



RAISEonline 2015 Summary Report
Stratford School

Unique Reference Number (URN)	136978
DfE Number	3165400
Local Authority	Newham

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 with special educational needs

Destinations

Percentage of children who have moved to a new school

Percentage of children who have moved to a new school

Percentage of children who have moved to a new school

Percentage of children who have moved to a new school

Percentage of children who have moved to a new school

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.

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

Basic characteristics of your school (Table 1.1.1)

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

Absence and exclusions (Table 2.1.1)

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

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

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

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

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

Is absence below average? How much is it diminishing?

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

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

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

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

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

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

Is the school proportion attaining 5A*-C including English and mathematics above the national proportion? How much has it risen since 2014? How did 2015 differ from 2014 and what differences in qualifications taken and entry time may have had an effect?

Does the percentage attaining 5A*-C including English and mathematics meet the attainment part of the floor standard (40% in 2013, 2014 and 2015)? A school will be below the floor standard if it is below both the attainment and progress elements of the floor standard. The 2015 floor standards will come into effect when validated results are published in the 2015 performance tables in late January 2016. Until then, a school's 2015 performance is compared with the 2014 floor standards.

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

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

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

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

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

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

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

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

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

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

Do the overall percentages making expected progress (on bottom row of the table) meet the progress part of the floor standard (in 2014, 74% in English and 67% in mathematics; 2015 standards are published in January 2016)? A school will be below the floor standard if it is below both the attainment and progress elements of the floor standard.

' "''7`cg]b[`h\Y`[Udg]b`UW\]Yj Ya Ybh`VYhk YYb`X]gUXj UbhU[YX`UbX`ch\ Yf`di d]`g

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	879	884	885	20	595	828	1,040
National	978	957	945	20	595	828	1,040
% girls							
School	26.7	25.7	24.3	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	49.4	51.5	51.4	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	98.4	97.7	98.1	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	90.0	90.3	90.4	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	-	-	14.5	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	-	-	0.3	0.0	0.8	1.3	1.9
National	-	-	1.8	0.0	0.8	1.3	1.9
% stability							
School	89.8	87.9	88.5	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	0.44	0.44	0.44	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	181	71.3 / 28.7	49.2	98.9	91.7	9.9	0
8	170	74.1 / 25.9	58.8	95.3	88.8	17.6	0
9	177	80.2 / 19.8	51.4	99.4	93.2	11.9	1
10	181	78.5 / 21.5	53.0	97.8	89.0	18.2	1
11	176	74.4 / 25.6	44.9	98.9	89.2	16.5	1

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	1.6	2.3	1.9	70.4
Irish	0.2	0.2	0.2	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	5.5	7.1	7.6	5.1
Mixed				
White & Black Caribbean	0.5	0.3	0.7	1.4
White & Black African	0.5	0.5	0.1	0.6
White & Asian	0.2	0.3	0.3	1.1
any other mixed background	0.8	0.9	0.6	1.8
Asian or Asian British				
Indian	27.9	24.5	24.9	2.7
Pakistani	20.5	21.3	22.0	4.1
Bangladeshi	23.3	24.0	23.2	1.7
any other Asian background	4.4	4.1	3.8	1.7
Black or Black British				
Caribbean	1.7	1.2	1.5	1.3
African	7.7	7.7	7.5	3.5
any other Black background	3.1	3.1	2.9	0.7
Chinese	0.0	0.0	0.0	0.4
Any other ethnic group	2.2	2.4	2.3	1.6
Parent/pupil preferred not to say	0.0	0.0	0.1	0.5
Ethnicity not known	0.0	0.1	0.5	0.5

First language				
English	10.0	9.7	9.6	82.5
Other	90.0	90.3	90.4	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	-	-	6	0	0	0
Moderate Learning Difficulty	-	-	43	1	0	0
Severe Learning Difficulty	-	-	1	0	0	0
Profound & Multiple Learning Difficulty	-	-	0	0	0	0
Social, Emotional and Mental Health	-	-	17	0	0	0
Speech, Language and Communication Needs	-	-	15	1	0	1
Hearing Impairment	-	-	2	0	0	0
Visual Impairment	-	-	1	0	0	0
Multi-Sensory Impairment	-	-	0	0	0	0
Physical Disability	-	-	2	0	0	0
Autistic Spectrum Disorder	-	-	4	0	0	1
SEN support but no Specialist Assessment of type of need	-	-	0	-	-	0
Other Difficulty/Disability	-	-	37	0	0	1
School total	-	-	128	2	-	3
Percentage of school roll	-	-	14.5	0.2	0.0	0.3



Absence and exclusions

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

Table 2.1.1

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

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

	2013			2014			2015		
	School	National average for secondary schools	Median trendline for school's FSM* level	School	National average for secondary schools	Median trendline for school's FSM* level	School	National average for secondary schools	Median trendline for school's FSM* level
Absence									
% Persistent absentees- absent for 15% or more sessions	2.2	6.6	8.4	3.0	5.8	6.4	3.5	5.6	6.5
% of sessions missed due to Overall Absence	4.3	5.9	6.7	4.1	5.1	5.4	4.1	5.2	5.6
Exclusions									
Permanent exclusions as a percentage of the pupil group	0.23	0.12	-	0.45	0.13	-	-	-	-
% pupils with 1 or more fixed term exclusions	8.77	3.86	-	8.82	3.68	-	-	-	-
% pupils with more than 1 fixed term exclusion	1.59	1.39	-	2.38	1.34	-	-	-	-
Fixed term exclusions as a percentage of the pupil group	10.59	6.87	-	12.22	6.71	-	-	-	-

Absence and exclusions

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

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

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

	% of sessions missed due to Overall Absence		% Persistent absentees - absent for 15% or more sessions	
	School	National average for secondary schools	School	National average for secondary schools
All Pupils	4.1	5.2	3.5	5.6
<hr/>				
Gender				
Male	4.2	5.1	4.0	5.4
Female	3.9	5.3	2.2	5.8
Free School Meals*				
FSM	4.7	7.5	5.2	10.9
Non FSM	3.5	4.3	1.8	3.3
English as a First Language				
English or believed to be English	5.1	5.4	7.8	5.9
Other than English or believed to be other than English	4.0	4.4	3.0	3.7
Unclassified	-	5.4	-	5.6
Special Educational Needs				
No SEN	3.5	4.8	2.0	4.5
SEN support	6.6	7.4	10.1	11.1
SEN with statement or EHC plan	40.0	7.3	66.7	11.0
Ethnic Group				
White				
British	6.2	5.5	5.9	6.0
Irish	18.5	5.8	100.0	6.4
Traveller of Irish Heritage	-	17.9	-	37.5
Gypsy/Roma	-	14.2	-	28.8
Any Other White Background	3.9	5.4	2.9	5.4
Mixed				
White and Black Caribbean	4.4	6.4	0.0	8.3
White and Black African	2.4	5.1	0.0	5.6
White and Asian	3.0	5.1	0.0	5.4
Any other Mixed Background	5.2	5.2	0.0	5.4
Asian or Asian British				
Indian	3.6	3.4	2.2	1.9
Pakistani	4.6	4.8	4.5	4.0
Bangladeshi	3.6	4.2	1.9	2.9
Any other Asian Background	2.7	3.5	0.0	2.1

Absence and exclusions

Black or Black British				
Black Caribbean	6.3	4.8	14.3	5.0
Black African	4.6	2.9	4.3	1.7
Any Other Black Background	3.8	4.0	3.4	3.7
Chinese	-	2.1	-	1.0
Any Other Ethnic Group	6.0	4.3	15.0	3.4
Unclassified - Refused	0.0	5.3	0.0	5.9
Unclassified - Information Not Obtained	7.1	6.1	0.0	5.6

Absence and exclusions

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

These data relate to 2014 academic year. This is the most recent year for which we have a full data set, since the School Census collects data two terms in arrears.

	Fixed term exclusions as a percentage of the pupil group		% pupils with 1 or more fixed term exclusions		% pupils with more than 1 fixed term exclusion		Permanent exclusions as a percentage of the pupil group	
	School	National average for secondary schools	School	National average for secondary schools	School	National average for secondary schools	School	National average for secondary schools
All Pupils	12.22	6.71	8.82	3.68	2.38	1.34	0.45	0.13
Gender								
Male	12.94	9.33	9.13	5.11	2.74	1.88	0.61	0.19
Female	10.13	4.06	7.93	2.24	1.32	0.80	0.00	0.06
Free School Meals*								
FSM	14.07	16.47	10.33	8.34	2.20	3.42	0.88	0.34
Non FSM	10.26	4.14	7.23	2.51	2.56	0.78	0.00	0.06
English as a First Language								
English or believed to be English	13.95	7.07	10.47	3.77	2.33	1.43	0.00	0.13
Other than English or believed to be other than English	12.03	4.62	8.65	3.18	2.38	0.82	0.50	0.09
Unclassified	-	9.81	-	6.14	-	1.60	-	0.25
Special Educational Needs								
No SEN	10.36	3.91	7.44	2.42	1.86	0.71	0.27	0.06
SEN support	22.90	19.36	16.79	9.44	5.34	4.16	1.53	0.45
SEN with statement or EHC plan	-	22.31	-	10.04	-	4.94	-	0.27
Ethnic Group								
White								
British	15.00	6.95	5.00	3.62	5.00	1.41	0.00	0.12
Irish	0.00	5.92	0.00	3.43	0.00	1.15	0.00	0.10
Traveller of Irish Heritage	-	49.61	-	22.20	-	10.14	-	1.45
Gypsy/Roma	-	33.54	-	16.15	-	7.44	-	0.88
Any Other White Background	15.87	5.25	12.70	3.28	3.17	0.98	0.00	0.10
Mixed								
White and Black Caribbean	0.00	13.74	0.00	7.68	0.00	2.91	0.00	0.32
White and Black African	25.00	8.23	25.00	4.95	0.00	1.58	0.00	0.18
White and Asian	33.33	5.68	33.33	3.34	0.00	1.09	0.00	0.14
Any other Mixed Background	12.50	7.30	12.50	4.32	0.00	1.43	0.00	0.16
Asian or Asian British								
Indian	10.14	1.42	7.37	1.12	2.30	0.20	0.00	0.02
Pakistani	10.11	5.19	7.45	3.56	1.06	0.92	0.00	0.08
Bangladeshi	8.02	3.76	4.72	2.73	1.89	0.64	0.47	0.07
Any other Asian Background	11.11	2.43	8.33	1.76	2.78	0.39	2.78	0.06

