

# SCHOOL AND COLLEGE PERFORMANCE TABLES

## STATEMENT OF INTENT – 2011

### Overview

This note sets out the Department's intentions on the content of the 2011 School and College Performance Tables which we plan to publish in December 2011 and January 2012.

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# Summary of changes to the 2011 School and College Performance Tables

1. The White Paper, *The Importance of Teaching*, sets out the Secretary of State's belief that only through whole-system reform, can education be transformed to make the UK one of the world's top performers. An essential part of these comprehensive plans for school improvement is the need to harness detailed performance data through our reform of the Performance Tables.
2. Greater transparency across Government is at the centre of our commitment to enable parents and the public to hold Government and public bodies to account; and our ambition is to improve accountability and increase transparency by publishing all the Department's existing sources of data on schools as set out in the Departmental Business Plan (to be found at [www.education.gov.uk/aboutdfe/departmentalinformation](http://www.education.gov.uk/aboutdfe/departmentalinformation)).
3. **Performance Tables will continue to sit at the heart of the accountability system. Headline performance measures reflect Government priorities and it is important that schools and the public understand how individual schools compare against national standards.** However, we must also provide the public with access to the wider data not covered by headline measures so that parents and others can find the information that is most important to their individual needs or local interests. We will, therefore, release additional data that underpins the headline information on the day of publication, or as soon as it becomes available thereafter.
4. This document sets out the changes planned for this year's Performance Tables and paragraphs 17 - 30 cover issues specific to Key Stage 4. The annexes list the content planned for each Key Stage publication, highlighting those indicators that are new for this year.

## Progress Measures

5. We have revised the methodology used to calculate the English and maths progress measures both for KS1-2 and for KS2-4 to ensure consistency with the national averages published in the Department's Statistical First Releases.
6. The main change in methodology is the inclusion of pupils who do not have a Key Stage 2 test result e.g. because they were absent on the day of the test or who were not entered because they were assessed as working below the level of the test. In these cases, their teacher assessment will be used. More detailed information on the revised methodology can be found at [www.education.gov.uk/performance](http://www.education.gov.uk/performance) .

## Narrowing the Gaps

7. Raising the attainment of children with the most deprived circumstances is a Government priority. The Pupil Premium guarantees additional funding for schools with children eligible for Free School Meals (FSM), Children Looked After (CLA) and children of service personnel.
8. From this year, the Performance Tables will include (as shown below) information showing how the performance of deprived pupils (defined as FSM and CLA) compares against other pupils in a school. Readers will be able to see whether there is any gap in performance and, in due course, whether any gap has closed over time.

### Key Stage 2

- % of FSM+CLA attaining level 4+ in English and maths
- % of all other pupils achieving level 4+ in English and maths

### Key Stage 4

- % of FSM+CLA attaining A\*-C in English and maths GCSEs
- % of all other pupils attaining A\*-C in English and maths GCSEs

## Contextual Value Added

9. As announced in the White Paper “*The Importance of Teaching*”, Contextual Value Added (CVA) will be discontinued.

## Value Added measures

10. We will, therefore, re-introduce a Value Added (VA) measure for Key Stage 2 to Key Stage 4 which will be based on a pupil’s “best eight” results, with bonuses awarded for achievements in English and maths.

11. We will also publish VA measures showing the progress schools have helped their pupils make in each of the English Baccalaureate subject areas (English, maths, science, languages and humanities) compared with their peers nationally.

12. More detailed information on the VA measures and how they are calculated will be published in due course.

## Performance of high, middle and low attaining pupils

13. The Performance Tables will, for the first time this year, include new information which highlights any differences in the performance of low attaining pupils, high attaining pupils, and pupils performing at expected levels. For headline indicators, we will show separately the results for each of these groups of pupils alongside the results for all pupils in the cohort and the national average. For example:

	Number of pupils	Percentage of pupils making expected progress KS1-2			
		English		Mathematics	
		School	National	School	National
All Pupils	26	91	84	83	82
<b>Attainment at KS1</b>					
Below Level 2	4	79	67	73	67
At Level 2	15	91	86	81	81
Above Level 2	7	100	90	90	88

a) In the KS2 Tables, the definitions will be based on the KS1 results attained by pupils on completion of the infant phase:

- Low attaining = those below Level 2 at KS1;
- Middle attaining = those at Level 2 at KS1;
- High attaining = those above Level 2 at KS1.

b) In the KS4 Tables, the definitions will be based on the KS2 test results attained by pupils on completion of the primary school phase:

- Low attaining = those below Level 4 in the KS2 tests;
- Middle attaining = those at Level 4 in the KS2 tests;
- High attaining = those above Level 4 in the KS2 tests.

