



department for
children, schools and families

**RAISEonline 2009 Full Report
Secondary School**

Unique Reference Number (URN)

DCSF Number

Local Authority

Based on the following datasets for 2009:

Key Stage 4: final data

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IMPORTANT

Office for Standards in Education, Children's Services and Skills (Ofsted)
Department for Education (DfE)

AIM OF THE FULL REPORT

The Full Report is designed to help schools and inspectors see how effectively a school is performing in terms of achievement and attainment. The report is made available to schools to help with self-evaluation and development of plans to raise standards, and is used by inspectors to raise questions and hypotheses to explore during an inspection.

DATA

This version of the Full Report contains analysis based on final data. Please refer to the Full Report cover page for further details for each key stage. Analysis based on this data incorporates approved changes to data you may have requested as part of the Achievement and Attainment Tables checking exercise. These will mainly be the result of successful revisions and re-marks. If, however, your school was involved in a late appeal or if the appeal procedure was ongoing at the time of production of this Full Report these changes may not be reflected.

RAISEonline contains a series of interactive reports which allow access to the underlying pupil level data that underpins the analysis contained in the Full Report. If you think your analysis is wrong a first step may be to check this underlying data in RAISEonline in the Pupil List reports. If you think there is an error in the analysis due to a miscalculation rather than the wrong data, then please use the "Contact Us" facility in RAISEonline.

RAISEonline does contain a copy of the underlying data that a school is able to amend themselves (called "Schools Own data"). For further information click on the "Data Management" button within RAISEonline.

The outcome measure used in the KS2-4 2009 Overall CVA and VA models has changed to ensure that English and mathematics outcomes always contribute to the total outcomes for each learner, since they are vital to learners' futures. The outcome measure for the overall CVA/VA score is now capped at the 8 best GCSE or equivalent qualifications plus a separate bonus for English and mathematics performance. The statistical significance of changes from 2008 to 2009 have not been tested because of the change in methodology, and the 3 year average overall CVA covering 2007 to 2009 has not been calculated. Subject CVA and VA calculations are not affected. For further information about the new methodology please see the RAISEonline website or www.dcsf.gov.uk/performance/tables.

The calculation of the national average points score and threshold values used in this Full Report have been revised for 2009 to include, for the first time, the results obtained by pupils working within national curriculum levels in maintained and non-maintained special schools, where those results have been submitted. The change means that all national comparators are slightly lower than they would have been had the methodology not altered. This may slightly improve the significance states of some schools on each APS and threshold measure. Year on year comparisons for a particular school are still valid however, as the change in methodology only affects the national comparator calculations. For further information about the new methodology and its impact please email Ofsted at RAISEonlinehelpdesk@ofsted.gov.uk

Context

Table 1.1.1: Basic Characteristics of your school

This section shows some key indicators for your school, together with national averages for Secondary schools. The information is based on the January School Census return, and shows three years' data. This allows you to compare your school's key indicators against the national picture for maintained mainstream schools.

For the current year 'quintile graphs' are also displayed for these indicators. These graphs 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.

	2007	2008	2009	20th percentile	40th percentile	60th percentile	80th percentile
Number on roll							
School	953	931	887				
National	982	973	975	56	652	860	1,045
% girls							
School	43.2	41.1	40.0				
National	49.6	49.6	49.6	0.0	46.0	48.2	49.6
% of pupils known to be eligible for free school meals (FSM)							
School	28.8	29.1	23.3				
National	13.4	14.2	14.5	0.0	5.0	8.5	13.7
% of pupils from minority ethnic groups							
School	73.2	74.3	75.6				
National	18.0	19.5	20.6	0.0	3.5	6.3	12.5
% of pupils first language not / believed not to be English							
School	40.7	67.5	70.7				
National	10.5	10.6	11.4	0.0	1.1	2.4	5.4
% of pupils with a statement of SEN							
School	3.7	2.6	1.5				
National	2.1	2.1	2.0	0.0	1.0	1.6	2.2
% of pupils with SEN (including statements)							
School	25.6	26.6	26.0				
National	18.5	19.9	21.1	0.0	13.0	17.8	23.0
% stability							
School	71.2	72.0	72.0				
National	91.2	90.7	91.8	13.9	88.3	91.8	93.7
School deprivation indicator							
School	0.29	0.35	0.35				
National	0.21	0.21	0.22	0.05	0.12	0.16	0.23

(1) Absence indicators for maintained mainstream schools are now available as a separate report

(2) The formula for calculating % of pupils with first language not/believed not to be English was changed in 2008 to exclude pupils whose first language was not recorded.

Context

Table 1.1.2: Basic Characteristics by National Curriculum year group

The table below shows some key indicators for your school broken down by National Curriculum year group. This table includes all pupils listed in the School Census, and therefore values presented below may differ from published figures. "Looked after children" shows the number of children who have been in care for any period during the time they have been at the school, broken down by National Curriculum year group.

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Looked after Children
Year 7	145	55.9 / 44.1	30.3	71.0	65.3	42.8	0
Year 8	161	65.2 / 34.8	28.0	75.8	69.8	33.5	0
Year 9	164	58.5 / 41.5	18.9	76.8	76.1	17.7	0
Year 10	179	57.5 / 42.5	22.3	74.3	63.4	29.1	1
Year 11	169	62.1 / 37.9	18.3	81.1	80.0	16.6	1
Post-Compulsory	69	60.9 / 39.1	15.9	72.5	67.2	8.7	1

Context

Table 1.1.3: Ethnicity

The table below shows some key data regarding the ethnic composition of your school. The information is derived from the ethnic categories your school used to complete the School Census. Please note that figures are rounded and may not add up to 100%.

Ethnic group	School %	National %
White - British	21.1	74.1
White - Irish	0.2	0.3
White - Traveller of Irish heritage	0.0	0.1
White - Romany or Gypsy	0.0	0.1
White - any other White background	10.3	3.6
Mixed - White & Black Caribbean	2.0	1.2
Mixed - White & Black African	0.5	0.4
Mixed - White & Asian	0.6	0.8
Mixed - any other mixed background	1.9	1.3
Asian or Asian British - Indian	8.7	2.4
Asian or Asian British - Pakistani	8.9	3.4
Asian or Asian British - Bangladeshi	1.1	1.4
Asian or Asian British - any other Asian background	9.8	1.2
Black or Black British - Caribbean	3.3	1.3
Black or Black British - African	8.0	2.7
Black or Black British - any other Black background	0.3	0.5
Chinese	0.3	0.4
Any other ethnic group	19.7	1.3
Parent/pupil preferred not to say	1.4	0.6
Ethnicity not known	1.9	2.7

Context

Table 1.1.4: Census Information

The table below shows some key indicators for up to 10 wards that contribute the greatest proportion of the school's pupils for whom we have been able to match pupil data with their home postcodes.

In the 2001 Census of Population, the school was located in the Hounslow Central ward.

The coverage shows the proportion of pupils within your school for whom it has been possible to match ward information to their home postcode. Coverage may be lower in areas where new postcodes have recently been introduced and in some cases this may mean that this analysis does not reflect the wards from which the school draws its pupils.

The analysis should be treated with caution where coverage is below 80%.

England	19.2	20.1	23.5	14.6
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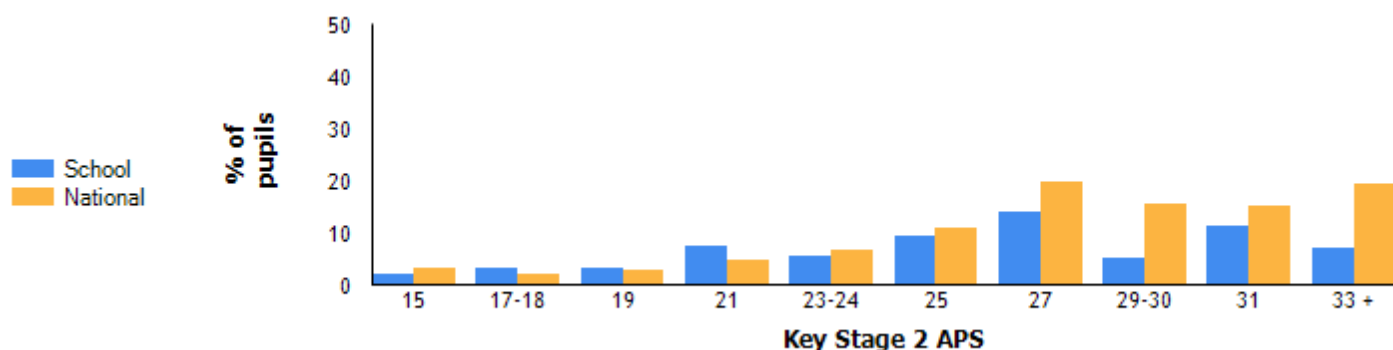
Coverage: 99%

Context

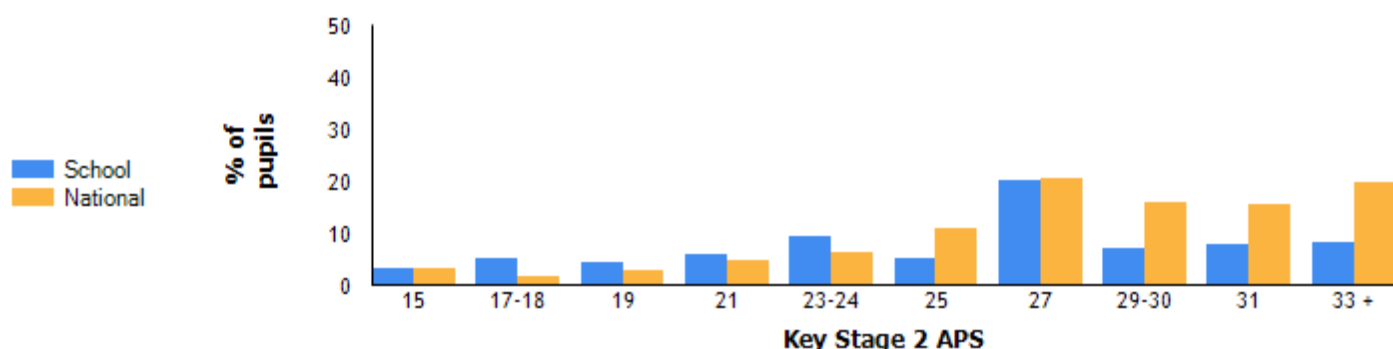
Table 1.1.5: The Prior Attainment of Pupils at Key Stage 3

The graphs below show the prior attainment in terms of Key Stage 2 average points score, of pupils studying at Key Stage 3 in your school in 2008/09. This has been broken down by year group. The graphs also show the national picture for maintained mainstream schools (the national average displayed beside each graph is based on matched pupil records from the 2009 National Pupil Database, and is not the same as the average score of all pupils who took the tests). When interpreting the charts the level of coverage should be taken into account.

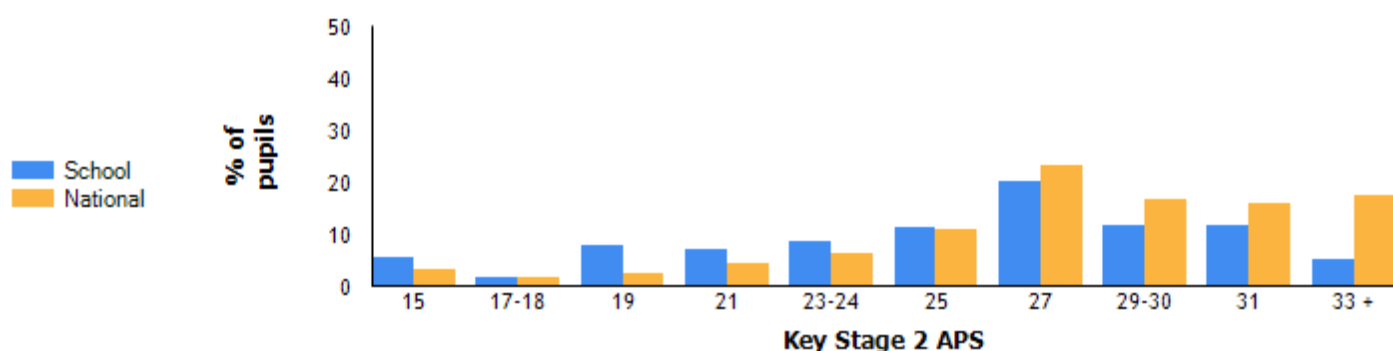
Year 9 in September 2008



Year 8 in September 2008



Year 7 in September 2008



Average points score at KS2

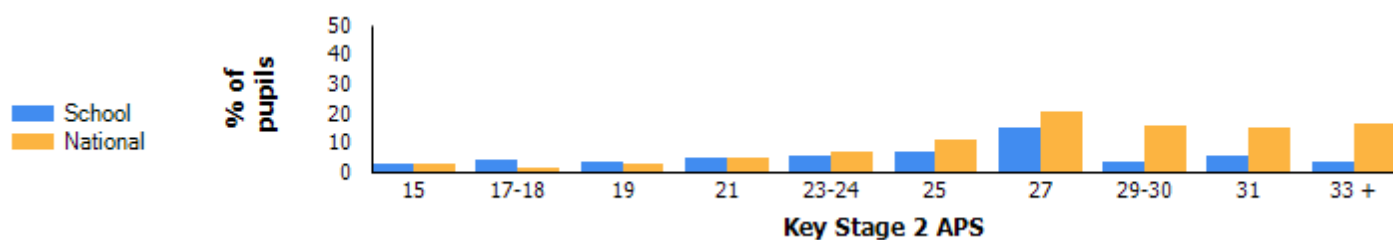
NC Year starting Sept 2008	School	National	Difference	% Coverage
Year 9	26.0	27.9	-1.9	67
Year 8	25.5	28.0	-2.5	75
Year 7	25.4	27.9	-2.5	90

Context

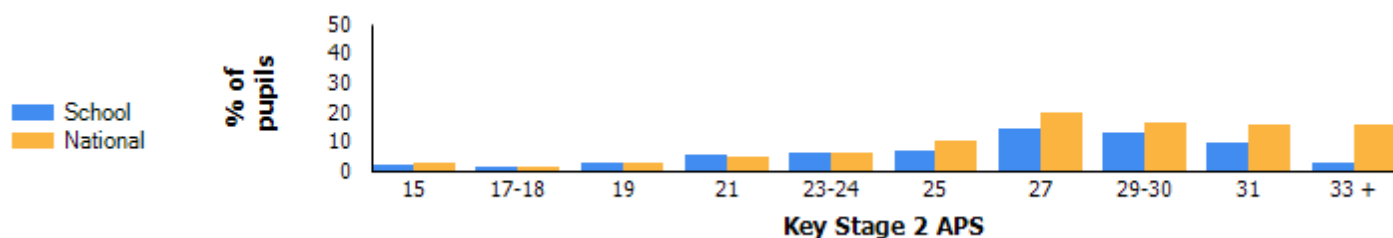
Table 1.1.6: The Prior Attainment of Pupils at Key Stage 4

The graphs below show the prior attainment Key Stage 2 average points score, of pupils studying at Key Stage 4 in your school in 2008/09. This has been broken down by year group. The graphs also show the national picture for maintained mainstream schools (the national average displayed beside each graph is based on matched pupil records from the 2009 National Pupil Database, and is not the same as the average score of all pupils who took the tests). When interpreting the charts the level of coverage should be taken into account.

