



RAISEonline 2011 Summary Report

Unique Reference Number (URN)

DfE Number

Local Authority

Based on the following datasets for 2011:-

Key Stage 4: unvalidated data

Production date : 06 December 2011

Table of Contents

1: Context

1.1: Contextual Information

- 1.1.1 Basic Characteristics of your school
- 1.1.2 Basic Characteristics by National Curriculum year group
- 1.1.3 Census Ward Information
- 1.1.4 Ethnic Groups and English as a first language
- 1.1.5 Main SEN Type - 3 year trend
- 1.1.6 Main SEN Type by National Curriculum year group

2: Absence

2.1: Absence Information

- 2.1.1 - 2.1.3 School Level Absence and Exclusions - 3 Year Trend
- 2.1.4 School Level Absence by pupil groups
- 2.1.5 School Level Exclusions by pupil groups

3: Prior Attainment

3.1: Prior Attainment

- 3.1.1 The prior attainment of pupils in Key Stage 3 and Key Stage 4

4: Attainment Measures

4.1: Key Stage 4

- 4.1.1 - 4.1.2 Percentage of candidates achieving 5 or more A* to C (including English and mathematics) at GCSE and Equivalent
- 4.1.3 - 4.1.4 Percentage of candidates achieving 5 or more A* to C at GCSE and Equivalent
- 4.1.5 - 4.1.6 Percentage of candidates achieving 5 or more A* to G at GCSE and Equivalent
- 4.1.7 - 4.1.8 Percentage of candidates achieving at least one pass at GCSE and Equivalent
- 4.1.9 - 4.1.10 Attainment, Average Capped Point Score, Best 8 Subjects
- 4.1.11 - 4.1.12 Attainment, Average Total Point Score at Key Stage 4
- 4.1.13 - 4.1.14 Attainment, Average Total Point Score at Key Stage 4 for English
- 4.1.15 - 4.1.16 Attainment, Average Total Point Score at Key Stage 4 for mathematics
- 4.1.17 Attainment, Summary of full GCSE Results for All Pupils - 2011
- 4.1.18 Attainment, Summary of vocational GCSE Results for All Pupils - 2011
- 4.1.19 Attainment, Relative Performance Indicators for full GCSEs, All Pupils - 2011
- 4.1.20 Attainment, Relative Performance Indicators for vocational GCSEs, All Pupils - 2011
- 4.1.21 Attainment, Percentage Achieving Thresholds at GCSE and equivalent by pupil Characteristics - 2011
- 4.1.22 Basics Thresholds by Pupil Groups: School and National Percentages
- 4.1.23 Basics: School and National Points Scores for English and mathematics
- 4.1.24 Average point scores with and without qualifications equivalent to GCSE 2011

- 4.1.25 English Baccalaureate subject areas thresholds by pupil groups
- 4.1.26 English Baccalaureate subject areas points score by pupil groups

5: Progress Measures

5.1: Value Added

- 5.1.1 Key Stage 2 to Key Stage 4 value added scores for Best 8 and Ebacc subject areas, trend
- 5.1.2 Key Stage 2 to Key Stage 4 performance: value added and relative attainment: Best 8 including English and mathematics
- 5.1.3 - 5.1.4 Key Stage 2 to Key Stage 4 performance: value added and relative attainment: English Baccalaureate - 3 year trend
- 5.1.5 Threshold Measures Report Key Stage 2 to Key Stage 4: Pupils Achieving 5A*-C including English and mathematics

5.2: Expected Progress - English

- 5.2.1 Expected Progress in English Key Stage 2 to Key Stage 4
- 5.2.2 Expected Progress in English Key Stage 2 to Key Stage 4 - sublevel variation

5.3: Pupil Progress - English

- 5.3.1 Pupil Progress Key Stage 2 to 4 English
- 5.3.2 Pupil Progress Key Stage 2 to 4 High Attainers in English

5.4: Expected Progress - mathematics

- 5.4.1 Expected Progress in mathematics Key Stage 2 to Key Stage 4
- 5.4.2 Expected Progress in mathematics Key Stage 2 to Key Stage 4 - sublevel variation

5.5: Pupil Progress - mathematics

- 5.5.1 Pupil Progress Key Stage 2 to 4 mathematics
- 5.5.2 Pupil Progress Key Stage 2 to 4 High Attainers in mathematics

5.6: Value Added

- 5.6.1 Key Stage 2 to Key Stage 4 value added analysis by subject and by pupil (English)
- 5.6.2 Key Stage 2 to Key Stage 4 value added analysis by subject and by pupil (Mathematics)
- 5.6.3 Key Stage 2 to Key Stage 4 value added analysis by subject and by pupil (Science)
- 5.6.4 Key Stage 2 to Key Stage 4 value added analysis by subject and by pupil (Languages)
- 5.6.5 Key Stage 2 to Key Stage 4 value added analysis by subject and by pupil (Humanities)
- 5.6.6 Key Stage 2 to Key Stage 4 value added analysis by pupil (Gender)
- 5.6.7 Key Stage 2 to Key Stage 4 value added analysis by pupil (SEN)
- 5.6.8 Key Stage 2 to Key Stage 4 value added analysis by pupil (main ethnic code)
- 5.6.9 Key Stage 2 to Key Stage 4 value added analysis by pupil (EAL)
- 5.6.10 Key Stage 2 to Key Stage 4 value added analysis by pupil (FSM)
- 5.6.11 - 5.6.12 Key Stage 2 to Key Stage 4 value added: performance of groups within school - ethnic backgrounds

5.6.13 - 5.6.14 Key Stage 2 to Key Stage 4 value added: performance of groups within school - pupil characteristics

5.7: Expected Progress English, mathematics

5.7.1 Key Stage 2 to Key Stage 4 performance - percentage making expected progress, School and National

5.8: Value Added

5.8.1 Key Stage 2 to Key Stage 4 value added Summary Report

5.8.2 Key Stage 2 to Key Stage 4 value added Summary Report by Ebacc subject areas

6: Narrowing the Gaps With Pupil Premium

6.1: Key Stage 4

6.1.1 Narrowing the Gaps for Free School Meals

6.1.2 Narrowing the Gaps for Free School Meals and Children Looked After pupil groups

IMPORTANT

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

DATA

This version of the summary report (formerly known as the full report) contains analyses based on unvalidated data. Please refer to the summary report cover page for further details for each key stage. The 2011 Key Stage 4 unvalidated data do not include the outcome of amendments requested by schools during the annual Performance Tables examination results and pupil details checking exercise. Amendments requested during the checking exercise, where they meet Tables criteria and supporting evidence has been received by the deadline, will be included in the Department for Education (DfE) Key Stage 4 Performance Tables being published in January 2012 and subsequently in the release of validated data in RAISEonline. Please note that Ofsted are not able to amend data that is published within RAISEonline.

RAISEonline contains a series of interactive reports which allow access to the underlying pupil level data that underpins the analyses contained in the summary report. If you think your analyses are wrong a first step may be to check these underlying data in RAISEonline in the pupil list reports. If you think there is an error in the analyses due to a miscalculation rather than the incorrect data, please use the 'contact us' facility on RAISEonline that you can access via <https://www.raiseonline.org> or email enquiries@ofsted.gov.uk.

Following significant changes to reports this year school's own data can continue to be used to update pupil characteristics and upload school defined filters and teaching groups for maths and English. It is not possible to update pupil results in order to re-calculate reports.

AIM OF THE SUMMARY REPORT

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

The summary report has been ordered into the following sections: school context, absence and exclusion, prior attainment, recent attainment, progress, and the free school meal (FSM) narrowing the gaps analysis. For special schools, the narrowing the gaps analysis is accessible through the interactive reports only. Within these sections the ordering of data charts follows the general pattern: threshold data followed by inclusive measures, and cohort followed by pupil group measures.

As announced in the White Paper The Importance of Teaching, contextual value added (CVA) analyses have been discontinued and have not been produced with 2011 data. The existing value added (VA) indicator has been further developed and more charts have been introduced in RAISEonline. The measure takes into account only a pupil's prior attainment and the methodology has been adjusted appropriately to improve the predictive power and reliability of the model. VA data tables and scatterplot graphs have been produced for different pupil groups, enabling the difference between expected and actual progress to be examined in detail for these specific groups.

The expected progress reports now reflect the progress of different pupil groups against national average figures and include Key Stage 2 teacher assessment data.

New reports for both attainment and VA have been developed which enable schools and inspectors to analyse each of the five subject areas of the English Baccalaureate. These reports enable users to make comparisons with appropriate national figures for individual and group performance.

The contextual information section now includes data on pupils' main type of special educational need. Existing reports have been developed to provide more detailed information, including cohort level data, significance testing, data for previous years and data broken down by different pupil groupings. The absence section has been expanded to include exclusions data, and provide data broken down by different pupil groupings.

Absence data for 2011 for special schools will be received by Ofsted during the spring term 2012. The data will be published in RAISEonline interactive reports by the beginning of the summer term 2012. Figures will be incorporated into the summary report during the next major data update.

The prior attainment bands have been renamed from the existing 'below', 'at' and 'above' pupil groups to 'low', 'middle' and 'high'. The underlying methodology has broadly remained the same. However, from 2011 the Key Stage 4 prior attainment bands have been developed to include Key Stage 2 teacher assessment data.