## **Information about the pupil cohort**

14. The 2011 Tables will include the following additional information about the characteristics of the pupils in the KS2 or KS4 cohort:

- Average Prior attainment – KS1 Average Points Score (of pupils whose results are reported in the KS2 Tables) and KS2 Average Points Score (for pupils whose results are being reported in the KS4 Tables)
- Number of pupils who (as defined above) are high attaining, low attaining and performing at expected levels
- Number of pupils eligible for Free School Meals or who are Children Looked After
- Number of pupils with English as an Additional Language
- Number of pupils with statements of SEN or on School Action Plus

## **Publication of small numbers**

15. It has previously been our policy to suppress publication of figures relating to a cohort of 10 pupils or fewer. This was intended to reduce the risk of individual pupils being identified from published data. Following a review of this policy and consideration of risks, we have lowered this limit to 5 or fewer pupils. This does not change our existing policy on consideration of schools' performance against floor standards which is not applied to cohorts of 10 or fewer pupils.

## **Publication of supporting wider data**

16. In order to meet our White Paper commitment to “make publicly available all the information which underpins government statistical publications” a great deal of additional school level information will be made publicly available alongside this year’s performance tables. For example, we plan to release the results attained in the most popular GCSEs and vocational qualifications, the underpinning KS2 results for reading and writing, and more detailed information about the performance of particular groups of pupils (eg those eligible for free school meals). For 2011, this will be available in downloadable spreadsheet format and users will be able to access this data, as it becomes available, via the Performance Tables website.

## Changes specific to Key Stage 4

### Equivalences

17. The Secretary of State has decided that **5+A\*-C (or equivalent) including English and maths GCSEs** will continue to be the main headline indicator used for accountability purposes. We will continue to use the existing equivalences system for a further two years until changes in response to the Wolf Review are introduced.

18. In the interim, we intend to publish key headline indicators both with and without equivalences. This will allow parents and other members of the public to see the contribution that equivalences make to school performance.

19. We are consulting on how we should determine which qualifications should, or should not, be counted in Performance Tables in response to the Wolf Review. Further information can be found at [www.education.gov.uk/consultations](http://www.education.gov.uk/consultations).

### English Baccalaureate

20. Last year's publication of the English Baccalaureate (EBacc) prompted much interest and debate about the range of subjects which it should encompass. After consideration of representations, and to provide schools with certainty, the Secretary of State is minded to **leave the subjects unchanged** i.e. English, maths, two sciences, history or geography, and an ancient or modern foreign language.

21. However, from this year, AS levels taken in the relevant subject before the end of KS4 will now also count towards the EBacc. A detailed list of the GCSEs that count towards the EBacc will be published at [www.education.gov.uk/performance-tables](http://www.education.gov.uk/performance-tables).

22. From this year, we will now show more information about each of the EBacc subject areas. The Performance Tables will show the number of pupils entered for each subject area – English, maths, science, languages and humanities. For each of English and maths, we will publish the percentage of the *cohort* who have attained grade A\*-C (as we would expect every pupil to have been entered for these GCSEs); and for other subject areas, the percentage of those *entered* who have attained grade A\*-C. An example of how this information might be presented is given below:

Key Stage 4 English Baccalaureate subject areas													
	Total number of pupils in cohort	Percentages based on cohort						Percentages based on entry					
		Ebacc %		English %		Maths %		Science %		Languages %		Humanities %	
		Entries	Attaining	Entries	Attaining	Entries	Attaining	Entries	Attaining	Entries	Attaining	Entries	Attaining
All Pupils	232	56	18%	212	65%	228	59%	182	65%	67	59%	125	75%
Prior attainment													
Below Level 4	48	2	0%	40	20%	43	41%	34	20%	10	40%	30	41%
At Level 4	106	12	8%	104	66%	107	79%	86	66%	40	80%	73	79%
Above Level 4	78	34	41%	72	96%	78	65%	62	96%	17	65%	22	65%

## Average Grade per Exam Entry

23. This new performance measure will reflect the quality of results achieved by pupils in each of the low, middle and high attaining groups, presenting the average in a way that is most meaningful to parents – as the equivalent of a GCSE grade A\*–G.

