



RAISEonline 2015 Summary Report  
Brannel School

Unique Reference Number (URN)	112050
DfE Number	9084155
Local Authority	Cornwall

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

Production date : 17 March 2016

# 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 based on revised data. The full published data are at <https://www.gov.uk/government/statistics/destinations-of-ks4-and-ks5-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 expected progress and attainment reports, with the exception of Attainment 8 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 validated data reflect the outcome of amendments that schools may have requested during the annual performance tables data checking exercise run between 21 September 2015 and 5 October 2015, where these were received within the deadline and met tables' criteria. The validated dataset also includes data received from awarding organisations relating to late-notified results or re-marks, but may not reflect the outcome of any late or on-going appeals, or of late-resolved maladministration cases.

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

The 'School's own data' section of RAISEonline contains a copy of the underlying data that a school's RAISEonline administrator may amend. You will be able to see if analyses for your school would change and use 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

1. Context
2. Absence and exclusions
  - Destinations
3. Prior attainment
4. Attainment
5. Progress (value added then expected progress)
6. Closing the Gaps
7. Progress 8 and Attainment 8 (for opt in schools only)

# 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.

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

Basic characteristics of your school (Table 1.1.1)

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

Absence and exclusions (Table 2.1.1)

Destinations in education, employment or training of pupils who completed Key Stage 4 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 and how much have differences in the qualifications taken contributed to this? Looking back to the 2014 changes in performance measures, how did 2014 differ from 2013 and what differences in qualifications taken and entry time may have had an effect?

Did 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 came into effect in January 2016 when validated results were published in the 2015 performance tables. Until then, a school's 2014 performance was 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?

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

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

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

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)?

Did 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; in 2015, 73% in English and 68% in mathematics)? 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 came into effect in January 2016 when validated results were published in the 2015 performance tables. Until then, a school's 2014 performance was compared with the 2014 floor standards.

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

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

- \* all other (non-disadvantaged) pupils nationally
- \* other pupils in your school.

The four tables show:

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

The key table, showing expected progress from different starting points, contains shading for comparisons of the 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 to 5.2.4)

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

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

The 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
<b>Number on roll</b>							
School	732	744	733	20	595	828	1,040
National	978	957	945	20	595	828	1,040
<b>% girls</b>							
School	49.0	48.0	50.9	0.0	45.7	48.1	49.7
National	49.6	49.7	49.7	0.0	45.7	48.1	49.7
<b>% of pupils known to be eligible for free school meals (FSM)*</b>							
School	28.0	30.1	32.5	0.6	14.7	22.2	31.1
National	28.2	28.5	28.7	0.6	14.7	22.2	31.1
<b>% of pupils from minority ethnic groups</b>							
School	2.7	3.0	3.4	0.0	5.4	9.8	19.2
National	24.5	25.6	26.9	0.0	5.4	9.8	19.2
<b>% of pupils first language not / believed not to be English</b>							
School	0.5	0.9	1.5	0.0	1.8	3.9	8.9
National	13.6	14.4	15.1	0.0	1.8	3.9	8.9
<b>% of pupils with SEN support</b>							
School	-	-	18.1	0.0	6.8	10.3	14.0
National	-	-	12.4	0.0	6.8	10.3	14.0
<b>% of pupils with an SEN statement or EHC plan</b>							
School	-	-	5.0	0.0	0.8	1.3	1.9
National	-	-	1.8	0.0	0.8	1.3	1.9
<b>% stability</b>							
School	92.6	89.9	89.9	17.2	88.3	91.5	93.5
National	92.4	92.1	91.9	17.2	88.3	91.5	93.5
<b>School deprivation indicator</b>							
School	0.20	0.20	0.21	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	146	50.7 / 49.3	40.4	4.1	0.7	23.3	3
8	139	52.5 / 47.5	32.4	3.6	1.4	18.0	2
9	145	42.8 / 57.2	31.7	5.6	2.8	23.4	1
10	157	45.2 / 54.8	33.1	1.3	1.9	24.8	3
11	146	54.8 / 45.2	24.7	2.7	0.7	26.0	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
<b>White</b>				
British	97.0	96.6	95.8	70.4
Irish	0.3	0.3	0.3	0.3
Traveller of Irish heritage	0.0	0.0	0.0	0.1
Romany or Gypsy	0.7	0.7	0.8	0.3
any other White background	0.8	0.9	1.1	5.1
<b>Mixed</b>				
White & Black Caribbean	0.0	0.1	0.3	1.4
White & Black African	0.1	0.0	0.0	0.6
White & Asian	0.3	0.5	0.5	1.1
any other mixed background	0.1	0.3	0.3	1.8
<b>Asian or Asian British</b>				
Indian	0.3	0.0	0.0	2.7
Pakistani	0.0	0.0	0.0	4.1
Bangladeshi	0.0	0.0	0.0	1.7
any other Asian background	0.0	0.0	0.0	1.7
<b>Black or Black British</b>				
Caribbean	0.0	0.0	0.0	1.3
African	0.0	0.0	0.0	3.5
any other Black background	0.0	0.0	0.0	0.7
Chinese	0.1	0.1	0.1	0.4
Any other ethnic group	0.0	0.0	0.0	1.6
Parent/pupil preferred not to say	0.3	0.3	0.1	0.5
Ethnicity not known	0.0	0.1	0.7	0.5
-----				
<b>First language</b>				
English	99.5	99.1	98.5	82.5
Other	0.5	0.9	1.5	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	-	-	35	2	1	0
Moderate Learning Difficulty	-	-	39	4	5	6
Severe Learning Difficulty	-	-	1	2	4	4
Profound & Multiple Learning Difficulty	-	-	0	0	1	1
Social, Emotional and Mental Health	-	-	19	3	4	10
Speech, Language and Communication Needs	-	-	17	3	3	4
Hearing Impairment	-	-	3	0	0	0
Visual Impairment	-	-	1	0	0	0
Multi-Sensory Impairment	-	-	0	0	0	0
Physical Disability	-	-	5	3	4	3
Autistic Spectrum Disorder	-	-	2	13	8	9
SEN support but no Specialist Assessment of type of need	-	-	1	-	-	0
Other Difficulty/Disability	-	-	10	0	0	0
School total	-	-	133	30	30	37
Percentage of school roll	-	-	18.1	4.1	4.0	5.0



## Absence and exclusions

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

Table 2.1.1

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

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

	2013			2014			2015		
	School	National average for secondary schools	Median trendline for school's FSM* level	School	National average for secondary schools	Median trendline for school's FSM* level	School	National average for secondary schools	Median trendline for school's FSM* level
<b>Absence</b>									
% Persistent absentees- absent for 15% or more sessions	10.3	6.6	6.9	8.1	5.8	5.6	7.5	5.6	5.7
% of sessions missed due to Overall Absence	7.4	5.9	6.1	6.3	5.1	5.1	6.4	5.2	5.3
<b>Exclusions</b>									
Permanent exclusions as a percentage of the pupil group	0.00	0.12	-	0.13	0.13	-	-	-	-
% pupils with 1 or more fixed term exclusions	1.94	3.86	-	3.49	3.68	-	-	-	-
% pupils with more than 1 fixed term exclusion	0.41	1.39	-	0.94	1.34	-	-	-	-
Fixed term exclusions as a percentage of the pupil group	2.35	6.87	-	5.78	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	6.4	5.2	7.5	5.6
<hr/>				
Gender				
Male	6.1	5.1	7.5	5.4
Female	6.7	5.3	7.6	5.8
Free School Meals*				
FSM	8.7	7.5	12.9	10.9
Non FSM	5.3	4.3	4.8	3.3
English as a First Language				
English or believed to be English	6.4	5.4	7.5	5.9
Other than English or believed to be other than English	5.2	4.4	8.3	3.7
Unclassified	-	5.4	-	5.6
Special Educational Needs				
No SEN	6.0	4.8	6.4	4.5
SEN support	7.8	7.4	11.1	11.1
SEN with statement or EHC plan	7.2	7.3	13.5	11.0
Ethnic Group				
White				
British	6.3	5.5	7.5	6.0
Irish	11.7	5.8	0.0	6.4
Traveller of Irish Heritage	-	17.9	-	37.5
Gypsy/Roma	10.6	14.2	14.3	28.8
Any Other White Background	6.5	5.4	11.1	5.4
Mixed				
White and Black Caribbean	10.2	6.4	0.0	8.3
White and Black African	-	5.1	-	5.6
White and Asian	2.9	5.1	0.0	5.4
Any other Mixed Background	6.1	5.2	0.0	5.4
Asian or Asian British				
Indian	-	3.4	-	1.9
Pakistani	-	4.8	-	4.0
Bangladeshi	-	4.2	-	2.9
Any other Asian Background	-	3.5	-	2.1

## Absence and exclusions

Black or Black British				
Black Caribbean	-	4.8	-	5.0
Black African	-	2.9	-	1.7
Any Other Black Background	-	4.0	-	3.7
Chinese	2.4	2.1	0.0	1.0
Any Other Ethnic Group	-	4.3	-	3.4
Unclassified - Refused	15.4	5.3	0.0	5.9
Unclassified - Information Not Obtained	13.4	6.1	16.7	5.6

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## 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	5.78	6.71	3.49	3.68	0.94	1.34	0.13	0.13
Gender								
Male	9.56	9.33	5.17	5.11	1.81	1.88	0.26	0.19
Female	1.68	4.06	1.68	2.24	0.00	0.80	0.00	0.06
Free School Meals*								
FSM	15.18	16.47	8.04	8.34	2.68	3.42	0.45	0.34
Non FSM	1.73	4.14	1.54	2.51	0.19	0.78	0.00	0.06
English as a First Language								
English or believed to be English	5.83	7.07	3.53	3.77	0.95	1.43	0.14	0.13
Other than English or believed to be other than English	0.00	4.62	0.00	3.18	0.00	0.82	0.00	0.09
Unclassified	-	9.81	-	6.14	-	1.60	-	0.25
Special Educational Needs								
No SEN	3.16	3.91	1.93	2.42	0.70	0.71	0.00	0.06
SEN support	9.03	19.36	6.94	9.44	0.69	4.16	0.69	0.45
SEN with statement or EHC plan	40.00	22.31	16.67	10.04	6.67	4.94	0.00	0.27
Ethnic Group								
White								
British	5.98	6.95	3.62	3.62	0.97	1.41	0.14	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	0.00	33.54	0.00	16.15	0.00	7.44	0.00	0.88
Any Other White Background	0.00	5.25	0.00	3.28	0.00	0.98	0.00	0.10
Mixed								
White and Black Caribbean	0.00	13.74	0.00	7.68	0.00	2.91	0.00	0.32
White and Black African	-	8.23	-	4.95	-	1.58	-	0.18
White and Asian	0.00	5.68	0.00	3.34	0.00	1.09	0.00	0.14
Any other Mixed Background	0.00	7.30	0.00	4.32	0.00	1.43	0.00	0.16
Asian or Asian British								
Indian	-	1.42	-	1.12	-	0.20	-	0.02
Pakistani	-	5.19	-	3.56	-	0.92	-	0.08
Bangladeshi	-	3.76	-	2.73	-	0.64	-	0.07
Any other Asian Background	-	2.43	-	1.76	-	0.39	-	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	-	12.20	-	7.82	-	2.39	-	0.41
Black African	-	6.36	-	4.68	-	1.09	-	0.15
Any Other Black Background	-	8.89	-	5.89	-	1.71	-	0.24
Chinese	0.00	0.70	0.00	0.58	0.00	0.09	0.00	0.02
Any Other Ethnic Group	-	5.04	-	3.44	-	0.89	-	0.09
Unclassified - Refused	0.00	6.83	0.00	4.03	0.00	1.40	0.00	0.16
Unclassified - Information Not Obtained	0.00	8.11	0.00	4.65	0.00	1.62	0.00	0.24