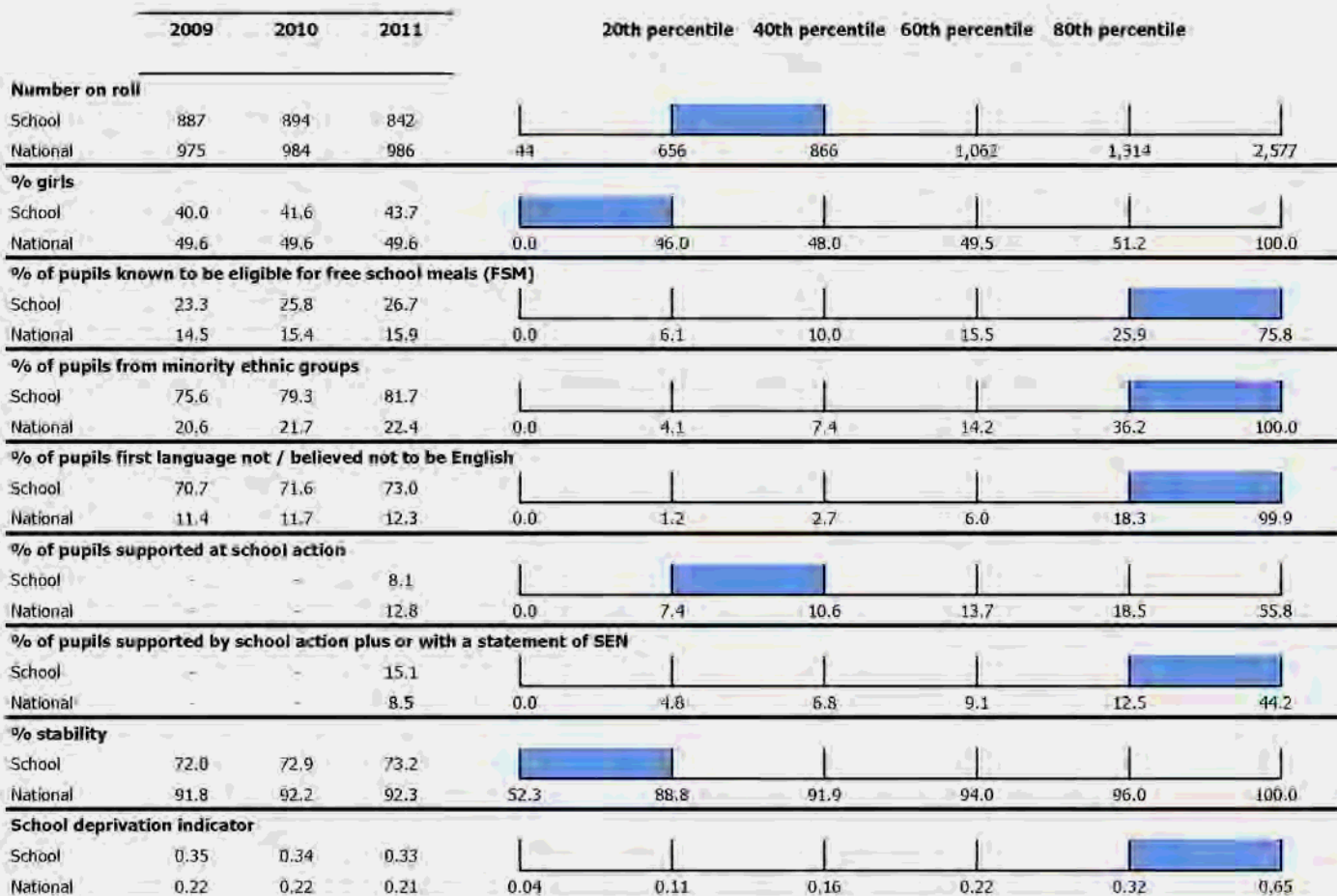
If you require further information about the methodology used for producing RAISEonline reports, please view our guide to calculations that can be accessed via RAISEonline library available at <https://www.raiseonline.org/documentlibrary/ViewDocumentLibrary.aspx> in the 'How Ofsted and DfE analyse your data' folder. If this does not resolve your query, please use the 'contact us' facility on RAISEonline or email enquiries@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.



Absence indicators for maintained mainstream schools are now available as a separate report.

New categorisations for proportions of pupils with SEN have been used for 2011 which is not comparable to previous years.

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.

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Children Looked After
7	119	59.7 / 40.3	31.1	80.4	62.4	37.8	1
8	137	50.4 / 49.6	29.9	82.1	70.8	24.8	0
9	172	51.7 / 48.3	25.0	81.5	73.3	19.2	1
10	166	63.9 / 36.1	25.3	80.1	73.2	25.9	0
11	166	56.6 / 43.4	23.8	82.0	78.3	20.5	1
Post-Compulsory	82	54.9 / 45.1	-	85.4	79.7	7.3	0

Children Looked After is a count of the number of students who have been looked after continuously for 6 months (>=183 days) during the year and are aged 5-15. The information is based on the Local Authority return.

Context

Table 1.1.3: Census Ward 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 _____ 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%.

	% Pupils in ward	% Adult higher education	% High social class households	% Minority ethnic children	% Over-crowded households
--	------------------	--------------------------	--------------------------------	----------------------------	---------------------------

England	19.2	20.1	23.5		14.6
----------------	------	------	------	--	------

Coverage: 99%

Context

Table 1.1.4: Ethnic Groups and English as a first language

The table below shows some key data regarding the ethnic composition and first language of pupils at your school together with the national averages for maintained mainstream Secondary schools. The information is derived from the ethnic categories recorded for pupils at your school from the School Census, and shows three years' data. Please note that figures are rounded and may not add up to 100%.

Ethnic group	School %			National %
	2009	2010	2011	2011
White				
British	21.1	20.1	17.7	74.8
Irish	0.2	0.2	0.4	0.3
Traveller of Irish heritage	0.0	0.0	0.0	0.1
Romany or Gypsy	0.0	0.0	0.0	0.2
any other White background	10.3	13.9	14.8	3.8
Mixed				
White & Black Caribbean	2.0	1.9	2.1	1.3
White & Black African	0.5	0.4	0.5	0.5
White & Asian	0.6	0.9	1.0	0.9
any other mixed background	1.9	2.3	2.7	1.5
Asian or Asian British				
Indian	8.7	9.3	9.0	2.5
Pakistani	8.9	8.2	8.3	3.7
Bangladeshi	1.1	1.3	1.5	1.5
any other Asian background	9.8	10.0	9.5	1.4
Black or Black British				
Caribbean	3.3	3.1	2.0	1.4
African	8.0	8.7	9.4	3.0
any other Black background	0.3	0.6	0.8	0.6
Chinese	0.3	0.2	0.1	0.4
Any other ethnic group	19.7	16.0	16.6	1.4
Parent/pupil preferred not to say	1.4	1.5	1.5	0.5
Ethnicity not known	1.9	1.3	1.9	0.4
First language				
English	-	-	26.5	85.2
Other	-	-	71.7	14.5
Unclassified	-	-	1.8	0.3

Context

From 2011, we are not displaying any information on ethnicity or first language for children younger than statutory school age. The data shown in the ethnicity and first language breakdown relates to children of compulsory school age only. This is because it is not compulsory to record these characteristics for pre-school children. The calculations for these characteristics are based on children of statutory school age or older and this has not changed. [Previously pre-compulsory children were recorded as 'Ethnicity not known'.]

Context

Table 1.1.5: Main SEN Type - 3 year trend

The table below shows some key data regarding the primary needs of pupils with SEN met by School Action Plus or a statement. The information is derived from the School Census. Data is only available from 2011.

Primary SEN	School action plus			Statements		
	2009	2010	2011	2009	2010	2011
Specific Learning Difficulty	-	-	15	-	-	1
Moderate Learning Difficulty	-	-	23	-	-	1
Severe Learning Difficulty	-	-	0	-	-	0
Profound & Multiple Learning Difficulty	-	-	0	-	-	0
Behaviour, Emotional & Social Difficulties	-	-	35	-	-	1
Speech, Language and Communication Needs	-	-	26	-	-	1
Hearing Impairment	-	-	4	-	-	1
Visual Impairment	-	-	0	-	-	1
Multi-Sensory Impairment	-	-	0	-	-	0
Physical Disability	-	-	2	-	-	0
Autistic Spectrum Disorder	-	-	2	-	-	0
Other Difficulty/Disability	-	-	13	-	-	1
School total	-	-	120	-	-	7
Percentage of school roll	-	-	14.3	-	-	0.8

Context

Table 1.1.6: Main SEN Type by National Curriculum year group

The table below shows some key data regarding the primary needs of pupils with SEN met by School Action Plus or a statement. The information is derived from the School Census, and shows data broken down into national curriculum year. Data is only available from 2011.

NC Year Group	Assistance	Number on Roll	Primary Type of need											
			Specific Learning Difficulty	Moderate Learning Difficulty	Severe Learning Difficulty	Profound & Multiple Learning Difficulty	Behaviour, Emotional & Social Difficulties	Speech, Language and Communication Needs	Hearing Impairment	Visual Impairment	Multi-Sensory Impairment	Physical Disability	Autistic Spectrum Disorder	Other Difficulty/ Disability
7	School Action plus	119	2	4	0	0	12	1	2	0	0	1	0	1
	Statements	119	1	1	0	0	0	0	0	0	0	0	0	0
8	School Action plus	137	0	3	0	0	1	10	0	0	0	0	0	4
	Statements	137	0	0	0	0	0	0	0	0	0	0	0	1
9	School Action plus	172	4	0	0	0	5	8	0	0	0	1	2	2
	Statements	172	0	0	0	0	0	1	0	0	0	0	0	0
10	School Action plus	166	3	8	0	0	12	4	1	0	0	0	0	1
	Statements	166	0	0	0	0	0	0	0	1	0	0	0	0
11	School Action plus	166	4	7	0	0	5	3	0	0	0	0	0	5
	Statements	166	0	0	0	0	1	0	1	0	0	0	0	0
Post-compulsory	School Action plus	82	2	1	0	0	0	0	1	0	0	0	0	0
	Statements	82	0	0	0	0	0	0	0	0	0	0	0	0

Absence

School Level Absence and Exclusions - 3 Year Trend

Table 2.1.1

The absence analysis shows the proportion of enrolments in the school who were classed as Persistent Absentees and the proportion of sessions missed due to Overall Absence. The analysis also provides a comparison with 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 2011.

Please note that the absence analysis is based on the combined autumn and spring term data for 2011. RAISEonline only publishes 2 terms school and national absence data in mainstream schools' reports and 2.5 terms in special schools' reports.

The exclusions analysis is based on 3 terms data for the 2010 academic year. The exclusions analysis shows the proportion of enrolments in the school who have been excluded for fixed term and permanent exclusions. The analysis also provides a comparison with the national average levels of exclusions.

	2009			2010			2011		
School	National average for secondary schools	Median trendline for school's FSM level	School	National average for secondary schools	Median trendline for school's FSM level	School	National average for secondary schools	Median trendline for school's FSM level	
Absence									
% Persistent absentees- absent for 15% or more sessions	-	-	-	-	-	8.8	9.6	10.4	
% Persistent absentees- absent for 20% or more sessions	9.2	5.8	6.6	4.2	4.6	4.9	3.3	4.8	5.1
% of sessions missed due to Overall Absence	8.93	7.33	7.95	7.60	6.90	7.20	6.37	6.55	6.87
Exclusions									
Permanent exclusions as a percentage of the total school roll	-	-	-	0.11	0.15	-	-	-	-
% enrolments with 1 or more fixed term exclusions	-	-	-	7.03	4.83	-	-	-	-
Fixed term exclusions as a percentage of the total school roll	-	-	-	10.43	8.73	-	-	-	-

Absence

Chart 2.1.2

Overall Absence levels compared to the national average for secondary schools with the same level of FSM eligibility, in 2011

