

SCHOOL AND COLLEGE PERFORMANCE TABLES

STATEMENT OF INTENT – 2012

Overview

This note sets out the Department's intentions on the content of the 2012 School and College Performance Tables which we plan to publish in mid December 2012 (for primary schools) and late January 2013 (for secondary schools and colleges).

Please address any queries or comments on the content of this document to:

Toni Zanotti
2nd Floor
Department for Education
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

or send an email to perf.tables@education.gsi.gov.uk

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SUMMARY OF CHANGES TO THE 2012 SCHOOL AND COLLEGE PERFORMANCE TABLES

1. Last year's Performance Tables (www.education.gov.uk/schools/performance) provided public access to wider data than previously available, enabling parents, governors and others to find information which allowed them to assess levels of attainment and progress of pupils and students in a particular school or college and to compare that with other schools and with national averages. For the first time, the Tables included information beyond academic results and pupil absence, including data on school workforce and detailed tables on school spending. The 2012 Tables will further extend the range of publicly available school-level data.
2. This document sets out the details of changes being made to this year's Tables, with the annexes listing in full the planned content for each Key Stage publication and highlighting those indicators that are new for this year.

NARROWING THE GAP

3. In 2011, we introduced measures showing the attainment and progress of disadvantaged pupils compared with others. So that this indicator can also be used to measure the impact of the Pupil Premium, pupils counted as "disadvantaged" covered all those registered for free school meals (FSM) and Children Looked After (CLA). For 2012, we will change that definition in line with the 2012-13 change to Pupil Premium allocations, to include all pupils registered for FSM in the past six years and CLA.
4. Where time series information is shown, the 2012 Tables will present recalculated 2011 measures for Key Stage 2 (KS2) and Key Stage 4 (KS4), replacing FSM with the new six year definition.

ADDITIONAL INFORMATION ABOUT PERFORMANCE OF PUPIL GROUPS

5. In its response to Lord Bew's Review of Key Stage 2 Testing, Assessment and Accountability, the Government committed to the publication of additional information in the 2012 Performance Tables showing attainment and progress by gender and for pupils with English as an Additional Language. We also said that we would introduce measures to the KS2 Tables showing attainment and progress of pupils who have been in a school throughout Years 5 and 6.
6. As this information is also of interest in relation to secondary schools, we will publish the same measures in the KS4 Tables, with "non-mobile pupils" being defined as those pupils who have been in the school throughout Years 10 and 11.

ABSENCE

7. Charlie Taylor's report, "Improving Attendance at School", which can be found at www.education.gov.uk/schools/pupilsupport/behaviour/, said that "focus on unauthorised absence deflects attention away from the most important issue - that all absence is bad for children's education". The Secretary of State agrees with this, so this year's Tables will show only the percentage of overall absence in each school alongside the percentage of pupils who are persistently absent i.e. who have been absent from 15%+ of available sessions.

DESTINATION MEASURES

8. We are currently taking a phased approach to the development of measures which show pupils' destination after completing KS4 and after completing KS5. On 17 July 2012, we published data in an Experimental Statistics Release at national level, local authority level and school level. For this year, it shows the 2009/10 education destinations (including school sixth forms, FE Colleges, Sixth Form Colleges and Higher Education Institutions) of the cohort of pupils who completed KS4 or KS5 in summer 2009.

9. In the first year, there will be no breakdown by characteristics but we will be exploring this for the 2013 publication. We are also exploring if the 2013 publication can include employment destination information.

10. Once we have evaluated the measures we hope to publish the KS4 destination measures in Performance Tables next year. The 16 – 18 measures will continue as Experimental Statistics for at least one further year to evaluate the inclusion of employment and gap year data.

CHANGES SPECIFIC TO KEY STAGE 2

WRITING

11. In 2012, pupils were not required to sit writing National Curriculum tests. Instead, a pupil's KS2 writing result will be a teacher assessment of their work across Year 6. This has been informed by and taken account of (but not limited by) the pupil's result in a standard test. This year, it is solely the teacher assessment in writing, and not results from a standard test, that will be published in Tables and contribute towards the calculation of overall English levels. As a consequence of this, the reading, writing and maths measure will be calculated from results derived from reading and maths National Curriculum tests and writing teacher assessment.