Year 11 in September 2008



Year 10 in September 2008



Average points score at KS2

NC Year starting Sept 2008	School	National	Difference	% Coverage
Year 11	24.7	27.7	-2.9	57
Year 10	26.1	27.8	-1.7	67

Absence

School Level Absence - 3 Year Trend

Table 1.2.1

This analysis provides the proportion of enrolments in the school who are classed as Persistent Absentees and the proportion of sessions missed due to Overall Absence. The analysis also provides a comparison with the national average levels of persistent absenteeism and sessions missed, as well as the median trendline level for schools of the same type with the same level of Free School Meal eligibility. The graphs for Persistent and Overall Absence both apply to 2009. Analysis is based on the combined autumn and spring term data.

	2007			2008			2009		
	School	National average for secondary and other schools	Median trendline for school's FSM level	School	National average for secondary and other schools	Median trendline for school's FSM level	School	National average for secondary and other schools	Median trendline for school's FSM level
% of enrolments that are Persistent Absentees	6.9	7.1	8.6	6.7	6.6	7.7	9.2	5.8	6.6
% of sessions missed due to Overall Absence	8.4	7.9	8.7	8.2	7.4	8.1	8.9	7.3	8.0

Chart 1.2.2

Overall Absence levels compared to the national average for secondary and other schools with the same level of FSM eligibility, in 2009

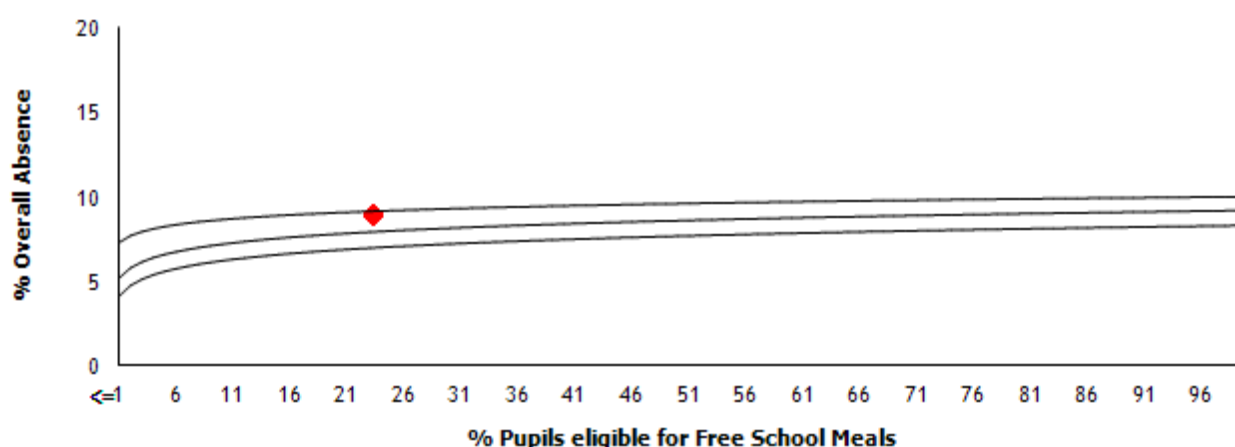
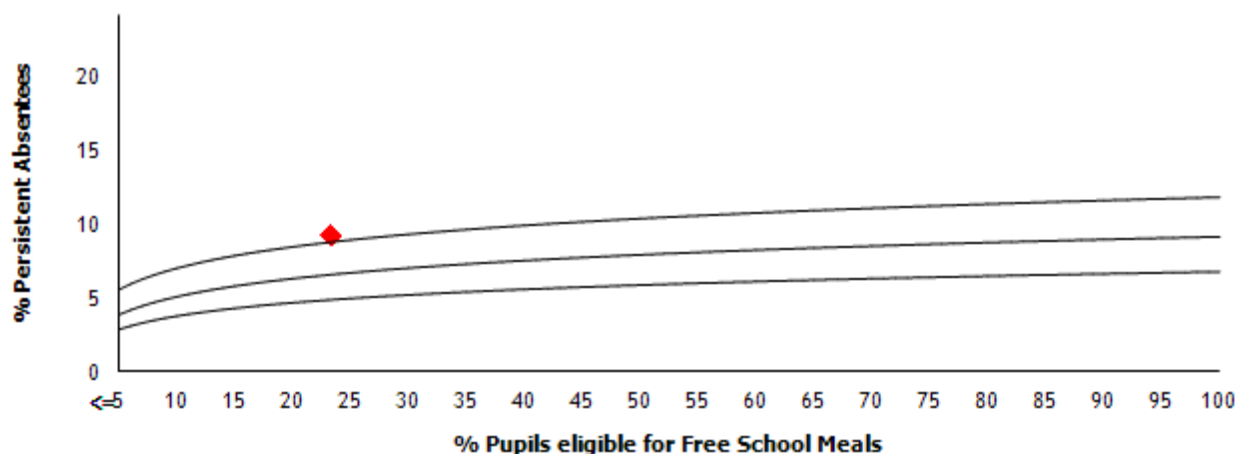


Chart 1.2.3

Persistent Absentee levels compared to the national average for secondary and other schools with the same level of FSM eligibility, in 2009



Progress Measures Key Stage 2 to 4

Table 2.1.1: Contextual Value Added Key Stage 2 to 4 : Overall and Subjects

This section provides the overall and subject contextual value added scores for the school relative to the national mean of 1000. 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, 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. Note that students for whom prior attainment could not be matched are excluded from all value added analyses.

		2007		2008		2009*
All Subjects	Cohort for CVA	124		125		96
	CVA School score	995.6	↓	996.4		1,009.3
	95% confidence interval +/-	10.8		10.4		13.1
	Significance					
	Percentile rank	63		59		29
	Coverage	74%		69%		58%
English / English Language	Cohort for CVA	124		125		96
	CVA School score	999.4	↓	1,001.4	↑	1,002.0
	95% confidence interval +/-	1.3		1.3		1.3
	Significance			Sig+		Sig+
	Percentile rank	64		25		13
	Coverage	74%		69%		58%
Mathematics	Cohort for CVA	124		125		96
	CVA School score	997.9	↓	997.3		1,000.0
	95% confidence interval +/-	1.3		1.3		1.3
	Significance	Sig-		Sig-		
	Percentile rank	82		90		53
	Coverage	74%		69%		58%

* The outcome measure used in the KS2-4 2009 Overall CVA and VA models has changed to reflect an increased emphasis on English and Mathematics outcomes. The outcome measure for the overall CVA/VA score is now capped at the 8 best GCSE or equivalent qualifications plus a separate bonus for English and Mathematics performance. Significance state changes from 2008 to 2009 have not been tested because of the change in methodology.

Progress Measures Key Stage 2 to 4

Contextual Value Added Key Stage 2 to 4 against Relative Attainment at Key Stage 4: Overall

This analysis shows the school's attainment (Average Points Score) relative to the national average (mean) plotted against the school's overall contextual value added. A 95% confidence interval is shown. Where the confidence interval does not cross the national average line the school value differs significantly from that national average.

Chart 2.1.2

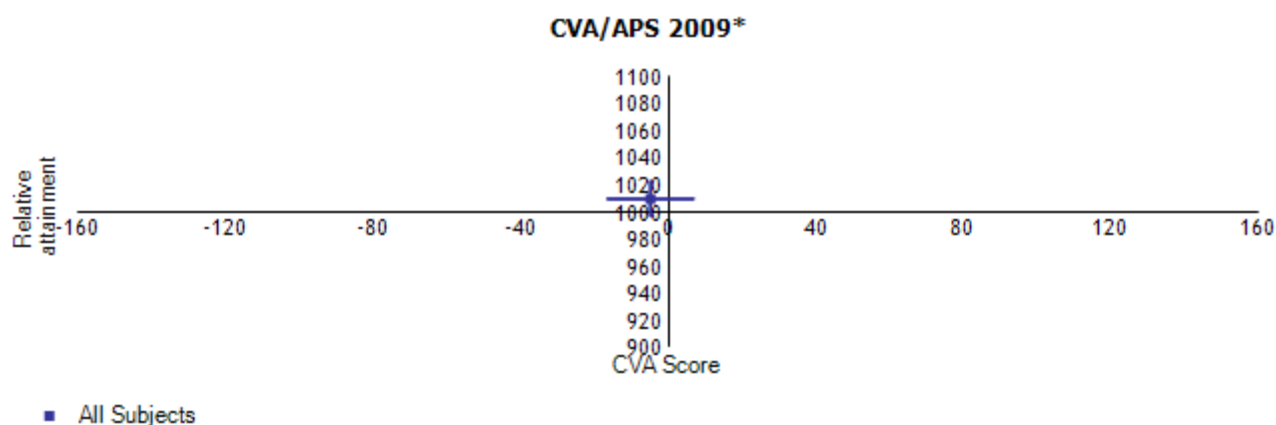


Chart 2.1.3

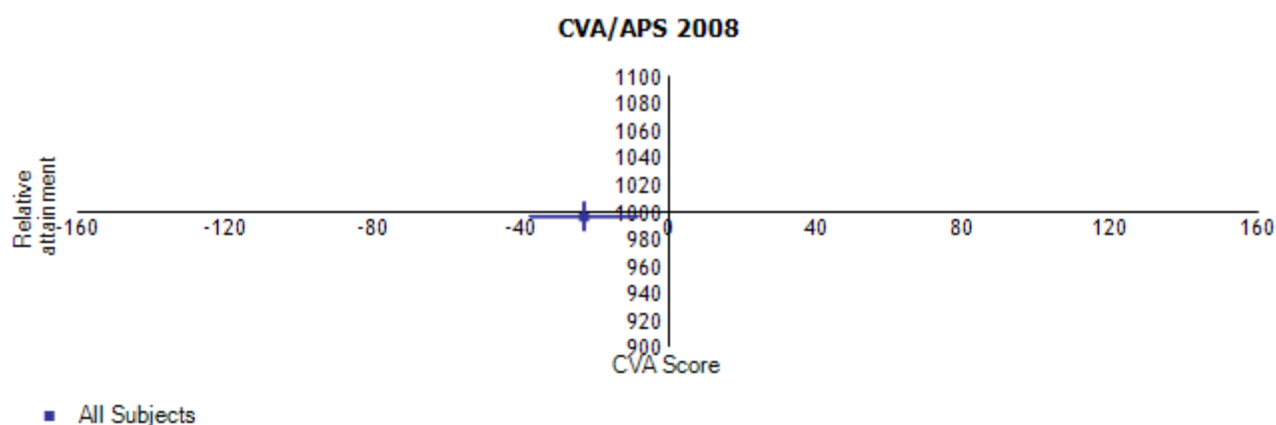
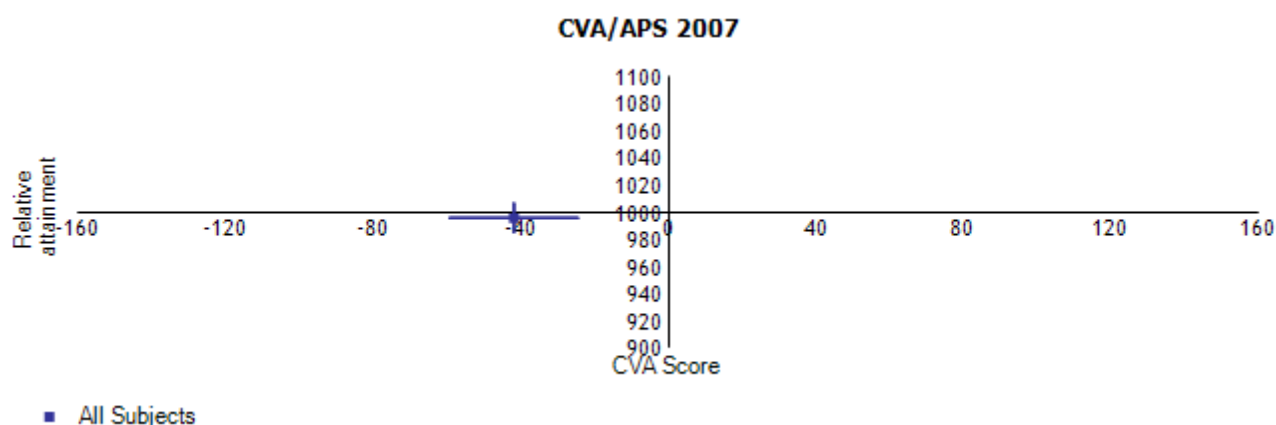


Chart 2.1.4



Progress Measures Key Stage 2 to 4

Contextual Value Added Key Stage 2 to 4 against Relative Attainment at Key Stage 4: by Subject

This analysis shows the school's attainment (Average Points Score) in a core subject relative to the national average (mean) plotted against the school's subject contextual value added. A 95% confidence interval is shown. Where the confidence interval does not cross the national average line the school value differs significantly from that national average.

