



Department
for Education

RAISEonline 2013 Summary Report
Brannel School

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

Based on the following datasets for 2013:-
Key Stage 4: unvalidated data

Production date : 28 November 2013

In this version,
we have reduced the number of
pages for ease of use.

IMPORTANT

The aim of the summary report is to help you see how effectively a school is performing in terms of the achievement of its pupils. The report is made available to schools to help with their self-evaluation and planning to raise standards, and is used by inspectors to generate questions and hypotheses to explore during an inspection.

The RAISEonline library contains further information and guidance. To view all available documents, we recommend that you log into the system prior to accessing the library:
<https://www.raiseonline.org/documentlibrary/ViewDocumentLibrary.aspx>

* Details of developments and changes to data can be found in the '2013 RAISEonline newsletter, July 2013' pdf document in the 'Newsletters' folder. These changes include the cessation of the calculation of Key Stage 4 English and mathematics with equivalences, and the renaming and expansion of the closing the gap section (formerly known as narrowing the gap).

* The categorisation of pupils eligible for free school meals (FSM) changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

* The methodology used to calculate RAISEonline measures can be found in the 'How Ofsted and DfE analyse your data' folder.

* National progression tables may be found in the 'Transition matrices - Target setting' section of the library.

* Details of the changes to the table 'Attainment Summary of GCSE Results for All pupils' for subjects can be found in the RAISEonline library and latest news accompanying the release of this data.

Information regarding the qualifications which will count in 2014 may be found in the 'Further details of the revised performance tables qualifications and discount rules from 2014' folder in the library.

The 'FAQ' section of RAISEonline covers a wide range of common questions. Please click on the FAQ picture that appears to the right of the screen immediately after logging in. Further information is also available within each interactive report, by pressing the 'Help?' button near the top right of the screen.

We also recommend that you regularly read RAISEonline Latest news to keep up to date.

The Key Stage 4 unvalidated data do not reflect the outcome of amendments requested by schools during the annual performance tables' data checking exercise run between Monday 23 September 2013 and Monday 7 October 2013. Accepted amendments from the checking exercise will be included in the DfE Key Stage 4 performance tables being published in January 2014 and the subsequent release of validated data in RAISEonline. 2013 Absence and Exclusions data are available in this report.

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, which allow exploration of 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.

Changes to the calculation of Key Stage 4 English and mathematics with equivalences

In previous years, RAISEonline displayed English and mathematics threshold and average point scores (APS) data for English baccalaureate, basics and with equivalences. From 2013 RAISEonline will display English and mathematics data based only on those qualifications which meet the criteria for the English baccalaureate and basics measures. This will ensure consistency with the data displayed in school performance tables. Data for previous years will still be available.

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.

Green and blue highlighting is used to demonstrate a statistically significant difference between the school data for a particular group and national data for the same group. This does not necessarily correlate with being educationally significant. The performance of specific groups should always be compared with the performance of all pupils nationally as well as the particular group nationally.

The summary report is divided into the following sections:

1. Context
2. Absence and Exclusions
3. Prior Attainment
4. Attainment Measures
5. Progress Measures
 - Value Added
 - Expected Progress
6. Closing the Gap

Important Information for Governors

Her Majesty's Chief Inspector has made it clear that 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 of all pupils in their school, including the most able and those who are disadvantaged.

Inspectors will meet with as many governors during an inspection as is possible. They will want to know how well governing bodies use a range of information and evaluate the performance of the school, particularly in terms of pupils' progress, the leadership of teaching and the management of staff. In February 2013 Ofsted launched the data dashboard to help governors understand essential headline school performance data. Inspectors will want to know how governors are using this, and other information such as RAISEonline, to ask challenging questions which help the school to sustain high performance or to improve. The School Inspection Handbook and the subsidiary guidance contain further information about how inspectors evaluate the effectiveness of governance.

To support governors further, RAISEonline has been changed. Tables that governors might find particularly useful to look at, in addition to the data dashboard, are highlighted by the letter G in the top right corner of selected reports and tables in the summary report.

The reports below have been selected as key starting points for governors but the full suite of reports within RAISEonline should be used when analysing a school's data.

Background Information

* Basic characteristics of your school - displays information on the context of the school, giving governors information about the pupils within the school, and their characteristics, compared with other schools nationally.

* Prior attainment of pupils at Key Stage 4 - allows governors to compare the average prior attainment of pupils within the school to the national average. It shows the Key Stage 2 results of pupils currently studying in Key Stages 3 and 4 alongside the national average for each year group. Prior attainment is the best indicator of future performance.

Absence and Exclusions

* School Level Absence and Exclusions - this table allows the analysis of figures over time and comparison against national averages. This allows governors to examine absence levels and question what action has been taken by the school to improve attendance. Governors can also consider whether levels of exclusion seem appropriate. The next table allows further examination of figures for different pupil groups. This data is usually updated at the end of the autumn term or early in the spring term.

Performance Indicators

There are four different indicators within RAISEonline, relating to attainment and progress, each of which can be used by governors when exploring the school's performance:

Attainment Measures

Threshold data

Threshold data answers the question 'What proportion of pupils have reached a particular standard?'

Threshold reports at Key Stage 4 may analyse attainment of GCSEs only; or all qualifications; or by English Baccalaureate subject area.

The following reports display threshold data for pupil groups within the school, highlighting where its data is statistically significantly different from the national average. This enables governors to ask questions about differences in the performance of pupil groups both within the school and compared with national levels of performance.

Key Stage 4

- * Percentage of candidates achieving 5 or more A*-C (including English and mathematics) at GCSE and equivalent
- * English Baccalaureate subject areas thresholds by pupil groups
- * Attainment, summary of full GCSE results for all pupils, 2013
- * Attainment, grade distributions by time of entry

It is important to note that, at Key Stage 4, the percentage of pupils attaining 5+A*-C including English and mathematics qualifications is an indicator used in the floor standards.

Average Point Score (APS)

This is most useful when asking the question 'What is the overall attainment of all pupils?'

The following report enables governors to compare pupils' average point scores across their best eight GCSE or equivalent qualifications with national averages over the past three years.

Key Stage 4

- * Attainment, average capped point score, best 8 subjects

Progress Indicators

Expected/more than expected progress

Expected/more than expected progress data helps to answer questions such as 'What proportion of pupils have made the expected level (or more) of progress from Key Stage 2 to Key Stage 4 in English and mathematics?'

These reports allow governors to explore progress data for the school by pupil group and to see if there is any difference in the amount of progress made by various ability groups within the school. The expected progress summary report highlights where the school's data is statistically significantly different from the national average.

Expected progress data in English and mathematics is an indicator used in the Key Stage 4 floor standard.

Key Stage 4

- * Key Stage 2 to Key Stage 4 performance – percentage making expected progress, school and national
- * Expected Progress in English Key Stage 2 to Key Stage 4, sublevel variation
- * Expected Progress in mathematics Key Stage 2 to Key Stage 4, sublevel variation

The reports below are similar to those above, but show the performance of pupils who are eligible for free school meals (FSM), and children looked after (CLA) alongside that of non-FSM/CLA pupils both within the school and nationally.