24. We will look across all the qualifications and grades attained by pupils at the end of KS4 and determine the average grade achieved. For example, if there were only five pupils in Year 11 who between them attained 12 C grades, five D grades and five B grades in their GCSEs, the average grade per exam entry would be C.

25. A more traditional numeric average points per entry will also be calculated and published in the supporting data on the Performance Tables website for those who wish to have a finer understanding of the underlying information.

26. In addition, we will also publish the **Average Total Points Score (capped at best 8)** as used in the value added measure.

## English GCSEs

27. Since September 2010, new combinations of GCSE have been available in English. Pupils can now take GCSE English **or** GCSE English Language plus GCSE English Literature. This means that any of the following will count as English in performance measures in the 2011 Tables:

- Obtaining an A\*– C grade in new specification GCSE English (available from September 2010)
- Obtaining an A\*– C grade in old specification GCSE English
- Obtaining an A\*– C grade in new specification GCSE English language while having at least entered new specification GCSE English literature.
- AS level English Language

## Inclusion of iGCSEs in Performance Tables

28. It is an important principle that qualifications recognised in Performance Tables should be regulated by Ofqual and approved for use in maintained schools. Last year, the Secretary of State decided that accredited versions of iGCSEs used in the independent sector (i.e. CiE and Edexcel level 1/level 2 Certificates) should be approved for use in maintained schools and therefore eligible to be included in Performance Tables.

29. Given this recognition, Ministers felt it was fairest in terms of reflecting school performance to also recognise predecessor iGCSEs where courses had been commenced before the accredited “Certificate” option was available. In future, to be counted in Performance Tables, we expect schools to take-up an accredited certificate option.

30. In line with this, the recognition of predecessor iGCSEs will be limited to those with subsequently accredited versions and be time limited. We would expect that the last year's Performance Tables in which we would include achievements in an iGCSE whose successor was accredited in the 2010/2011 academic year would be 2012. The same principle will be applied to qualifications accredited and approved this year i.e. the Tables will include achievements in the legacy iGCSE for two years to allow time for schools to transfer to the successor qualification.

## **Changes specific to Key Stage 5**

31. The content of the Key Stage 5 Tables, as set out in Annex C, must be seen in the context of the continuing development of the post-16 strategy which supports our aims of securing full participation, raising attainment, narrowing gaps and achieving successful post 19 destinations.

32. As a step towards this reform we will make some interim changes to the Key Stage 5 indicators this year. In future years we would expect to develop new indicators in line with the post-16 strategy reflecting student retention, progression and achievement at level 2 as well as level 3, particularly in English and maths.

### **Value Added Measures**

33. As at KS2 and KS4, the existing value added measure used in the Key Stage 5 tables is being discontinued. We are therefore removing it from the 2011 tables, to be replaced in future years by a more straightforward value added measure.

### **New Level 3 Attainment Indicators**

34. In anticipation of changes to future years' Key Stage 5 tables, we will publish new level 3 attainment indicators as an interim measure. This will extend coverage of the tables at level 3 and introduce more meaningful indicators for students and parents - for example, percentage attaining 2 or 3 A Levels (or equivalent).

## CONTENT OF 2011 PERFORMANCE TABLES: KEY STAGE 2

**Publication of supporting wider data:** As explained in para 3, it is our intention to release a great deal of additional school level information this year– either on the same day or following the publication of performance tables. Key items are noted in the list below.