Chart 2.1.5

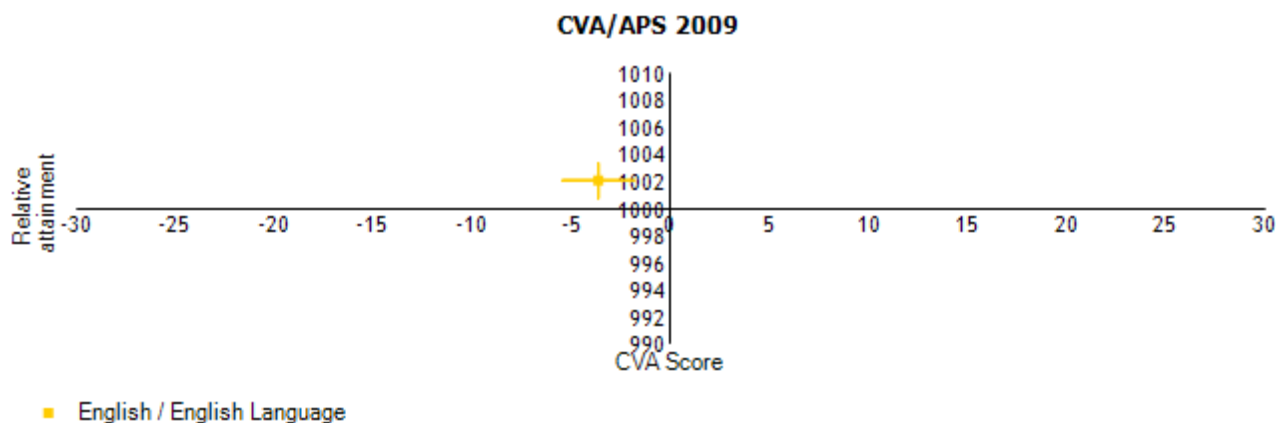
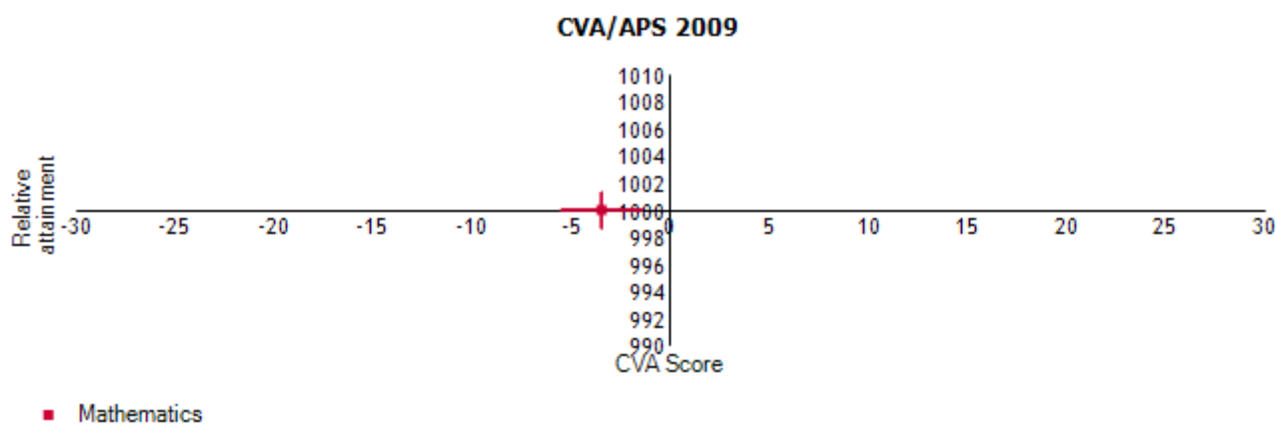


Chart 2.1.6



Progress Measures Key Stage 2 to 4

Table 2.1.7: Contextual Value Added Key Stage 2 to 4 against Relative Attainment at Key Stage 4: Overall and Subjects

This analysis shows the school's CVA score and its attainment relative to the national average. 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, 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.

		2007		2008		2009*	
		CVA	Relative attainment	CVA	Relative attainment	CVA	Relative attainment
All Subjects	School score	995.6	-41.8	996.4	-22.7	1,009.3	-4.7
	Cohort	124	168	125	180	96	166
	95% confidence Interval	10.8	17.4	10.4	14.6	13.1	11.7
	Significance		Sig-		Sig-		
English / English Language	School score	999.4	-8.2	1,001.4	-4.7	1,002.0	-3.7
	Cohort	124	168	125	180	96	166
	95% confidence Interval	1.3	2.0	1.3	1.8	1.3	1.8
	Significance		Sig-	Sig+	Sig-	Sig+	Sig-
Mathematics	School score	997.9	-7.8	997.3	-6.4	1,000.0	-3.5
	Cohort	124	168	125	180	96	166
	95% confidence Interval	1.3	2.2	1.3	1.9	1.3	2.0
	Significance	Sig-	Sig-	Sig-	Sig-		Sig-

* The outcome measure used in the KS2-4 2009 Overall CVA and VA models has changed to reflect an increased emphasis on English and Mathematics outcomes. The outcome measure for the overall CVA/VA score is now capped at the 8 best GCSE or equivalent qualifications plus a separate bonus for English and Mathematics performance. Significance state changes from 2008 to 2009 have not been tested because of the change in methodology.

Progress Measures Key Stage 2 to 4

Contextual Value Added Key Stage 2 to 4 : Overall by pupil groups

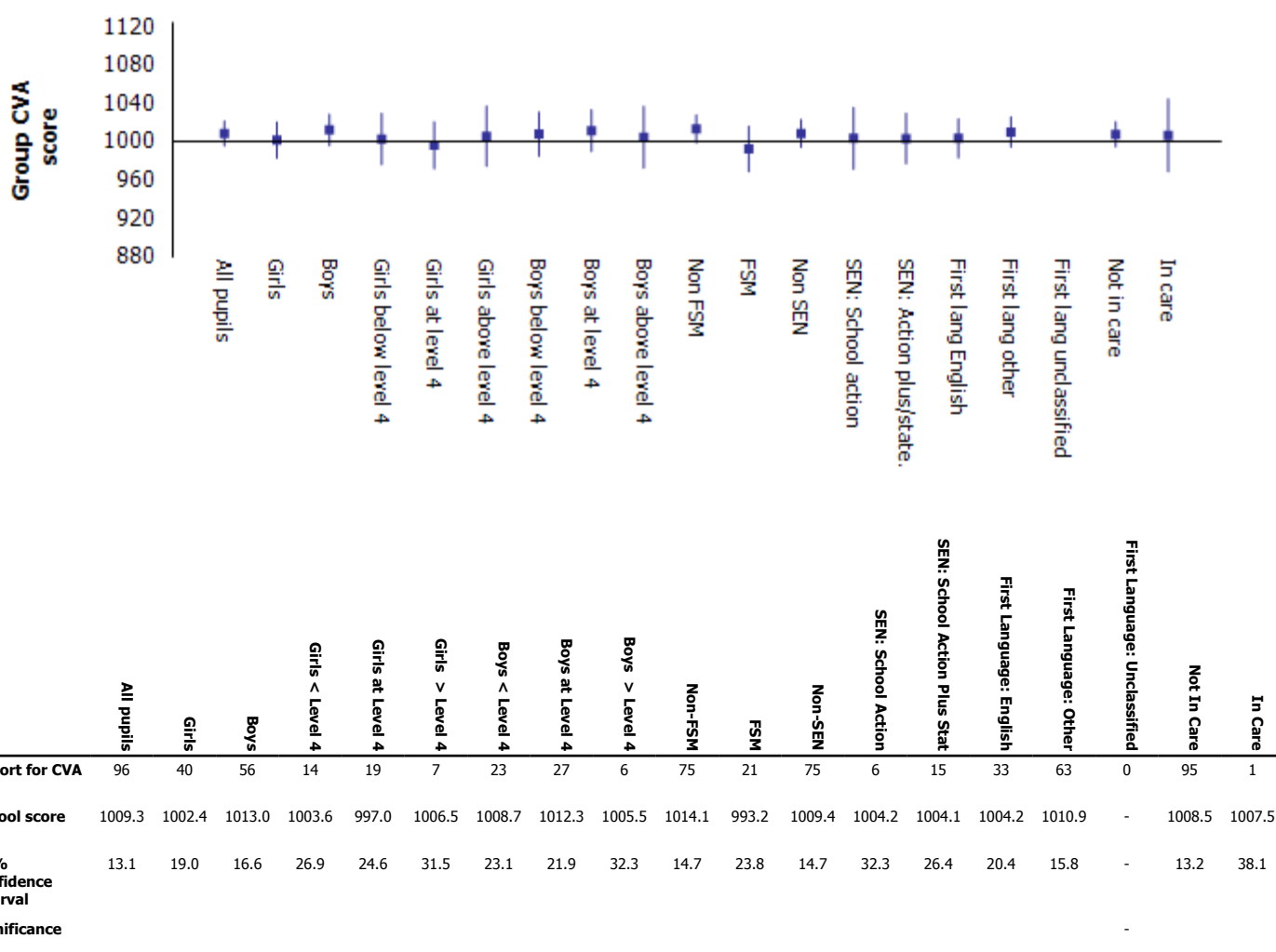
Chart 2.1.8 and Table 2.1.9

Groups - 2009

Overall contextual value added

This analysis shows the school's CVA score and its attainment relative to the national average. This report provides the overall contextual value added measure for particular groups within the school relative to the national mean of 1000. 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, sig+ or sig- is shown. This can also be seen on the graph where confidence intervals do not cross the national average line.

School contextual value added for groups within the school 2009*



* The outcome measure used in the KS2-4 2009 Overall CVA and VA models has changed to reflect an increased emphasis on English and Mathematics outcomes. The outcome measure for the overall CVA/VA score is now capped at the 8 best GCSE or equivalent qualifications plus a separate bonus for English and Mathematics performance. Significance state changes from 2008 to 2009 have not been tested because of the change in methodology.

Progress Measures Key Stage 2 to 4

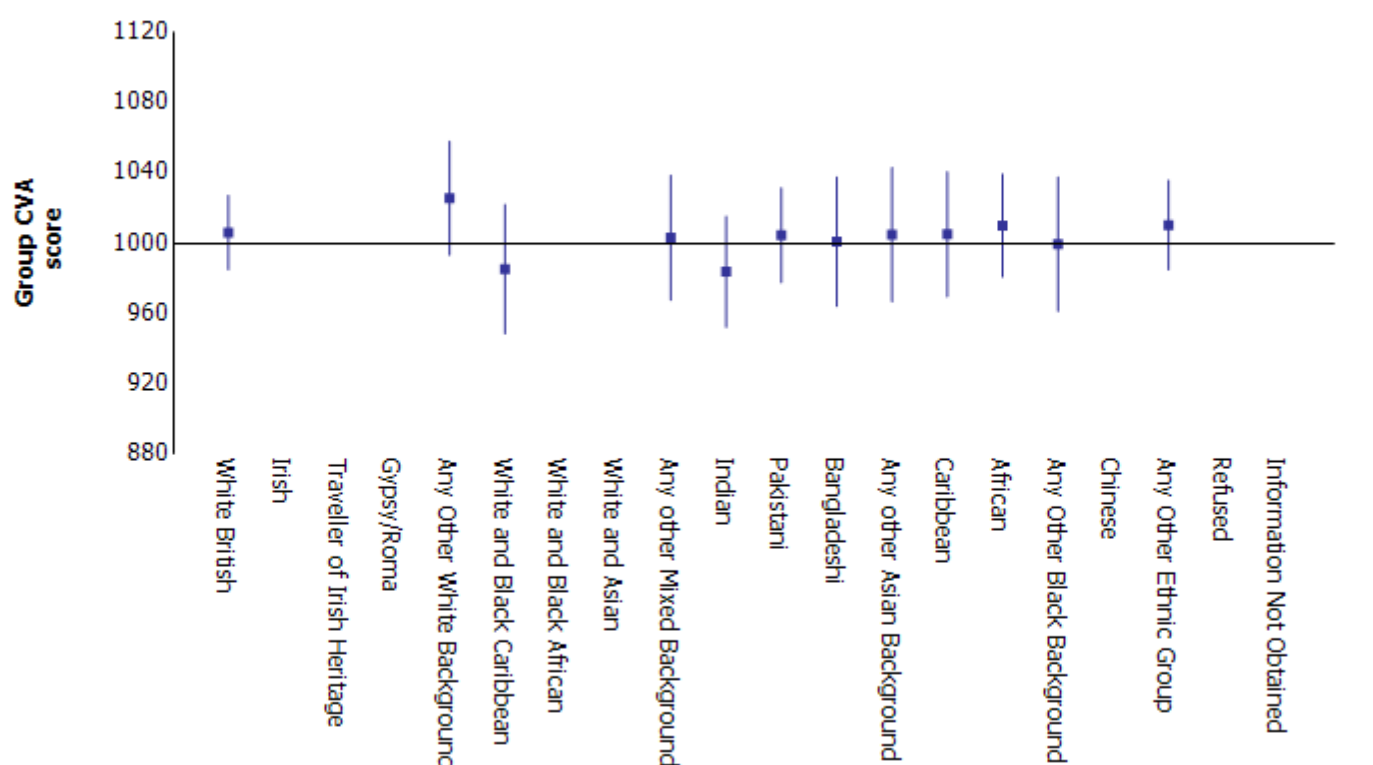
Chart 2.1.10 and Table 2.1.11

Ethnicities - 2009

Overall CVA

This report provides the overall contextual value added measure for ethnic groups within the school relative to the national mean of 1000. 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, sig+ or sig- is shown. This can also be seen on the graph where confidence intervals do not cross the national average line.