Absence and exclusions

	Fixed term exclusions as a percentage of the pupil group		% pupils with 1 or more fixed term exclusions		% pupils with more than 1 fixed term exclusion		Permanent exclusions as a percentage of the pupil group	
	School	National average for secondary schools	School	National average for secondary schools	School	National average for secondary schools	School	National average for secondary schools
Black or Black British								
Black Caribbean	45.45	12.20	36.36	7.82	9.09	2.39	0.00	0.41
Black African	19.12	6.36	13.24	4.68	4.41	1.09	2.94	0.15
Any Other Black Background	29.63	8.89	22.22	5.89	7.41	1.71	0.00	0.24
Chinese	-	0.70	-	0.58	-	0.09	-	0.02
Any Other Ethnic Group	19.05	5.04	19.05	3.44	0.00	0.89	0.00	0.09
Unclassified - Refused	-	6.83	-	4.03	-	1.40	-	0.16
Unclassified - Information Not Obtained	0.00	8.11	0.00	4.65	0.00	1.62	0.00	0.24

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

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



KS4 Destinations

Destinations in 2013/14 of 2012/13 Key Stage 4 pupils

		Overall percentage going to a sustained education or employment/training destination	
		Sch	Nat
All Pupils	175	91	92
Gender			
Male	111	93	91
Female	64	88	92
Disadvantaged pupils			
Disadvantaged pupils	74	84	85
Other pupils	101	96	94

		Sustained education		Sustained employment and/or training		Sustained education/ employment/ training combination destination	
		Sch	Nat	Sch	Nat	Sch	Nat
All Pupils	175	90	90	1	1	0	1
Gender							
Male	111	92	89	1	1	0	1
Female	64	88	91	0	1	0	1
Disadvantaged pupils							
Disadvantaged pupils	74	84	83	0	1	0	1
Other pupils	101	95	93	1	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	
Cohort		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
All Pupils	175	10	34	0	0	3	3	41	38	36	12	0	0	0	0	0	1	5	5	1	0	3	5	1	2	5	1
Gender																											
Male	111	6	36	0	0	3	4	40	36	42	11	0	0	0	0	0	1	6	6	1	0	3	5	0	2	5	2
Female	64	16	32	0	0	5	3	42	41	25	14	0	0	0	0	0	1	3	4	0	0	5	5	3	2	5	1
Disadvantaged pupils																											
Disadvantaged pupils	74	12	40	0	0	3	4	32	26	36	10	0	0	0	0	0	2	4	4	0	0	8	9	3	4	5	2
Other pupils	101	8	32	0	0	4	3	47	43	36	13	0	0	0	0	0	1	6	5	1	0	0	4	0	1	4	1

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

All school and national figures are percentages.

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



Prior Attainment

Table 3.1.1: The prior attainment of pupils at Key Stage 3 and Key Stage 4 (PriorKS3_4)

The tables below show the prior attainment in terms of Key Stage 2 average fine points score, of pupils studying at Key Stage 4 and Key Stage 3 in your school in 2014/15. This has been broken down by year group. The tables also show the national picture for maintained mainstream schools. The national averages are not comparable with previous years. When interpreting the tables the level of coverage should be taken into account.

Average fine points score at KS2

NC Year starting Sept 2014	School	National	Difference	Sig	% Coverage
Year 11	27.8	27.6	0.2		92.6
Year 10	27.0	27.5	-0.5		91.7
Year 9	28.0	28.4	-0.4		93.8
Year 8	28.9	28.6	0.3		98.2
Year 7	29.6	28.9	0.7	Sig+	98.9

% by Prior Attainment Band

	School				National		
	Low	Middle	High	% based on TA *	Low	Middle	High
Year 11	12.9	50.9	36.2	25.0	15.9	49.0	35.1
Year 10	17.5	51.2	31.3	N/A	17.3	51.8	30.9
Year 9	14.5	48.8	36.7	N/A	13.4	48.1	38.4
Year 8	13.2	45.5	41.3	N/A	13.5	44.8	41.7
Year 7	8.4	40.2	51.4	N/A	11.2	45.3	43.4

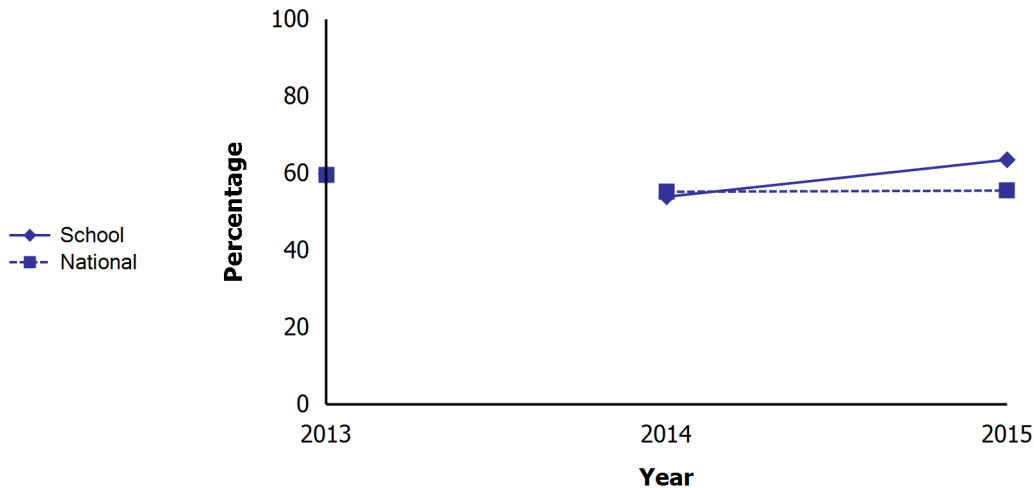
* The percentage of the cohort for whom teacher assessment only is used in the average points score is shown for only Year 11, because the national proportion was high for Key Stage 2 in 2010.

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	175	174	176
School	60	54	64
National	60	55	56
Difference	0	-1	8
Significance			Sig+

*From 2014 only performance tables approved qualifications are counted

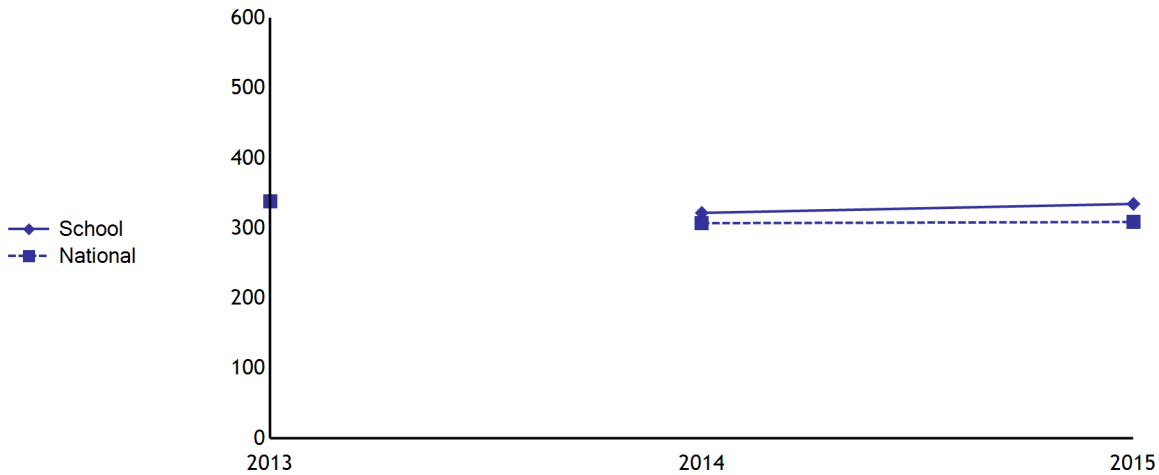


Attainment at Key Stage 4

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

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

Average capped total points score (best 8 subjects)



Average capped total points score (best 8 subjects)	GCSE and Equivalent	Performance tables approved Quals	
	2013	2014 *	2015
Cohort	175	174	176
School	337.4	321.6	334.4
National	338.3	306.9	308.6
Difference	-0.9	14.7	25.8
Significance		Sig+	Sig+

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

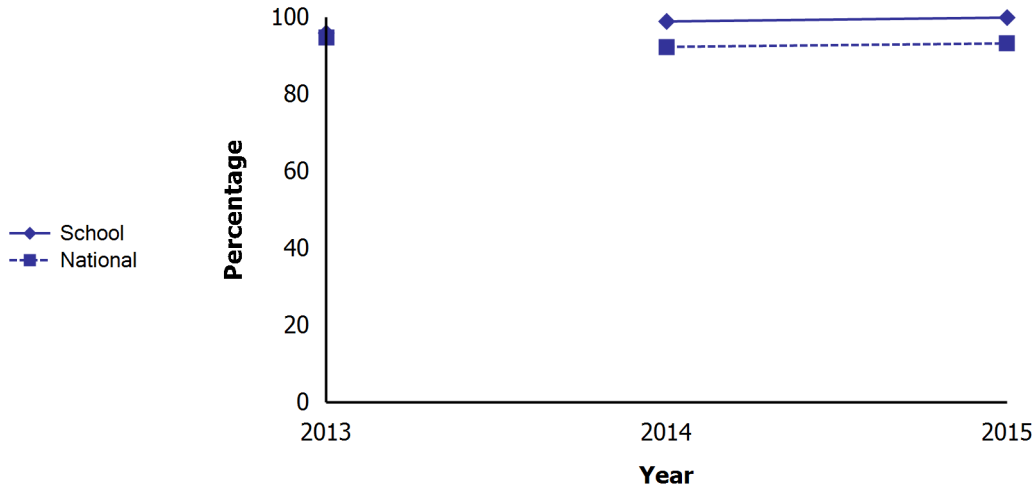
*From 2014 only performance tables approved qualifications are counted

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	175	174	176
School	96	99	100
National	95	92	93
Difference	1	7	7
Significance		Sig+	Sig+