* Expected Progress in English Key Stage 2 to Key Stage 4 for FSM/CLA pupils, sublevel variation

* Expected Progress in mathematics Key Stage 2 to Key Stage 4 for FSM/CLA pupils, sublevel variation

Value Added (VA)

VA is most useful when asking the question 'How does the overall progress of pupils compare with progress for pupils with similar prior attainment nationally?'

Key Stage 2–4 VA is a relative measure of progress between Key Stage 2 and Key Stage 4. It measures the amount of progress each pupil has made from their Key Stage 2 starting point. It then compares their progress with all other pupils nationally of similar prior attainment to produce a 'score'. Pupil scores are aggregated to school level, where they are centred around 1000.

(For more information on how VA is calculated please see the RAISEonline library)

The following reports allow governors to explore VA progress by subject and pupil group alongside national data. Governors are also able to explore progress by individuals when viewing the VA scatter-plot.

Key Stage 4

* Key Stage 2 to Key Stage 4 value added summary report

* Key Stage 2 to Key Stage 4 value added analysis by pupil (FSM/CLA)

Closing the Gaps

The following reports enable governors to compare the level of their FSM and CLA performance to the national level of non-FSM/CLA performance for all indicators.

* Closing the Gaps for free school meals and children looked after pupil groups

* Closing the Gaps trend – free school meals and children looked after



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.

	2011	2012	2013	20th percentile	40th percentile	60th percentile	80th percentile
Number on roll							
School	739	730	732				
National	986	990	978	17	652	864	1,060
							1,307
							2,543
% girls							
School	47.2	47.0	49.0				
National	49.6	49.6	49.6	0.0	45.8	48.3	49.7
							51.3
							100.0
% of pupils known to be eligible for free school meals (FSM)*							
School	12.3	24.5	28.0				
National	15.9	26.7	28.2	0.8	13.8	21.0	29.8
							43.8
							97.0
% of pupils from minority ethnic groups							
School	2.4	2.2	2.7				
National	22.4	23.5	24.5	0.0	4.8	8.5	16.3
							41.5
							100.0
% of pupils first language not / believed not to be English							
School	0.4	0.1	0.5				
National	12.3	13.0	13.6	0.0	1.5	3.3	7.3
							21.4
							98.7
% of pupils supported at school action							
School	14.7	14.4	14.8				
National	12.8	12.1	11.2	0.0	6.7	9.4	12.0
							15.9
							58.8
% of pupils supported by school action plus or with a statement of SEN							
School	9.9	11.5	10.5				
National	8.5	8.1	7.7	0.0	4.4	6.2	8.3
							11.4
							100.0
% stability							
School	94.0	93.8	92.6				
National	92.3	92.3	92.4	48.5	88.7	91.9	94.0
							96.0
							100.0
School deprivation indicator							
School	0.20	0.20	0.20				
National	0.21	0.21	0.22	0.04	0.11	0.16	0.22
							0.33
							0.64

The categorisation of pupils eligible for FSM changed in 2012, see important page for details.



Absence and exclusions

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

Table 2.1.1

Absence indicators are based on 2 terms of data (autumn and spring) for mainstream schools and 2.5 terms of data (autumn, spring and summer first half-term) in special schools. Exclusions indicators are based on 3 terms of data. From 2012, only persistent absentee data - absent for 15% or more sessions is published.

	2011			2012			2013		
	School	National average for secondary schools	Median trendline for school's FSM level	School	National average for secondary schools	Median trendline for school's FSM* level	School	National average for secondary schools	Median trendline for school's FSM* level
Absence									
% Persistent absentees- absent for 15% or more sessions	9.7	9.6	8.7	8.2	6.9	6.7	10.3	6.6	6.9
% Persistent absentees- absent for 20% or more sessions	3.9	4.8	4.1	-	-	-	-	-	-
% of sessions missed due to Overall Absence	6.46	6.55	6.17	6.1	5.7	5.7	7.4	5.9	6.1
Exclusions									
Permanent exclusions as a percentage of the pupil group	0.00	0.14	-	0.00	0.14	-	-	-	-
% enrolments with 1 or more fixed term exclusions	1.36	4.68	-	1.10	4.34	-	-	-	-
Fixed term exclusions as a percentage of the pupil group	1.91	8.55	-	1.80	7.98	-	-	-	-

From 2012, '% of sessions missed due to overall absence' is displayed to one decimal place, to align the presentation of absence measures.



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 2012/13. This has been broken down by year group. The tables also show the national picture for maintained mainstream schools. From 2011, teacher assessments have been included which will align with the methodology used for 2011 value added and expected progress. When interpreting the tables the level of coverage should be taken into account.

Average fine points score at KS2

NC Year starting Sept 2012	School	National	Difference	Sig	% Coverage
Year 11	27.3	27.9	-0.6		97.9
Year 10	27.1	27.8	-0.7	Sig-	100.0
Year 9	26.4	27.6	-1.2	Sig-	100.0
Year 8	25.9	27.5	-1.6	Sig-	99.3
Year 7	26.9	28.4	-1.5	Sig-	97.8

% by Prior Attainment Band

	School			National		
	Low	Middle	High	Low	Middle	High
Year 11	20.4	54.0	25.5	14.7	52.5	32.8
Year 10	21.4	56.5	22.1	15.0	52.5	32.5
Year 9	22.7	58.0	19.3	16.5	49.0	34.5
Year 8	25.5	55.7	18.8	17.7	51.6	30.7
Year 7	22.2	48.1	29.6	13.8	48.0	38.2

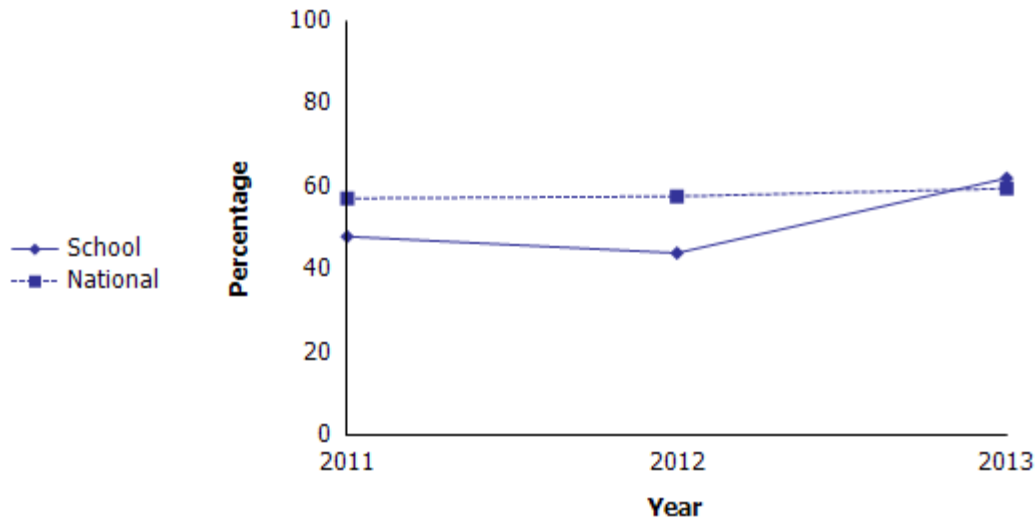


Attainment at Key Stage 4

Chart 4.1.1 and Table 4.1.2: Percentage of candidates achieving 5 or more A* to C (including English and mathematics) at GCSE and Equivalent (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) at GCSE and equivalent