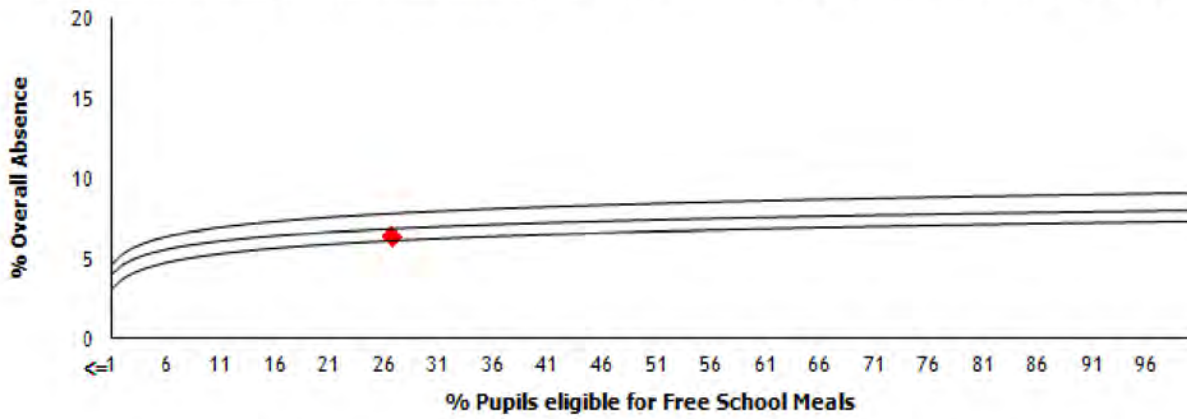
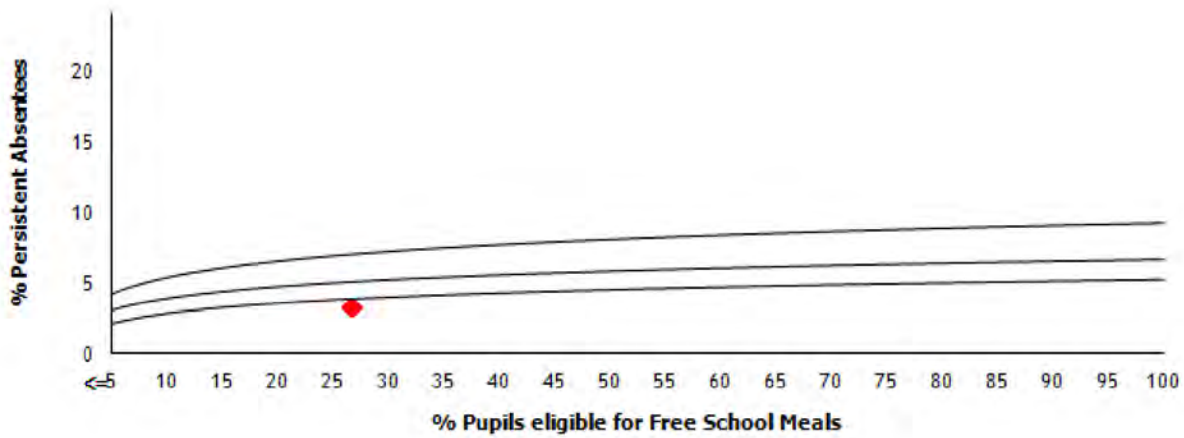


Chart 2.1.3

Persistent Absentee levels compared to the national average for secondary schools with the same level of FSM eligibility, in 2011



Absence

Table 2.1.4: School Level Absence by pupil groups

This analysis shows 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 national average levels of persistent absenteeism and sessions missed.

Please note that the absence analysis is based on the combined autumn and spring term data. RAISEonline only publishes 2 terms school and national absence data in mainstream schools' reports and 2.5 terms in special schools' reports. For consistency, the national comparator for secondary schools is also presented.

	% of sessions missed due to Overall Absence		% Persistent absentees - absent for 15% or more sessions		% Persistent absentees- absent for 20% or more sessions	
	School	National average for secondary schools	School	National average for secondary schools	School	National average for secondary schools
All Pupils	6.37	6.55	8.8	9.6	3.3	4.8
Gender						
Male	6.01	6.40	7.5	9.2	3.6	4.6
Female	6.84	6.71	10.3	10.0	2.9	5.0
Free School Meals						
FSM	7.14	10.08	12.3	20.3	3.3	11.3
Non FSM	6.09	5.88	7.5	7.5	3.2	3.6
English as a First Language						
English or believed to be English	8.82	6.64	17.8	9.9	6.6	5.0
Other than English or believed to be other than English	5.45	5.90	5.6	7.2	2.1	3.1
Unclassified	5.21	7.07	0.0	10.5	0.0	5.3
Special Educational Needs						
No Identified SEN	5.38	5.69	6.2	7.0	1.5	3.1
SEN without a statement	9.47	9.41	17.5	18.2	9.0	10.4
School Action	8.00	8.29	13.0	15.0	2.9	7.8
School Action Plus	10.30	11.58	20.0	24.1	12.5	15.3
SEN with a statement	3.54	8.82	0.0	16.6	0.0	9.5

Absence

Ethnic Group

White						
British	9.13	6.67	20.1	10.1	6.5	5.1
Irish	13.76	7.13	33.3	11.0	33.3	6.0
Traveller of Irish Heritage	0.00	25.92	0.0	56.4	0.0	41.0
Gypsy/Roma	0.00	19.34	0.0	46.0	0.0	31.1
Any Other White Background	6.96	7.06	10.5	10.7	3.2	5.1
Mixed						
White and Black Caribbean	13.04	7.91	23.5	14.0	17.7	7.4
White and Black African	5.57	6.31	0.0	8.9	0.0	4.4
White and Asian	5.70	6.36	0.0	9.0	0.0	4.4
Any other Mixed Background	5.44	6.63	10.0	9.7	0.0	4.8
Asian or Asian British						
Indian	4.78	4.63	8.6	4.2	0.0	1.6
Pakistani	6.38	7.04	3.0	9.2	3.0	3.6
Bangladeshi	7.58	6.40	8.3	7.6	8.3	3.1
Any other Asian Background	2.97	4.72	2.6	4.7	0.0	1.9
Black or Black British						
Black Caribbean	4.64	5.86	5.9	8.3	0.0	4.1
Black African	4.85	4.03	5.6	3.6	2.8	1.5
Any Other Black Background	4.00	5.44	0.0	7.1	0.0	3.6
Chinese						
	1.89	2.82	0.0	1.8	0.0	0.7
Any Other Ethnic Group						
Unclassified - Refused	9.56	6.99	13.3	10.4	13.3	5.3
Unclassified - Information Not Obtained	9.83	7.55	10.0	12.1	10.0	6.2

2011 absence data will not be available until the end of the autumn term 2011 for mainstream schools and the beginning of the summer term 2012 for special schools.

Absence

Table 2.1.5: School Level Exclusions by pupil groups

This analysis shows the proportion of enrolments in the school who have been excluded for fixed term and permanent exclusions. The analysis also provides a comparison with the national average levels of exclusions.

As School Census collects exclusions data two terms in arrears, this analysis relates to the 2010 academic year, which is the most recent year for which we have a full set of data.

	Fixed term exclusions as a percentage of the total school roll		% enrolments with 1 or more fixed term exclusions		Permanent exclusions as a percentage of the total school roll	
	School	National average for secondary schools	School	National average for secondary schools	School	National average for secondary schools
All Pupils	10.43	8.73	7.03	4.83	0.11	0.15
Gender						
Male	15.28	12.39	10.44	6.78	0.19	0.23
Female	3.56	5.01	2.19	2.84	0.00	0.07
Free School Meals						
FSM	21.50	21.31	13.08	10.67	0.47	0.43
Non FSM	6.89	6.61	5.09	3.84	0.00	0.11
English as a First Language						
English or believed to be English	12.15	9.04	8.50	4.88	0.40	0.16
Other than English or believed to be other than English	9.28	6.39	6.40	4.39	0.00	0.13
Unclassified	40.00	9.39	10.00	5.58	0.00	0.17
Special Educational Needs						
No Identified SEN	6.87	4.31	4.93	2.80	0.00	0.06
SEN without a statement	22.39	24.48	13.93	12.12	0.50	0.52
School Action	19.23	15.85	11.54	8.77	0.00	0.25
School Action Plus	24.39	41.77	15.45	18.84	0.81	1.05
SEN with a statement	9.09	27.03	9.09	12.34	0.00	0.33

Absence

	Fixed term exclusions as a percentage of the total school roll		% enrolments with 1 or more fixed term exclusions		Permanent exclusions as a percentage of the total school roll	
	School	National average for secondary schools	School	National average for secondary schools	School	National average for secondary schools
Ethnic Group						
White						
British	10.80	8.75	7.95	4.66	0.57	0.14
Irish	0.00	9.34	0.00	5.27	0.00	0.20
Traveller of Irish Heritage	0.00	46.20	0.00	20.89	0.00	1.15
Gypsy/Roma	0.00	36.73	0.00	17.82	0.00	0.90
Any Other White Background	9.76	6.76	8.13	4.09	0.00	0.12
Mixed						
White and Black Caribbean	11.76	18.89	11.76	10.37	0.00	0.43
White and Black African	25.00	13.04	25.00	7.27	0.00	0.26
White and Asian	0.00	7.12	0.00	4.23	0.00	0.13
Any other Mixed Background	10.00	10.42	10.00	5.99	0.00	0.22
Asian or Asian British						
Indian	1.22	2.41	1.22	1.81	0.00	0.04
Pakistani	6.94	7.30	4.17	5.03	0.00	0.12
Bangladeshi	25.00	5.92	16.67	4.24	0.00	0.13
Any other Asian Background	2.27	3.72	2.27	2.71	0.00	0.06
Black or Black British						
Black Caribbean	39.29	17.53	17.86	10.57	0.00	0.56
Black African	23.08	10.35	14.10	7.08	0.00	0.23
Any Other Black Background	60.00	15.25	20.00	9.41	0.00	0.45
Chinese	0.00	1.22	0.00	0.90	0.00	0.02
Any Other Ethnic Group	9.29	6.57	5.71	4.43	0.00	0.14

Absence

	Fixed term exclusions as a percentage of the total school roll		% enrolments with 1 or more fixed term exclusions		Permanent exclusions as a percentage of the total school roll	
	School	National average for secondary schools	School	National average for secondary schools	School	National average for secondary schools
Unclassified - Refused	0.00	9.27	0.00	5.30	0.00	0.21
Unclassified - Information Not Obtained	0.00	10.45	0.00	5.77	0.00	0.20

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

Prior Attainment

Table 3.1.1: The prior attainment of pupils in Key Stage 3 and Key Stage 4

The graphs below show the prior attainment in terms of Key Stage 2 average fine points score, of pupils studying at Key Stage 4 and Key Stage 3 in your school in 2010/11. This has been broken down by year group. The graphs also show the national picture for maintained mainstream schools. The national averages are not comparable with previous years. From 2011, teacher assessments have been included which will align with the methodology used for 2011 value added and expected progress. When interpreting the charts the level of coverage should be taken into account.