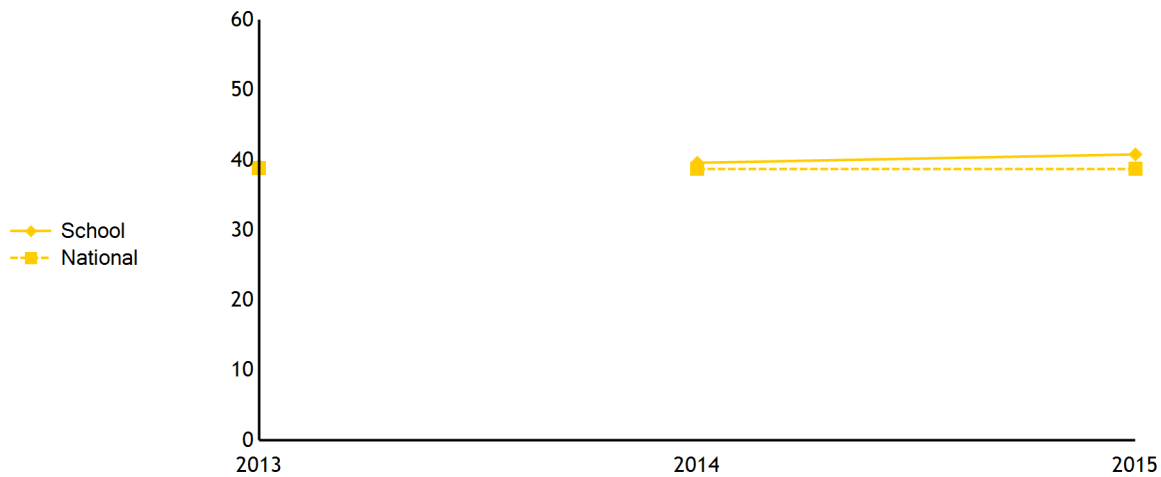
*From 2014 only performance tables approved qualifications are counted

Attainment at Key Stage 4

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

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

Average points per pupil in English (EBACC)



Average points per pupil in English (EBACC)	GCSE and Equivalent	Performance tables approved Quals	
	2013	2014 *	2015
Cohort	175	174	176
School	39.2	39.6	40.8
National	38.8	38.7	38.7
Difference	0.4	0.9	2.1
Significance			Sig+

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

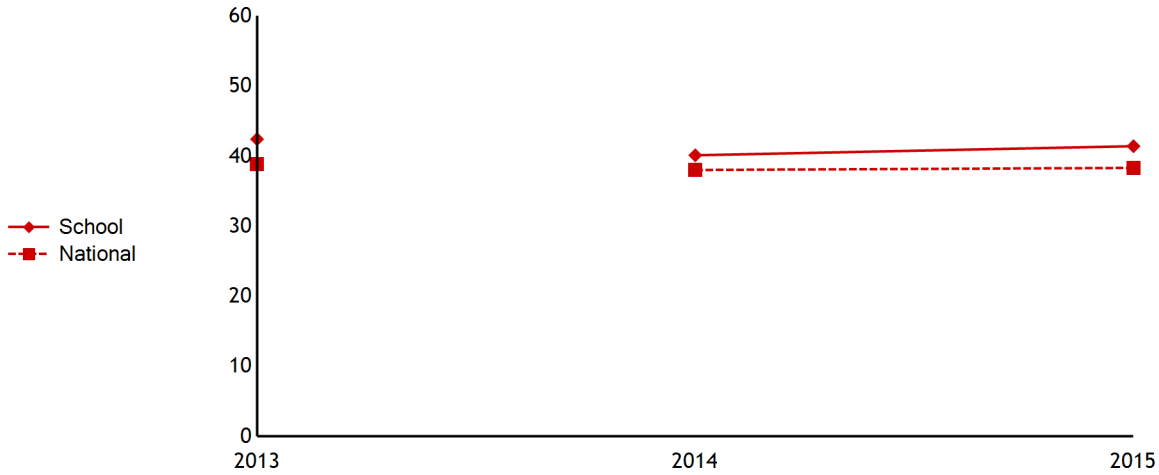
*From 2014 only performance tables approved qualifications are counted

Attainment at Key Stage 4

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

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

Average points per pupil in Mathematics (EBACC)



Average points per pupil in Mathematics (EBACC)	GCSE and Equivalent	Performance tables approved Quals	
	2013	2014 *	2015
Cohort	175	174	176
School	42.4	40.1	41.4
National	38.8	38.0	38.3
Difference	3.6	2.1	3.1
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

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		47	26.7	29.8	89.4	100.0	0.0	44.9
			National		139981	25.0	20.0	74.6	99.5	0.5	41.5
Design & technology											
Other design & technology											
	GCSE	1/2	School		51	29.0	7.8	62.7	100.0	0.0	38.9
			National		36487	6.5	13.4	56.5	98.1	1.9	37.4
English											
English language											
	GCSE	1/2	School		176	100.0	9.1	71.6	100.0	0.0	40.8
			National		283069	50.6	20.7	81.3	99.8	0.2	43.0
English literature											
	GCSE	1/2	School		176	100.0	14.2	72.7	99.4	0.6	40.4
			National		389868	69.7	20.8	74.8	99.1	0.9	41.8
Humanities											
Geography											
	GCSE	1/2	School		95	54.0	12.6	50.5	91.6	8.4	34.2
			National		193755	34.7	24.4	67.1	99.1	0.9	40.8
History											
	GCSE	1/2	School		57	32.4	14.0	71.9	100.0	0.0	40.1
			National		213109	38.1	26.6	67.3	98.0	2.0	40.6
Humanities											
	GCSE	1/2	School		175	99.4	23.4	71.4	97.7	2.3	40.8
			National		8076	1.4	9.7	47.1	95.7	4.3	34.5
Religious studies											
	GCSE	1/2	School		26	14.8	34.6	92.3	100.0	0.0	46.7
			National		252221	45.1	27.6	70.7	98.2	1.8	41.4
ICT											
Information technology											
	GCSE	1/2	School		176	100.0	14.8	67.0	99.4	0.6	39.8
			National		92429	16.5	19.5	69.0	98.0	2.0	40.0
Languages											
French											
	GCSE	1/2	School		57	32.4	5.3	50.9	100.0	0.0	36.6
			National		139751	25.0	20.8	68.1	99.7	0.3	41.2

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	
	Italian	GCSE	1/2	School	1	0.6	100.0	100.0	100.0	0.0	58.0
				National	3272	0.6	54.3	86.2	99.8	0.2	48.3
	Other modern languages	GCSE	1/2	School	1	0.6	0.0	100.0	100.0	0.0	46.0
				National	8110	1.5	56.0	87.7	99.7	0.3	48.2
	Polish	GCSE	1/2	School	1	0.6	0.0	100.0	100.0	0.0	46.0
				National	3438	0.6	71.8	94.5	99.8	0.2	50.8
	Spanish	GCSE	1/2	School	97	55.1	7.2	35.1	95.9	4.1	32.6
				National	77708	13.9	25.7	70.2	99.5	0.5	42.0
	Urdu	GCSE	1/2	School	1	0.6	0.0	100.0	100.0	0.0	40.0
				National	3197	0.6	33.7	76.7	99.6	0.4	43.7

Mathematics & statistics

Mathematics	GCSE	1/2	School	176	100.0	23.9	75.0	96.0	4.0	41.4
				National	527481	94.4	19.1	70.5	96.7	3.3
Statistics	GCSE	1/2	School	60	34.1	31.7	88.3	100.0	0.0	45.2
				National	49908	8.9	18.9	69.9	98.4	1.6

Performing arts

Drama/performing arts	GCSE	1/2	School	37	21.0	0.0	51.4	100.0	0.0	35.6
				National	71707	12.8	19.7	70.0	99.3	0.7
Music	GCSE	1/2	School	7	4.0	0.0	71.4	100.0	0.0	39.1
				National	38765	6.9	26.1	72.7	98.9	1.1

Physical education & sport

Physical education	GCSE	1/2	School	23	13.1	0.0	52.2	100.0	0.0	37.9
				National	104355	18.7	18.4	68.8	99.7	0.3
Sport studies	Other	1/2	School	19	10.8	10.5	63.2	78.9	21.1	33.0
				National	49434	8.8	9.2	71.8	97.0	3.0

Science

Additional science	GCSE	1/2	School	176	100.0	11.9	61.9	100.0	0.0	39.3
				National	294299	52.6	10.8	63.9	99.5	0.5

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	
	Computer science										
	GCSE	1/2	School		35	19.9	8.6	71.4	100.0	0.0	40.0
			National		30984	5.5	21.1	64.6	97.4	2.6	39.4
	Core science										
	GCSE	1/2	School		174	98.9	14.9	64.9	100.0	0.0	40.1
			National		351728	62.9	8.4	59.3	99.0	1.0	37.8
	Further additional science										
	GCSE	1/2	School		53	30.1	17.0	67.9	100.0	0.0	41.4
			National		22353	4.0	32.9	79.7	99.9	0.1	44.5

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

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

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

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

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

Attainment at Key Stage 4

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

Cluster	Subject family	Entries	School average	Average in all other subjects	School difference	National difference	Relative performance indicator
Art & design							
	Art & design	47	44.9	36.0	8.9	2.3	6.5
Design & technology							
	Other design & technology	51	38.9	37.5	1.5	-1.1	2.6
English							
	English language	176	40.8	39.2	1.6	1.3	0.3
	English literature	176	40.4	39.3	1.1	0.4	0.7
Humanities							
	Geography	95	34.2	40.7	-6.5	-1.5	-5.0
	History	57	40.1	41.9	-1.8	-2.0	0.2
	Humanities	175	40.8	39.4	1.4	-4.1	5.5
	Religious studies	26	46.7	38.6	8.1	0.2	7.8
ICT							
	Information technology	176	39.8	39.3	0.5	0.1	0.3
Languages							
	French	57	36.6	41.3	-4.7	-3.2	-1.4
	Italian	1	58.0	39.5	18.5	4.6	13.9
	Other modern languages	1	46.0	49.3	-3.3	8.6	-11.9
	Polish	1	46.0	38.9	7.1	15.5	-8.4
	Spanish	97	32.6	42.3	-9.7	-2.2	-7.5
	Urdu	1	40.0	22.9	17.1	4.4	12.7
Mathematics & statistics							
	Mathematics	176	41.4	39.2	2.3	0.2	2.0
	Statistics	60	45.2	42.5	2.7	-1.1	3.8
Performing arts							
	Drama/performing arts	37	35.6	34.5	1.1	1.1	0.1
	Music	7	39.1	32.1	7.0	-0.5	7.6
Physical education & sport							
	Physical education	23	37.9	42.1	-4.2	0.8	-5.0
	Sport studies	19	33.0	31.4	1.6	1.8	-0.2
Science							
	Additional science	176	39.3	39.4	-0.1	-0.8	0.6
	Computer science	35	40.0	40.1	-0.1	-3.7	3.6
	Core science	174	40.1	39.3	0.7	-0.5	1.3
	Further additional science	53	41.4	46.9	-5.5	-2.2	-3.3

