



RAISEonline 2015 Summary Report
Braidwood School for the Deaf

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| Unique Reference Number (URN) | 103611 |
| DfE Number | 3307030 |
| Local Authority | Birmingham |

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

& Percentage of children who are

Destinations

Percentage of children who are

Percentage of children who are

Percentage of children who are

Percentage of children who are

Percentage of children who are

Important Information for Governors E '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.

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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?

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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.

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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 É') "" "(£"

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 | 60 | 64 | 58 | 20 | 595 | 828 | 1,040 |
| National | 978 | 957 | 945 | 20 | 595 | 828 | 1,040 |
| % girls | | | | | | | |
| School | 50.0 | 48.4 | 43.1 | 0.0 | 45.7 | 48.1 | 49.7 |
| 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 | 64.8 | 71.9 | 73.6 | 0.6 | 14.7 | 22.2 | 31.1 |
| National | 28.2 | 28.5 | 28.7 | 0.6 | 14.7 | 22.2 | 31.1 |
| % of pupils from minority ethnic groups | | | | | | | |
| School | 75.0 | 77.4 | 81.0 | 0.0 | 5.4 | 9.8 | 19.2 |
| 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 | 70.0 | 71.9 | 69.0 | 0.0 | 1.8 | 3.9 | 8.9 |
| National | 13.6 | 14.4 | 15.1 | 0.0 | 1.8 | 3.9 | 8.9 |
| % of pupils with SEN support | | | | | | | |
| School | - | - | 3.4 | 0.0 | 6.8 | 10.3 | 14.0 |
| National | - | - | 12.4 | 0.0 | 6.8 | 10.3 | 14.0 |
| % of pupils with an SEN statement or EHC plan | | | | | | | |
| School | - | - | 96.6 | 0.0 | 0.8 | 1.3 | 1.9 |
| National | - | - | 1.8 | 0.0 | 0.8 | 1.3 | 1.9 |
| % stability | | | | | | | |
| School | 72.2 | 54.4 | 52.8 | 17.2 | 88.3 | 91.5 | 93.5 |
| National | 92.4 | 92.1 | 91.9 | 17.2 | 88.3 | 91.5 | 93.5 |
| School deprivation indicator | | | | | | | |
| School | 0.42 | 0.42 | 0.43 | 0.03 | 0.12 | 0.16 | 0.23 |
| 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 | 10 | 70.0 / 30.0 | 80.0 | 90.0 | 40.0 | 100.0 | 0 |
| 8 | 10 | 70.0 / 30.0 | 80.0 | 40.0 | 50.0 | 100.0 | 0 |
| 9 | 14 | 50.0 / 50.0 | 71.4 | 100.0 | 85.7 | 100.0 | 0 |
| 10 | 13 | 53.8 / 46.2 | 69.2 | 92.3 | 76.9 | 100.0 | 0 |
| 11 | 6 | 83.3 / 16.7 | 66.7 | 100.0 | 83.3 | 100.0 | 0 |
| Post-Compulsory | 5 | 0.0 / 100.0 | - | 40.0 | 80.0 | 100.0 | 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 | 25.0 | 21.9 | 19.0 | 70.4 |
| Irish | 0.0 | 0.0 | 0.0 | 0.3 |
| Traveller of Irish heritage | 0.0 | 0.0 | 0.0 | 0.1 |
| Romany or Gypsy | 0.0 | 0.0 | 0.0 | 0.3 |
| any other White background | 5.0 | 6.3 | 6.9 | 5.1 |
| Mixed | | | | |
| White & Black Caribbean | 0.0 | 0.0 | 0.0 | 1.4 |
| White & Black African | 1.7 | 1.6 | 1.7 | 0.6 |
| White & Asian | 0.0 | 0.0 | 0.0 | 1.1 |
| any other mixed background | 1.7 | 0.0 | 0.0 | 1.8 |
| Asian or Asian British | | | | |
| Indian | 1.7 | 0.0 | 0.0 | 2.7 |
| Pakistani | 35.0 | 37.5 | 34.5 | 4.1 |
| Bangladeshi | 8.3 | 6.3 | 8.6 | 1.7 |
| any other Asian background | 0.0 | 0.0 | 0.0 | 1.7 |
| Black or Black British | | | | |
| Caribbean | 5.0 | 6.3 | 5.2 | 1.3 |
| African | 5.0 | 6.3 | 12.1 | 3.5 |
| any other Black background | 0.0 | 0.0 | 0.0 | 0.7 |
| Chinese | 0.0 | 0.0 | 0.0 | 0.4 |
| Any other ethnic group | 11.7 | 10.9 | 12.1 | 1.6 |
| Parent/pupil preferred not to say | 0.0 | 0.0 | 0.0 | 0.5 |
| Ethnicity not known | 0.0 | 3.1 | 0.0 | 0.5 |
| ----- | | | | |
| First language | | | | |
| English | 30.0 | 28.1 | 31.0 | 82.5 |
| Other | 70.0 | 71.9 | 69.0 | 17.3 |
| Unclassified | 0.0 | 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 | - | - | 0 | 0 | 0 | 0 |
| Moderate Learning Difficulty | - | - | 0 | 0 | 0 | 0 |
| Severe Learning Difficulty | - | - | 0 | 0 | 0 | 0 |
| Profound & Multiple Learning Difficulty | - | - | 0 | 0 | 0 | 0 |
| Social, Emotional and Mental Health | - | - | 0 | 0 | 0 | 0 |
| Speech, Language and Communication Needs | - | - | 0 | 0 | 0 | 0 |
| Hearing Impairment | - | - | 2 | 58 | 58 | 56 |
| Visual Impairment | - | - | 0 | 0 | 0 | 0 |
| Multi-Sensory Impairment | - | - | 0 | 1 | 1 | 0 |
| Physical Disability | - | - | 0 | 0 | 0 | 0 |
| Autistic Spectrum Disorder | - | - | 0 | 0 | 0 | 0 |
| SEN support but no Specialist Assessment of type of need | - | - | 0 | - | - | 0 |
| Other Difficulty/Disability | - | - | 0 | 0 | 0 | 0 |
| School total | - | - | 2 | 59 | 59 | 56 |
| Percentage of school roll | - | - | 3.4 | 98.3 | 92.2 | 96.6 |



Absence and exclusions

Table 2.1.1: School Level Absence and Exclusions - 3 Year Trend (Trend_ss)

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.

The absence analysis shows the proportion of pupils in the school who were classed as Persistent Absentees and the proportion of sessions missed due to Overall Absence. The analysis also provides national averages for mainstream secondary schools and for maintained and non-maintained special schools.

| | 2013 | | | 2014 | | | 2015 | | |
|--|--------|---|--|--------|---|--|--------|---|--|
| | School | National average for mainstream secondary schools | National average for maintained and non-maintained special schools | School | National average for mainstream secondary schools | National average for maintained and non-maintained special schools | School | National average for mainstream secondary schools | National average for maintained and non-maintained special schools |
| Absence | | | | | | | | | |
| % Persistent absentees- absent for 15% or more sessions | 15.7 | 6.5 | 16.2 | 8.9 | 5.3 | 14.6 | - | - | - |
| % of sessions missed due to Overall Absence | 9.9 | 5.9 | 9.6 | 6.3 | 5.2 | 9.0 | - | - | - |
| Exclusions | | | | | | | | | |
| Permanent exclusions as a percentage of the pupil group | 0.00 | 0.10 | 0.10 | 0.00 | 0.10 | 0.10 | - | - | - |
| % pupils with 1 or more fixed term exclusions | 5.00 | 3.90 | 5.90 | 6.30 | 3.70 | 5.50 | - | - | - |
| % pupils with more than 1 fixed term exclusion | 1.70 | 1.40 | 3.10 | 0.00 | 1.30 | 3.00 | - | - | - |
| Fixed term exclusions as a percentage of the pupil group | 6.70 | 6.90 | 14.70 | 6.30 | 6.70 | 13.90 | - | - | - |

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.

There is no data available for 2015

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 special schools | School | National average for special schools | School | National average for special schools | School | National average for special schools |
| All Pupils | 6.25 | 13.86 | 6.25 | 5.51 | 0.00 | 2.98 | 0.00 | 0.07 |
| Gender | | | | | | | | |
| Male | 6.06 | 17.68 | 6.06 | 6.91 | 0.00 | 3.79 | 0.00 | 0.10 |
| Female | 6.45 | 4.26 | 6.45 | 1.99 | 0.00 | 0.93 | 0.00 | 0.01 |
| Free School Meals* | | | | | | | | |
| FSM | 4.88 | 24.29 | 4.88 | 9.26 | 0.00 | 5.16 | 0.00 | 0.11 |
| Non FSM | 6.25 | 6.86 | 6.25 | 2.95 | 0.00 | 1.51 | 0.00 | 0.01 |
| English as a First Language | | | | | | | | |
| English or believed to be English | 0.00 | 16.46 | 0.00 | 6.47 | 0.00 | 3.53 | 0.00 | 0.08 |
| Other than English or believed to be other than English | 8.70 | 3.43 | 8.70 | 1.78 | 0.00 | 0.78 | 0.00 | 0.03 |
| Unclassified | - | 10.47 | - | 6.40 | - | 2.91 | - | 0.00 |
| Special Educational Needs | | | | | | | | |
| No SEN | - | 33.86 | - | 17.41 | - | 9.18 | - | 0.00 |
| SEN support | 0.00 | 22.12 | 0.00 | 7.59 | 0.00 | 4.10 | 0.00 | 0.00 |
| SEN with statement or EHC plan | 6.78 | 13.63 | 6.78 | 5.43 | 0.00 | 2.93 | 0.00 | 0.07 |
| Ethnic Group | | | | | | | | |
| White | | | | | | | | |
| British | 0.00 | 15.99 | 0.00 | 6.33 | 0.00 | 3.43 | 0.00 | 0.08 |
| Irish | - | 20.30 | - | 8.49 | - | 5.17 | - | 0.00 |
| Traveller of Irish Heritage | - | 28.28 | - | 13.13 | - | 8.08 | - | 0.00 |
| Gypsy/Roma | - | 31.63 | - | 12.93 | - | 8.16 | - | 0.34 |
| Any Other White Background | 25.00 | 4.93 | 25.00 | 2.74 | 0.00 | 1.10 | 0.00 | 0.04 |
| Mixed | | | | | | | | |
| White and Black Caribbean | - | 30.38 | - | 11.55 | - | 6.55 | - | 0.14 |
| White and Black African | 0.00 | 9.58 | 0.00 | 4.59 | 0.00 | 3.19 | 0.00 | 0.20 |
| White and Asian | - | 10.17 | - | 3.83 | - | 1.85 | - | 0.13 |
| Any other Mixed Background | - | 19.69 | - | 7.49 | - | 4.30 | - | 0.06 |
| Asian or Asian British | | | | | | | | |
| Indian | - | 1.65 | - | 0.92 | - | 0.40 | - | 0.00 |
| Pakistani | 12.50 | 3.44 | 12.50 | 1.62 | 0.00 | 0.57 | 0.00 | 0.07 |
| Bangladeshi | 0.00 | 3.06 | 0.00 | 1.73 | 0.00 | 0.63 | 0.00 | 0.08 |
| Any other Asian Background | - | 3.06 | - | 1.67 | - | 0.66 | - | 0.07 |

