



RAISEonline 2015 Summary Report
Northumberland Park Community School

Unique Reference Number (URN)	102155
DfE Number	3094031
Local Authority	Haringey

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

Production date : 26 November 2015

Important

The aim of the summary report is to help you see how effectively a school is performing in terms of the achievement, attendance and behaviour of its pupils. The report is made available to schools to help with their self-evaluation and planning to raise standards, and is used by inspectors, together with the new Inspection Dashboard, to inform their planning for an inspection.

Early entry

New early entry rules for Key Stage 4 qualifications were introduced in 2014 applying only to English Baccalaureate subjects. From 2015, the early entry rule applies across all subjects and means that only a pupil's first entry to a Key Stage 4 qualification counts towards the performance measures published in DfE performance tables and RAISEonline. The rules apply only to the school's results; individual pupils will still be able to use their best result to support applications to further and higher education, or for employment.

Progress 8 measures

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

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

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

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

The destination measures in RAISEonline

The production of destination measures naturally lags behind that of performance measures for the same cohort as it uses data collected more than a year after pupils have completed Key Stage 4. The report now displays the destinations in 2013/14 of the 2012/13 Key Stage 4 cohort. The full published data are at <https://www.gov.uk/government/statistics/provisional-destinations-key-stage-4-and-5-pupils-2013-to-2014>. The destinations report is located between sections 2 and 3 in the summary report.

Other changes for 2015

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

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

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

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

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

Shading

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

Elsewhere in RAISEonline, green and blue shading are used to demonstrate a statistically significant difference between the school data for a particular group and national data for the same group. However, the performance of specific groups should always be compared with the performance of all pupils nationally. Statistical significance does not necessarily correlate with being educationally significant.

Further information and guidance on the shading and the methodology used to calculate other measures presented in RAISEonline can be found at <https://www.raiseonline.org> in the Library section in the folder 'How Ofsted and DfE analyse your data'

Other information

The FAQ section of the library includes a wide range of common questions. Further information is also available within each interactive report at the 'Help?' button near the top right of the screen. We also recommend that you read RAISEonline Latest news regularly to keep up to date.

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

The Key Stage 4 unvalidated reports do not reflect the outcome of amendments requested by schools during the annual performance tables data checking exercise run between 21 September and 5 October 2015. Accepted amendments from the checking exercise will be included in the DfE Key Stage 4 performance tables being published in January 2016 and the subsequent release of validated data in RAISEonline.

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

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

The summary report is divided into the following sections

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Destinations

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Important Information for Governors E 'Secondary

Progress 8 opt-in schools

For schools that have opted in to the Progress 8 performance measures in 2015, the summary report contains all of the charts and tables provided to other schools followed by a separate section on Progress 8 measures that is provided only for opt-in schools. For opt-in schools, the 2015 floor standards based on the Progress 8 measure will come into effect in late January 2016 when the validated 2015 results are published in the performance tables. Until then, a school's 2014 performance is compared with the 2014 floor standards. This information for governors commences with the information provided for all schools. At the end is a separate section containing information about the Progress 8 and Attainment 8 tables and charts.

Effective governance is an intrinsic part of good leadership. An increasingly autonomous school system needs informed governors who know their schools well and hold leaders to account for the achievement, behaviour and safety of all pupils in their school, including the most able and disadvantaged pupils, those for whom the pupil premium provides support.

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

This RAISEonline summary report contains tables and charts that compare school and national figures. The figures allow governors to ask themselves questions that are essential for evaluating pupils' performance. Such questions for each set of tables are shown in the lists below. Examples for progress tables are: Is progress above average? How much is progress rising or falling? In which subjects is progress strong/weak? Governors can then follow up with challenging questions to leaders.

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

- * Why?
- * How might curriculum provision, teaching or leadership and management be linked to it?
- * What are the implications for curriculum, attainment and progress in the context of continuing changes in performance measures and qualifications?
- * How well are curriculum and entry patterns for groups providing them with the breadth of qualifications to enable progression to a range of study and employment opportunities?
- * How do performance/absence/exclusions in all current year groups compare with this?
- * What actions are being taken to address this in all year groups? What is the strategy for improving this? How do improvement plans include and emphasise this? What objectives and targets have been set?
- * How well are all staff involved with improving this?
- * What evidence do you have of the impact of these actions?
- * Which uses of the pupil premium are being effective in raising progress and attainment?

Attainment and progress sections

The tables and charts showing pupils' achievement are in two separate sections: attainment and progress. The four different types of achievement data are:

Attainment

- * threshold data, which show the proportion of pupils that meet a particular standard
- * average attainment of pupils, shown as an average point score (APS) for a qualification, or a capped total point score for the Best 8 qualifications taken by a pupil or a total point score for all qualifications taken by a pupil

Progress between Key Stages 2 and 4

- * expected progress and more than expected progress data, which show the proportions that make the progress expected by the government (such as from Level 4 to grade C), or more, for English and for mathematics
- * value added (VA), which is an aggregate of each pupil's progress in relation to the progress of all pupils nationally with similar prior attainment, shown for the Best 8 qualifications and for each of the English Baccalaureate subject areas: English, mathematics, science, languages and humanities

Expected progress is calculated within each subject, for example, for mathematics it is based on the difference between a pupil's Key Stage 2 and Key Stage 4 attainment in mathematics. Value added for 2015 uses each pupil's average Key Stage 2 score in English and mathematics combined as its baseline for calculating VA in a single subject area, such as mathematics, and overall VA for the Best 8 qualifications. For 2014 and earlier years, it used each pupil's average Key Stage 2 score in English, mathematics and science combined as its baseline.

In many tables, green or blue shading is used where school results are statistically significantly above or below the national figure. The part of the RAISEonline library to which the public has open access contains details of how figures are calculated.

Important changes in 2014 performance measures to take into account

Substantial changes in the 2014 Key Stage 4 performance measures and GCSE examination structure had an impact on the 2014 Key Stage 4 results nationally and for schools, depending upon their pattern of entry. The changes and national impact were summarised in the section headed 'Important' at the front of the 2014 RAISEonline summary report. Governors should take these changes into account when considering 2014 results alongside those of previous years. Direct comparisons between 2013 and 2014 are not possible but comparisons between 2014 and 2015 are possible.

Tables that are particularly useful for governors

Tables that governors might find particularly useful to look at are highlighted by the letter G in the top right corner. Governors may find it most useful to look first at the tables summarising three year trends in progress, including those showing gaps between disadvantaged pupils and others nationally, to show how well the school is performing compared to others whose pupils have similar prior attainment. Governors may then find it useful to look at three year trends in attainment, before moving onto details for groups and the tables showing absence, exclusions and context. This is the order of tables shown in the Inspection dashboard. In contrast, the lists of tables below do not follow this sequence. Instead, they are clustered into types of table and are listed broadly in the order in which they appear in the summary report, to assist in locating them. Descriptions of the tables highlighted with the letter G and their numbers are below.

An overview of key data

These three sets of tables provide a quick overview.

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Basic characteristics of your school (Table 1.1.1)

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

Absence and exclusions (Table 2.1.1)

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

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

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

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

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

Is absence below average? How much is it diminishing?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The four tables show:

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

The key table, showing expected progress from different starting points, contains shading for comparisons of the 2015 progress of disadvantaged pupils with national figures for other pupils. Yellow shows school proportions at or above national figures; red shows proportions lower than national by a margin of three or more pupils.

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

Is there a gap between the disadvantaged pupils and other pupils nationally? If so, how fast is it closing?

How wide are in-school gaps? How quickly are any gaps closing?

Tables providing further detail and data for groups

Other tables marked with a G provide data for groups and further detail. The performance of groups should always be compared with the performance of all pupils nationally, also noting the comparison with the particular group nationally.

Progress

Expected progress from different starting levels, and sublevels, for disadvantaged pupils and others, and for all pupils (Tables 5.2.1 É) "" "(£"

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

Scatterplot 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 scatterplot 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 Bacculaureate 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 Bacculaureate 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.

Progress 8 and Attainment 8

The tables and charts contain two types of performance measure, Progress 8 and Attainment 8.

Attainment 8 is a point score formed from four elements: English, mathematics, three EBacc subjects and three open subjects. Scores for Attainment 8 overall and for each of these elements are shown.

Progress 8 is a type of value added measure that compares a pupil's Attainment 8 score with the average score of other pupils who have the same prior attainment. The national average Progress 8 score of all pupils is zero. A score of +1 represents progress of one grade more than average. A school will be below the floor standard if its Progress 8 score is below -0.5.

The Progress 8 tables are presented before the Attainment 8 tables. Governors may find it useful to look at the tables and charts in the order in which they are presented:

Progress 8 and Attainment 8 summary

Progress 8 tables and bar charts for groups

Attainment 8 tables for groups

Scatterplots for Progress 8 and Attainment 8

The summary provides an overview of Progress 8 overall and for each element, with the corresponding Attainment 8 scores alongside. The horizontal bar charts for group Progress 8 scores show quickly those groups with highest and lowest scores; the highest scoring group is shown at the top. Scatterplots for Progress 8 are followed by corresponding scatterplots for Attainment 8, which help to interpret them.

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

Was Progress 8 above average? By how much of a grade did it differ from average? Was Progress 8 below floor standards? Was Attainment 8 above average?

Was progress in each element above average? In which element was progress strongest/weakest? How did this compare with attainment in the corresponding elements? In which elements was attainment above/below average?

Which groups made the highest/lowest progress? Which groups made above average/below average progress? Did any groups make progress more than half a grade above average or more than half a grade below average?

How well did pupils with low prior attainment in English/in mathematics make progress overall and in each element?

Which groups had the highest/lowest attainment? Which groups had above average/below average attainment?

Did disadvantaged pupils attain as highly as other (non-disadvantaged) pupils nationally (this group is the key national comparator for disadvantaged pupils)?

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

How did progress differ for disadvantaged and other pupils, and for different prior attainment overall, in English or in mathematics?

How well did the highest prior attaining disadvantaged and other pupils make progress and how highly did they attain?

How well did low prior attaining disadvantaged and other pupils make progress and how highly did they attain?

How well did disadvantaged pupils with low prior attainment in English/in mathematics make progress overall, in English and in mathematics and how highly did they attain?

Was progress very low for any pupils?

Context

Table 1.1.1: Basic Characteristics of your school (PriSec2.1)

This shows some key indicators for your school, together with national averages for maintained mainstream Secondary schools. The information is based on the January School Census return. The Quintile graphs display the indicators for the current year only. These figures are divided into five intervals, each containing approximately 20% of schools. The interval boundaries are shown below the line, and your school's position in the distribution is indicated by a shaded box.

	2013	2014	2015	20th percentile	40th percentile	60th percentile	80th percentile
Number on roll							
School	1,018	1,020	1,026	20	595	828	1,040
National	978	957	945	20	595	828	1,040
% girls							
School	44.6	45.0	44.6	0.0	45.7	48.1	49.7
National	49.6	49.7	49.7	0.0	45.7	48.1	49.7
% of pupils known to be eligible for free school meals (FSM)*							
School	68.6	64.5	59.4	0.6	14.7	22.2	31.1
National	28.2	28.5	28.7	0.6	14.7	22.2	31.1
% of pupils from minority ethnic groups							
School	92.3	93.3	94.1	0.0	5.4	9.8	19.2
National	24.5	25.6	26.9	0.0	5.4	9.8	19.2
% of pupils first language not / believed not to be English							
School	72.6	75.6	76.6	0.0	1.8	3.9	8.9
National	13.6	14.4	15.1	0.0	1.8	3.9	8.9
% of pupils with SEN support							
School	-	-	20.5	0.0	6.8	10.3	14.0
National	-	-	12.4	0.0	6.8	10.3	14.0
% of pupils with an SEN statement or EHC plan							
School	-	-	2.6	0.0	0.8	1.3	1.9
National	-	-	1.8	0.0	0.8	1.3	1.9
% stability							
School	85.4	82.0	81.2	17.2	88.3	91.5	93.5
National	92.4	92.1	91.9	17.2	88.3	91.5	93.5
School deprivation indicator							
School	0.59	0.58	0.58	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	211	55.0 / 45.0	61.1	94.8	75.8	27.5	2
8	210	50.5 / 49.5	55.7	92.4	77.6	17.1	2
9	207	59.4 / 40.6	58.0	96.1	77.8	20.3	3
10	200	54.0 / 46.0	58.5	94.0	76.0	34.0	1
11	198	58.1 / 41.9	63.6	92.9	75.8	16.7	1

Context

Table 1.1.3: Ethnic Groups and English as a first language (PriSec2.2)

These data are derived from the categories recorded for your pupils at your school from the School Census. Figures are provided for children of statutory school age or older, since it is not compulsory to record characteristics for pre-school children, figures may not add up to 100% due to rounding.

Ethnic group	School %			National %
	2013	2014	2015	2015
White				
British	7.7	6.7	5.9	70.4
Irish	0.9	0.7	0.5	0.3
Traveller of Irish heritage	0.2	0.2	0.2	0.1
Romany or Gypsy	0.8	1.4	1.2	0.3
any other White background	36.8	40.3	43.1	5.1
Mixed				
White & Black Caribbean	3.3	2.5	2.5	1.4
White & Black African	1.2	1.7	1.9	0.6
White & Asian	0.1	0.1	0.1	1.1
any other mixed background	2.3	2.7	3.5	1.8
Asian or Asian British				
Indian	0.8	0.9	0.7	2.7
Pakistani	0.8	0.9	0.6	4.1
Bangladeshi	1.6	2.3	2.2	1.7
any other Asian background	0.5	0.3	0.2	1.7
Black or Black British				
Caribbean	8.8	7.5	6.8	1.3
African	23.1	22.9	22.3	3.5
any other Black background	0.8	0.6	0.6	0.7
Chinese	0.1	0.1	0.1	0.4
Any other ethnic group	10.3	8.3	7.6	1.6
Parent/pupil preferred not to say	0.0	0.0	0.0	0.5
Ethnicity not known	0.0	0.0	0.0	0.5

First language				
English	27.4	24.4	23.4	82.5
Other	72.6	75.6	76.6	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	-	-	4	0	0	1
Moderate Learning Difficulty	-	-	1	5	5	5
Severe Learning Difficulty	-	-	0	1	1	0
Profound & Multiple Learning Difficulty	-	-	0	0	0	0
Social, Emotional and Mental Health	-	-	13	5	8	5
Speech, Language and Communication Needs	-	-	26	9	11	12
Hearing Impairment	-	-	1	0	0	0
Visual Impairment	-	-	0	0	0	0
Multi-Sensory Impairment	-	-	0	0	0	0
Physical Disability	-	-	1	0	0	0
Autistic Spectrum Disorder	-	-	3	3	3	4
SEN support but no Specialist Assessment of type of need	-	-	0	-	-	0
Other Difficulty/Disability	-	-	0	0	0	0
School total	-	-	210	23	28	27
Percentage of school roll	-	-	20.5	2.3	2.7	2.6



Absence and exclusions

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

Table 2.1.1

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

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

	2013			2014			2015		
	School	National average for secondary schools	Median trendline for school's FSM* level	School	National average for secondary schools	Median trendline for school's FSM* level	School	National average for secondary schools	Median trendline for school's FSM* level
Absence									
% Persistent absentees- absent for 15% or more sessions	6.9	6.6	9.3	5.0	5.8	6.8	5.3	5.6	6.7
% of sessions missed due to Overall Absence	5.1	5.9	7.1	4.7	5.1	5.5	4.6	5.2	5.7
Exclusions									
Permanent exclusions as a percentage of the pupil group	0.20	0.12	-	0.98	0.13	-	-	-	-
% pupils with 1 or more fixed term exclusions	12.22	3.86	-	15.29	3.68	-	-	-	-
% pupils with more than 1 fixed term exclusion	6.21	1.39	-	4.90	1.34	-	-	-	-
Fixed term exclusions as a percentage of the pupil group	24.14	6.87	-	24.12	6.71	-	-	-	-

Absence and exclusions

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

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

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

	% of sessions missed due to Overall Absence		% Persistent absentees - absent for 15% or more sessions	
	School	National average for secondary schools	School	National average for secondary schools
All Pupils	4.6	5.2	5.3	5.6
<hr/>				
Gender				
Male	4.5	5.1	5.1	5.4
Female	4.9	5.3	5.5	5.8
Free School Meals*				
FSM	4.8	7.5	5.3	10.9
Non FSM	4.2	4.3	4.4	3.3
English as a First Language				
English or believed to be English	6.1	5.4	11.0	5.9
Other than English or believed to be other than English	4.2	4.4	3.5	3.7
Unclassified	-	5.4	-	5.6
Special Educational Needs				
No SEN	4.4	4.8	4.3	4.5
SEN support	5.3	7.4	7.7	11.1
SEN with statement or EHC plan	7.9	7.3	15.4	11.0
Ethnic Group				
White				
British	8.5	5.5	19.7	6.0
Irish	10.4	5.8	16.7	6.4
Traveller of Irish Heritage	23.9	17.9	66.7	37.5
Gypsy/Roma	9.4	14.2	14.3	28.8
Any Other White Background	5.0	5.4	4.8	5.4
Mixed				
White and Black Caribbean	9.5	6.4	19.2	8.3
White and Black African	2.8	5.1	0.0	5.6
White and Asian	4.8	5.1	0.0	5.4
Any other Mixed Background	4.2	5.2	5.6	5.4
Asian or Asian British				
Indian	3.2	3.4	0.0	1.9
Pakistani	10.4	4.8	33.3	4.0
Bangladeshi	5.4	4.2	4.3	2.9
Any other Asian Background	3.0	3.5	0.0	2.1

Absence and exclusions

Black or Black British				
Black Caribbean	5.0	4.8	8.0	5.0
Black African	2.7	2.9	0.4	1.7
Any Other Black Background	2.4	4.0	0.0	3.7
Chinese	0.8	2.1	0.0	1.0
Any Other Ethnic Group	2.1	4.3	0.0	3.4
Unclassified - Refused	-	5.3	-	5.9
Unclassified - Information Not Obtained	0.8	6.1	0.0	5.6

Absence and exclusions

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

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

	Fixed term exclusions as a percentage of the pupil group		% pupils with 1 or more fixed term exclusions		% pupils with more than 1 fixed term exclusion		Permanent exclusions as a percentage of the pupil group	
	School	National average for secondary schools	School	National average for secondary schools	School	National average for secondary schools	School	National average for secondary schools
All Pupils	24.12	6.71	15.29	3.68	4.90	1.34	0.98	0.13
Gender								
Male	31.55	9.33	20.14	5.11	6.24	1.88	1.60	0.19
Female	15.03	4.06	9.37	2.24	3.27	0.80	0.22	0.06
Free School Meals*								
FSM	27.81	16.47	17.33	8.34	5.78	3.42	1.37	0.34
Non FSM	17.40	4.14	11.60	2.51	3.31	0.78	0.28	0.06
English as a First Language								
English or believed to be English	44.58	7.07	22.89	3.77	11.24	1.43	1.61	0.13
Other than English or believed to be other than English	17.51	4.62	12.84	3.18	2.85	0.82	0.78	0.09
Unclassified	-	9.81	-	6.14	-	1.60	-	0.25
Special Educational Needs								
No SEN	20.99	3.91	14.41	2.42	3.92	0.71	0.88	0.06
SEN support	32.84	19.36	17.41	9.44	6.97	4.16	1.49	0.45
SEN with statement or EHC plan	50.00	22.31	25.00	10.04	17.86	4.94	0.00	0.27
Ethnic Group								
White								
British	50.00	6.95	26.47	3.62	13.24	1.41	2.94	0.12
Irish	0.00	5.92	0.00	3.43	0.00	1.15	0.00	0.10
Traveller of Irish Heritage	0.00	49.61	0.00	22.20	0.00	10.14	0.00	1.45
Gypsy/Roma	7.14	33.54	7.14	16.15	0.00	7.44	0.00	0.88
Any Other White Background	17.03	5.25	11.92	3.28	2.92	0.98	0.24	0.10
Mixed								
White and Black Caribbean	60.00	13.74	32.00	7.68	16.00	2.91	0.00	0.32
White and Black African	0.00	8.23	0.00	4.95	0.00	1.58	0.00	0.18
White and Asian	0.00	5.68	0.00	3.34	0.00	1.09	0.00	0.14
Any other Mixed Background	21.43	7.30	10.71	4.32	7.14	1.43	0.00	0.16
Asian or Asian British								
Indian	0.00	1.42	0.00	1.12	0.00	0.20	0.00	0.02
Pakistani	11.11	5.19	11.11	3.56	0.00	0.92	0.00	0.08
Bangladeshi	4.35	3.76	4.35	2.73	0.00	0.64	0.00	0.07
Any other Asian Background	0.00	2.43	0.00	1.76	0.00	0.39	0.00	0.06

Absence and exclusions

	Fixed term exclusions as a percentage of the pupil group		% pupils with 1 or more fixed term exclusions		% pupils with more than 1 fixed term exclusion		Permanent exclusions as a percentage of the pupil group	
	School	National average for secondary schools	School	National average for secondary schools	School	National average for secondary schools	School	National average for secondary schools
Black or Black British								
Black Caribbean	62.34	12.20	25.97	7.82	15.58	2.39	2.60	0.41
Black African	25.21	6.36	19.66	4.68	3.85	1.09	1.71	0.15
Any Other Black Background	33.33	8.89	33.33	5.89	0.00	1.71	0.00	0.24
Chinese	0.00	0.70	0.00	0.58	0.00	0.09	0.00	0.02
Any Other Ethnic Group	10.59	5.04	8.24	3.44	2.35	0.89	1.18	0.09
Unclassified - Refused	-	6.83	-	4.03	-	1.40	-	0.16
Unclassified - Information Not Obtained	-	8.11	-	4.65	-	1.62	-	0.24

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

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

KS4 Destinations

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

		Overall percentage going to a sustained education or employment/training destination	
		Sch	Nat
All Pupils	198	91	92
Gender			
Male	107	89	91
Female	91	95	92
Disadvantaged pupils			
Disadvantaged pupils	135	91	85
Other pupils	63	92	94

		Sustained education		Sustained employment and/or training		Sustained education/ employment/ training combination destination	
		Sch	Nat	Sch	Nat	Sch	Nat
All Pupils	198	91	90	0	1	1	1
Gender							
Male	107	89	89	0	1	0	1
Female	91	93	91	0	1	1	1
Disadvantaged pupils							
Disadvantaged pupils	135	91	83	0	1	0	1
Other pupils	63	90	93	0	1	2	1

		Sustained education - breakdown																									
		Mainstream										Specialist provision						Apprenticeships *		Sustained education combination destination		Destination not sustained		Destination not sustained /NEET		Activity not captured	
		Further education college		Independent school		Other further education provider		School sixth form (state funded)		Sixth form college		Specialist post-16 institution		Alternative provision or pupil referral unit		Special school		Apprenticeships *		Sustained education combination destination		Destination not sustained		Destination not sustained /NEET		Activity not captured	
Cohort		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
All Pupils	198	53	34	0	0	11	3	7	38	20	12	0	0	0	0	0	1	1	5	0	0	7	5	2	2	1	1
Gender																											
Male	107	56	36	0	0	8	4	7	36	18	11	0	0	0	0	0	1	0	6	0	0	8	5	2	2	1	2
Female	91	48	32	0	0	14	3	8	41	23	14	0	0	0	0	0	1	1	4	0	0	4	5	1	2	0	1
Disadvantaged pupils																											
Disadvantaged pupils	135	53	40	0	0	12	4	6	26	21	10	0	0	0	0	2	1	4	0	0	7	9	1	4	1	2	
Other pupils	63	52	32	0	0	10	3	10	43	19	13	0	0	0	0	0	1	0	5	0	0	6	4	2	1	0	1

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

All school and national figures are percentages.