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: 176

Qualification	Subject	Entries	Entry % of cohort	A*	A	B	C	D	E	F	G	U
GCSE Short Course	Sport/p.e. studies	3	2%	0	0	0	0	3	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	Geography	1	1%	0	1	0	0	0	0
	Mathematics	3	2%	3	0	0	0	0	0
	Religious studies	1	1%	0	0	1	0	0	0

Qualification	Subject	Entries	Entry % of cohort	Pass	Fail	U	Q	No Result
QCF Language Qual Child Level 2	Spanish - listen.	8	5%	8	0	0	0	0
	Spanish - reading	9	5%	9	0	0	0	0
VRQ Level 1	Prep for work	1	1%	1	0	0	0	0

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	176	64	56	74	65	100	93	26	24	65	58
Gender											
Male	131	63	51	74	60	100	92	22	19	65	54
Female	45	64	60	73	71	100	95	38	29	64	62
Free School Meals*											
FSM	79	59	36	68	45	100	87	22	11	61	39
Not FSM	97	67	63	78	72	100	95	30	28	68	65
Children Looked After											
CLA	1	0	16	0	22	100	63	0	3	0	19
Not CLA	175	64	56	74	65	100	94	26	24	65	58
Disadvantaged pupils											
Disadvantaged pupils	80	59	36	68	45	100	87	21	11	60	38
Other pupils	96	68	63	79	72	100	96	30	28	69	65
Prior Attainment											
Low	21	10	6	19	13	100	77	0	1	10	7
Middle	83	61	50	73	64	100	96	13	13	64	54
High	59	93	90	100	95	100	99	56	52	93	91
Non-mobile pupils											
Pupils on roll throughout years 10 & 11	170	64	57	74	67	100	95	27	24	65	59
English as a First Language											
English or believed to be English	19	58	56	68	66	100	94	16	24	63	59

Attainment at Key Stage 4

Other than English or believed to be other	157	64	54	75	65	100	94	27	26	65	55
Unclassified	-	-	7	-	9	-	19	-	2	-	8
<hr/>											
Special Educational Needs											
No SEN	147	69	63	80	72	100	97	31	27	71	65
SEN support	29	34	23	41	31	100	86	3	6	34	25
SEN with statement or EHC plan	-	-	9	-	12	-	42	-	2	-	10
<hr/>											
Ethnicity Group											
White											
British	2	100	56	100	65	100	94	50	23	100	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	9	22	52	56	63	100	92	0	26	22	53
Mixed											
White and Black Caribbean	2	50	48	100	59	100	92	50	17	50	50
White and Black African	-	-	58	-	68	-	95	-	26	-	60
White and Asian	-	-	66	-	75	-	95	-	34	-	68
Any other Mixed Background	2	0	60	50	70	100	95	0	30	0	62
Asian or Asian British											
Indian	44	75	71	84	80	100	97	20	39	77	73
Pakistani	42	55	50	62	62	100	95	24	21	55	52
Bangladeshi	37	65	61	73	72	100	96	41	28	65	63
Any other Asian Background	3	33	64	67	75	100	96	33	34	67	66
Black or Black British											
Black Caribbean	2	50	45	50	57	100	94	0	16	50	47
Black African	18	72	55	78	67	100	95	22	24	72	56
Any Other Black Background	11	82	45	82	58	100	93	36	19	82	47
Chinese	-	-	76	-	87	-	98	-	49	-	77
Any Other Ethnic Group	4	75	56	100	67	100	93	25	29	75	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	176	308.6	334.4	Sig+	366.6	427.7	Sig+	C	39.7	10.78
Gender										
Male	131	295.5	332.5	Sig+	348.2	423.9	Sig+	C	39.4	10.76
Female	45	322.2	339.7		385.8	438.7	Sig+	C	40.5	10.82
Free School Meals*										
FSM	79	261.3	326.1	Sig+	296.8	415.7	Sig+	C-	38.5	10.80
Non FSM	97	325.6	341.1	Sig+	391.8	437.5	Sig+	C	40.6	10.76
Children Looked After										
CLA	1	175.8	284.0	-	191.5	306.0	-	D	34.0	9.00
Not CLA	175	309.8	334.6	Sig+	368.2	428.4	Sig+	C	39.7	10.79
Disadvantaged pupils										
Disadvantaged pupils	80	259.9	325.6	Sig+	295.1	414.4	Sig+	C-	38.5	10.78
Other pupils	96	326.6	341.7	Sig+	393.1	438.8	Sig+	C	40.7	10.78
Prior Attainment										
Low	21	190.5	244.4	Sig+	201.4	290.0	Sig+	E	28.5	10.19
Middle	83	304.5	328.9	Sig+	351.4	418.5	Sig+	C-	38.6	10.83
High	59	380.9	383.9		480.3	505.2	Sig+	B	45.9	11.02
Non-mobile pupils										
Pupils on roll throughout years 10 & 11	170	313.4	334.6	Sig+	373.1	429.7	Sig+	C	39.7	10.81
English as First Language										
English or believed to be English	19	310.8	328.1		369.1	420.7		C	39.2	10.74
Other than English or believed to be other than English	157	311.5	335.1	Sig+	371.6	428.5	Sig+	C	39.7	10.78
Unclassified	0	80.4	-	-	86.4	-	-	-	-	-
Special Education Needs										
No SEN	147	328.0	346.7	Sig+	393.5	447.8	Sig+	C+	41.1	10.90
SEN support	29	235.9	271.6	Sig+	259.2	325.8	Sig+	D-	32.0	10.17
SEN with statement or EHC plan	0	115.4	-	-	122.6	-	-	-	-	-



Attainment at Key Stage 4

Ethnicity Group									
White									
British	2	309.5	383.0	367.1	500.0		B	45.5	11.00
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	9	307.6	286.4	369.1	352.9		D	34.5	10.22
Mixed									
White and Black Caribbean	2	293.6	374.0	341.8	497.0		B	45.2	11.00
White and Black African	0	318.5	-	380.0	-	-	-	-	-
White and Asian	0	335.5	-	408.6	-	-	-	-	-
Any other Mixed Background	2	323.3	323.0	390.8	419.0		C-	38.1	11.00
Asian or Asian British									
Indian	44	348.5	352.2	430.0	453.2		C+	41.7	10.86
Pakistani	42	304.1	316.2	355.1	398.9	Sig+	C-	37.3	10.69
Bangladeshi	37	326.3	335.2	390.7	429.9	Sig+	C	40.1	10.73
Any other Asian Background	3	336.2	336.0	408.6	436.0		C	39.6	11.00
Black or Black British									
Black Caribbean	2	292.7	276.0	337.4	327.0		D-	32.7	10.00
Black African	18	314.0	333.3	370.9	428.9	Sig+	C	39.2	10.94
Any Other Black Background	11	295.6	365.8	343.4	475.5	Sig+	B-	43.2	11.00
Chinese	0	373.6	-	478.4	-	-	-	-	-
Any Other Ethnic Group	4	316.0	336.5	379.7	438.5	Sig+	C	39.9	11.00
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 Baccalaureate subject areas thresholds by pupil groups (KS4.Thr (Ebacc selection))

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

	Total number of pupils in 2015	Percentages based upon total number of pupils in cohort									Percentages based upon subject entry											
		English Baccalaureate			Basics			English			Mathematics			Science			Languages			Humanities		
		Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National
All Pupils	176	128	26	24	176	65	58	176	72	67	176	75	67	174	58	69	155	42	70	139	58	67
Gender																						
Male	131	90	22	19	131	65	54	131	70	61	131	76	67	129	61	67	113	36	64	99	61	63
Female	45	38	38	29	45	64	62	45	76	74	45	71	68	45	49	71	42	57	75	40	50	71
Free School Meals*																						
FSM	79	58	22	11	79	61	39	79	68	51	79	71	49	79	49	53	69	30	60	64	53	49
Non FSM	97	70	30	28	97	68	65	97	74	73	97	78	74	95	65	73	86	51	72	75	61	71
Children Looked After																						
CLA	1	0	0	3	1	0	19	1	0	29	1	100	27	0	-	40	0	-	52	1	0	34
Not CLA	175	128	26	24	175	65	58	175	72	68	175	75	68	174	58	69	155	42	70	138	58	67
Disadvantaged pupils																						
Disadvantaged pupils	80	58	21	11	80	60	38	80	68	51	80	71	49	79	49	53	69	30	59	65	52	49
Other pupils	96	70	30	28	96	69	65	96	75	74	96	78	74	95	65	73	86	51	72	74	62	71
Prior Attainment																						
Low	21	7	0	1	21	10	7	21	24	19	21	14	15	21	5	17	11	0	37	12	25	16
Middle	83	63	13	13	83	64	54	83	73	68	83	75	67	82	46	57	77	29	54	67	42	55
High	59	52	56	52	59	93	91	59	95	94	59	98	96	59	95	90	59	64	84	52	88	89
Non-mobile pupils																						
Pupils on roll throughout years 10 & 11	170	127	27	24	170	65	59	170	72	69	170	75	69	170	58	69	152	42	70	136	58	67
English as a First Language																						
First Language - English	19	13	16	24	19	63	59	19	74	69	19	68	68	19	53	68	18	44	68	13	46	67
First Language - Other	157	115	27	26	157	65	55	157	71	64	157	76	67	155	59	71	137	42	79	126	59	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	147	115	31	27	147	71	65	147	78	75	147	82	74	145	66	71	137	45	71	122	61	70
SEN support	29	13	3	6	29	34	25	29	41	36	29	38	37	29	21	44	18	22	52	17	35	40
SEN with statement or EHC plan	0	-	-	2	-	-	10	-	-	13	-	-	16	-	-	43	-	-	55	-	-	39
Ethnicity Group																						
White																						
British	2	1	50	23	2	100	59	2	100	68	2	100	68	2	100	68	2	100	67	1	100	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	9	3	0	26	9	22	53	9	44	61	9	44	66	8	38	69	5	20	87	6	17	66
Mixed																						
White and Black Caribbean	2	2	50	17	2	50	50	2	50	64	2	100	59	2	100	61	2	50	61	2	50	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	2	2	0	30	2	0	62	2	50	73	2	0	70	2	50	73	2	0	77	2	100	70
Asian or Asian British																						
Indian	44	32	20	39	44	77	73	44	84	79	44	84	82	43	67	81	40	35	79	34	59	78
Pakistani	42	28	24	21	42	55	52	42	64	63	42	60	63	42	50	68	33	42	70	33	55	62
Bangladeshi	37	31	41	28	37	65	63	37	65	72	37	78	72	37	54	73	33	55	72	32	59	68
Any other Asian Background	3	3	33	34	3	67	66	3	67	71	3	100	78	3	33	79	3	33	80	3	67	73
Black or Black British																						
Black Caribbean	2	1	0	16	2	50	47	2	50	63	2	50	56	2	50	58	2	50	58	1	0	54
Black African	18	15	22	24	18	72	56	18	78	68	18	83	66	18	56	70	18	28	70	15	53	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	11	7	36	19	11	82	47	11	91	61	11	91	58	11	73	63	11	55	69	7	71	59
Chinese	0	-	-	49	-	-	77	-	-	78	-	-	93	-	-	89	-	-	92	-	-	85
Any Other Ethnic Group	4	3	25	29	4	75	57	4	75	65	4	100	69	4	75	74	4	50	84	3	100	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