<b>KS2 cohort information</b>	<ul style="list-style-type: none"> <li>• number of pupils on roll aged 11</li> <li>• number of eligible pupils on roll at the time of test</li> <li>• number and % of eligible pupils with statements of SEN or supported at School Action Plus</li> <li>• number and % eligible for Free School Meals (FSM) and Children Looked After (CLA) <i>NEW</i></li> <li>• number and % of pupils with English as an Additional Language <i>NEW</i></li> <li>• KS1 Average Points Score of cohort <i>NEW</i></li> <li>• number and % who started key stage below expected level <i>NEW</i></li> <li>• number and % who started key stage at expected level <i>NEW</i></li> <li>• number and % who started key stage above expected level <i>NEW</i></li> </ul> <p>Similar information for the whole school population will also be included in the supporting wider dataset</p>
<b>Progress Measures</b>	<ul style="list-style-type: none"> <li>• % eligible pupils making at least the expected level of progress in <b>English</b> between KS1 and KS2</li> <li>• % pupils included in the calculation (coverage)</li> <li>• % eligible pupils making at least the expected level of progress in <b>maths</b> between KS1 and KS2</li> <li>• % pupils included in the maths progress measure (coverage)</li> </ul> <p><i>Results also to be shown for low, middle and high attainers. NEW</i></p>
<b>Narrowing Gaps</b> <i>NEW</i>	<ul style="list-style-type: none"> <li>• number and % of FSM &amp; CLA pupils in cohort <i>NEW</i></li> <li>• % FSM &amp; CLA pupils attaining level 4+ in both English and maths <i>NEW</i></li> <li>• % of all other pupils attaining level 4+ in both English and maths <i>NEW</i></li> </ul>
<b>KS2 test results</b>	<p><b>English and maths</b></p> <ul style="list-style-type: none"> <li>• % eligible pupils achieving level 4+ in both English and maths: for 2008, 2009, 2010 and 2011</li> <li>• % eligible pupils achieving level 5 in both English and maths <i>NEW</i></li> </ul> <p><i>Results also to be shown for low, middle and high attainers. NEW</i></p> <p>Underlying results for reading and writing will be released in the supporting wider dataset</p> <p><b>English</b></p> <ul style="list-style-type: none"> <li>• % eligible pupils achieving Level 4+</li> </ul>

	<ul style="list-style-type: none"> <li>• % eligible pupils achieving Level 5</li> <li>• % eligible pupils achieving level 3 or below <i>NEW</i></li> <li>• % eligible pupils who were absent or unable to access the test</li> <li>• Underlying results for reading and writing will be released in the supporting wider dataset</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• % eligible pupils achieving Level 4+</li> <li>• % eligible pupils achieving Level 5</li> <li>• % eligible pupils achieving level 3 or below <i>NEW</i></li> <li>• % eligible pupils who were absent or unable to access the test</li> </ul> <p><b>Average point score per test</b></p>
<b>KS2 Teacher Assessments</b>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• % eligible pupils achieving Level 5 +</li> <li>• % eligible pupils achieving Level 4 +</li> <li>• % eligible pupils achieving Level 3 or below <i>NEW</i></li> <li>• % eligible pupils for whom no TA has been conducted</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• % eligible pupils achieving Level 5 +</li> <li>• % eligible pupils achieving Level 4 +</li> <li>• % eligible pupils achieving Level 3 or below <i>NEW</i></li> <li>• % eligible pupils for whom no TA has been conducted</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• % eligible pupils achieving Level 5 +</li> <li>• % eligible pupils achieving Level 4 +</li> <li>• % eligible pupils achieving Level 3 or below <i>NEW</i></li> <li>• % eligible pupils for whom no TA has been conducted</li> </ul>
<b>Other Information about the School</b>	<ul style="list-style-type: none"> <li>• name, address and telephone number</li> <li>• school type/category</li> <li>• denomination <i>NEW</i></li> <li>• age range</li> <li>• number of pupils on roll of all ages</li> </ul> <p>The supporting wider dataset will include:</p> <ul style="list-style-type: none"> <li>• KS1-2 Value Added measure</li> <li>• % overall absence</li> <li>• % unauthorised absence</li> <li>• % persistent absence</li> <li>• Ofsted judgement</li> <li>• Date of last inspection</li> </ul>

## CONTENT OF 2011 PERFORMANCE TABLES: KEY STAGE 4

**Publication of supporting wider data:** As explained in para 3, it is our intention to release a great deal of additional school level information this year– either on the same day or following the publication of performance tables. Key items are noted in the list below.