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



Prior Attainment

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

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

Average fine points score at KS2

NC Year starting Sept 2014	School	National	Difference	Sig	% Coverage
Year 11	24.6	27.6	-3.0	Sig-	87.9
Year 10	24.5	27.5	-3.0	Sig-	77.0
Year 9	25.5	28.4	-2.9	Sig-	78.3
Year 8	25.9	28.6	-2.7	Sig-	87.6
Year 7	26.3	28.9	-2.6	Sig-	95.3

% by Prior Attainment Band

	School				National		
	Low	Middle	High	% based on TA *	Low	Middle	High
Year 11	33.9	45.4	20.7	46.5	15.9	49.0	35.1
Year 10	34.4	57.8	7.8	N/A	17.3	51.8	30.9
Year 9	29.6	57.4	13.0	N/A	13.4	48.1	38.4
Year 8	26.1	54.3	19.6	N/A	13.5	44.8	41.7
Year 7	25.4	54.7	19.9	N/A	11.2	45.3	43.4

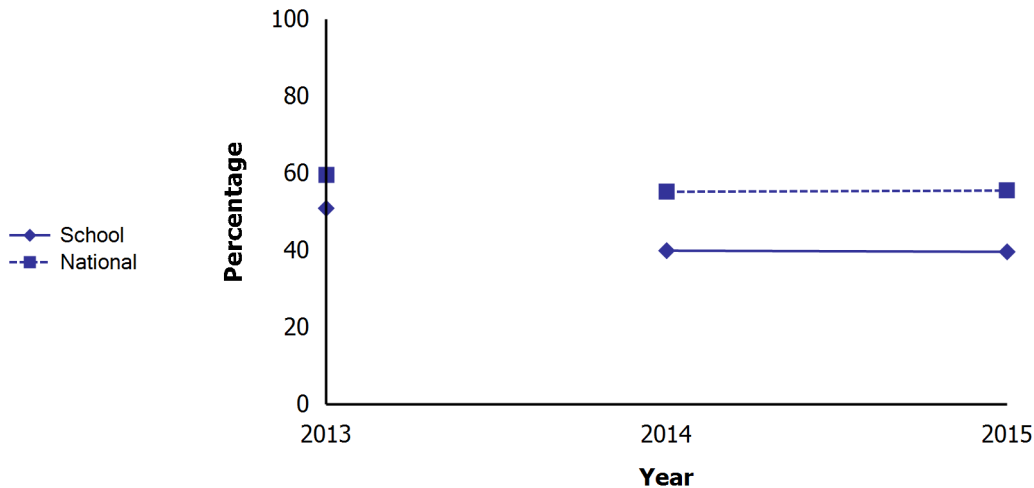
* The percentage of the cohort for whom teacher assessment only is used in the average points score is shown for only Year 11, because the national proportion was high for Key Stage 2 in 2010.

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	198	207	194
School	51	40	40
National	60	55	56
Difference	-9	-15	-16
Significance	Sig-	Sig-	Sig-

*From 2014 only performance tables approved qualifications are counted

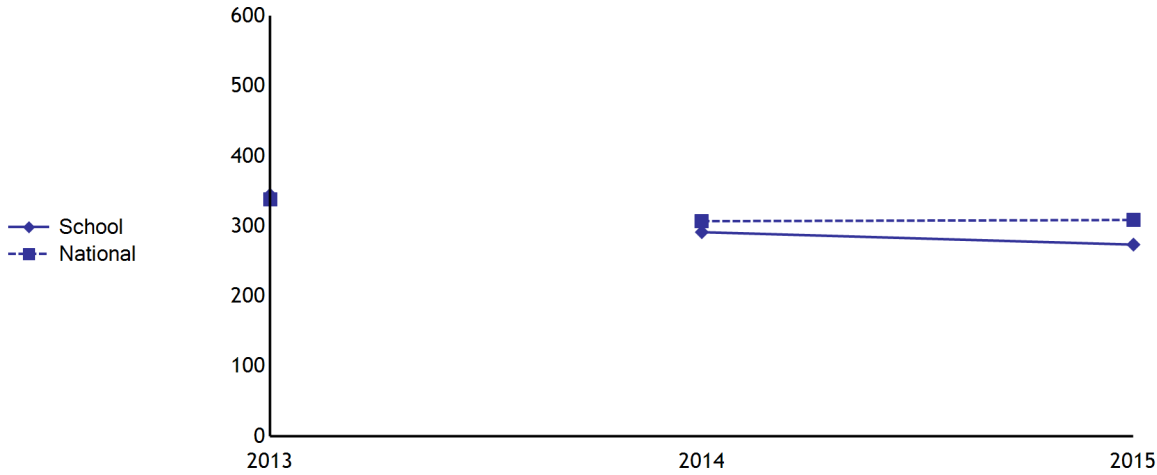


Attainment at Key Stage 4

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

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

Average capped total points score (best 8 subjects)



	GCSE and Equivalent	Performance tables approved Quals	
	2013	2014 *	2015
Average capped total points score (best 8 subjects)			
Cohort	198	207	194
School	344.5	291.2	273.4
National	338.3	306.9	308.6
Difference	6.2	-15.7	-35.2
Significance		Sig-	Sig-

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

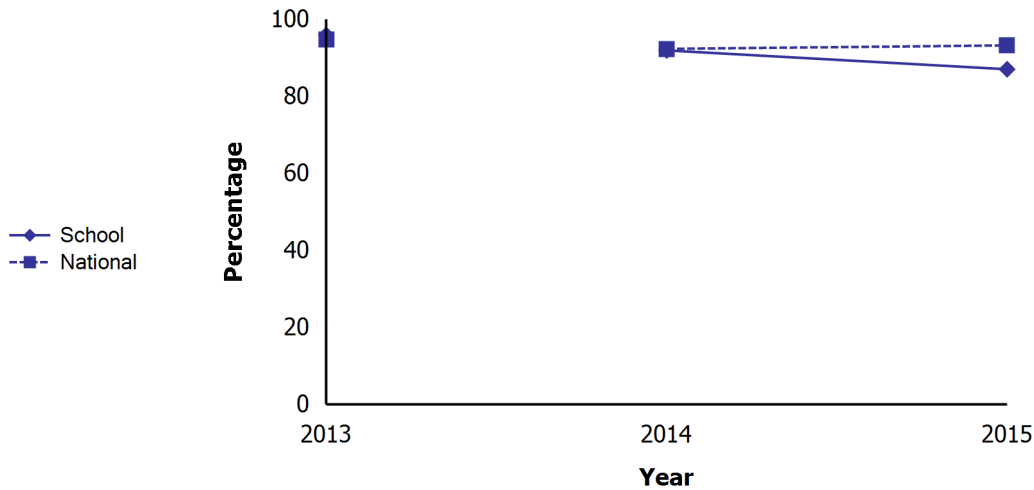
*From 2014 only performance tables approved qualifications are counted

Attainment at Key Stage 4

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

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

Percentage of pupils achieving 5 or more A* to G



% achieving 5 or more A* to G	2013	2014 *	2015
Cohort	198	207	194
School	96	92	87
National	95	92	93
Difference	1	0	-6
Significance			Sig-

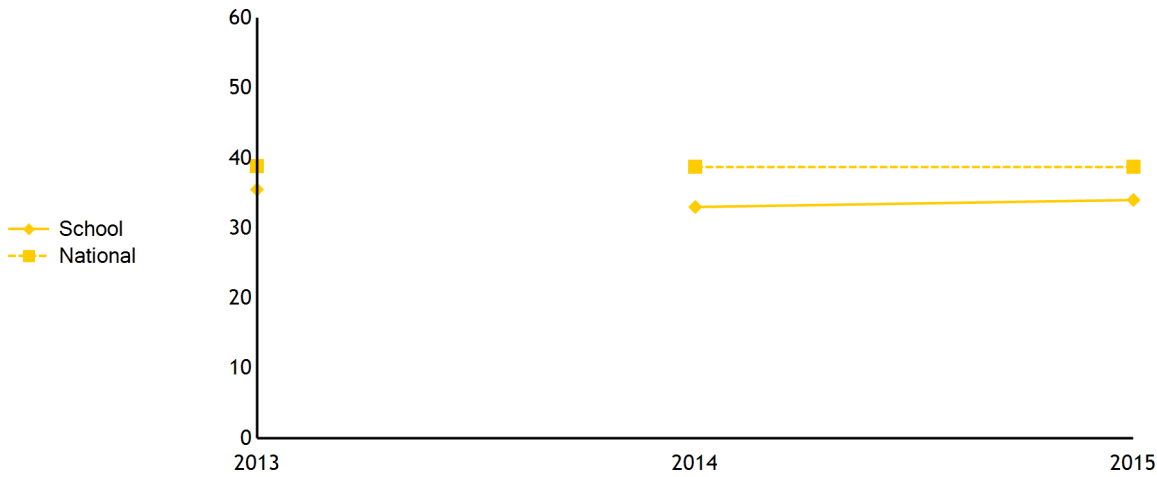
*From 2014 only performance tables approved qualifications are counted

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	198	207	194
School	35.5	33.0	34.0
National	38.8	38.7	38.7
Difference	-3.3	-5.7	-4.7
Significance	Sig-	Sig-	Sig-

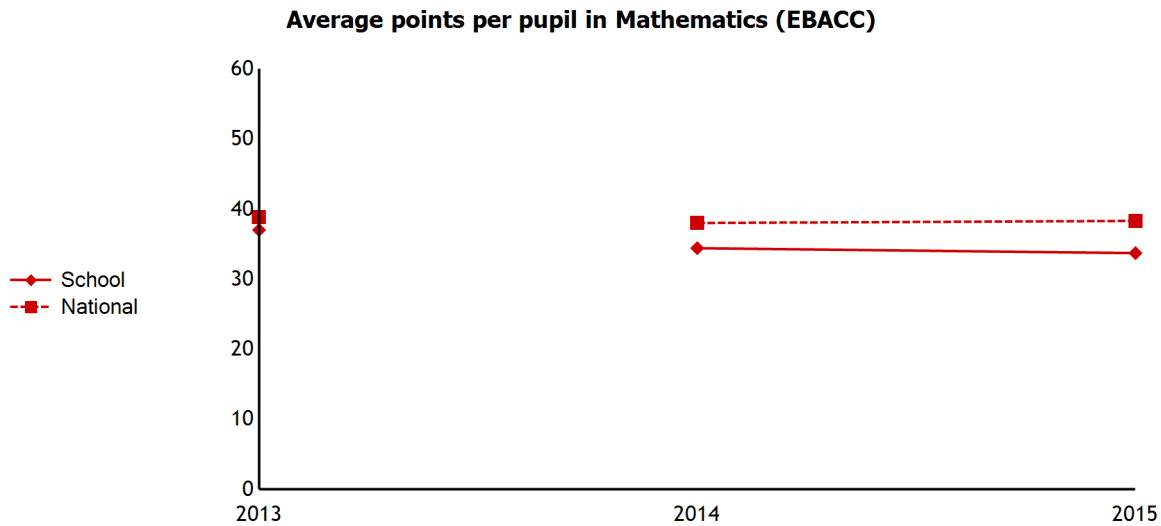
For an explanation of why APS may vary between reports, please see FAQ.

*From 2014 only performance tables approved qualifications are counted

Attainment at Key Stage 4

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

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



Average points per pupil in Mathematics (EBACC)	GCSE and Equivalent	Performance tables approved Quals	
	2013	2014 *	2015
Cohort	198	207	194
School	37.0	34.4	33.7
National	38.8	38.0	38.3
Difference	-1.8	-3.6	-4.6
Significance	Sig-	Sig-	Sig-

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

*From 2014 only performance tables approved qualifications are counted

Attainment at Key Stage 4

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

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

Cluster	Subject	Qualification	Level		Number of entries	Entry as a % of cohort	Cumulative distribution				Average point score
							% achieving 49 points or above	% achieving 37 points or above	% achieving 8 points or above	% achieving 0 points	
Art & design											
Art & design											
	GCSE	1/2	School		45	23.2	17.8	62.2	97.8	2.2	38.4
			National		139981	25.0	20.0	74.6	99.5	0.5	41.5
Business & finance											
Business studies											
	Other	1/2	School		18	9.3	16.7	77.8	100.0	0.0	39.5
			National		30423	5.4	11.7	72.5	96.2	3.8	38.0
Care & services											
Health & social care											
	GCSE	1/2	School		18	9.3	0.0	27.8	94.4	5.6	29.8
			National		19431	3.5	11.3	55.8	97.5	2.5	36.7
Design & technology											
Resistant materials											
	GCSE	1/2	School		20	10.3	5.0	35.0	100.0	0.0	33.1
			National		46070	8.2	10.5	53.0	98.0	2.0	36.6
Textiles technology											
	GCSE	1/2	School		9	4.6	0.0	22.2	100.0	0.0	32.7
			National		23376	4.2	25.4	70.9	99.2	0.8	41.7
English											
English language											
	L1/L2 cert	1/2	School		182	93.8	7.1	56.0	98.9	1.1	37.0
			National		192966	34.5	11.6	64.6	98.2	1.8	39.1
English literature											
	GCSE	1/2	School		178	91.8	11.2	60.1	98.3	1.7	37.6
			National		389868	69.7	20.8	74.8	99.1	0.9	41.8
Humanities											
Geography											
	GCSE	1/2	School		24	12.4	16.7	75.0	100.0	0.0	41.8
			National		193755	34.7	24.4	67.1	99.1	0.9	40.8
History											
	GCSE	1/2	School		25	12.9	20.0	72.0	96.0	4.0	41.3
			National		213109	38.1	26.6	67.3	98.0	2.0	40.6
Religious studies											
	GCSE	1/2	School		154	79.4	21.4	63.6	99.4	0.6	40.0
			National		252221	45.1	27.6	70.7	98.2	1.8	41.4

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	

ICT

Information technology											
GCSE	1/2	School	32	16.5	12.5	90.6	100.0	0.0	43.0		
			National	92429	16.5	19.5	69.0	98.0	2.0	40.0	
Other	2	School	38	19.6	0.0	100.0	100.0	0.0	40.0		
			National	37812	6.8	2.7	100.0	100.0	0.0	40.5	

Languages

Arabic											
GCSE	1/2	School	1	0.5	0.0	100.0	100.0	0.0	40.0		
			National	2014	0.4	58.6	82.0	96.8	3.2	46.7	
Chinese											
GCSE	1/2	School	1	0.5	100.0	100.0	100.0	0.0	58.0		
			National	1866	0.3	67.6	93.8	99.9	0.1	51.3	
French											
GCSE	1/2	School	19	9.8	10.5	73.7	100.0	0.0	40.6		
			National	139751	25.0	20.8	68.1	99.7	0.3	41.2	
Italian											
GCSE	1/2	School	1	0.5	100.0	100.0	100.0	0.0	52.0		
			National	3272	0.6	54.3	86.2	99.8	0.2	48.3	
Other modern languages											
AS	3	School	14	7.2	85.7	100.0	100.0	0.0	58.4		
			National	687	0.1	87.2	99.4	99.4	0.6	59.9	
GCSE	1/2	School	46	23.7	41.3	82.6	100.0	0.0	45.7		
			National	8110	1.5	56.0	87.7	99.7	0.3	48.2	
Polish											
GCSE	1/2	School	5	2.6	60.0	100.0	100.0	0.0	48.4		
			National	3438	0.6	71.8	94.5	99.8	0.2	50.8	
Spanish											
GCSE	1/2	School	15	7.7	40.0	80.0	100.0	0.0	44.0		
			National	77708	13.9	25.7	70.2	99.5	0.5	42.0	

Mathematics & statistics

Mathematics											
GCSE	1/2	School	179	92.3	8.9	50.3	88.3	11.7	33.5		
			National	527481	94.4	19.1	70.5	96.7	3.3	39.8	
Other	2	School	10	5.2	100.0	100.0	100.0	0.0	55.0		
			National	427	0.1	97.7	100.0	100.0	0.0	56.3	

Media

Media studies											
GCSE	1/2	School	31	16.0	38.7	83.9	100.0	0.0	45.4		
			National	57150	10.2	15.5	64.6	98.4	1.6	39.2	

Attainment at Key Stage 4

Cluster	Subject	Qualification	Level		Number of entries	Entry as a % of cohort	Cumulative distribution				Average point score
							% achieving 49 points or above	% achieving 37 points or above	% achieving 8 points or above	% achieving 0 points	
	Other		1/2	School	39	20.1	0.0	2.6	35.9	64.1	9.6
				National	8892	1.6	8.9	61.7	93.5	6.5	35.8

Performing arts

Drama/performing arts											
	GCSE		1/2	School	31	16.0	19.4	64.5	100.0	0.0	40.4
				National	71707	12.8	19.7	70.0	99.3	0.7	41.0

Physical education & sport

Physical education											
	GCSE		1/2	School	39	20.1	2.6	35.9	94.9	5.1	30.9
				National	104355	18.7	18.4	68.8	99.7	0.3	40.8
Sport studies											
	Other		1/2	School	15	7.7	0.0	20.0	100.0	0.0	28.0
				National	49434	8.8	9.2	71.8	97.0	3.0	37.7