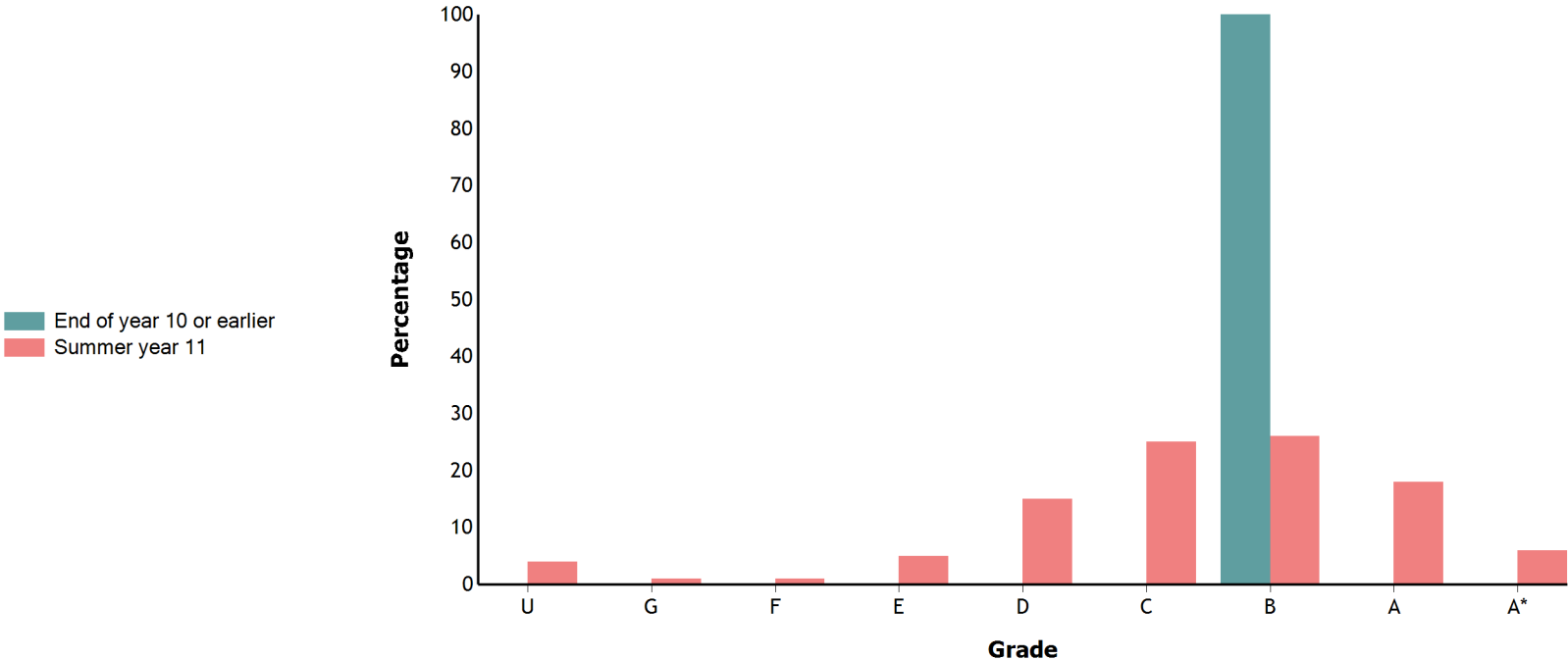
Chart 4.1.17 and Table 4.1.18: Attainment, grade distributions by time of entry 2015 (KS4.EENT)

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





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	176	1	0	0	0	0	0	0	0	100	0	0
Winter year 11	School	176	-	-	-	-	-	-	-	-	-	-	-
Summer year 11	School	176	175	4	1	1	5	15	25	26	18	6	
Key Stage 4 highest grade, all pupils	School	176	176	4	1	1	5	15	24	27	18	6	
	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	176	1	100	100	100	100	100	100	100	100	0	0
Winter year 11	School	176	-	-	-	-	-	-	-	-	-	-	-
Summer year 11	School	176	175	100	96	95	94	90	75	50	24	6	
Key Stage 4 highest grade, all pupils	School	176	176	100	96	95	94	90	75	51	24	6	
	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	167	156	163	
	VA School score	997.0	1,000.7	1,021.8	AA
	95% confidence interval +/-	9.4	11.5	11.4	
	Significance			Sig+	
	Percentile rank	57	52	19	
	Coverage	95%	90%	93%	
English	Cohort for VA	167	156	163	
	VA School score	1,000.3	999.5	1,001.2	
	95% confidence interval +/-	1.0	1.3	1.3	
	Significance				
	Percentile rank	46	63	31	
	Coverage	95%	90%	93%	
Mathematics	Cohort for VA	167	156	163	
	VA School score	1,002.2	1,000.5	1,002.3	
	95% confidence interval +/-	1.0	1.3	1.3	
	Significance	Sig+		Sig+	
	Percentile rank	15	43	17	
	Coverage	95%	90%	93%	
Science	Cohort for VA	161	129	162	
	VA School score	1,001.3	AA 999.6	999.7	
	95% confidence interval +/-	0.9	1.1	1.0	
	Significance	Sig+			
	Percentile rank	32	57	56	
	Coverage	92%	74%	92%	
Languages	Cohort for VA	160	134	147	
	VA School score	994.5	AA 994.3	994.2	
	95% confidence interval +/-	1.2	1.4	1.4	
	Significance	Sig-	Sig-	Sig-	
	Percentile rank	94	92	93	
	Coverage	91%	77%	84%	
Humanities	Cohort for VA	120	126	131	
	VA School score	1,001.5	AA 997.1	996.8	
	95% confidence interval +/-	1.4	1.5	1.6	
	Significance	Sig+	Sig-	Sig-	
	Percentile rank	34	80	82	
	Coverage	69%	72%	74%	