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

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



### KS4 Destinations

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

		Overall percentage going to a sustained education or employment/training destination				Sustained education		Sustained employment and/or training		Sustained education/ employment/ training combination destination	
Cohort		Sch	Nat			Sch	Nat	Sch	Nat	Sch	Nat
All Pupils	140	94	92			94	90	0	1	0	1
Gender											
Male	64	89	91			89	89	0	1	0	1
Female	76	97	92			97	91	0	1	0	1
Disadvantaged pupils											
Disadvantaged pupils	28	82	85			82	83	0	1	0	1
Other pupils	112	96	94			96	93	0	1	0	1

		Sustained education - breakdown																											
		Mainstream										Specialist provision						Apprenticeships *		Sustained education combination destination		Destination not sustained		Destination not sustained /NEET		Activity not captured			
Cohort		Further education college		Independent school		Other further education provider		School sixth form (state funded)		Sixth form college		Specialist post-16 institution		Alternative provision or pupil referral unit		Special school		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
All Pupils	140	94	34	0	0	0	3	0	38	0	12	0	0	0	0	0	1	9	5	0	0	5	5	1	2	1	1		
Gender																													
Male	64	89	36	0	0	0	4	0	36	0	11	0	0	0	0	1	6	6	0	0	11	5	0	2	0	1			
Female	76	97	32	0	0	0	3	0	41	0	14	0	0	0	0	1	11	4	0	0	0	5	1	2	1	1			
Disadvantaged pupils																													
Disadvantaged pupils	28	82	40	0	0	0	4	0	26	0	10	0	0	0	0	2	4	4	0	0	14	9	4	4	0	2			
Other pupils	112	96	32	0	0	0	3	0	43	0	13	0	0	0	0	1	10	5	0	0	3	4	0	1	1	1			

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

All school and national figures are percentages.

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



## Prior Attainment

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

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

Average fine points score at KS2

NC Year starting Sept 2014	School	National	Difference	Sig	% Coverage
Year 11	26.5	27.6	-1.1	Sig-	97.3
Year 10	25.7	27.5	-1.8	Sig-	96.8
Year 9	26.6	28.4	-1.8	Sig-	97.9
Year 8	27.3	28.6	-1.3	Sig-	99.3
Year 7	26.4	28.9	-2.5	Sig-	98.6

% by Prior Attainment Band

	School				National		
	Low	Middle	High	% based on TA *	Low	Middle	High
Year 11	23.2	56.3	20.4	15.8	15.9	49.0	35.1
Year 10	26.3	54.6	19.1	N/A	17.3	51.8	30.9
Year 9	23.9	48.6	27.5	N/A	13.4	48.1	38.4
Year 8	18.8	48.6	32.6	N/A	13.5	44.8	41.7
Year 7	24.3	50.0	25.7	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.

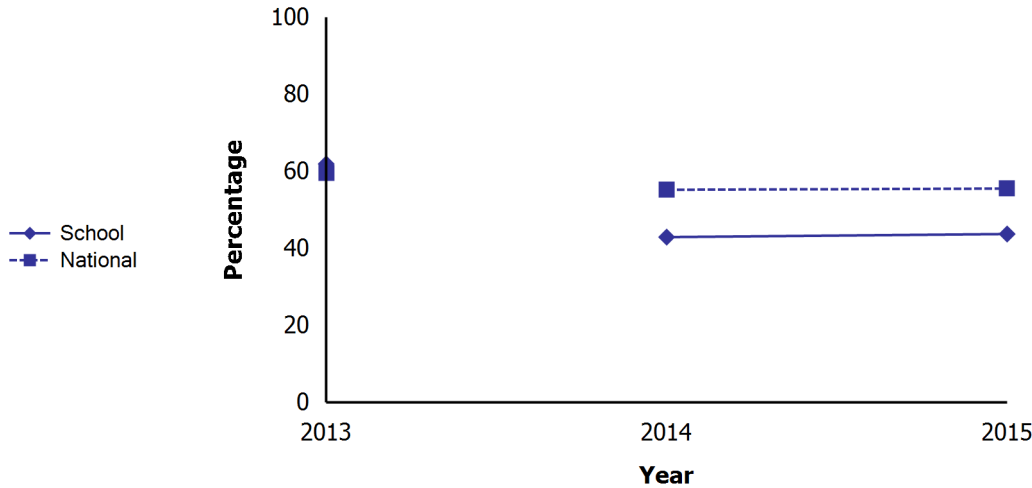


## Attainment at Key Stage 4

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	140	154	146
School	62	43	44
National	60	55	56
Difference	2	-12	-12
Significance		Sig-	Sig-

\*From 2014 only performance tables approved qualifications are counted

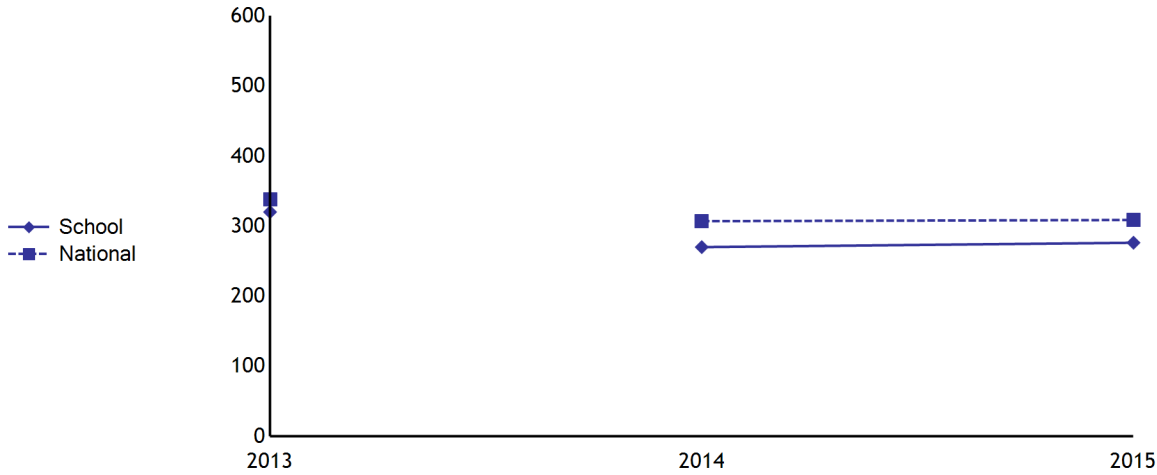


## Attainment at Key Stage 4

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

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

**Average capped total points score (best 8 subjects)**



Average capped total points score (best 8 subjects)	GCSE and Equivalent	Performance tables approved Quals	
	2013	2014 *	2015
Cohort	140	154	146
School	320.0	269.9	276.1
National	338.3	306.9	308.6
Difference	-18.3	-37.0	-32.5
Significance	Sig-	Sig-	Sig-

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

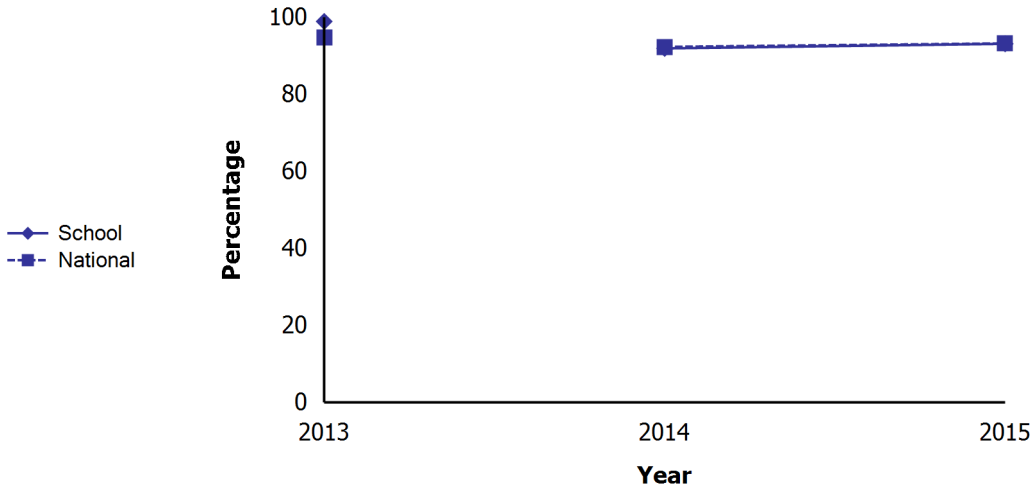
\*From 2014 only performance tables approved qualifications are counted

## Attainment at Key Stage 4

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

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

Percentage of pupils achieving 5 or more A\* to G



% achieving 5 or more A* to G	2013	2014 *	2015
Cohort	140	154	146
School	99	92	93
National	95	92	93
Difference	4	0	0
Significance	Sig+		

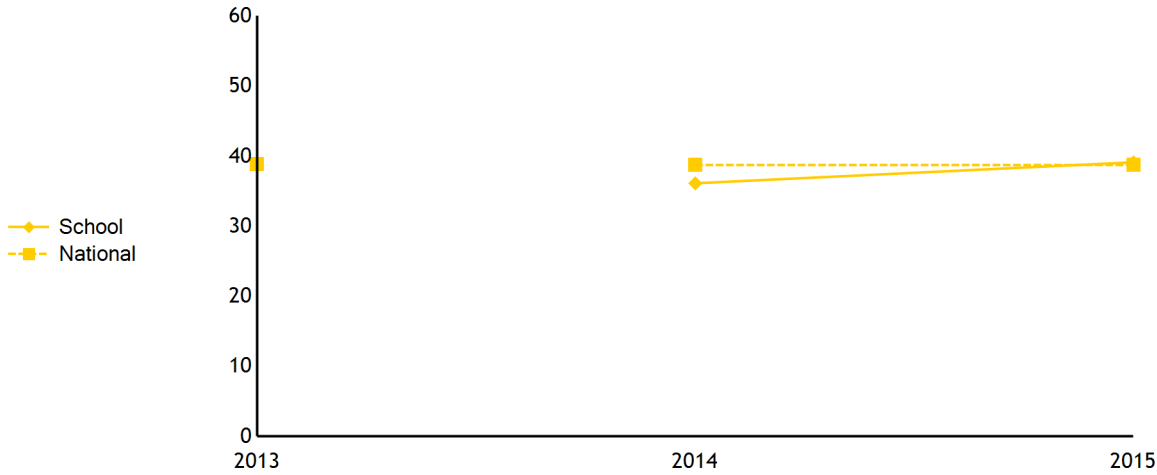
\*From 2014 only performance tables approved qualifications are counted

