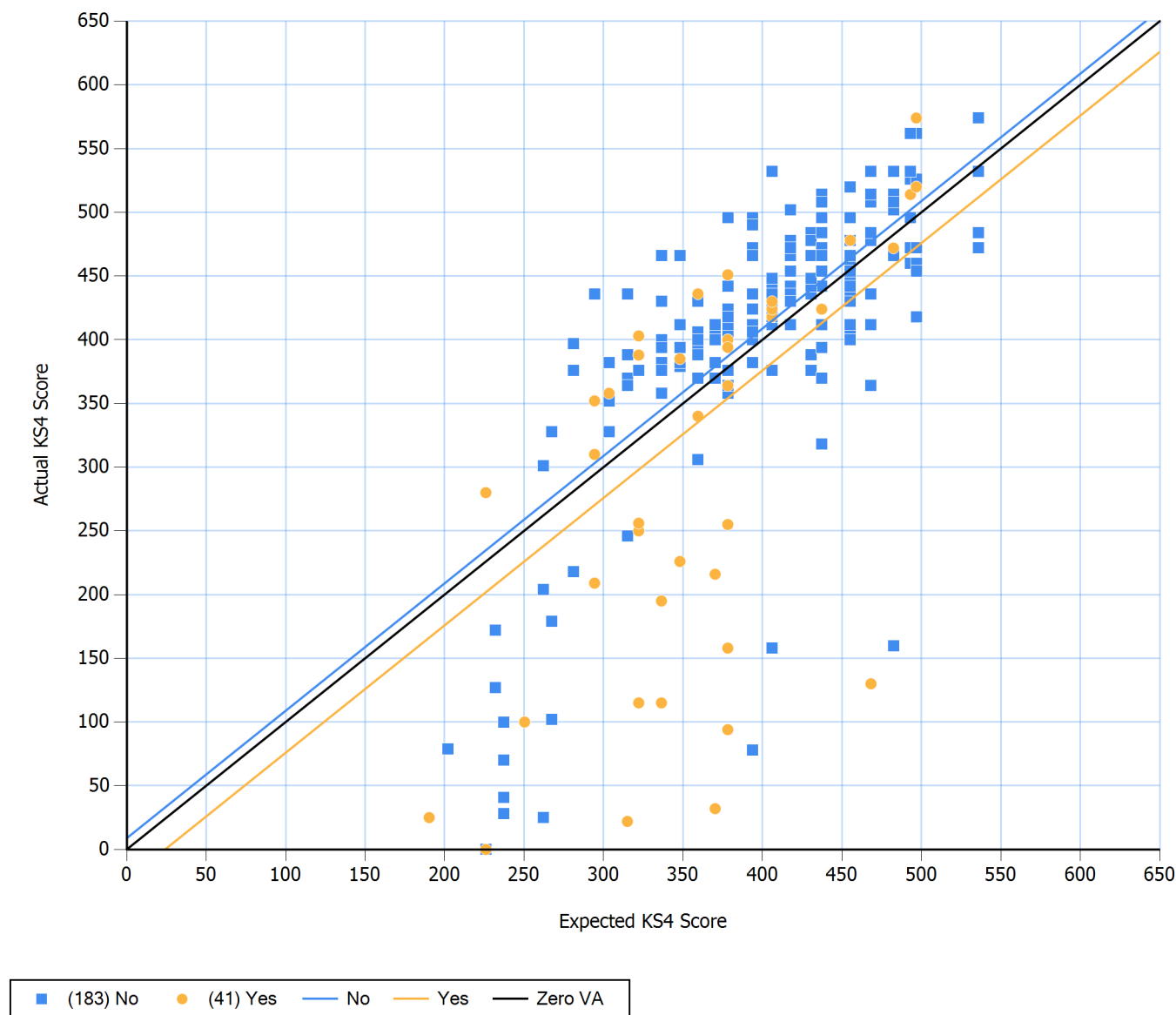
Threshold												
	2013				2014				2015			
	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff
English Baccalaureate		%	%	%		%	%	%		%	%	%
Disadvantaged pupils	38	5	27	-22	45	4	28	-24	43	9	28	-19
Other pupils	229	25		-2	232	24		-4	193	25		-3
Within school gap		-20				-20				-16		
5 A*-C including English and mathematics												
Disadvantaged pupils	38	26	67	-41	45	33	62	-29	43	33	63	-30
Other pupils	229	61		-6	232	62		0	193	60		-3
Within school gap		-35				-29				-27		
Basics												
Disadvantaged pupils	38	26	67	-41	45	36	64	-28	43	33	65	-32
Other pupils	229	61		-6	232	65		1	193	60		-5
Within school gap		-35				-29				-27		
English A*-C												
Disadvantaged pupils	38	39	74	-35	45	53	73	-20	43	35	74	-39
Other pupils	229	71		-3	232	75		2	193	65		-9
Within school gap		-32				-22				-30		
Mathematics A*-C												
Disadvantaged pupils	38	34	77	-43	45	47	74	-27	43	44	74	-30
Other pupils	229	71		-6	232	75		1	193	78		4
Within school gap		-37				-28				-34		
5 A*-G												
Disadvantaged pupils	38	79	96	-17	45	82	95	-13	43	74	96	-22
Other pupils	229	98		2	232	97		2	193	94		-2
Within school gap		-19				-15				-20		

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)

2015 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