% achieving 5 or more A* to C (inc English and Maths)	2011	2012	2013	
Cohort	157	140	140	
School	48	44	62	↑
National	57	58	60	
Difference	-9	-14	2	
Significance	Sig-	Sig-		

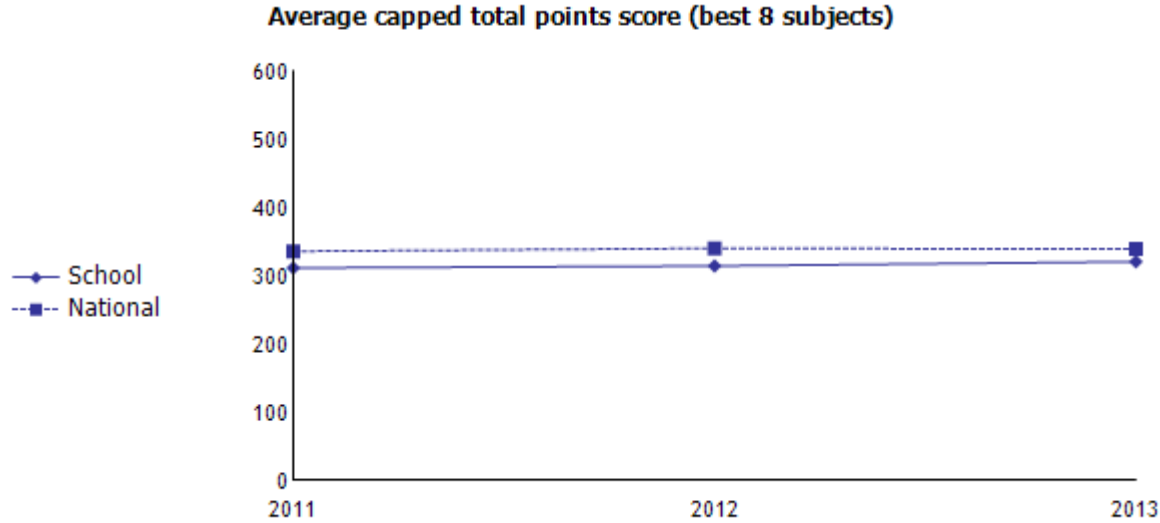
For an explanation of why APS may vary between reports, please see FAQ.



Attainment at Key Stage 4

Chart 4.1.3 and Table 4.1.4: Attainment, Average Capped Point Score, Best 8 Subjects at GCSE and Equivalent (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)	2011	2012	2013
Cohort	157	140	140
School	310.8	313.7	320.0
National	335.1	339.5	338.3
Difference	-24.3	-25.8	-18.3
Significance	Sig-	Sig-	Sig-

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



Attainment at Key Stage 4

Table 4.1.11: Attainment, Summary of full GCSE Results for All Pupils - 2013 (KS4.21)

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

Subject		Number of entries	Entry as a percentage of cohort	/\$-\$	/\$-&	/\$-*	/DLO	Average Point Score
ADDITIONAL SCIENCE	School	108	77.1	0.9	39.8	99.1	0.9	32.4
	National	237,473	41.1	10.8	64.4	99.3	0.7	39.0
ART & DESIGN	School	61	43.6	11.5	54.1	100.0	0.0	36.9
	National	141,049	24.4	20.7	75.7	99.5	0.5	41.8
BIOLOGICAL SCIENCES	School	32	22.9	3.1	90.6	100.0	0.0	41.3
	National	139,924	24.2	40.8	91.2	99.9	0.1	46.8
COMMUNICATION STUDIES	School	4	2.9	25.0	75.0	100.0	0.0	43.0
	National	8,662	1.5	16.4	61.0	98.3	1.7	38.7
CORE SCIENCE	School	106	75.7	0.0	30.2	99.1	0.9	31.3
	National	305,424	52.8	7.3	59.9	99.0	1.0	37.5
D & T: ELECTRONIC PRODUCTS	School	8	5.7	25.0	50.0	100.0	0.0	40.8
	National	8,190	1.4	22.4	64.0	97.6	2.4	39.6
D & T: RESISTANT MATERIALS	School	17	12.1	0.0	41.2	100.0	0.0	33.6
	National	47,374	8.2	11.5	55.2	98.4	1.6	37.2
DRAMA	School	32	22.9	9.4	71.9	100.0	0.0	40.2
	National	61,978	10.7	19.6	71.0	99.4	0.6	41.1
ENGLISH	School	23	16.4	0.0	0.0	100.0	0.0	30.1
	National	140,959	24.4	2.3	37.8	98.7	1.3	33.8
ENGLISH LANGUAGE	School	117	83.6	3.4	81.2	100.0	0.0	40.6
	National	381,302	66.0	21.3	82.1	99.8	0.2	43.0
ENGLISH LITERATURE	School	117	83.6	8.5	84.6	100.0	0.0	41.9
	National	397,516	68.8	21.8	76.7	99.2	0.8	42.3
FRENCH	School	17	12.1	0.0	76.5	100.0	0.0	41.1
	National	144,769	25.0	20.7	67.7	99.6	0.4	41.0
GEOGRAPHY	School	50	35.7	8.0	58.0	100.0	0.0	37.4
	National	180,874	31.3	24.6	67.3	99.1	0.9	40.9



Attainment at Key Stage 4

Subject		Number of entries	Entry as a percentage of cohort	/\$	/\$&	/\$*	/DL0	Average Point Score
HISTORY	School	62	44.3					
	National	214,021	37.0	26.2	67.3	100.0	0.0	34.1
INFORMATION TECHNOLOGY	School	8	5.7	0.0	75.0	100.0	0.0	38.5
	National	52,369	9.1	24.5	71.9	98.3	1.7	41.0
MATHEMATICS	School	140	100.0	13.6	72.9	99.3	0.7	39.8
	National	554,223	95.9	18.8	72.8	98.8	1.2	40.1
MEDIA/FILM/TV	School	66	47.1	7.6	66.7	100.0	0.0	39.6
	National	47,897	8.3	15.9	65.8	98.7	1.3	39.6
MUSIC	School	4	2.9	25.0	100.0	100.0	0.0	44.5
	National	36,343	6.3	27.7	74.2	99.1	0.9	42.3
OTHER DESIGN AND TECHNOLOGY	School	22	15.7	0.0	22.7	100.0	0.0	28.5
	National	31,971	5.5	14.4	57.9	98.2	1.8	37.8
PHYSICAL EDUCATION	School	29	20.7	17.2	72.4	100.0	0.0	39.8
	National	94,956	16.4	18.9	69.6	99.8	0.2	41.1
SOCIAL STUDIES	School	11	7.9	9.1	63.6	100.0	0.0	38.9
	National	41,282	7.1	17.5	64.9	98.4	1.6	39.3
SPANISH	School	30	21.4	3.3	46.7	100.0	0.0	37.0
	National	72,595	12.6	24.9	68.9	99.3	0.7	41.5
Total	School	1,064	-	6.2	59.8	99.7	0.3	37.4