## Attainment at Key Stage 4

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

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

**Average points per pupil in English (EBACC)**



Average points per pupil in English (EBACC)	GCSE and Equivalent	Performance tables approved Quals	
	2013	2014 *	2015
Cohort	140	154	146
School	38.9	36.1	39.1
National	38.8	38.7	38.7
Difference	0.1	-2.6	0.4
Significance		Sig-	

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

\*From 2014 only performance tables approved qualifications are counted

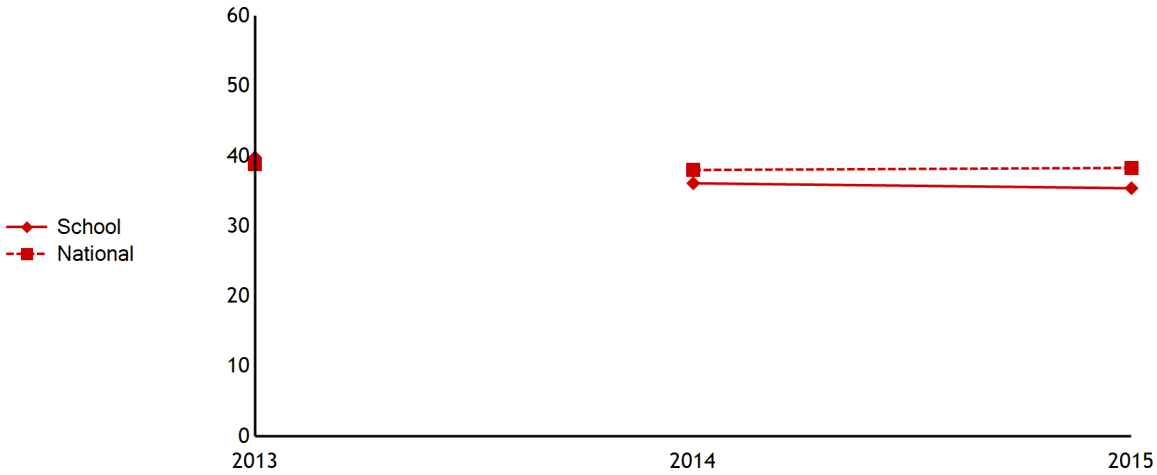


## Attainment at Key Stage 4

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	140	154	146
School	39.8	36.1	35.4
National	38.8	38.0	38.3
Difference	1.0	-1.9	-2.9
Significance			Sig-

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

\*From 2014 only performance tables approved qualifications are counted

## Attainment at Key Stage 4

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

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

Cluster	Subject	Qualification	Level		Number of entries	Entry as a % of cohort	Cumulative distribution				Average point score
							% achieving 49 points or above	% achieving 37 points or above	% achieving 8 points or above	% achieving 0 points	
Art & design											
Art & design											
	GCSE	1/2	School		27	18.5	11.1	55.6	100.0	0.0	36.4
			National		139981	25.0	20.0	74.6	99.5	0.5	41.5
Photography											
	GCSE	1/2	School		34	23.3	0.0	29.4	97.1	2.9	31.1
			National		21168	3.8	19.6	78.1	99.4	0.6	41.9
Business & finance											
Business studies											
	GCSE	1/2	School		24	16.4	4.2	45.8	100.0	0.0	34.0
			National		83326	14.9	16.5	64.3	98.4	1.6	39.2
Care & services											
Health & social care											
	GCSE	1/2	School		22	15.1	0.0	22.7	86.4	13.6	25.5
			National		19431	3.5	11.3	55.8	97.5	2.5	36.7
Home economics											
	GCSE	1/2	School		7	4.8	14.3	71.4	100.0	0.0	42.6
			National		25026	4.5	11.6	53.7	98.6	1.4	37.1
Hospitality & catering											
	GCSE	1/2	School		31	21.2	12.9	54.8	100.0	0.0	38.6
			National		31404	5.6	11.7	60.5	99.4	0.6	38.8
Travel & tourism											
	GCSE	1/2	School		22	15.1	0.0	45.5	95.5	4.5	34.9
			National		6101	1.1	7.8	39.3	94.2	5.8	32.3
Construction, engineering & manufacturing											
Applied engineering											
	Other	1	School		12	8.2	0.0	0.0	100.0	0.0	25.0
			National		558	0.1	0.0	0.0	100.0	0.0	25.0
Design & technology											
Electronic products											
	GCSE	1/2	School		3	2.1	0.0	33.3	100.0	0.0	36.0
			National		7594	1.4	22.3	64.4	98.1	1.9	39.9
Other design & technology											
	GCSE	1/2	School		40	27.4	0.0	20.0	97.5	2.5	29.4
			National		36487	6.5	13.4	56.5	98.1	1.9	37.4

## 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	
	Resistant materials										
	GCSE	1/2	School		18	12.3	0.0	11.1	94.4	5.6	25.1
			National		46070	8.2	10.5	53.0	98.0	2.0	36.6

## English

English language											
	GCSE	1/2	School		3	2.1	0.0	33.3	66.7	33.3	26.7
			National		283069	50.6	20.7	81.3	99.8	0.2	43.0
	L1/L2 cert	1/2	School		138	94.5	25.4	68.1	99.3	0.7	40.8
			National		192966	34.5	11.6	64.6	98.2	1.8	39.1
English literature											
	GCSE	1/2	School		108	74.0	12.0	70.4	100.0	0.0	40.7
			National		389868	69.7	20.8	74.8	99.1	0.9	41.8
	L1/L2 cert	1/2	School		33	22.6	0.0	3.0	48.5	51.5	10.8
			National		85876	15.4	11.7	51.1	95.7	4.3	35.5

## Humanities

Geography											
	GCSE	1/2	School		46	31.5	15.2	73.9	100.0	0.0	41.3
			National		193755	34.7	24.4	67.1	99.1	0.9	40.8
History											
	GCSE	1/2	School		13	8.9	0.0	38.5	100.0	0.0	35.4
			National		213109	38.1	26.6	67.3	98.0	2.0	40.6

## ICT

Information technology											
	Other	1/2	School		67	45.9	11.9	61.2	83.6	16.4	33.3
			National		78365	14.0	9.6	65.8	94.5	5.5	37.0

## Languages

French											
	GCSE	1/2	School		20	13.7	0.0	45.0	100.0	0.0	36.7
			National		139751	25.0	20.8	68.1	99.7	0.3	41.2
German											
	GCSE	1/2	School		1	0.7	0.0	0.0	100.0	0.0	22.0
			National		49523	8.9	20.8	73.1	99.8	0.2	41.9
Other modern languages											
	GCSE	1/2	School		1	0.7	100.0	100.0	100.0	0.0	52.0
			National		8110	1.5	56.0	87.7	99.7	0.3	48.2
Spanish											
	GCSE	1/2	School		29	19.9	13.8	72.4	100.0	0.0	41.0
			National		77708	13.9	25.7	70.2	99.5	0.5	42.0

## 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	
Mathematics & statistics											
Mathematics											
	GCSE	1/2	School		142	97.3	9.9	58.5	96.5	3.5	36.4
			National		527481	94.4	19.1	70.5	96.7	3.3	39.8
Media											
Media studies											
	GCSE	1/2	School		52	35.6	0.0	50.0	92.3	7.7	32.3
			National		57150	10.2	15.5	64.6	98.4	1.6	39.2
Performing arts											
Drama/performing arts											
	GCSE	1/2	School		20	13.7	0.0	35.0	100.0	0.0	32.5
			National		71707	12.8	19.7	70.0	99.3	0.7	41.0
	Other	1/2	School		10	6.8	0.0	100.0	100.0	0.0	44.2
			National		9821	1.8	19.8	77.4	97.0	3.0	40.6
Music											
	GCSE	1/2	School		4	2.7	50.0	100.0	100.0	0.0	49.0
			National		38765	6.9	26.1	72.7	98.9	1.1	41.9
	Other	1/2	School		15	10.3	6.7	73.3	100.0	0.0	39.2
			National		7180	1.3	12.8	77.1	97.6	2.4	39.6
Physical education & sport											
Physical education											
	GCSE	1/2	School		9	6.2	0.0	33.3	100.0	0.0	32.7
			National		104355	18.7	18.4	68.8	99.7	0.3	40.8
Sport studies											
	Other	1/2	School		47	32.2	6.4	40.4	95.7	4.3	32.7
			National		49434	8.8	9.2	71.8	97.0	3.0	37.7
Science											
Additional science											
	GCSE	1/2	School		105	71.9	14.3	67.6	100.0	0.0	40.9
			National		294299	52.6	10.8	63.9	99.5	0.5	39.1
Biology											
	GCSE	1/2	School		30	20.5	3.3	53.3	100.0	0.0	37.6
			National		116490	20.8	41.2	91.3	99.8	0.2	46.8
Computer science											
	GCSE	1/2	School		9	6.2	0.0	44.4	100.0	0.0	32.0
			National		30984	5.5	21.1	64.6	97.4	2.6	39.4
Core science											
	GCSE	1/2	School		143	97.9	11.2	49.7	100.0	0.0	37.0
			National		351728	62.9	8.4	59.3	99.0	1.0	37.8

## 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	
	Further additional science										
	GCSE	1/2	School		23	15.8	39.1	69.6	100.0	0.0	43.7
			National		22353	4.0	32.9	79.7	99.9	0.1	44.5

## Social studies

Citizenship											
	GCSE	1/2	School		17	11.6	23.5	41.2	94.1	5.9	34.1
			National		20234	3.6	14.2	63.3	97.7	2.3	38.6