Science

Additional science											
	GCSE		1/2	School	29	14.9	6.9	93.1	100.0	0.0	42.5
				National	294299	52.6	10.8	63.9	99.5	0.5	39.1
Applied science											
	Other		1/2	School	79	40.7	0.0	57.0	100.0	0.0	34.0
				National	59159	10.6	1.9	75.8	96.7	3.3	37.0
Biology											
	GCSE		1/2	School	44	22.7	27.3	88.6	100.0	0.0	44.5
				National	116490	20.8	41.2	91.3	99.8	0.2	46.8
Chemistry											
	GCSE		1/2	School	44	22.7	20.5	84.1	100.0	0.0	43.3
				National	114549	20.5	41.7	91.1	99.9	0.1	47.0
Core science											
	GCSE		1/2	School	57	29.4	0.0	52.6	94.7	5.3	34.6
				National	351728	62.9	8.4	59.3	99.0	1.0	37.8
Physics											
	GCSE		1/2	School	40	20.6	37.5	100.0	100.0	0.0	47.8
				National	114681	20.5	42.0	91.9	100.0	0.0	47.1

Social studies

Sociology											
	GCSE		1/2	School	38	19.6	21.1	50.0	97.4	2.6	38.2
				National	21075	3.8	17.1	65.6	98.7	1.3	39.7

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



Attainment at Key Stage 4

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

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

Attainment at Key Stage 4

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

Cluster	Subject family	Entries	School average	Average in all other subjects	School difference	National difference	Relative performance indicator
Art & design							
	Art & design	45	38.4	37.4	1.0	2.3	-1.3
Business & finance							
	Business studies	18	39.5	34.2	5.3	-0.9	6.2
Care & services							
	Health & social care	18	29.8	31.0	-1.2	2.8	-4.0
Design & technology							
	Resistant materials	20	33.1	37.5	-4.4	0.0	-4.4
	Textiles technology	9	32.7	44.0	-11.3	1.4	-12.7
English							
	English language	182	37.0	37.0	0.0	1.3	-1.3
	English literature	178	37.6	37.5	0.1	0.4	-0.3
Humanities							
	Geography	24	41.8	46.3	-4.5	-1.5	-3.0
	History	25	41.3	45.4	-4.2	-2.0	-2.2
	Religious studies	154	40.0	39.5	0.5	0.2	0.3
ICT							
	Information technology	70	41.4	35.3	6.1	0.1	6.0
Languages							
	Arabic	1	40.0	36.6	3.4	6.0	-2.6
	Chinese	1	58.0	40.8	17.3	5.3	11.9
	French	19	40.6	40.7	-0.1	-3.2	3.2
	Italian	1	52.0	48.3	3.8	4.6	-0.9
	Other modern languages	60	48.7	32.9	15.8	8.6	7.2
	Polish	5	48.4	32.3	16.1	15.5	0.6
	Spanish	15	44.0	45.2	-1.2	-2.2	1.0
Mathematics & statistics							
	Mathematics	189	34.6	36.8	-2.2	0.2	-2.4
Media							
	Media studies	70	25.8	34.3	-8.5	0.8	-9.3
Performing arts							
	Drama/performing arts	31	40.4	37.0	3.4	1.1	2.3
Physical education & sport							
	Physical education	39	30.9	34.2	-3.3	0.8	-4.2
	Sport studies	15	28.0	27.2	0.8	1.8	-1.1
Science							
	Additional science	29	42.5	42.0	0.5	-0.8	1.2

Attainment at Key Stage 4

Applied science	79	34.0	31.1	2.9	6.4	-3.5
Biology	44	44.5	46.1	-1.6	0.1	-1.7
Chemistry	44	43.3	46.3	-3.0	-0.1	-2.9
Core science	57	34.6	38.2	-3.5	-0.5	-3.0
Physics	40	47.8	46.5	1.3	0.1	1.2
Social studies						
Sociology	38	38.2	42.4	-4.3	-1.0	-3.3

Attainment at Key Stage 4

Table 4.1.13: Summary of Key Stage 4 Non Performance Tables Approved Qualification results for 2015 (KS4.NPTAQ)

This report lists the outcomes of the non performance tables approved qualifications with the number of pupils entered and their outcomes. These results are not included in any other school analyses.

School Cohort: 194

Qualification	Subject	Entries	Entry % of cohort	A*	A	B	C	D	E	F	G	U	No Result
GCSE Short Course	Art & design	5	3%	0	0	0	0	0	1	3	1	0	0
	Soc sci:citizenshp	6	3%	0	0	0	0	2	1	1	0	2	0

Qualification	Subject	Entries	Entry % of cohort	Pass	Fail	U	Q	No Result
BTEC Award Level 2	Fire prevention	5	3%	5	0	0	0	0
Other General Qualification at Level 1	Numeracy	41	21%	8	0	33	0	0
Other General Qualification at Level 2	Numeracy	113	58%	45	0	68	0	0
VRQ Level 1	Catering studies	7	4%	7	0	0	0	0
	Self development	10	5%	10	0	0	0	0

Qualification	Subject	Entries	Entry % of cohort	Entry 3 Pass	Entry 2 Pass	Entry 1 Pass	U	No Result
ELQ Band C	ESOL	2	1%	0	1	1	0	0
	Religious studies	28	14%	24	4	0	0	0
	Sci: single award	6	3%	0	6	0	0	0

Qualification	Subject	Entries	Entry % of cohort	Pass	U	Q	No Result
Functional Skill at Level 1	Computer use	93	48%	34	59	0	0

Qualification	Subject	Entries	Entry % of cohort	Pass	U	No Result
Functional Skill at Level 2	Computer use	66	34%	13	53	0



Attainment at Key Stage 4

Qualification	Subject	Entries	Entry % of cohort	Entry 3 Pass	Entry 2 Pass
Functional Skill at Entry Level	Communication	7	4%	6	1
	Numeracy	7	4%	7	0

Attainment at Key Stage 4

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

Percentage of candidates achieving thresholds

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

Cohort	Percentage of pupils achieving each threshold										
	5+ A* to C (incl Eng and Mat)		5+ A* to C		5+ A* to G		English Baccalaureate		Basics		
	School	National	School	National	School	National	School	National	School	National	
All Pupils	194	40	56	55	65	87	93	10	24	40	58
Gender											
Male	112	38	51	50	60	89	92	7	19	39	54
Female	82	41	60	61	71	84	95	15	29	41	62
Free School Meals*											
FSM	125	42	36	55	45	90	87	13	11	42	39
Not FSM	69	35	63	54	72	83	95	6	28	36	65
Children Looked After											
CLA	1	0	16	0	22	0	63	0	3	0	19
Not CLA	193	40	56	55	65	88	94	10	24	40	58
Disadvantaged pupils											
Disadvantaged pupils	125	42	36	55	45	90	87	13	11	42	38
Other pupils	69	35	63	54	72	83	96	6	28	36	65
Prior Attainment											
Low	58	9	6	22	13	76	77	0	1	10	7
Middle	79	47	50	66	64	94	96	9	13	47	54
High	36	86	90	92	95	97	99	36	52	86	91
Non-mobile pupils											
Pupils on roll throughout years 10 & 11	186	39	57	54	67	87	95	10	24	39	59
English as a First Language											
English or believed to be English	48	31	56	50	66	85	94	2	24	33	59

Attainment at Key Stage 4

Other than English or believed to be other	146	42	54	56	65	88	94	13	26	42	55
Unclassified	-	-	7	-	9	-	19	-	2	-	8
<hr/>											
Special Educational Needs											
No SEN	161	46	63	63	72	91	97	12	27	47	65
SEN support	28	11	23	18	31	79	86	0	6	11	25
SEN with statement or EHC plan	5	0	9	0	12	20	42	0	2	0	10
<hr/>											
Ethnicity Group											
White											
British	14	36	56	43	65	86	94	0	23	36	59
Irish	1	0	66	0	75	100	94	0	34	0	68
Traveller of Irish Heritage	-	-	17	-	22	-	56	-	3	-	20
Gypsy/Roma	-	-	8	-	11	-	53	-	1	-	9
Any Other White Background	81	35	52	48	63	84	92	12	26	35	53
Mixed											
White and Black Caribbean	5	60	48	60	59	60	92	0	17	60	50
White and Black African	1	100	58	100	68	100	95	0	26	100	60
White and Asian	-	-	66	-	75	-	95	-	34	-	68
Any other Mixed Background	2	50	60	100	70	100	95	50	30	50	62
Asian or Asian British											
Indian	1	0	71	0	80	0	97	0	39	0	73
Pakistani	3	33	50	33	62	67	95	0	21	33	52
Bangladeshi	3	33	61	67	72	100	96	0	28	33	63
Any other Asian Background	-	-	64	-	75	-	96	-	34	-	66
Black or Black British											
Black Caribbean	18	17	45	56	57	89	94	0	16	17	47
Black African	46	54	55	67	67	96	95	13	24	57	56
Any Other Black Background	-	-	45	-	58	-	93	-	19	-	47
Chinese	-	-	76	-	87	-	98	-	49	-	77
Any Other Ethnic Group	19	47	56	58	67	89	93	16	29	47	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	194	308.6	273.4	Sig-	366.6	300.2	Sig-	C-	38.5	7.80
Gender										
Male	112	295.5	269.1	Sig-	348.2	291.9	Sig-	C-	37.9	7.71
Female	82	322.2	279.3	Sig-	385.8	311.4	Sig-	C	39.3	7.93
Free School Meals*										
FSM	125	261.3	275.3		296.8	304.2		C-	38.3	7.94
Non FSM	69	325.6	270.1	Sig-	391.8	292.9	Sig-	C-	38.8	7.55
Children Looked After										
CLA	1	175.8	34.0	-	191.5	34.0	-	D	34.0	1.00
Not CLA	193	309.8	274.7	Sig-	368.2	301.6	Sig-	C-	38.5	7.83
Disadvantaged pupils										
Disadvantaged pupils	125	259.9	275.3		295.1	304.2		C-	38.3	7.94
Other pupils	69	326.6	270.1	Sig-	393.1	292.9	Sig-	C-	38.8	7.55
Prior Attainment										
Low	58	190.5	204.3		201.4	212.2		D-	31.5	6.74
Middle	79	304.5	296.5		351.4	320.8	Sig-	C	39.2	8.19
High	36	380.9	362.8		480.3	435.4		B	46.2	9.42
Non-mobile pupils										
Pupils on roll throughout years 10 & 11	186	313.4	273.3	Sig-	373.1	300.4	Sig-	C-	38.4	7.82
English as First Language										
English or believed to be English	48	310.8	254.4	Sig-	369.1	266.1	Sig-	D+	36.9	7.21
Other than English or believed to be other than English	146	311.5	279.7	Sig-	371.6	311.4	Sig-	C-	39.0	7.99
Unclassified	0	80.4	-	-	86.4	-	-	-	-	-
Special Education Needs										
No SEN	161	328.0	292.8	Sig-	393.5	323.2	Sig-	C	39.9	8.11
SEN support	28	235.9	196.6		259.2	206.7	Sig-	E+	30.9	6.68
SEN with statement or EHC plan	5	115.4	81.6		122.6	81.6		F-	19.4	4.20

Attainment at Key Stage 4

Ethnicity Group										
White										
British	14	309.5	244.0	Sig-	367.1	254.9	Sig-	D+	35.7	7.14
Irish	1	331.6	278.0	-	401.4	278.0	-	D	34.8	8.00
Traveller of Irish Heritage	0	163.2	-	-	179.9	-	-	-	-	-
Gypsy/Roma	0	137.1	-	-	146.7	-	-	-	-	-
Any Other White Background	81	307.6	265.0	Sig-	369.1	293.2	Sig-	C-	37.6	7.80
Mixed										
White and Black Caribbean	5	293.6	254.8		341.8	291.6		C	39.4	7.40
White and Black African	1	318.5	380.0	-	380.0	420.0	-	B	46.7	9.00
White and Asian	0	335.5	-	-	408.6	-	-	-	-	-
Any other Mixed Background	2	323.3	374.0		390.8	434.0		B	45.7	9.50
Asian or Asian British										
Indian	1	348.5	112.0	-	430.0	112.0	-	F	22.4	5.00
Pakistani	3	304.1	232.7		355.1	284.7		C-	38.8	7.33
Bangladeshi	3	326.3	289.3		390.7	289.3		C	39.5	7.33
Any other Asian Background	0	336.2	-	-	408.6	-	-	-	-	-
Black or Black British										
Black Caribbean	18	292.7	250.6		337.4	254.7	Sig-	D+	35.8	7.11
Black African	46	314.0	296.5		370.9	321.9	Sig-	C	40.0	8.04
Any Other Black Background	0	295.6	-	-	343.4	-	-	-	-	-
Chinese	0	373.6	-	-	478.4	-	-	-	-	-
Any Other Ethnic Group	19	316.0	297.6		379.7	350.7		C+	41.4	8.47
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	194	23	10	24	177	40	58	177	52	67	189	52	67	70	94	69	86	87	70	49	73	67
Gender																						
Male	112	10	7	19	102	39	54	102	49	61	109	51	67	41	90	67	44	84	64	23	70	63
Female	82	13	15	29	75	41	62	75	56	74	80	52	68	29	100	71	42	90	75	26	77	71
Free School Meals*																						
FSM	125	19	13	11	115	42	39	115	54	51	122	52	49	44	93	53	54	89	60	39	72	49
Non FSM	69	4	6	28	62	36	65	62	49	73	67	51	74	26	96	73	32	84	72	10	80	71
Children Looked After																						
CLA	1	0	0	3	0	0	19	0	0	29	0	0	27	0	-	40	0	-	52	0	-	34
Not CLA	193	23	10	24	177	40	58	177	52	68	189	52	68	70	94	69	86	87	70	49	73	67
Disadvantaged pupils																						
Disadvantaged pupils	125	19	13	11	115	42	38	115	54	51	122	52	49	44	93	53	54	89	59	39	72	49
Other pupils	69	4	6	28	62	36	65	62	49	74	67	51	74	26	96	73	32	84	72	10	80	71
Prior Attainment																						
Low	58	0	0	1	50	10	7	50	17	19	55	16	15	4	100	17	27	70	37	0	-	16
Middle	79	9	9	13	74	47	54	74	68	68	79	62	67	34	94	57	28	93	54	24	67	55
High	36	14	36	52	35	86	91	35	89	94	35	94	96	30	93	90	19	100	84	25	80	89
Non-mobile pupils																						
Pupils on roll throughout years 10 & 11	186	22	10	24	170	39	59	170	52	69	182	51	69	67	94	69	83	87	70	47	72	67
English as a First Language																						
First Language - English	48	1	2	24	42	33	59	42	58	69	46	44	68	17	94	68	4	100	68	8	63	67
First Language - Other	146	22	13	26	135	42	55	135	50	64	143	54	67	53	94	71	82	87	79	41	76	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	161	23	12	27	151	47	65	151	60	75	158	59	74	67	96	71	72	92	71	49	73	70
SEN support	28	0	0	6	23	11	25	23	14	36	27	18	37	3	67	44	12	75	52	0	-	40
SEN with statement or EHC plan	5	0	0	2	3	0	10	3	0	13	4	0	16	0	-	43	2	0	55	0	-	39
<u>Ethnicity Group</u>																						
White																						
British	14	0	0	23	12	36	59	12	79	68	13	36	68	5	80	68	1	100	67	1	0	67
Irish	1	0	0	34	1	0	68	1	0	77	1	100	75	1	100	78	0	-	73	0	-	77
Traveller of Irish Heritage	0	-	-	3	-	-	20	-	-	26	-	-	26	-	-	40	-	-	47	-	-	41
Gypsy/Roma	0	-	-	1	-	-	9	-	-	14	-	-	14	-	-	24	-	-	41	-	-	31
Any Other White Background	81	12	12	26	74	35	53	74	46	61	79	42	66	23	96	69	60	90	87	22	55	66
Mixed																						
White and Black Caribbean	5	0	0	17	4	60	50	4	60	64	5	80	59	2	100	61	0	-	61	1	100	60
White and Black African	1	0	0	26	1	100	60	1	100	72	1	100	67	1	100	69	0	-	74	0	-	69
White and Asian	0	-	-	34	-	-	68	-	-	77	-	-	75	-	-	76	-	-	77	-	-	77
Any other Mixed Background	2	1	50	30	2	50	62	2	50	73	2	100	70	1	100	73	2	100	77	1	100	70
Asian or Asian British																						
Indian	1	0	0	39	1	0	73	1	0	79	1	0	82	0	-	81	0	-	79	0	-	78
Pakistani	3	0	0	21	3	33	52	3	33	63	3	33	63	1	100	68	0	-	70	1	100	62
Bangladeshi	3	0	0	28	3	33	63	3	67	72	3	67	72	1	100	73	1	100	72	0	-	68
Any other Asian Background	0	-	-	34	-	-	66	-	-	71	-	-	78	-	-	79	-	-	80	-	-	73
Black or Black British																						
Black Caribbean	18	0	0	16	16	17	47	16	44	63	18	33	56	4	100	58	1	100	58	3	100	54
Black African	46	6	13	24	43	57	56	43	57	68	45	70	66	22	91	70	10	60	70	12	83	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	19	4	16	29	17	47	57	17	58	65	18	63	69	9	100	74	11	91	84	8	100	68
Unclassified - Refused	0	-	-	27	-	-	61	-	-	71	-	-	70	-	-	71	-	-	72	-	-	71
Unclassified - Information Not Obtained	0	-	-	7	-	-	19	-	-	24	-	-	28	-	-	60	-	-	76	-	-	58

School subject area attainment is significantly above the national average for this group

School subject area attainment is significantly below the national average for this group

The Guide to Calculations gives a link to DfE's specific qualification list. This may be found in the Library, under 'How Ofsted and DfE analyse your data'.

*From 2014 only performance tables approved qualifications are counted

Attainment at Key Stage 4

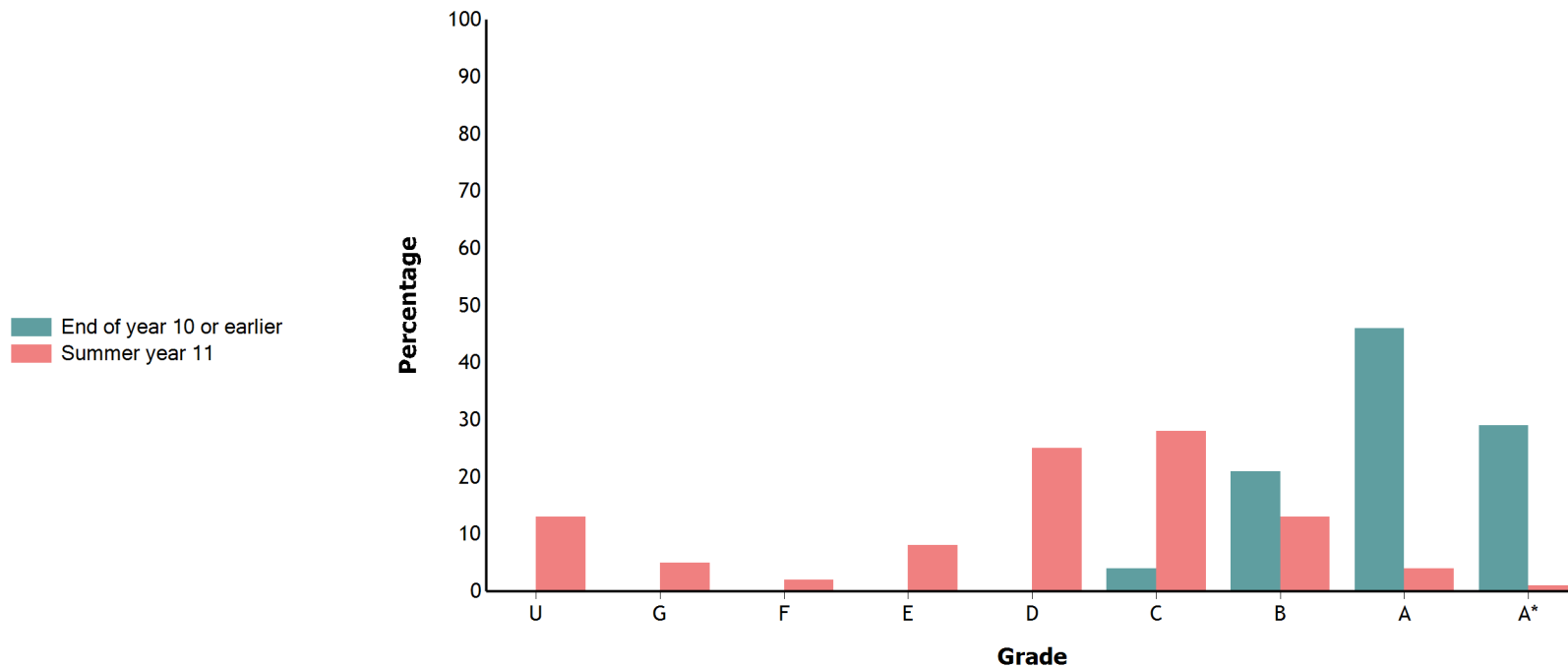
Chart 4.1.17 and Table 4.1.18: Attainment, grade distributions by time of entry 2015 (KS4.EENT)

Key Stage 4 mathematics (EBACC)

Grade distribution

This report provides analysis of pupils' best Key Stage 4 mathematics (EBACC) attainment by their earliest point of entry, regardless of whether they subsequently achieved a higher grade. This is intended to show the impact that entering pupils early has on their mathematics attainment by the end of Key Stage 4. The school and national mathematics (EBACC) grade distribution for all pupils is shown for comparison.