CALCULATION OF OVERALL ENGLISH

12. In addition to publishing separate reading and writing levels at school level in the Performance Tables, we will continue to publish overall English results. The proposed methodology used to calculate overall English has been changed to take account of the different way in which writing results are being produced this year, and will go through a further quality assurance process once Key Stage 2 test results have been returned to schools in July 2012. Full details of that methodology have already been shared with primary schools and can be found at www.education.gov.uk/schools/teachingandlearning/assessment/keystage2/pupil. Schools and local authorities will first be able to see the overall English level calculated for each pupil using the new methodology during the Performance Tables data checking exercise in early September 2012.

LEVEL 6 TESTS

13. In 2012, schools could enter pupils for externally marked level 6 tests in reading and maths. Pupils entered for level 6 tests must also take the statutory National Curriculum tests. To be awarded an overall level 6 in a subject, a pupil must achieve both a level 5 in the end of Key Stage 2 test and pass the Level 6 test for that subject. Level 6 tests in writing, marked by schools themselves, have been used to inform teacher assessment.

14. While the number and percentage of pupils in a school achieving level 6 will not be shown in this year's Performance Tables, any level 6 results will be included in calculation of progress measures, Value Added, percentage achieving level 5+ and average point scores.

PUBLICATION OF RESULTS FOR CLOSED SCHOOLS

15. From this year, we will show information relating to the last year of operation of schools which have closed following that year's KS2 tests – this would include

closure to be replaced by a sponsored academy; closure to facilitate a merger with another school etc. This is consistent with the approach we have taken for some time in Tables in relation to closed secondary schools.

See **Annex A** for full details of what will be published in the 2012 Tables relating to Key Stage 2.

CHANGES SPECIFIC TO KEY STAGE 4

16. The only changes made to the KS4 2012 Performance Tables are those referred to in paragraphs 3 to 7 which affect both KS2 and KS4.

CHANGES FROM 2014

17. Schools will be aware that implementation of recommendations made by Professor Alison Wolf following her review of vocational qualifications will have a significant impact in relation to the qualifications that will count towards Performance Tables from 2014 onwards. More information on this, including a list of qualifications which will count towards the 2014 Tables, can be found at www.education.gov.uk/schools/teachingandlearning/qualifications/otherqualifications/a00202523/reform-of-14-to-16-performance-tables .

See **Annex B** for full details of what will be published in the 2012 Tables relating to Key Stage 4.

CHANGES SPECIFIC TO KEY STAGE 5

18. In 2012 we will publish results in A levels - both with and without other advanced level academic and vocational qualifications. These indicators will show the proportion of students at each school or college studying these qualifications. In particular, we will publish percentages of students achieving three A levels at grades AAB or higher in facilitating¹ subjects, reflecting the subjects and grades sought by Russell Group and other top universities.

19. The KS5 Performance Tables will also include Value Added results for each school and college showing the progress made by students in different advanced level qualification types based on their prior attainment at Key Stage 4. This will use data previously commissioned by YPLA to produce value

¹ Facilitating subjects are: Mathematics and Further Mathematics, English (Literature), Physics, Biology, Chemistry, Geography, History, Languages (Classical and Modern)

added reports for schools, colleges and Ofsted. In future, these more detailed reports too will be made available to schools and colleges by the Department.

20. In light of the Government's recently published guidance on *Study Programmes for 16-19 Year olds* and subject to the successful outcome of further exploratory work, we propose to publish the results obtained in English and maths by students who failed to achieve English and maths GCSE at A*-C at Key Stage 4. These new indicators will be published for each school and college as experimental statistics in this first year.

21. For future years and in line with our aims of securing full participation and raising attainment post-16, we will work to develop measures that capture student retention and achievement below advanced level, taking care to ensure that indicators are comparable across 16-18 providers.

See **Annex C** for full details of what will be published in the 2012 Tables relating to Key Stage 5.