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

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

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

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

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

## Attainment at Key Stage 4

Table 4.1.12: Relative Performance Indicator E<sup>1</sup> 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	27	35.4	35.7	-0.2	2.3	-2.6
	Photography	34	31.1	33.5	-2.4	4.9	-7.3
Business & finance							
	Business studies	24	34.0	39.6	-5.6	-0.9	-4.7
Care & services							
	Health & social care	22	25.5	35.9	-10.4	2.8	-13.2
	Home economics	7	42.6	35.1	7.5	0.7	6.7
	Hospitality & catering	31	38.6	36.5	2.1	3.5	-1.4
	Travel & tourism	22	34.9	30.6	4.3	-0.2	4.5
Construction, engineering & manufacturing							
	Applied engineering	12	25.0	28.3	-3.3	-1.5	-1.8
Design & technology							
	Electronic products	3	36.0	36.9	-0.9	-1.1	0.1
	Other design & technology	40	29.4	31.5	-2.1	-1.1	-1.0
	Resistant materials	18	25.1	27.6	-2.5	0.0	-2.5
English							
	English language	141	40.5	34.2	6.3	1.3	5.0
	English literature	141	33.7	35.1	-1.4	0.4	-1.8
Humanities							
	Geography	46	41.3	42.7	-1.4	-1.5	0.2
	History	13	35.4	39.5	-4.1	-2.0	-2.1
ICT							
	Information technology	67	33.3	38.5	-5.1	0.1	-5.2
Languages							
	French	20	36.7	44.6	-7.9	-3.2	-4.7
	German	1	22.0	29.3	-7.3	-3.3	-4.0
	Other modern languages	1	52.0	34.0	18.0	8.6	9.4
	Spanish	29	41.0	42.7	-1.7	-2.2	0.5
Mathematics & statistics							
	Mathematics	142	36.4	34.5	2.0	0.2	1.7
Media							
	Media studies	52	32.3	39.5	-7.2	0.8	-8.0
Performing arts							
	Drama/performing arts	30	36.4	39.4	-3.0	1.1	-4.0

## Attainment at Key Stage 4

Cluster	Subject family	Entries	School average	Average in all other subjects	School difference	National difference	Relative performance indicator
	Music	19	41.3	31.2	10.0	-0.5	10.6
Physical education & sport							
	Physical education	9	32.7	33.3	-0.7	0.8	-1.5
	Sport studies	47	32.7	33.8	-1.1	1.8	-2.9
Science							
	Additional science	105	40.9	38.3	2.6	-0.8	3.4
	Biology	30	37.6	41.9	-4.3	0.1	-4.3
	Computer science	9	32.0	36.8	-4.8	-3.7	-1.2
	Core science	143	37.0	34.2	2.8	-0.5	3.3
	Further additional science	23	43.7	45.8	-2.1	-2.2	0.1
Social studies							
	Citizenship	17	34.1	36.4	-2.3	0.2	-2.5

## 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: 146

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

Qualification	Subject	Entries	Entry % of cohort	L2 Distinction*	L2 Distinction	L1 Distinction	L2 Merit	L1 Merit	L2 Pass	L1 Pass	U	Q	No Result
OCR Cambridge National Award	Computer use	2	1%	0	0	1	0	0	0	0	1	0	0

Qualification	Subject	Entries	Entry % of cohort	Pass	Fail	U	Q	No Result
BTEC Award Level 1	Retailing	12	8%	12	0	0	0	0
BTEC Award Level 2	Cookery domestic	17	12%	17	0	0	0	0
	Prep for work	9	6%	9	0	0	0	0
VRQ Level 1	Beauty services	13	9%	13	0	0	0	0
	Building	12	8%	12	0	0	0	0
	Sports leadership	17	12%	17	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	English	1	1%	1	0	0	0	0	0
	Mathematics	2	1%	1	1	0	0	0	0
	Sci: single award	1	1%	0	0	1	0	0	0
	Sport/p.e. studies	1	1%	0	1	0	0	0	0





## Attainment at Key Stage 4

Qualification	Subject	Entries	Entry % of cohort	Entry 3 Pass	Entry 2 Pass	Fail	U
Functional Skill at Entry Level	Communication	2	1%	1	1	0	0
	Numeracy	2	1%	2	0	0	0

Qualification	Subject	Entries	Entry % of cohort	Pass	U	Q	No Result
Functional Skill at Level 1	Communication	1	1%	1	0	0	0
	Numeracy	1	1%	1	0	0	0

Qualification	Subject	Entries	Entry % of cohort	Entry 1 Pass
ELQ Band E	Personal/social ed	1	1%	1

## Attainment at Key Stage 4

Table 4.1.14: Key Stage 4, attainment, thresholds by pupil characteristics, 2015\* (KS4.22)

## Percentage of candidates achieving thresholds

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

Cohort	Percentage of pupils achieving each threshold										
	5+ A* to C (incl Eng and Mat)		5+ A* to C		5+ A* to G		English Baccalaureate		Basics		
	School	National	School	National	School	National	School	National	School	National	
All Pupils	146	44	56	47	65	93	93	16	24	50	58
Gender											
Male	80	35	51	38	60	93	92	4	19	44	54
Female	66	55	60	58	71	94	95	30	29	58	62
Free School Meals*											
FSM	37	22	36	24	45	89	87	3	11	30	39
Not FSM	109	51	63	54	72	94	95	20	28	57	65
Children Looked After											
CLA	1	0	16	0	22	100	63	0	3	0	19
Not CLA	145	44	56	47	65	93	94	16	24	50	58
Disadvantaged pupils											
Disadvantaged pupils	37	22	36	24	45	89	87	3	11	30	38
Other pupils	109	51	63	54	72	94	96	20	28	57	65
Prior Attainment											
Low	33	0	6	3	13	82	77	0	1	0	7
Middle	80	48	50	51	64	95	96	14	13	56	54
High	29	83	90	83	95	100	99	41	52	90	91
Non-mobile pupils											
Pupils on roll throughout years 10 & 11	143	44	57	47	67	94	95	16	24	50	59
English as a First Language											
English or believed to be English	145	43	56	46	66	93	94	16	24	50	59

## Attainment at Key Stage 4

Other than English or believed to be other	1	100	54	100	65	100	94	0	26	100	55
Unclassified	-	-	7	-	9	-	19	-	2	-	8
<hr/>											
Special Educational Needs											
No SEN	108	56	63	59	72	98	97	21	27	63	65
SEN support	34	9	23	12	31	82	86	0	6	15	25
SEN with statement or EHC plan	4	0	9	0	12	50	42	0	2	0	10
<hr/>											
Ethnicity Group											
White											
British	142	44	56	46	65	93	94	16	23	50	59
Irish	-	-	66	-	75	-	94	-	34	-	68
Traveller of Irish Heritage	-	-	17	-	22	-	56	-	3	-	20
Gypsy/Roma	2	0	8	50	11	100	53	0	1	0	9
Any Other White Background	1	100	52	100	63	100	92	0	26	100	53
Mixed											
White and Black Caribbean	-	-	48	-	59	-	92	-	17	-	50
White and Black African	-	-	58	-	68	-	95	-	26	-	60
White and Asian	-	-	66	-	75	-	95	-	34	-	68
Any other Mixed Background	1	100	60	100	70	100	95	0	30	100	62
Asian or Asian British											
Indian	-	-	71	-	80	-	97	-	39	-	73
Pakistani	-	-	50	-	62	-	95	-	21	-	52
Bangladeshi	-	-	61	-	72	-	96	-	28	-	63
Any other Asian Background	-	-	64	-	75	-	96	-	34	-	66
Black or Black British											
Black Caribbean	-	-	45	-	57	-	94	-	16	-	47
Black African	-	-	55	-	67	-	95	-	24	-	56
Any Other Black Background	-	-	45	-	58	-	93	-	19	-	47
Chinese	-	-	76	-	87	-	98	-	49	-	77
Any Other Ethnic Group	-	-	56	-	67	-	93	-	29	-	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	146	308.6	276.1	Sig-	366.6	328.3	Sig-	D+	36.2	9.08
Gender										
Male	80	295.5	253.6	Sig-	348.2	289.8	Sig-	D	33.3	8.70
Female	66	322.2	303.4		385.8	375.0		C	39.3	9.53
Free School Meals*										
FSM	37	261.3	234.8		296.8	260.9		D-	31.3	8.32
Non FSM	109	325.6	290.2	Sig-	391.8	351.2	Sig-	C-	37.6	9.33
Children Looked After										
CLA	1	175.8	166.0	-	191.5	166.0	-	F+	23.7	7.00
Not CLA	145	309.8	276.9	Sig-	368.2	329.4	Sig-	D+	36.2	9.09
Disadvantaged pupils										
Disadvantaged pupils	37	259.9	234.8		295.1	260.9		D-	31.3	8.32
Other pupils	109	326.6	290.2	Sig-	393.1	351.2	Sig-	C-	37.6	9.33
Prior Attainment										
Low	33	190.5	171.8		201.4	175.8		E-	25.2	6.97
Middle	80	304.5	287.1		351.4	338.5		D+	36.4	9.30
High	29	380.9	362.0		480.3	475.8		B-	43.4	10.97
Non-mobile pupils										
Pupils on roll throughout years 10 & 11	143	313.4	276.9	Sig-	373.1	330.0	Sig-	D+	36.2	9.13
English as First Language										
English or believed to be English	145	310.8	276.0	Sig-	369.1	328.5	Sig-	D+	36.1	9.10
Other than English or believed to be other than English	1	311.5	300.0	-	371.6	300.0	-	A-	50.0	6.00
Unclassified	0	80.4	-	-	86.4	-	-	-	-	-
Special Education Needs										
No SEN	108	328.0	311.2	Sig-	393.5	378.4		C-	38.6	9.81
SEN support	34	235.9	182.6	Sig-	259.2	193.3	Sig-	E-	26.7	7.24
SEN with statement or EHC plan	4	115.4	124.0		122.6	124.0		E-	26.1	4.75



## Attainment at Key Stage 4

Ethnicity Group										
White										
British	142	309.5	275.8	Sig-	367.1	328.1	Sig-	D+	36.1	9.10
Irish	0	331.6	-	-	401.4	-	-	-	-	-
Traveller of Irish Heritage	0	163.2	-	-	179.9	-	-	-	-	-
Gypsy/Roma	2	137.1	241.0	-	146.7	258.0	-	D	34.4	7.50
Any Other White Background	1	307.6	300.0	-	369.1	300.0	-	A-	50.0	6.00
Mixed										
White and Black Caribbean	0	293.6	-	-	341.8	-	-	-	-	-
White and Black African	0	318.5	-	-	380.0	-	-	-	-	-
White and Asian	0	335.5	-	-	408.6	-	-	-	-	-
Any other Mixed Background	1	323.3	374.0	-	390.8	528.0	-	B-	44.0	12.00
Asian or Asian British										
Indian	0	348.5	-	-	430.0	-	-	-	-	-
Pakistani	0	304.1	-	-	355.1	-	-	-	-	-
Bangladeshi	0	326.3	-	-	390.7	-	-	-	-	-
Any other Asian Background	0	336.2	-	-	408.6	-	-	-	-	-
Black or Black British										
Black Caribbean	0	292.7	-	-	337.4	-	-	-	-	-
Black African	0	314.0	-	-	370.9	-	-	-	-	-
Any Other Black Background	0	295.6	-	-	343.4	-	-	-	-	-
Chinese	0	373.6	-	-	478.4	-	-	-	-	-
Any Other Ethnic Group	0	316.0	-	-	379.7	-	-	-	-	-
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	146	42	16	24	140	50	58	140	65	67	142	57	67	105	63	69	46	61	70	55	67	67	
Gender																							
Male	80	10	4	19	77	44	54	77	55	61	78	55	67	52	60	67	11	27	64	21	38	63	
Female	66	32	30	29	63	58	62	63	77	74	64	59	68	53	66	71	35	71	75	34	85	71	
Free School Meals*																							
FSM	37	6	3	11	35	30	39	35	51	51	36	32	49	18	61	53	6	17	60	9	67	49	
Non FSM	109	36	20	28	105	57	65	105	70	73	106	65	74	87	63	73	40	68	72	46	67	71	
Children Looked After																							
CLA	1	0	0	3	1	0	19	1	0	29	1	0	27	0	-	40	0	-	52	0	-	34	
Not CLA	145	42	16	24	139	50	58	139	66	68	141	57	68	105	63	69	46	61	70	55	67	67	
Disadvantaged pupils																							
Disadvantaged pupils	37	6	3	11	35	30	38	35	51	51	36	32	49	18	61	53	6	17	59	9	67	49	
Other pupils	109	36	20	28	105	57	65	105	70	74	106	65	74	87	63	73	40	68	72	46	67	71	
Prior Attainment																							
Low	33	0	0	1	30	0	7	30	27	19	31	3	15	6	0	17	0	-	37	1	100	16	
Middle	80	24	14	13	77	56	54	77	70	68	78	66	67	66	64	57	28	54	54	32	56	55	
High	29	17	41	52	29	90	91	29	90	94	29	93	96	29	79	90	17	71	84	20	90	89	
Non-mobile pupils																							
Pupils on roll throughout years 10 & 11	143	41	16	24	137	50	59	137	64	69	139	57	69	103	63	69	44	61	70	54	69	67	
English as a First Language																							
First Language - English	145	42	16	24	139	50	59	139	65	69	141	57	68	104	63	68	46	61	68	55	67	67	
First Language - Other	1	0	0	26	1	100	55	1	100	64	1	100	67	1	100	71	0	-	79	0	-	66	