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 special schools | School | National average for special schools | School | National average for special schools | School | National average for special schools |
| Black or Black British | | | | | | | | |
| Black Caribbean | 0.00 | 38.42 | 0.00 | 13.63 | 0.00 | 7.99 | 0.00 | 0.07 |
| Black African | 0.00 | 7.30 | 0.00 | 3.03 | 0.00 | 1.41 | 0.00 | 0.09 |
| Any Other Black Background | - | 15.61 | - | 5.99 | - | 3.32 | - | 0.11 |
| Chinese | - | 1.13 | - | 0.38 | - | 0.38 | - | 0.00 |
| Any Other Ethnic Group | 0.00 | 5.54 | 0.00 | 2.39 | 0.00 | 1.53 | 0.00 | 0.00 |
| Unclassified - Refused | - | 14.03 | - | 5.53 | - | 2.77 | - | 0.40 |
| Unclassified - Information Not Obtained | 0.00 | 22.94 | 0.00 | 9.02 | 0.00 | 5.54 | 0.00 | 0.00 |

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 | |
|----------------------|-----------|--|-----|--|--|---------------------|-----|--------------------------------------|-----|---|-----|
| | | Sch | Nat | | | Sch | Nat | Sch | Nat | Sch | Nat |
| All Pupils | Cohort 13 | 100 | 92 | | | 100 | 90 | 0 | 1 | 0 | 1 |
| Gender | | | | | | | | | | | |
| Male | 6 | 100 | 91 | | | 100 | 89 | 0 | 1 | 0 | 1 |
| Female | 7 | 100 | 92 | | | 100 | 91 | 0 | 1 | 0 | 1 |
| Disadvantaged pupils | | | | | | | | | | | |
| Disadvantaged pupils | 6 | 100 | 85 | | | 100 | 83 | 0 | 1 | 0 | 1 |
| Other pupils | 7 | 100 | 94 | | | 100 | 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 | | Apprenticeships * | | Sustained education combination destination | | Destination not sustained | | Destination not sustained /NEET | | Activity not captured | |
| | | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat |
| All Pupils | Cohort 13 | 54 | 34 | 0 | 0 | 0 | 3 | 0 | 38 | 0 | 12 | 0 | 0 | 0 | 0 | 46 | 1 | 0 | 5 | 0 | 0 | 0 | 5 | 0 | 2 | 0 | 1 |
| Gender | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male | 6 | 33 | 36 | 0 | 0 | 0 | 4 | 0 | 36 | 0 | 11 | 0 | 0 | 0 | 0 | 67 | 1 | 0 | 6 | 0 | 0 | 0 | 5 | 0 | 2 | 0 | 2 |
| Female | 7 | 71 | 32 | 0 | 0 | 0 | 3 | 0 | 41 | 0 | 14 | 0 | 0 | 0 | 0 | 29 | 1 | 0 | 4 | 0 | 0 | 0 | 5 | 0 | 2 | 0 | 1 |
| Disadvantaged pupils | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Disadvantaged pupils | 6 | 33 | 40 | 0 | 0 | 0 | 4 | 0 | 26 | 0 | 10 | 0 | 0 | 0 | 0 | 67 | 2 | 0 | 4 | 0 | 0 | 0 | 9 | 0 | 4 | 0 | 2 |
| Other pupils | 7 | 71 | 32 | 0 | 0 | 0 | 3 | 0 | 43 | 0 | 13 | 0 | 0 | 0 | 0 | 29 | 1 | 0 | 5 | 0 | 0 | 0 | 4 | 0 | 1 | 0 | 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 | 15.0 | 27.6 | -12.6 | Sig- | 66.7 |
| Year 10 | 14.4 | 27.5 | -13.1 | Sig- | 53.8 |
| Year 9 | 13.6 | 28.4 | -14.8 | Sig- | 85.7 |
| Year 8 | 18.4 | 28.6 | -10.2 | Sig- | 100.0 |
| Year 7 | 17.2 | 28.9 | -11.7 | Sig- | 100.0 |

% by Prior Attainment Band

| | School | | | | National | | |
|---------|--------|--------|------|-----------------|----------|--------|------|
| | Low | Middle | High | % based on TA * | Low | Middle | High |
| Year 11 | 100.0 | 0.0 | 0.0 | 66.7 | 15.9 | 49.0 | 35.1 |
| Year 10 | 100.0 | 0.0 | 0.0 | N/A | 17.3 | 51.8 | 30.9 |
| Year 9 | 100.0 | 0.0 | 0.0 | N/A | 13.4 | 48.1 | 38.4 |
| Year 8 | 100.0 | 0.0 | 0.0 | N/A | 13.5 | 44.8 | 41.7 |
| Year 7 | 90.0 | 10.0 | 0.0 | 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.

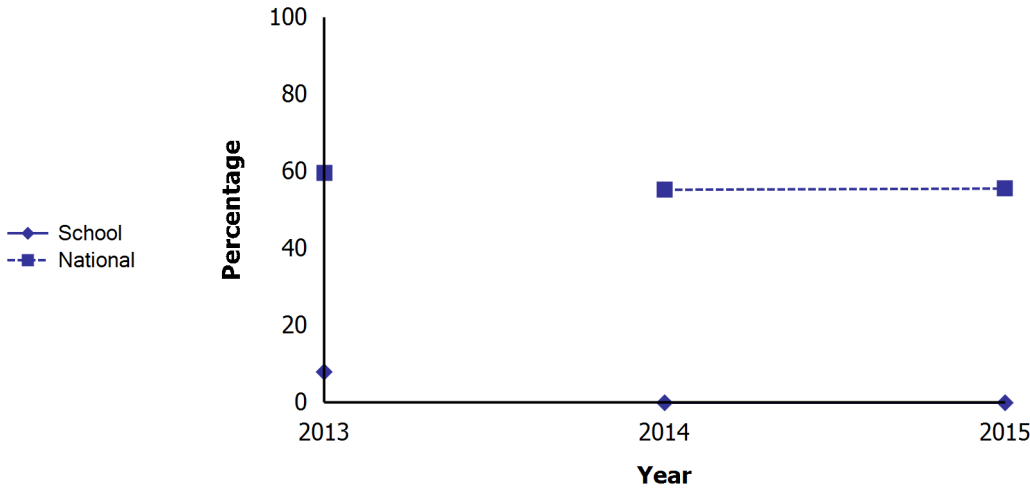


Attainment at Key Stage 4

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 | 13 | 14 | 6 |
| School | 8 | 0 | 0 |
| National | 60 | 55 | 56 |
| Difference | -52 | -55 | -56 |
| Significance | Sig- | Sig- | - |

*From 2014 only performance tables approved qualifications are counted

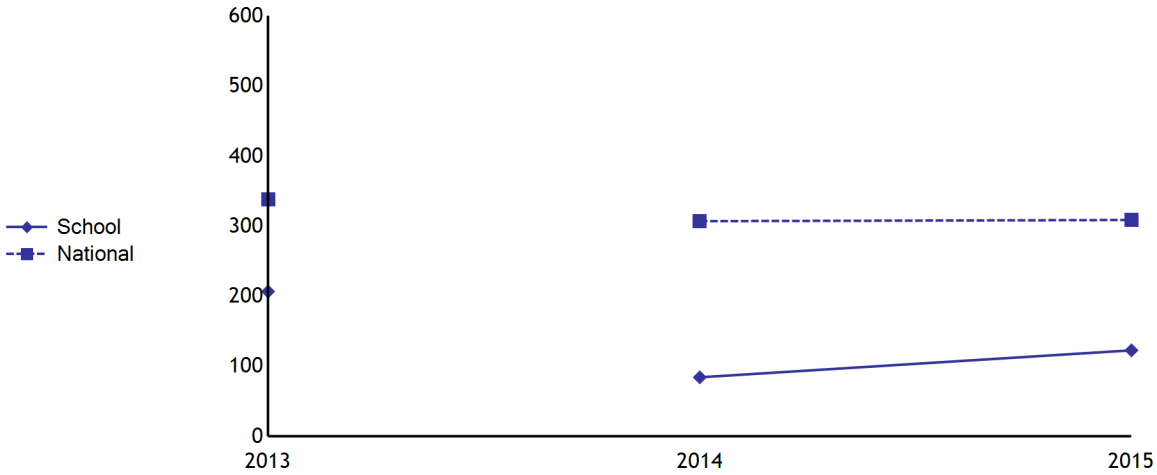


Attainment at Key Stage 4

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

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

Average capped total points score (best 8 subjects)



| | GCSE and Equivalent | Performance tables approved Quals | |
|---|---------------------|-----------------------------------|--------|
| | 2013 | 2014 * | 2015 |
| Average capped total points score (best 8 subjects) | | | |
| Cohort | 13 | 14 | 6 |
| School | 206.5 | 84.0 | 122.5 |
| National | 338.3 | 306.9 | 308.6 |
| Difference | -131.8 | -222.9 | -186.1 |
| Significance | Sig- | Sig- | Sig- |

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

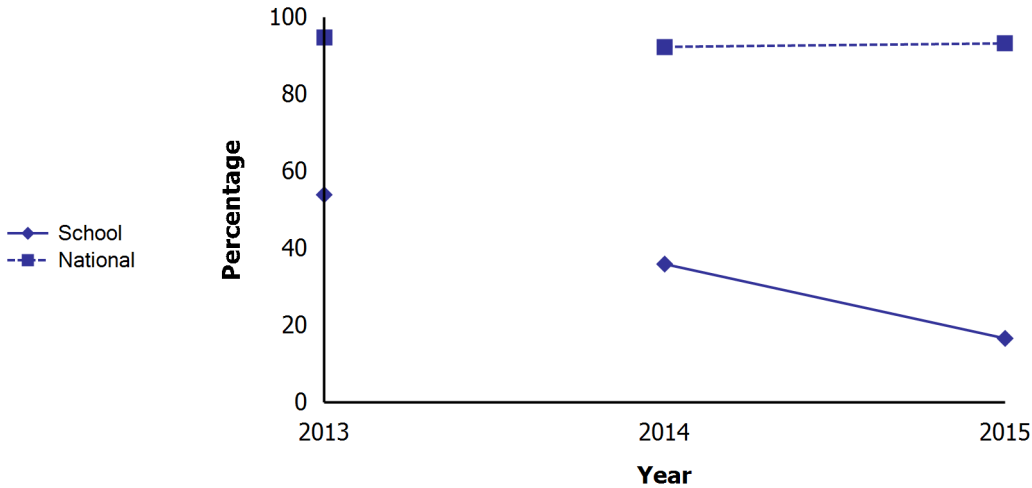
*From 2014 only performance tables approved qualifications are counted

Attainment at Key Stage 4

Chart 4.1.5 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 | 13 | 14 | 6 |
| School | 54 | 36 | 17 |
| National | 95 | 92 | 93 |
| Difference | -41 | -56 | -76 |
| Significance | - | - | - |