CONTENT OF 2012 PERFORMANCE TABLES: KEY STAGE 2

KS2 cohort information	<ul style="list-style-type: none"> • number of pupils on roll aged 10 as at 31 August 2011 • number of eligible pupils on roll at the time of test • number and % of eligible pupils split by gender • number and % of eligible pupils with statements of SEN or supported at School Action Plus • number and % of disadvantaged pupils (those eligible for Free School Meals at any time during the past 6 years and Children Looked After) ◊ <i>CHANGE IN DEFINITION</i> • number and percentage of “other” pupils (i.e. other than disadvantaged pupils) • number and % of non-mobile pupils (those who have been in the school throughout Yrs 5 & 6) ◊ <i>NEW</i> • number and % of pupils with English as an Additional Language • number and % who started key stage below expected level • number and % who started key stage at expected level • number and % who started key stage above expected level • KS1 Average Points Score of cohort
Progress Measures	<ul style="list-style-type: none"> • % eligible pupils making at least the expected level of progress in English between KS1 and KS2 • % pupils included in the English progress measure (coverage) • % eligible pupils making at least the expected level of progress in maths between KS1 and KS2 • % pupils included in the maths progress measure (coverage) <i>Results also to be shown for:</i> <ul style="list-style-type: none"> ○ <i>disadvantaged pupils and others</i> ○ <i>low, middle and high attainers</i> ○ <i>pupils with English as an Additional Language</i> ◊ <i>NEW</i> ○ <i>separately for boys and girls</i> ◊ <i>NEW</i> ○ <i>non-mobile pupils</i> ◊ <i>NEW</i>
KS2 results	English and maths <ul style="list-style-type: none"> • % eligible pupils achieving level 4+ in both English and maths: for 2009, 2010, 2011 and 2012 (with a clear notation of the change in methodology for overall English in 2012) • % eligible pupils achieving level 5+ in both English and maths • % eligible pupils achieving level 4+ in both English and maths

	<p><i>Results also to be shown for:</i></p> <ul style="list-style-type: none"> ○ <i>disadvantaged pupils and others</i> ○ <i>low, middle and high attainers</i> ○ <i>pupils with English as an Additional Language</i> ⚡ <i>NEW</i> ○ <i>separately for boys and girls</i> ⚡ <i>NEW</i> ○ <i>non-mobile pupils</i> ⚡ <i>NEW</i> <ul style="list-style-type: none"> ● % eligible pupils achieving level 3 or below in both English and maths ⚡ <i>NEW</i> <p>English (calculated from reading test and writing teacher assessment) ⚡ <i>CHANGE IN METHODOLOGY</i></p> <ul style="list-style-type: none"> ● % eligible pupils achieving level 4+ ● % eligible pupils achieving level 5+ ● % eligible pupils achieving level 3 or below <p>Reading test</p> <ul style="list-style-type: none"> ● % eligible pupils achieving level 4+ ● % eligible pupils achieving level 5+ ● % eligible pupils achieving level 3 or below <p>Writing (teacher assessment) ⚡ <i>NEW</i></p> <ul style="list-style-type: none"> ● % eligible pupils achieving level 4+ ● % eligible pupils achieving level 5+ ● % eligible pupils achieving level 3 or below ● % eligible pupils for whom no teacher assessment was conducted <p>Maths test</p> <ul style="list-style-type: none"> ● % eligible pupils achieving level 4+ ● % eligible pupils achieving level 5+ ● % eligible pupils achieving level 3 or below ● % eligible pupils who were absent or unable to access the test <p>Reading test, Writing TA and maths test ⚡ <i>CHANGE IN METHODOLOGY</i></p> <ul style="list-style-type: none"> ● % eligible pupils achieving level 4+ in all three ● % eligible pupils achieving level 5+ in all three ● % eligible pupils achieving level 3 or below in all three ⚡ <i>NEW</i> <p>Average points score</p>
<p>Value Added measure</p>	<ul style="list-style-type: none"> ● KS1-2 VA score ● Confidence Intervals ● Percentage of pupils included in calculation (coverage) <p><i>Results also to be shown for:</i></p> <ul style="list-style-type: none"> ○ <i>disadvantaged pupils and others</i> ○ <i>low, middle and high attainers</i>