## Attainment at Key Stage 4

Total number of pupils in 2015	Percentages based upon total number of pupils in cohort												Percentages based upon subject entry									
	English Baccalaureate			Basics			English			Mathematics			Science			Languages			Humanities			
	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	
First Language - Unclassified	0	-	-	2	-	-	8	-	-	11	-	-	15	-	-	52	-	-	80	-	-	50
Special Educational Needs																						
No SEN	108	41	21	27	107	63	65	107	78	75	107	69	74	92	65	71	45	62	71	52	67	70
SEN support	34	1	0	6	31	15	25	31	32	36	33	24	37	12	42	44	1	0	52	3	67	40
SEN with statement or EHC plan	4	0	0	2	2	0	10	2	0	13	2	25	16	1	100	43	0	-	55	0	-	39
<u>Ethnicity Group</u>																						
White																						
British	142	42	16	23	136	50	59	136	65	68	138	57	68	101	62	68	45	60	67	55	67	67
Irish	0	-	-	34	-	-	68	-	-	77	-	-	75	-	-	78	-	-	73	-	-	77
Traveller of Irish Heritage	0	-	-	3	-	-	20	-	-	26	-	-	26	-	-	40	-	-	47	-	-	41
Gypsy/Roma	2	0	0	1	2	0	9	2	50	14	2	0	14	2	50	24	0	-	41	0	-	31
Any Other White Background	1	0	0	26	1	100	53	1	100	61	1	100	66	1	100	69	0	-	87	0	-	66
Mixed																						
White and Black Caribbean	0	-	-	17	-	-	50	-	-	64	-	-	59	-	-	61	-	-	61	-	-	60
White and Black African	0	-	-	26	-	-	60	-	-	72	-	-	67	-	-	69	-	-	74	-	-	69
White and Asian	0	-	-	34	-	-	68	-	-	77	-	-	75	-	-	76	-	-	77	-	-	77
Any other Mixed Background	1	0	0	30	1	100	62	1	100	73	1	100	70	1	100	73	1	100	77	0	-	70
Asian or Asian British																						
Indian	0	-	-	39	-	-	73	-	-	79	-	-	82	-	-	81	-	-	79	-	-	78
Pakistani	0	-	-	21	-	-	52	-	-	63	-	-	63	-	-	68	-	-	70	-	-	62
Bangladeshi	0	-	-	28	-	-	63	-	-	72	-	-	72	-	-	73	-	-	72	-	-	68
Any other Asian Background	0	-	-	34	-	-	66	-	-	71	-	-	78	-	-	79	-	-	80	-	-	73
Black or Black British																						
Black Caribbean	0	-	-	16	-	-	47	-	-	63	-	-	56	-	-	58	-	-	58	-	-	54
Black African	0	-	-	24	-	-	56	-	-	68	-	-	66	-	-	70	-	-	70	-	-	65

## Attainment at Key Stage 4

Total number of pupils in 2015	Percentages based upon total number of pupils in cohort												Percentages based upon subject entry									
	English Baccalaureate			Basics			English			Mathematics			Science			Languages			Humanities			
	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	
Any Other Black Background	0	-	-	19	-	-	47	-	-	61	-	-	58	-	-	63	-	-	69	-	-	59
Chinese	0	-	-	49	-	-	77	-	-	78	-	-	93	-	-	89	-	-	92	-	-	85
Any Other Ethnic Group	0	-	-	29	-	-	57	-	-	65	-	-	69	-	-	74	-	-	84	-	-	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

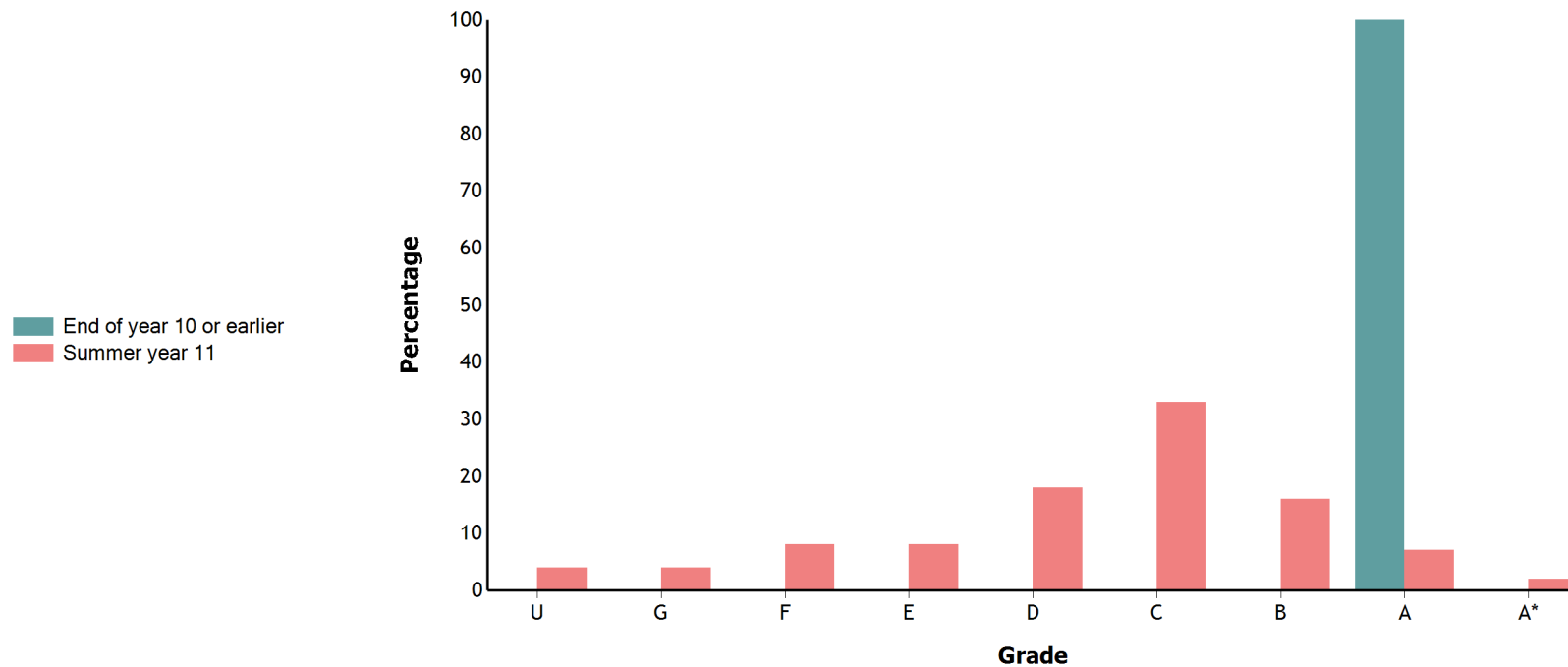
Chart 4.1.17 and Table 4.1.18: Attainment, grade distributions by time of entry 2015 (KS4.EENT)

### 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	146	1	0	0	0	0	0	0	0	0	100	0
Winter year 11	School	146	-	-	-	-	-	-	-	-	-	-	-
Summer year 11	School	146	141	4	4	8	8	18	33	16	7	2	
Key Stage 4 highest grade, all pupils	School	146	146	6	4	8	8	18	32	16	8	2	
	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	146	1	100	100	100	100	100	100	100	100	100	0
Winter year 11	School	146	-	-	-	-	-	-	-	-	-	-	-
Summer year 11	School	146	141	100	96	92	84	77	58	26	9	2	
Key Stage 4 highest grade, all pupils	School	146	146	100	94	90	82	75	57	25	10	2	
	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	137	153	142	
	VA School score	982.3	961.6	972.1	
	95% confidence interval +/-	10.4	11.6	12.2	
	Significance	Sig-	Sig-	Sig-	
	Percentile rank	82	93	87	
	Coverage	98%	99%	97%	
English	Cohort for VA	137	153	142	
	VA School score	1,000.1	997.2	1,000.5	AA
	95% confidence interval +/-	1.1	1.3	1.3	
	Significance		Sig-		
	Percentile rank	51	91	43	
	Coverage	98%	99%	97%	
Mathematics	Cohort for VA	137	153	142	
	VA School score	1,001.1	998.7	998.3	AA
	95% confidence interval +/-	1.1	1.3	1.4	
	Significance	Sig+	Sig-	Sig-	
	Percentile rank	30	73	78	
	Coverage	98%	99%	97%	
Science	Cohort for VA	135	94	101	
	VA School score	995.0	998.9	1,000.2	AA
	95% confidence interval +/-	1.0	1.2	1.3	
	Significance	Sig-			
	Percentile rank	97	68	48	
	Coverage	96%	61%	69%	
Languages	Cohort for VA	43	49	45	
	VA School score	997.9	994.2	998.3	AA
	95% confidence interval +/-	2.2	2.4	2.4	
	Significance		Sig-		
	Percentile rank	75	92	69	
	Coverage	31%	32%	31%	
Humanities	Cohort for VA	89	71	53	
	VA School score	997.3	994.3	998.8	AA
	95% confidence interval +/-	1.6	2.1	2.4	
	Significance	Sig-	Sig-		
	Percentile rank	82	93	65	
	Coverage	64%	46%	36%	

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	142	139	0	0	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
School Score	972.1	971.7	-	-	956.3	-	-	-	-	1046.5	-	-	-	-	-	-	-	-	-	-	-	-
95% confidence interval	12.2	12.3	-	-	103.0	-	-	-	-	145.6	-	-	-	-	-	-	-	-	-	-	-	-
Group national mean	1000.0	994.9	1005.6	908.1	950.5	1030.3	985.3	1006.8	1009.4	1007.1	1031.1	1010.7	1027.5	1035.8	997.0	1024.5	1008.1	1043.8	1037.7	1004.3	972.2	
Significance from national average for group	Sig-	Sig-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Significance from overall national average	Sig-	Sig-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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	142	77	65	37	105	1	141	37	105	33	80	29	141	142	0	0	104	34	4
School Score	972.1	959.2	987.3	945.0	981.6	1023.6	971.7	945.0	981.6	961.1	971.3	986.6	973.2	972.1	-	-	988.7	931.2	886.5
95% confidence interval	12.2	16.6	18.1	23.9	14.2	145.6	12.3	23.9	14.2	25.3	16.3	27.0	12.3	12.2	-	-	14.3	25.0	72.8
Group national mean	1000.0	991.3	1008.9	976.7	1008.4	931.8	1000.5	976.3	1008.7	1000.1	1000.0	999.9	1001.2	996.1	1029.0	945.5	1004.7	972.4	975.3
Significance from national average for group	Sig-	Sig-	Sig-	Sig-	Sig-		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-	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-).