Percentage achieving each grade at Key Stage 4 in mathematics (EBACC) by earliest entry point



Attainment at Key Stage 4

Earliest mathematics (EBACC) point of entry	Cohort	Entries	Percentage actual distribution									
			U	G	F	E	D	C	B	A	A*	
End of year 10 or earlier	School	194	24	0	0	0	0	0	4	21	46	29
Winter year 11	School	194	-	-	-	-	-	-	-	-	-	-
Summer year 11	School	194	165	13	5	2	8	25	28	13	4	1
Key Stage 4 highest grade, all pupils	School	194	194	13	5	2	7	22	25	13	9	4
	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	194	24	100	100	100	100	100	100	96	75	29
Winter year 11	School	194	-	-	-	-	-	-	-	-	-	-
Summer year 11	School	194	165	100	87	82	80	72	46	18	5	1
Key Stage 4 highest grade, all pupils	School	194	194	100	87	82	80	73	52	27	13	4
	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	179		186		173
	VA School score	1,026.9	AA	1,037.1		1,004.3
	95% confidence interval +/-	9.1		10.5		11.1
	Significance	Sig+		Sig+		
	Percentile rank	10		6		44
	Coverage	90%		90%		89%
English	Cohort for VA	179		186		173
	VA School score	1,000.4		999.0		999.0
	95% confidence interval +/-	1.0		1.2		1.2
	Significance					
	Percentile rank	44		71		72
	Coverage	90%		90%		89%
Mathematics	Cohort for VA	179		186		173
	VA School score	1,002.5		1,003.8		1,001.3
	95% confidence interval +/-	1.0		1.2		1.3
	Significance	Sig+		Sig+		
	Percentile rank	12		6		31
	Coverage	90%		90%		89%
Science	Cohort for VA	87		85		68
	VA School score	1,004.0		1,004.3		1,003.7
	95% confidence interval +/-	1.2		1.3		1.5
	Significance	Sig+		Sig+		Sig+
	Percentile rank	5		3		6
	Coverage	44%		41%		35%
Languages	Cohort for VA	68		79		74
	VA School score	1,009.1		1,010.8		1,009.3
	95% confidence interval +/-	1.8		1.9		1.9
	Significance	Sig+		Sig+		Sig+
	Percentile rank	1		1		1
	Coverage	34%		38%		38%
Humanities	Cohort for VA	38		48		49
	VA School score	1,000.7		1,002.1		1,000.8
	95% confidence interval +/-	2.4		2.5		2.5
	Significance					
	Percentile rank	46		25		40
	Coverage	19%		23%		25%

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	173	14	1	0	0	70	5	1	0	1	1	3	3	0	15	41	0	0	18	0	0
School Score	1004.3	948.1	920.7	-	-	1022.5	955.9	1157.0	-	1013.6	971.7	1011.7	974.0	-	952.4	1019.0	-	-	1001.9	-	-
95% confidence interval	11.1	39.0	146.1	-	-	17.5	65.3	146.1	-	146.1	146.1	84.3	84.3	-	37.7	22.8	-	-	34.4	-	-
Group national mean	1000.0	994.9	1005.5	906.1	950.0	1030.5	985.2	1006.9	1009.5	1007.3	1031.1	1010.4	1027.8	1036.1	996.7	1024.4	1008.0	1043.9	1037.6	1004.6	970.7
Significance from national average for group		Sig-		-	-			Sig+	-					-	Sig-		-	-	Sig-	-	-
Significance from overall national average		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 5.1.3: 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	173	101	72	119	54	1	172	119	54	58	79	36	166	45	128	0	141	27	5
School Score	1004.3	1002.8	1006.4	1001.5	1010.5	711.9	1006.0	1001.5	1010.5	1013.9	1000.7	996.7	1006.3	960.3	1019.8	-	1011.1	982.3	931.3
95% confidence interval	11.1	14.5	17.2	13.4	19.9	146.1	11.1	13.4	19.9	19.2	16.4	24.3	11.3	21.8	12.9	-	12.3	28.1	65.3
Group national mean	1000.0	991.2	1009.0	976.3	1008.5	931.2	1000.5	975.9	1008.8	1000.1	1000.0	999.9	1001.2	996.1	1029.0	941.6	1004.7	972.1	975.2
Significance from national average for group				Sig+			Sig-	Sig+						Sig-		-			
Significance from overall national average							Sig-							Sig-	Sig+	-			Sig-

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

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

*From 2014 only performance tables approved qualifications are counted

Progress Measures Value Added

Table 5.1.4: Key Stage 2 to Key Stage 4 value added Summary Report* (KS24.VAExp)

Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national values for this group, it is highlighted in green (sig+) or blue (sig-).

	Number of pupils in latest year	Value Added					
		2013		2014*		2015	
		School	National	School	National	School	National
All Pupils	173	1026.9	1000.0	1037.1	1000.0	1004.3	1000.0
Gender							
Boys	101	1022.3	991.0	1018.5	988.9	1002.8	991.2
Girls	72	1036.0	1008.9	1057.3	1011.3	1006.4	1009.0
Free School Meals*							
FSM	119	1034.0	983.7	1038.7	977.8	1001.5	976.3
Non FSM	54	1015.0	1005.6	1030.9	1007.8	1010.5	1008.5
Children Looked After							
CLA	1	1071.9	950.6	1032.1	944.9	711.9	931.2
Not CLA	172	1027.8	1000.2	1037.1	1000.3	1006.0	1000.5
Disadvantaged pupils							
Disadvantaged pupils	119	1034.3	983.4	1038.7	977.6	1001.5	975.9
Other pupils	54	1013.8	1005.7	1030.9	1008.0	1010.5	1008.8
Prior Attainment							
Low	58	1054.4	998.6	1038.8	999.7	1013.9	1000.1
Middle	79	1020.3	999.2	1039.6	999.9	1000.7	1000.0
High	36	993.0	1001.4	1013.9	1000.3	996.7	999.9
Non-mobile pupils							
Pupils on roll throughout years 10 & 11	166	1028.4	1001.1	1040.2	1001.2	1006.3	1001.2
English as a First Language							
First Language - English	45	991.3	996.5	992.1	995.5	960.3	996.1
First Language - Other	128	1052.0	1027.7	1054.5	1035.0	1019.8	1029.0
Unclassified	-	-	996.8	-	982.8	-	941.6
Special Educational Needs							
No SEN	141	1031.9	1005.0	1042.9	1006.5	1011.1	1004.7
SEN support	27	1008.0	978.8	1034.3	971.2	982.3	972.1
SEN with statement or EHC plan	5	1054.7	976.2	900.4	968.5	931.3	975.2
Ethnicity Group							
White							
British	14	988.8	995.6	987.7	993.9	948.1	994.9
Irish	1	1025.9	995.7	980.9	1001.7	920.7	1005.5
Traveller of Irish Heritage	-	-	900.9	-	900.3	-	906.1
Gypsy/Roma	-	-	946.6	-	946.4	-	950.0
Any Other White Background	70	1056.3	1022.5	1039.7	1032.7	1022.5	1030.5
Mixed							
White and Black Caribbean	5	992.7	989.0	985.8	984.3	955.9	985.2
White and Black African	1	1020.9	1002.3	1014.6	1010.1	1157.0	1006.9
White and Asian	-	-	1006.8	-	1009.4	-	1009.5

Progress Measures Value Added

	Value Added						
	2013			2014*		2015	
	Number of pupils in latest year	School	National	School	National	School	National
Any other Mixed Background	1	854.5	1003.6	1091.4	1008.7	1013.6	1007.3
Asian or Asian British							
Indian	1	1012.3	1028.7	1007.9	1035.3	971.7	1031.1
Pakistani	3	1109.3	1018.5	1058.5	1018.1	1011.7	1010.4
Bangladeshi	3	1047.1	1022.7	1027.4	1030.4	974.0	1027.8
Any other Asian Background	-	1034.0	1031.6	1044.9	1041.2	-	1036.1
Black or Black British							
Black Caribbean	15	985.9	1000.7	1001.5	1001.8	952.4	996.7
Black African	41	1041.9	1023.0	1049.9	1033.9	1019.0	1024.4
Any Other Black Background	-	1016.5	1007.8	1022.2	1012.2	-	1008.0
Chinese	-	-	1041.8	-	1047.6	-	1043.9
Any Other Ethnic Group	18	1055.3	1030.7	1072.2	1041.4	1001.9	1037.6
Unclassified - Refused	-	-	998.4	-	1003.0	-	1004.6
Unclassified - Information Not Obtained	-	-	989.2	-	982.9	-	970.7

Key

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

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

*From 2014 only performance tables approved qualifications are counted

Progress Measures Value Added

Table 5.1.5: Key Stage 2 to Key Stage 4 value added Summary Report by Ebacc subject areas (KS24.VAExp_EB)

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

	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)
All Pupils	173	173	999.0	1000.0	173	1001.3	1000.0	68	1003.7	1000.0	74	1009.3	1000.0	49	1000.8	1000.0
Gender																
Boys	101	101	998.1	998.8	101	1002.0	1000.5	39	1004.0	999.8	40	1009.0	998.4	23	1001.0	999.0
Girls	72	72	1000.3	1001.3	72	1000.3	999.5	29	1003.4	1000.2	34	1009.6	1001.3	26	1000.7	1001.0
Free School Meals*																
FSM	119	119	998.7	998.2	119	1000.6	997.9	43	1004.8	998.4	53	1010.3	999.0	39	1001.1	997.4
Non FSM	54	54	999.6	1000.6	54	1002.8	1000.7	25	1001.9	1000.4	21	1006.7	1000.2	10	999.7	1000.7
Children Looked After																
CLA	1	1	966.0	994.5	1	968.6	994.4	0	-	996.6	0	-	997.1	0	-	995.1
Not CLA	172	172	999.2	1000.0	172	1001.5	1000.0	68	1003.7	1000.0	74	1009.3	1000.0	49	1000.8	1000.0
Disadvantaged pupils																
Disadvantaged pupils	119	119	998.7	998.2	119	1000.6	997.9	43	1004.8	998.3	53	1010.3	999.0	39	1001.1	997.4
Other pupils	54	54	999.6	1000.7	54	1002.8	1000.8	25	1001.9	1000.4	21	1006.7	1000.2	10	999.7	1000.7
Prior Attainment																
Low	58	58	1000.0	1000.0	58	1001.4	1000.0	4	1009.5	1000.0	27	1006.3	999.9	0	-	1000.0
Middle	79	79	998.5	1000.0	79	1001.4	1000.0	34	1004.8	1000.0	28	1011.6	1000.0	24	1002.5	1000.0
High	36	36	998.5	1000.0	36	1000.8	1000.0	30	1001.7	1000.0	19	1010.2	1000.0	25	999.2	1000.0
Non-mobile pupils																
Pupils on roll throughout years 10 & 11	166	166	999.1	1000.1	166	1001.5	1000.1	65	1003.7	1000.1	71	1009.4	1000.0	47	1000.9	1000.1
English as a First Language																
First Language - English	45	45	996.6	999.8	45	995.9	999.6	17	1000.5	999.7	3	1005.1	999.2	8	999.7	999.8
First Language - Other	128	128	999.9	1001.6	128	1003.2	1003.0	51	1004.8	1002.2	71	1009.5	1004.5	41	1001.0	1001.7
Unclassified	0	0	-	994.8	0	-	995.3	0	-	998.5	0	-	1001.0	0	-	998.5
Special Educational Needs																
No SEN	141	141	999.8	1000.4	141	1001.9	1000.3	65	1003.6	1000.1	61	1010.3	1000.1	49	1000.8	1000.2
SEN support	27	27	995.7	997.7	27	998.6	998.0	3	1005.5	998.7	11	1007.1	998.2	0	-	998.0
SEN with statement or EHC plan	5	5	994.8	997.5	5	996.5	998.9	0	-	1000.2	2	990.7	999.2	0	-	1001.1
Ethnicity Group																
White																
British	14	14	997.1	999.7	14	993.9	999.5	5	998.9	999.6	1	999.1	998.9	1	993.5	999.7
Irish	1	1	990.9	1000.5	1	1002.2	1000.0	1	999.8	1000.7	0	-	1000.4	0	-	1001.7
Traveller of Irish Heritage	0	0	-	991.9	0	-	991.1	0	-	996.5	0	-	999.7	0	-	995.6
Gypsy/Roma	0	0	-	995.6	0	-	995.8	0	-	996.1	0	-	997.8	0	-	995.5
Any Other White Background	70	70	1000.0	1001.6	70	1002.3	1002.8	22	1004.5	1002.0	51	1011.1	1008.2	22	999.0	1002.0
Mixed																
White and Black Caribbean	5	5	995.5	999.2	5	1000.3	997.8	2	1004.3	998.7	0	-	998.2	1	1003.3	998.5
White and Black African	1	1	1012.4	1000.9	1	1015.3	999.8	1	1006.7	1000.0	0	-	1002.0	0	-	1000.0

Progress Measures Value Added

Key Stage 2 to 4 Value Added By Subject 2015*

Total number of pupils in 2015	English entries	English Value Added (School)	English Value Added (National)	Maths entries	Maths Value Added (School)	Maths Value Added (National)	Science entries	Science Value Added (School)	Science Value Added (National)	Languages entries	Languages Value Added (School)	Languages Value Added (National)	Humanities entries	Humanities Value Added (School)	Humanities Value Added (National)	
White and Asian	0	0	1000.9	0	-	1000.6	0	-	1000.9	0	-	1001.5	0	-	1001.5	
Any other Mixed Background	1	1	999.3	1000.7	1	1003.0	1	998.4	1000.6	1	1007.2	1002.3	1	998.4	1000.4	
Asian or Asian British																
Indian	1	1	999.0	1001.7	1	1014.6	1003.5	0	-	1002.8	0	-	1002.3	0	-	1002.6
Pakistani	3	3	1005.7	1000.5	3	1003.4	1000.9	1	1006.2	1000.9	0	-	1001.0	1	1003.2	1000.2
Bangladeshi	3	3	996.5	1002.1	3	1001.0	1002.6	1	1004.7	1001.9	1	1000.9	1001.2	0	-	1001.6
Any other Asian Background	0	0	-	1001.8	0	-	1004.4	0	-	1003.2	0	-	1003.3	0	-	1002.5
Black or Black British																
Black Caribbean	15	15	994.7	1000.2	15	993.3	998.6	4	1002.1	999.1	0	-	998.5	3	1002.8	998.3
Black African	41	41	1000.5	1001.6	41	1003.7	1002.2	21	1003.7	1001.7	10	1001.0	1001.6	12	1003.6	1001.3
Any Other Black Background	0	0	-	1000.5	0	-	999.9	0	-	1000.1	0	-	1001.4	0	-	1000.0
Chinese	0	0	-	1001.6	0	-	1005.8	0	-	1004.0	0	-	1006.6	0	-	1003.5
Any Other Ethnic Group	18	18	996.6	1002.2	18	1002.5	1003.8	9	1005.3	1002.9	10	1010.4	1006.7	8	1001.6	1002.3
Unclassified - Refused	0	0	-	1000.5	0	-	1000.2	0	-	1000.5	0	-	1000.9	0	-	1000.7
Unclassified - Information Not Obtained	0	0	-	996.9	0	-	997.6	0	-	998.5	0	-	1000.7	0	-	998.8

Key

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

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

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

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

*From 2014 only performance tables approved qualifications are counted

Expected Progress - English

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

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

Number of Pupils		Key Stage 4 English grade										Total No. of Pupils	Expected progress			More than expected progress		
		no KS4 result	U	G	F	E	D	C	B	A	A*		Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress
KS2 English attainment	Other or no prior available	3	0	0	2	5	6	3	2	0	0	5	2	40%	58%	0	0%	24%
	W	1	0	0	0	0	0	0	0	0	0	1	0	0%	6%	0	0%	5%
	1	1	0	0	0	1	0	1	0	0	0	3	2	67%	30%	2	67%	19%
	2	4	0	0	7	5	3	0	0	0	0	19	8	42%	52%	3	16%	26%
	3	1	0	0	3	14	17	8	1	0	0	44	26	59%	62%	9	20%	24%
	4	6	1	0	0	3	7	41	20	6	0	84	67	80%	70%	26	31%	28%
	5	1	1	0	0	0	1	3	9	7	0	22	16	73%	77%	7	32%	38%
Summary											178	121	68%	69%	47	26%	30%	

Total Cohort	194
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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	1	0	0	0	0	3	1	1	0	0	2	1	50%	33%	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%	67%	31%	0	0%	67%	21%
	2	2	0	0	5	2	3	0	0	0	0	12	5	42%	43%	59%	3	25%	0%	32%
	3	1	0	0	3	12	11	6	1	0	0	34	18	53%	80%	68%	7	21%	20%	28%
	4	5	1	0	0	2	5	31	13	5	0	62	49	79%	82%	74%	18	29%	36%	31%
	5	1	1	0	0	0	0	2	2	5	0	11	7	64%	82%	79%	5	45%	18%	40%
Summary											121	80	66%	72%	74%	33	27%	25%	34%	

Total Cohort of Disadvantaged pupils	125
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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		3	0	0	2	5	6	3	2	0	0	5	2	40%	58%	0	0%	24%	
	W		1	0	0	0	0	0	0	0	0	0	1	0	0%	6%	0	0%	5%	
	1		1	0	0	0	1	0	1	0	0	0	3	2	67%	30%	2	67%	19%	
	2		4	0	0	7	5	3	0	0	0	0	19	8	42%	52%	3	16%	26%	
	3	3C		0	0	0	1	2	2	2	1	0	0	8	5	63%	45%	3	38%	13%
		3B		0	0	0	2	12	11	5	0	0	0	30	16	53%	60%	5	17%	22%
		3A		1	0	0	0	0	4	1	0	0	0	6	5	83%	74%	1	17%	34%
	4	4C		2	0	0	0	1	2	7	4	0	0	16	11	69%	52%	4	25%	11%
		4B		3	1	0	0	2	5	27	12	6	0	56	45	80%	68%	18	32%	25%
		4A		1	0	0	0	0	0	7	4	0	0	12	11	92%	85%	4	33%	45%
	5	5C		1	1	0	0	0	0	2	3	5	0	12	8	67%	73%	5	42%	30%
		5B		0	0	0	0	0	1	1	6	2	0	10	8	80%	82%	2	20%	46%
		5A		0	0	0	0	0	0	0	0	0	0	0	0	0%	98%	0	0%	85%
Summary												178	121	68%	69%	47	26%	30%		

Total Cohort	194
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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		1	0	0	0	0	3	1	1	0	0	2	1	50%	33%	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%	67%	31%	0	0%	67%	21%
	2		2	0	0	5	2	3	0	0	0	0	12	5	42%	43%	59%	3	25%	0%	32%
	3	3C		0	0	0	1	2	1	2	1	0	7	4	57%	100%	51%	3	43%	0%	15%
		3B		0	0	0	2	10	8	3	0	0	23	11	48%	71%	65%	3	13%	29%	25%
		3A		1	0	0	0	0	2	1	0	0	4	3	75%	100%	78%	1	25%	0%	37%
	4	4C		2	0	0	0	1	2	6	2	0	13	8	62%	100%	56%	2	15%	67%	13%
		4B		3	1	0	0	1	3	20	8	5	41	33	80%	80%	72%	13	32%	33%	28%
		4A		0	0	0	0	0	0	5	3	0	8	8	100%	75%	87%	3	38%	25%	48%
	5	5C		1	1	0	0	0	0	1	0	5	8	5	63%	75%	75%	5	63%	0%	32%
		5B		0	0	0	0	0	0	1	2	0	3	2	67%	86%	84%	0	0%	29%	48%
		5A		0	0	0	0	0	0	0	0	0	0	0	0%	0%	98%	0	0%	0%	86%
Summary												121	80	66%	72%	74%	33	27%	25%	34%	
												Total Cohort of Disadvantaged pupils	125								

Key

represents pupils making more than expected progress

represents pupils making expected progress

represents pupils making less than expected progress

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

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

*From 2014 only performance tables approved qualifications are counted

Expected Progress - mathematics

Table 5.3.1: Expected Progress in mathematics Key Stage 2 to Key Stage 4 (KS4.EPR)