	<ul style="list-style-type: none"> • KS1-2 English VA score • Confidence Intervals • Percentage of pupils included in calculation (coverage) <ul style="list-style-type: none"> • KS1-2 Maths VA score • Confidence Intervals • Percentage of pupils included in calculation (coverage)
KS2 Teacher Assessments	<p>English</p> <ul style="list-style-type: none"> • % eligible pupils achieving level 5 + • % eligible pupils achieving level 4 + • % eligible pupils achieving level 3 or below • % eligible pupils for whom no TA has been conducted <p>Reading ➤ NEW</p> <ul style="list-style-type: none"> • % eligible pupils achieving level 5 + • % eligible pupils achieving level 4 + • % eligible pupils achieving level 3 or below • % eligible pupils for whom no TA has been conducted <p>Writing - see section above</p> <p>Maths</p> <ul style="list-style-type: none"> • % eligible pupils achieving level 5 + • % eligible pupils achieving level 4 + • % eligible pupils achieving level 3 or below • % eligible pupils for whom no TA has been conducted <p>Science</p> <ul style="list-style-type: none"> • % eligible pupils achieving level 5 + • % eligible pupils achieving level 4 + • % eligible pupils achieving level 3 or below • % eligible pupils for whom no TA has been conducted
Absence	<ul style="list-style-type: none"> • % overall absence • % persistent absence
School Workforce	<ul style="list-style-type: none"> • Number of teachers • Number of teaching assistants • Number of support staff • Pupil to teacher ratio • Mean salary (£s)
Finance	<p>Income (per pupil)</p> <ul style="list-style-type: none"> • Grant funding • Self generated income • Total income

	<p>Expenditure (per pupil)</p> <ul style="list-style-type: none"> • Teaching staff • Supply teachers • Education support staff • Learning resources (not ICT) • ICT learning resources • Bought in professional services • Back office (including staff costs) • Catering (including staff costs) • Premises (including staff costs) • Other staff costs • Energy • Other expenditure • Total expenditure
Ofsted	<ul style="list-style-type: none"> • Ofsted judgement – overall grade • Date of last inspection • Link to inspection report
Other Information about the School	<ul style="list-style-type: none"> • name, address and telephone number • head teacher's name <i>NEW</i> • school type/category • gender of entry • admission policy • denomination • age range • school's unique reference number (URN)
School population	<ul style="list-style-type: none"> • number of pupils on roll of all ages • number and % of pupils split by gender • % of pupils on roll who have Statements of Special Educational Need or are on School Action Plus • % of pupils on roll with English as an Additional Language • number and % of pupils eligible for Free School Meals at any time during the past 6 years <i>CHANGE IN DEFINITION</i> • % of pupils on roll receiving Free School Meals • Confirmation that the school has checked its data

CONTENT OF 2012 PERFORMANCE TABLES:

KEY STAGE 4

KS4 cohort information	<ul style="list-style-type: none"> • number of pupils on roll at end of KS4 • number and % of KS4 pupils with statements of SEN or supported at School Action Plus • number and % of disadvantaged pupils (those eligible for Free School Meals at any time during the past 6 years and Children Looked After) <i>NEW</i> • number and percentage of “other” pupils (i.e. other than disadvantaged pupils) • number and % of non-mobile pupils (those who have been in the school throughout Years 10 & 11) <i>NEW</i> • number and % of eligible pupils split by gender • number and % of KS4 pupils with English as an Additional Language • number and % who started key stage below expected level • number and % who started key stage at expected level • number and % who started key stage above expected level • KS2 Average Points Score of cohort
Progress measures	<ul style="list-style-type: none"> • % pupils making at least the expected level of progress in English between KS2 and KS4 • % pupils included in the English progress measure (coverage) • % pupils making at least the expected level of progress in maths between KS2 and KS4 • % pupils included in the maths progress measure (coverage) <p><i>Results also to be shown for:</i></p> <ul style="list-style-type: none"> ○ <i>disadvantaged pupils and others</i> ○ <i>low, middle and high attainers</i> ○ <i>pupils with English as an Additional Language</i> <i>NEW</i> ○ <i>separately for boys and girls</i> <i>NEW</i> ○ <i>non-mobile pupils</i> <i>NEW</i>
GCSE or equivalent achievements	<ul style="list-style-type: none"> • % pupils attaining 5+ GCSEs at A*-C (or equivalent) including English and maths GCSEs: for 2009, 2010, 2011 and 2012 <p><i>2012 results also to be shown for:</i></p> <ul style="list-style-type: none"> ○ <i>disadvantaged pupils and others</i> ○ <i>low, middle and high attainers</i> ○ <i>pupils with English as an Additional Language</i> <i>NEW</i> ○ <i>separately for boys and girls</i> <i>NEW</i>