	Value Added						
	2013			2014*		2015	
	Number of pupils in latest year	School	National	School	National	School	National
All Pupils	142	982.3	1000.0	961.6	1000.0	972.1	1000.0
<b>Gender</b>							
Boys	77	977.2	991.0	943.7	988.9	959.2	991.3
Girls	65	984.6	1008.9	987.8	1011.3	987.3	1008.9
<b>Free School Meals*</b>							
FSM	37	958.0	983.7	959.7	977.8	945.0	976.7
Non FSM	105	986.8	1005.6	962.3	1007.8	981.6	1008.4
<b>Children Looked After</b>							
CLA	1	955.2	950.6	923.4	944.9	1023.6	931.8
Not CLA	141	981.3	1000.2	961.8	1000.3	971.7	1000.5
<b>Disadvantaged pupils</b>							
Disadvantaged pupils	37	958.0	983.4	959.7	977.6	945.0	976.3
Other pupils	105	986.8	1005.7	962.3	1008.0	981.6	1008.7
<b>Prior Attainment</b>							
Low	33	963.6	998.6	954.4	999.7	961.1	1000.1
Middle	80	988.8	999.2	958.2	999.9	971.3	1000.0
High	29	979.0	1001.4	976.9	1000.3	986.6	999.9
<b>Non-mobile pupils</b>							
Pupils on roll throughout years 10 & 11	141	984.8	1001.1	963.5	1001.2	973.2	1001.2
<b>English as a First Language</b>							
First Language - English	142	981.1	996.5	961.5	995.5	972.1	996.1
First Language - Other	0	-	1027.7	976.5	1035.0	-	1029.0
Unclassified	-	-	996.8	-	982.8	-	945.5
<b>Special Educational Needs</b>							
No SEN	104	985.8	1005.0	973.2	1006.5	988.7	1004.7
SEN support	34	964.5	978.8	921.6	971.2	931.2	972.4
SEN with statement or EHC plan	4	993.7	976.2	966.8	968.5	886.5	975.3
<b>Ethnicity Group</b>							
<b>White</b>							
British	139	981.3	995.6	961.8	993.9	971.7	994.9
Irish	-	-	995.7	-	1001.7	-	1005.6
Traveller of Irish Heritage	-	-	900.9	-	900.3	-	908.1
Gypsy/Roma	2	-	946.6	-	946.4	956.3	950.5
Any Other White Background	0	944.3	1022.5	948.3	1032.7	-	1030.3
<b>Mixed</b>							
White and Black Caribbean	-	-	989.0	-	984.3	-	985.3
White and Black African	-	-	1002.3	-	1010.1	-	1006.8
White and Asian	-	-	1006.8	945.8	1009.4	-	1009.4



## 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	1	-	1003.6	-	1008.7	1046.5	1007.1
Asian or Asian British							
Indian	-	998.2	1028.7	-	1035.3	-	1031.1
Pakistani	-	-	1018.5	-	1018.1	-	1010.7
Bangladeshi	-	-	1022.7	-	1030.4	-	1027.5
Any other Asian Background	-	-	1031.6	-	1041.2	-	1035.8
Black or Black British							
Black Caribbean	-	-	1000.7	-	1001.8	-	997.0
Black African	-	-	1023.0	-	1033.9	-	1024.5
Any Other Black Background	-	-	1007.8	-	1012.2	-	1008.1
Chinese	-	-	1041.8	-	1047.6	-	1043.8
Any Other Ethnic Group	-	-	1030.7	-	1041.4	-	1037.7
Unclassified - Refused	-	-	998.4	-	1003.0	-	1004.3
Unclassified - Information Not Obtained	-	-	989.2	-	982.9	-	972.2

### Key

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

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	142	142	1000.5	1000.0	142	998.3	1000.0	101	1000.2	1000.0	45	998.3	1000.0	53	998.8	1000.0
<b>Gender</b>																
Boys	77	77	999.9	998.7	77	998.8	1000.5	49	999.6	999.8	11	992.2	998.4	20	995.0	999.0
Girls	65	65	1001.3	1001.3	65	997.7	999.5	52	1000.7	1000.2	34	1000.3	1001.3	33	1001.1	1001.0
<b>Free School Meals*</b>																
FSM	37	37	998.4	998.3	37	995.9	997.9	18	999.4	998.4	6	996.5	999.0	9	997.1	997.4
Non FSM	105	105	1001.3	1000.6	105	999.1	1000.7	83	1000.3	1000.4	39	998.6	1000.2	44	999.1	1000.7
<b>Children Looked After</b>																
CLA	1	1	1010.8	994.5	1	1002.5	994.4	0	-	996.6	0	-	997.2	0	-	995.1
Not CLA	141	141	1000.5	1000.0	141	998.3	1000.0	101	1000.2	1000.0	45	998.3	1000.0	53	998.8	1000.0
<b>Disadvantaged pupils</b>																
Disadvantaged pupils	37	37	998.4	998.2	37	995.9	997.9	18	999.4	998.4	6	996.5	999.0	9	997.1	997.4
Other pupils	105	105	1001.3	1000.6	105	999.1	1000.8	83	1000.3	1000.5	39	998.6	1000.2	44	999.1	1000.7
<b>Prior Attainment</b>																
Low	33	33	999.6	1000.0	33	997.3	1000.0	6	1000.0	1000.0	0	-	999.9	1	1009.5	1000.0
Middle	80	80	1000.2	1000.0	80	998.6	1000.0	66	1000.6	1000.0	28	998.8	1000.0	32	997.8	1000.0
High	29	29	1002.6	1000.0	29	998.6	1000.0	29	999.3	1000.0	17	997.5	1000.0	20	999.8	1000.0
<b>Non-mobile pupils</b>																
Pupils on roll throughout years 10 & 11	141	141	1000.5	1000.1	141	998.3	1000.1	101	1000.2	1000.1	44	998.6	1000.0	53	998.8	1000.1
<b>English as a First Language</b>																
First Language - English	142	142	1000.5	999.8	142	998.3	999.6	101	1000.2	999.7	45	998.3	999.2	53	998.8	999.8
First Language - Other	0	0	-	1001.7	0	-	1003.0	0	-	1002.2	0	-	1004.4	0	-	1001.7
Unclassified	0	0	-	994.7	0	-	996.0	0	-	998.3	0	-	1001.1	0	-	998.3
<b>Special Educational Needs</b>																
No SEN	104	104	1001.9	1000.4	104	999.0	1000.3	88	1000.5	1000.1	44	998.4	1000.1	50	999.2	1000.2
SEN support	34	34	998.1	997.7	34	997.4	998.0	12	998.0	998.7	1	992.9	998.2	3	991.3	998.0
SEN with statement or EHC plan	4	4	987.2	997.5	4	987.7	998.9	1	1000.8	1000.2	0	-	999.2	0	-	1001.1
<b>Ethnicity Group</b>																
<b>White</b>																
British	139	139	1000.4	999.7	139	998.4	999.5	98	1000.2	999.6	44	998.1	998.9	53	998.8	999.7
Irish	0	0	-	1000.9	0	-	999.9	0	-	1000.7	0	-	1000.3	0	-	1001.7
Traveller of Irish Heritage	0	0	-	992.0	0	-	991.1	0	-	996.7	0	-	999.6	0	-	995.5
Gypsy/Roma	2	2	1003.5	995.7	2	993.4	995.8	2	997.7	996.1	0	-	997.8	0	-	995.5
Any Other White Background	0	0	-	1001.7	0	-	1002.8	0	-	1002.0	0	-	1008.1	0	-	1002.0
<b>Mixed</b>																
White and Black Caribbean	0	0	-	999.2	0	-	997.8	0	-	998.7	0	-	998.2	0	-	998.5
White and Black African	0	0	-	1001.0	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	1001.0	0	-	1000.6	0	-	1000.9	0	-	1001.4	0	-	1001.5
Any other Mixed Background	1	1	1010.2	1	998.3	1000.1	1	1001.7	1000.6	1	1006.7	1002.3	0	-	1000.4
Asian or Asian British															
Indian	0	0	1001.8	0	-	1003.5	0	-	1002.8	0	-	1002.3	0	-	1002.6
Pakistani	0	0	1000.6	0	-	1001.0	0	-	1000.9	0	-	1000.9	0	-	1000.2
Bangladeshi	0	0	1002.0	0	-	1002.6	0	-	1001.9	0	-	1001.2	0	-	1001.6
Any other Asian Background	0	0	1001.9	0	-	1004.4	0	-	1003.2	0	-	1003.3	0	-	1002.5
Black or Black British															
Black Caribbean	0	0	1000.2	0	-	998.6	0	-	999.1	0	-	998.5	0	-	998.3
Black African	0	0	1001.6	0	-	1002.1	0	-	1001.6	0	-	1001.6	0	-	1001.3
Any Other Black Background	0	0	1000.7	0	-	999.9	0	-	1000.1	0	-	1001.4	0	-	1000.0
Chinese	0	0	1001.7	0	-	1005.8	0	-	1004.0	0	-	1006.5	0	-	1003.5
Any Other Ethnic Group	0	0	1002.3	0	-	1003.8	0	-	1002.9	0	-	1006.7	0	-	1002.3
Unclassified - Refused	0	0	1000.5	0	-	1000.2	0	-	1000.5	0	-	1001.0	0	-	1000.7
Unclassified - Information Not Obtained	0	0	997.1	0	-	997.8	0	-	998.5	0	-	1000.8	0	-	998.8