Average fine points score at KS2

NC Year starting Sept 2010	School	National	Difference	Sig	% Coverage
Year 11	26.6	28.0	-1.4	Sig-	62.0
Year 10	26.1	27.8	-1.7	Sig-	64.5
Year 9	26.6	28.1	-1.5	Sig-	69.8
Year 8	26.3	28.1	-1.8	Sig-	73.0
Year 7	25.5	27.5	-2.0	Sig-	85.7

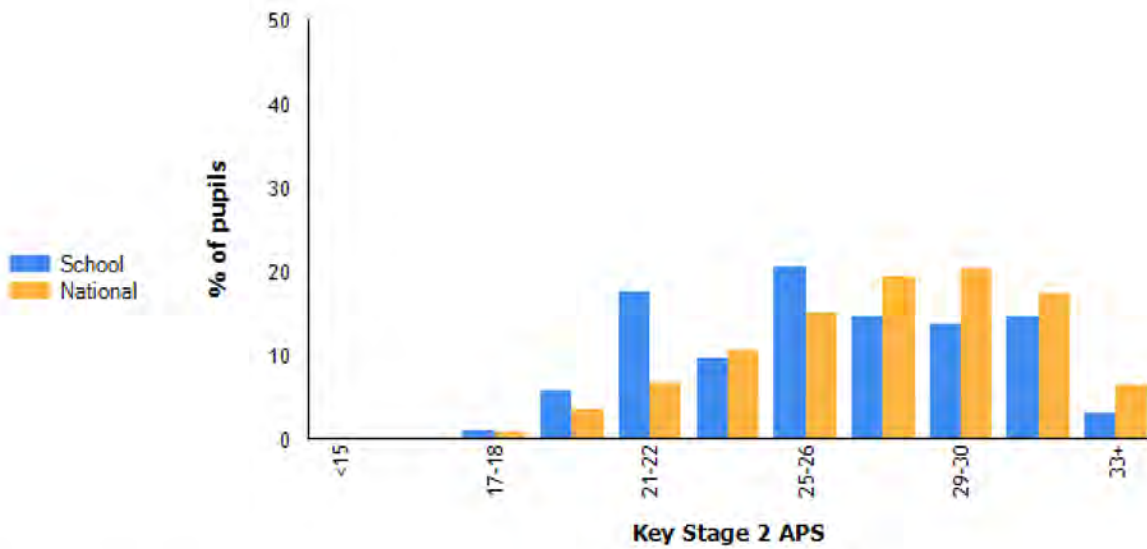
% by Prior Attainment Band

	School			National		
	Low	Middle	High	Low	Middle	High
Year 11	27.2	49.5	23.3	15.6	50.6	33.7
Year 10	30.8	51.4	17.8	15.6	52.8	31.6
Year 9	22.5	58.3	19.2	13.4	54.1	32.5
Year 8	26.0	58.0	16.0	13.4	53.9	32.6
Year 7	28.4	49.0	22.5	17.9	48.3	33.9

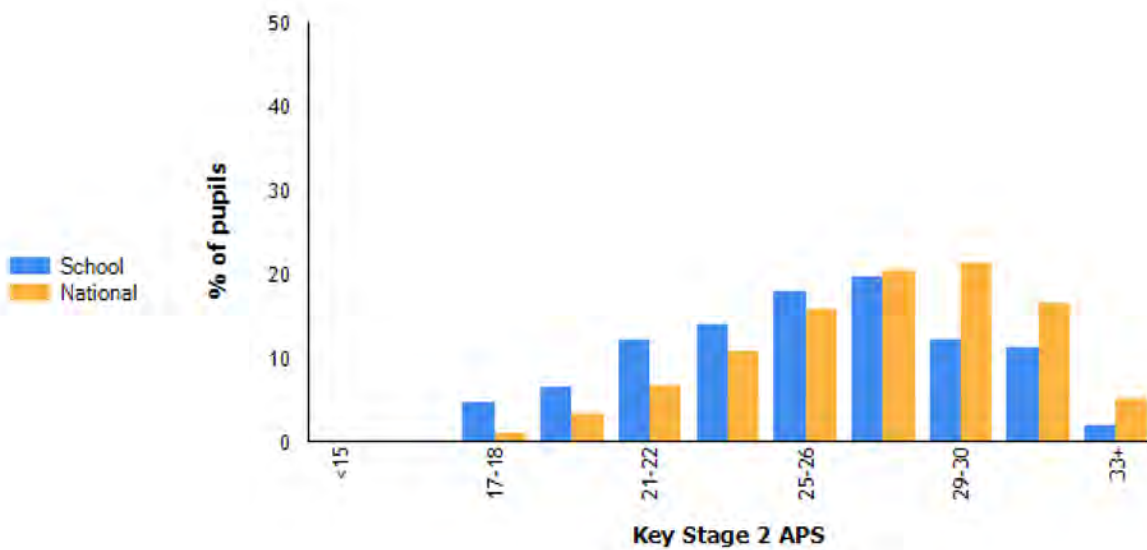
KS2 prior attainment includes teacher assessment data