	<ul style="list-style-type: none"> ○ <i>non-mobile pupils</i> ◆ NEW ● % pupils attaining 5+ GCSEs at A*-C including English and maths GCSEs (excluding equivalences) ● % pupils attaining 5+ GCSEs at A*-C (or equivalent) ● % pupils attaining 5+ GCSEs at A*-G (or equivalent) ● % pupils with at least one qualification ● Downloadable information in spreadsheet format on the results in individual GCSEs and other qualifications.
English Baccalaureate	<ul style="list-style-type: none"> ● Number and % of cohort entered for EBacc ● % of cohort achieving the EBacc ● Number and % achieving A*-G grades in all EBacc subjects <p><i>Results also to be shown for:</i></p> <ul style="list-style-type: none"> ○ <i>disadvantaged pupils and others</i> ○ <i>low, middle and high attainers</i> ○ <i>pupils with English as an Additional Language</i> ◆ NEW ○ <i>separately for boys and girls</i> ◆ NEW ○ <i>non-mobile pupils</i> ◆ NEW
EBacc Subject Areas	<ul style="list-style-type: none"> ● number and % entered for English ● % cohort attaining A*-C in English ● English Value Added score & confidence intervals ● number and % entered for maths ● % cohort attaining A* -C in maths ● maths Value Added score & confidence intervals ● % included in maths VA calculation (coverage) ● number and % entered for two sciences ● % entered attaining A* -C in two sciences ● science Value Added score & confidence intervals ● % included in science VA calculation (coverage) ● number and % entered for a language ● % entered attaining A* -C in a language ● languages Value Added score & confidence intervals ● % included in languages VA calculation (coverage) ● number and % entered for a humanities subject ● % entered attaining A* -C in a humanities subject ● humanities Value Added score & confidence intervals ● % included in humanities VA calculation (coverage) <p><i>Value Added scores for EBacc subject areas also shown for:</i></p> <ul style="list-style-type: none"> ○ <i>disadvantaged pupils and others</i>

	<ul style="list-style-type: none"> ○ <i>low, middle and high attainers</i>
The Basics	<ul style="list-style-type: none"> ● % pupils attaining A*-C grades in English and maths <p><i>Results also to be shown for:</i></p> <ul style="list-style-type: none"> ○ <i>disadvantaged pupils and others</i> ○ <i>low, middle and high attainers</i> ○ <i>pupils with English as an Additional Language</i> ⚡ NEW ○ <i>separately for boys and girls</i> ⚡ NEW ○ <i>non-mobile pupils</i> ⚡ NEW <ul style="list-style-type: none"> ● % pupils attaining English and maths skills at Level 2 ● % pupils attaining English and maths skills at Level 1
Value Added measure (capped at best 8 GCSEs or equivalent)	<ul style="list-style-type: none"> ● KS2-4 VA score ● confidence intervals ● percentage of pupils included in calculation (coverage) <p><i>Results also to be shown for:</i></p> <ul style="list-style-type: none"> ○ <i>disadvantaged pupils and others</i> ⚡ NEW ○ <i>low, middle and high attainers</i>
Averages: qualifications per pupil, point scores (APS), average grades	<ul style="list-style-type: none"> ● average number of qualifications per pupil ● average number of GCSEs per pupil ● average grade per entry (all qualifications) ● average grade per entry (GCSEs only) ● APS per pupil (capped at best 8) ● APS per pupil (GCSEs only) ● APS per pupil (uncapped) <p><i>Results also to be shown for:</i></p> <ul style="list-style-type: none"> ○ <i>disadvantaged pupils and others</i> ⚡ NEW ○ <i>low, middle and high attainers</i>
Absence	<ul style="list-style-type: none"> ● % overall absence ● % persistent absence
School Workforce	<ul style="list-style-type: none"> ● Number of teachers ● Number of teaching assistants ● Number of support staff ● Pupil to teacher ratio ● Mean salary (£s)
Finance	<p>Income (per pupil)</p> <ul style="list-style-type: none"> ● Grant funding ● Self generated income