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	163	2	0	0	0	5	2	0	0	2	44	36	35	3	2	18	10	0	4	0	0
School Score	1021.8	1031.5	-	-	-	1032.8	1057.4	-	-	1033.9	1023.7	1020.3	1020.3	1023.3	919.7	1026.3	1037.0	-	975.7	-	-
95% confidence interval	11.4	103.3	-	-	-	65.3	103.3	-	-	103.3	22.0	24.3	24.7	84.3	103.3	34.4	46.2	-	73.0	-	-
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+		-	-	-			-	-									-		-	-
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	163	121	42	77	86	0	163	77	86	21	83	59	161	18	145	0	137	26	0
School Score	1021.8	1024.7	1013.4	1027.0	1017.1	-	1021.8	1027.0	1017.1	1050.0	1022.4	1010.8	1021.4	1010.8	1023.1	-	1021.5	1023.0	-
95% confidence interval	11.4	13.3	22.5	16.6	15.8	-	11.4	16.6	15.8	31.9	16.0	19.0	11.5	34.4	12.1	-	12.5	28.6	-
Group national mean	1000.0	991.2	1009.0	976.3	1008.5	931.2	1000.5	975.9	1008.8	1000.1	1000.0	999.9	1001.2	996.1	1029.0	941.6	1004.7	972.1	975.2
Significance from national average for group	Sig+	Sig+		Sig+		-	Sig+	Sig+		Sig+	Sig+		Sig+			-	Sig+	Sig+	-
Significance from overall national average	Sig+	Sig+		Sig+	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	163	997.0	1000.0	1000.7	1000.0	1021.8	1000.0
Gender							
Boys	121	995.5	991.0	999.5	988.9	1024.7	991.2
Girls	42	999.3	1008.9	1003.8	1011.3	1013.4	1009.0
Free School Meals*							
FSM	77	976.5	983.7	997.7	977.8	1027.0	976.3
Non FSM	86	1011.9	1005.6	1003.7	1007.8	1017.1	1008.5
Children Looked After							
CLA	0	-	950.6	-	944.9	-	931.2
Not CLA	163	996.9	1000.2	1000.7	1000.3	1021.8	1000.5
Disadvantaged pupils							
Disadvantaged pupils	77	976.5	983.4	997.7	977.6	1027.0	975.9
Other pupils	86	1011.9	1005.7	1003.7	1008.0	1017.1	1008.8
Prior Attainment							
Low	21	964.5	998.6	1045.5	999.7	1050.0	1000.1
Middle	83	991.7	999.2	1010.6	999.9	1022.4	1000.0
High	59	1017.4	1001.4	975.0	1000.3	1010.8	999.9
Non-mobile pupils							
Pupils on roll throughout years 10 & 11	161	1001.4	1001.1	1002.0	1001.2	1021.4	1001.2
English as a First Language							
First Language - English	18	960.4	996.5	980.1	995.5	1010.8	996.1
First Language - Other	145	1001.5	1027.7	1002.7	1035.0	1023.1	1029.0
Unclassified	-	-	996.8	-	982.8	-	941.6
Special Educational Needs							
No SEN	137	1004.7	1005.0	998.8	1006.5	1021.5	1004.7
SEN support	26	955.4	978.8	1015.4	971.2	1023.0	972.1
SEN with statement or EHC plan	-	823.8	976.2	-	968.5	-	975.2
Ethnicity Group							
White							
British	2	714.6	995.6	969.6	993.9	1031.5	994.9
Irish	-	623.9	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	5	993.3	1022.5	1012.5	1032.7	1032.8	1030.5
Mixed							
White and Black Caribbean	2	1043.9	989.0	-	984.3	1057.4	985.2
White and Black African	-	-	1002.3	1017.6	1010.1	-	1006.9
White and Asian	-	983.8	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	2	-	1003.6	1026.4	1008.7	1033.9	1007.3
Asian or Asian British							
Indian	44	1013.1	1028.7	1013.1	1035.3	1023.7	1031.1
Pakistani	36	991.9	1018.5	982.2	1018.1	1020.3	1010.4
Bangladeshi	35	1004.5	1022.7	997.4	1030.4	1020.3	1027.8
Any other Asian Background	3	991.0	1031.6	1001.8	1041.2	1023.3	1036.1
Black or Black British							
Black Caribbean	2	923.2	1000.7	959.1	1001.8	919.7	996.7
Black African	18	989.9	1023.0	978.7	1033.9	1026.3	1024.4
Any Other Black Background	10	1020.6	1007.8	1086.1	1012.2	1037.0	1008.0
Chinese	-	-	1041.8	-	1047.6	-	1043.9
Any Other Ethnic Group	4	1038.6	1030.7	1060.6	1041.4	975.7	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	163	163	1001.2	1000.0	163	1002.3	1000.0	162	999.7	1000.0	147	994.2	1000.0	131	996.8	1000.0
Gender																
Boys	121	121	1001.3	998.8	121	1002.7	1000.5	120	1000.1	999.8	107	993.2	998.4	92	997.6	999.0
Girls	42	42	1000.9	1001.3	42	1001.1	999.5	42	998.5	1000.2	40	996.9	1001.3	39	994.9	1001.0
Free School Meals*																
FSM	77	77	1001.3	998.2	77	1002.7	997.9	77	999.5	998.4	68	992.7	999.0	63	996.5	997.4
Non FSM	86	86	1001.1	1000.6	86	1001.9	1000.7	85	999.9	1000.4	79	995.5	1000.2	68	997.1	1000.7
Children Looked After																
CLA	0	0	-	994.5	0	-	994.4	0	-	996.6	0	-	997.1	0	-	995.1
Not CLA	163	163	1001.2	1000.0	163	1002.3	1000.0	162	999.7	1000.0	147	994.2	1000.0	131	996.8	1000.0
Disadvantaged pupils																
Disadvantaged pupils	77	77	1001.3	998.2	77	1002.7	997.9	77	999.5	998.3	68	992.7	999.0	63	996.5	997.4
Other pupils	86	86	1001.1	1000.7	86	1001.9	1000.8	85	999.9	1000.4	79	995.5	1000.2	68	997.1	1000.7
Prior Attainment																
Low	21	21	1004.1	1000.0	21	1004.5	1000.0	21	998.9	1000.0	11	989.8	999.9	12	992.9	1000.0
Middle	83	83	1001.4	1000.0	83	1001.4	1000.0	82	999.3	1000.0	77	994.4	1000.0	67	996.0	1000.0
High	59	59	999.9	1000.0	59	1002.7	1000.0	59	1000.5	1000.0	59	994.9	1000.0	52	998.7	1000.0
Non-mobile pupils																
Pupils on roll throughout years 10 & 11	161	161	1001.2	1000.1	161	1002.3	1000.1	161	999.7	1000.1	145	994.7	1000.0	131	996.8	1000.1
English as a First Language																
First Language - English	18	18	1001.6	999.8	18	1001.3	999.6	18	998.4	999.7	18	994.6	999.2	13	994.1	999.8
First Language - Other	145	145	1001.2	1001.6	145	1002.4	1003.0	144	999.9	1002.2	129	994.2	1004.5	118	997.1	1001.7
Unclassified	0	0	-	994.8	0	-	995.3	0	-	998.5	0	-	1001.0	0	-	998.5
Special Educational Needs																
No SEN	137	137	1001.1	1000.4	137	1002.4	1000.3	136	1000.2	1000.1	131	994.6	1000.1	115	997.3	1000.2
SEN support	26	26	1001.8	997.7	26	1001.5	998.0	26	997.1	998.7	16	991.5	998.2	16	993.2	998.0
SEN with statement or EHC plan	0	0	-	997.5	0	-	998.9	0	-	1000.2	0	-	999.2	0	-	1001.1
Ethnicity Group																
White																
British	2	2	1001.8	999.7	2	1006.9	999.5	2	1003.2	999.6	2	998.3	998.9	1	1005.9	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	5	5	1004.0	1001.6	5	1001.4	1002.8	5	997.1	1002.0	3	993.4	1008.2	3	989.5	1002.0
Mixed																
White and Black Caribbean	2	2	1002.4	999.2	2	1005.5	997.8	2	1005.8	998.7	2	998.8	998.2	2	1006.9	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	2	2	1002.8	1000.7	2	997.9	1000.1	2	999.9	1000.6	2	994.9	1002.3	2	1005.6
Asian or Asian British															
Indian	44	44	1000.5	1001.7	44	1003.6	1003.5	43	999.9	1002.8	40	993.3	1002.3	34	998.3
Pakistani	36	36	1001.2	1000.5	36	1000.7	1000.9	36	999.5	1000.9	29	993.1	1001.0	30	995.8
Bangladeshi	35	35	1001.5	1002.1	35	1002.0	1002.6	35	1000.3	1001.9	32	993.9	1001.2	31	996.4
Any other Asian Background	3	3	1001.9	1001.8	3	1004.3	1004.4	3	999.2	1003.2	3	1000.0	1003.3	3	995.6
Black or Black British															
Black Caribbean	2	2	997.4	1000.2	2	990.7	998.6	2	988.0	999.1	2	990.1	998.5	1	963.8
Black African	18	18	1002.2	1001.6	18	1003.2	1002.2	18	999.2	1001.7	18	994.7	1001.6	15	996.9
Any Other Black Background	10	10	1002.4	1000.5	10	1003.1	999.9	10	1001.7	1000.1	10	998.0	1001.4	6	996.9
Chinese	0	0	-	1001.6	0	-	1005.8	0	-	1004.0	0	-	1006.6	0	-
Any Other Ethnic Group	4	4	996.1	1002.2	4	1001.1	1003.8	4	995.9	1002.9	4	996.9	1006.7	3	996.8
Unclassified - Refused	0	0	-	1000.5	0	-	1000.2	0	-	1000.5	0	-	1000.9	0	-
Unclassified - Information Not Obtained	0	0	-	996.9	0	-	997.6	0	-	998.5	0	-	1000.7	0	-

Key

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

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

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

The proportion achieving A*-C includes the entire cohort for the English Baccalaureate, English and mathematics. For humanities, science and languages it includes only the pupils who entered. Similarly, value added calculations include the entire cohort for English and mathematics if they have key stage 2 prior attainment data. The humanities, science and languages subject areas include only the pupils entered with key stage 2 prior attainment data. Science takes the average grade of the two eligible science qualifications. Humanities and Languages subject areas take the best score of all eligible qualifications.

*From 2014 only performance tables approved qualifications are counted



Expected Progress - English

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

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

Number of Pupils		Key Stage 4 English grade										Total No. of Pupils	Expected progress			More than expected progress		
		no KS4 result	U	G	F	E	D	C	B	A	A*		Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress
KS2 English attainment	Other or no prior available	0	0	0	3	1	5	1	3	0	0	3	3	100%	58%	0	0%	24%
	W	0	0	0	0	0	0	0	0	0	0	0	0	0%	6%	0	0%	5%
	1	0	0	0	0	2	1	0	0	0	0	3	3	100%	30%	3	100%	19%
	2	0	0	0	1	3	2	0	0	0	0	6	5	83%	52%	2	33%	26%
	3	0	0	0	2	3	4	5	1	0	0	15	10	67%	62%	6	40%	24%
	4	0	0	0	1	2	19	37	40	2	0	101	79	78%	70%	42	42%	28%
	5	0	0	0	0	1	1	22	13	1	38	36	95%	77%	14	37%	38%	
Summary											166	136	82%	69%	67	40%	30%	

Total Cohort	176
--------------	-----

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	1	0	1	0	1	0	0	1	1	100%	100%	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	2	1	0	0	0	0	3	3	100%	0%	31%	3	100%	0%	21%
	2	0	0	0	0	2	2	0	0	0	0	4	4	100%	50%	59%	2	50%	0%	32%
	3	0	0	0	2	2	3	4	0	0	0	11	7	64%	75%	68%	4	36%	50%	28%
	4	0	0	0	0	0	10	21	13	2	0	46	36	78%	78%	74%	15	33%	49%	31%
	5	0	0	0	0	0	0	1	9	2	1	13	12	92%	96%	79%	3	23%	44%	40%
Summary											78	63	81%	83%	74%	27	35%	45%	34%	

Total Cohort of Disadvantaged pupils	80
--------------------------------------	----