## Key

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

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

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

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

\*From 2014 only performance tables approved qualifications are counted



## Expected Progress - English

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

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

Number of Pupils		Key Stage 4 English grade										Total No. of Pupils	Expected progress			More than expected progress		
		no KS4 result	U	G	F	E	D	C	B	A	A*		Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress
KS2 English attainment	Other or no prior available	0	0	0	0	0	0	3	1	0	0	1	100%	58%	0	0%	24%	
	W	0	0	0	0	0	0	0	0	0	0	0	0%	6%	0	0%	5%	
	1	1	0	0	0	0	0	0	0	0	1	0	0%	30%	0	0%	19%	
	2	1	0	1	2	2	3	1	0	0	10	6	60%	52%	4	40%	26%	
	3	1	0	1	0	2	9	8	0	0	21	17	81%	62%	8	38%	24%	
	4	2	1	0	1	4	16	32	9	12	80	56	70%	70%	24	30%	28%	
5	1	0	0	0	0	3	3	3	18	30	23	77%	77%	20	67%	38%		
Summary											143	103	72%	69%	56	39%	30%	

Total Cohort	146
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Key

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

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

\*From 2014 only performance tables approved qualifications are counted



### Expected Progress - English

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

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

Number of Pupils		Key Stage 4 English grade										Total No. of Disadvantaged pupils	Expected Progress				More than expected progress			
		no KS4 result	U	G	F	E	D	C	B	A	A*		Disadvantaged pupils Achieving Expected Progress	Disadvantaged pupils % Achieving Expected Progress	School (Other pupils)% Achieving Expected Progress	National (Other pupils)% Achieving Expected Progress	Disadvantaged pupils Achieving More Than Expected Progress	Disadvantaged pupils % Achieving More Than Expected Progress	School (Other pupils)% Achieving More Than Expected Progress	National (Other pupils)% Achieving More Than Expected Progress
KS2 English attainment	Other or no prior available	0	0	0	0	0	0	0	0	0	0	0	0	0%	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	0	0	0	0	0	0	0	0	0%	0%	31%	0	0%	0%	21%
	2	0	0	1	1	1	1	0	0	0	0	4	2	50%	67%	59%	1	25%	50%	32%
	3	0	0	0	0	2	2	3	0	0	0	7	5	71%	86%	68%	3	43%	36%	28%
	4	1	0	0	1	1	4	7	3	1	0	18	11	61%	73%	74%	4	22%	32%	31%
	5	1	0	0	0	0	2	2	1	2	0	8	3	38%	91%	79%	2	25%	82%	40%
Summary											37	21	57%	77%	74%	10	27%	43%	34%	

Total Cohort of Disadvantaged pupils	37
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Key

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

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

\*From 2014 only performance tables approved qualifications are counted



### Expected Progress - English

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

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

Number of Pupils		Key Stage 4 English grade											Total No. of Pupils	Expected progress			More than expected progress		
		sub level	no KS4 result	U	G	F	E	D	C	B	A	A*		Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress
KS2 English attainment	Other or no prior available		0	0	0	0	0	0	3	1	0	0	1	1	100%	58%	0	0%	24%
	W		0	0	0	0	0	0	0	0	0	0	0	0	0%	6%	0	0%	5%
	1		1	0	0	0	0	0	0	0	0	0	1	0	0%	30%	0	0%	19%
	2		1	0	1	2	2	3	1	0	0	0	10	6	60%	52%	4	40%	26%
	3	3C		1	0	1	0	0	1	0	0	0	3	1	33%	45%	0	0%	13%
		3B		0	0	0	0	2	7	2	0	0	11	9	82%	60%	2	18%	22%
		3A		0	0	0	0	0	1	6	0	0	7	7	100%	74%	6	86%	34%
	4	4C		1	1	0	1	1	8	10	1	1	24	12	50%	52%	2	8%	11%
		4B		0	0	0	0	2	7	15	2	1	28	19	68%	68%	4	14%	25%
		4A		1	0	0	0	1	1	7	6	10	28	25	89%	85%	18	64%	45%
	5	5C		1	0	0	0	0	2	3	3	15	25	19	76%	73%	16	64%	30%
		5B		0	0	0	0	0	1	0	0	3	5	4	80%	82%	4	80%	46%
		5A		0	0	0	0	0	0	0	0	0	0	0	0%	98%	0	0%	85%
Summary												143	103	72%	69%	56	39%	30%	

Total Cohort	146
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Key

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

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

\*From 2014 only performance tables approved qualifications are counted



## Expected Progress - English

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

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

Number of Pupils		Key Stage 4 English grade										Total No. of Disadvantaged pupils	Expected Progress				More than expected progress					
		sub level	no KS4 result	U	G	F	E	D	C	B	A		A*	Disadvantaged pupils % Achieving Expected Progress	Disadvantaged pupils % Achieving Expected Progress	School (Other pupils) % Achieving Expected Progress	National (Other pupils) % Achieving Expected Progress	Disadvantaged pupils % Achieving More Than Expected Progress	Disadvantaged pupils % Achieving More Than Expected Progress	School (Other pupils) % Achieving More Than Expected Progress	National (Other pupils) % Achieving More Than Expected Progress	
KS2 English attainment	Other or no prior available		0	0	0	0	0	0	0	0	0	0	0	0	0	0%	100%	62%	0	0%	0%	27%
	W		0	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	6%	0	0%	0%	5%
	1		0	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	31%	0	0%	0%	21%
	2		0	0	1	1	1	1	0	0	0	0	4	2	50%	67%	59%	1	25%	50%	32%	
	3	3C		0	0	0	0	0	0	0	0	0	0	0	0%	33%	51%	0	0%	0%	15%	
		3B		0	0	0	0	2	2	0	0	0	4	2	50%	100%	65%	0	0%	29%	25%	
		3A		0	0	0	0	0	0	3	0	0	3	3	100%	100%	78%	3	100%	75%	37%	
	4	4C		0	0	0	1	0	3	4	1	0	9	5	56%	47%	56%	1	11%	7%	13%	
		4B		0	0	0	0	1	1	3	2	0	7	5	71%	67%	72%	2	29%	10%	28%	
		4A		1	0	0	0	0	0	0	0	1	2	1	50%	92%	87%	1	50%	65%	48%	
	5	5C		1	0	0	0	0	1	2	1	2	7	3	43%	89%	75%	2	29%	78%	32%	
		5B		0	0	0	0	0	1	0	0	0	1	0	0%	100%	84%	0	0%	100%	48%	
		5A		0	0	0	0	0	0	0	0	0	0	0	0%	0%	98%	0	0%	0%	86%	
Summary											37	21	57%	77%	74%	10	27%	43%	34%			
											Total Cohort of Disadvantaged pupils	37										

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
KS2 Mathematics attainment	Other or no prior available	0	0	0	0	0	2	1	0	1	0	1	100%	65%	1	100%	35%
	W	0	0	0	0	0	0	0	0	0	0	0	0%	2%	0	0%	1%
	1	1	0	0	0	0	0	0	0	0	1	0	0%	9%	0	0%	5%
	2	1	1	4	2	0	0	0	0	0	8	0	0%	20%	0	0%	12%
	3	0	4	2	6	4	5	1	0	0	22	6	27%	44%	1	5%	19%
	4	2	0	0	3	7	18	33	15	2	80	50	63%	68%	17	21%	23%
	5	0	0	0	0	0	1	11	8	8	31	19	61%	79%	11	35%	48%
Summary											143	76	53%	66%	30	21%	30%

Key	Total Cohort	146
represents pupils making more than expected progress		
represents pupils making expected progress		
represents pupils making less than expected progress		
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort		

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

\*From 2014 only performance tables approved qualifications are counted



### Expected Progress - mathematics

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

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

Number of Pupils		Key Stage 4 Mathematics grade										Total No. of Disadvantaged pupils	Expected Progress				More than expected progress				
		no KS4 result	U	G	F	E	D	C	B	A	A*		Disadvantaged pupils Achieving Expected Progress	Disadvantaged pupils % Achieving Expected Progress	School (Other pupils)% Achieving Expected Progress	National (Other pupils)% Achieving Expected Progress	Disadvantaged pupils Achieving More Than Expected Progress	Disadvantaged pupils % Achieving More Than Expected Progress	School (Other pupils)% Achieving More Than Expected Progress	National (Other pupils)% Achieving More Than Expected Progress	
KS2 Mathematics attainment	Other or no prior available	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	100%	71%	0	0%	100%	39%
	W	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	2%	0	0%	0%	1%
	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	8%	0	0%	0%	5%
	2	0	0	3	1	0	0	0	0	0	0	0	4	0	0%	0%	23%	0	0%	0%	13%
	3	0	2	1	3	1	2	0	0	0	0	0	9	2	22%	31%	50%	0	0%	8%	23%
	4	1	0	0	1	2	8	5	3	0	0	0	20	8	40%	70%	74%	3	15%	23%	26%
	5	0	0	0	0	0	0	1	2	1	0	0	4	3	75%	59%	82%	1	25%	37%	51%
Summary												37	13	35%	59%	72%	4	11%	25%	35%	

Total Cohort of Disadvantaged pupils	37
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Key

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

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

\*From 2014 only performance tables approved qualifications are counted



### Expected Progress - mathematics

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

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

Number of Pupils		Key Stage 4 Mathematics grade										Total No. of Pupils	Expected progress			More than expected progress			
		sub level	no KS4 result	U	G	F	E	D	C	B	A		A*	Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number More Than Expected Progress	School % More Than Expected Progress	National % More Than Expected Progress
KS2 Mathematics attainment	Other or no prior available		0	0	0	0	0	2	1	0	1	0	1	100%	65%	1	100%	35%	
	W		0	0	0	0	0	0	0	0	0	0	0	0%	2%	0	0%	1%	
	1		1	0	0	0	0	0	0	0	0	0	1	0%	9%	0	0%	5%	
	2		1	1	4	2	0	0	0	0	0	0	8	0%	20%	0	0%	12%	
	3	3C		0	1	1	0	0	0	0	0	0	2	0%	23%	0	0%	7%	
		3B		0	3	1	6	2	3	1	0	0	16	4	25%	40%	1	6%	17%
		3A		0	0	0	0	2	2	0	0	0	4	2	50%	60%	0	0%	30%
	4	4C		1	0	0	2	2	6	5	0	0	16	5	31%	50%	0	0%	8%
		4B		0	0	0	1	4	8	10	8	0	31	18	58%	67%	8	26%	19%
		4A		1	0	0	0	1	4	18	7	2	33	27	82%	85%	9	27%	40%
	5	5C		0	0	0	0	0	0	8	4	1	13	5	38%	67%	1	8%	28%
		5B		0	0	0	0	0	1	2	4	4	13	10	77%	81%	6	46%	49%
		5A		0	0	0	0	0	0	1	0	3	5	4	80%	97%	4	80%	83%
Summary												143	76	53%	66%	30	21%	30%	