School contextual value added for groups within the school 2009*



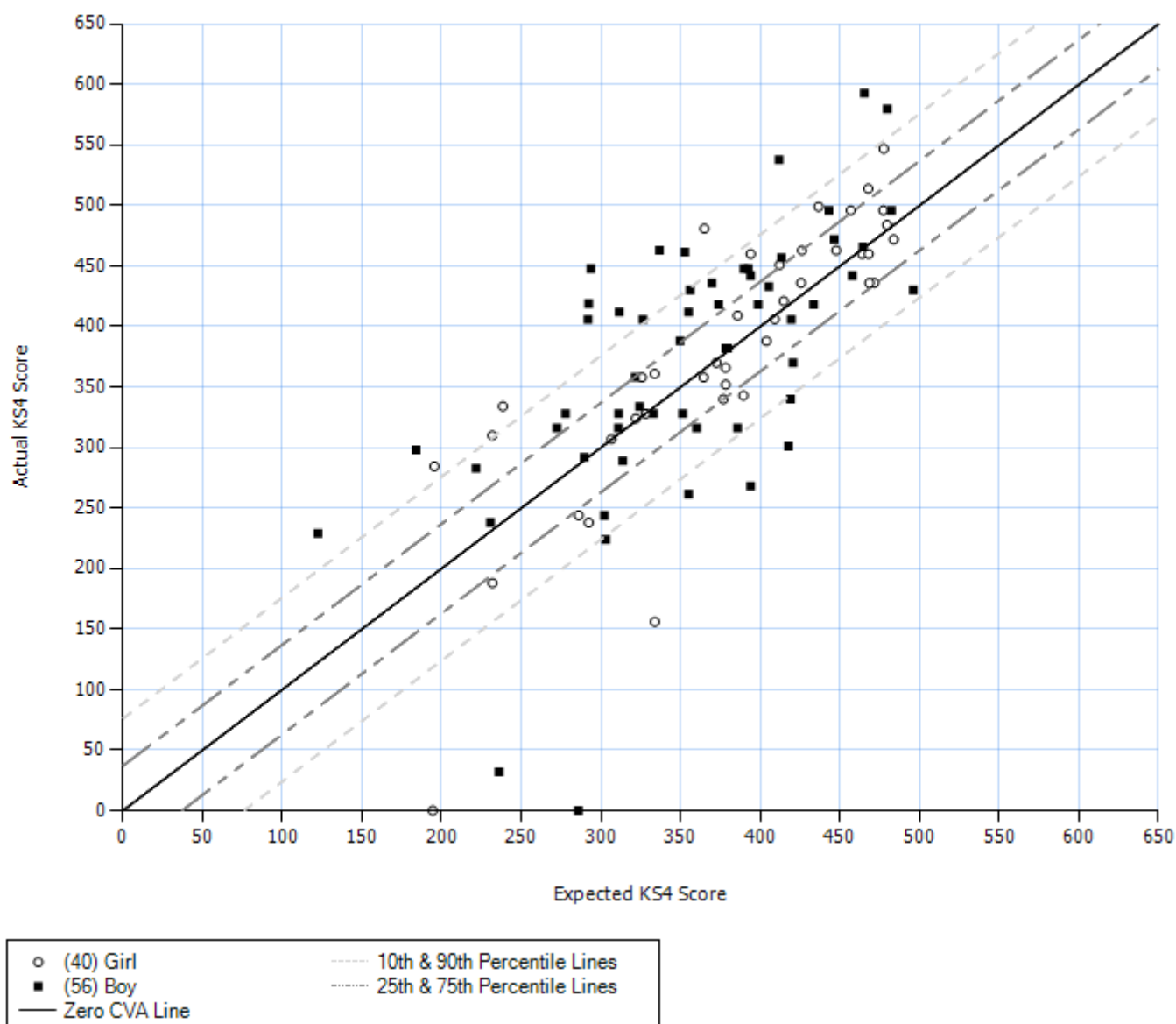
	All pupils	White British	Irish	Traveller of Irish Heritage	Gypsy/Roma	Any Other White Background	White and Black Caribbean	White and Black African	White and Asian	Any other Mixed Background	Indian	Pakistani	Bangladeshi	Any other Asian Background	Caribbean	African	Any Other Black Background	Chinese	Any Other Ethnic Group	Refused	Information Not Obtained
Cohort for CVA	96	30	0	0	0	6	2	0	0	3	7	14	2	1	3	10	1	0	17	0	0
School score	1009.3	1006.0	-	-	-	1025.5	985.2	-	-	1003.0	983.7	1004.4	1000.8	1004.8	1005.0	1010.0	999.4	-	1010.2	-	-
95% Confidence Interval	13.1	21.1	-	-	-	32.3	36.7	-	-	35.5	31.5	26.9	36.7	38.1	35.5	29.2	38.1	-	25.4	-	-
Significance			-	-	-			-	-									-		-	-

* The outcome measure used in the KS2-4 2009 Overall CVA and VA models has changed to reflect an increased emphasis on English and Mathematics outcomes. The outcome measure for the overall CVA/VA score is now capped at the 8 best GCSE or equivalent qualifications plus a separate bonus for English and Mathematics performance. Significance state changes from 2008 to 2009 have not been tested because of the change in methodology.

Progress Measures Key Stage 2 to 4

Chart 2.1.12: Contextual Value Added Key Stage 2 to 4 : Overall, Predicted versus Actual for Pupils - 2009

2009* Key Stage 2 to 4 APS contextual value added line, showing spread of pupils by gender. The analysis is based upon comparing the predicted outcome with the actual outcome of each pupil.



Coverage 58%

* The outcome measure used in the KS2-4 2009 Overall CVA and VA models has changed to reflect an increased emphasis on English and Mathematics outcomes. The outcome measure for the overall CVA/VA score is now capped at the 8 best GCSE or equivalent qualifications plus a separate bonus for English and Mathematics performance. Significance state changes from 2008 to 2009 have not been tested because of the change in methodology.

Progress Measures Key Stage 2 to 4

Table 2.1.13: Contextual Value Added Key Stage 2 to 4 : Pupils Achieving 5 or more A* to C (including English and mathematics) at GCSE and Equivalent

This analysis provides the number of pupils who achieved 5A* - C including English and Mathematics in 2009*, grouped by their estimated probability of achieving the threshold. The probability for each pupil is worked out by taking into account their contextual characteristics and their prior attainment at Key Stage 2. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the schools corresponding predicted success rate, it is highlighted in green (sig+) or blue (sig-).

Probability of achieving 5A* - C	Number of pupils	Number of pupils achieving 5A* - C	Success rate	Predicted success rate
Higher	18	18	100%	87%
Middle	32	14	44%	46%
Lower	46	8	17%	6%
Whole School	96	40	42%	35%

Please note: Only pupils included in the CVA calculation are included in this analysis.

* The outcome measure used in the KS2-4 2009 Overall CVA and VA models has changed to reflect an increased emphasis on English and Mathematics outcomes. The outcome measure for the overall CVA/VA score is now capped at the 8 best GCSE or equivalent qualifications plus a separate bonus for English and Mathematics performance. Significance state changes from 2008 to 2009 have not been tested because of the change in methodology.

Progress Measures Key Stage 2 to 4

Table 2.1.14: Contextual Value Added Key Stage 2 to 4 : 3 Year Average

This report summarises the CVA scores in the school in the last 3 years and shows a 3-year average CVA based on all results over the past 3 years. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the national value it is highlighted in green (sig+) or blue (sig-).

	Number Of Pupils In Latest Year	Contextual Value Added			3 Year Average 2007 - 2009	3 Year Average CVA By Subject 2007 - 2009	
		2007	2008	2009*		English	Maths
All Pupils	96	995.6	996.4	1009.3		1001.0	998.2
Gender							
Girls	40	1001.3	1005.7	1002.4		1000.6	998.2
Boys	56	991.8	988.4	1013.0		1001.2	998.3
Attainment at KS2							
Below Level 4	37	-	986.3	1008.1		1000.8	996.7
At Level 4	46	-	1005.4	1006.7		1001.8	999.4
Above Level 4	13	-	1003.3	1008.9		1003.3	1001.0
Free School Meals							
Non-FSM	75	998.8	992.5	1014.1		1000.9	998.1
FSM	21	989.8	1004.9	993.2		1001.0	998.6
English as a First Language							
First Language - English	33	991.0	1016.2	↑ 1004.2		1001.3	998.6
First Language - Other	63	1000.2	982.4	1010.9		1000.7	998.0
Unclassified	0	-	-	-		-	-
Special Educational Needs							
Non-SEN	75	1004.0	991.7	1009.4		1001.0	998.5
SEN without a statement							
School Action	6	989.2	1004.5	1004.2		1000.2	998.1
School Action plus	11	988.1	1037.1	↑ 1009.6		1002.7	1000.1

Progress Measures Key Stage 2 to 4

	Number Of Pupils In Latest Year	Contextual Value Added			3 Year Average 2007 - 2009	3 Year Average CVA By Subject 2007 - 2009	
		2007	2008	2009*		English	Maths
SEN with a statement	4	984.4	980.0	993.1		998.9	995.5
Ethnicity Group							
White							
British	30	982.4	1014.2	↑ 1006.0		1000.6	998.1
Irish	0	-	1001.0	-		1001.4	999.6
Traveller of Irish Heritage	0	-	-	-		-	-
Gypsy/ Roma	0	-	-	-		-	-
Any other White background	6	1012.3	999.2	1025.5		1001.9	1000.2
Mixed							
White and Black Caribbean	2	1001.8	1013.4	985.2		1001.2	999.0
White and Black African	0	1008.8	-	-		1002.1	1000.9
White and Asian	0	-	1002.6	-		1000.7	1000.6
Any other mixed background	3	-	1004.0	1003.0		1001.7	1000.7
Asian or Asian British							
Indian	7	977.5	968.0	983.7		997.6	995.6
Pakistani	14	993.9	996.3	1004.4		1000.8	996.7
Bangladeshi	2	-	1011.7	1000.8		1001.1	1000.9
Any other Asian background	1	1001.3	1010.5	1004.8		1001.7	1000.0
Black or Black British							
Black Caribbean	3	1003.8	1009.6	1005.0		1002.2	1000.5
Black African	10	1016.8	985.0	1010.0		1003.1	1000.5
Any other black background	1	999.1	980.7	999.4		998.1	997.4
Chinese	0	1006.4	995.7	-		1000.5	999.2
Any other ethnic group	17	1004.4	980.3	1010.2		1000.2	999.4
Unclassified - Refused	0	-	1001.9	-		1000.1	1000.8
Unclassified - Information not obtained	0	1007.6	1005.6	-		1001.7	1000.7

Progress Measures Key Stage 2 to 4

The outcome measure used in the KS2-4 2009 CVA model has changed to reflect an increased emphasis on English and Mathematics outcomes and hence the calculation of a 3 year average CVA figure is not appropriate.

* The outcome measure used in the KS2-4 2009 Overall CVA and VA models has changed to reflect an increased emphasis on English and Mathematics outcomes. The outcome measure for the overall CVA/VA score is now capped at the 8 best GCSE or equivalent qualifications plus a separate bonus for English and Mathematics performance. Significance state changes from 2008 to 2009 have not been tested because of the change in methodology.

Progress Measures Key Stage 2 to 4

Table 2.1.15: Non-Contextualised Value Added Key Stage 2 to 4 : Overall and Subjects

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, 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.

KS2 to 4 non-contextualised value added summary analysis 2007-2009

		2007	2008	2009*
All Subjects	Cohort for AAT VA	124	125	96
	VA School score	1,000.8	1,006.1	1,023.3
	95% confidence interval +/-	11.8	11.3	14.4
	Significance			Sig+
	Percentile rank	54	40	12
	Coverage	74%	69%	58%

* The outcome measure used in the KS2-4 2009 Overall CVA and VA models has changed to reflect an increased emphasis on English and Mathematics outcomes. The outcome measure for the overall CVA/VA score is now capped at the 8 best GCSE or equivalent qualifications plus a separate bonus for English and Mathematics performance. Significance state changes from 2008 to 2009 have not been tested because of the change in methodology.

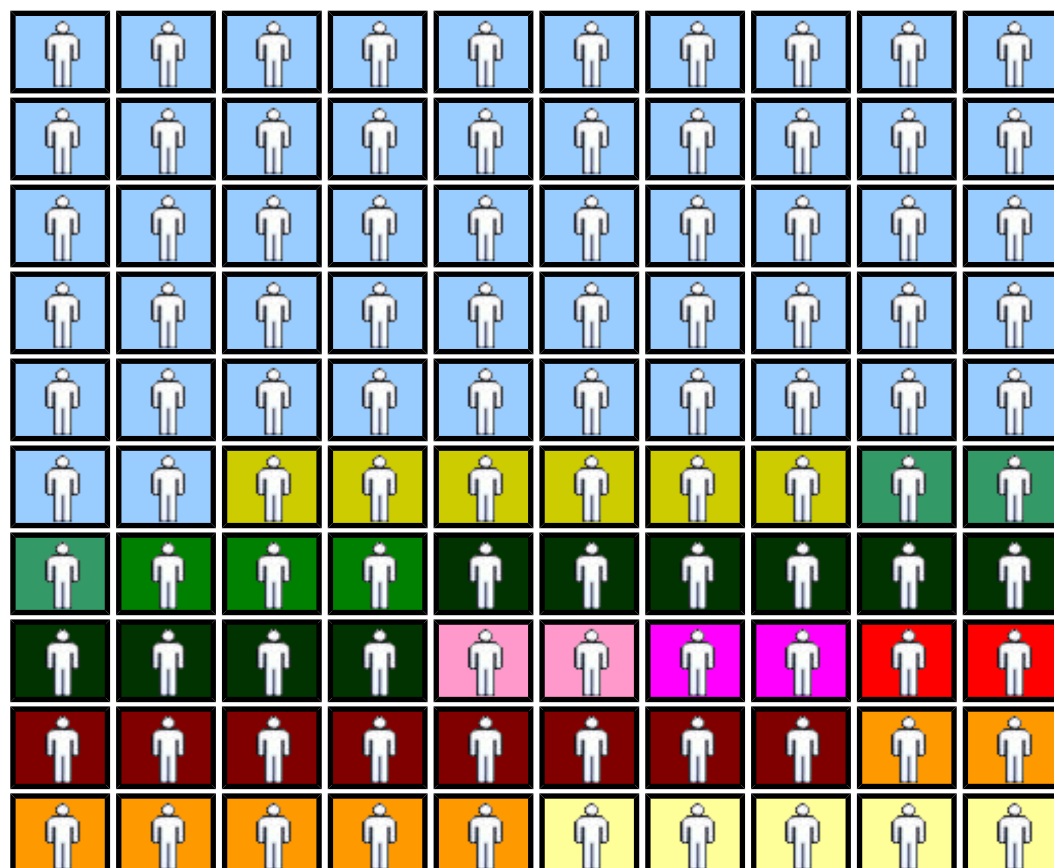
Progress Measures Key Stage 2 to 4

Pupil Progress Charts : Key Stage 2 to 4 by Subject

Chart 2.1.16

For 2009 results, English / English Language

The chart shows the proportion of pupils achieving grade C or above in Key Stage 4 English / English Language and for those who did not reach this threshold how they have progressed since Key Stage 2



Key

52% of pupils attained grade A* to C in 2009

22% of pupils were at Grade D of which:

0% level 5 at KS2 making much less progress than expected

6% level 4 at KS2 making less progress than expected

3% level 3 at KS2 making expected progress

3% at level 2 or below making more progress than expected progress

10% either A or no recorded KS2 level

14% of pupils were at Grade E of which:

2% level 4 and above at KS2 making much less progress than expected

2% level 3 at KS2 making less progress than expected

2% at level 2 or below making expected progress

8% either A or no recorded KS2 level

7% of pupils were grade F or G

5% no result

Summary	% A* - C
English Level C+	52
National	67

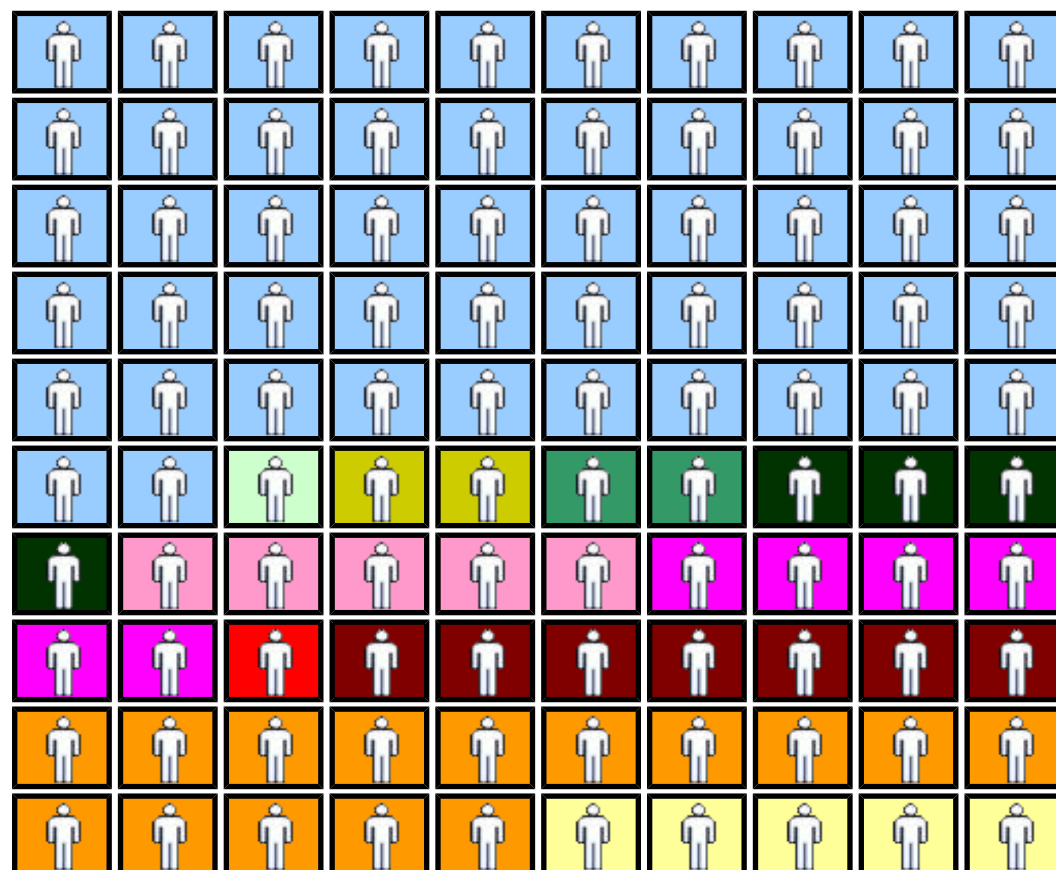
Proportion below level C who are:	%
FSM	19
Statemented SEN	4
BME	78
Boys	59
Cohort size	166

Progress Measures Key Stage 2 to 4

Chart 2.1.17

For 2009 results, Mathematics

The chart shows the proportion of pupils achieving grade C or above in Key Stage 4 Mathematics and for those who did not reach this threshold how they have progressed since Key Stage 2



Key

52% of pupils attained grade A* to C in 2009

9% of pupils were at Grade D of which:

1% level 5 at KS2 making much less progress than expected

2% level 4 at KS2 making less progress than expected

2% level 3 at KS2 making expected progress

0% at level 2 or below making more progress than expected progress

4% either A or no recorded KS2 level

19% of pupils were at Grade E of which:

5% level 4 and above at KS2 making much less progress than expected

6% level 3 at KS2 making less progress than expected

1% at level 2 or below making expected progress

7% either A or no recorded KS2 level

15% of pupils were grade F or G

5% no result

Summary	% A* - C
Mathematics Level C+	52
National	64

Proportion below level C who are:	%
FSM	23
Statemented SEN	4
BME	78
Boys	58
Cohort size	166

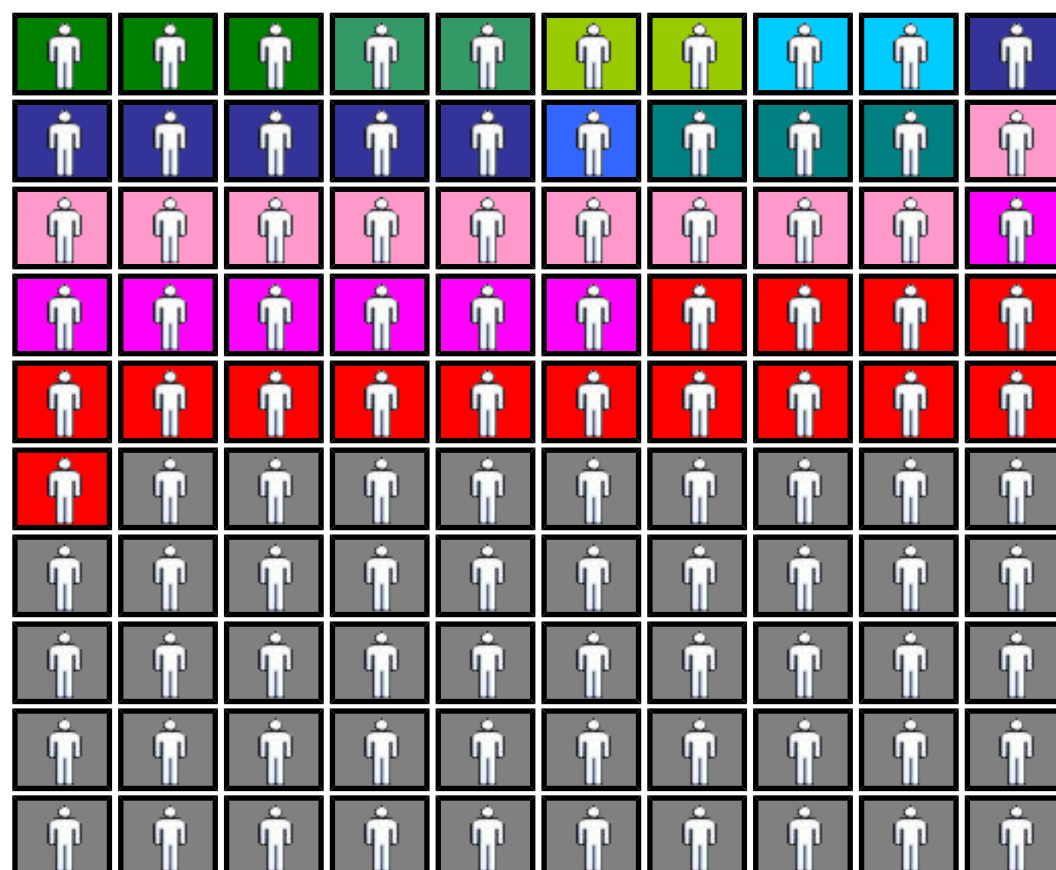
Progress Measures Key Stage 2 to 4

Pupil Progress Charts : Key Stage 2 to 4 High Attainers by Subject

Chart 2.1.18

For 2009 results, English / English Language

The chart shows how pupils who attained grade C or above in GCSE English / English Language progressed since Key Stage 2.



Key

7% of pupils achieved Grade A*/A in 2009 of which:

3% level 5 at KS2 making more than expected progress

2% level 4 at KS2 making more than expected progress

0% below level 4 at KS2 making much more than expected progress

2% absent or no KS2 level recorded

12% of pupils achieved Grade B in 2009 of which:

2% level 5 at KS2 making expected progress

6% level 4 at KS2 making more than expected progress

1% below level 4 at KS2 making more than expected progress

3% absent or no KS2 level recorded

32% of pupils achieved Grade C in 2009 of which:

0% level 5 at KS2 making less than expected progress

10% level 4 at KS2 making expected progress

7% below level 4 at KS2 making more than expected progress

15% absent or no KS2 level recorded

49% of pupils achieved Grade D or below in 2009

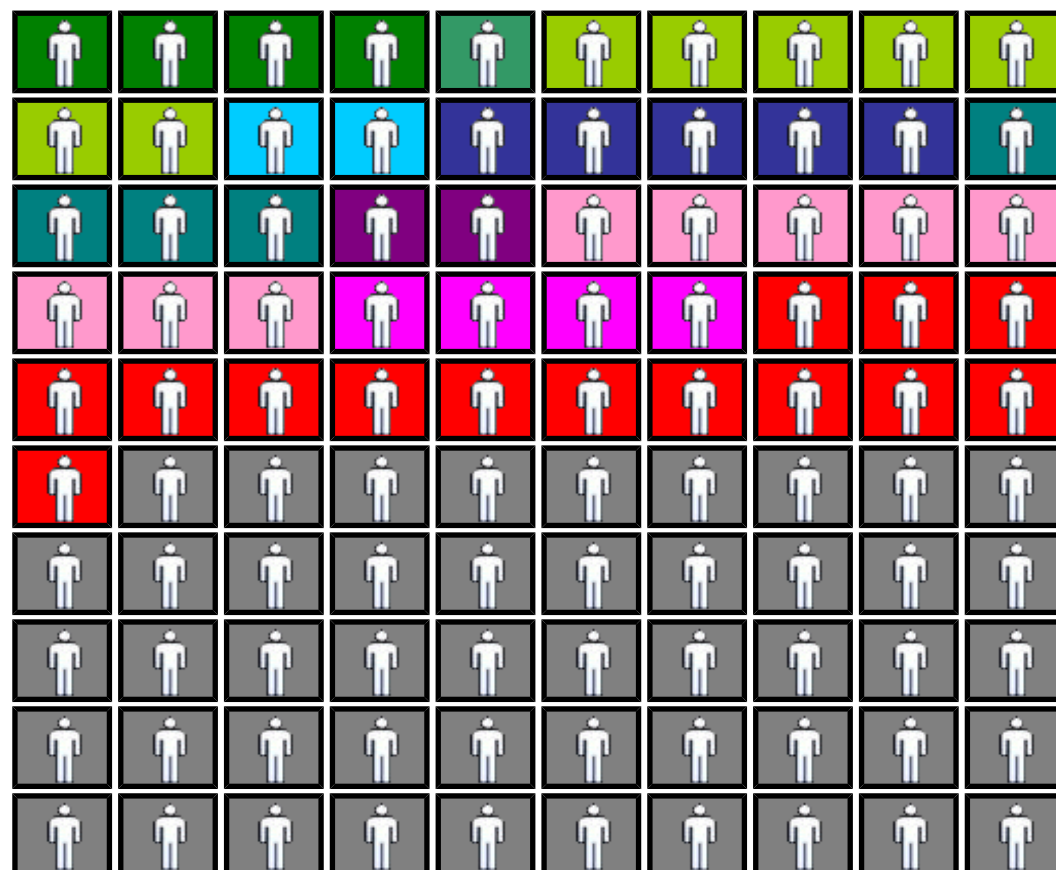
Summary	% A* - C
School	52
National	67
Cohort size	166

Progress Measures Key Stage 2 to 4

Chart 2.1.19

For 2009 results, Mathematics

The chart shows how pupils who attained grade C or above in GCSE Mathematics progressed since Key Stage 2.



Key

12% of pupils achieved Grade A*/A in 2009 of which:

4% level 5 at KS2 making more than expected progress

1% level 4 at KS2 making more than expected progress

0% below level 4 at KS2 making much more than expected progress

7% absent or no KS2 level recorded

11% of pupils achieved Grade B in 2009 of which:

2% level 5 at KS2 making expected progress

5% level 4 at KS2 making more than expected progress

0% below level 4 at KS2 making much more than expected progress

4% absent or no KS2 level recorded

28% of pupils achieved Grade C in 2009 of which:

2% level 5 at KS2 making less than expected progress

8% level 4 at KS2 making expected progress

4% below level 4 at KS2 making more than expected progress

14% absent or no KS2 level recorded

49% of pupils achieved Grade D or below in 2009

Summary	% A* - C
School	52
National	64
Cohort size	166

Progress Measures Key Stage 2 to 4

Expected Progress : Key Stage 2 to 4 by Subject

Table 2.1.20: English / English Language KS2 to KS4 Expected Progress 2009

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

Number of Pupils		Key Stage 4 English / English Language grade										Total Number of Pupils	Number Achieving Expected Progress	Percentage Achieving Expected Progress
		no KS4 result	U	G	F	E	D	C	B	A	A*			
KS2 English test level	Other or no prior available	3	1	0	2	13	16	25	5	3	1	13	9	69%
	B,N	2	0	2	2	2	5	4	0	0	0	13	11	85%
	2	0	1	0	1	1	0	0	0	0	0	3	1	33%
	3	1	0	1	2	4	5	8	1	0	0	22	14	64%
	4	0	1	0	1	3	10	17	10	3	1	46	31	67%
	5	0	0	0	0	0	0	0	4	2	3	9	9	100%
Summary												106	75	71%

Key

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

Total Cohort	166
-------------------------	-----

Progress Measures Key Stage 2 to 4

Table 2.1.21: Mathematics KS2 to KS4 Expected Progress 2009

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 Number of Pupils	Number Achieving Expected Progress	Percentage Achieving Expected Progress
		no KS4 result	U	G	F	E	D	C	B	A	A*			
KS2 Maths test level	Other or no prior available	3	0	4	4	11	7	24	7	5	7	22	19	86%
	B,N	1	1	2	3	1	0	0	0	0	0	3	1	33%
	2	0	0	0	1	0	0	0	0	0	0	1	0	0%
	3	1	2	2	6	10	3	6	0	0	0	30	9	30%
	4	1	0	0	3	8	3	14	8	2	0	39	24	62%
	5	0	0	0	0	0	2	4	3	5	2	16	10	62%
Summary												111	63	57%

Key

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

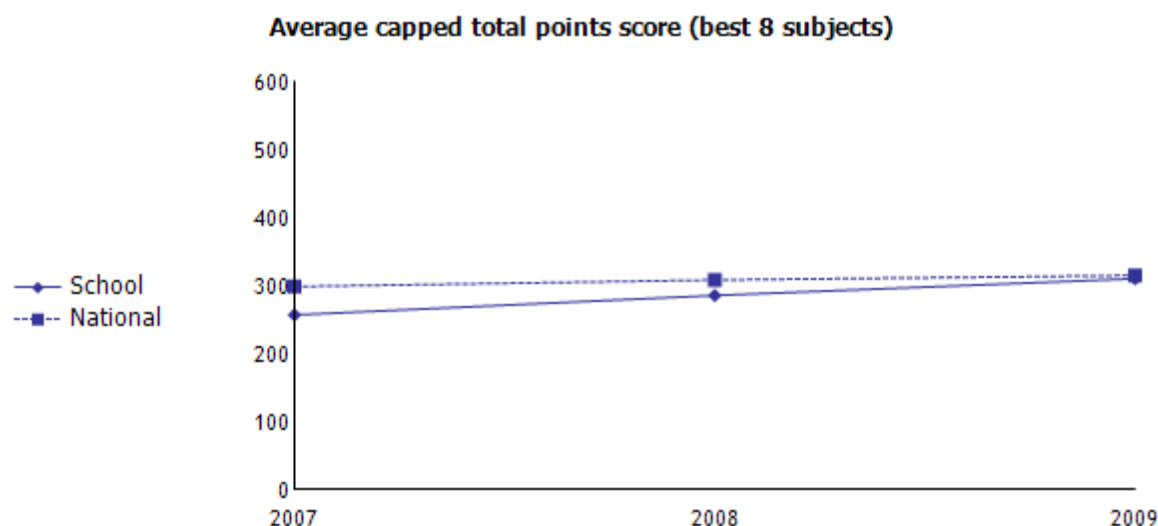
**Total
Cohort**

166

Attainment at Key Stage 4

Chart 3.1.1 and Table 3.1.2: Attainment, Average Capped Point Score, Best 8 Subjects

The report provides analysis of pupils average points scores for their best 8 subjects at GCSE and equivalent since 2007. 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, 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.