<b>KS4 cohort information</b>	<ul style="list-style-type: none"> <li>• number of pupils on roll at end of KS4</li> <li>• number and % of KS4 pupils with statements of SEN or supported at School Action Plus</li> <li>• number and % KS4 pupils eligible for Free School Meals (FSM) and Children Looked After (CLA) <sup>NEW</sup></li> <li>• number and % KS4 pupils with English as an Additional Language <sup>NEW</sup></li> <li>• KS2 Average Points Score of cohort <sup>NEW</sup></li> <li>• number and % who started key stage below expected level <sup>NEW</sup></li> <li>• number and % who started key stage at expected level <sup>NEW</sup></li> <li>• number and % who started key stage above expected level <sup>NEW</sup></li> </ul> <p>the supporting dataset will include:</p> <ul style="list-style-type: none"> <li>• % KS4 pupils aged 14 or lower</li> <li>• % KS4 pupils aged 15</li> </ul> <p>Similar information for the whole school population will also be included in the supporting wider dataset</p>
<b>Progress measures</b>	<ul style="list-style-type: none"> <li>• % eligible pupils making at least the expected level of progress in <b>English</b> between KS2 and KS4</li> <li>• % pupils included in the calculation (coverage)</li> <li>• % eligible pupils making at least the expected level of progress in <b>maths</b> between KS2 and KS4</li> <li>• % pupils included in the maths progress measure (coverage)</li> </ul> <p><i>Results also to be shown for low, middle and high attainers</i> <sup>NEW</sup></p>
<b>GCSE or equivalent achievements</b>	<ul style="list-style-type: none"> <li>• <b>% KS4 pupils attaining 5+ GCSEs at A*-C (or equivalent) including English and maths GCSEs: for 2008, 2009, 2010 and 2011</b></li> </ul> <p><i>Results also to be shown for low, middle and high attainers</i> <sup>NEW</sup></p> <p>The following additional indicators will be released in the supporting wider dataset:</p> <ul style="list-style-type: none"> <li>• % KS4 pupils attaining 5+ GCSEs at A*-C including English and maths GCSEs (excluding equivalences)</li> <li>• % KS4 pupils attaining 5+ GCSEs at A*-C (or equivalent)</li> <li>• % KS4 pupils attaining 5+ GCSEs at A*-G (or equivalent)</li> <li>• % KS4 pupils with at least one qualification</li> </ul> <ul style="list-style-type: none"> <li>• Detailed breakdowns on the results in individual GCSEs and other qualifications.</li> </ul>

<b>English Baccalaureate</b>	<ul style="list-style-type: none"> <li>• Number and % KS4 cohort entered for EBacc <sup>NEW</sup></li> <li>• % cohort achieving the EBacc</li> </ul>
<b>EBacc Subject Areas) <sup>NEW</sup></b>	<ul style="list-style-type: none"> <li>• number and % entered for English <sup>NEW</sup></li> <li>• % cohort attaining A*-C in English <sup>NEW</sup></li> <li>• English Value Added score &amp; confidence intervals <sup>NEW</sup></li> <li>• % included in English VA calculation (coverage) <sup>NEW</sup></li>   <li>• number and % entered for maths <sup>NEW</sup></li> <li>• % cohort attaining A* -C in maths <sup>NEW</sup></li> <li>• maths Value Added score &amp; confidence intervals <sup>NEW</sup></li> <li>• % included in maths VA calculation (coverage) <sup>NEW</sup></li>   <li>• number and % entered for two sciences <sup>NEW</sup></li> <li>• % entered attaining A* -C in two sciences <sup>NEW</sup></li> <li>• science Value Added score &amp; confidence intervals <sup>NEW</sup></li> <li>• % included in science VA calculation (coverage) <sup>NEW</sup></li>   <li>• number and % entered for a language <sup>NEW</sup></li> <li>• % entered attaining A* -C in a language <sup>NEW</sup></li> <li>• languages Value Added score &amp; confidence intervals <sup>NEW</sup></li> <li>• % included in languages VA calculation (coverage) <sup>NEW</sup></li>   <li>• number and % entered for a humanities subject <sup>NEW</sup></li> <li>• % entered attaining A* -C in a humanities subject <sup>NEW</sup></li> <li>• humanities Value Added score &amp; confidence intervals <sup>NEW</sup></li> <li>• % included in humanities VA calculation (coverage) <sup>NEW</sup></li> </ul>
<b>The Basics</b>	<ul style="list-style-type: none"> <li>• % KS4 pupils attaining A*-C grades in English and maths</li> </ul> <p>The following additional indicators will be released in the supporting wider dataset:</p> <ul style="list-style-type: none"> <li>• % KS4 pupils attaining English and maths skills at Level 2</li> <li>• % KS4 pupils attaining English and maths skills at Level 1</li> </ul>
<b>Narrowing Gaps</b>	<ul style="list-style-type: none"> <li>• number and % of FSM &amp; CLA pupils in cohort <sup>NEW</sup></li> <li>• % of FSM &amp; CLA pupils attaining A*-C grades in both English and maths GCSEs <sup>NEW</sup></li> <li>• % of all other pupils attaining A*-C grades in both English and maths GCSEs <sup>NEW</sup></li> </ul>
<b>Value Added measure (capped at best 8 GCSEs or equivalent) <sup>NEW</sup></b>	<ul style="list-style-type: none"> <li>• KS2-4 VA score <sup>NEW</sup></li> <li>• confidence intervals <sup>NEW</sup></li> <li>• percentage of pupils included in calculation (coverage) <sup>NEW</sup></li> </ul> <p><i>Results also to be shown for low, middle and high attainers. <sup>NEW</sup></i></p>
	<ul style="list-style-type: none"> <li>• <b>average number of qualifications per pupil</b></li> <li>• <b>average number of GCSEs per pupil) <sup>NEW</sup></b></li> </ul> <p><i>Results also to be shown for low, middle and high attainers <sup>NEW</sup></i></p>