Key

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

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

*From 2014 only performance tables approved qualifications are counted

Expected Progress - English

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

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

Number of Pupils		Key Stage 4 English grade											Total No. of Pupils	Expected progress			More than expected progress		
		sub level	no KS4 result	U	G	F	E	D	C	B	A	A*		Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress
KS2 English attainment	Other or no prior available		0	0	0	3	1	5	1	3	0	0	3	3	100%	58%	0	0%	24%
	W		0	0	0	0	0	0	0	0	0	0	0	0	0%	6%	0	0%	5%
	1		0	0	0	0	2	1	0	0	0	0	3	3	100%	30%	3	100%	19%
	2		0	0	0	1	3	2	0	0	0	0	6	5	83%	52%	2	33%	26%
	3	3C		0	0	0	0	0	2	0	1	0	3	3	100%	45%	1	33%	13%
		3B		0	0	0	1	2	2	4	0	0	9	6	67%	60%	4	44%	22%
		3A		0	0	0	1	1	0	1	0	0	3	1	33%	74%	1	33%	34%
	4	4C		0	0	0	0	1	4	9	4	0	18	13	72%	52%	4	22%	11%
		4B		0	0	0	0	1	10	17	22	1	51	40	78%	68%	23	45%	25%
		4A		0	0	0	1	0	5	11	14	1	32	26	81%	85%	15	47%	45%
	5	5C		0	0	0	0	0	0	1	17	10	28	27	96%	73%	10	36%	30%
		5B		0	0	0	0	0	1	0	5	3	10	9	90%	82%	4	40%	46%
		5A		0	0	0	0	0	0	0	0	0	0	0	0%	98%	0	0%	85%
Summary												166	136	82%	69%	67	40%	30%	

Total Cohort	176
--------------	-----

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	1	0	1	0	1	0	0	1	0	0	1	100%	100%	62%	0	0%	0%	27%
	W		0	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	2	1	0	0	0	0	0	0	0	3	100%	0%	31%	3	100%	0%	21%
	2		0	0	0	0	2	2	0	0	0	0	0	0	4	100%	50%	59%	2	50%	0%	32%	
	3	3C		0	0	0	0	0	2	0	0	0	0	0	2	100%	100%	51%	0	0%	100%	15%	
		3B		0	0	0	1	1	1	4	0	0	0	0	7	71%	50%	65%	4	57%	0%	25%	
		3A		0	0	0	1	1	0	0	0	0	0	0	2	0%	100%	78%	0	0%	100%	37%	
	4	4C		0	0	0	0	0	1	4	4	0	0	0	9	89%	56%	56%	4	44%	0%	13%	
		4B		0	0	0	0	0	5	8	8	1	0	22	77%	79%	72%	9	41%	48%	28%		
		4A		0	0	0	0	0	4	9	1	1	0	15	73%	88%	87%	2	13%	76%	48%		
	5	5C		0	0	0	0	0	0	1	7	2	0	10	90%	100%	75%	2	20%	44%	32%		
		5B		0	0	0	0	0	0	0	2	0	1	3	100%	86%	84%	1	33%	43%	48%		
		5A		0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	98%	0	0%	0%	86%	
Summary												78	63	81%	83%	74%	27	35%	45%	34%			
												Total Cohort of Disadvantaged pupils	80										

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	2	0	0	1	1	3	5	0	1	8	6	75%	65%	1	13%	35%
	W	0	0	0	0	0	0	0	0	0	0	0	0	0%	2%	0	0%	1%
	1	0	0	0	0	0	0	0	0	0	0	0	0	0%	9%	0	0%	5%
	2	0	4	1	0	1	2	0	0	0	0	8	3	38%	20%	2	25%	12%
	3	0	0	0	0	2	6	2	1	0	0	11	9	82%	44%	3	27%	19%
	4	0	1	1	1	3	15	33	18	4	1	77	56	73%	68%	23	30%	23%
	5	0	0	0	0	1	2	5	23	27	9	67	59	88%	79%	36	54%	48%
Summary											171	133	78%	66%	65	38%	30%	

Key	Total Cohort	176
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	1	0	0	0	0	1	1	0	0	2	1	50%	83%	71%	0	0%	17%	39%
	W	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	2%	0	0%	0%	1%
	1	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	8%	0	0%	0%	5%
	2	0	3	0	0	0	2	0	0	0	0	5	2	40%	33%	23%	2	40%	0%	13%
	3	0	0	0	0	2	5	2	1	0	0	10	8	80%	100%	50%	3	30%	0%	23%
	4	0	0	1	0	2	6	19	6	0	1	35	26	74%	71%	74%	7	20%	38%	26%
	5	0	0	0	0	0	1	3	12	8	3	27	23	85%	90%	82%	11	41%	63%	51%
Summary											79	60	76%	79%	72%	23	29%	46%	35%	

Total Cohort of Disadvantaged pupils	80
--------------------------------------	----

Key

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

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

*From 2014 only performance tables approved qualifications are counted



Expected Progress - mathematics

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

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

Number of Pupils		Key Stage 4 Mathematics grade										Total No. of Pupils	Expected progress			More than expected progress			
		sub level	no KS4 result	U	G	F	E	D	C	B	A		A*	Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number More Than Expected Progress	School % More Than Expected Progress	National % More Than Expected Progress
KS2 Mathematics attainment	Other or no prior available		0	2	0	0	1	1	3	5	0	1	8	6	75%	65%	1	13%	35%
	W		0	0	0	0	0	0	0	0	0	0	0	0	0%	2%	0	0%	1%
	1		0	0	0	0	0	0	0	0	0	0	0	0	0%	9%	0	0%	5%
	2		0	4	1	0	1	2	0	0	0	0	8	3	38%	20%	2	25%	12%
	3	3C		0	0	0	0	0	0	0	0	0	0	0	0%	23%	0	0%	7%
		3B		0	0	0	0	2	5	1	1	0	9	7	78%	40%	2	22%	17%
		3A		0	0	0	0	0	1	1	0	0	2	2	100%	60%	1	50%	30%
	4	4C		0	0	0	0	1	1	3	1	0	6	4	67%	50%	1	17%	8%
		4B		0	1	1	1	1	10	20	6	1	42	28	67%	67%	8	19%	19%
		4A		0	0	0	0	1	4	10	11	3	29	24	83%	85%	14	48%	40%
	5	5C		0	0	0	0	1	2	3	8	5	20	14	70%	67%	6	30%	28%
		5B		0	0	0	0	0	0	2	12	15	34	32	94%	81%	20	59%	49%
		5A		0	0	0	0	0	0	0	3	7	13	13	100%	97%	10	77%	83%
Summary												171	133	78%	66%	65	38%	30%	

Total Cohort	176
--------------	-----

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	1	0	0	0	0	1	1	0	0	2	1	50%	83%	71%	0	0%	17%	39%
	W		0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	2%	0	0%	0%	1%
	1		0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	8%	0	0%	0%	5%
	2		0	3	0	0	0	2	0	0	0	0	5	2	40%	33%	23%	2	40%	0%	13%
	3	3C		0	0	0	0	0	0	0	0	0	0	0	0%	0%	26%	0	0%	0%	8%
		3B		0	0	0	0	2	4	1	1	0	8	6	75%	100%	46%	2	25%	0%	20%
		3A		0	0	0	0	0	1	1	0	0	2	2	100%	0%	66%	1	50%	0%	34%
	4	4C		0	0	0	0	0	0	3	0	0	3	3	100%	33%	55%	0	0%	33%	9%
		4B		0	0	1	0	1	3	12	3	0	21	16	76%	57%	72%	4	19%	19%	22%
		4A		0	0	0	0	1	3	4	3	0	11	7	64%	94%	88%	3	27%	61%	43%
	5	5C		0	0	0	0	0	1	2	3	1	7	4	57%	77%	71%	1	14%	38%	30%
		5B		0	0	0	0	0	0	1	6	6	14	13	93%	95%	83%	7	50%	65%	52%
		5A		0	0	0	0	0	0	0	3	1	6	6	100%	100%	97%	3	50%	100%	84%
Summary												79	60	76%	79%	72%	23	29%	46%	35%	

Total Cohort of Disadvantaged pupils	80
--------------------------------------	----

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	166	82	69	Sig+	171	78	66	Sig+
Gender								
Male	123	83	64	Sig+	126	79	64	Sig+
Female	43	79	75		45	73	68	
Free School Meals*								
FSM	78	81	58	Sig+	79	76	49	Sig+
Non FSM	88	83	74	Sig+	92	79	72	
Children Looked After								
CLA	-	-	38	-	-	-	30	-
Not CLA	166	82	70	Sig+	171	78	66	Sig+
Disadvantaged pupils								
Disadvantaged pupils	78	81	57	Sig+	79	76	49	Sig+
Other pupils	88	83	74		92	79	72	
Prior Attainment								
Low	21	76	52	Sig+	21	52	32	Sig+
Middle	83	73	68		83	73	67	
High	59	95	81	Sig+	59	93	82	Sig+
Non-mobile pupils								
Pupils on roll throughout years 10 & 11	163	82	71	Sig+	167	77	67	Sig+
English as a First Language								
English or believed to be English	18	83	69		19	74	66	
Other than English or believed to be other than English	148	82	75	Sig+	152	78	72	
Unclassified	-	-	11	-	-	-	13	-
Special Educational Needs								
No SEN	140	84	74	Sig+	143	83	72	Sig+
SEN support	26	69	54		28	54	42	
SEN with statement or EHC plan	-	-	29	-	-	-	21	-
Ethnicity Group								
White								
British	2	100	69	-	2	100	65	-
Irish	-	-	77	-	-	-	71	-
Traveller of Irish Heritage	-	-	35	-	-	-	24	-
Gypsy/Roma	-	-	34	-	-	-	19	-
Any Other White Background	6	83	75	-	8	63	71	-

Expected Progress English, mathematics

	English				Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig
Mixed								
White and Black Caribbean	2	50	65	-	2	100	56	-
White and Black African	-	-	75	-	-	-	68	-
White and Asian	-	-	76	-	-	-	73	-
Any other Mixed Background	2	50	74	-	2	0	69	-
Asian or Asian British								
Indian	44	86	81		44	80	83	
Pakistani	37	76	70		39	69	65	
Bangladeshi	35	83	78		36	81	75	
Any other Asian Background	3	67	80	-	3	100	82	-
Black or Black British								
Black Caribbean	2	50	66	-	2	50	58	-
Black African	18	83	75	-	18	83	72	
Any Other Black Background	11	100	68	-	11	91	61	-
Chinese	-	-	85	-	-	-	93	-
Any Other Ethnic Group	4	75	76	-	4	100	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