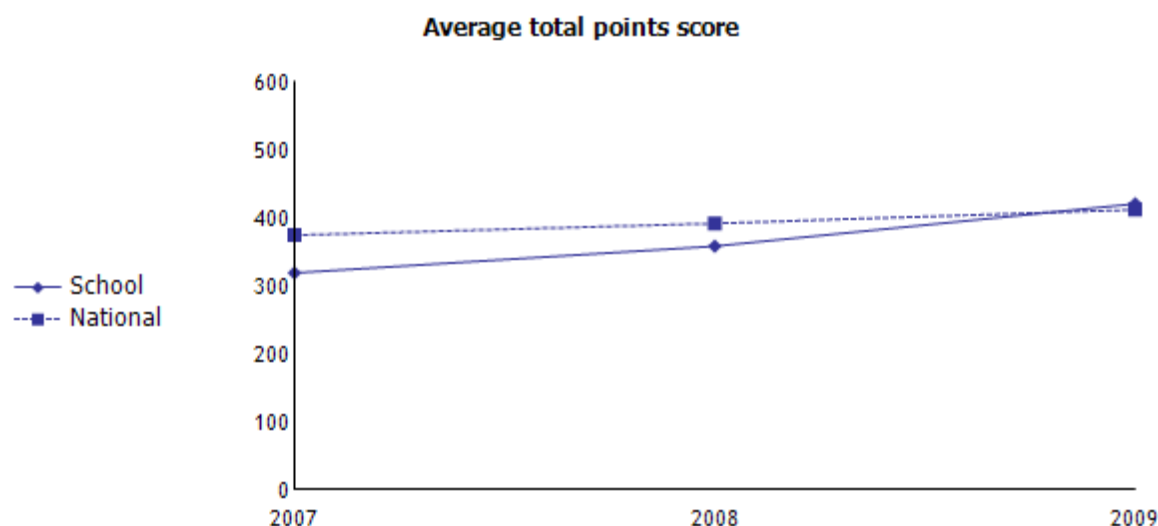


Average capped total points score (best 8 subjects)	2007	2008	2009
Cohort	168	180	166
School	256.5	285.1	309.7
National	298.2	307.8	314.4
Difference	-41.7	-22.7	-4.7
Significance	Sig-	Sig-	

Attainment at Key Stage 4

Chart 3.1.3 and Table 3.1.4: Attainment, Average Total Point Score at Key Stage 4

The report provides analysis of pupils average total points scores for all subjects at GCSE and equivalent since 2007. 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, 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.

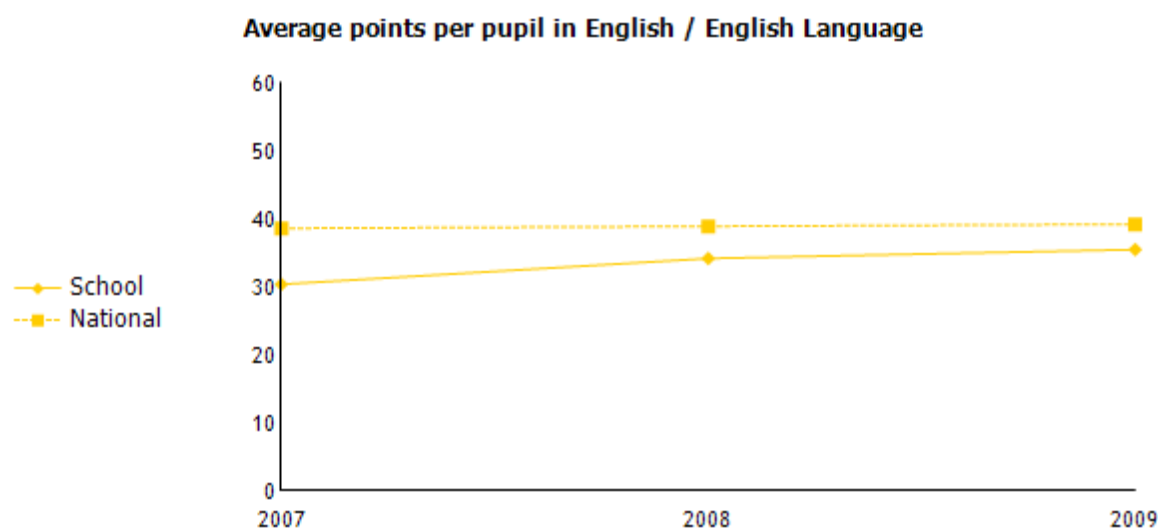


Average total points score	2007	2008	2009
Cohort	168	180	166
School	318.1	357.5	419.6
National	373.6	390.8	411.0
Difference	-55.5	-33.3	8.6
Significance	Sig-	Sig-	

Attainment at Key Stage 4

Chart 3.1.5 and Table 3.1.6: Attainment, Average Total Point Score at Key Stage 4 for English

The report provides analysis of pupils average points score for English / English Language at Key Stage 4 since 2007. 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, 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. The methodology for subject average points scores was refined in 2007.

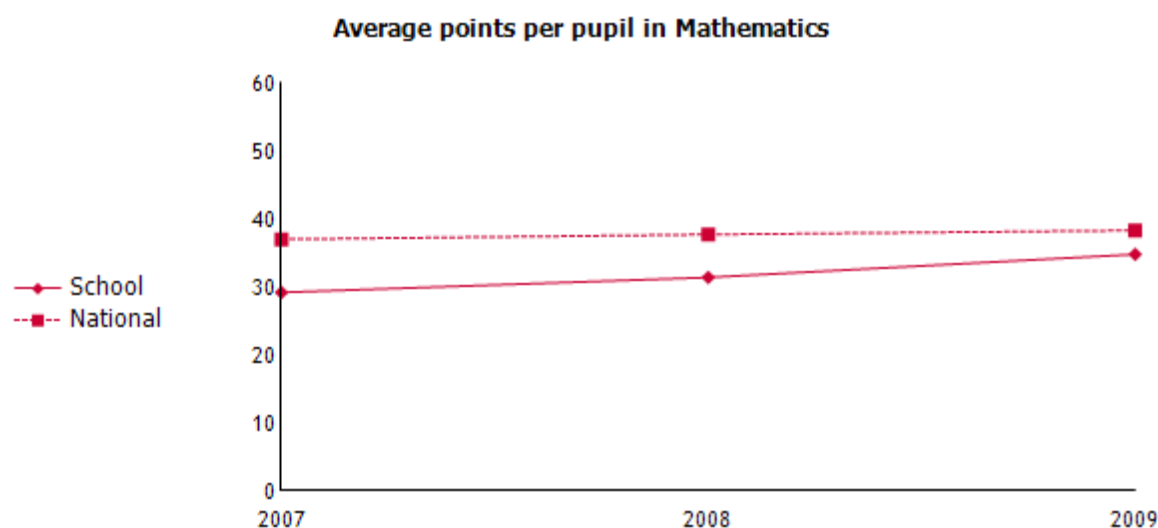


Average points per pupil in English / English Language	2007	2008	2009
Cohort	168	180	166
School	30.3	34.1	↑ 35.4
National	38.5	38.8	39.1
Difference	-8.2	-4.7	-3.7
Significance	Sig-	Sig-	Sig-

Attainment at Key Stage 4

Chart 3.1.7 and Table 3.1.8: Attainment, Average Total Point Score at Key Stage 4 for Mathematics

The report provides analysis of pupils average points score for Mathematics at Key Stage 4 since 2007. 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, 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. The methodology for subject average points scores was refined in 2007.



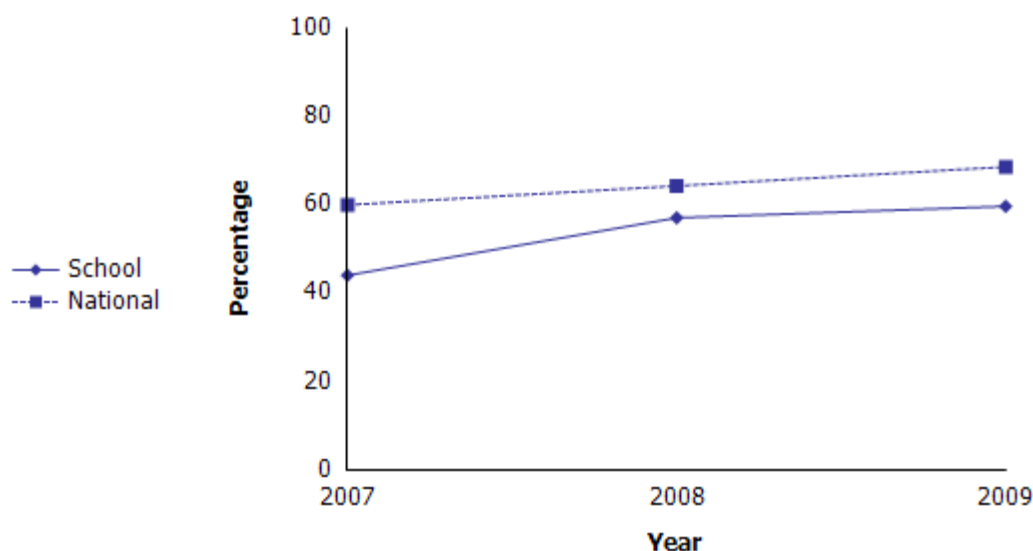
Average points per pupil in Mathematics	2007	2008	2009	
Cohort	168	180	166	
School	29.1	31.3	34.7	↑
National	36.9	37.6	38.2	
Difference	-7.8	-6.3	-3.5	
Significance	Sig-	Sig-	Sig-	

Attainment at Key Stage 4

Chart 3.1.9 and Table 3.1.10: Percentage of candidates achieving 5 or more A* to C at GCSE and Equivalent

This report provides analysis of pupils performance at GCSE and equivalent. The percentage of pupils gaining 5 or more A* to C over the last 3 years is shown. 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, 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 at GCSE and equivalent



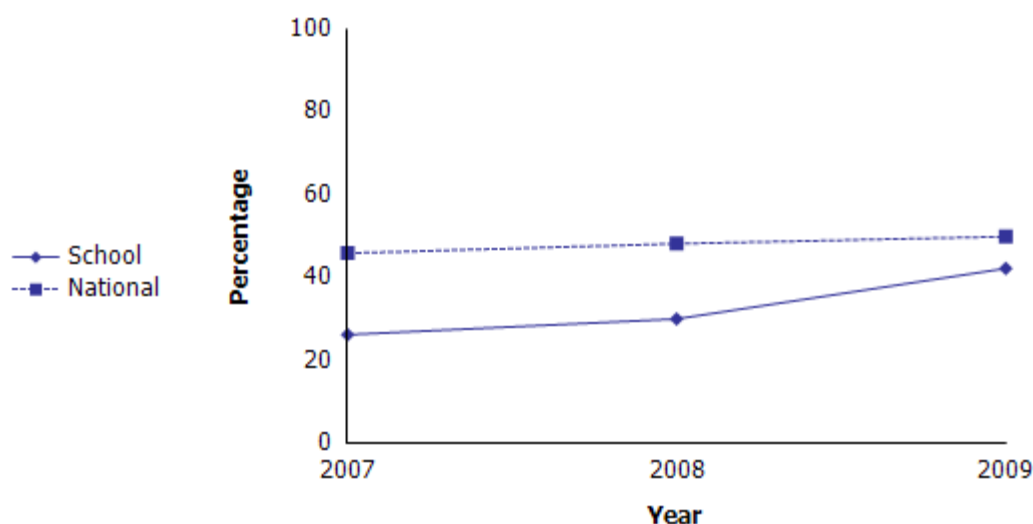
% achieving 5 or more A* to C	2007	2008	2009
Cohort	168	180	166
School	44	57	60
National	60	64	68
Difference	-16	-7	-8
Significance	Sig-	Sig-	Sig-

Attainment at Key Stage 4

Chart 3.1.11 and Table 3.1.12: Percentage of candidates achieving 5 or more A* to C (including English and mathematics) at GCSE and Equivalent

This report provides analysis of pupils performance at GCSE and equivalent. The percentage of pupils gaining 5 or more A* to C (inc English and mathematics) over the last 3 years is shown. 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, sig+ or sig- is shown. Where a school figure is significantly above or below that of the previous year an up or down arrow is displayed to the right of the figure.