Prior Attainment

Year 11 in September 2010

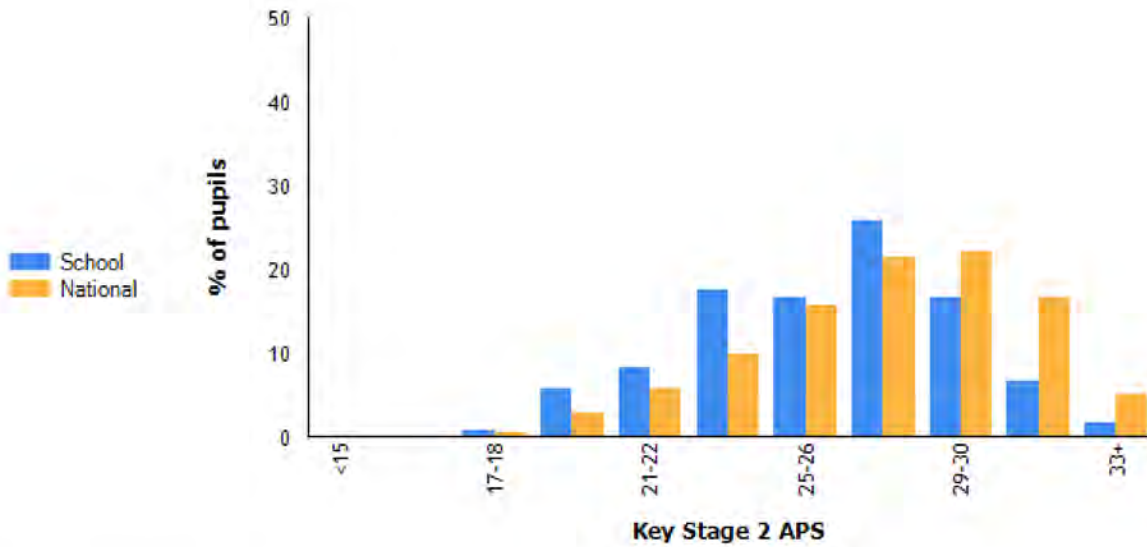


Year 10 in September 2010

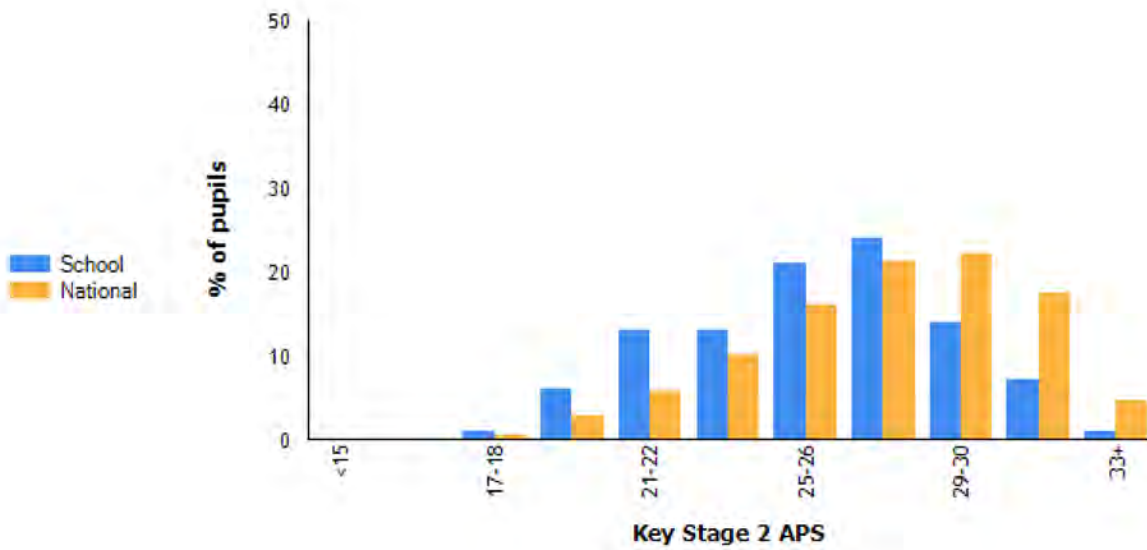


Prior Attainment

Year 9 in September 2010

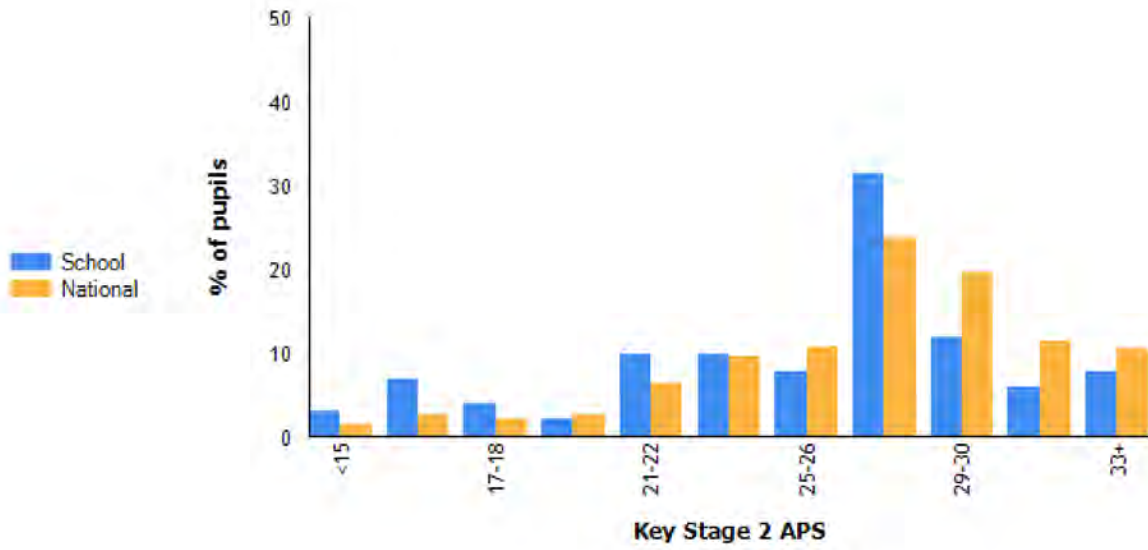


Year 8 in September 2010



Prior Attainment

Year 7 in September 2010

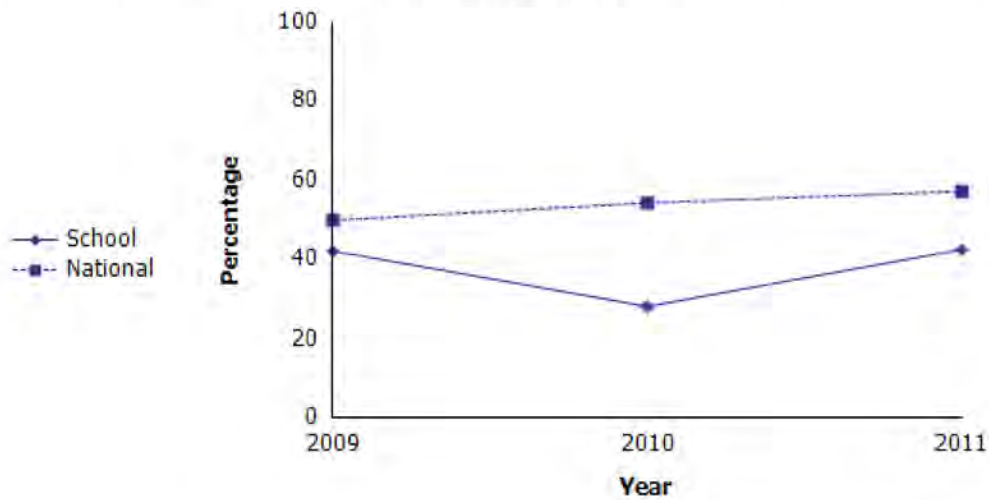


Attainment at Key Stage 4

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



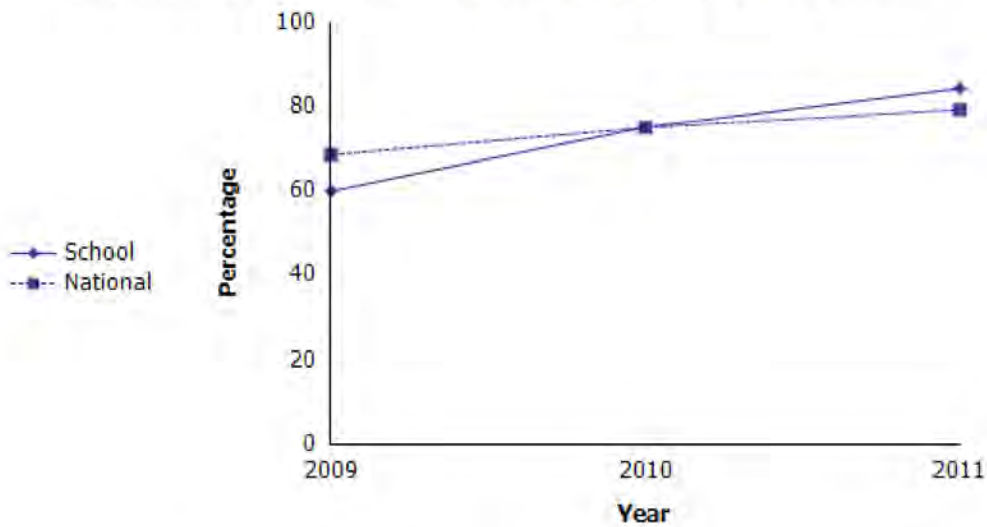
% achieving 5 or more A* to C (inc English and Maths)	2009	2010	2011
Cohort	166	165	165
School	42	28	42
National	50	54	57
Difference	-8	-26	-15
Significance	Sig-	Sig-	Sig-

Attainment at Key Stage 4

Chart 4.1.3 and Table 4.1.4: 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



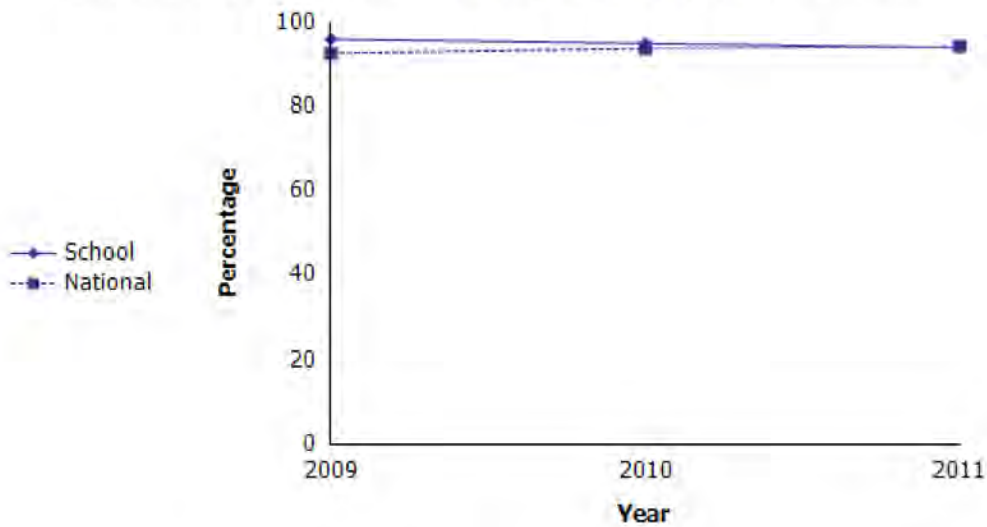
% achieving 5 or more A* to C	2009	2010	2011
Cohort	166	165	165
School	60	75	84
National	68	75	79
Difference	-8	0	5
Significance	Sig-		

Attainment at Key Stage 4

Chart 4.1.5 and Table 4.1.6: 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



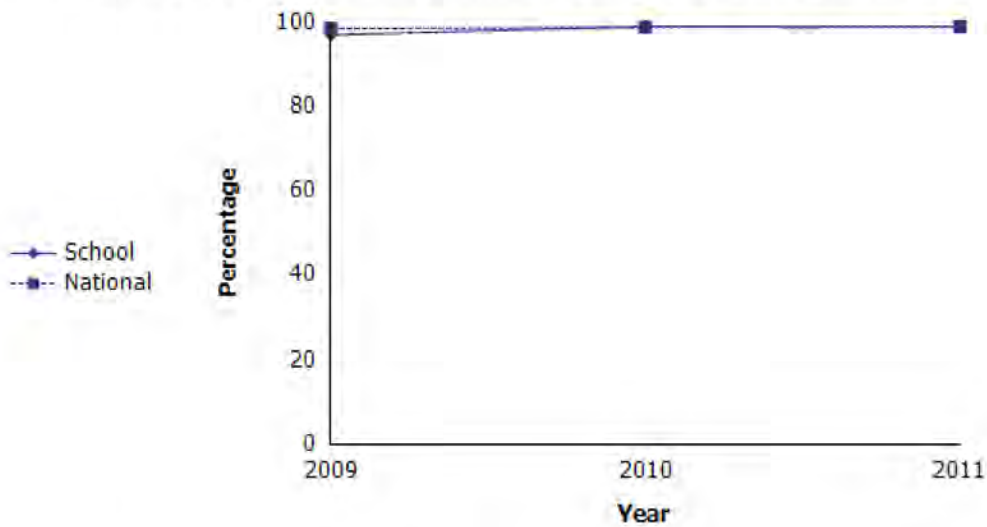
% achieving 5 or more A* to G	2009	2010	2011
Cohort	166	165	165
School	96	95	94
National	92	94	94
Difference	4	1	0
Significance			

Attainment at Key Stage 4

Chart 4.1.7 and Table 4.1.8: 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.

Percentage of pupils achieving at least one pass at GCSE and equivalent

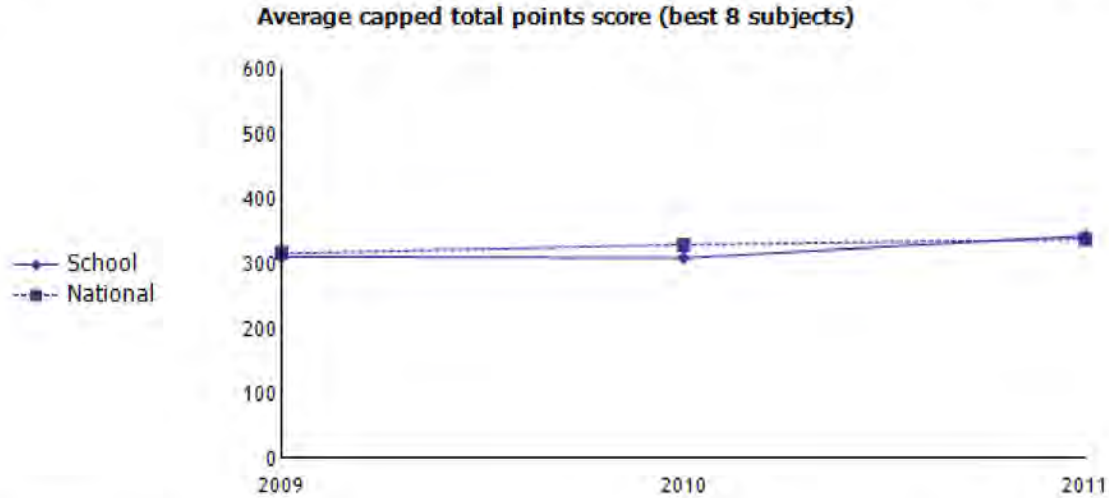


% achieving at least one pass	2009	2010	2011
Cohort	166	165	165
School	97	99	99
National	99	99	99
Difference	-2	0	0
Significance	-	-	-

Attainment at Key Stage 4

Chart 4.1.9 and Table 4.1.10: 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 over the last 3 years. 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.

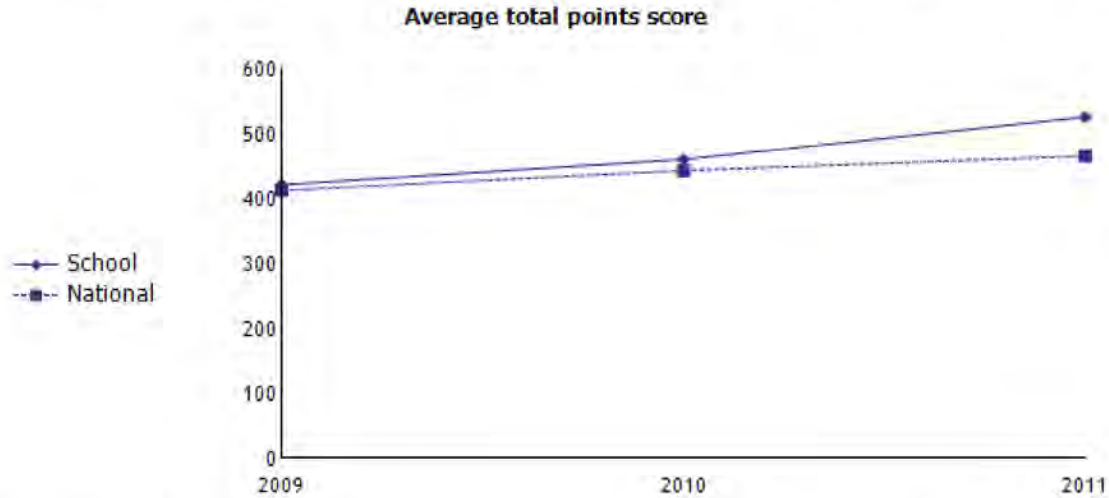


Average capped total points score (best 8 subjects)	2009	2010	2011	
Cohort	166	165	165	
School	309.7	307.5	340.3	↑
National	314.4	327.0	335.1	
Difference	-4.7	-19.5	5.2	
Significance		Sig-		

Attainment at Key Stage 4

Chart 4.1.11 and Table 4.1.12: 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 over the last 3 years. 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.