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

Number of Pupils		Key Stage 4 Mathematics grade										Total No. of Pupils	Expected progress			More than expected progress		
		no KS4 result	U	G	F	E	D	C	B	A	A*		Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress
KS2 Mathematics attainment	Other or no prior available	1	3	3	1	0	5	5	1	2	0	7	3	43%	65%	2	29%	35%
	W	1	0	0	0	0	0	0	0	0	0	1	0	0%	2%	0	0%	1%
	1	1	2	0	1	0	0	0	0	0	0	4	1	25%	9%	0	0%	5%
	2	0	8	5	0	4	3	0	0	0	0	20	7	35%	20%	3	15%	12%
	3	0	8	1	0	4	11	9	1	1	0	35	22	63%	44%	11	31%	19%
	4	1	0	0	1	6	22	28	12	5	1	76	46	61%	68%	18	24%	23%
	5	1	0	0	0	0	1	6	12	10	7	37	29	78%	79%	17	46%	48%
Summary											180	108	60%	66%	51	28%	30%	

Key	Total Cohort	194
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	1	0	0	3	1	0	1	0	1	1	100%	33%	71%	1	100%	17%	39%
	W	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	2%	0	0%	0%	1%
	1	1	2	0	0	0	0	0	0	0	0	3	0	0%	100%	8%	0	0%	0%	5%
	2	0	5	4	0	2	2	0	0	0	0	13	4	31%	43%	23%	2	15%	14%	13%
	3	0	7	1	0	4	5	7	0	1	0	25	13	52%	90%	50%	8	32%	30%	23%
	4	1	0	0	1	5	15	18	9	3	1	53	31	58%	65%	74%	13	25%	22%	26%
	5	1	0	0	0	0	0	5	7	8	4	25	19	76%	83%	82%	12	48%	42%	51%
Summary											120	68	57%	67%	72%	36	30%	25%	35%	

Total Cohort of Disadvantaged pupils	125
--------------------------------------	-----

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		1	3	3	1	0	5	5	1	2	0	7	3	43%	65%	2	29%	35%
	W		1	0	0	0	0	0	0	0	0	0	1	0	0%	2%	0	0%	1%
	1		1	2	0	1	0	0	0	0	0	0	4	1	25%	9%	0	0%	5%
	2		0	8	5	0	4	3	0	0	0	0	20	7	35%	20%	3	15%	12%
	3	3C		0	2	0	0	1	0	1	0	0	4	1	25%	23%	1	25%	7%
		3B		0	5	1	0	2	6	5	1	0	20	12	60%	40%	6	30%	17%
		3A		0	1	0	0	1	5	3	0	1	11	9	82%	60%	4	36%	30%
	4	4C		1	0	0	0	0	6	0	1	0	8	1	13%	50%	1	13%	8%
		4B		0	0	0	1	6	15	24	9	3	59	37	63%	67%	13	22%	19%
		4A		0	0	0	0	1	4	2	2	0	9	8	89%	85%	4	44%	40%
	5	5C		1	0	0	0	0	1	5	3	3	15	8	53%	67%	5	33%	28%
		5B		0	0	0	0	0	0	1	9	7	22	21	95%	81%	12	55%	49%
		5A		0	0	0	0	0	0	0	0	0	0	0	0%	97%	0	0%	83%
Summary												180	108	60%	66%	51	28%	30%	

Total Cohort	194
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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	1	0	0	3	1	0	1	0	1		1	100%	33%	71%	1	100%	17%	39%	
	W		0	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	2%	0	0%	0%	1%	
	1		1	2	0	0	0	0	0	0	0	0	0	0	3	0	0%	100%	8%	0	0%	0%	5%
	2		0	5	4	0	2	2	0	0	0	0	0	13	4	31%	43%	23%	2	15%	14%	13%	
	3	3C		0	2	0	0	1	0	1	0	0	0	4	1	25%	0%	26%	1	25%	0%	8%	
		3B		0	4	1	0	2	2	3	0	0	0	12	5	42%	88%	46%	3	25%	38%	20%	
		3A		0	1	0	0	1	3	3	0	1	0	9	7	78%	100%	66%	4	44%	0%	34%	
	4	4C		1	0	0	0	0	6	0	0	0	0	7	0	0%	100%	55%	0	0%	100%	9%	
		4B		0	0	0	1	5	8	15	8	1	1	39	25	64%	60%	72%	10	26%	15%	22%	
		4A		0	0	0	0	0	1	3	1	2	0	7	6	86%	100%	88%	3	43%	50%	43%	
	5	5C		1	0	0	0	0	0	5	2	3	2	13	7	54%	50%	71%	5	38%	0%	30%	
		5B		0	0	0	0	0	0	0	5	5	2	12	12	100%	90%	83%	7	58%	50%	52%	
		5A		0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	97%	0	0%	0%	84%	
Summary													120	68	57%	67%	72%	36	30%	25%	35%		
		Total Cohort of Disadvantaged pupils		125																			

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	178	68	69		180	60	66	
Gender								
Male	105	64	64		104	60	64	
Female	73	74	75		76	61	68	
Free School Meals*								
FSM	121	66	58		120	57	49	
Non FSM	57	72	74		60	67	72	
Children Looked After								
CLA	1	0	38	-	1	0	30	-
Not CLA	177	68	70		179	60	66	
Disadvantaged pupils								
Disadvantaged pupils	121	66	57		120	57	49	
Other pupils	57	72	74		60	67	72	
Prior Attainment								
Low	58	53	52		58	45	32	Sig+
Middle	79	72	68		79	62	67	
High	36	86	81		36	83	82	
Non-mobile pupils								
Pupils on roll throughout years 10 & 11	171	68	71		173	60	67	
English as a First Language								
English or believed to be English	46	67	69		45	44	66	Sig-
Other than English or believed to be other than English	132	68	75		135	65	72	
Unclassified	-	-	11	-	-	-	13	-
Special Educational Needs								
No SEN	145	75	74		147	66	72	
SEN support	28	36	54		28	36	42	
SEN with statement or EHC plan	5	40	29	-	5	20	21	-
Ethnicity Group								
White								
British	14	79	69	-	14	36	65	-
Irish	1	0	77	-	1	100	71	-
Traveller of Irish Heritage	-	-	35	-	-	-	24	-
Gypsy/Roma	-	-	34	-	-	-	19	-
Any Other White Background	72	68	75		75	55	71	Sig-

Expected Progress English, mathematics

	English				Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig
Mixed								
White and Black Caribbean	5	60	65	-	5	80	56	-
White and Black African	1	100	75	-	1	100	68	-
White and Asian	-	-	76	-	-	-	73	-
Any other Mixed Background	1	100	74	-	2	100	69	-
Asian or Asian British								
Indian	1	0	81	-	1	100	83	-
Pakistani	3	100	70	-	3	67	65	-
Bangladeshi	3	67	78	-	3	67	75	-
Any other Asian Background	-	-	80	-	-	-	82	-
Black or Black British								
Black Caribbean	16	63	66		15	27	58	Sig-
Black African	43	72	75		42	79	72	
Any Other Black Background	-	-	68	-	-	-	61	-
Chinese	-	-	85	-	-	-	93	-
Any Other Ethnic Group	18	56	76	-	18	67	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	126	1034.3	146	1038.7	119	1001.5
Other pupils	53	1013.8	40	1030.9	54	1010.5
English						
Disadvantaged pupils	126	1000.6	146	998.7	119	998.7
Other pupils	53	999.8	40	1000.2	54	999.6
Mathematics						
Disadvantaged pupils	126	1003.0	146	1004.2	119	1000.6
Other pupils	53	1001.6	40	1002.6	54	1002.8
Science						
Disadvantaged pupils	54	1004.7	64	1004.8	43	1004.8
Other pupils	33	1003.5	21	1003.0	25	1001.9
Languages						
Disadvantaged pupils	50	1010.8	65	1010.7	53	1010.3
Other pupils	18	1006.3	14	1011.4	21	1006.7
Humanities						
Disadvantaged pupils	27	1001.4	34	1003.0	39	1001.1
Other pupils	11	999.3	14	999.8	10	999.7

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	135	35.2	40.5	-5.3	154	33.1	40.4	-7.3	125	34.2	40.5	-6.3
Other pupils	63	36.1		-4.4	53	32.8		-7.6	69	33.6		-6.9
Within school gap		-0.9				0.3				0.6		
Mathematics APS												
Disadvantaged pupils	135	37.0	40.9	-3.9	154	34.9	40.1	-5.2	125	33.7	40.6	-6.9
Other pupils	63	36.9		-4.0	53	33.0		-7.1	69	33.7		-6.9
Within school gap		0.1				1.9				0.0		
Capped APS												
Disadvantaged pupils	135	346.8	350.9	-4.1	154	294.6	324.8	-30.2	125	275.3	326.6	-51.3
Other pupils	63	339.6		-11.3	53	281.4		-43.4	69	270.1		-56.5
Within school gap		7.2				13.2				5.2		

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	135	5	27	-22	154	7	28	-21	125	13	28	-15
Other pupils	63	10		-17	53	8		-20	69	6		-22
Within school gap		-5				-1				7		
5 A*-C including English and mathematics												
Disadvantaged pupils	135	46	67	-21	154	41	62	-21	125	42	63	-21
Other pupils	63	60		-7	53	36		-26	69	35		-28
Within school gap		-14				5				7		
Basics												
Disadvantaged pupils	135	47	67	-20	154	43	64	-21	125	42	65	-23
Other pupils	63	60		-7	53	38		-26	69	36		-29
Within school gap		-13				5				6		
English A*-C												
Disadvantaged pupils	135	56	74	-18	154	50	73	-23	125	54	74	-20
Other pupils	63	67		-7	53	49		-24	69	49		-25
Within school gap		-11				1				5		
Mathematics A*-C												
Disadvantaged pupils	135	59	77	-18	154	52	74	-22	125	52	74	-22
Other pupils	63	68		-9	53	51		-23	69	51		-23
Within school gap		-9				1				1		
5 A*-G												
Disadvantaged pupils	135	97	96	1	154	93	95	-2	125	90	96	-6
Other pupils	63	94		-2	53	91		-4	69	83		-13
Within school gap		3				2				7		

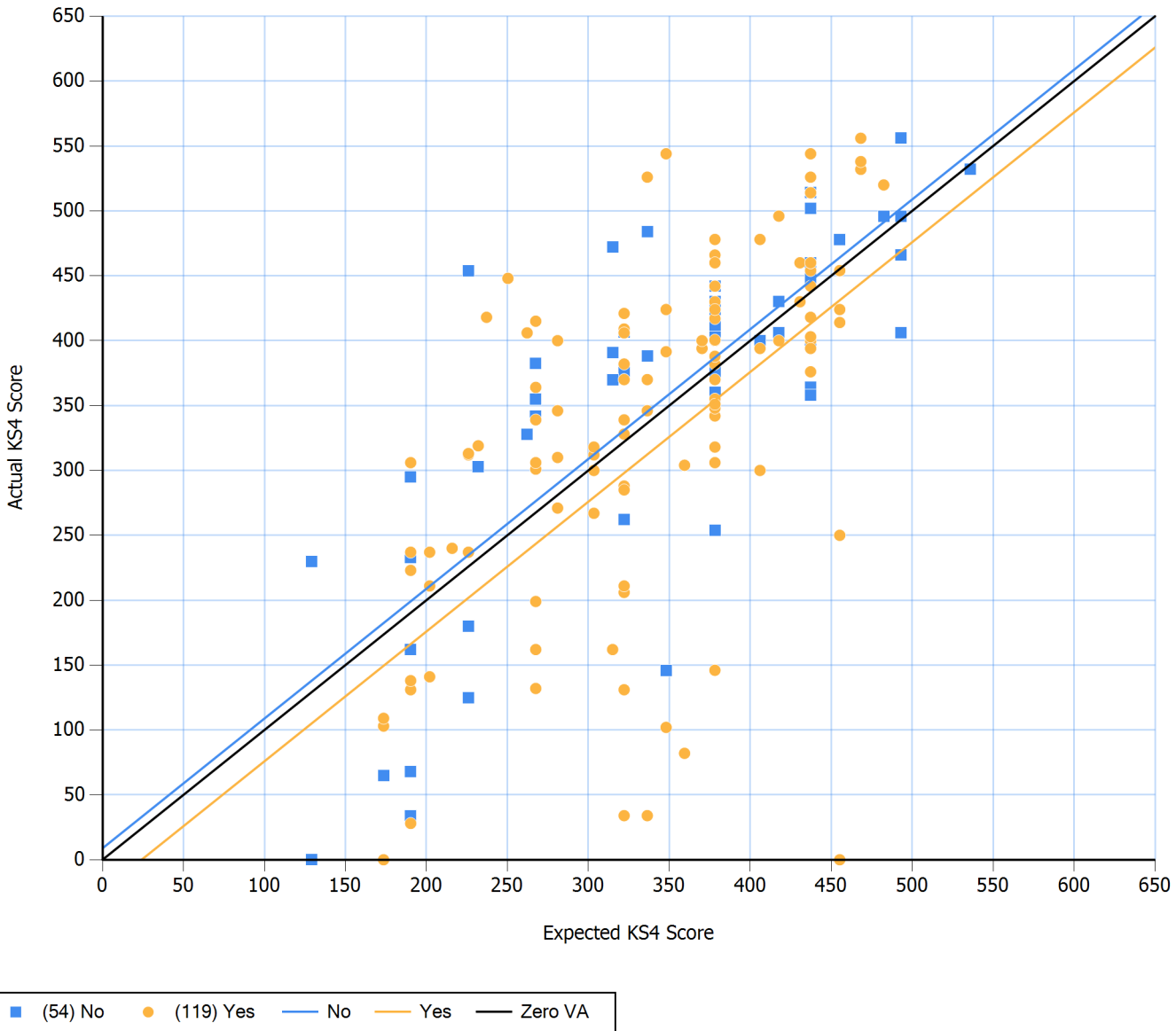


Closing the Gaps at Key Stage 4

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

Progress 8 and Attainment 8

Table 7.1.1: Progress 8 and Attainment 8 summary 2015 (KS4.PA8Sum)

Progress		Attainment	
Cohort	173	Cohort	194
Progress 8		Attainment 8	
School	0.00	School	39.74
95% CI +/-	0.16	National	47.78
National	0	Difference	-8.04
Above -0.5 floor standard?	Yes		
English element		English element	
School	0.00	School	9.05
National	0	National	10.32
		Difference	-1.27
Mathematics element		Mathematics element	
School	0.26	School	8.36
National	0	National	9.64
		Difference	-1.28
EBacc element		EBacc element	
School	-0.24	School	8.57
National	0	National	12.52
		Difference	-3.95
Open element		Open element	
School	0.05	School	13.76
National	0	National	15.30
		Difference	-1.54

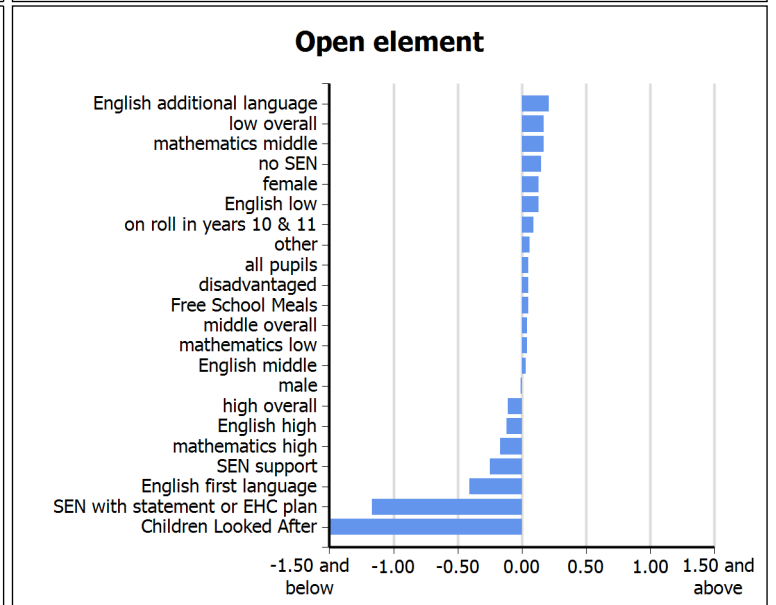
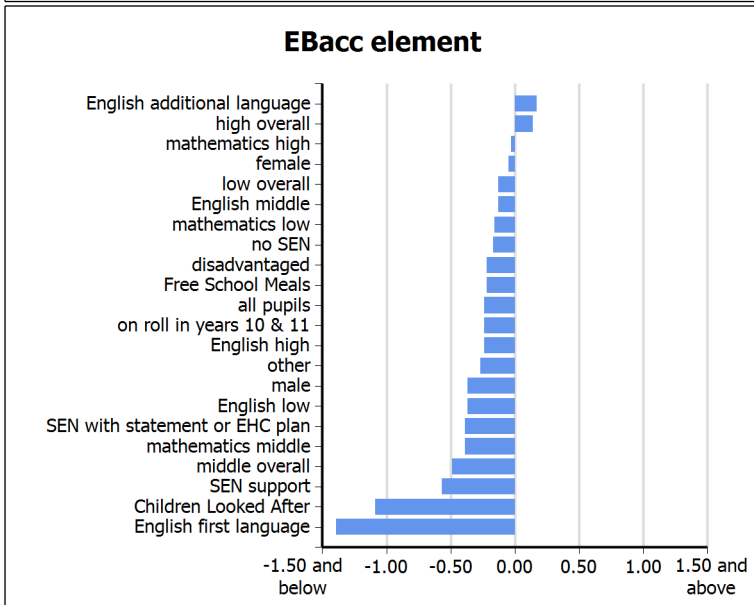
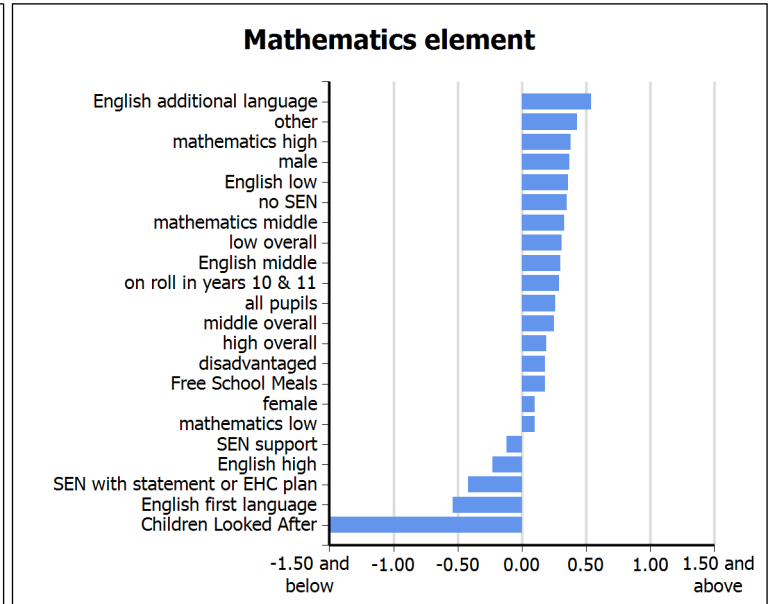
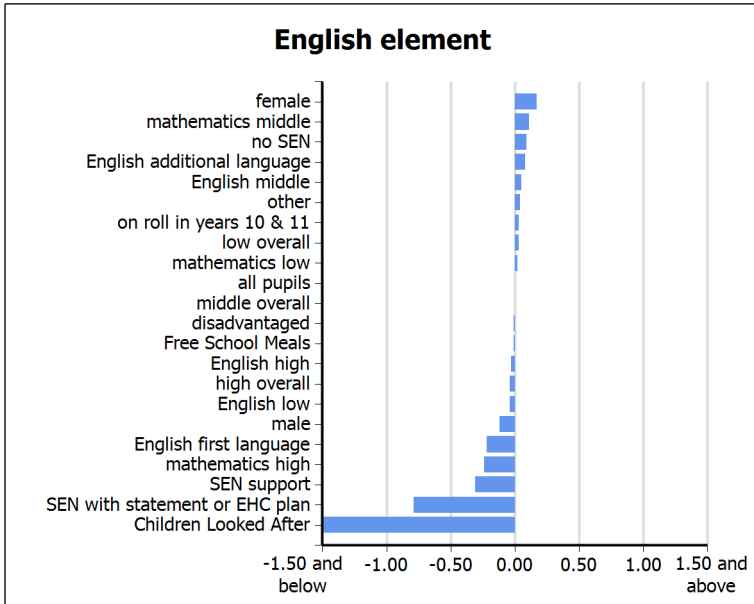
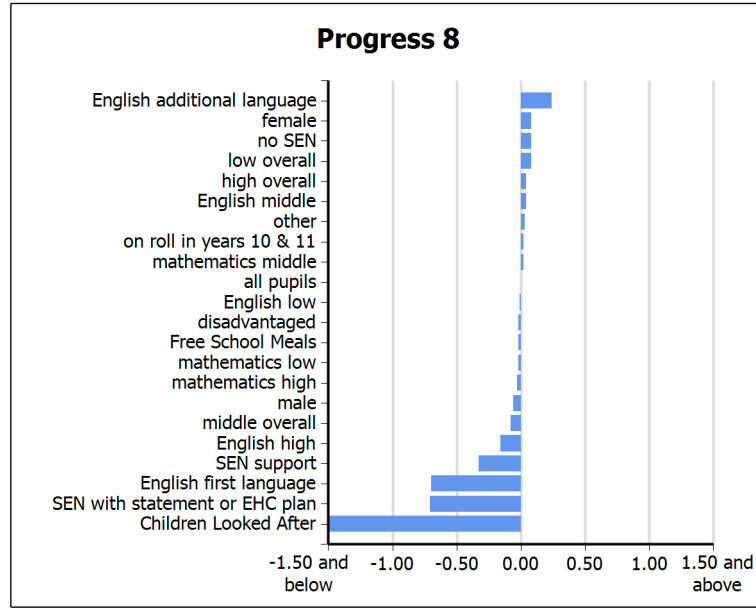
Progress 8 and Attainment 8