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

Attainment at Key Stage 4

Table 4.1.15: 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 2013	Percentages based upon total number of pupils in cohort									Percentages based upon subject entry								
		English Baccalaureate			English			Mathematics			Science			Languages			Humanities		
		Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National
All Pupils	140	38	10	22	140	68	67	140	73	70	138	31	72	43	53	69	90	50	67
Gender																			
Male	64	16	6	18	64	59	60	64	72	70	63	30	71	17	53	63	41	49	63
Female	76	22	13	27	76	75	75	76	74	71	75	32	74	26	54	74	49	51	71
Free School Meals*																			
FSM	28	2	0	10	28	50	50	28	61	53	26	19	58	3	33	59	11	36	49
Non FSM	112	36	13	27	112	72	73	112	76	77	112	34	76	40	55	71	79	52	71
Children Looked After																			
CLA	1	0	0	3	1	0	28	1	100	29	1	0	43	0	-	45	0	-	36
Not CLA	139	38	10	23	139	68	68	139	73	71	137	31	73	43	53	69	90	50	67
Free School Meals* or Children Looked After																			
CLA or FSM	28	2	0	10	28	50	50	28	61	53	26	19	58	3	33	59	11	36	49
Not CLA or FSM	112	36	13	27	112	72	74	112	76	77	112	34	76	40	55	71	79	52	71
Prior Attainment																			
Low	28	0	0	0	28	7	16	28	7	15	27	0	17	0	-	38	8	0	13
Middle	74	18	3	12	74	76	68	74	85	72	73	29	59	21	33	54	51	35	54
High	35	20	34	52	35	100	96	35	100	98	35	63	92	22	73	84	30	90	90
Non-mobile pupils																			
Pupils on roll throughout years 10 & 11	134	38	10	23	134	69	69	134	73	72	134	32	73	43	53	69	87	52	67
English as a First Language																			
First Language - English	140	38	10	22	140	68	68	140	73	71	138	31	72	43	53	67	90	50	67
First Language - Other	0	-	-	24	-	-	64	-	-	71	-	-	75	-	-	79	-	-	65
First Language - Unclassified	0	-	-	3	-	-	13	-	-	17	-	-	64	-	-	80	-	-	60
Special Educational Needs																			
Non-SEN	101	35	14	27	101	83	77	101	88	79	101	38	75	39	54	71	75	53	71
SEN without a statement	32	0	0	5	32	25	35	32	31	41	30	13	49	1	0	50	11	27	39
School Action	23	0	0	5	23	26	37	23	35	44	21	14	49	1	0	50	8	25	39
School Action Plus	9	0	0	4	9	22	30	9	22	36	9	11	48	0	-	51	3	33	39

Attainment at Key Stage 4

Total number of pupils in 2013	Percentages based upon total number of pupils in cohort									Percentages based upon subject entry									
	English Baccalaureate			English			Mathematics			Science			Languages			Humanities			
	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	
SEN with a statement	7	3	0	2	7	43	12	7	43	16	7	14	50	3	67	55	4	50	41
Ethnicity Group																			
White																			
British	138	37	9	22	138	67	68	138	72	71	136	31	72	42	52	67	89	49	67
Irish	0	-	-	34	-	-	76	-	-	77	-	-	79	-	-	74	-	-	75
Traveller of Irish Heritage	0	-	-	2	-	-	27	-	-	26	-	-	36	-	-	38	-	-	42
Gypsy/Roma	0	-	-	2	-	-	18	-	-	19	-	-	43	-	-	45	-	-	36
Any Other White Background	1	0	0	25	1	100	61	1	100	70	1	0	73	0	-	87	0	-	65
Mixed																			
White and Black Caribbean	0	-	-	16	-	-	66	-	-	64	-	-	65	-	-	62	-	-	61
White and Black African	0	-	-	25	-	-	73	-	-	71	-	-	73	-	-	75	-	-	66
White and Asian	0	-	-	32	-	-	76	-	-	78	-	-	80	-	-	76	-	-	76
Any other Mixed Background	0	-	-	27	-	-	73	-	-	74	-	-	76	-	-	75	-	-	69
Asian or Asian British																			
Indian	1	1	100	38	1	100	80	1	100	85	1	100	84	1	100	80	1	100	78
Pakistani	0	-	-	20	-	-	63	-	-	67	-	-	73	-	-	70	-	-	62
Bangladeshi	0	-	-	24	-	-	71	-	-	74	-	-	75	-	-	71	-	-	65
Any other Asian Background	0	-	-	31	-	-	69	-	-	78	-	-	81	-	-	80	-	-	71
Black or Black British																			
Black Caribbean	0	-	-	14	-	-	65	-	-	63	-	-	61	-	-	58	-	-	54
Black African	0	-	-	23	-	-	69	-	-	71	-	-	73	-	-	71	-	-	64
Any Other Black Background	0	-	-	17	-	-	65	-	-	64	-	-	67	-	-	71	-	-	58
Chinese	0	-	-	46	-	-	79	-	-	93	-	-	90	-	-	91	-	-	85
Any Other Ethnic Group	0	-	-	26	-	-	65	-	-	73	-	-	76	-	-	84	-	-	66
Unclassified - Refused	0	-	-	26	-	-	69	-	-	72	-	-	76	-	-	71	-	-	71
Unclassified - Information Not Obtained	0	-	-	7	-	-	22	-	-	26	-	-	67	-	-	77	-	-	65

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

This report may be switched from English Baccalaureate to Basics using the options menu choices in the interactive system.

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'.



Attainment at Key Stage 4

Chart 4.1.16 and Table 4.1.17: Attainment, grade distributions by time of entry 2013 (KS4.EENT)