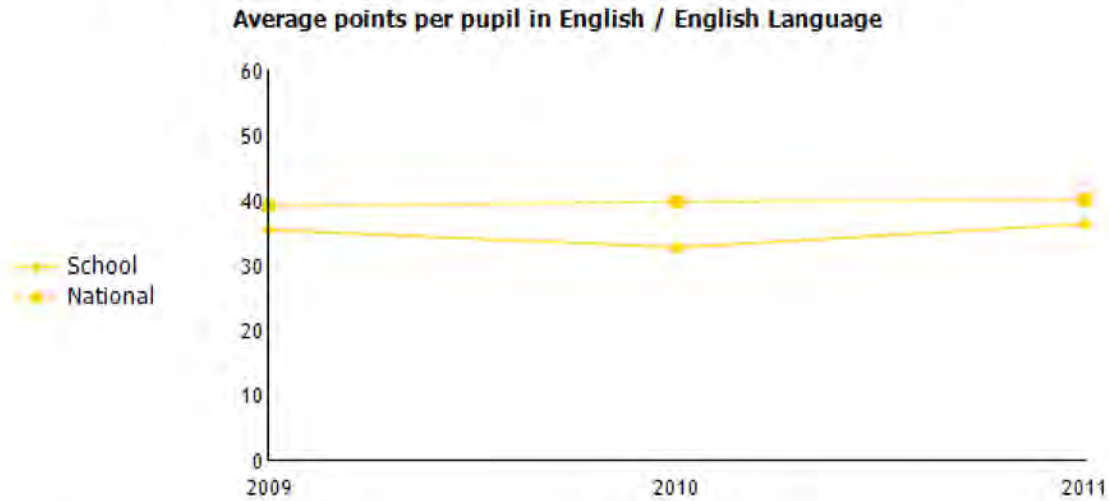


Average total points score	2009	2010	2011
Cohort	166	165	165
School	419.6	458.6	524.3
National	411.0	441.4	463.9
Difference	8.6	17.2	60.4
Significance			Sig+

Attainment at Key Stage 4

Chart 4.1.13 and Table 4.1.14: 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 over the last 3 years. 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.

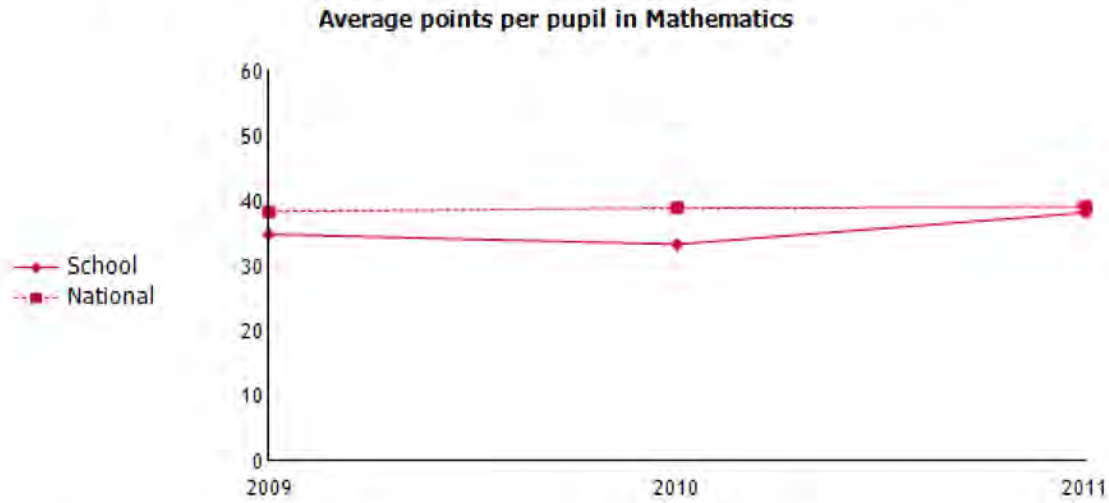


Average points per pupil in English / English Language	2009	2010	2011
Cohort	166	165	165
School	35.4	32.7 ↓	36.3
National	39.1	39.8	40.0
Difference	-3.7	-7.1	-3.7
Significance	Sig-	Sig-	Sig-

Attainment at Key Stage 4

Chart 4.1.15 and Table 4.1.16: 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 over the last 3 years. 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 points per pupil in Mathematics	2009	2010	2011
Cohort	166	165	165
School	34.7	33.2	38.0
National	38.2	38.8	39.0
Difference	-3.5	-5.6	-1.0
Significance	Sig-	Sig-	

Attainment at Key Stage 4

Table 4.1.17: Attainment, Summary of full GCSE Results for All Pupils - 2011

This analysis shows the performance in 2011 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
COMMUNICATION STUDIES	School	32	19.4	12.5	71.9	100.0	0.0	40.4
	National	61,648	10.6	17.0	64.8	98.0	2.0	39.2
CORE SCIENCE	School	69	41.8	29.0	97.1	100.0	0.0	46.6
	National	338,350	59.1	11.2	63.2	99.2	0.8	38.4
DESIGN AND TECHNOLOGY	School	46	24.8	8.7	60.9	95.7	4.3	36.2
	National	226,035	37.8	17.9	61.5	98.0	2.0	38.7
DRAMA	School	19	11.5	26.3	68.4	100.0	0.0	41.6
	National	66,448	11.6	20.1	72.5	99.3	0.7	41.3
ENGLISH LITERATURE	School	147	89.1	11.6	49.7	98.0	2.0	37.1
	National	414,168	72.3	22.9	77.4	98.7	1.3	42.3
ENGLISH/ENGLISH LANGUAGE - SINGLE	School	162	98.2	9.9	48.8	100.0	0.0	36.9
	National	547,982	95.6	17.1	70.9	99.2	0.8	40.6
FRENCH	School	19	11.5	21.1	73.7	100.0	0.0	42.2
	National	122,067	21.3	22.3	68.7	99.6	0.4	41.2
GEOGRAPHY	School	16	9.7	25.0	81.3	100.0	0.0	43.0
	National	142,703	24.9	25.3	67.4	98.9	1.1	40.9
GERMAN	School	2	1.2	50.0	100.0	100.0	0.0	52.0
	National	52,607	9.2	22.1	73.6	99.6	0.4	41.9
HISTORY	School	9	5.5	33.3	77.8	100.0	0.0	43.3
	National	174,709	30.5	27.7	68.1	98.1	1.9	40.9
MATHEMATICS	School	159	96.4	20.1	62.9	99.4	0.6	39.1
	National	552,849	96.5	19.4	66.6	98.9	1.1	39.4
MUSIC	School	10	6.1	20.0	50.0	100.0	0.0	40.6
	National	37,900	6.6	28.7	74.5	98.9	1.1	42.4

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	39	21.8	56.4	89.7	100.0	0.0	48.9
	National	19,564	3.3	56.8	86.2	99.3	0.7	47.9
OTHER SCIENCES	School	68	41.2	42.6	98.5	100.0	0.0	48.1
	National	243,885	42.3	14.7	68.7	99.3	0.7	40.1
SOCIOLOGY	School	14	8.5	0.0	64.3	100.0	0.0	37.0
	National	17,939	3.1	17.6	65.5	98.6	1.4	39.5
SPANISH	School	67	40.6	32.8	89.6	100.0	0.0	46.3
	National	48,693	8.5	27.4	70.7	99.4	0.6	42.0
Total	School	878	-	21.1	67.8	99.3	0.7	40.8

Attainment at Key Stage 4

Table 4.1.18: Attainment, Summary of vocational GCSE Results for All Pupils - 2011

This analysis shows the performance in 2011 of vocational GCSE subjects in your school at Key Stage 4 for all pupils. Significance tests compare school data against the corresponding national data.

No school data currently available for 2011.

Attainment at Key Stage 4

Table 4.1.19: Attainment, Relative Performance Indicators for full GCSEs, All Pupils - 2011

This analysis shows the relative performance in 2011 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
COMMUNICATION STUDIES	32	40.4	37.7	2.7	0.1	2.6
CORE SCIENCE	69	46.6	45.7	0.9	0.0	0.9
DESIGN AND TECHNOLOGY	46	35.4	38.6	-3.2	-0.6	-2.6
DRAMA	19	41.6	39.6	2.0	0.5	1.5
ENGLISH LITERATURE	147	37.1	40.4	-3.3	0.8	-4.1
ENGLISH/ENGLISH LANGUAGE - SINGLE	162	37.0	39.3	-2.3	2.1	-4.4
FRENCH	19	42.2	44.1	-1.9	-3.9	2.0
GEOGRAPHY	16	43.0	44.3	-1.3	-1.9	0.6
GERMAN	2	52.0	43.2	8.8	-3.8	-12.6
HISTORY	9	43.3	45.6	-2.3	-2.2	-0.1
MATHEMATICS	159	39.1	39.0	0.1	0.6	-0.5
MUSIC	10	40.6	44.4	-3.8	-1.6	-2.2
OTHER LANGUAGES	39	49.5	35.8	13.7	7.3	6.4
OTHER SCIENCES	68	48.1	45.6	2.5	-0.7	3.2
SOCIOLOGY	14	37.0	42.6	-5.6	-1.4	-4.2
SPANISH	67	46.3	41.7	4.6	-2.9	7.5

Attainment at Key Stage 4

Table 4.1.20: Attainment, Relative Performance Indicators for vocational GCSEs, All Pupils - 2011

This analysis shows the relative performance in 2011 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.

No school data currently available for 2011.

Attainment at Key Stage 4

Table 4.1.21: Attainment, Percentage Achieving Thresholds at GCSE and equivalent by pupil Characteristics - 2011

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 2011 by pupil characteristic is shown. Significance tests have not been performed on this data.