Table 7.1.2: Progress 8 2015 (KS4.P8)

	Cohort	Progress 8	English element	Mathematics element	EBacc element	Open element
all pupils	173	0.00	0.00	0.26	-0.24	0.05
male	101	-0.06	-0.12	0.37	-0.37	-0.01
female	72	0.08	0.17	0.10	-0.05	0.13
disadvantaged	119	-0.02	-0.01	0.18	-0.22	0.05
other	54	0.03	0.04	0.43	-0.27	0.06
Free School Meals	119	-0.02	-0.01	0.18	-0.22	0.05
Children Looked After	1	-3.21	-4.31	-3.66	-1.09	-4.31
SEN with statement or EHC plan	5	-0.71	-0.79	-0.42	-0.39	-1.17
SEN support	27	-0.33	-0.31	-0.12	-0.57	-0.25
no SEN	141	0.08	0.09	0.35	-0.17	0.15
on roll in years 10 & 11	166	0.02	0.03	0.29	-0.24	0.09
English first language	45	-0.70	-0.22	-0.54	-1.39	-0.41
English additional language	128	0.24	0.08	0.54	0.17	0.21
Prior Attainment						
low overall	58	0.08	0.03	0.31	-0.13	0.17
middle overall	79	-0.08	0.00	0.25	-0.49	0.04
high overall	36	0.04	-0.04	0.19	0.14	-0.11
English low	67	-0.01	-0.04	0.36	-0.37	0.13
English middle	84	0.04	0.05	0.30	-0.13	0.03
English high	22	-0.16	-0.03	-0.23	-0.24	-0.12
mathematics low	60	-0.02	0.02	0.10	-0.16	0.04
mathematics middle	76	0.02	0.11	0.33	-0.39	0.17
mathematics high	37	-0.03	-0.24	0.38	-0.03	-0.17



Progress 8 and Attainment 8



Progress 8 and Attainment 8

Ethnic Group	Cohort	Progress 8	English element	Mathematics element	EBacc element	Open element
all pupils	173	0.00	0.00	0.26	-0.24	0.05
White	85	0.09	0.00	0.20	0.08	0.08
British	14	-0.92	-0.42	-0.79	-1.82	-0.44
Irish	1	-1.29	-1.85	0.37	-0.24	-3.07
Traveller	0	-	-	-	-	-
Gypsy/Roma	0	-	-	-	-	-
any other White background	70	0.31	0.11	0.40	0.47	0.23
Mixed	7	-0.11	-0.06	0.40	-0.47	-0.10
White & Black Caribbean	5	-0.59	-0.35	-0.03	-1.03	-0.70
White & Black African	1	2.00	1.77	2.45	1.07	2.79
White & Asian	0	-	-	-	-	-
any other mixed background	1	0.23	-0.45	0.51	0.76	-0.03
Asian or Asian British	7	-0.10	0.15	0.56	-0.84	0.02
Indian	1	-0.21	-0.66	1.68	-0.85	-0.54
Pakistani	3	0.28	0.79	0.60	-0.25	0.25
Bangladeshi	3	-0.45	-0.23	0.15	-1.42	-0.02
any other Asian background	0	-	-	-	-	-
Black or Black British	56	-0.16	0.11	0.22	-0.85	0.11
Black Caribbean	15	-0.89	-0.19	-0.92	-1.84	-0.38
Black African	41	0.11	0.22	0.64	-0.49	0.29
any other Black background	0	-	-	-	-	-
Chinese	0	-	-	-	-	-
any other ethnic group	18	0.12	-0.32	0.47	0.50	-0.20
unclassified - refused	0	-	-	-	-	-
unclassified - not obtained	0	-	-	-	-	-

Progress 8 and Attainment 8

Table 7.1.3: Attainment 8 2015 (KS4.A8)

	Cohort	National comparator type	Attainment 8		English element		Mathematics element		EBacc element		Open element		Open element			
			School	National	School	National	School	National	School	National	School	National	GCSE only		non-GCSE only	
													School	National	School	National
all pupils	194	all	39.74	47.78	9.05	10.32	8.36	9.64	8.57	12.52	13.76	15.30	10.85	12.71	2.91	2.59
male	112	same	38.55	45.62	8.74	9.71	8.48	9.59	7.81	11.96	13.51	14.35	10.22	11.66	3.29	2.69
female	82	same	41.37	50.04	9.48	10.96	8.20	9.70	9.61	13.10	14.09	16.28	11.71	13.80	2.38	2.48
disadvantaged	125	non	39.98	51.19	9.14	10.87	8.37	10.32	8.59	13.83	13.88	16.17	11.14	13.81	2.74	2.36
other	69	same	39.30	51.19	8.88	10.87	8.35	10.32	8.54	13.83	13.53	16.17	10.32	13.81	3.21	2.36
Free School Meals	125	non	39.98	51.02	9.14	10.84	8.37	10.29	8.59	13.77	13.88	16.12	11.14	13.76	2.74	2.36
Children Looked After	1	non	4.00	47.99	0.00	10.36	0.00	9.68	4.00	12.59	0.00	15.36	0.00	12.77	0.00	2.59
SEN with statement or EHC plan	5	all	10.50	47.78	3.20	10.32	1.60	9.64	1.20	12.52	4.50	15.30	2.40	12.71	2.10	2.59
SEN support	28	all	25.00	47.78	6.43	10.32	5.00	9.64	3.52	12.52	10.05	15.30	5.52	12.71	4.54	2.59
no SEN	161	same	43.21	51.28	9.69	10.95	9.16	10.35	9.68	13.76	14.69	16.22	12.04	13.74	2.65	2.49
on roll in years 10 & 11	186	same	39.61	48.57	9.03	10.49	8.35	9.79	8.45	12.74	13.77	15.56	10.79	12.95	2.98	2.61
English first language	48	all	36.00	47.78	9.21	10.32	7.54	9.64	6.00	12.52	13.25	15.30	10.71	12.71	2.54	2.59
English additional language	146	all	40.97	47.78	9.00	10.32	8.63	9.64	9.42	12.52	13.92	15.30	10.89	12.71	3.03	2.59
Prior Attainment																
low overall	58	same	25.90	25.35	6.62	6.51	5.00	4.68	3.56	4.20	10.72	9.96	6.28	6.14	4.44	3.81
middle overall	79	same	43.35	46.21	9.90	10.20	9.49	9.39	9.23	11.62	14.73	15.00	12.31	11.97	2.42	3.03
high overall	36	same	59.28	62.42	12.11	12.74	12.28	12.69	17.28	18.18	17.61	18.81	17.19	17.43	0.42	1.38
English low	67	same	26.96	26.71	6.84	6.58	5.61	5.35	3.45	4.64	11.06	10.15	6.19	6.29	4.87	3.85
English middle	84	same	47.32	47.01	10.40	10.26	10.12	9.62	11.49	11.98	15.31	15.14	13.79	12.20	1.52	2.95
English high	22	same	58.18	62.24	12.27	12.91	11.64	12.35	16.45	18.06	17.82	18.92	17.36	17.56	0.45	1.36
mathematics low	60	same	26.09	27.38	6.80	7.05	4.87	4.82	3.85	4.91	10.58	10.60	6.34	6.89	4.23	3.71
mathematics middle	76	same	44.08	46.64	10.05	10.29	9.55	9.44	9.42	11.77	15.06	15.13	12.63	12.15	2.43	2.98
mathematics high	37	same	57.97	61.77	11.62	12.50	12.54	12.79	16.51	17.95	17.30	18.54	16.62	17.07	0.68	1.47

Progress 8 and Attainment 8

Ethnic Group	Cohort	National comparator type	Open element													
			Attainment 8		English element		Mathematics element		EBacc element		Open element		GCSE only		non-GCSE only	
			School	National	School	National	School	National	School	National	School	National	School	National	School	National
all pupils	194	all	39.74	47.78	9.05	10.32	8.36	9.64	8.57	12.52	13.76	15.30	10.85	12.71	2.91	2.59
White	96	all	37.88	47.78	8.51	10.32	7.52	9.64	8.83	12.52	13.03	15.30	9.70	12.71	3.32	2.59
British	14	all	33.89	47.78	8.79	10.32	7.00	9.64	5.14	12.52	12.96	15.30	10.57	12.71	2.39	2.59
Irish	1	all	43.00	47.78	8.00	10.32	12.00	9.64	15.00	12.52	8.00	15.30	8.00	12.71	0.00	2.59
Traveller	0	all	-	47.78	-	10.32	-	9.64	-	12.52	-	15.30	-	12.71	-	2.59
Gypsy/Roma	0	all	-	47.78	-	10.32	-	9.64	-	12.52	-	15.30	-	12.71	-	2.59
any other White background	81	all	38.51	47.78	8.47	10.32	7.56	9.64	9.39	12.52	13.10	15.30	9.57	12.71	3.52	2.59
Mixed	8	all	45.13	47.78	9.75	10.32	10.50	9.64	9.75	12.52	15.13	15.30	13.88	12.71	1.25	2.59
White & Black Caribbean	5	all	38.40	47.78	9.20	10.32	8.80	9.64	7.80	12.52	12.60	15.30	11.60	12.71	1.00	2.59
White & Black African	1	all	55.00	47.78	12.00	10.32	12.00	9.64	10.00	12.52	21.00	15.30	21.00	12.71	0.00	2.59
White & Asian	0	all	-	47.78	-	10.32	-	9.64	-	12.52	-	15.30	-	12.71	-	2.59
any other mixed background	2	all	57.00	47.78	10.00	10.32	14.00	9.64	14.50	12.52	18.50	15.30	16.00	12.71	2.50	2.59
Asian or Asian British	7	all	36.79	47.78	8.86	10.32	8.29	9.64	6.57	12.52	13.07	15.30	11.29	12.71	1.79	2.59
Indian	1	all	17.00	47.78	4.00	10.32	6.00	9.64	0.00	12.52	7.00	15.30	2.00	12.71	5.00	2.59
Pakistani	3	all	36.83	47.78	9.33	10.32	7.33	9.64	7.33	12.52	12.83	15.30	10.33	12.71	2.50	2.59
Bangladeshi	3	all	43.33	47.78	10.00	10.32	10.00	9.64	8.00	12.52	15.33	15.30	15.33	12.71	0.00	2.59
any other Asian background	0	all	-	47.78	-	10.32	-	9.64	-	12.52	-	15.30	-	12.71	-	2.59
Black or Black British	64	all	40.51	47.78	9.73	10.32	8.97	9.64	7.17	12.52	14.63	15.30	11.50	12.71	3.13	2.59
Black Caribbean	18	all	34.22	47.78	9.28	10.32	7.00	9.64	4.39	12.52	13.56	15.30	10.72	12.71	2.83	2.59
Black African	46	all	42.97	47.78	9.91	10.32	9.74	9.64	8.26	12.52	15.05	15.30	11.80	12.71	3.25	2.59
any other Black background	0	all	-	47.78	-	10.32	-	9.64	-	12.52	-	15.30	-	12.71	-	2.59
Chinese	0	all	-	47.78	-	10.32	-	9.64	-	12.52	-	15.30	-	12.71	-	2.59
any other ethnic group	19	all	45.37	47.78	9.26	10.32	9.68	9.64	12.24	12.52	14.18	15.30	13.00	12.71	1.18	2.59
unclassified - refused	0	all	-	47.78	-	10.32	-	9.64	-	12.52	-	15.30	-	12.71	-	2.59
unclassified - not obtained	0	all	-	47.78	-	10.32	-	9.64	-	12.52	-	15.30	-	12.71	-	2.59



Progress 8 and Attainment 8

Table 7.1.4: Attainment 8 entries 2015 (KS4.A8E)

	Cohort	English element		Mathematics element		English Baccalaureate element		Open element	
		School entries %	National entries %	School entries %	National entries %	School entries	National entries	School entries	National entries
all pupils	194	94	97	97	97	1.5	2.4	2.7	2.8
male	112	94	96	97	96	1.4	2.3	2.8	2.8
female	82	95	98	98	97	1.7	2.4	2.7	2.9
disadvantaged	125	96	95	98	94	1.5	1.9	2.8	2.7
other	69	91	98	97	98	1.5	2.5	2.7	2.9
Free School Meals	125	96	95	98	95	1.5	1.9	2.8	2.7
Children Looked After	1	0	80	0	80	1.0	1.3	0.0	2.0
SEN with statement or EHC plan	5	60	57	80	60	0.4	0.8	1.4	1.5
SEN support	28	89	97	96	96	0.7	1.7	2.4	2.6
no SEN	161	96	99	98	99	1.7	2.5	2.8	2.9
on roll in years 10 & 11	186	95	98	98	98	1.5	2.4	2.7	2.8
English first language	48	96	98	96	97	1.2	2.4	2.7	2.8
English additional language	146	94	97	98	97	1.6	2.4	2.7	2.8
Prior Attainment									
low overall	58	88	89	95	89	0.7	1.2	2.5	2.4
middle overall	79	100	99	100	99	1.7	2.4	2.9	2.9
high overall	36	97	100	97	100	2.8	2.9	2.9	3.0
English low	67	90	90	96	89	0.7	1.3	2.6	2.5
English middle	84	100	99	100	99	2.1	2.5	2.9	2.9
English high	22	95	100	95	100	2.6	2.9	2.9	3.0
mathematics low	60	90	90	97	90	0.8	1.4	2.5	2.5
mathematics middle	76	99	99	99	99	1.7	2.4	2.9	2.9
mathematics high	37	97	100	97	100	2.7	2.9	2.9	3.0

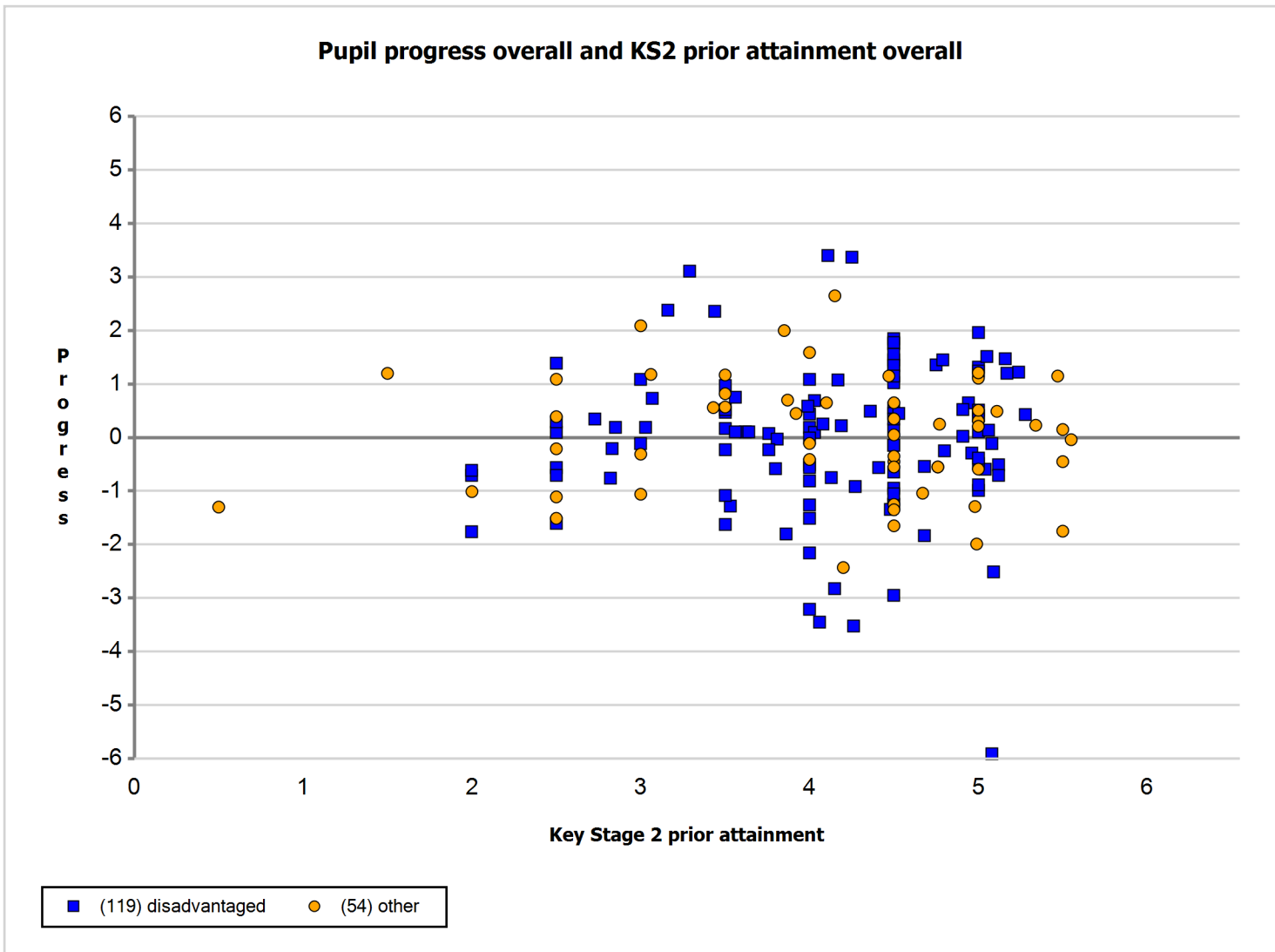


Progress 8 and Attainment 8

Ethnic Group	Cohort	English element		Mathematics element		English Baccalaureate element		Open element	
		School entries %	National entries %	School entries %	National entries %	School entries	National entries	School entries	National entries
White	96	93	97	97	97	1.6	2.4	2.7	2.8
British	14	93	98	93	97	1.1	2.4	2.7	2.8
Irish	1	100	97	100	97	3.0	2.5	3.0	2.8
Traveller	0	-	76	-	74	-	1.2	-	1.8
Gypsy/Roma	0	-	81	-	82	-	0.9	-	2.0
any other White background	81	93	96	98	97	1.6	2.4	2.7	2.8
Mixed	8	100	97	100	97	1.6	2.4	2.6	2.8
White & Black Caribbean	5	100	97	100	96	1.4	2.2	2.4	2.8
White & Black African	1	100	98	100	98	2.0	2.4	3.0	2.9
White & Asian	0	-	98	-	98	-	2.6	-	2.9
any other mixed background	2	100	97	100	97	2.0	2.5	3.0	2.8
Asian or Asian British	7	100	98	100	98	1.1	2.5	2.7	2.9
Indian	1	100	98	100	98	0.0	2.7	2.0	2.9
Pakistani	3	100	97	100	97	1.0	2.3	2.7	2.9
Bangladeshi	3	100	98	100	98	1.7	2.5	3.0	2.9
any other Asian background	0	-	98	-	98	-	2.6	-	2.9
Black or Black British	64	97	97	98	97	1.3	2.4	2.8	2.9
Black Caribbean	18	100	97	100	97	0.9	2.2	2.7	2.8
Black African	46	96	97	98	98	1.5	2.4	2.9	2.9
any other Black background	0	-	97	-	97	-	2.3	-	2.8
Chinese	0	-	98	-	99	-	2.8	-	2.9
any other ethnic group	19	89	96	95	97	2.1	2.4	2.7	2.8
unclassified - refused	0	-	97	-	98	-	2.4	-	2.8
unclassified - not obtained	0	-	53	-	54	-	1.1	-	1.3

Progress 8 and Attainment 8

Table 7.1.5: Scatterplot P8 overall for prior attainment overall (KS4.P8Sct)