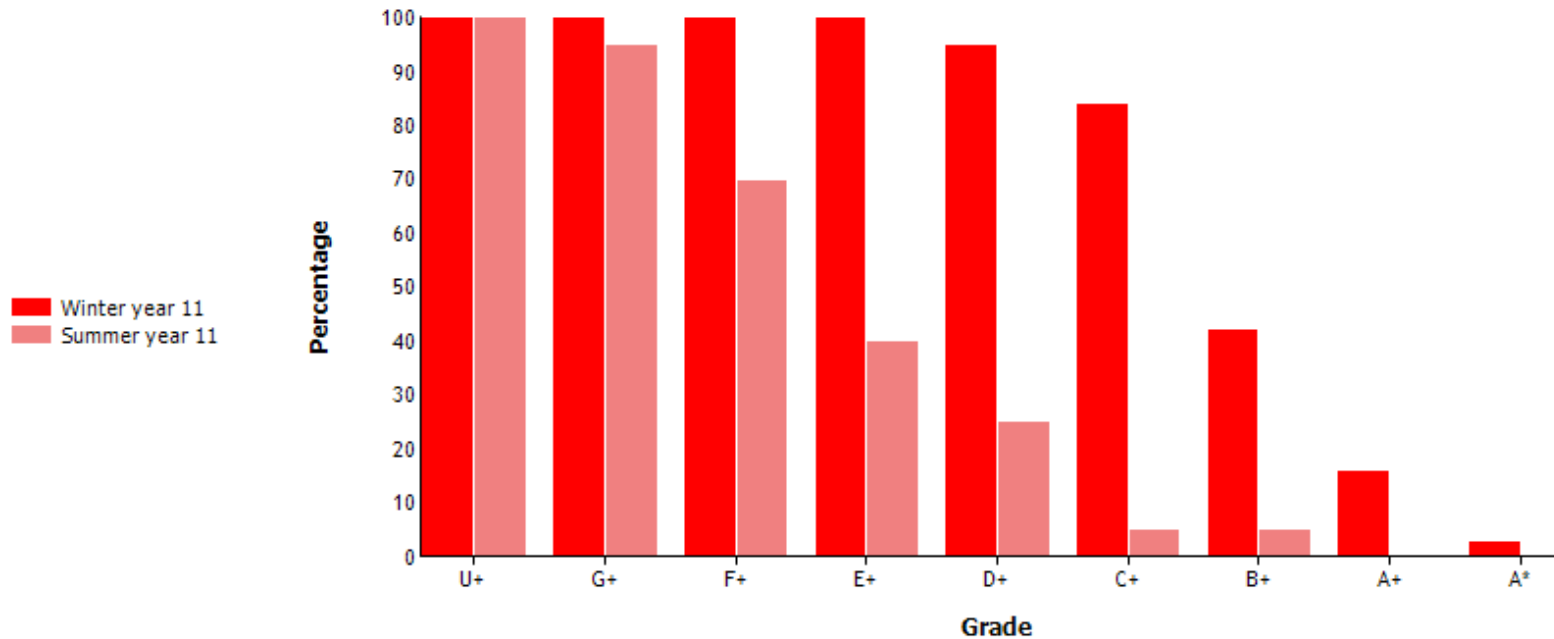
Key Stage 4 mathematics (EBACC)

Cumulative grade distribution

7KLV UHSRUW SURYLGHV DQDO\VLV RI SXSLOV EHVW .H\ 6WDJH 4 PDWKHPDWLFV ((%\$&&) DWWDLQPHQW E\ WKHLU HDUOLHVW SRLQW RI HQWU\, UHJDUGOHVV RI ZKHWKHU WKH\ VXEVTXHQW\ DFKLHYHG D KLJKHU JUDGH. 7KLV LV LQWHQGHG WR VKRZ WKH LPSDFW WKDW HQWHULQJ SXSLOV HDUO\ KDV RQ WKHLU PDWKHPDWLFV DWWDLQPHQW E\ WKH HQG RI .H\ 6WDJH 4.

7KH VFKRRO DQG QDWLRQDO PDWKHPDWLFV ((%\$&&) JUDGH GLVWULEXWLRQ IRU DOO SXSLOV LV VKRZQ IRU FRPSDULVRQ.

Cumulative percentage achieving at least 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 distribution									
			U+	G+	F+	E+	D+	C+	B+	A+	A*	
End of year 10 or earlier	School	140	-	-	-	-	-	-	-	-	-	-
Winter year 11	School	140	120	100	100	100	100	95	84	42	16	3
Summer year 11	School	140	20	100	95	70	40	25	5	5	0	0
Key Stage 4 highest grade, all pupils	School	140	140	100	99	96	91	85	73	36	14	3
	National	578,035	578,035	100	96	92	87	81	70	38	18	6

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 5.1.4: 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						
	Number of pupils in latest year	2011		2012		2013	
		School	National	School	National	School	National
All Pupils	137	977.3	1000.0	980.6	1000.0	983.1	1000.0
Gender							
Boys	64	965.2	992.1	973.9	990.6	978.1	990.9
Girls	73	984.5	1007.1	987.3	1008.9	985.4	1009.0
Free School Meals*							
FSM	27	-	-	969.5	981.9	959.0	983.5
Non FSM	110	-	-	981.8	1005.4	987.6	1005.6
Children Looked After							
CLA	1	853.0	944.5	906.7	951.6	955.9	949.6
Not CLA	136	977.4	999.9	980.4	999.9	982.2	1000.2
Free School Meals* Or Children Looked After							
CLA or FSM	27	-	-	965.3	981.6	959.0	983.2
Not CLA or FSM	110	-	-	983.2	1005.5	987.6	1005.8
Prior Attainment							
Low	28	969.3	997.5	965.8	998.4	965.2	998.6
Middle	74	975.8	999.1	983.7	999.2	989.6	999.2
High	35	982.9	1001.2	984.4	1000.8	979.5	1001.5
Non-mobile pupils							
Pupils on roll throughout years 10 & 11	132	-	-	981.4	1001.1	985.6	1001.1
English as a First Language							
First Language - English	137	975.8	996.3	979.3	996.3	982.0	996.5
First Language - Other	-	-	1030.9	-	1028.7	-	1027.8
Unclassified	-	-	1003.4	-	1002.9	-	996.1
Special Educational Needs							
Non-SEN	99	979.6	1006.6	985.0	1005.6	986.5	1005.1
SEN without a statement	32	-	-	965.4	977.2	965.8	978.5
School Action	23	978.2	991.1	968.4	991.2	958.2	991.4
School Action Plus	9	877.3	944.8	952.9	950.3	985.1	954.2
SEN with a statement	6	1006.4	976.1	927.2	974.5	994.9	975.8
Ethnicity Group							
White							
British	135	976.0	995.4	979.1	995.4	982.2	995.5
Irish	-	1013.3	994.3	-	994.4	-	995.9
Traveller of Irish Heritage	-	-	873.3	-	886.5	-	895.5
Gypsy/Roma	-	-	919.6	990.6	937.2	-	947.4
Any Other White Background	1	922.9	1017.1	-	1021.2	944.7	1022.7
Mixed							
White and Black Caribbean	-	962.2	985.5	-	985.9	-	988.9




Progress Measures Value Added

	Value Added						
	2011		2012		2013		
	Number of pupils in latest year	School	National	School	National	School	National
White and Black African	-	-	1001.8	-	1003.4	-	1002.2
White and Asian	-	-	1006.3	989.0	1006.2	-	1006.8
Any other Mixed Background	-	-	1002.1	-	1003.2	-	1003.6
Asian or Asian British							
Indian	1	-	1032.1	-	1029.8	998.6	1029.0
Pakistani	-	-	1024.2	-	1020.1	-	1018.8
Bangladeshi	-	-	1026.7	-	1025.0	-	1022.8
Any other Asian Background	-	-	1037.3	-	1032.9	-	1031.5
Black or Black British							
Black Caribbean	-	-	1002.7	-	1001.9	-	1000.4
Black African	-	-	1029.8	-	1025.0	-	1023.1
Any Other Black Background	-	-	1010.2	-	1005.5	-	1007.8
Chinese	-	-	1041.8	-	1041.0	-	1042.1
Any Other Ethnic Group	-	-	1030.7	-	1030.5	-	1030.6
Unclassified - Refused	-	-	995.8	-	997.8	-	998.3
Unclassified - Information Not Obtained	-	-	981.6	-	992.5	-	989.2

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

From 2012, the methodology for calculating the pupil group confidence interval changed to take into account the range of scores for all pupils nationally rather than the range of scores in your school. Full details of the methodology used for the Value Added measure can be found in the Library.