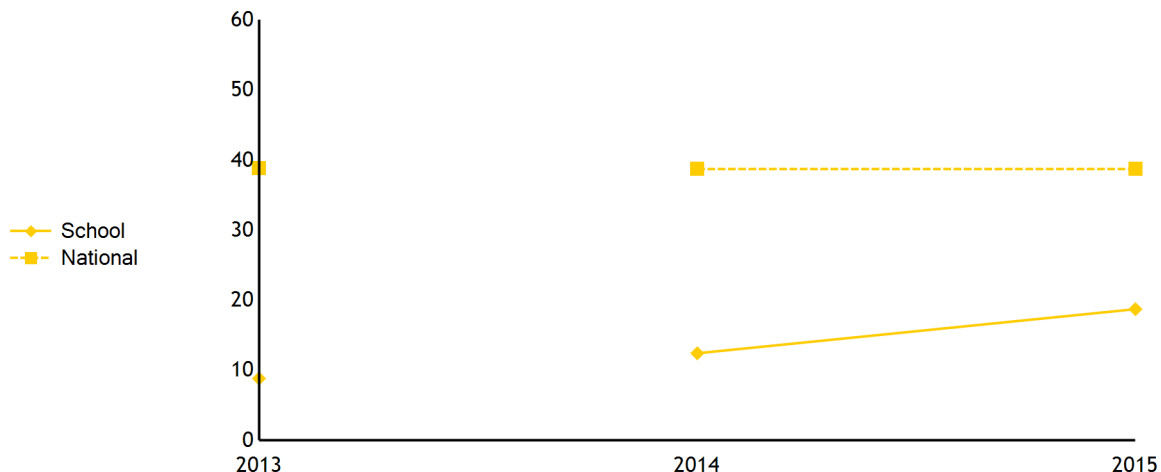
*From 2014 only performance tables approved qualifications are counted

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 | 13 | 14 | 6 |
| School | 8.8 | 12.4 | 18.7 |
| National | 38.8 | 38.7 | 38.7 |
| Difference | -30.0 | -26.3 | -20.0 |
| Significance | Sig- | Sig- | Sig- |

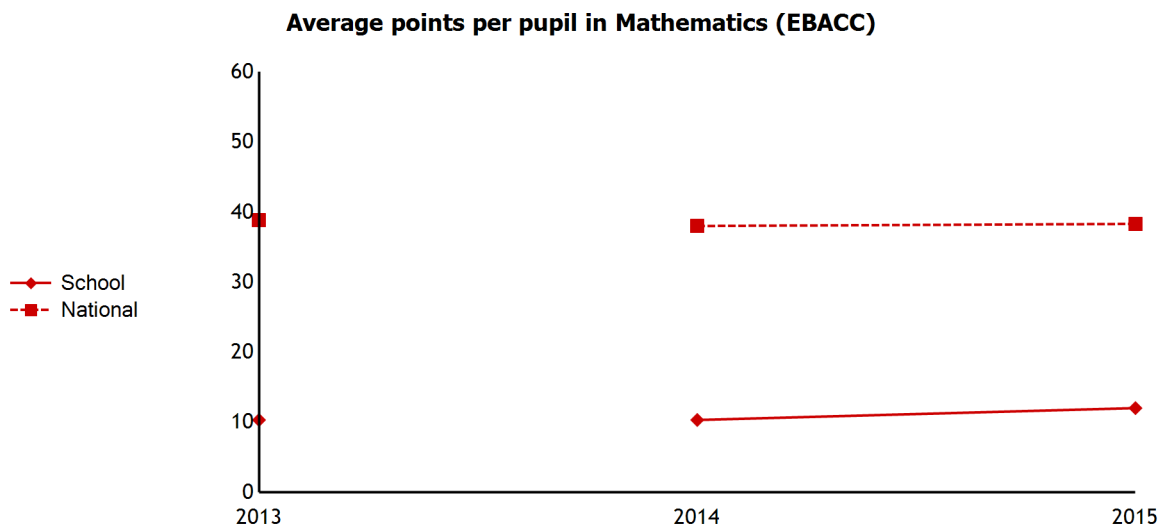
For an explanation of why APS may vary between reports, please see FAQ.

*From 2014 only performance tables approved qualifications are counted

Attainment at Key Stage 4

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

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



| Average points per pupil in Mathematics (EBACC) | GCSE and Equivalent | Performance tables approved Quals | |
|---|---------------------|-----------------------------------|-------|
| | 2013 | 2014 * | 2015 |
| Cohort | 13 | 14 | 6 |
| School | 10.3 | 10.3 | 12.0 |
| National | 38.8 | 38.0 | 38.3 |
| Difference | -28.5 | -27.7 | -26.3 |
| Significance | Sig- | Sig- | Sig- |

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

*From 2014 only performance tables approved qualifications are counted

Attainment at Key Stage 4

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 | | 3 | 50.0 | 33.3 | 100.0 | 100.0 | 0.0 | 46.0 |
| | | | National | | 139981 | 25.0 | 20.0 | 74.6 | 99.5 | 0.5 | 41.5 |
| Business & finance | | | | | | | | | | | |
| Business studies | | | | | | | | | | | |
| | Other | 1/2 | School | | 2 | 33.3 | 0.0 | 0.0 | 100.0 | 0.0 | 25.0 |
| | | | National | | 30423 | 5.4 | 11.7 | 72.5 | 96.2 | 3.8 | 38.0 |
| English | | | | | | | | | | | |
| English | | | | | | | | | | | |
| | GCSE | 1/2 | School | | 3 | 50.0 | 0.0 | 0.0 | 100.0 | 0.0 | 24.0 |
| | | | National | | 60562 | 10.8 | 1.7 | 38.0 | 98.1 | 1.9 | 33.8 |
| English language | | | | | | | | | | | |
| | GCSE | 1/2 | School | | 1 | 16.7 | 0.0 | 100.0 | 100.0 | 0.0 | 40.0 |
| | | | National | | 283069 | 50.6 | 20.7 | 81.3 | 99.8 | 0.2 | 43.0 |
| English literature | | | | | | | | | | | |
| | GCSE | 1/2 | School | | 1 | 16.7 | 0.0 | 0.0 | 100.0 | 0.0 | 34.0 |
| | | | National | | 389868 | 69.7 | 20.8 | 74.8 | 99.1 | 0.9 | 41.8 |
| Humanities | | | | | | | | | | | |
| Religious studies | | | | | | | | | | | |
| | GCSE | 1/2 | School | | 1 | 16.7 | 0.0 | 100.0 | 100.0 | 0.0 | 40.0 |
| | | | National | | 252221 | 45.1 | 27.6 | 70.7 | 98.2 | 1.8 | 41.4 |
| ICT | | | | | | | | | | | |
| Information technology | | | | | | | | | | | |
| | Other | 1/2 | School | | 1 | 16.7 | 0.0 | 0.0 | 0.0 | 100.0 | 0.0 |
| | | | National | | 78365 | 14.0 | 9.6 | 65.8 | 94.5 | 5.5 | 37.0 |
| Mathematics & statistics | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | |
| | GCSE | 1/2 | School | | 4 | 66.7 | 0.0 | 0.0 | 75.0 | 25.0 | 18.0 |
| | | | National | | 527481 | 94.4 | 19.1 | 70.5 | 96.7 | 3.3 | 39.8 |
| Media | | | | | | | | | | | |
| Media studies | | | | | | | | | | | |
| | GCSE | 1/2 | School | | 3 | 50.0 | 0.0 | 0.0 | 100.0 | 0.0 | 32.0 |
| | | | National | | 57150 | 10.2 | 15.5 | 64.6 | 98.4 | 1.6 | 39.2 |



Attainment at Key Stage 4

| 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 | |

Physical education & sport

| Physical education | | | | | | | | | | | |
|--------------------|------|--|-----|----------|--------|------|------|------|-------|-----|------|
| | GCSE | | 1/2 | School | 1 | 16.7 | 0.0 | 0.0 | 100.0 | 0.0 | 34.0 |
| | | | | National | 104355 | 18.7 | 18.4 | 68.8 | 99.7 | 0.3 | 40.8 |

Science

| Additional science | | | | | | | | | | | |
|--------------------|------|--|-----|----------|--------|-------|------|-------|-------|-----|------|
| | GCSE | | 1/2 | School | 1 | 16.7 | 0.0 | 100.0 | 100.0 | 0.0 | 40.0 |
| | | | | National | 294299 | 52.6 | 10.8 | 63.9 | 99.5 | 0.5 | 39.1 |
| Core science | | | | | | | | | | | |
| | GCSE | | 1/2 | School | 6 | 100.0 | 0.0 | 16.7 | 100.0 | 0.0 | 24.0 |
| | | | | National | 351728 | 62.9 | 8.4 | 59.3 | 99.0 | 1.0 | 37.8 |

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 E '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 | 3 | 46.0 | 19.9 | 26.1 | 2.3 | 23.8 |
| Business & finance | | | | | | | |
| | Business studies | 2 | 25.0 | 30.5 | -5.5 | -0.9 | -4.6 |
| English | | | | | | | |
| | English | 3 | 24.0 | 26.0 | -2.0 | 1.7 | -3.7 |
| | English language | 1 | 40.0 | 36.6 | 3.4 | 1.3 | 2.1 |
| | English literature | 1 | 34.0 | 37.4 | -3.4 | 0.4 | -3.8 |
| Humanities | | | | | | | |
| | Religious studies | 1 | 40.0 | 36.6 | 3.4 | 0.2 | 3.1 |
| ICT | | | | | | | |
| | Information technology | 1 | 0.0 | 28.8 | -28.8 | 0.1 | -28.9 |
| Mathematics & statistics | | | | | | | |
| | Mathematics | 4 | 18.0 | 30.5 | -12.5 | 0.2 | -12.8 |
| Media | | | | | | | |
| | Media studies | 3 | 32.0 | 22.0 | 10.0 | 0.8 | 9.2 |
| Physical education & sport | | | | | | | |
| | Physical education | 1 | 34.0 | 37.4 | -3.4 | 0.8 | -4.2 |
| Science | | | | | | | |
| | Additional science | 1 | 40.0 | 36.6 | 3.4 | -0.8 | 4.1 |
| | Core science | 6 | 24.0 | 26.6 | -2.6 | -0.5 | -2.1 |