Coverage 89%

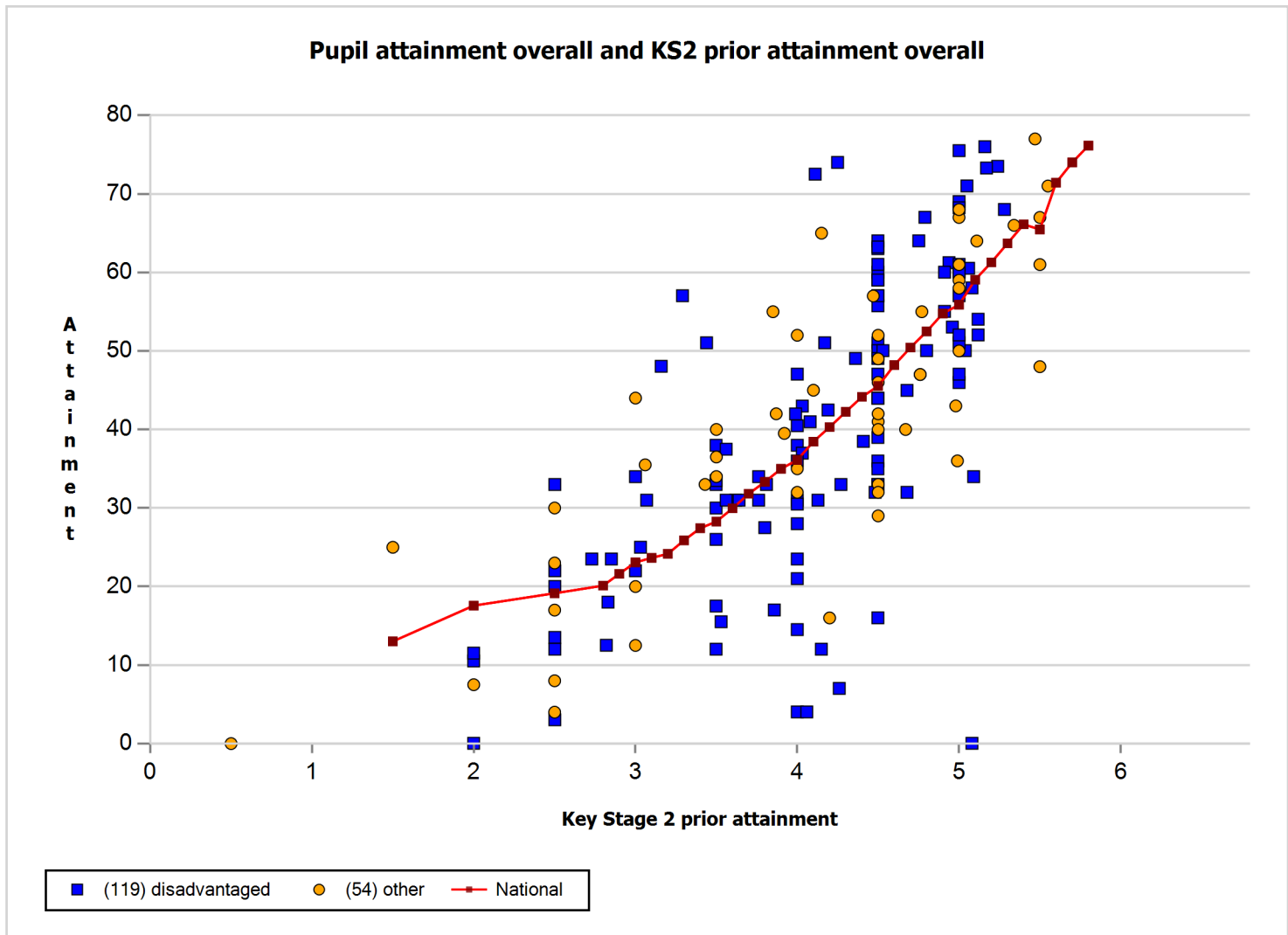
Prior attainment is shown in levels calculated using fine point scores.

Progress 8 by prior attainment group (for progress overall and prior-attainment overall)

Prior attainment level	2.99 or below	3.0-3.99	4.0-4.99	5.0-5.66	5.67 or above
Cohort	21	37	79	36	0
All pupils	-0.34	0.32	-0.08	0.04	-
Disadvantaged pupils	-0.36	0.14	0.00	-0.05	-
Other pupils	-0.31	0.74	-0.30	0.20	-
National other pupils	0.16	0.20	0.16	0.08	0.04
Difference: school disadvantaged - national other	-0.52	-0.06	-0.16	-0.13	-

Progress 8 and Attainment 8

Table 7.1.6: Scatterplot A8 overall for prior attainment overall (KS4.A8Sct)



Coverage 89%

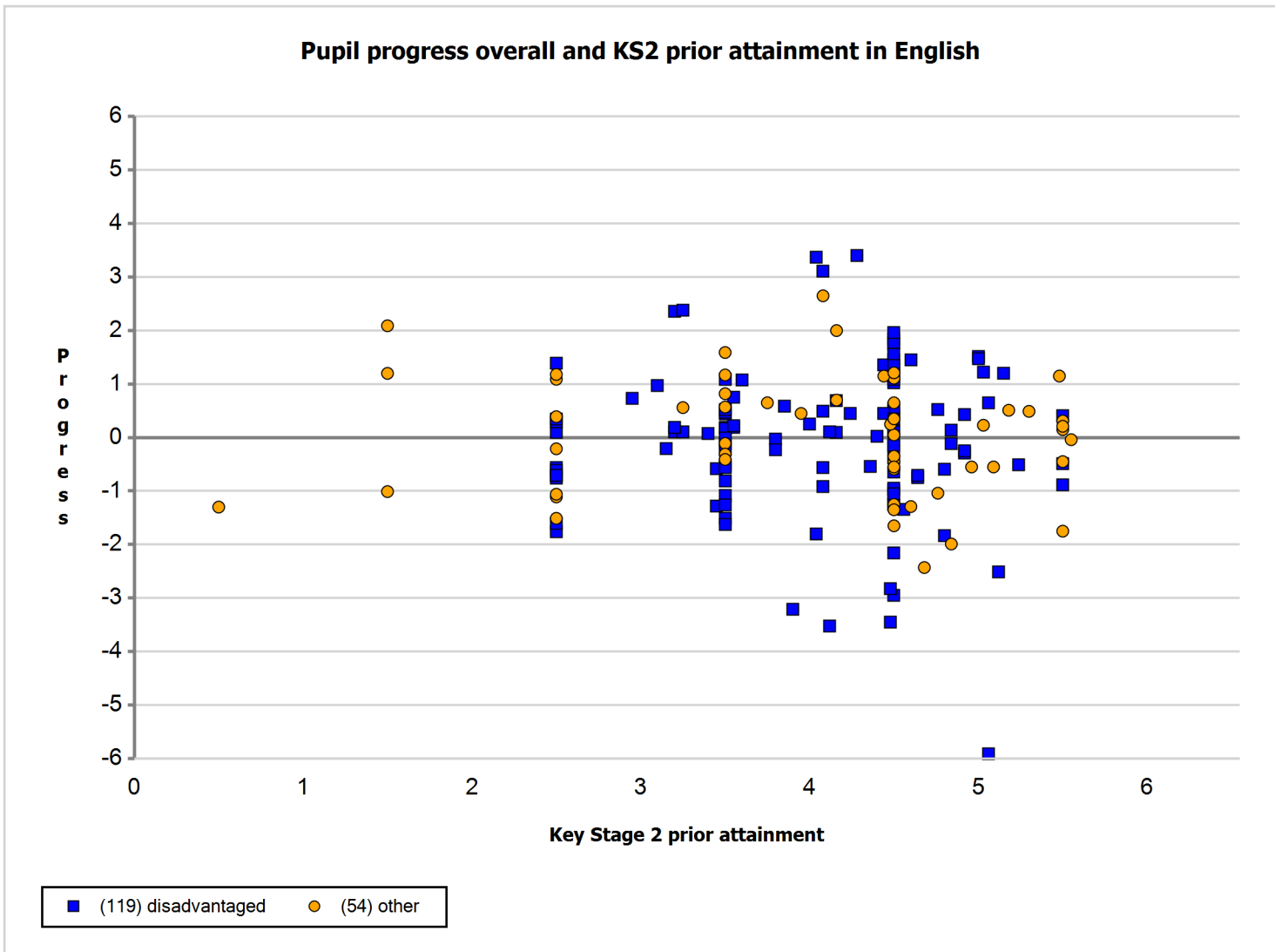
Prior attainment is shown in levels calculated using fine point scores.

Attainment 8 by prior attainment group (for attainment overall and prior-attainment overall)

Prior attainment level	2.99 or below	3.0-3.99	4.0-4.99	5.0-5.66	5.67 or above
Cohort	21	37	79	36	0
All pupils	15.12	32.01	43.35	59.28	-
National all pupils	19.27	29.97	46.51	62.26	74.82
Disadvantaged pupils	15.62	30.48	43.70	57.26	-
Other pupils	14.31	35.64	42.45	62.85	-
National other pupils	20.91	32.31	48.54	63.29	75.07
Difference: school disadvantaged - national other	-5.29	-1.83	-4.84	-6.03	-

Progress 8 and Attainment 8

Table 7.1.7: Scatterplot P8 overall for prior attainment English (KS4.P8Sct)



Coverage 89%

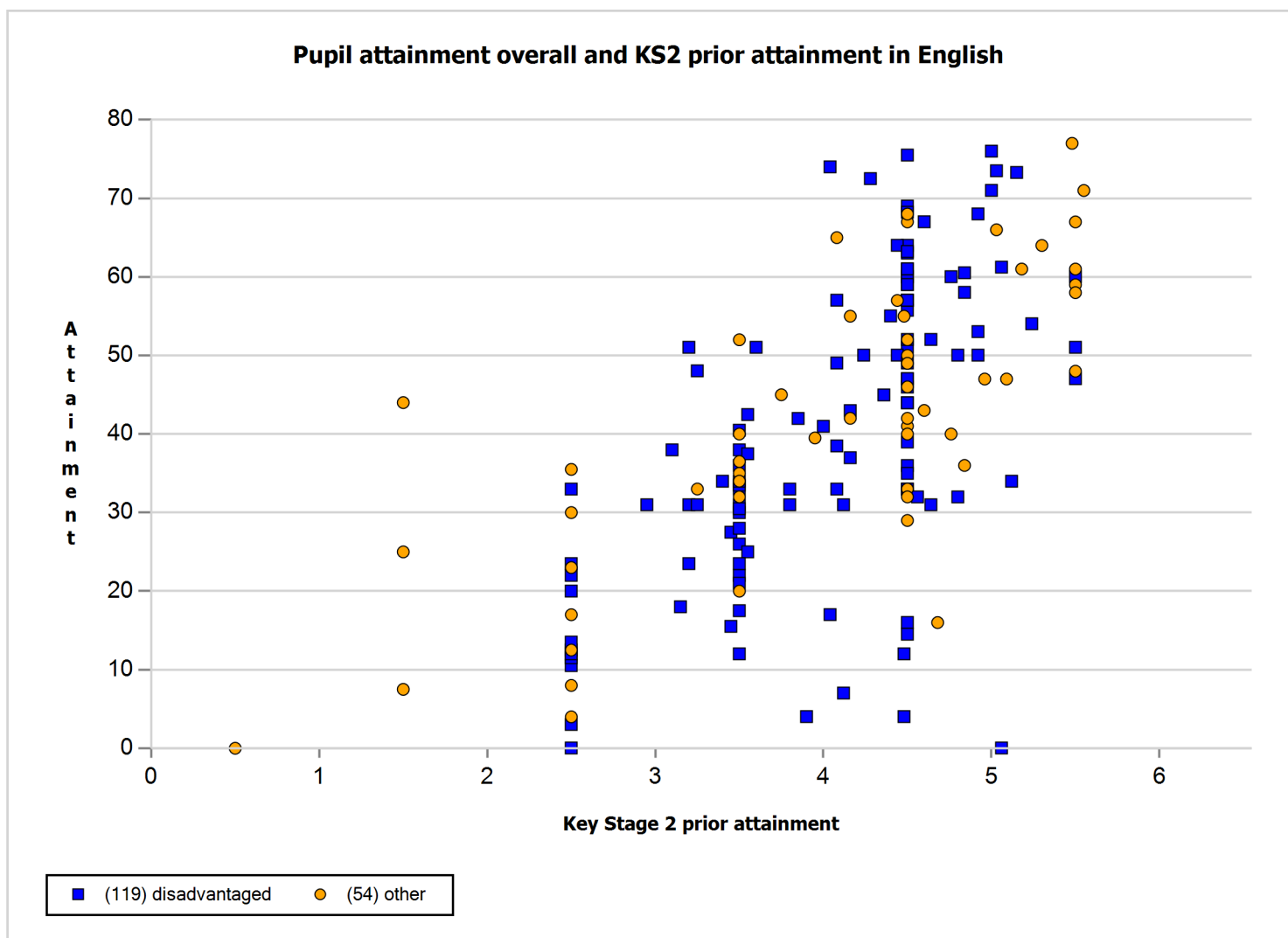
Prior attainment is shown in levels calculated using fine point scores.

Progress 8 by prior attainment group (for progress overall and prior-attainment in English)

Prior attainment level	2.99 or below	3.0-3.99	4.0-4.99	5.0-5.66	5.67 or above
Cohort	23	44	84	22	0
All pupils	-0.18	0.08	0.04	-0.16	-
Disadvantaged pupils	-0.32	-0.04	0.11	-0.35	-
Other pupils	-0.02	0.50	-0.15	0.02	-
National other pupils	0.26	0.15	0.14	0.11	0.12
Difference: school disadvantaged - national other	-0.58	-0.19	-0.03	-0.46	-

Progress 8 and Attainment 8

Table 7.1.8: Scatterplot A8 overall for prior attainment English (KS4.A8Sct)



Coverage 89%

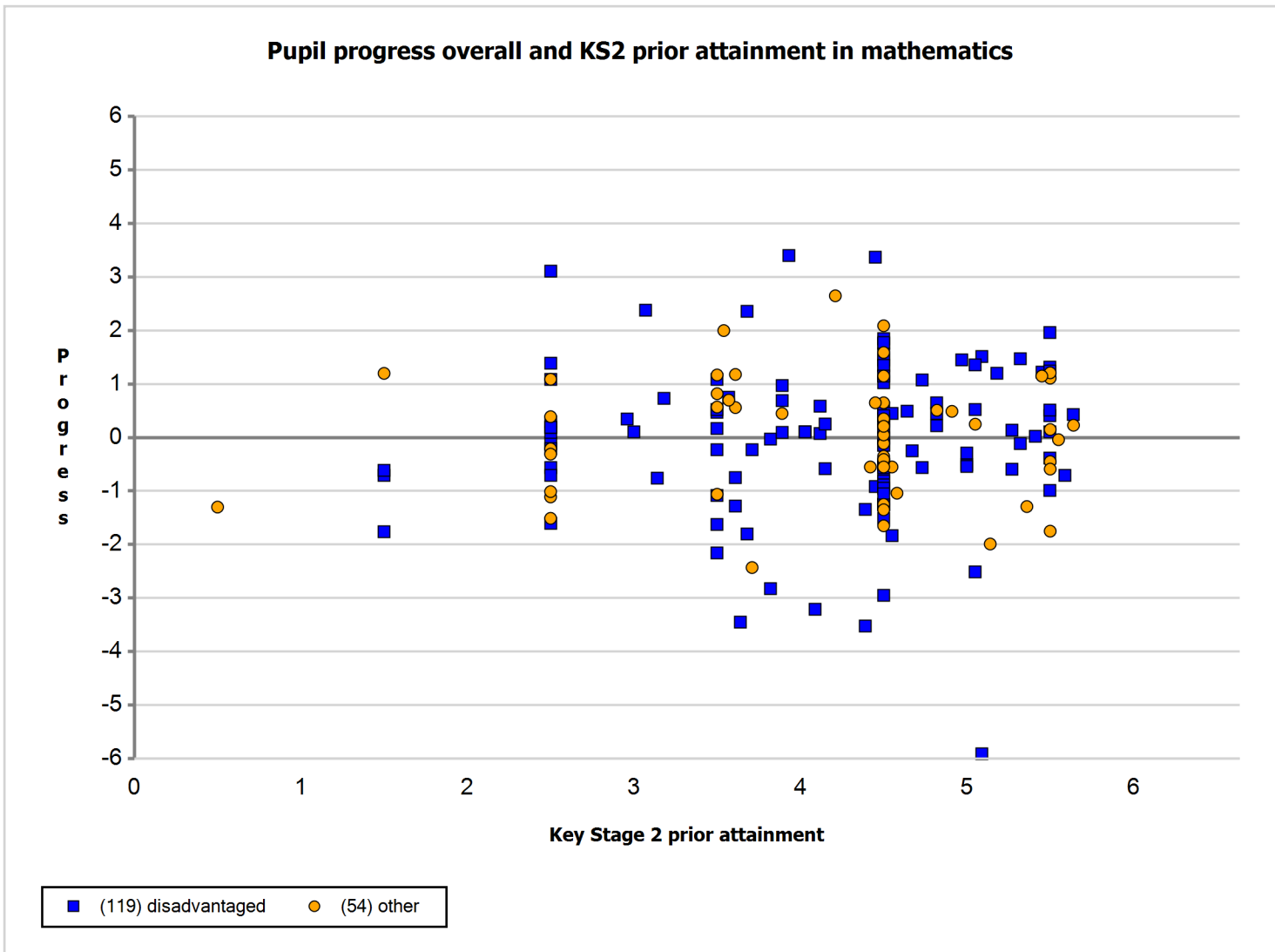
Prior attainment is shown in levels calculated using fine point scores.

Attainment 8 by prior attainment group (for attainment overall and prior-attainment in English)

Prior attainment level	2.99 or below	3.0-3.99	4.0-4.99	5.0-5.66	5.67 or above
Cohort	23	44	84	22	0
All pupils	17.35	31.98	47.32	58.18	-
Disadvantaged pupils	16.04	30.59	47.90	54.64	-
Other pupils	18.77	36.70	45.68	61.73	-

Progress 8 and Attainment 8

Table 7.1.9: Scatterplot P8 overall for prior attainment mathematics (KS4.P8Sct)



Coverage 89%

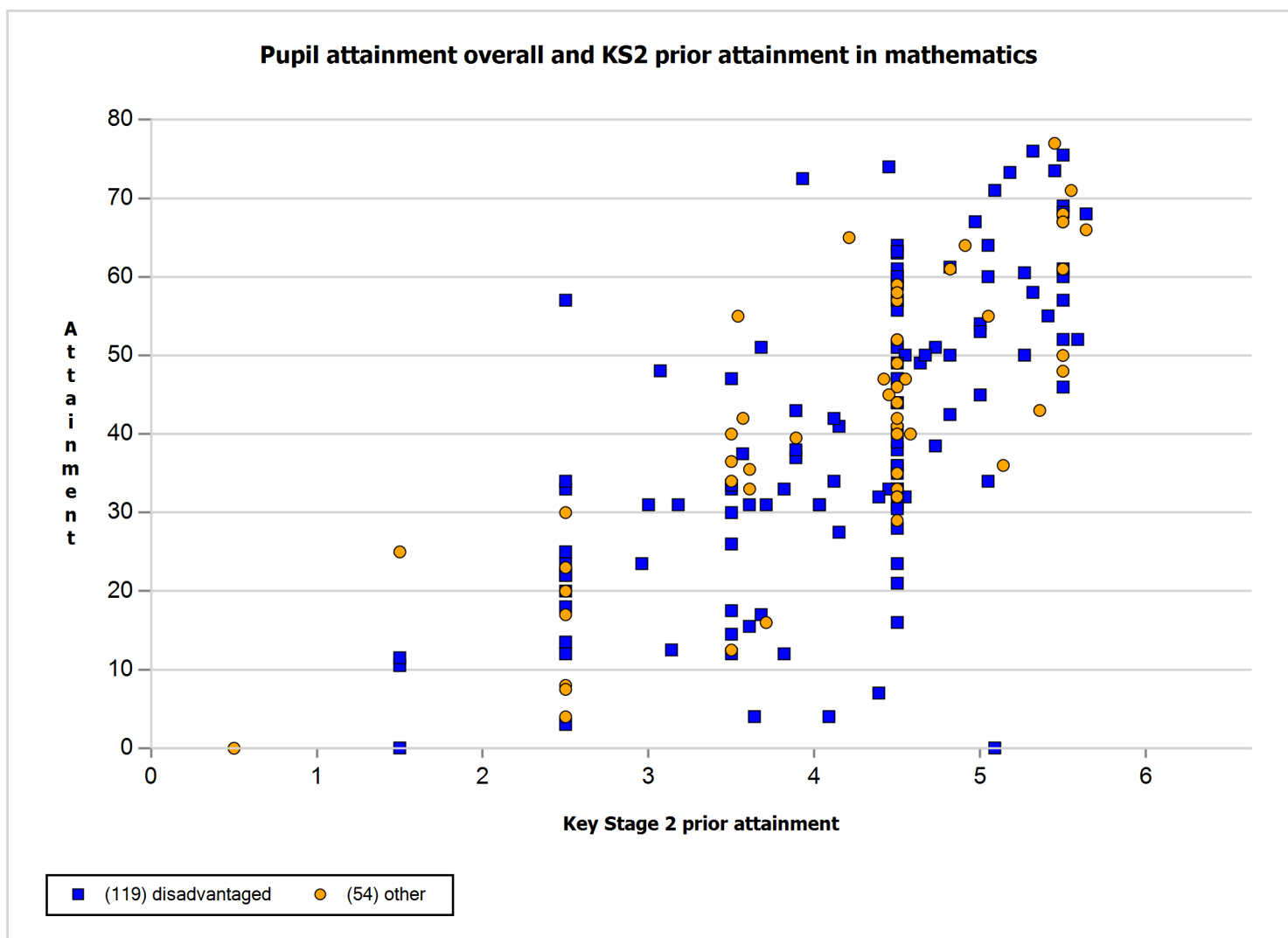
Prior attainment is shown in levels calculated using fine point scores.