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	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		
		sub level	no KS4 result	U	G	F	E	D	C	B	A	A*									
KS2 English attainment	Other or no prior available		0	0	0	0	1	0	2	0	0	0	0	0	0	0	0%	46%	0	0%	20%
	W		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	3%	0	0%	3%
	1		0	0	0	1	0	0	0	0	0	0	0	0	1	1	100%	37%	0	0%	22%
	2		0	0	0	0	3	1	0	0	0	0	0	0	4	4	100%	48%	1	25%	21%
	3	3C		0	0	0	0	1	1	0	0	0	0	0	2	1	50%	35%	0	0%	9%
		3B		0	0	0	1	3	7	1	0	0	0	0	12	8	67%	52%	1	8%	17%
		3A		0	0	0	0	3	7	2	0	0	0	0	12	9	75%	67%	2	17%	28%
	4	4C		0	0	0	0	0	5	15	1	0	0	0	21	16	76%	48%	1	5%	8%
		4B		0	0	0	0	0	9	14	0	0	0	0	23	14	61%	71%	0	0%	22%
		4A		0	0	0	0	1	1	26	8	0	0	0	36	34	94%	87%	8	22%	46%
	5	5C		0	0	0	0	0	0	4	14	1	0	0	19	15	79%	74%	1	5%	33%
		5B		0	0	0	0	0	0	0	4	3	0	0	7	7	100%	92%	3	43%	66%
		5A		0	0	0	0	0	0	0	0	0	0	0	0	0	0%	97%	0	0%	89%
Summary														137	109	80%	69%	17	12%	30%	
														7RWDO & RKRUW	140						

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.



Expected Progress - English

Table 5.2.4: Expected Progress in English Key Stage 2 to Key Stage 4 for FSM/CLA 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 FSM/CLA Pupils	Expected Progress				More than expected progress			
		sub level	no KS4 result	U	G	F	E	D	C	B	A	A*		FSM/CLA pupils Achieving Expected Progress	FSM/CLA pupils % Achieving Expected Progress	School (non-FSM/CLA) % Achieving Expected Progress	National (non-FSM/CLA) % Achieving Expected Progress	FSM/CLA pupils Achieving More Than Expected Progress	FSM/CLA pupils % Achieving More Than Expected Progress	School (non-FSM/CLA) % Achieving More Than Expected Progress	National (non-FSM/CLA) % Achieving More Than Expected Progress
KS2 English attainment	Other or no prior available	0	0	0	0	0	0	0	1	0	0	0	0	0	0%	0%	52%	0	0%	0%	24%
	W	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	3%	0	0%	0%	3%
	1	0	0	0	1	0	0	0	0	0	0	0	1	1	100%	0%	38%	0	0%	0%	24%
	2	0	0	0	0	2	0	0	0	0	0	0	2	2	100%	100%	54%	0	0%	50%	24%
	3	3C	0	0	0	0	1	1	0	0	0	0	2	1	50%	0%	40%	0	0%	0%	10%
		3B	0	0	0	0	0	0	1	0	0	0	1	1	100%	64%	57%	1	100%	0%	19%
		3A	0	0	0	0	2	2	0	0	0	0	4	2	50%	88%	72%	0	0%	25%	31%
	4	4C	0	0	0	0	0	0	3	0	0	0	3	3	100%	72%	52%	0	0%	6%	9%
		4B	0	0	0	0	0	3	2	0	0	0	5	2	40%	67%	74%	0	0%	0%	24%
		4A	0	0	0	0	1	1	2	1	0	0	5	3	60%	100%	89%	1	20%	23%	48%
	5	5C	0	0	0	0	0	0	1	1	0	0	2	1	50%	82%	76%	0	0%	6%	35%
		5B	0	0	0	0	0	0	0	2	0	0	2	2	100%	100%	93%	0	0%	60%	67%
		5A	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	98%	0	0%	0%	90%
	Summary												27	18	67%	83%	74%	2	7%	14%	34%

7RWDO &RKRUW RI)60/&/&\$ SXSLOV	28
---	----

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.



Expected Progress - mathematics

Table 5.3.4: Expected Progress in mathematics Key Stage 2 to Key Stage 4 for FSM/CLA 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 FSM/CLA Pupils	Expected Progress				More than expected progress			
		sub level	no KS4 result	U	G	F	E	D	C	B	A	A*		FSM/CLA pupils Achieving Expected Progress	FSM/CLA pupils % Achieving Expected Progress	School (non-FSM/CLA) % Achieving Expected Progress	National (non-FSM/CLA) % Achieving Expected Progress	FSM/CLA pupils Achieving More Than Expected Progress	FSM/CLA pupils % Achieving More Than Expected Progress	School (non-FSM/CLA) % Achieving More Than Expected Progress	National (non-FSM/CLA) % Achieving More Than Expected Progress
KS2 Mathematics attainment	Other or no prior available	0	0	0	0	0	0	0	1	0	0	0	0	0	0%	0%	63%	0	0%	0%	35%
	W	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	2%	0	0%	0%	2%
	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0%	0%	15%	0	0%	0%	7%
	2	0	0	1	0	0	0	0	0	0	0	0	1	0	0%	0%	20%	0	0%	0%	10%
	3	3C	0	0	0	0	0	0	0	0	0	0	0	0	0%	43%	26%	0	0%	0%	10%
		3B	0	0	0	0	1	2	0	0	0	0	3	2	67%	57%	45%	0	0%	14%	22%
		3A	0	0	0	2	0	0	0	0	0	0	2	0	0%	50%	65%	0	0%	38%	38%
	4	4C	0	0	1	0	0	2	1	1	0	0	5	2	40%	67%	62%	1	20%	10%	9%
		4B	0	0	0	0	0	1	5	0	0	0	6	5	83%	100%	81%	0	0%	33%	23%
		4A	0	0	0	0	0	0	5	0	0	0	5	5	100%	100%	93%	0	0%	60%	47%
	5	5C	0	0	0	0	0	0	0	2	0	0	2	2	100%	82%	73%	0	0%	32%	33%
		5B	0	0	0	0	0	0	0	0	2	0	2	2	100%	100%	90%	2	100%	67%	61%
		5A	0	0	0	0	0	0	0	0	0	0	0	0	0%	100%	97%	0	0%	100%	86%
	Summary												27	18	67%	79%	76%	3	11%	33%	37%

7RWDO &RKRUW RI)60/&/&S SXSLOV	28
--	----

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.



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)

7KH WDEOH LQGLFDWHV WKH SURSRUWLRQ RI SXSLOV PDNLQJ H[SHFWHG SURJUHVV EHWZHHQ .62 DQG .64.
6WDWLVLWLFDQ VLJQLILFDQFH WHVWV KDYH EHHQ SHUIRUPHG RQ WKH GDWD.