	<ul style="list-style-type: none"> • Total income <p>Expenditure (per pupil)</p> <ul style="list-style-type: none"> • Teaching staff • Supply teachers • Education support staff • Learning resources (not ICT) • ICT learning resources • Bought in professional services • Back office (including staff costs) • Catering (including staff costs) • Premises (including staff costs) • Other staff costs • Energy • Other expenditure • Total expenditure
Ofsted	<ul style="list-style-type: none"> • Ofsted judgement – overall grade • Date of last inspection • Link to inspection report
Other Information about the School	<ul style="list-style-type: none"> • name, address and telephone number • head teacher's name <i>NEW</i> • gender of intake • school type/category • denomination • admissions basis • age range • whether the school has a sixth form • school's unique reference number (URN)
School population	<ul style="list-style-type: none"> • number of pupils on roll of all ages • number and % of pupils split by gender • % of pupils on roll who have Statements of Special Educational Need or are on School Action Plus • % of pupils on roll with English as an Additional Language • number and % of pupils eligible for Free School Meals at any time during the past 6 years <i>CHANGE IN DEFINITION</i> • % of pupils on roll receiving Free School Meals • Confirmation that the school has checked its data

CONTENT OF 2012 PERFORMANCE TABLES: KEY STAGE 5

KS5 cohort information	<ul style="list-style-type: none"> number of students at end of KS5
A level or equivalent achievements	<p><u>A level only</u></p> <ul style="list-style-type: none"> % KS5 students achieving 3 or more A levels at AAB or higher in “facilitating subjects” (excluding equivalences) <i>NEW</i> % of A level students achieving 3 or more A levels at AAB or higher in “facilitating subjects” (excluding equivalences) <i>NEW</i> % KS5 students achieving 3 or more A levels at A*-E (excluding equivalences) <i>NEW</i> % KS5 students achieving 2 or more A levels at A*-E (excluding equivalences) <i>NEW</i> % KS5 students achieving at least one A level at A*-E (excluding equivalences) <i>NEW</i> <p><u>A level and other academic qualifications</u></p> <ul style="list-style-type: none"> % KS5 students achieving 3 or more A levels at A*-E (or the equivalent in IB, Pre-U or AQA Bacc) <i>NEW</i> % KS5 students achieving 2 or more A levels at A*-E (or the equivalent in IB, Pre-U or AQA Bacc) <i>NEW</i> % KS5 students achieving at least one A level at A*-E (or the equivalent in IB, Pre-U or AQA Bacc) <i>NEW</i> <p><u>All Level 3 equivalences</u></p> <ul style="list-style-type: none"> % KS5 students achieving 3 or more A levels at A*-E (or equivalent) % KS5 students achieving 2 or more A levels at A*-E (or equivalent) % KS5 students achieving at least one A level at A*-E (or equivalent) <ul style="list-style-type: none"> Downloadable information in spreadsheet format on the results in individual A levels and other level 3 qualifications.
Average Points Scores	<p><u>A level only</u></p> <ul style="list-style-type: none"> average A level point score per student <i>NEW</i> average A level point score per entry <i>NEW</i> <p><u>A level and other academic qualifications</u></p> <ul style="list-style-type: none"> average point score per student (A level, IB, Pre-U and AQA Bacc) <i>NEW</i>

	<ul style="list-style-type: none"> • average point score per entry (A level, IB, Pre-U and AQA Bacc) NEW <p><u>All Level 3 equivalences</u></p> <ul style="list-style-type: none"> • average point score per student (including equivalences): 2009, 2010, 2011 and 2012 • average point score per entry (including equivalences): 2009, 2010, 2011 and 2012.
Value Added Measures	<ul style="list-style-type: none"> • Value added score for each level 3 qualification type NEW • confidence intervals NEW
Ofsted	<ul style="list-style-type: none"> • Ofsted judgement – overall grade • Date of last inspection • Link to inspection report
Other Information about the School	<ul style="list-style-type: none"> • name, address and telephone number • gender of intake • school type/category • admissions basis • age range • the institution's unique reference number (URN) • number of pupils on roll aged 16-18 • confirmation that the institution has checked its data

The Basics	<p>We will explore how to show the progress made by students who did not achieve a grade C or above in GCSE English or maths by the end of Key Stage 4.</p> <p>Subject to the successful outcome of further exploratory work, we intend to publish the following new indicators as experimental statistics:</p> <ul style="list-style-type: none"> • % students attaining GCSE grade A*-C in English • % students attaining GCSE grade A*-C in maths • % students attaining level 2 Functional Skills in English • % students attaining level 2 Functional Skills in maths or level 2 Free Standing Maths Qualification • % students attaining GCSE grade D-G in English • % students attaining GCSE grade D-G in maths • % students attaining level 1 Functional Skills in English • % students attaining level 1 Functional Skills in maths
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