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: 6

| Qualification | Subject | Entries | Entry % of cohort | A* | A | B | C | D | E | F | G | U | No Result |
|-------------------|-------------------|---------|-------------------|----|---|---|---|---|---|---|---|---|-----------|
| GCSE Short Course | Religious studies | 4 | 67% | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 | 0 |

| Qualification | Subject | Entries | Entry % of cohort | Distinction | Merit | Pass | Fail | U | Q | No Result |
|-------------------------------------|--------------|---------|-------------------|-------------|-------|------|------|---|---|-----------|
| OCR National First Award at Level 2 | Computer use | 1 | 17% | 0 | 0 | 1 | 0 | 0 | 0 | 0 |

| Qualification | Subject | Entries | Entry % of cohort | Entry 3 Pass | Entry 2 Pass | Entry 1 Pass | U | Q | No Result |
|---------------|-------------------|---------|-------------------|--------------|--------------|--------------|---|---|-----------|
| ELQ Band C | Mathematics | 3 | 50% | 2 | 0 | 1 | 0 | 0 | 0 |
| | Religious educatn | 1 | 17% | 1 | 0 | 0 | 0 | 0 | 0 |

| Qualification | Subject | Entries | Entry % of cohort | Pass | Fail | U | Q | No Result |
|---------------|-----------------|---------|-------------------|------|------|---|---|-----------|
| VRQ Level 2 | Prep for work | 6 | 100% | 6 | 0 | 0 | 0 | 0 |
| | Signing english | 4 | 67% | 4 | 0 | 0 | 0 | 0 |

| Qualification | Subject | Entries | Entry % of cohort | Entry 3 Pass | Fail |
|---------------------------------|---------------|---------|-------------------|--------------|------|
| Functional Skill at Entry Level | Communication | 2 | 33% | 2 | 0 |

| Qualification | Subject | Entries | Entry % of cohort | Pass |
|--|-----------------|---------|-------------------|------|
| Other General Qualification at Level 1 | Signing english | 6 | 100% | 6 |

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 | 6 | 0 | 56 | 17 | 65 | 17 | 93 | 0 | 24 | 0 | 58 |
| Gender | | | | | | | | | | | |
| Male | 5 | 0 | 51 | 20 | 60 | 20 | 92 | 0 | 19 | 0 | 54 |
| Female | 1 | 0 | 60 | 0 | 71 | 0 | 95 | 0 | 29 | 0 | 62 |
| Free School Meals* | | | | | | | | | | | |
| FSM | 4 | 0 | 36 | 25 | 45 | 25 | 87 | 0 | 11 | 0 | 39 |
| Not FSM | 2 | 0 | 63 | 0 | 72 | 0 | 95 | 0 | 28 | 0 | 65 |
| Children Looked After | | | | | | | | | | | |
| CLA | - | - | 16 | - | 22 | - | 63 | - | 3 | - | 19 |
| Not CLA | 6 | 0 | 56 | 17 | 65 | 17 | 94 | 0 | 24 | 0 | 58 |
| Disadvantaged pupils | | | | | | | | | | | |
| Disadvantaged pupils | 4 | 0 | 36 | 25 | 45 | 25 | 87 | 0 | 11 | 0 | 38 |
| Other pupils | 2 | 0 | 63 | 0 | 72 | 0 | 96 | 0 | 28 | 0 | 65 |
| Prior Attainment | | | | | | | | | | | |
| Low | 4 | 0 | 6 | 0 | 13 | 0 | 77 | 0 | 1 | 0 | 7 |
| Middle | - | - | 50 | - | 64 | - | 96 | - | 13 | - | 54 |
| High | - | - | 90 | - | 95 | - | 99 | - | 52 | - | 91 |
| Non-mobile pupils | | | | | | | | | | | |
| Pupils on roll throughout years 10 & 11 | 6 | 0 | 57 | 17 | 67 | 17 | 95 | 0 | 24 | 0 | 59 |
| English as a First Language | | | | | | | | | | | |
| English or believed to be English | 1 | 0 | 56 | 0 | 66 | 0 | 94 | 0 | 24 | 0 | 59 |

Attainment at Key Stage 4

| | | | | | | | | | | | |
|--|---|---|----|----|----|----|----|---|----|---|----|
| Other than English or believed to be other | 5 | 0 | 54 | 20 | 65 | 20 | 94 | 0 | 26 | 0 | 55 |
| Unclassified | - | - | 7 | - | 9 | - | 19 | - | 2 | - | 8 |
| <hr/> | | | | | | | | | | | |
| Special Educational Needs | | | | | | | | | | | |
| No SEN | - | - | 63 | - | 72 | - | 97 | - | 27 | - | 65 |
| SEN support | - | - | 23 | - | 31 | - | 86 | - | 6 | - | 25 |
| SEN with statement or EHC plan | 6 | 0 | 9 | 17 | 12 | 17 | 42 | 0 | 2 | 0 | 10 |
| <hr/> | | | | | | | | | | | |
| Ethnicity Group | | | | | | | | | | | |
| White | | | | | | | | | | | |
| British | - | - | 56 | - | 65 | - | 94 | - | 23 | - | 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 | - | - | 52 | - | 63 | - | 92 | - | 26 | - | 53 |
| Mixed | | | | | | | | | | | |
| White and Black Caribbean | - | - | 48 | - | 59 | - | 92 | - | 17 | - | 50 |
| White and Black African | - | - | 58 | - | 68 | - | 95 | - | 26 | - | 60 |
| White and Asian | - | - | 66 | - | 75 | - | 95 | - | 34 | - | 68 |
| Any other Mixed Background | - | - | 60 | - | 70 | - | 95 | - | 30 | - | 62 |
| Asian or Asian British | | | | | | | | | | | |
| Indian | - | - | 71 | - | 80 | - | 97 | - | 39 | - | 73 |
| Pakistani | 2 | 0 | 50 | 0 | 62 | 0 | 95 | 0 | 21 | 0 | 52 |
| Bangladeshi | - | - | 61 | - | 72 | - | 96 | - | 28 | - | 63 |
| Any other Asian Background | - | - | 64 | - | 75 | - | 96 | - | 34 | - | 66 |
| Black or Black British | | | | | | | | | | | |
| Black Caribbean | 1 | 0 | 45 | 0 | 57 | 0 | 94 | 0 | 16 | 0 | 47 |
| Black African | - | - | 55 | - | 67 | - | 95 | - | 24 | - | 56 |
| Any Other Black Background | - | - | 45 | - | 58 | - | 93 | - | 19 | - | 47 |
| Chinese | - | - | 76 | - | 87 | - | 98 | - | 49 | - | 77 |
| Any Other Ethnic Group | 3 | 0 | 56 | 33 | 67 | 33 | 93 | 0 | 29 | 0 | 57 |
| Unclassified - Refused | - | - | 60 | - | 68 | - | 95 | - | 27 | - | 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 | 6 | 308.6 | 122.5 | Sig- | 366.6 | 126.7 | Sig- | E | 28.1 | 4.50 |
| Gender | | | | | | | | | | |
| Male | 5 | 295.5 | 131.4 | Sig- | 348.2 | 136.4 | Sig- | E | 28.4 | 4.80 |
| Female | 1 | 322.2 | 78.0 | - | 385.8 | 78.0 | - | E- | 26.0 | 3.00 |
| Free School Meals* | | | | | | | | | | |
| FSM | 4 | 261.3 | 141.0 | | 296.8 | 147.3 | | D- | 31.0 | 4.75 |
| Non FSM | 2 | 325.6 | 85.5 | | 391.8 | 85.5 | | F | 21.4 | 4.00 |
| Children Looked After | | | | | | | | | | |
| CLA | 0 | 175.8 | - | - | 191.5 | - | - | - | - | - |
| Not CLA | 6 | 309.8 | 122.5 | Sig- | 368.2 | 126.7 | Sig- | E | 28.1 | 4.50 |
| Disadvantaged pupils | | | | | | | | | | |
| Disadvantaged pupils | 4 | 259.9 | 141.0 | | 295.1 | 147.3 | | D- | 31.0 | 4.75 |
| Other pupils | 2 | 326.6 | 85.5 | | 393.1 | 85.5 | | F | 21.4 | 4.00 |
| Prior Attainment | | | | | | | | | | |
| Low | 4 | 190.5 | 78.0 | Sig- | 201.4 | 78.0 | Sig- | F+ | 24.0 | 3.25 |
| Middle | 0 | 304.5 | - | - | 351.4 | - | - | - | - | - |
| High | 0 | 380.9 | - | - | 480.3 | - | - | - | - | - |
| Non-mobile pupils | | | | | | | | | | |
| Pupils on roll throughout years 10 & 11 | 6 | 313.4 | 122.5 | Sig- | 373.1 | 126.7 | Sig- | E | 28.1 | 4.50 |
| English as First Language | | | | | | | | | | |
| English or believed to be English | 1 | 310.8 | 78.0 | - | 369.1 | 78.0 | - | E- | 26.0 | 3.00 |
| Other than English or believed to be other than English | 5 | 311.5 | 131.4 | Sig- | 371.6 | 136.4 | Sig- | E | 28.4 | 4.80 |
| Unclassified | 0 | 80.4 | - | - | 86.4 | - | - | - | - | - |
| Special Education Needs | | | | | | | | | | |
| No SEN | 0 | 328.0 | - | - | 393.5 | - | - | - | - | - |
| SEN support | 0 | 235.9 | - | - | 259.2 | - | - | - | - | - |
| SEN with statement or EHC plan | 6 | 115.4 | 122.5 | | 122.6 | 126.7 | | E | 28.1 | 4.50 |