	English				Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig
All Pupils	137	80	69	Sig+	137	77	70	
Gender								
Male	64	75	63	Sig+	64	73	68	
Female	73	84	76		73	79	72	
Free School Meals*								
FSM	27	67	56		27	67	54	
Non FSM	110	83	74	Sig+	110	79	76	
Children Looked After								
CLA	1	0	36	-	1	100	32	-
Not CLA	136	80	70	Sig+	136	76	70	
Free School Meals* Or Children Looked After								
CLA or FSM	27	67	56		27	67	54	
Not CLA or FSM	110	83	74	Sig+	110	79	76	
Prior Attainment								
Low	28	68	44	Sig+	28	29	29	
Middle	74	76	68		74	89	72	Sig+
High	35	97	86	-	35	89	87	-
Non-mobile pupils								
Pupils on roll throughout years 10 & 11	132	81	71	Sig+	132	77	71	
English as a First Language								
English or believed to be English	137	80	69	Sig+	137	77	70	
Other than English or believed to be other than English	-	-	77	-	-	-	78	-
Unclassified	-	-	13	-	-	-	16	-
Special Educational Needs								
No Identified SEN	99	83	76		99	88	77	Sig+
SEN without a statement	32	69	50	Sig+	32	44	46	
School Action	23	65	53		23	52	49	
School Action Plus	9	78	44	-	9	22	39	-
SEN with a statement	6	83	26	-	6	67	21	-
Ethnicity Group								
White								
British	135	79	69	Sig+	135	77	69	Sig+
Irish	-	-	76	-	-	-	77	-
Traveller of Irish Heritage	-	-	31	-	-	-	26	-



Expected Progress English, mathematics

	English				Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig
Gypsy/Roma	-	-	28	-	-	-	22	-
Any Other White Background	1	100	75	-	1	0	76	-
Mixed								
White and Black Caribbean	-	-	67	-	-	-	63	-
White and Black African	-	-	75	-	-	-	72	-
White and Asian	-	-	77	-	-	-	77	-
Any other Mixed Background	-	-	75	-	-	-	74	-
Asian or Asian British								
Indian	1	100	83	-	1	100	88	-
Pakistani	-	-	71	-	-	-	71	-
Bangladeshi	-	-	78	-	-	-	79	-
Any other Asian Background	-	-	80	-	-	-	85	-
Black or Black British								
Black Caribbean	-	-	70	-	-	-	67	-
Black African	-	-	80	-	-	-	79	-
Any Other Black Background	-	-	72	-	-	-	69	-
Chinese	-	-	88	-	-	-	94	-
Any Other Ethnic Group	-	-	78	-	-	-	80	-
Unclassified - Refused	-	-	71	-	-	-	73	-
Unclassified - Information Not Obtained	-	-	23	-	-	-	25	-

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.



Closing the Gaps at Key Stage 4

Table 6.1.1: Closing the Gaps - Free School Meals and Children Looked After (KS4.CTG)

This report aims to provide schools with an overview of the attainment and progress of pupils in either group of Children Looked After or Free School Meals in the last 6 years.

School Context

	Year 7	Year 8	Year 9	Year 10	Year 11
Number on roll	138	150	150	154	140
%FSM*	30.4	31.3	30.0	27.9	20.0
Children Looked After	0	0	1	0	1

Please note that the above data was sourced from the schools January 2013 census therefore the year groups displayed above refer to the academic year 2012/13.

Key Stage 2 to Key Stage 4 value added: CLA or FSM*

	Overall				English				Mathematics			
	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score
All Pupils	137	983.1	10.5	1,000.0	137	1,000.1	1.1	1,000.0	137	1,001.1	1.1	1,000.0
Non CLA/FSM	110	987.6	12.7	1,005.8	110	1,000.2	1.4	1,000.6	110	1,001.7	1.3	1,000.6
CLA/FSM	27	959.0	25.6	983.2	27	999.8	2.8	998.5	27	999.2	2.7	998.2

Percentage achieving expected progress, 2013 English and Mathematics: CLA or FSM*

	English				Mathematics			
	School		National		School		National	
	Cohort	Achieving Expected Progress %	Non CLA/FSM	Difference	Cohort	Achieving Expected Progress %	Non CLA/FSM	Difference
All Pupils	137	80	74	6	137	77	76	1
Non CLA/FSM	110	83	74	9	110	79	76	3
CLA/FSM	27	67	74	-7	27	67	76	-9
Within School Gap		-16				-12		



Closing the Gaps at Key Stage 4

Point scores, 2013, English and mathematics by CLA or FSM*

	English (EBACC) average points				Mathematics (EBACC) average points			
	School		National		School		National	
	Cohort	APS	Non CLA/FSM	Difference	Cohort	APS	Non CLA/FSM	Difference
All Pupils	140	38.9	40.5	-1.6	140	39.8	40.9	-1.1
Non CLA/FSM	112	39.6	40.5	-0.9	112	40.8	40.9	-0.1
CLA/FSM	28	36.1	40.5	-4.4	28	35.6	40.9	-5.3
Within School Gap		-3.5				-5.2		

Percentage of pupils achieving 2013 threshold at Key Stage 4 by CLA or FSM*

	English Baccalaureate				Basics indicator				5 A* - C including English and mathematics				5 A* - G including English and mathematics			
	School		National		School		National		School		National		School		National	
	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference	Cohort	%	Non CLA/FSM	Difference
All Pupils	140	10	27	-17	140	65	67	-2	140	62	67	-5	140	99	95	3
Non CLA/FSM	112	13	27	-14	112	70	67	3	112	66	67	-1	112	100	95	5
CLA/FSM	28	0	27	-27	28	46	67	-21	28	46	67	-21	28	93	95	-2
Within School Gap		-13				-24				-20				-7		

7KLV UHSRUW HQDEOHV VFKRROV WR FRPSDUH WKH OHYHO RI WKHLU &/(\$)/60 SXSLOV SHUIRUPDQFH WR WKH QDWLRQDO OHYHO RI QRQ-(&/\$ RU)60)

SHUIRUPDQFH ZLWK WKH LQWHQWLQJ RI HQFRXUDJLQJ VFKRROV WR VHW PRUH DPXWLRXV DFKLHYHPHQW JRDOV IRU WKHLU &/(\$)/60 SXSLOV.

+RZHYHU, WKLV UHSRUW LV DOVR LQWHQGHG WR HQFRXUDJH VFKRROV WR IXUWKHU H[SORUH WKH SHUIRUPDQFH RI WKHLU &/(\$)/60 SXSLOV E\ XVLQJ WKH IXOO

UDQJH RI GDWD DYDLDEOH LQ 5\$,6(RQOLQH).