Total Cohort	146
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Key

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

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

\*From 2014 only performance tables approved qualifications are counted





### Expected Progress - mathematics

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

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

Number of Pupils		Key Stage 4 Mathematics grade										Total No. of Disadvantaged pupils	Expected Progress				More than expected progress					
		sub level	no KS4 result	U	G	F	E	D	C	B	A		A*	Disadvantaged pupils Achieving Expected Progress	Disadvantaged pupils % Achieving Expected Progress	School (Other pupils) % Achieving Expected Progress	National (Other pupils) % Achieving Expected Progress	Disadvantaged pupils Achieving More Than Expected Progress	Disadvantaged pupils % Achieving More Than Expected Progress	School (Other pupils) % Achieving More Than Expected Progress	National (Other pupils) % Achieving More Than Expected Progress	
KS2 Mathematics attainment	Other or no prior available		0	0	0	0	0	0	0	0	0	0	0	0	0	0%	100%	71%	0	0%	100%	39%
	W		0	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	2%	0	0%	0%	1%
	1		0	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	8%	0	0%	0%	5%
	2		0	0	3	1	0	0	0	0	0	0	0	4	0	0%	0%	23%	0	0%	0%	13%
	3	3C		0	0	1	0	0	0	0	0	0	0	1	0	0%	0%	26%	0	0%	0%	8%
		3B		0	2	0	3	1	0	0	0	0	0	6	0	0%	40%	46%	0	0%	10%	20%
		3A		0	0	0	0	0	2	0	0	0	0	2	2	100%	0%	66%	0	0%	0%	34%
	4	4C		0	0	0	0	0	3	0	0	0	0	3	0	0%	38%	55%	0	0%	0%	9%
		4B		0	0	0	1	2	3	1	2	0	0	9	3	33%	68%	72%	2	22%	27%	22%
		4A		1	0	0	0	0	2	4	1	0	0	8	5	63%	88%	88%	1	13%	32%	43%
	5	5C		0	0	0	0	0	0	1	1	0	0	2	1	50%	36%	71%	0	0%	9%	30%
		5B		0	0	0	0	0	0	0	1	1	0	2	2	100%	73%	83%	1	50%	45%	52%
		5A		0	0	0	0	0	0	0	0	0	0	0	0	0%	80%	97%	0	0%	80%	84%
Summary													37	13	35%	59%	72%	4	11%	25%	35%	

Total Cohort of Disadvantaged pupils	37
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Key

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

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

\*From 2014 only performance tables approved qualifications are counted

## Expected Progress English, mathematics

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

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

	English				Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig
All Pupils	143	72	69		143	53	66	Sig-
Gender								
Male	78	69	64		78	49	64	Sig-
Female	65	75	75		65	58	68	
Free School Meals*								
FSM	37	57	58		37	35	49	
Non FSM	106	77	74		106	59	72	Sig-
Children Looked After								
CLA	1	100	38	-	1	0	30	-
Not CLA	142	72	70		142	54	66	Sig-
Disadvantaged pupils								
Disadvantaged pupils	37	57	57		37	35	49	
Other pupils	106	77	74		106	59	72	Sig-
Prior Attainment								
Low	33	61	52		33	18	32	
Middle	80	71	68		80	63	67	
High	29	86	81		29	66	82	Sig-
Non-mobile pupils								
Pupils on roll throughout years 10 & 11	141	72	71		141	53	67	Sig-
English as a First Language								
English or believed to be English	142	72	69		142	53	66	Sig-
Other than English or believed to be other than English	1	100	75	-	1	100	72	-
Unclassified	-	-	11	-	-	-	13	-
Special Educational Needs								
No SEN	105	77	74		105	64	72	
SEN support	34	62	54		34	24	42	Sig-
SEN with statement or EHC plan	4	25	29	-	4	25	21	-
Ethnicity Group								
White								
British	139	72	69		139	53	65	Sig-
Irish	-	-	77	-	-	-	71	-
Traveller of Irish Heritage	-	-	35	-	-	-	24	-
Gypsy/Roma	2	50	34	-	2	0	19	-
Any Other White Background	1	100	75	-	1	100	71	-

## Expected Progress English, mathematics

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

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

\*From 2014 only performance tables approved qualifications are counted





## Closing the Gaps at Key Stage 4

Value Added						
	2013		2014		2015	
	Cohort	School	Cohort	School	Cohort	School
Overall						
Disadvantaged pupils	27	958.0	41	959.7	37	945.0
Other pupils	110	986.8	112	962.3	105	981.6
English						
Disadvantaged pupils	27	999.7	41	996.8	37	998.4
Other pupils	110	1000.2	112	997.3	105	1001.3
Mathematics						
Disadvantaged pupils	27	999.2	41	1001.5	37	995.9
Other pupils	110	1001.7	112	997.7	105	999.1
Science						
Disadvantaged pupils	25	993.6	23	998.0	18	999.4
Other pupils	110	995.1	71	999.2	83	1000.3
Languages						
Disadvantaged pupils	3	995.1	12	994.8	6	996.5
Other pupils	40	997.9	37	994.0	39	998.6
Humanities						
Disadvantaged pupils	10	994.3	12	991.2	9	997.1
Other pupils	79	997.4	59	995.0	44	999.1



## 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	28	36.1	40.5	-4.4	42	34.0	40.4	-6.4	37	35.1	40.5	-5.4
Other pupils	112	39.6		-0.9	112	36.9		-3.5	109	40.4		-0.1
Within school gap		-3.5				-2.9				-5.3		
Mathematics APS												
Disadvantaged pupils	28	35.6	40.9	-5.3	42	36.3	40.1	-3.8	37	30.3	40.6	-10.3
Other pupils	112	40.8		-0.1	112	36.0		-4.1	109	37.2		-3.4
Within school gap		-5.2				0.3				-6.9		
Capped APS												
Disadvantaged pupils	28	286.0	350.9	-64.9	42	246.5	324.8	-78.3	37	234.8	326.6	-91.8
Other pupils	112	328.5		-22.4	112	278.7		-46.1	109	290.2		-36.4
Within school gap		-42.5				-32.2				-55.4		

## 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	28	0	27	-27	42	5	28	-23	37	3	28	-25
Other pupils	112	13		-14	112	11		-17	109	20		-8
Within school gap		-13				-6				-17		
5 A*-C including English and mathematics												
Disadvantaged pupils	28	46	67	-21	42	26	62	-36	37	22	63	-41
Other pupils	112	66		-1	112	49		-13	109	51		-12
Within school gap		-20				-23				-29		
Basics												
Disadvantaged pupils	28	46	67	-21	42	31	64	-33	37	30	65	-35
Other pupils	112	70		3	112	55		-9	109	57		-8
Within school gap		-24				-24				-27		
English A*-C												
Disadvantaged pupils	28	50	74	-24	42	40	73	-33	37	51	74	-23
Other pupils	112	72		-2	112	65		-8	109	70		-4
Within school gap		-22				-25				-19		
Mathematics A*-C												
Disadvantaged pupils	28	61	77	-16	42	57	74	-17	37	32	74	-42
Other pupils	112	76		-1	112	65		-9	109	65		-9
Within school gap		-15				-8				-33		
5 A*-G												
Disadvantaged pupils	28	96	96	0	42	90	95	-5	37	89	96	-7
Other pupils	112	100		4	112	92		-3	109	94		-2
Within school gap		-4				-2				-5		

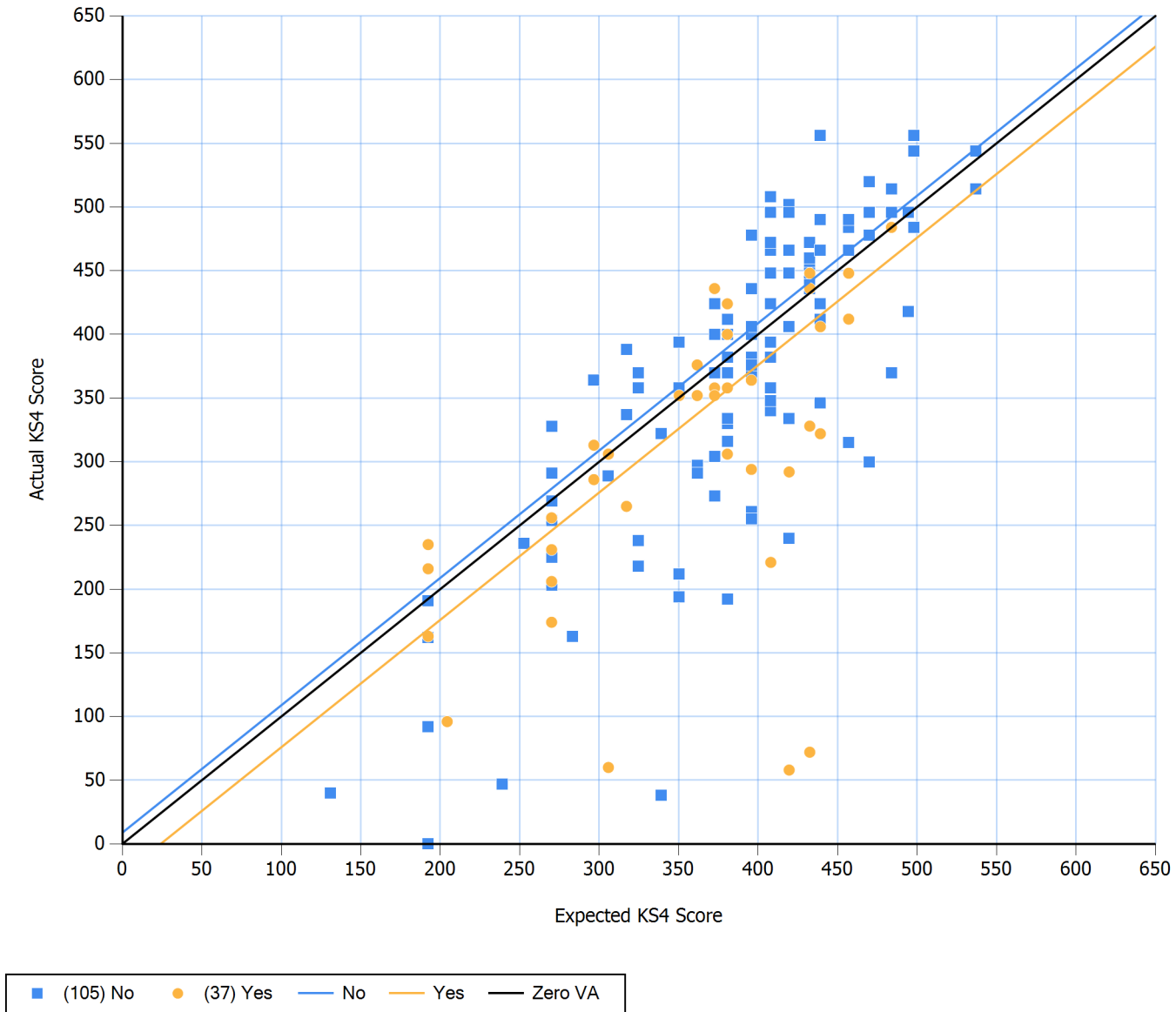


## Closing the Gaps at Key Stage 4

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