Attainment at Key Stage 4

| Ethnicity Group | | | | | | | | | | |
|---|---|-------|-------|------|-------|-------|------|----|------|------|
| White | | | | | | | | | | |
| British | 0 | 309.5 | - | - | 367.1 | - | - | - | - | - |
| 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 | 0 | 307.6 | - | - | 369.1 | - | - | - | - | - |
| Mixed | | | | | | | | | | |
| White and Black Caribbean | 0 | 293.6 | - | - | 341.8 | - | - | - | - | - |
| White and Black African | 0 | 318.5 | - | - | 380.0 | - | - | - | - | - |
| White and Asian | 0 | 335.5 | - | - | 408.6 | - | - | - | - | - |
| Any other Mixed Background | 0 | 323.3 | - | - | 390.8 | - | - | - | - | - |
| Asian or Asian British | | | | | | | | | | |
| Indian | 0 | 348.5 | - | - | 430.0 | - | - | - | - | - |
| Pakistani | 2 | 304.1 | 58.0 | Sig- | 355.1 | 58.0 | Sig- | F- | 19.3 | 3.00 |
| Bangladeshi | 0 | 326.3 | - | - | 390.7 | - | - | - | - | - |
| Any other Asian Background | 0 | 336.2 | - | - | 408.6 | - | - | - | - | - |
| Black or Black British | | | | | | | | | | |
| Black Caribbean | 1 | 292.7 | 78.0 | - | 337.4 | 78.0 | - | E- | 26.0 | 3.00 |
| Black African | 0 | 314.0 | - | - | 370.9 | - | - | - | - | - |
| Any Other Black Background | 0 | 295.6 | - | - | 343.4 | - | - | - | - | - |
| Chinese | 0 | 373.6 | - | - | 478.4 | - | - | - | - | - |
| Any Other Ethnic Group | 3 | 316.0 | 180.3 | | 379.7 | 188.7 | | D- | 31.4 | 6.00 |
| Unclassified - Refused | 0 | 320.9 | - | - | 384.4 | - | - | - | - | - |
| 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 Baccaulaureate 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 Baccaulaureate | | | 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 | 6 | 0 | 0 | 24 | 2 | 0 | 58 | 4 | 17 | 67 | 4 | 0 | 67 | 1 | 100 | 69 | 0 | - | 70 | 0 | - | 67 |
| <u>Gender</u> | | | | | | | | | | | | | | | | | | | | | | |
| Male | 5 | 0 | 0 | 19 | 2 | 0 | 54 | 3 | 20 | 61 | 4 | 0 | 67 | 1 | 100 | 67 | 0 | - | 64 | 0 | - | 63 |
| Female | 1 | 0 | 0 | 29 | 0 | 0 | 62 | 1 | 0 | 74 | 0 | 0 | 68 | 0 | - | 71 | 0 | - | 75 | 0 | - | 71 |
| <u>Free School Meals*</u> | | | | | | | | | | | | | | | | | | | | | | |
| FSM | 4 | 0 | 0 | 11 | 2 | 0 | 39 | 4 | 25 | 51 | 2 | 0 | 49 | 1 | 100 | 53 | 0 | - | 60 | 0 | - | 49 |
| Non FSM | 2 | 0 | 0 | 28 | 0 | 0 | 65 | 0 | 0 | 73 | 2 | 0 | 74 | 0 | - | 73 | 0 | - | 72 | 0 | - | 71 |
| <u>Children Looked After</u> | | | | | | | | | | | | | | | | | | | | | | |
| CLA | 0 | - | - | 3 | - | - | 19 | - | - | 29 | - | - | 27 | - | - | 40 | - | - | 52 | - | - | 34 |
| Not CLA | 6 | 0 | 0 | 24 | 2 | 0 | 58 | 4 | 17 | 68 | 4 | 0 | 68 | 1 | 100 | 69 | 0 | - | 70 | 0 | - | 67 |
| <u>Disadvantaged pupils</u> | | | | | | | | | | | | | | | | | | | | | | |
| Disadvantaged pupils | 4 | 0 | 0 | 11 | 2 | 0 | 38 | 4 | 25 | 51 | 2 | 0 | 49 | 1 | 100 | 53 | 0 | - | 59 | 0 | - | 49 |
| Other pupils | 2 | 0 | 0 | 28 | 0 | 0 | 65 | 0 | 0 | 74 | 2 | 0 | 74 | 0 | - | 73 | 0 | - | 72 | 0 | - | 71 |
| <u>Prior Attainment</u> | | | | | | | | | | | | | | | | | | | | | | |
| Low | 4 | 0 | 0 | 1 | 1 | 0 | 7 | 3 | 0 | 19 | 2 | 0 | 15 | 0 | - | 17 | 0 | - | 37 | 0 | - | 16 |
| Middle | 0 | - | - | 13 | - | - | 54 | - | - | 68 | - | - | 67 | - | - | 57 | - | - | 54 | - | - | 55 |
| High | 0 | - | - | 52 | - | - | 91 | - | - | 94 | - | - | 96 | - | - | 90 | - | - | 84 | - | - | 89 |
| <u>Non-mobile pupils</u> | | | | | | | | | | | | | | | | | | | | | | |
| Pupils on roll throughout years 10 & 11 | 6 | 0 | 0 | 24 | 2 | 0 | 59 | 4 | 17 | 69 | 4 | 0 | 69 | 1 | 100 | 69 | 0 | - | 70 | 0 | - | 67 |
| <u>English as a First Language</u> | | | | | | | | | | | | | | | | | | | | | | |
| First Language - English | 1 | 0 | 0 | 24 | 0 | 0 | 59 | 1 | 0 | 69 | 0 | 0 | 68 | 0 | - | 68 | 0 | - | 68 | 0 | - | 67 |
| First Language - Other | 5 | 0 | 0 | 26 | 2 | 0 | 55 | 3 | 20 | 64 | 4 | 0 | 67 | 1 | 100 | 71 | 0 | - | 79 | 0 | - | 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 | 0 | - | - | 27 | - | - | 65 | - | - | 75 | - | - | 74 | - | - | 71 | - | - | 71 | - | - | 70 | | |
| SEN support | 0 | - | - | 6 | - | - | 25 | - | - | 36 | - | - | 37 | - | - | 44 | - | - | 52 | - | - | 40 | | |
| SEN with statement or EHC plan | 6 | 0 | 0 | 2 | 2 | 0 | 10 | 4 | 17 | 13 | 4 | 0 | 16 | 1 | 100 | 43 | 0 | - | 55 | 0 | - | 39 | | |
| <u>Ethnicity Group</u> | | | | | | | | | | | | | | | | | | | | | | | | |
| White | | | | | | | | | | | | | | | | | | | | | | | | |
| British | 0 | - | - | 23 | - | - | 59 | - | - | 68 | - | - | 68 | - | - | 68 | - | - | 67 | - | - | 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 | 0 | - | - | 26 | - | - | 53 | - | - | 61 | - | - | 66 | - | - | 69 | - | - | 87 | - | - | 66 | | |
| Mixed | | | | | | | | | | | | | | | | | | | | | | | | |
| White and Black Caribbean | 0 | - | - | 17 | - | - | 50 | - | - | 64 | - | - | 59 | - | - | 61 | - | - | 61 | - | - | 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 | 0 | - | - | 30 | - | - | 62 | - | - | 73 | - | - | 70 | - | - | 73 | - | - | 77 | - | - | 70 | | |
| Asian or Asian British | | | | | | | | | | | | | | | | | | | | | | | | |
| Indian | 0 | - | - | 39 | - | - | 73 | - | - | 79 | - | - | 82 | - | - | 81 | - | - | 79 | - | - | 78 | | |
| Pakistani | 2 | 0 | 0 | 21 | 0 | 0 | 52 | 1 | 0 | 63 | 1 | 0 | 63 | 0 | - | 68 | 0 | - | 70 | 0 | - | 62 | | |
| Bangladeshi | 0 | - | - | 28 | - | - | 63 | - | - | 72 | - | - | 72 | - | - | 73 | - | - | 72 | - | - | 68 | | |
| Any other Asian Background | 0 | - | - | 34 | - | - | 66 | - | - | 71 | - | - | 78 | - | - | 79 | - | - | 80 | - | - | 73 | | |
| Black or Black British | | | | | | | | | | | | | | | | | | | | | | | | |
| Black Caribbean | 1 | 0 | 0 | 16 | 0 | 0 | 47 | 1 | 0 | 63 | 0 | 0 | 56 | 0 | - | 58 | 0 | - | 58 | 0 | - | 54 | | |
| Black African | 0 | - | - | 24 | - | - | 56 | - | - | 68 | - | - | 66 | - | - | 70 | - | - | 70 | - | - | 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 | |
| Any Other Black Background | 0 | - | - | 19 | - | - | 47 | - | - | 61 | - | - | 58 | - | - | 63 | - | - | 69 | - | - | 59 |
| Chinese | 0 | - | - | 49 | - | - | 77 | - | - | 78 | - | - | 93 | - | - | 89 | - | - | 92 | - | - | 85 |
| Any Other Ethnic Group | 3 | 0 | 0 | 29 | 2 | 0 | 57 | 2 | 33 | 65 | 3 | 0 | 69 | 1 | 100 | 74 | 0 | - | 84 | 0 | - | 68 |
| Unclassified - Refused | 0 | - | - | 27 | - | - | 61 | - | - | 71 | - | - | 70 | - | - | 71 | - | - | 72 | - | - | 71 |
| Unclassified - Information Not Obtained | 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

***** No Data *****



Attainment at Key Stage 4

| Earliest mathematics (EBACC) point of entry | Cohort | Entries | Percentage actual distribution | | | | | | | | | |
|---|----------|---------|--------------------------------|----|----|----|---|----|----|----|----|---|
| | | | U | G | F | E | D | C | B | A | A* | |
| End of year 10 or earlier | School | 6 | - | - | - | - | - | - | - | - | - | - |
| Winter year 11 | School | 6 | - | - | - | - | - | - | - | - | - | - |
| Summer year 11 | School | 6 | - | - | - | - | - | - | - | - | - | - |
| Key Stage 4 highest grade, all pupils | School | 6 | 6 | 50 | 17 | 17 | 0 | 17 | 0 | 0 | 0 | 0 |
| | National | 559,061 | 559,061 | 6 | 3 | 4 | 5 | 14 | 30 | 19 | 11 | 7 |

| Earliest mathematics (EBACC) point of entry | Cohort | Entries | Percentage cumulative distribution | | | | | | | | | |
|---|----------|---------|------------------------------------|-----|----|----|----|----|----|----|----|---|
| | | | U+ | G+ | F+ | E+ | D+ | C+ | B+ | A+ | A* | |
| End of year 10 or earlier | School | 6 | - | - | - | - | - | - | - | - | - | - |
| Winter year 11 | School | 6 | - | - | - | - | - | - | - | - | - | - |
| Summer year 11 | School | 6 | - | - | - | - | - | - | - | - | - | - |
| Key Stage 4 highest grade, all pupils | School | 6 | 6 | 100 | 50 | 33 | 17 | 17 | 0 | 0 | 0 | 0 |
| | 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 | 9 | 13 | 4 |
| | VA School score | 982.3 | 895.4 | 906.5 |
| | 95% confidence interval +/- | 29.7 | 39.8 | 73.0 |
| | Significance | | Sig- | Sig- |
| | Percentile rank | 82 | 100 | 100 |
| | Coverage | 69% | 93% | 67% |
| English | Cohort for VA | 9 | 13 | 4 |
| | VA School score | 992.8 | 987.3 | 994.8 |
| | 95% confidence interval +/- | 3.4 | 4.4 | 8.2 |
| | Significance | Sig- | Sig- | |
| | Percentile rank | 100 | 100 | 97 |
| | Coverage | 69% | 93% | 67% |
| Mathematics | Cohort for VA | 9 | 13 | 4 |
| | VA School score | 995.6 | 994.0 | 991.1 |
| | 95% confidence interval +/- | 3.1 | 4.4 | 8.4 |
| | Significance | Sig- | Sig- | Sig- |
| | Percentile rank | 98 | 99 | 100 |
| | Coverage | 69% | 93% | 67% |
| Science | Cohort for VA | 0 | 0 | 0 |
| | VA School score | - | - | - |
| | 95% confidence interval +/- | - | - | - |
| | Significance | - | - | - |
| | Percentile rank | - | - | - |
| | Coverage | 0% | 0% | 0% |
| Languages | Cohort for VA | 0 | 0 | 0 |
| | VA School score | - | - | - |
| | 95% confidence interval +/- | - | - | - |
| | Significance | - | - | - |
| | Percentile rank | - | - | - |
| | Coverage | 0% | 0% | 0% |
| Humanities | Cohort for VA | 0 | 0 | 0 |
| | VA School score | - | - | - |
| | 95% confidence interval +/- | - | - | - |
| | Significance | - | - | - |
| | Percentile rank | - | - | - |
| | Coverage | 0% | 0% | 0% |