Percentage of pupils achieving each threshold

Cohort	All qualifications	English Baccalaureate	Basics	GCSE only	All qualifications		
	5+ A* to C (incl Eng and Mat)			5+ A* to C (incl Eng and Mat)	5+ A* to C	5+ A* to G	
All Pupils	165	42	7	42	41	84	94
Gender							
Male	95	34	6	34	33	78	91
Female	70	54	7	54	51	93	99
Free School Meals							
FSM	43	33	9	33	33	81	95
Not FSM	122	46	6	46	43	85	93
Children Looked After							
CLA	1	0	0	0	0	0	100
Not CLA	164	43	7	43	41	85	94
Free School Meals Or Children Looked After							
CLA or FSM	44	32	9	32	32	80	95
Not CLA or FSM	121	46	6	46	44	86	93
Prior Attainment							
Low	30	7	0	7	7	73	97

Attainment at Key Stage 4

Middle	51	47	10	47	41	92	96
High	24	96	21	96	96	100	100
<hr style="border-top: 1px dashed black;"/>							
English as a First Language							
English or believed to be English	36	36	3	36	36	81	94
Other than English or believed to be other	127	45	8	45	43	87	95
Unclassified	2	0	0	0	0	0	0
<hr style="border-top: 1px dashed black;"/>							
Special Educational Needs							
No Identified SEN	131	50	8	50	48	90	95
SEN without a statement	32	13	0	13	13	63	88
School Action	8	13	0	13	13	63	100
School Action Plus	24	13	0	13	13	63	83
SEN with a statement	2	0	0	0	0	50	100
<hr style="border-top: 1px dashed black;"/>							
Ethnicity Group							
White							
British	28	29	0	29	29	82	96
Irish	1	100	0	100	100	100	100
Traveller of Irish Heritage	-	-	-	-	-	-	-
Gypsy/Roma	-	-	-	-	-	-	-
Any Other White Background	25	40	4	40	40	84	92
Mixed							
White and Black Caribbean	4	50	0	50	50	75	75
White and Black African	-	-	-	-	-	-	-
White and Asian	-	-	-	-	-	-	-
Any other Mixed Background	4	25	0	25	25	100	100

Attainment at Key Stage 4

Asian or Asian British							
Indian	22	59	18	59	55	95	100
Pakistani	13	38	23	38	38	85	100
Bangladeshi	2	100	0	100	50	100	100
Any other Asian Background	18	44	6	44	44	72	89
Black or Black British							
Black Caribbean	2	100	0	100	100	100	100
Black African	15	27	7	27	27	73	93
Any Other Black Background	-	-	-	-	-	-	-
Chinese							
	-	-	-	-	-	-	-
Any Other Ethnic Group							
Unclassified - Refused	4	75	0	75	75	100	100
Unclassified - Information Not Obtained	2	0	0	0	0	0	0

The Basics are the percentage of pupils achieving C grade or above in both English and mathematics GCSEs, or accredited versions of iGCSEs. The pilot English Studies Awards counts towards this measure but does not count towards the English Baccalaureate. The Basics indicator for mathematics is identical to that for Ebacc.

Attainment at Key Stage 4

Table 4.1.22: Basics Thresholds by Pupil Groups: School and National Percentages


This analysis of pupil performance shows the percentage of pupils attaining the Basics indicator. Pupil performance is further analysed by the English and mathematics components making up the Basics indicator. This analysis is provided for pupil characteristics.


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.

	Total number of pupils in 2011	Percentages based upon total number of pupils in cohort								
		English			Mathematics			Basics		
		Entries	School	National	Entries	School	National	Entries	School	National
All Pupils	165	162	48	68	159	61	64	159	42	58
Gender										
Male	95	93	39	61	91	56	64	91	34	54
Female	70	69	60	76	68	67	65	68	54	61
Free School Meals										
FSM	43	43	37	46	41	56	42	41	33	35
Non FSM	122	119	52	72	118	62	68	118	46	62
Children Looked After										
CLA	1	1	0	27	1	0	24	1	0	17
Not CLA	164	161	48	69	158	61	65	158	43	58
Free School Meals Or Children Looked After										
CLA or FSM	44	44	36	46	42	55	42	42	32	34
Not CLA or FSM	121	118	52	72	117	63	68	117	46	62
Prior Attainment										
Low	30	30	7	19	30	27	12	30	7	6
Middle	51	51	55	71	51	71	64	51	47	54
High	24	24	96	97	24	100	97	24	96	95
English as a First Language										
First Language - English	36	36	42	69	36	56	65	36	36	59
First Language - Other	127	126	50	64	123	63	66	123	45	56
First Language - Unclassified	2	0	0	25	0	0	26	0	0	20
Special Educational Needs										
Non-SEN	131	129	54	80	126	69	75	126	50	69
SEN without a statement	32	31	25	37	31	31	34	31	13	25
School Action	8	8	25	40	8	25	38	8	13	28
School Action Plus	24	23	25	29	23	33	27	23	13	20
SEN with a statement	2	2	0	12	2	0	13	2	0	9
Ethnicity Group										
White										
British	28	28	32	69	28	57	65	28	29	58

Attainment at Key Stage 4

	Total number of pupils in 2011	Percentages based upon total number of pupils in cohort								
		English			Mathematics			Basics		
		Entries	School	National	Entries	School	National	Entries	School	National
Irish	1	1	100	76	1	100	71	1	100	66
Traveller of Irish Heritage	0	-	-	24	-	-	21	-	-	18
Gypsy/Roma	0	-	-	16	-	-	14	-	-	11
Any Other White Background	25	24	44	62	24	52	64	24	40	54
Mixed										
White and Black Caribbean	4	4	50	65	4	50	55	4	50	49
White and Black African	0	-	-	70	-	-	64	-	-	58
White and Asian	0	-	-	77	-	-	74	-	-	68
Any other Mixed Background	4	4	50	74	4	25	68	4	25	63
Asian or Asian British										
Indian	22	22	64	81	22	77	81	22	59	74
Pakistani	13	13	46	63	13	62	61	13	38	52
Bangladeshi	2	2	100	69	2	100	68	2	100	60
Any other Asian Background	18	18	50	67	17	67	74	17	44	62
Black or Black British										
Black Caribbean	2	2	100	65	2	100	55	2	100	49
Black African	15	15	40	69	14	40	66	14	27	58
Any Other Black Background	0	-	-	66	-	-	59	-	-	53
Chinese	0	-	-	80	-	-	92	-	-	78
Any Other Ethnic Group	25	25	48	61	24	64	65	24	44	54
Unclassified - Refused	4	4	75	70	4	100	65	4	75	59
Unclassified - Information Not Obtained	2	0	0	25	0	0	25	0	0	19

 School subject area attainment is significantly above the national average

 School subject area attainment is significantly below the national average

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

The Basics are the percentage of pupils achieving C grade or above in both English and mathematics GCSEs, or accredited versions of iGCSEs. The pilot English Studies Awards counts towards this measure but does not count towards the English Baccalaureate. The Basics indicator for mathematics is identical to that for Ebacc.

Attainment at Key Stage 4

Table 4.1.23: Basics: School and National Points Scores for English and mathematics


This report provides analysis of pupils' average points scores for the Basics indicator. Pupil performance is further analysed by the English and mathematics average point scores making up the Basics indicator. This analysis is provided for pupil characteristics.


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.

	Total number of pupils in 2011	English			Mathematics		
		Entries	School	National	Entries	School	National
All Pupils	165	162	36.2	39.0	159	37.7	38.1
Gender							
Male	95	93	34.0	37.1	91	36.3	37.8
Female	70	69	39.2	41.0	68	39.6	38.3
Free School Meals							
FSM	43	43	34.4	32.9	41	34.4	31.2
Non FSM	122	119	36.8	40.0	118	38.8	39.2
Children Looked After							
CLA	1	1	22.0	24.8	1	28.0	23.5
Not CLA	164	161	36.3	39.1	158	37.7	38.2
Free School Meals Or Children Looked After							
CLA or FSM	44	44	34.1	32.5	42	34.3	30.9
Not CLA or FSM	121	118	36.9	40.2	117	38.9	39.3
Prior Attainment							
Low	30	30	30.4	27.5	30	29.7	23.5
Middle	51	51	38.1	38.9	51	38.9	37.6
High	24	24	47.3	47.6	24	49.5	48.4
English as a First Language							
First Language - English	36	36	35.3	39.5	36	36.4	38.3
First Language - Other	127	126	37.0	37.9	123	38.6	38.8
First Language - Unclassified	2	0	0.0	16.7	0	0.0	17.4
Special Educational Needs							
Non-SEN	131	129	37.3	42.1	126	39.6	41.3
SEN without a statement	32	31	31.8	32.1	31	30.2	30.0
School Action	8	8	32.5	33.7	8	31.8	31.6
School Action Plus	24	23	31.6	29.0	23	29.7	27.0
SEN with a statement	2	2	31.0	15.8	2	34.0	15.6
Ethnicity Group							
White							
British	28	28	34.4	39.4	28	36.9	38.2
Irish	1	1	46.0	41.8	1	46.0	40.3

Attainment at Key Stage 4

	Total number of pupils in 2011	English			Mathematics		
		Entries	School	National	Entries	School	National
Traveller of Irish Heritage	0	-	-	19.8	-	-	17.8
Gypsy/Roma	0	-	-	19.0	-	-	17.4
Any Other White Background	25	24	35.3	37.3	24	36.2	38.1
Mixed							
White and Black Caribbean	4	4	35.5	37.9	4	32.5	35.2
White and Black African	0	-	-	39.5	-	-	37.9
White and Asian	0	-	-	42.3	-	-	41.6
Any other Mixed Background	4	4	35.5	40.6	4	31.0	39.6
Asian or Asian British							
Indian	22	22	39.7	42.8	22	43.8	44.0
Pakistani	13	13	39.1	37.9	13	39.1	37.3
Bangladeshi	2	2	40.0	39.3	2	40.0	39.0
Any other Asian Background	18	18	34.7	38.8	17	39.8	41.8
Black or Black British							
Black Caribbean	2	2	49.0	37.9	2	46.0	35.5
Black African	15	15	35.2	39.0	14	32.1	38.5
Any Other Black Background	0	-	-	38.2	-	-	36.4
Chinese	0	-	-	42.9	-	-	48.9
Any Other Ethnic Group	25	25	36.4	37.1	24	38.4	38.5
Unclassified - Refused	4	4	43.0	39.6	4	44.5	38.7
Unclassified - Information Not Obtained	2	0	0.0	17.5	0	0.0	17.8

 School subject area attainment is significantly above the national average

 School subject area attainment is significantly below the national average

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

The Basics are the percentage of pupils achieving C grade or above in both English and mathematics GCSEs, or accredited versions of iGCSEs. The pilot English Studies Awards counts towards this measure but does not count towards the English Baccalaureate. The Basics indicator for mathematics is identical to that for Ebacc.

Attainment at Key Stage 4

Table 4.1.24: Average point scores with and without qualifications equivalent to GCSE 2011

This report provides analysis of pupils attainment with and without qualifications equivalent to GCSE being counted. This analysis is provided for each pupil group.

The capped point score is shown with and without qualifications equivalent to GCSE for each pupil group.