<b>Average point scores (APS)</b>	<ul style="list-style-type: none"> <li>• average grade per entry (including equivalences) <i>NEW</i></li> <li>• average grade per entry (GCSEs only) <i>NEW</i></li> <li>• APS per pupil (capped at best 8)</li> <li>• APS per pupil (GCSEs only) <i>NEW</i></li> </ul> <p><i>Results also to be shown for low, middle and high attainers</i> <i>NEW</i></p>
<b>Other Information about the School</b>	<ul style="list-style-type: none"> <li>• name, address and telephone number</li> <li>• gender of intake</li> <li>• school type/category</li> <li>• denomination <i>NEW</i></li> <li>• admissions basis</li> <li>• age range</li> <li>• whether the school has a sixth form</li> <li>• number of pupils on roll of all ages</li> </ul> <p>The supporting wider dataset will include:</p> <ul style="list-style-type: none"> <li>• % overall absence</li> <li>• % unauthorised absence</li> <li>• % persistent absence</li> </ul> <ul style="list-style-type: none"> <li>• Ofsted judgement</li> <li>• Date of last inspection</li> </ul>

## CONTENT OF 2011 PERFORMANCE TABLES: KEY STAGE 5

**Publication of supporting wider data:** As explained in para 3, it is our intention to release a great deal of additional school level information this year– either on the same day or following the publication of performance tables. Key items are noted in the list below.

<b>KS5 cohort information</b>	<ul style="list-style-type: none"> <li>• number of students at end of sixth form</li> </ul>
<b>Average Points Scores</b>	<ul style="list-style-type: none"> <li>• average point score per student: 2008, 2009, 2010 and 2011</li> <li>• average point score per entry: 2008, 2009, 2010 And 2011</li> </ul>
<b>A level or equivalent achievements</b>	<ul style="list-style-type: none"> <li>• % KS5 students achieving 3 or more A levels at A*-E or equivalent <sup>NEW</sup></li> <li>• % KS5 students achieving 2 or more A levels at A*-E or equivalent <sup>NEW</sup></li> <li>• % KS5 students achieving at least one Level 3 qualification <sup>NEW</sup></li> </ul> <p style="margin-left: 20px;">:</p> <p style="margin-left: 20px;">Detailed breakdowns on the results in individual A levels and other Level 3 qualifications will be released in the supporting wider dataset.</p>
<b>Other Information about the School</b>	<ul style="list-style-type: none"> <li>• name, address and telephone number</li> <li>• gender of intake</li> <li>• school type/category</li> <li>• admissions basis</li> <li>• age range</li> <li>• number of pupils on roll aged 16-18</li> </ul> <p style="margin-left: 20px;">The supporting wider dataset will include:</p> <ul style="list-style-type: none"> <li>• Ofsted judgement</li> <li>• Date of last inspection</li> </ul>