Percentage of pupils achieving 5 or more A* to C (inc English and mathematics) at GCSE and equivalent

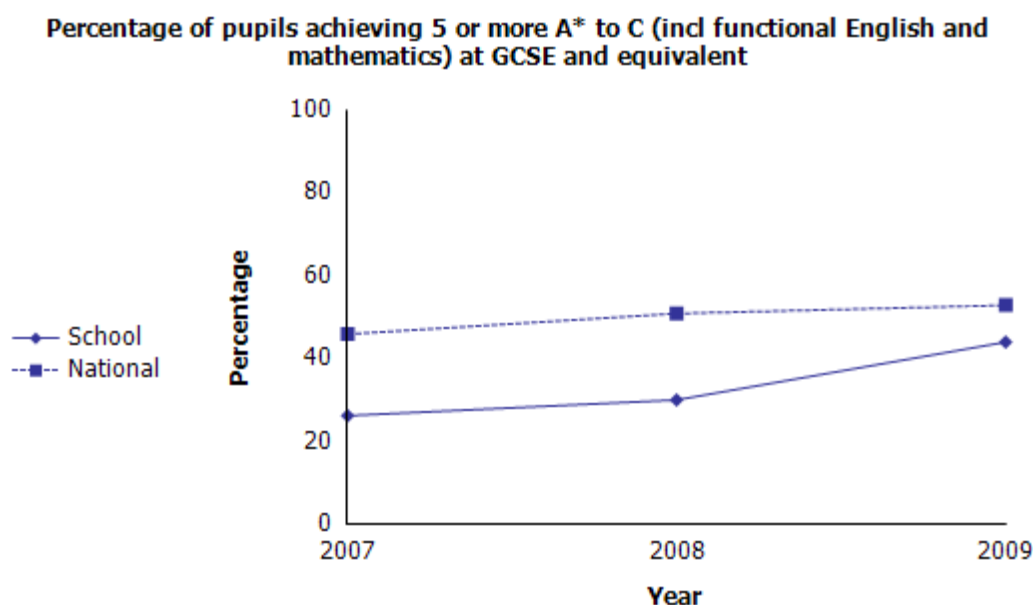


% achieving 5 or more A* to C (inc English and Maths)	2007	2008	2009	
Cohort	168	180	166	
School	26	30	42	↑
National	46	48	50	
Difference	-20	-18	-8	
Significance	Sig-	Sig-	Sig-	

Attainment at Key Stage 4

Chart 3.1.13 and Table 3.1.14: Percentage of candidates achieving 5 or more A* to C (including Functional English and mathematics) at GCSE and Equivalent

This report provides analysis of pupils performance at GCSE and equivalent. The percentage of pupils gaining 5 or more A* to C (incl functional English and mathematics) over the last 3 years is shown. 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, 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.



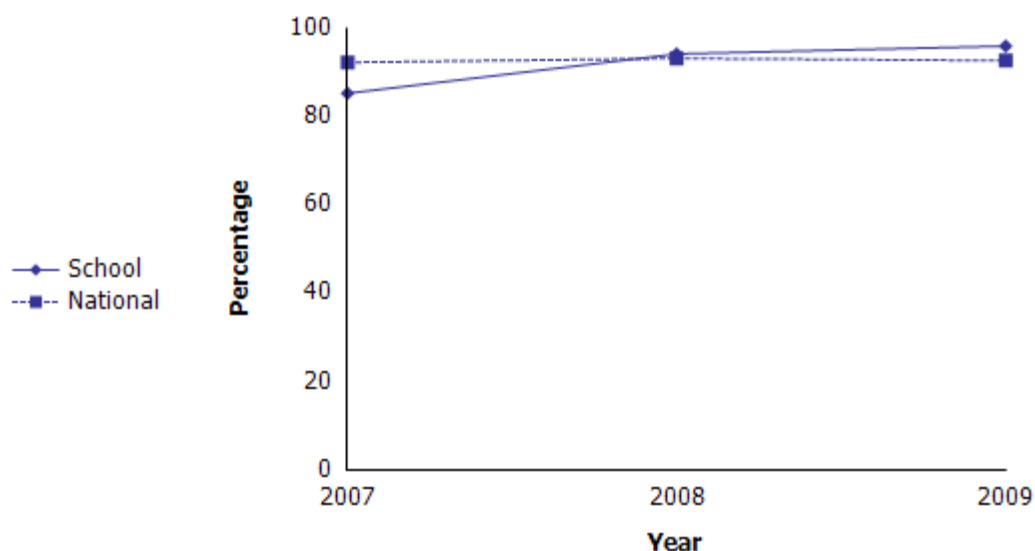
% achieving 5 or more A* to C (incl functional English and Maths)	2007	2008	2009	
Cohort	168	180	166	
School	26	30	44	↑
National	46	51	53	
Difference	-20	-21	-9	
Significance	Sig-	Sig-	Sig-	

Attainment at Key Stage 4

Chart 3.1.15 and Table 3.1.16: Percentage of candidates achieving 5 or more A* to G at GCSE and Equivalent

This report provides analysis of pupils performance at GCSE and equivalent. The percentage of pupils gaining 5 or more A* to G over the last 3 years is shown. 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, 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 at GCSE and equivalent

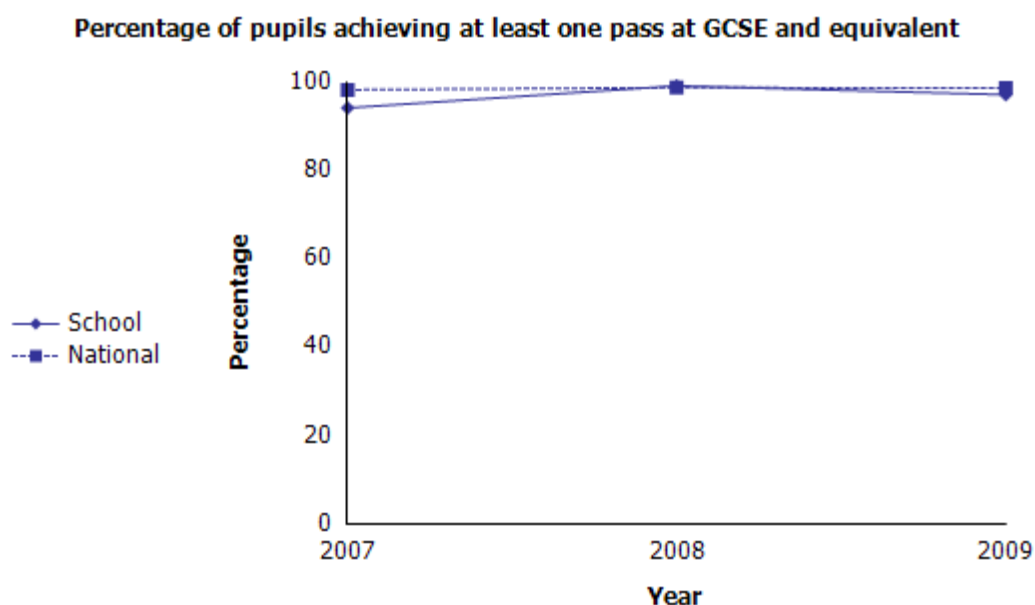


% achieving 5 or more A* to G	2007	2008	2009
Cohort	168	180	166
School	85	94	96
National	92	93	92
Difference	-7	1	4
Significance	Sig-		

Attainment at Key Stage 4

Chart 3.1.17 and Table 3.1.18: Percentage of candidates achieving at least one pass at GCSE and Equivalent

This report provides analysis of pupils performance at GCSE and equivalent. The percentage of pupils gaining at least one pass over the last 3 years is shown. 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, 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.



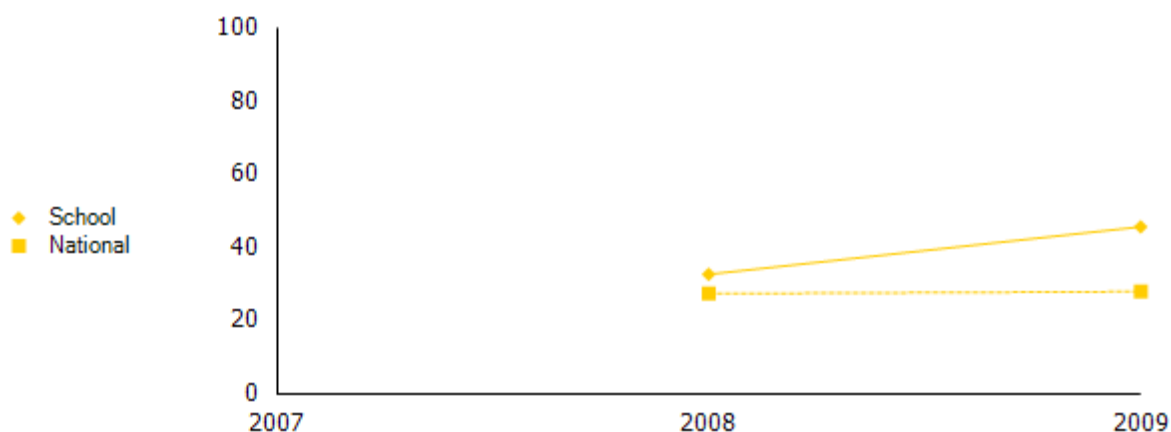
% achieving at least one pass	2007	2008	2009
Cohort	168	180	166
School	94	99	97
National	98	99	99
Difference	-4	0	-2
Significance	-	-	-

Attainment at Key Stage 4

Chart 3.1.19 and Table 3.1.20: Percentage of candidates achieving at least one A* to C at GCSE or Equivalent in a Modern Foreign Language

This report provides analysis of pupils' performance at GCSE and equivalent. The percentage of pupils gaining A* to C full course in MFL over the last 3 years is shown. 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, 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 A* to C full course in MFL at GCSE and equivalent



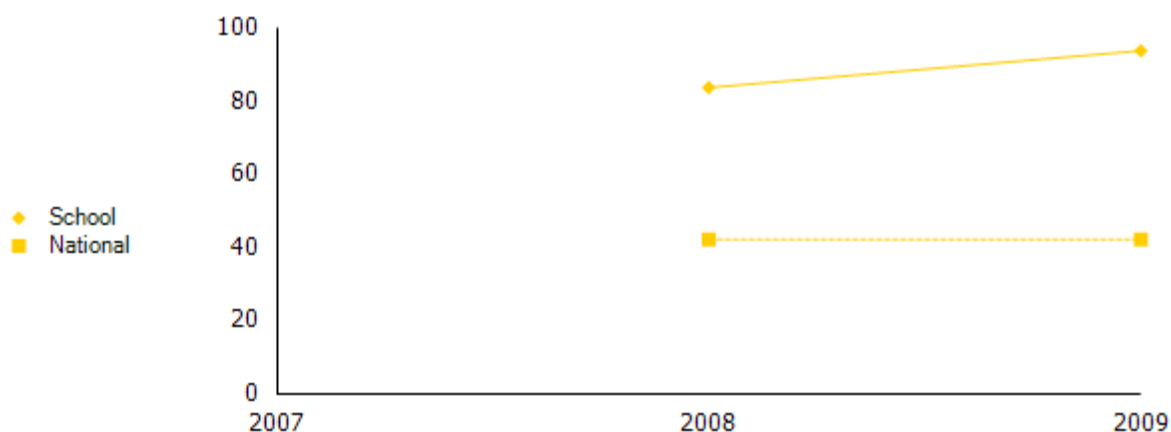
MFL A* - C full course	2007	2008	2009
Cohort	-	180	166
School	-	33	46
National	-	27	28
Difference	-	6	18
Significance	-		Sig+

Attainment at Key Stage 4

Chart 3.1.21 and Table 3.1.22: Percentage of candidates achieving at least one A* to G in a Short Course GCSE or Equivalent in a Modern Foreign Language

This report provides analysis of pupils' performance at GCSE and equivalent. The percentage of pupils gaining A* to G short course in MFL over the last 3 years is shown. 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, 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 A* to G short course in MFL at GCSE and equivalent



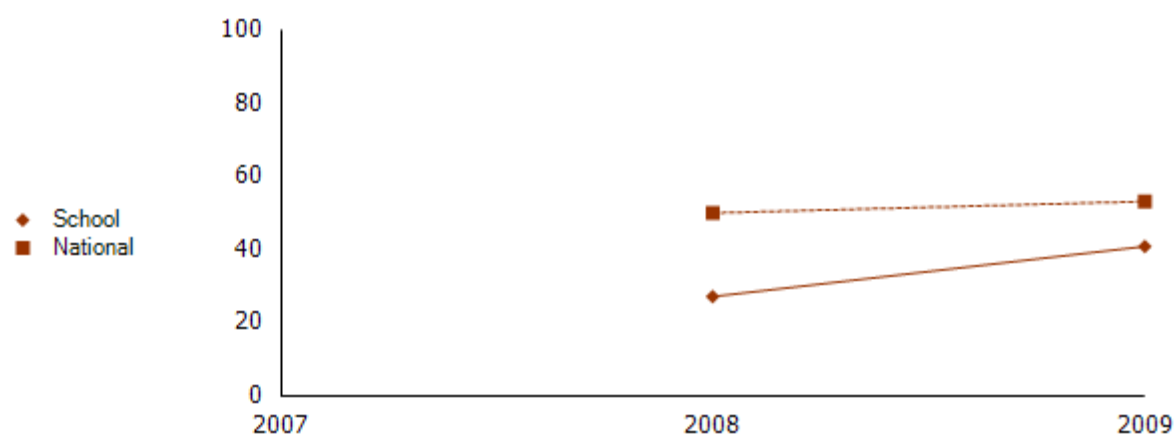
MFL A* - G short course	2007	2008	2009
Cohort	-	180	166
School	-	84	94
National	-	42	42
Difference	-	42	52
Significance	-	Sig+	Sig+

Attainment at Key Stage 4

Chart 3.1.23 and Table 3.1.24: Percentage of candidates achieving at least two A* to C at GCSE or Equivalent in Science

This report provides analysis of pupils' performance at GCSE and equivalent. The percentage of pupils gaining two or more A* to C in Science over the last 3 years is shown. 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, 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 two or more A* - C in Science at GCSE and equivalent



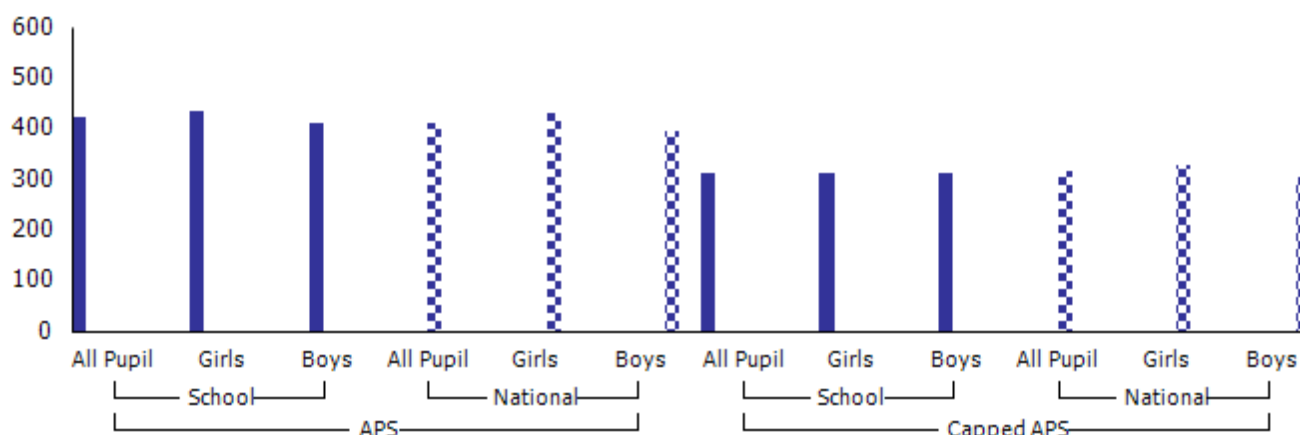
Science A* - C	2007	2008	2009
Cohort	-	180	166
School	-	27	41
National	-	50	53
Difference	-	-23	-12
Significance	-	Sig-	Sig-

Attainment at Key Stage 4

Chart 3.1.25 and Table 3.1.26: Attainment, Average Capped (Best 8) Points Score at Key Stage 4 by Pupil Groups - 2009

This report provides analysis of pupils average point scores at GCSE and equivalent grouped according to pupil characteristic. 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, sig+ or sig- is shown.