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 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| School Score | 906.5 | - | - | - | - | - | - | - | - | - | - | 884.1 | - | - | 909.7 | - | - | - | 948.0 | - | - |
| 95% confidence interval | 73.0 | - | - | - | - | - | - | - | - | - | - | 103.3 | - | - | 146.1 | - | - | - | 146.1 | - | - |
| 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 | Sig- | - | - | - | - | - | - | - | - | - | - | Sig- | - | - | - | - | - | - | - | - | - |
| Significance from overall national average | Sig- | - | - | - | - | - | - | - | - | - | - | Sig- | - | - | - | - | - | - | - | - | - |

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

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 | 4 | 3 | 1 | 3 | 1 | 0 | 4 | 3 | 1 | 4 | 0 | 0 | 4 | 1 | 3 | 0 | 0 | 0 | 4 |
| School Score | 906.5 | 905.4 | 909.7 | 914.5 | 882.4 | - | 906.5 | 914.5 | 882.4 | 906.5 | - | - | 906.5 | 909.7 | 905.4 | - | - | - | 906.5 |
| 95% confidence interval | 73.0 | 84.3 | 146.1 | 84.3 | 146.1 | - | 73.0 | 84.3 | 146.1 | 73.0 | - | - | 73.0 | 146.1 | 84.3 | - | - | - | 73.0 |
| 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- | | | Sig- | - | - | Sig- | Sig- | | - | - | - | |
| Significance from overall national average | Sig- | Sig- | | Sig- | | - | 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 | 4 | 982.3 | 1000.0 | 895.4 | 1000.0 | 906.5 | 1000.0 |
| Gender | | | | | | | |
| Boys | 3 | 992.8 | 991.0 | 842.9 | 988.9 | 905.4 | 991.2 |
| Girls | 1 | 942.8 | 1008.9 | 918.8 | 1011.3 | 909.7 | 1009.0 |
| Free School Meals* | | | | | | | |
| FSM | 3 | 926.7 | 983.7 | 880.0 | 977.8 | 914.5 | 976.3 |
| Non FSM | 1 | 995.7 | 1005.6 | 920.2 | 1007.8 | 882.4 | 1008.5 |
| Children Looked After | | | | | | | |
| CLA | - | - | 950.6 | - | 944.9 | - | 931.2 |
| Not CLA | 4 | 965.0 | 1000.2 | 895.4 | 1000.3 | 906.5 | 1000.5 |
| Disadvantaged pupils | | | | | | | |
| Disadvantaged pupils | 3 | 926.7 | 983.4 | 880.0 | 977.6 | 914.5 | 975.9 |
| Other pupils | 1 | 995.7 | 1005.7 | 920.2 | 1008.0 | 882.4 | 1008.8 |
| Prior Attainment | | | | | | | |
| Low | 4 | 955.3 | 998.6 | 887.8 | 999.7 | 906.5 | 1000.1 |
| Middle | - | 1042.4 | 999.2 | 987.4 | 999.9 | - | 1000.0 |
| High | - | - | 1001.4 | - | 1000.3 | - | 999.9 |
| Non-mobile pupils | | | | | | | |
| Pupils on roll throughout years 10 & 11 | 4 | 965.0 | 1001.1 | 895.4 | 1001.2 | 906.5 | 1001.2 |
| English as a First Language | | | | | | | |
| First Language - English | 1 | 929.0 | 996.5 | 883.4 | 995.5 | 909.7 | 996.1 |
| First Language - Other | 3 | 993.9 | 1027.7 | 903.0 | 1035.0 | 905.4 | 1029.0 |
| Unclassified | - | - | 996.8 | - | 982.8 | - | 941.6 |
| Special Educational Needs | | | | | | | |
| No SEN | - | - | 1005.0 | - | 1006.5 | - | 1004.7 |
| SEN support | - | - | 978.8 | - | 971.2 | - | 972.1 |
| SEN with statement or EHC plan | 4 | 965.0 | 976.2 | 895.4 | 968.5 | 906.5 | 975.2 |
| Ethnicity Group | | | | | | | |
| White | | | | | | | |
| British | - | 997.6 | 995.6 | 903.7 | 993.9 | - | 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 | - | - | 1022.5 | - | 1032.7 | - | 1030.5 |
| Mixed | | | | | | | |
| White and Black Caribbean | - | - | 989.0 | - | 984.3 | - | 985.2 |
| White and Black African | - | - | 1002.3 | - | 1010.1 | - | 1006.9 |
| White and Asian | - | - | 1006.8 | - | 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 | - | 712.5 | 1003.6 | - | 1008.7 | - | 1007.3 |
| Asian or Asian British | | | | | | | |
| Indian | - | - | 1028.7 | - | 1035.3 | - | 1031.1 |
| Pakistani | 2 | 965.5 | 1018.5 | 898.2 | 1018.1 | 884.1 | 1010.4 |
| Bangladeshi | - | 1006.5 | 1022.7 | 829.1 | 1030.4 | - | 1027.8 |
| Any other Asian Background | - | - | 1031.6 | - | 1041.2 | - | 1036.1 |
| Black or Black British | | | | | | | |
| Black Caribbean | 1 | 1036.1 | 1000.7 | - | 1001.8 | 909.7 | 996.7 |
| Black African | - | - | 1023.0 | - | 1033.9 | - | 1024.4 |
| Any Other Black Background | - | - | 1007.8 | - | 1012.2 | - | 1008.0 |
| Chinese | - | - | 1041.8 | - | 1047.6 | - | 1043.9 |
| Any Other Ethnic Group | 1 | - | 1030.7 | - | 1041.4 | 948.0 | 1037.6 |
| Unclassified - Refused | - | - | 998.4 | - | 1003.0 | - | 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 | 4 | 4 | 994.8 | 1000.0 | 4 | 991.1 | 1000.0 | 0 | - | 1000.0 | 0 | - | 1000.0 | 0 | - | 1000.0 |
| Gender | | | | | | | | | | | | | | | | |
| Boys | 3 | 3 | 993.5 | 998.8 | 3 | 992.6 | 1000.5 | 0 | - | 999.8 | 0 | - | 998.4 | 0 | - | 999.0 |
| Girls | 1 | 1 | 999.0 | 1001.3 | 1 | 986.6 | 999.5 | 0 | - | 1000.2 | 0 | - | 1001.3 | 0 | - | 1001.0 |
| Free School Meals* | | | | | | | | | | | | | | | | |
| FSM | 3 | 3 | 999.8 | 998.2 | 3 | 992.3 | 997.9 | 0 | - | 998.4 | 0 | - | 999.0 | 0 | - | 997.4 |
| Non FSM | 1 | 1 | 980.0 | 1000.6 | 1 | 987.6 | 1000.7 | 0 | - | 1000.4 | 0 | - | 1000.2 | 0 | - | 1000.7 |
| Children Looked After | | | | | | | | | | | | | | | | |
| CLA | 0 | 0 | - | 994.5 | 0 | - | 994.4 | 0 | - | 996.6 | 0 | - | 997.1 | 0 | - | 995.1 |
| Not CLA | 4 | 4 | 994.8 | 1000.0 | 4 | 991.1 | 1000.0 | 0 | - | 1000.0 | 0 | - | 1000.0 | 0 | - | 1000.0 |
| Disadvantaged pupils | | | | | | | | | | | | | | | | |
| Disadvantaged pupils | 3 | 3 | 999.8 | 998.2 | 3 | 992.3 | 997.9 | 0 | - | 998.3 | 0 | - | 999.0 | 0 | - | 997.4 |
| Other pupils | 1 | 1 | 980.0 | 1000.7 | 1 | 987.6 | 1000.8 | 0 | - | 1000.4 | 0 | - | 1000.2 | 0 | - | 1000.7 |
| Prior Attainment | | | | | | | | | | | | | | | | |
| Low | 4 | 4 | 994.8 | 1000.0 | 4 | 991.1 | 1000.0 | 0 | - | 1000.0 | 0 | - | 999.9 | 0 | - | 1000.0 |
| Middle | 0 | 0 | - | 1000.0 | 0 | - | 1000.0 | 0 | - | 1000.0 | 0 | - | 1000.0 | 0 | - | 1000.0 |
| High | 0 | 0 | - | 1000.0 | 0 | - | 1000.0 | 0 | - | 1000.0 | 0 | - | 1000.0 | 0 | - | 1000.0 |
| Non-mobile pupils | | | | | | | | | | | | | | | | |
| Pupils on roll throughout years 10 & 11 | 4 | 4 | 994.8 | 1000.1 | 4 | 991.1 | 1000.1 | 0 | - | 1000.1 | 0 | - | 1000.0 | 0 | - | 1000.1 |
| English as a First Language | | | | | | | | | | | | | | | | |
| First Language - English | 1 | 1 | 999.0 | 999.8 | 1 | 986.6 | 999.6 | 0 | - | 999.7 | 0 | - | 999.2 | 0 | - | 999.8 |
| First Language - Other | 3 | 3 | 993.5 | 1001.6 | 3 | 992.6 | 1003.0 | 0 | - | 1002.2 | 0 | - | 1004.5 | 0 | - | 1001.7 |
| Unclassified | 0 | 0 | - | 994.8 | 0 | - | 995.3 | 0 | - | 998.5 | 0 | - | 1001.0 | 0 | - | 998.5 |
| Special Educational Needs | | | | | | | | | | | | | | | | |
| No SEN | 0 | 0 | - | 1000.4 | 0 | - | 1000.3 | 0 | - | 1000.1 | 0 | - | 1000.1 | 0 | - | 1000.2 |
| SEN support | 0 | 0 | - | 997.7 | 0 | - | 998.0 | 0 | - | 998.7 | 0 | - | 998.2 | 0 | - | 998.0 |
| SEN with statement or EHC plan | 4 | 4 | 994.8 | 997.5 | 4 | 991.1 | 998.9 | 0 | - | 1000.2 | 0 | - | 999.2 | 0 | - | 1001.1 |
| Ethnicity Group | | | | | | | | | | | | | | | | |
| White | | | | | | | | | | | | | | | | |
| British | 0 | 0 | - | 999.7 | 0 | - | 999.5 | 0 | - | 999.6 | 0 | - | 998.9 | 0 | - | 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 | 0 | 0 | - | 1001.6 | 0 | - | 1002.8 | 0 | - | 1002.0 | 0 | - | 1008.2 | 0 | - | 1002.0 |
| Mixed | | | | | | | | | | | | | | | | |
| White and Black Caribbean | 0 | 0 | - | 999.2 | 0 | - | 997.8 | 0 | - | 998.7 | 0 | - | 998.2 | 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