Progress 8 by prior attainment group (for progress overall and prior-attainment in mathematics)

Prior attainment level	2.99 or below	3.0-3.99	4.0-4.99	5.0-5.66	5.67 or above
Cohort	25	35	76	37	0
All pupils	-0.09	0.04	0.02	-0.03	-
Disadvantaged pupils	0.03	-0.10	-0.02	0.03	-
Other pupils	-0.31	0.40	0.11	-0.17	-
National other pupils	0.16	0.22	0.16	0.06	0.12
Difference: school disadvantaged - national other	-0.13	-0.32	-0.18	-0.03	-

Progress 8 and Attainment 8

Table 7.1.10: Scatterplot A8 overall for prior attainment mathematics (KS4.A8Sct)



Coverage 89%

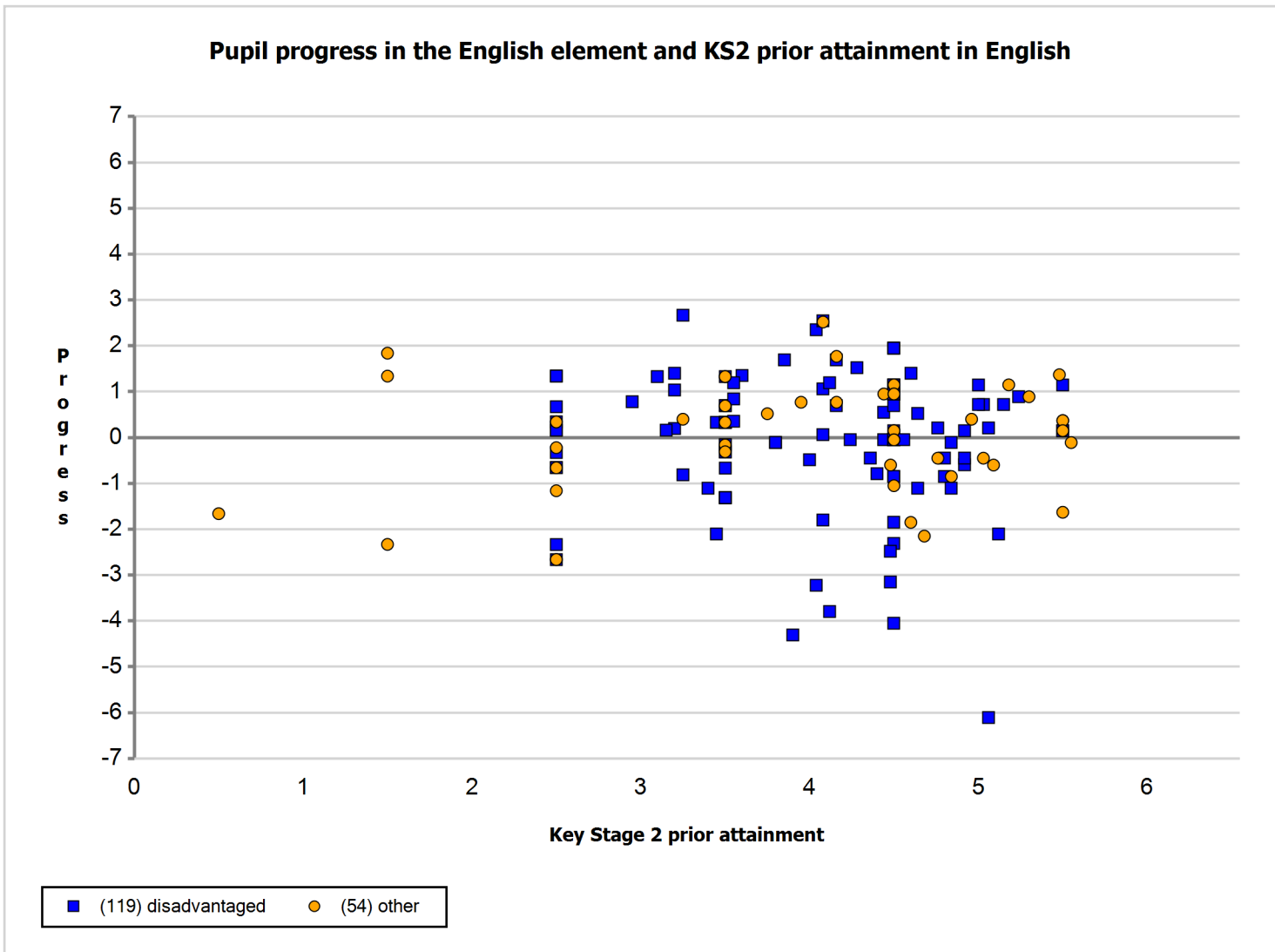
Prior attainment is shown in levels calculated using fine point scores.

Attainment 8 by prior attainment group (for attainment overall and prior-attainment in mathematics)

Prior attainment level	2.99 or below	3.0-3.99	4.0-4.99	5.0-5.66	5.67 or above
Cohort	25	35	76	37	0
All pupils	18.52	31.50	44.08	57.97	-
Disadvantaged pupils	20.53	30.34	43.02	57.44	-
Other pupils	14.94	34.40	46.52	59.08	-

Progress 8 and Attainment 8

Table 7.1.11: Scatterplot P8 English for prior attainment English (KS4.P8Sct)



Coverage 89%

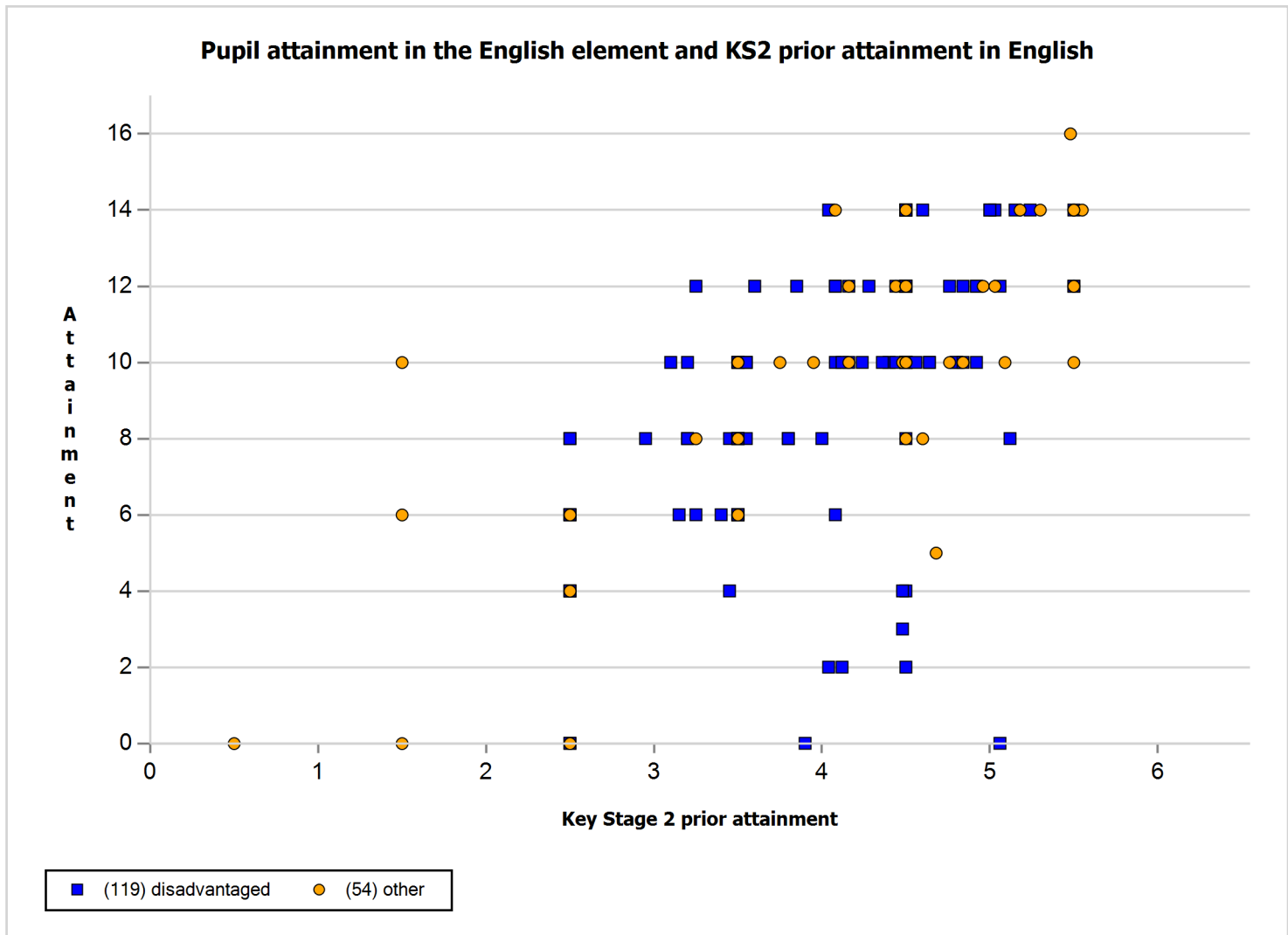
Prior attainment is shown in levels calculated using fine point scores.

Progress 8 by prior attainment group (for progress in the English element and prior-attainment in English)

Prior attainment level	2.99 or below	3.0-3.99	4.0-4.99	5.0-5.66	5.67 or above
Cohort	23	44	84	22	0
All pupils	-0.41	0.15	0.05	-0.03	-
Disadvantaged pupils	-0.15	0.03	0.02	-0.21	-
Other pupils	-0.68	0.56	0.11	0.15	-
National other pupils	0.10	0.03	0.06	0.17	0.25
Difference: school disadvantaged - national other	-0.25	0.00	-0.04	-0.38	-

Progress 8 and Attainment 8

Table 7.1.12: Scatterplot A8 English for prior attainment English (KS4.A8Sct)



Coverage 89%

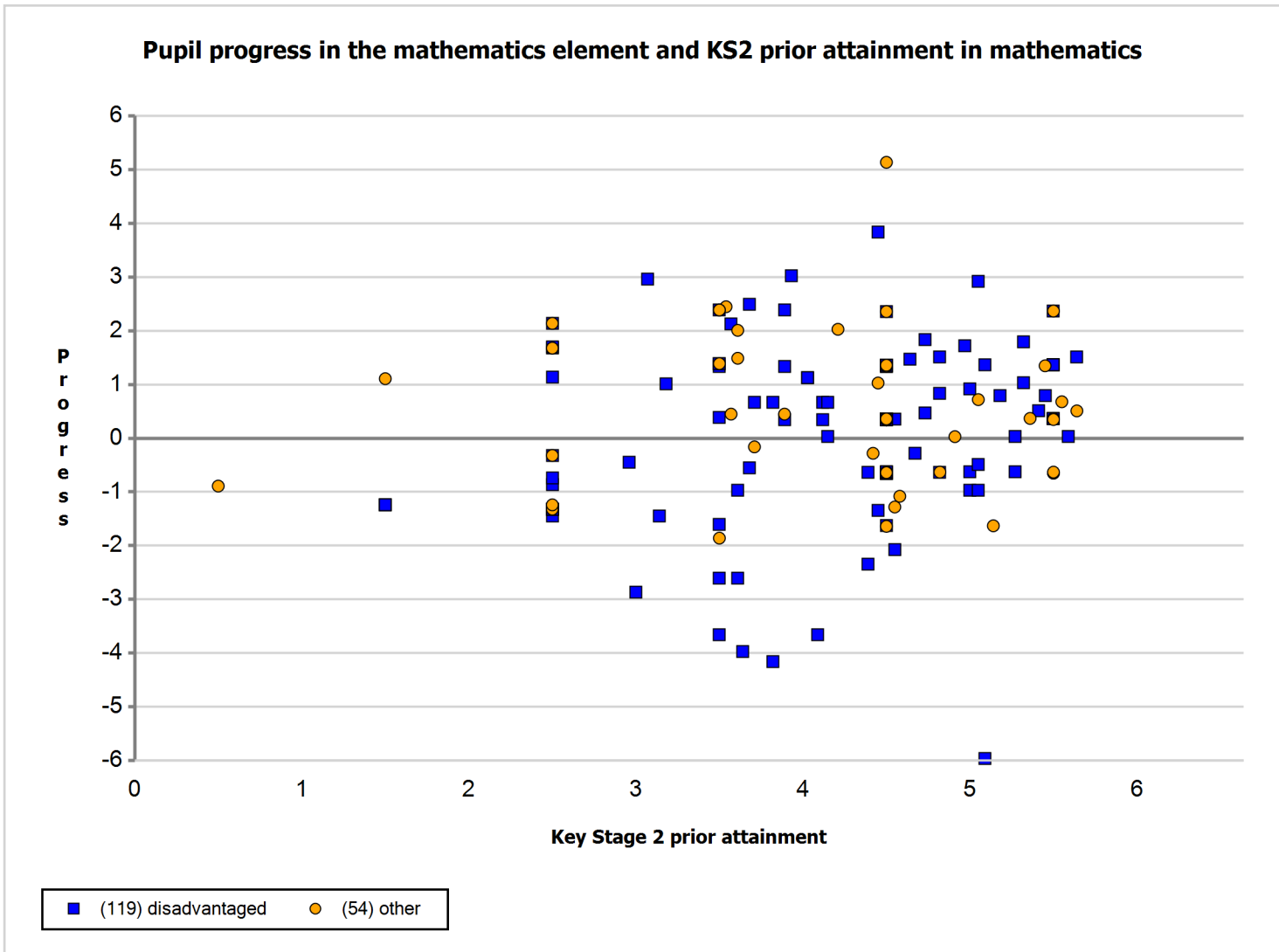
Prior attainment is shown in levels calculated using fine point scores.

Attainment 8 by prior attainment group (for attainment in the English element and prior-attainment in English)

Prior attainment level	2.99 or below	3.0-3.99	4.0-4.99	5.0-5.66	5.67 or above
Cohort	23	44	84	22	0
All pupils	4.43	8.09	10.40	12.27	-
Disadvantaged pupils	5.00	7.82	10.34	11.64	-
Other pupils	3.82	9.00	10.59	12.91	-

Progress 8 and Attainment 8

Table 7.1.13: Scatterplot P8 mathematics for prior attainment mathematics (KS4.P8Sct)



Coverage 89%

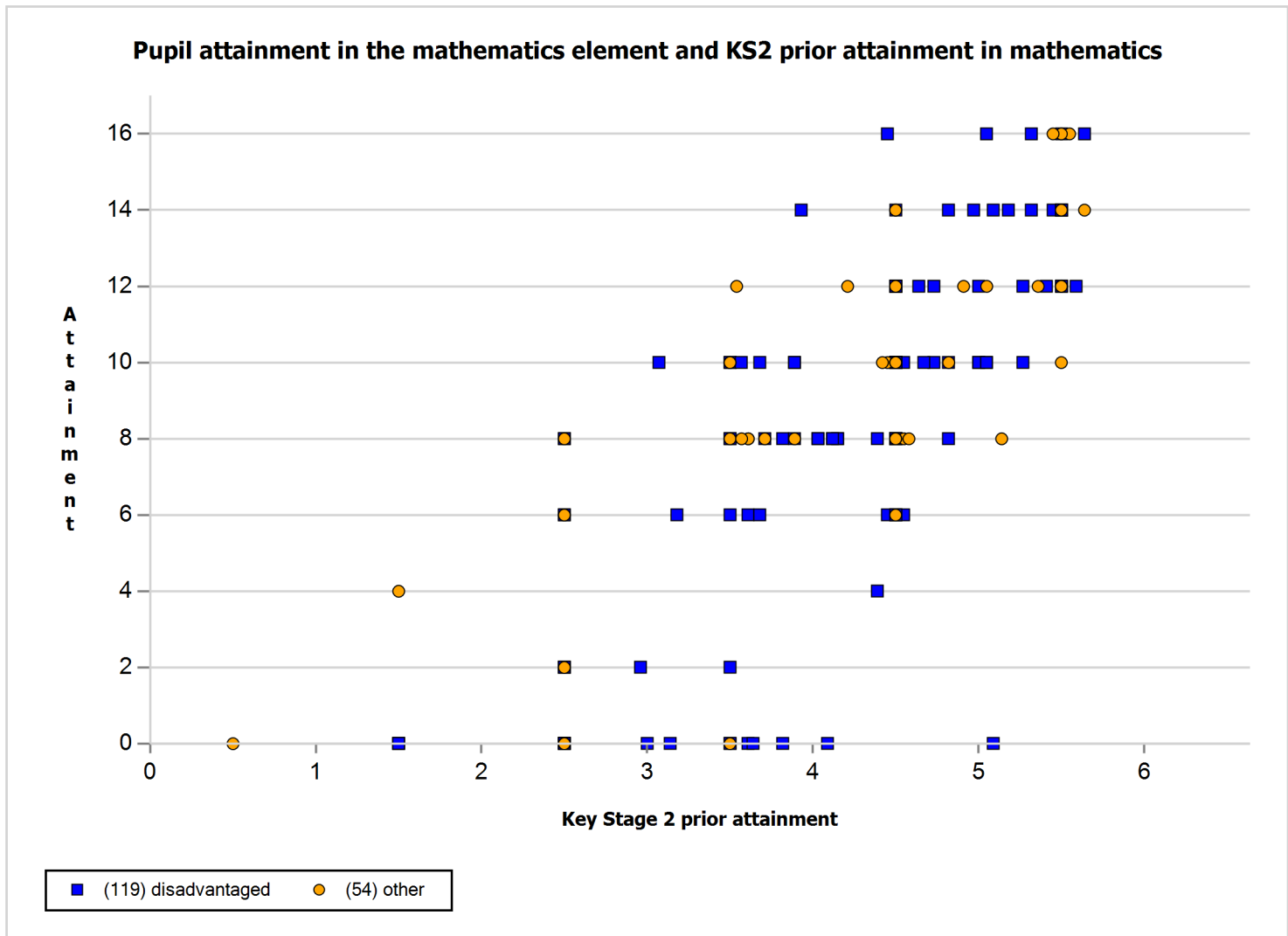
Prior attainment is shown in levels calculated using fine point scores.

Progress 8 by prior attainment group (for progress in the mathematics element and prior-attainment in mathematics)

Prior attainment level	2.99 or below	3.0-3.99	4.0-4.99	5.0-5.66	5.67 or above
Cohort	25	35	76	37	0
All pupils	-0.19	0.30	0.33	0.38	-
Disadvantaged pupils	-0.39	-0.02	0.33	0.44	-
Other pupils	0.17	1.10	0.32	0.26	-
National other pupils	-0.11	0.02	0.10	0.13	0.34
Difference: school disadvantaged - national other	-0.28	-0.04	0.23	0.31	-

Progress 8 and Attainment 8

Table 7.1.14: Scatterplot A8 mathematics for prior attainment mathematics (KS4.A8Sct)



Coverage 89%

Prior attainment is shown in levels calculated using fine point scores.

Attainment 8 by prior attainment group (for attainment in the mathematics element and prior-attainment in mathematics)

Prior attainment level	2.99 or below	3.0-3.99	4.0-4.99	5.0-5.66	5.67 or above
Cohort	25	35	76	37	0
All pupils	2.48	6.57	9.55	12.54	-
Disadvantaged pupils	2.25	6.00	9.43	12.40	-
Other pupils	2.89	8.00	9.83	12.83	-