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

Percentage achieving expected progress and more than expected progress from different starting points																									
		2013							2014							2015									
English	KS2 Level	Cohort	Expected progress			More than expected progress				Cohort	Expected progress			More than expected progress				Cohort	Expected progress			More than expected progress			
			School %	other pupils %	National %	School %	other pupils %	National %	Diff %		School %	other pupils %	National %	Diff %	School %	other pupils %	National %		Diff %	School %	other pupils %	National %	Diff %		
Disadvantaged pupils	W	-	-	3	-	-	3	-	-	-	7	-	-	6	-	-	-	6	-	-	5	-			
Other pupils		-	-		-	-		-	-	-	-	-	-		-	-	-	-	-		-				
Disadvantaged pupils	1	1	0	38	-38	0	24	-24	-	-	34	-	-	23	-	3	100	31	69	100	21	79			
Other pupils		1	100		62	100		76	-	-		-	-		-	-	-	-	-		-				
Disadvantaged pupils	2	9	67	54	13	33	24	9	4	100	55	45	75	28	47	4	100	59	41	50	32	18			
Other pupils		3	33		-21	0		-24	4	100		45	50		22	2	50		-9	0		-32			
Disadvantaged pupils	3	10	50	61	-11	30	23	7	15	73	66	7	27	27	0	11	64	68	-4	36	28	8			
Other pupils		13	92		31	31		8	8	63		-3	38		11	4	75		7	50		22			
Disadvantaged pupils	4	31	65	75	-10	32	30	2	48	67	75	-8	27	33	-6	46	78	74	4	33	31	2			
Other pupils		58	72		-3	40		10	42	88		13	33		0	55	78		4	49		18			
Disadvantaged pupils	5	19	79	81	-2	47	45	2	11	64	80	-16	45	44	1	13	92	79	13	23	40	-17			
Other pupils		21	90		9	38		-7	23	74		-6	30		-14	25	96		17	44		4			
Mathematics																									
Disadvantaged pupils	W	-	-	2	-	-	2	-	-	-	3	-	-	2	-	-	-	2	-	-	1	-			
Other pupils		-	-		-	-		-	-	-		-	-		-	-	-		-	-		-			
Disadvantaged pupils	1	1	0	15	-15	0	7	-7	-	-	8	-	-	5	-	-	-	8	-	-	5	-			
Other pupils		-	-		-	-		-	-	-		-	-		-	-	-		-	-		-			
Disadvantaged pupils	2	3	33	20	13	33	10	23	2	50	17	33	50	9	41	5	40	23	17	40	13	27			
Other pupils		-	-		-	-		-	3	0		-17	0		-9	3	33		10	0		-13			
Disadvantaged pupils	3	11	27	50	-23	9	27	-18	13	54	46	8	31	23	8	10	80	50	30	30	23	7			
Other pupils		10	50		0	10		-17	3	100		54	100		77	1	100		50	0		-23			
Disadvantaged pupils	4	39	62	81	-19	44	29	15	34	62	74	-12	21	24	-3	35	74	74	0	20	26	-6			
Other pupils		42	98		17	57		28	27	74		0	37		13	42	71		-3	38		12			
Disadvantaged pupils	5	16	94	84	10	69	53	16	30	63	80	-17	30	49	-19	27	85	82	3	41	51	-10			
Other pupils		44	86		2	80		27	44	66		-14	36		-13	40	90		8	63		12			

Closing the Gaps at Key Stage 4

Value Added						
	2013		2014		2015	
	Cohort	School	Cohort	School	Cohort	School
Overall						
Disadvantaged pupils	71	976.5	79	997.7	77	1027.0
Other pupils	96	1011.9	77	1003.7	86	1017.1
English						
Disadvantaged pupils	71	999.3	79	999.6	77	1001.3
Other pupils	96	1001.0	77	999.5	86	1001.1
Mathematics						
Disadvantaged pupils	71	999.8	79	1000.6	77	1002.7
Other pupils	96	1004.2	77	1000.4	86	1001.9
Science						
Disadvantaged pupils	66	999.9	60	999.7	77	999.5
Other pupils	95	1002.4	69	999.6	85	999.9
Languages						
Disadvantaged pupils	64	993.7	66	994.9	68	992.7
Other pupils	96	994.7	68	993.8	79	995.5
Humanities						
Disadvantaged pupils	43	1001.0	62	997.1	63	996.5
Other pupils	77	1001.9	64	997.1	68	997.1



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	74	37.1	40.5	-3.4	88	38.6	40.4	-1.8	80	39.7	40.5	-0.8
Other pupils	101	40.9		0.4	86	40.7		0.3	96	41.8		1.3
Within school gap		-3.8				-2.1				-2.1		
Mathematics APS												
Disadvantaged pupils	74	37.9	40.9	-3.0	88	38.7	40.1	-1.4	80	39.7	40.6	-0.9
Other pupils	101	45.8		4.9	86	41.7		1.6	96	42.9		2.3
Within school gap		-7.9				-3.0				-3.2		
Capped APS												
Disadvantaged pupils	74	311.9	350.9	-39.0	88	306.8	324.8	-18.0	80	325.6	326.6	-1.0
Other pupils	101	356.1		5.2	86	336.6		11.8	96	341.7		15.1
Within school gap		-44.2				-29.8				-16.1		



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	74	28	27	1	88	17	28	-11	80	21	28	-7
Other pupils	101	34		7	86	27		-1	96	30		2
Within school gap		-6				-10				-9		
5 A*-C including English and mathematics												
Disadvantaged pupils	74	50	67	-17	88	44	62	-18	80	59	63	-4
Other pupils	101	67		0	86	64		2	96	68		5
Within school gap		-17				-20				-9		
Basics												
Disadvantaged pupils	74	50	67	-17	88	48	64	-16	80	60	65	-5
Other pupils	101	68		1	86	66		2	96	69		4
Within school gap		-18				-18				-9		
English A*-C												
Disadvantaged pupils	74	59	74	-15	88	58	73	-15	80	68	74	-6
Other pupils	101	69		-5	86	76		3	96	75		1
Within school gap		-10				-18				-7		
Mathematics A*-C												
Disadvantaged pupils	74	59	77	-18	88	65	74	-9	80	71	74	-3
Other pupils	101	86		9	86	78		4	96	78		4
Within school gap		-27				-13				-7		
5 A*-G												
Disadvantaged pupils	74	92	96	-4	88	99	95	4	80	100	96	4
Other pupils	101	99		3	86	100		5	96	100		4
Within school gap		-7				-1				0		

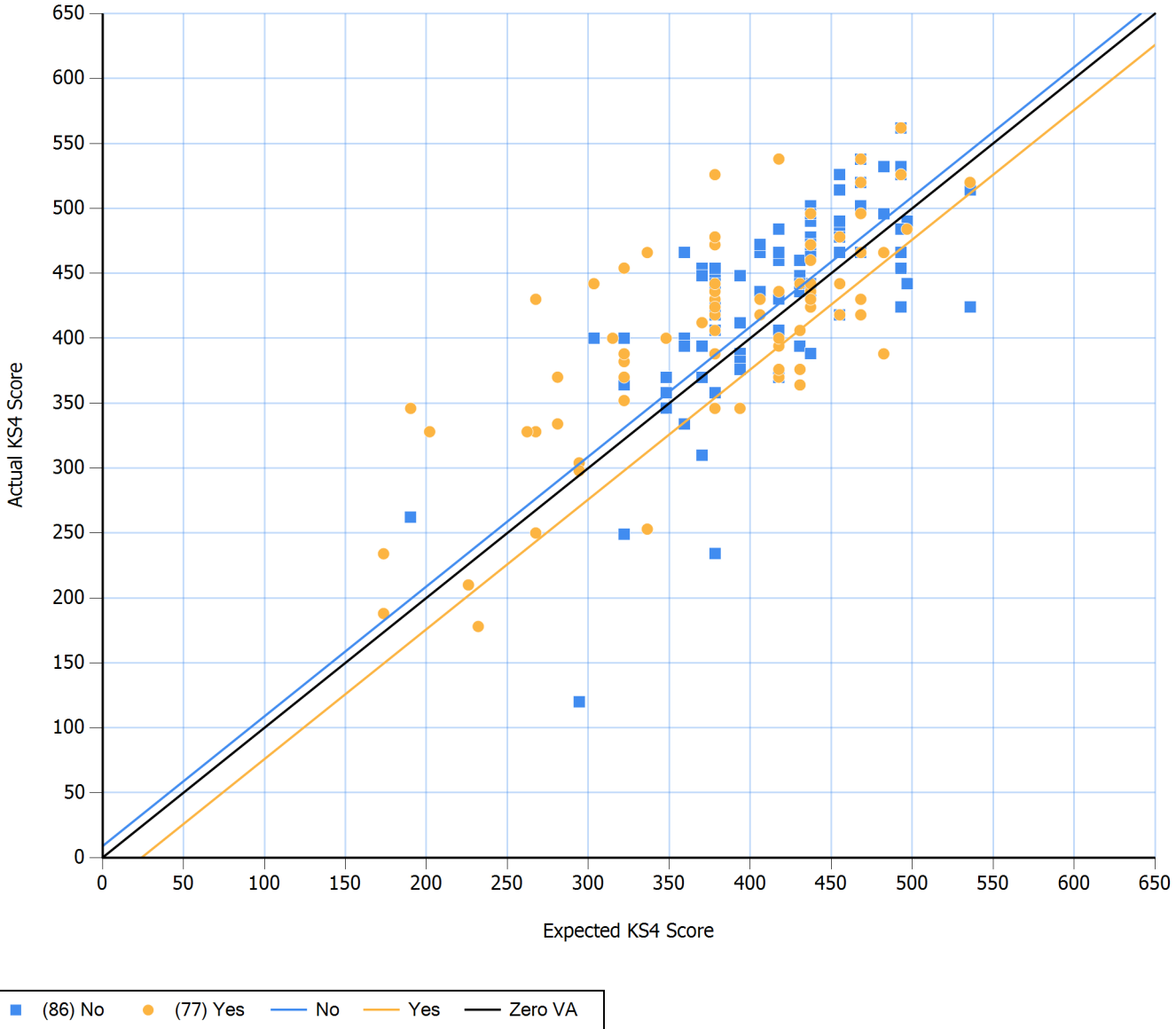


Closing the Gaps at Key Stage 4

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