Closing the Gaps at Key Stage 4

Table 6.1.2: Closing the Gaps Trend - Free School Meals and Children Looked After (KS4.CTGT)

This section displays trend data for indicators linked to floor standards

Percentage of pupils attaining 5 or more A*-C GCSEs (or equivalent) including English and mathematics at Key Stage 4

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	157	48	65	-17	140	44	64	-20	140	62	67	-5
CLA/FSM*	34	27	65	-38	31	26	64	-38	28	46	67	-21
Non CLA/FSM*	123	54	65	-11	109	49	64	-15	112	66	67	-1
Within School Gap		-27				-23				-20		

Percentage of pupils achieving expected progress in English at Key Stage 4

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	153	73	77	-4	137	74	72	2	137	80	74	6
CLA/FSM*	33	58	77	-19	30	60	72	-12	27	67	74	-7
Non CLA/FSM*	120	77	77	0	107	79	72	7	110	83	74	9
Within School Gap		-19				-19				-16		

Percentage of pupils achieving expected progress in mathematics at Key Stage 4

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	154	58	71	-13	137	56	73	-17	137	77	76	1
CLA/FSM*	32	38	71	-33	30	47	73	-26	27	67	76	-9
Non CLA/FSM*	122	64	71	-7	107	59	73	-14	110	79	76	3
Within School Gap		-26				-12				-12		



Closing the Gaps at Key Stage 4

This section displays trend data for average point scores

Point scores English (Ebacc)

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM *	Diff	Cohort	School	National Non CLA/FSM *	Diff	Cohort	School	National Non CLA/FSM *	Diff
All Pupils	-	-	-	-	140	38.6	40.2	-1.6	140	38.9	40.5	-1.6
CLA/FSM*	-	-	-	-	31	34.5	40.2	-5.7	28	36.1	40.5	-4.4
Non CLA/FSM*	-	-	-	-	109	39.8	40.2	-0.4	112	39.6	40.5	-0.9
Within School Gap		-				-5.3				-3.5		

Point scores mathematics (Ebacc)

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM *	Diff	Cohort	School	National Non CLA/FSM *	Diff	Cohort	School	National Non CLA/FSM *	Diff
All Pupils	-	-	-	-	140	35.8	40.6	-4.8	140	39.8	40.9	-1.1
CLA/FSM*	-	-	-	-	31	31.7	40.6	-8.9	28	35.6	40.9	-5.3
Non CLA/FSM*	-	-	-	-	109	37.0	40.6	-3.6	112	40.8	40.9	-0.1
Within School Gap		-				-5.3				-5.2		

7KLV UHSRUW HQDEOHV VFKRROV WR FRPSDUH WKH OHYHO RI WKHLU &/(\$)/60 SXSLOV SHUIRUPDQFH WR WKH QDWLRQDO OHYHO RI QRQ-(&/(\$ RU)60) SHUIRUPDQFH ZLWK WKH LQWHUQWLRQ RI HQFRXUDJLQJ VFKRROV WR VHW PRUH DPPELWLRXV DFKLHYHPHQW JRDOV IRU WKHLU &/(\$)/60 SXSLOV.

+RZHYHU, WKLV UHSRUW LV DOVR LQWHQGHG WR HQFRXUDJH VFKRROV WR IXUWKHU H[SORUH WKH SHUIRUPDQFH RI WKHLU &/(\$)/60 SXSLOV E\ XVLQJ WKH IXOO UDQJH RI GDWD DYDLODEOH LQ 5\$,6(RQOLQH).

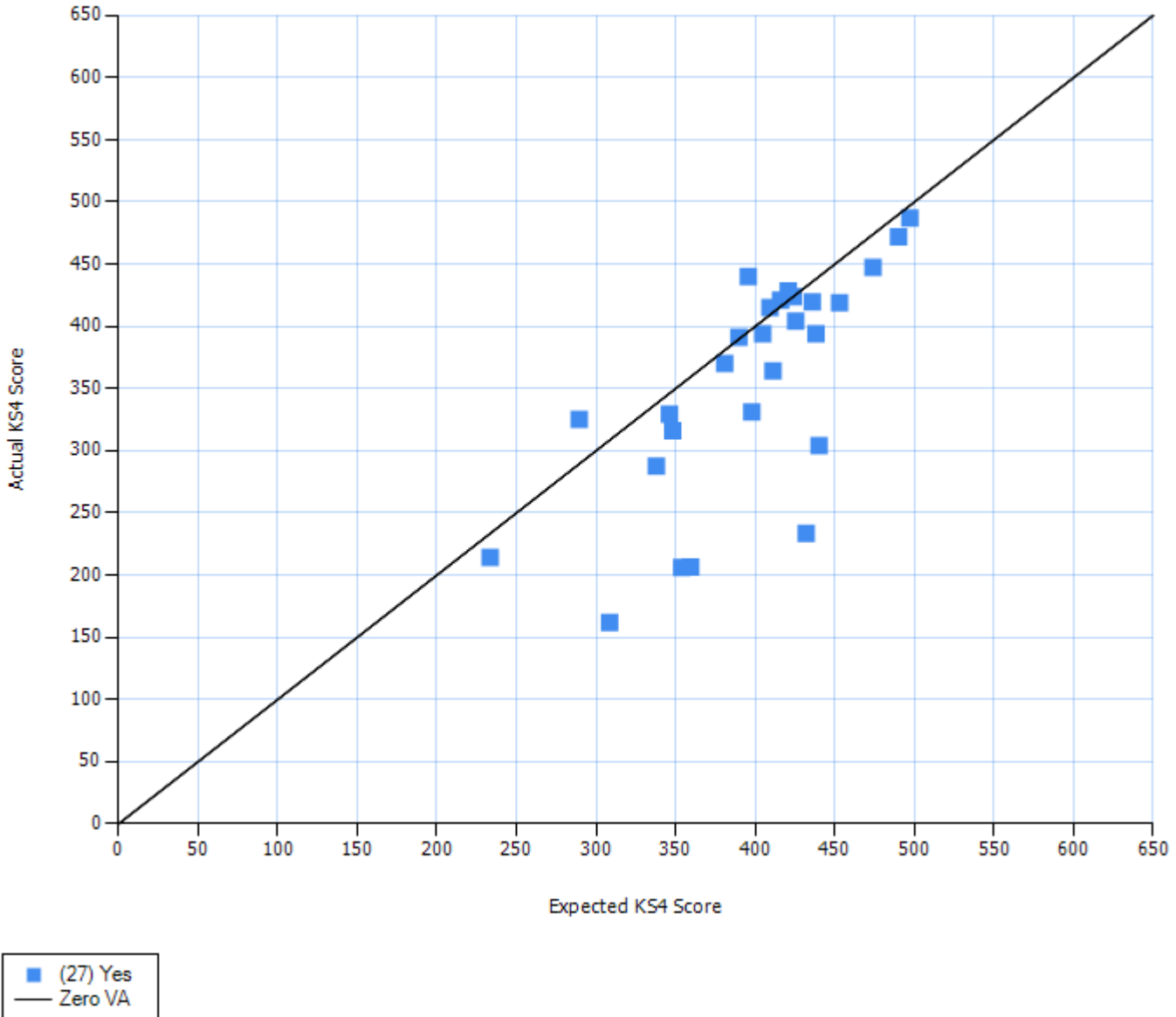


Closing the Gaps at Key Stage 4

Chart 6.1.3: Key Stage 2 to Key Stage 4 value added analysis by pupil (FSM/CLA) (KS24.VASct)

2013 Best 8 including English and mathematics subject area value added line, showing spread of pupils by free school meal*

This report provides schools with a time series displaying performance of pupils eligible for Free School Meals/Children Looked After for key indicators.



Coverage 100%

Filtered on: Looked after ever or FSM='Yes'

The information displayed is based on FSM/CLA but other group variants can be displayed using the interactive report.