Key Stage 2 to 4 Value Added By Subject 2015*

| Total number of pupils in 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 | 0 | 0 | 1000.7 | 0 | - | 1000.1 | 0 | - | 1000.6 | 0 | - | 1002.3 | 0 | - | 1000.4 | |
| Asian or Asian British | | | | | | | | | | | | | | | | |
| Indian | 0 | 0 | 1001.7 | 0 | - | 1003.5 | 0 | - | 1002.8 | 0 | - | 1002.3 | 0 | - | 1002.6 | |
| Pakistani | 2 | 2 | 986.5 | 1000.5 | 2 | 987.1 | 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 | 0 | 0 | - | 1001.8 | 0 | - | 1004.4 | 0 | - | 1003.2 | 0 | - | 1003.3 | 0 | - | 1002.5 |
| Black or Black British | | | | | | | | | | | | | | | | |
| Black Caribbean | 1 | 1 | 999.0 | 1000.2 | 1 | 986.6 | 998.6 | 0 | - | 999.1 | 0 | - | 998.5 | 0 | - | 998.3 |
| Black African | 0 | 0 | - | 1001.6 | 0 | - | 1002.2 | 0 | - | 1001.7 | 0 | - | 1001.6 | 0 | - | 1001.3 |
| Any Other Black Background | 0 | 0 | - | 1000.5 | 0 | - | 999.9 | 0 | - | 1000.1 | 0 | - | 1001.4 | 0 | - | 1000.0 |
| Chinese | 0 | 0 | - | 1001.6 | 0 | - | 1005.8 | 0 | - | 1004.0 | 0 | - | 1006.6 | 0 | - | 1003.5 |
| Any Other Ethnic Group | 1 | 1 | 1007.4 | 1002.2 | 1 | 1003.7 | 1003.8 | 0 | - | 1002.9 | 0 | - | 1006.7 | 0 | - | 1002.3 |
| Unclassified - Refused | 0 | 0 | - | 1000.5 | 0 | - | 1000.2 | 0 | - | 1000.5 | 0 | - | 1000.9 | 0 | - | 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 | 0 | 0 | 1 | 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 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0% | 30% | 0 | 0% | 19% |
| | 2 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0% | 52% | 0 | 0% | 26% |
| | 3 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 100% | 62% | 0 | 0% | 24% |
| | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 70% | 0 | 0% | 28% |
| | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 77% | 0 | 0% | 38% |
| Summary | | | | | | | | | | | 5 | 1 | 20% | 69% | 0 | 0% | 30% | |

| | |
|--------------|---|
| Total Cohort | 6 |
|--------------|---|

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 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 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 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0% | 0% | 59% | 0 | 0% | 0% | 32% |
| | 3 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 100% | 0% | 68% | 0 | 0% | 0% | 28% |
| | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 0% | 74% | 0 | 0% | 0% | 31% |
| | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 0% | 79% | 0 | 0% | 0% | 40% |
| Summary | | 3 | | | | | | | | | | 3 | 1 | 33% | 0% | 74% | 0 | 0% | 0% | 34% |

| | |
|--------------------------------------|---|
| Total Cohort of Disadvantaged pupils | 4 |
|--------------------------------------|---|

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 | 0 | 0 | 1 | 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 | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0% | 30% | 0 | 0% | 19% |
| | 2 | | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0% | 52% | 0 | 0% | 26% |
| | 3 | 3C | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 45% | 0 | 0% | 13% |
| | | 3B | | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 100% | 60% | 0 | 0% | 22% |
| | | 3A | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 74% | 0 | 0% | 34% |
| | 4 | 4C | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 52% | 0 | 0% | 11% |
| | | 4B | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 68% | 0 | 0% | 25% |
| | | 4A | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 85% | 0 | 0% | 45% |
| | 5 | 5C | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 73% | 0 | 0% | 30% |
| | | 5B | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 82% | 0 | 0% | 46% |
| | | 5A | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 98% | 0 | 0% | 85% |
| | Summary | | | | | | | | | | | | 5 | 1 | 20% | 69% | 0 | 0% | 30% |

| | |
|--------------|---|
| Total Cohort | 6 |
|--------------|---|

Key

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

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

*From 2014 only performance tables approved qualifications are counted



Expected Progress - English

Table 5.2.4: Expected Progress in English Key Stage 2 to Key Stage 4 for Disadvantaged pupils - sublevel variation (KS4.EPR_CTG)

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

| Number of Pupils | | Key Stage 4 English grade | | | | | | | | | | | Total No. of Disadvantaged pupils | Expected Progress | | | | More than expected progress | | | | | |
|------------------------|-----------------------------|---------------------------|---------------|---|---|---|---|---|---|---|---|----|-----------------------------------|--|--|---|---|--|--|---|---|-----|-----|
| | | sub level | no KS4 result | U | G | F | E | D | C | B | A | A* | | Disadvantaged pupils % Achieving Expected Progress | Disadvantaged pupils % Achieving Expected Progress | School (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 | | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 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 | | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0% | 0 | 0% | 0% | 32% | |
| | 3 | 3C | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 51% | 0 | 0% | 0% | 15% |
| | | 3B | | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 100% | 0% | 65% | 0 | 0% | 0% | 25% |
| | | 3A | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 78% | 0 | 0% | 0% | 37% |
| | 4 | 4C | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 56% | 0 | 0% | 0% | 13% |
| | | 4B | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72% | 0 | 0% | 0% | 28% |
| | | 4A | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 87% | 0 | 0% | 0% | 48% |
| | 5 | 5C | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 75% | 0 | 0% | 0% | 32% |
| | | 5B | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 84% | 0 | 0% | 0% | 48% |
| | | 5A | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 98% | 0 | 0% | 0% | 86% |
| | Summary | | | | | | | | | | | | 3 | 1 | 33% | 0% | 74% | 0 | 0% | 0% | 34% | | |

| | |
|--------------------------------------|---|
| Total Cohort of Disadvantaged pupils | 4 |
|--------------------------------------|---|

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 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 65% | 0 | 0% | 35% |
| | W | 0 | 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 | 0% | 9% | 0 | 0% | 5% |
| | 2 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0% | 20% | 0 | 0% | 12% |
| | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 44% | 0 | 0% | 19% |
| | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 68% | 0 | 0% | 23% |
| | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 79% | 0 | 0% | 48% |
| Summary | | | | | | | | | | | 4 | 0 | 0% | 66% | 0 | 0% | 30% | | |

| | | |
|--|--------------|---|
| Key | Total Cohort | 6 |
| 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 5.3.2: Expected Progress in mathematics Key Stage 2 to Key Stage 4 for Disadvantaged pupils (KS4.EPR_CTG)

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

| Number of Pupils | | Key Stage 4 Mathematics grade | | | | | | | | | | Total No. of Disadvantaged pupils | Expected Progress | | | | More than expected progress | | | | |
|----------------------------|-----------------------------|-------------------------------|---|---|---|---|---|---|---|---|----|-----------------------------------|--|--|--|--|--|--|--|--|-----|
| | | no KS4 result | U | G | F | E | D | C | B | A | A* | | Disadvantaged pupils Achieving Expected Progress | Disadvantaged pupils % Achieving Expected Progress | School (Other pupils)% Achieving Expected Progress | National (Other pupils)% Achieving Expected Progress | Disadvantaged pupils Achieving More Than Expected Progress | Disadvantaged pupils % Achieving More Than Expected Progress | School (Other pupils)% Achieving More Than Expected Progress | National (Other pupils)% Achieving More Than Expected Progress | |
| KS2 Mathematics attainment | Other or no prior available | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 0% | 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 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0% | 0% | 23% | 0 | 0% | 0% | 13% | |
| | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 0% | 50% | 0 | 0% | 0% | 23% | |
| | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 0% | 74% | 0 | 0% | 0% | 26% | |
| | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 0% | 82% | 0 | 0% | 0% | 51% | |
| Summary | | | | | | | | | | | | 3 | 0 | 0% | 0% | 72% | 0 | 0% | 0% | 35% | |

| | |
|--------------------------------------|---|
| Total Cohort of Disadvantaged pupils | 4 |
|--------------------------------------|---|

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 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 65% | 0 | 0% | 35% |
| | W | | 0 | 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 | 0% | 9% | 0 | 0% | 5% |
| | 2 | | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0% | 20% | 0 | 0% | 12% | |
| | 3 | 3C | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 23% | 0 | 0% | 7% |
| | | 3B | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 40% | 0 | 0% | 17% |
| | | 3A | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 60% | 0 | 0% | 30% |
| | 4 | 4C | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 50% | 0 | 0% | 8% |
| | | 4B | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 67% | 0 | 0% | 19% |
| | | 4A | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 85% | 0 | 0% | 40% |
| | 5 | 5C | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 67% | 0 | 0% | 28% |
| | | 5B | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 81% | 0 | 0% | 49% |
| | | 5A | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 97% | 0 | 0% | 83% |
| Summary | | | | | | | | | | | 4 | 0 | 0% | 66% | 0 | 0% | 30% | | | |

| | |
|--------------|---|
| Total Cohort | 6 |
|--------------|---|

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 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 0% | 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 | | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0% | 0% | 23% | 0 | 0% | 0% | 13% |
| | 3 | 3C | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 0% | 26% | 0 | 0% | 0% | 8% |
| | | 3B | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 0% | 46% | 0 | 0% | 0% | 20% |
| | | 3A | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 0% | 66% | 0 | 0% | 0% | 34% |
| | 4 | 4C | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 0% | 55% | 0 | 0% | 0% | 9% |
| | | 4B | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 0% | 72% | 0 | 0% | 0% | 22% |
| | | 4A | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 0% | 88% | 0 | 0% | 0% | 43% |
| | 5 | 5C | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 0% | 71% | 0 | 0% | 0% | 30% |
| | | 5B | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 0% | 83% | 0 | 0% | 0% | 52% |
| | | 5A | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 0% | 97% | 0 | 0% | 0% | 84% |
| Summary | | | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0% | 0% | 72% | 0 | 0% | 0% | 35% | |

| | |
|--------------------------------------|---|
| Total Cohort of Disadvantaged pupils | 4 |
|--------------------------------------|---|

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 | 5 | 20 | 69 | - | 4 | 0 | 66 | - |
| Gender | | | | | | | | |
| Male | 4 | 25 | 64 | - | 3 | 0 | 64 | - |
| Female | 1 | 0 | 75 | - | 1 | 0 | 68 | - |
| Free School Meals* | | | | | | | | |
| FSM | 3 | 33 | 58 | - | 3 | 0 | 49 | - |
| Non FSM | 2 | 0 | 74 | - | 1 | 0 | 72 | - |
| Children Looked After | | | | | | | | |
| CLA | - | - | 38 | - | - | - | 30 | - |
| Not CLA | 5 | 20 | 70 | - | 4 | 0 | 66 | - |
| Disadvantaged pupils | | | | | | | | |
| Disadvantaged pupils | 3 | 33 | 57 | - | 3 | 0 | 49 | - |
| Other pupils | 2 | 0 | 74 | - | 1 | 0 | 72 | - |
| Prior Attainment | | | | | | | | |
| Low | 4 | 25 | 52 | - | 4 | 0 | 32 | - |
| Middle | - | - | 68 | - | - | - | 67 | - |
| High | - | - | 81 | - | - | - | 82 | - |
| Non-mobile pupils | | | | | | | | |
| Pupils on roll throughout years 10 & 11 | 5 | 20 | 71 | - | 4 | 0 | 67 | - |
| English as a First Language | | | | | | | | |
| English or believed to be English | 1 | 0 | 69 | - | 1 | 0 | 66 | - |
| Other than English or believed to be other than English | 4 | 25 | 75 | - | 3 | 0 | 72 | - |
| Unclassified | - | - | 11 | - | - | - | 13 | - |
| Special Educational Needs | | | | | | | | |
| No SEN | - | - | 74 | - | - | - | 72 | - |
| SEN support | - | - | 54 | - | - | - | 42 | - |
| SEN with statement or EHC plan | 5 | 20 | 29 | - | 4 | 0 | 21 | - |
| Ethnicity Group | | | | | | | | |
| White | | | | | | | | |
| British | - | - | 69 | - | - | - | 65 | - |
| Irish | - | - | 77 | - | - | - | 71 | - |
| Traveller of Irish Heritage | - | - | 35 | - | - | - | 24 | - |
| Gypsy/Roma | - | - | 34 | - | - | - | 19 | - |
| Any Other White Background | - | - | 75 | - | - | - | 71 | - |