Average total point score / Average capped total point score



	Average Total Point score				Average capped total point score (best 8 subjects)			
	Cohort	School	National	Sig	Cohort	School	National	Sig
All pupils	166	419.6	411.0		166	309.7	314.4	
Gender								
Male	101	410.5	392.6		101	309.0	302.9	
Female	65	433.9	430.1		65	310.8	326.4	
Free School Meals								
FSM	30	358.8	329.6		30	276.0	260.9	
Non FSM	136	433.1	423.0		136	317.1	322.3	
English as first language								
English or believed to be English	33	354.3	414.4	Sig-	33	277.2	316.8	Sig-
Other than English or believed to be other	132	439.2	414.4		132	320.2	316.9	
Unclassified	1	-	115.7	-	1	-	103.1	-
Special Education Needs								
No Identified SEN	141	446.8	450.8		141	324.7	339.9	Sig-
SEN without a statement								
School Action	7	288.9	332.2		7	232.3	267.9	
School Action Plus	14	274.2	256.0		14	236.7	214.6	
SEN with a statement	4	200.8	166.9		4	170.8	145.5	

Attainment at Key Stage 4

Ethnicity Group	Average Total Point score				Average capped total point score (best 8 subjects)			
	Cohort	School	National	Sig	Cohort	School	National	Sig
White								
British	30	372.4	414.0		30	287.3	316.3	Sig-
Irish	0	-	410.7	-	0	-	322.8	-
Traveller of Irish Heritage	0	-	184.1	-	0	-	153.2	-
Gypsy/Roma	0	-	199.7	-	0	-	168.1	-
Any Other White background	17	487.7	407.1		17	343.8	314.4	
Mixed								
White & Black Caribbean	2	175.5	384.6		2	149.0	299.3	
White & Black African	0	-	410.3	-	0	-	316.7	-
White & Asian	0	-	442.8	-	0	-	337.1	-
Any other mixed background	3	363.7	423.0		3	307.0	324.5	
Asian or Asian British								
Indian	15	503.2	474.9		15	326.7	353.0	
Pakistani	17	479.5	405.4	Sig+	17	347.0	310.2	Sig+
Bangladeshi	2	427.6	412.9		2	316.3	316.8	
Any other Asian background	18	416.7	425.2		18	325.7	326.8	
Black or Black British								
Black Caribbean	3	332.3	385.5		3	297.0	302.1	
Black African	12	350.7	406.0		12	290.7	315.6	
Any other Black background	1	534.0	387.2	-	1	374.0	302.2	-
Chinese	0	-	523.5	-	0	-	374.0	-
Any other ethnic group	43	409.6	412.3		43	299.5	315.2	
Unclassified - Refused	0	-	257.9	-	0	-	207.8	-
Unclassified - Information not obtained	3	450.8	257.9		3	268.2	207.8	

Attainment at Key Stage 4

Table 3.1.27: Attainment, Percentage Achieving Thresholds at Key Stage 4 by Pupil Group - 2009

Percentage of candidates achieving thresholds at GCSE and equivalent

This report provides analysis of pupils performance at GCSE and equivalent. The percentage of pupils achieving each threshold in 2009 by pupil characteristic is shown.

	Percentage of pupils achieving each threshold				
	Cohort	5+ A* to C	5+ A* to C (incl Eng and Mat)	5+ A* to C (incl. func Eng and Mat)	5+ A* to G
All pupils	166	60	42	44	96
Gender					
Male	101	58	45	47	95
Female	65	62	38	40	97
Free School Meals					
FSM	30	40	33	37	93
Non FSM	136	64	44	46	96
English as a First Language					
English or believed to be English	33	33	27	27	94
Other than English or believed to be other	132	67	46	48	97
Unclassified	1	0	0	0	0
Special Educational Needs					
No Identified SEN	141	66	46	48	97
SEN without a statement	21	24	19	19	90
School Action	7	29	29	29	86
School Action plus	14	21	14	14	93
SEN with a statement	4	25	25	25	75
Ethnicity Group					
White					
British	30	40	33	33	97
Irish	-	-	-	-	-
Traveller of Irish Heritage	-	-	-	-	-
Gypsy/Roma	-	-	-	-	-
Any other White background	17	82	29	29	100
Mixed					
White & Black Caribbean	2	0	0	0	50
White & Black African	-	-	-	-	-
White & Asian	-	-	-	-	-
Any other mixed background	3	33	33	33	100
Asian or Asian British					
Indian	15	60	60	60	93

Attainment at Key Stage 4

	Cohort	Percentage of pupils achieving each threshold			
		5+ A* to C	5+ A* to C (incl Eng and Mat)	5+ A* to C (incl. func Eng and Mat)	5+ A* to G
Pakistani	17	82	59	65	100
Bangladeshi	2	50	0	0	100
Any other Asian background	18	78	50	50	100
Black or Black British					
Black Caribbean	3	33	0	0	100
Black African	12	42	25	33	100
Any other Black background	1	100	100	100	100
Chinese	-	-	-	-	-
Any other ethnic group	43	58	47	49	93
Unclassified - Refused	-	-	-	-	-
Unclassified - Information not obtained	3	67	67	67	67

Attainment at Key Stage 4

Table 3.1.28: Attainment, Summary of Full GCSE Results for All Pupils - 2009

This analysis shows the performance in 2009 of full GCSE subjects in your school at Key Stage 4 for all pupils. Significance tests compare school data against the corresponding national data.

Subject		Number of entries	Entry as a percentage of cohort	% A*-A	% A*-C	% A*-G	% Fail	Average Point Score
ART & DESIGN	School	14	8.4	7.1	21.4	100.0	0.0	32.7
	National	160,074	27.6	20.2	73.5	99.0	1.0	41.0
COMMUNICATION STUDIES	School	37	22.3	16.2	75.7	97.3	2.7	40.9
	National	67,659	11.7	16.9	64.2	97.0	3.0	38.9
COMPUTER STUDIES	School	57	34.3	3.5	47.4	94.7	5.3	33.5
	National	50,300	8.7	22.5	69.4	97.6	2.4	40.3
DESIGN AND TECHNOLOGY	School	13	7.8	23.1	69.2	100.0	0.0	38.6
	National	276,556	47.7	18.0	61.3	96.9	3.1	38.5
DRAMA	School	18	10.8	16.7	55.6	100.0	0.0	39.7
	National	78,494	13.5	19.7	71.8	99.2	0.8	41.3
ENGLISH LITERATURE	School	160	96.4	5.0	45.6	96.9	3.1	34.9
	National	446,247	77.0	19.9	71.8	98.3	1.7	40.9
ENGLISH/ENGLISH LANGUAGE - SINGLE	School	160	96.4	8.1	54.4	98.1	1.9	36.7
	National	554,681	95.7	14.8	64.0	98.7	1.3	39.2
FRENCH	School	54	32.5	3.7	35.2	100.0	0.0	33.9
	National	141,145	24.3	20.4	65.9	99.4	0.6	40.4
GEOGRAPHY	School	32	19.3	18.8	62.5	93.8	6.3	37.7
	National	149,447	25.8	23.2	65.3	97.9	2.1	40.0
HISTORY	School	13	7.8	15.4	23.1	100.0	0.0	34.5
	National	174,780	30.1	26.2	65.7	97.8	2.2	40.3
MATHEMATICS	School	160	96.4	13.1	54.4	98.1	1.9	35.9
	National	562,888	97.1	16.1	60.2	97.9	2.1	38.0
MUSIC	School	10	6.0	0.0	50.0	100.0	0.0	39.4
	National	42,833	7.4	26.5	73.3	97.8	2.2	41.6

Attainment at Key Stage 4

Subject		Number of entries	Entry as a percentage of cohort	% A*-A	% A*-C	% A*-G	% Fail	Average Point Score
OTHER LANGUAGES	School	38	22.9	73.7	100.0	100.0	0.0	51.2
	National	20,576	3.5	53.1	82.2	98.2	1.8	46.5
OTHER SCIENCES	School	320	96.4	8.8	48.8	99.4	0.6	35.7
	National	757,214	130.6	13.6	62.4	98.7	1.3	38.6
PHYSICAL EDUCATION	School	49	29.5	0.0	28.6	100.0	0.0	32.8
	National	115,552	19.9	21.4	64.0	99.8	0.2	41.1
SPANISH	School	102	61.4	15.7	42.2	100.0	0.0	35.4
	National	46,244	8.0	26.2	68.5	99.3	0.7	41.5
STATISTICS	School	1	0.6	100.0	100.0	100.0	0.0	52.0
	National	70,801	12.2	21.8	74.1	97.2	2.8	40.8
Total	School	1,238	-	11.3	50.3	98.5	1.5	36.2
Total	National	4,372,280	-	19.7	66.5	98.3	1.7	39.9

Attainment at Key Stage 4

Table 3.1.29: Attainment, Summary of Vocational GCSE Results for All Pupils

This analysis shows the performance in 2009 of vocational GCSE subjects in your school at Key Stage 4 for all pupils. Significance tests compare school data against the corresponding national data.

Subject		Number of entries	Entry as a percentage of cohort	% A*-A	% A*-C	% A*-G	% Fail	Average Point Score
APPLIED ART & DES - DOUBLE AWARD	School	40	24.1	5.0	50.0	100.0	0.0	33.4
	National	5,844	1.0	26.5	71.9	97.7	2.3	40.1
Total	School	40	-	5.0	50.0	100.0	0.0	33.4
	National	142,610	-	9.7	51.9	96.6	3.4	35.1

Attainment at Key Stage 4

Table 3.1.30: Attainment, Relative Performance Indicators for full GCSEs, All Pupils - 2009

This analysis shows the relative performance in 2009 of GCSE subjects in your school at Key Stage 4 for all pupils. For information about how this indicator is calculated, please see the Help article.

Subject	Entries	School Average	Average In All Other Subjects	School Difference	National Difference	Relative Performance Indicator
ART & DESIGN	14	32.7	34.2	-1.5	2.4	-3.9
COMMUNICATION STUDIES	37	40.9	36.3	4.6	0.8	3.8
COMPUTER STUDIES	57	33.5	38.3	-4.9	-1.3	-3.6
DESIGN AND TECHNOLOGY	13	38.6	36.1	2.5	0.1	2.4
DRAMA	18	39.7	34.0	5.6	1.4	4.2
ENGLISH LITERATURE	160	34.9	35.9	-1.0	0.7	-1.7
ENGLISH/ENGLISH LANGUAGE - SINGLE	160	36.7	35.6	1.1	1.3	-0.2
FRENCH	54	33.9	37.1	-3.3	-3.4	0.1
GEOGRAPHY	32	37.7	39.2	-1.5	-1.8	0.3
HISTORY	13	34.5	38.9	-4.4	-2.0	-2.4
MATHEMATICS	160	35.9	35.8	0.1	0.0	0.1
MUSIC	10	39.4	41.2	-1.8	-1.2	-0.6
OTHER LANGUAGES	38	51.2	38.5	12.8	7.5	5.3
OTHER SCIENCES	320	35.7	35.8	-0.1	0.0	-0.1
PHYSICAL EDUCATION	49	32.8	36.4	-3.7	1.6	-5.3
SPANISH	102	35.4	35.7	-0.3	-2.6	2.3
STATISTICS	1	52.0	51.1	0.9	-2.3	3.2

Attainment at Key Stage 4

Table 3.1.31: Attainment, Relative Performance Indicators for Vocational GCSEs, All Pupils

This analysis shows the relative performance in 2009 of vocational GCSE subjects in your school at Key Stage 4 for all pupils. For information about how this indicator is calculated, please see the Help article.

Subject	Entries	School Average	Average In All Other Subjects	School Difference	National Difference	Relative Performance Indicator
APPLIED ART & DES - DOUBLE AWARD	40	-	-	-	5.5	-

School Forward Estimates

This section gives school forward estimates for 2011 based on pupils that were on the roll at the time of the January 2009 School Census.

Table 4.1: School Forward Estimates for Key Stage 4 2011

This is based on the Key Stage 2 prior attainment of pupils that were on the roll and in year 9 at the time of the January 2009 School Census, therefore pupils who were in a different school at the time of the census will not be included here. This means that for some schools no analysis is possible.

School estimates based on historic transition probabilities. Similar schools are those with similar prior attainment. The average prior attainment for the school is: $25 \leq \text{school prior attainment} < 26$

	Historic results				2011 Proportions based on probabilities			
	2007	2008	2009	2011 based on current school progression rates	Top 75% of similar schools	Top 50% of similar schools	Top 25% of similar schools	Top 10% of similar schools
<u>Based on Key Stage 2</u>								
% 5+ A* - C including English and maths	26%	30%	42%	38 %	37 %	39 %	41 %	44 %
English expected progress	-	64%	71%	52 %	50 %	52 %	55 %	60 %
Maths expected progress	-	41%	57%	45 %	43 %	45 %	47 %	51 %

Cohort: 111

The calculation of expected progress is a new measure for 2009. It refers to a pupil making the expected level of progress from Key Stage 2 to Key Stage 4.

Probabilities based on similar schools are derived from the average attainment and progress of those schools. Therefore these estimates approximately represent the predicted outcomes of the school at the midpoint of each group.

For example, achieving the estimates based on the top 75% of similar schools would place a school approximately in the 37.5th percentile for each measure.

Please refer to the Help article for more information.