Expected Progress English, mathematics

| | English | | | | Mathematics | | | |
|---|---------|--------|----------|-----|-------------|--------|----------|-----|
| | Cohort | School | National | Sig | Cohort | School | National | Sig |
| Mixed | | | | | | | | |
| White and Black Caribbean | - | - | 65 | - | - | - | 56 | - |
| White and Black African | - | - | 75 | - | - | - | 68 | - |
| White and Asian | - | - | 76 | - | - | - | 73 | - |
| Any other Mixed Background | - | - | 74 | - | - | - | 69 | - |
| Asian or Asian British | | | | | | | | |
| Indian | - | - | 81 | - | - | - | 83 | - |
| Pakistani | 2 | 0 | 70 | - | 2 | 0 | 65 | - |
| Bangladeshi | - | - | 78 | - | - | - | 75 | - |
| Any other Asian Background | - | - | 80 | - | - | - | 82 | - |
| Black or Black British | | | | | | | | |
| Black Caribbean | 1 | 0 | 66 | - | 1 | 0 | 58 | - |
| Black African | - | - | 75 | - | - | - | 72 | - |
| Any Other Black Background | - | - | 68 | - | - | - | 61 | - |
| Chinese | - | - | 85 | - | - | - | 93 | - |
| Any Other Ethnic Group | 2 | 50 | 76 | - | 1 | 0 | 75 | - |
| Unclassified - Refused | - | - | 72 | - | - | - | 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

| Value Added | | | | | | |
|----------------------|--------|--------|--------|--------|--------|--------|
| | 2013 | | 2014 | | 2015 | |
| | Cohort | School | Cohort | School | Cohort | School |
| Overall | | | | | | |
| Disadvantaged pupils | 4 | 926.7 | 8 | 880.0 | 3 | 914.5 |
| Other pupils | 5 | 995.7 | 5 | 920.2 | 1 | 882.4 |
| English | | | | | | |
| Disadvantaged pupils | 4 | 986.2 | 8 | 985.6 | 3 | 999.8 |
| Other pupils | 5 | 988.3 | 5 | 990.1 | 1 | 980.0 |
| Mathematics | | | | | | |
| Disadvantaged pupils | 4 | 989.0 | 8 | 990.6 | 3 | 992.3 |
| Other pupils | 5 | 992.6 | 5 | 999.5 | 1 | 987.6 |
| Science | | | | | | |
| Disadvantaged pupils | 0 | - | 0 | - | 0 | - |
| Other pupils | 0 | - | 0 | - | 0 | - |
| Languages | | | | | | |
| Disadvantaged pupils | 0 | - | 0 | - | 0 | - |
| Other pupils | 0 | - | 0 | - | 0 | - |
| Humanities | | | | | | |
| Disadvantaged pupils | 0 | - | 0 | - | 0 | - |
| Other pupils | 0 | - | 0 | - | 0 | - |

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 | 6 | 5.7 | 40.5 | -34.8 | 9 | 10.0 | 40.4 | -30.4 | 4 | 28.0 | 40.5 | -12.5 |
| Other pupils | 7 | 11.4 | | -29.1 | 5 | 16.8 | | -23.6 | 2 | 0.0 | | -40.5 |
| Within school gap | | -5.7 | | | | -6.8 | | | | 28.0 | | |
| Mathematics APS | | | | | | | | | | | | |
| Disadvantaged pupils | 6 | 7.3 | 40.9 | -33.6 | 9 | 6.0 | 40.1 | -34.1 | 4 | 14.0 | 40.6 | -26.6 |
| Other pupils | 7 | 12.9 | | -28.0 | 5 | 18.0 | | -22.1 | 2 | 8.0 | | -32.6 |
| Within school gap | | -5.6 | | | | -12.0 | | | | 6.0 | | |
| Capped APS | | | | | | | | | | | | |
| Disadvantaged pupils | 6 | 189.3 | 350.9 | -161.6 | 9 | 66.7 | 324.8 | -258.1 | 4 | 141.0 | 326.6 | -185.6 |
| Other pupils | 7 | 221.3 | | -129.6 | 5 | 115.2 | | -209.6 | 2 | 85.5 | | -241.1 |
| Within school gap | | -32.0 | | | | -48.5 | | | | 55.5 | | |

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 | 6 | 0 | 27 | -27 | 9 | 0 | 28 | -28 | 4 | 0 | 28 | -28 |
| Other pupils | 7 | 0 | | -27 | 5 | 0 | | -28 | 2 | 0 | | -28 |
| Within school gap | | 0 | | | | 0 | | | | 0 | | |
| 5 A*-C including English and mathematics | | | | | | | | | | | | |
| Disadvantaged pupils | 6 | 0 | 67 | -67 | 9 | 0 | 62 | -62 | 4 | 0 | 63 | -63 |
| Other pupils | 7 | 14 | | -53 | 5 | 0 | | -62 | 2 | 0 | | -63 |
| Within school gap | | -14 | | | | 0 | | | | 0 | | |
| Basics | | | | | | | | | | | | |
| Disadvantaged pupils | 6 | 0 | 67 | -67 | 9 | 0 | 64 | -64 | 4 | 0 | 65 | -65 |
| Other pupils | 7 | 14 | | -53 | 5 | 0 | | -64 | 2 | 0 | | -65 |
| Within school gap | | -14 | | | | 0 | | | | 0 | | |
| English A*-C | | | | | | | | | | | | |
| Disadvantaged pupils | 6 | 0 | 74 | -74 | 9 | 0 | 73 | -73 | 4 | 25 | 74 | -49 |
| Other pupils | 7 | 14 | | -60 | 5 | 0 | | -73 | 2 | 0 | | -74 |
| Within school gap | | -14 | | | | 0 | | | | 25 | | |
| Mathematics A*-C | | | | | | | | | | | | |
| Disadvantaged pupils | 6 | 0 | 77 | -77 | 9 | 0 | 74 | -74 | 4 | 0 | 74 | -74 |
| Other pupils | 7 | 14 | | -63 | 5 | 20 | | -54 | 2 | 0 | | -74 |
| Within school gap | | -14 | | | | -20 | | | | 0 | | |
| 5 A*-G | | | | | | | | | | | | |
| Disadvantaged pupils | 6 | 50 | 96 | -46 | 9 | 33 | 95 | -62 | 4 | 25 | 96 | -71 |
| Other pupils | 7 | 57 | | -39 | 5 | 40 | | -55 | 2 | 0 | | -96 |
| Within school gap | | -7 | | | | -7 | | | | 25 | | |

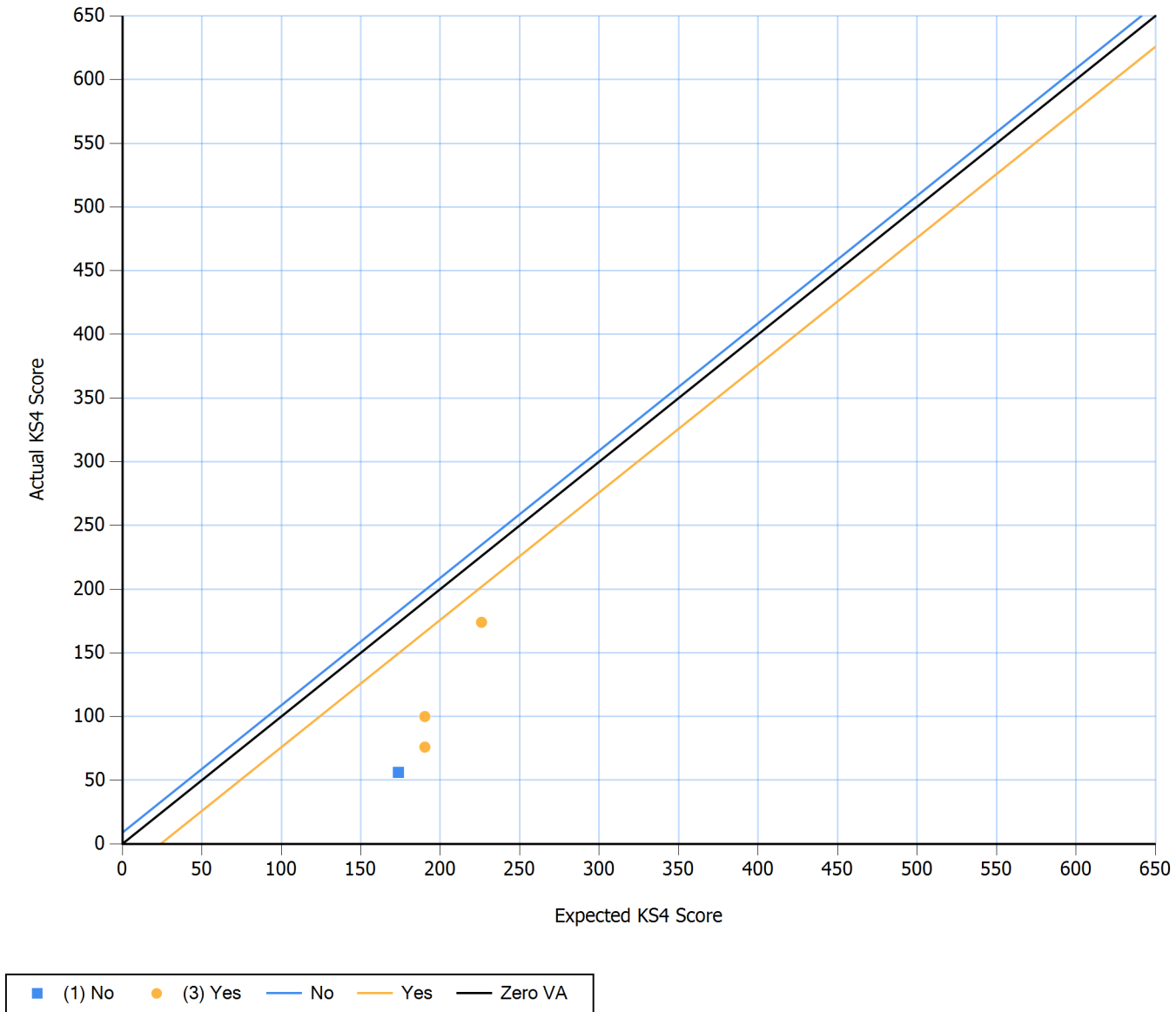


Closing the Gaps at Key Stage 4

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