	Cohort	Capped total point scores					Total point scores			
		with equivalent qualifications			GCSE only			with equivalent qualifications		
		National	School	Significance	National	School	Significance	National	School	Significance
All Pupils	165	335.1	340.3		275.1	256.9	Sig-	463.9	524.3	Sig+
Gender										
Male	95	323.7	316.7		260.3	244.4		443.5	473.2	
Female	70	347.1	372.3	Sig+	290.5	273.9		485.2	593.6	Sig+
Free School Meals										
FSM	43	290.0	329.9	Sig+	200.7	225.2		388.5	499.7	Sig+
Non FSM	122	342.4	344.0		287.1	268.1		476.1	532.9	Sig+
Children Looked After										
CLA	1	221.1	272.0		138.9	146.0	-	279.0	272.0	-
Not CLA	164	336.0	340.7		276.2	257.6	Sig-	465.4	525.8	Sig+
Free School Meals Or Children Looked After										
CLA or FSM	44	286.9	328.6	Sig+	198.0	223.4		383.6	494.5	Sig+
Not CLA or FSM	121	343.4	344.6		288.3	269.1		477.6	535.1	Sig+
Prior Attainment										
Low	30	253.2	311.2	Sig+	145.5	175.3	Sig+	322.0	441.6	Sig+
Middle	51	332.7	350.0		264.7	259.2		457.4	581.4	Sig+
High	24	396.7	416.4	Sig+	375.0	375.0		572.4	704.9	Sig+
English as First Language										
English or believed to be English	36	337.2	324.9		277.3	231.3	Sig-	467.1	490.3	

Attainment at Key Stage 4

Other than English or believed to be other than English	127	338.6	350.1		275.6	268.2		468.4	542.1	Sig+
Unclassified	2	143.1	0.0	Sig-	104.4	0.0	Sig-	179.6	0.0	Sig-
Special Education Needs										
No Identified SEN	131	357.3	354.2		307.0	274.0	Sig-	502.3	554.7	Sig+
School Action	8	299.3	297.8		204.3	216.1		395.8	425.8	
School Action Plus	24	252.9	282.7		160.0	188.0		318.5	400.4	
SEN with a statement	2	166.5	293.0		93.7	127.5		199.6	413.0	
Ethnicity Group										
White										
British	28	336.8	328.7		276.3	228.2	Sig-	467.0	500.2	
Irish	1	345.3	365.0	-	307.5	279.0	-	465.6	417.5	-
Traveller of Irish Heritage	-	177.1	-	-	106.8	-	-	218.4	-	-
Gypsy/Roma	-	179.6	-	-	98.1	-	-	217.9	-	-
Any Other White Background	25	333.3	336.9		275.8	280.0		457.9	478.1	
Mixed										
White and Black Caribbean	4	319.9	280.3		250.8	204.3		436.1	405.8	
White and Black African	-	335.6	-	-	281.8	-	-	460.3	-	-
White and Asian	-	357.6	-	-	311.0	-	-	496.3	-	-
Any other Mixed Background	4	343.7	335.3		292.4	275.0		474.0	578.4	
Asian or Asian British										
Indian	22	370.3	388.6		328.3	291.8		523.6	639.8	Sig+
Pakistani	13	335.9	345.2		261.6	278.1		467.9	538.2	
Bangladesh	2	343.5	333.5		277.9	258.5		470.0	541.6	
Any other Asian Background	18	348.4	324.5		294.8	239.3	Sig-	480.7	467.0	
Black or Black British										
Black Caribbean	2	323.2	449.0	Sig+	250.6	390.5		436.2	789.8	Sig+
Black African	15	337.4	321.9		274.2	205.2	Sig-	461.3	492.1	

Attainment at Key Stage 4

Any Other Black Background	-	328.0	-	-	260.9	-	-	448.2	-	-
Chinese	-	389.4	-	-	357.0	-	-	567.8	-	-
Any Other Ethnic Group	25	336.0	353.1		273.1	273.0		464.3	556.6	Sig+
Unclassified - Refused	4	336.8	400.3		284.8	314.8		464.8	689.4	Sig+
Unclassified - Information Not Obtained	2	147.6	0.0	Sig-	108.5	0.0	Sig-	180.4	0.0	Sig-

Attainment at Key Stage 4

Table 4.1.25: English Baccalaureate subject areas thresholds by pupil groups

This report provides analysis of thresholds for the Ebacc subject areas, for pupil groups. 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.


	Total number of pupils in 2011	Percentages based upon total number of pupils in cohort									Percentages based upon subject entry									
		English Baccalaureate			English			Mathematics			Science			Languages			Humanities			
		Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	
All Pupils	165	12	7	15	162	48	68	159	61	64	68	96	75	102	88	70	24	79	68	
Gender																				
Male	95	7	6	12	93	39	61	91	56	64	39	92	74	53	91	64	14	79	63	
Female	70	5	7	18	69	60	75	68	67	65	29	100	76	49	86	75	10	80	72	
Free School Meals																				
FSM	43	4	9	4	43	37	46	41	56	42	15	93	58	24	83	58	8	88	45	
Non FSM	122	8	6	17	119	52	71	118	62	68	53	96	77	78	90	71	16	75	70	
Children Looked After																				
CLA	1	0	0	1	1	0	27	1	0	24	0	-	43	1	100	48	0	-	31	
Not CLA	164	12	7	15	161	48	68	158	61	65	68	96	75	101	88	70	24	79	68	
Free School Meals Or Children Looked After																				
CLA or FSM	44	4	9	4	44	36	45	42	55	42	15	93	58	25	84	58	8	88	45	
Not CLA or FSM	121	8	6	17	118	52	72	117	63	68	53	96	77	77	90	71	16	75	70	
Prior Attainment																				
Low	30	0	0	0	30	7	18	30	27	12	2	100	18	14	64	32	3	33	14	
Middle	51	5	10	6	51	55	70	51	71	64	23	91	63	30	87	53	11	91	55	
High	24	6	21	37	24	96	97	24	100	97	23	100	94	19	100	85	8	88	91	
English as a First Language																				
First Language - English	36	1	3	15	36	42	69	36	56	65	14	100	75	18	89	69	2	50	68	
First Language - Other	127	11	8	14	126	50	64	123	63	66	54	94	75	84	88	79	22	82	64	


Attainment at Key Stage 4

	Total number of pupils in 2011	Percentages based upon total number of pupils in cohort									Percentages based upon subject entry								
		English Baccalaureate			English			Mathematics			Science			Languages			Humanities		
		Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National
First Language - Unclassified	2	0	0	4	0	0	25	0	0	26	0	-	73	0	-	79	0	-	64
Special Educational Needs																			
Non-SEN	131	12	8	19	129	54	79	126	69	75	62	95	79	83	88	73	22	82	72
SEN without a statement	32	0	0	3	31	25	36	31	31	34	6	100	49	18	89	49	2	50	38
School Action	8	0	0	3	8	25	40	8	25	38	2	100	50	5	80	49	1	100	38
School Action Plus	24	0	0	2	23	25	29	23	33	27	4	100	44	13	92	49	1	0	36
SEN with a statement	2	0	0	1	2	0	12	2	0	13	0	-	47	1	100	48	0	-	38
Ethnicity Group																			
White																			
British	28	0	0	15	28	32	69	28	57	65	10	100	75	16	88	68	1	0	68
Irish	1	0	0	26	1	100	76	1	100	71	1	100	80	0	-	75	0	-	77
Traveller of Irish Heritage	0	-	-	2	-	-	24	-	-	21	-	-	54	-	-	42	-	-	58
Gypsy/Roma	0	-	-	1	-	-	16	-	-	14	-	-	33	-	-	37	-	-	36
Any Other White Background	25	1	4	17	24	44	62	24	52	64	8	100	74	20	95	87	3	67	66
Mixed																			
White and Black Caribbean	4	0	0	9	4	50	64	4	50	55	2	100	64	1	100	64	0	-	58
White and Black African	0	-	-	15	-	-	70	-	-	64	-	-	76	-	-	75	-	-	65
White and Asian	0	-	-	24	-	-	77	-	-	74	-	-	80	-	-	79	-	-	76
Any other Mixed Background	4	0	0	19	4	50	73	4	25	68	2	50	77	4	100	77	0	-	71
Asian or Asian British																			
Indian	22	4	18	26	22	64	81	22	77	81	12	92	85	14	93	79	10	90	77
Pakistani	13	3	23	11	13	46	62	13	62	61	7	86	72	7	57	67	3	100	60
Bangladeshi	2	0	0	10	2	100	69	2	100	68	1	100	75	0	-	69	0	-	62
Any other Asian Background	18	1	6	19	18	50	67	17	67	74	7	100	81	9	89	80	1	100	71

Attainment at Key Stage 4

Total number of pupils in 2011	Percentages based upon total number of pupils in cohort									Percentages based upon subject entry									
	English Baccalaureate			English			Mathematics			Science			Languages			Humanities			
	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	
Black or Black British																			
Black Caribbean	2	0	0	8	2	100	64	2	100	55	2	100	63	2	100	57	0	-	52
Black African	15	1	7	11	15	40	68	14	40	66	3	100	74	8	88	70	2	100	61
Any Other Black Background	0	-	-	10	-	-	65	-	-	59	-	-	69	-	-	70	-	-	59
Chinese	0	-	-	34	-	-	80	-	-	92	-	-	90	-	-	93	-	-	86
Any Other Ethnic Group	25	2	4	15	25	48	61	24	64	65	10	100	75	19	89	85	4	50	66
Unclassified - Refused	4	0	0	17	4	75	69	4	100	65	3	100	74	2	50	74	0	-	67
Unclassified - Information Not Obtained	2	0	0	5	0	0	25	0	0	25	0	-	66	0	-	75	0	-	60

 School subject area attainment is significantly above the national average

 School subject area attainment is significantly below the national average

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

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

Attainment at Key Stage 4

Table 4.1.26: English Baccalaureate subject areas points score by pupil groups

This report provides analysis of pupils' average points scores for the Ebacc subject areas, for pupil groups.

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.


	Total number of pupils in 2011	English			Mathematics			Science			Languages			Humanities		
		Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National
All Pupils	165	162	36.2	38.8	159	37.7	38.1	68	47.4	43.4	102	46.8	41.7	24	42.8	40.9
Gender																
Male	95	93	34.0	36.8	91	36.3	37.8	39	46.6	43.0	53	46.9	40.2	14	40.0	39.6
Female	70	69	39.2	40.8	68	39.6	38.3	29	48.4	43.7	49	46.7	42.8	10	46.6	42.2
Free School Meals																
FSM	43	43	34.4	32.4	41	34.4	31.2	15	44.6	39.0	24	44.3	38.6	8	43.8	34.2
Non FSM	122	119	36.8	39.8	118	38.8	39.2	53	48.2	43.8	78	47.6	41.9	16	42.3	41.5
Children Looked After																
CLA	1	1	22.0	24.5	1	28.0	23.5	0	-	35.4	1	46.0	35.2	0	-	30.3
Not CLA	164	161	36.3	38.9	158	37.7	38.2	68	47.4	43.4	101	46.8	41.7	24	42.8	40.9
Free School Meals Or Children Looked After																
CLA or FSM	44	44	34.1	32.0	42	34.3	30.9	15	44.6	38.9	25	44.3	38.6	8	43.8	34.1
Not CLA or FSM	121	118	36.9	39.9	117	38.9	39.3	53	48.2	43.8	77	47.6	42.0	16	42.3	41.5
Prior Attainment																
Low	30	30	30.4	27.1	30	29.7	23.5	2	40.0	30.4	14	40.0	32.1	3	28.0	25.2
Middle	51	51	38.1	38.6	51	38.9	37.6	23	44.3	39.8	30	44.2	37.2	11	42.2	37.1
High	24	24	47.3	47.4	24	49.5	48.4	23	50.8	48.3	19	49.2	45.2	8	49.0	47.8
English as a First Language																
First Language - English	36	36	35.3	39.2	36	36.4	38.3	14	47.5	43.4	18	44.0	41.0	2	40.0	41.0
First Language - Other	127	126	37.0	37.6	123	38.6	38.8	54	47.3	43.4	84	47.4	45.4	22	43.0	39.8
First Language - Unclassified	2	0	0.0	16.5	0	0.0	17.4	0	-	42.5	0	-	45.0	0	-	39.4


Attainment at Key Stage 4

	Total number of pupils in 2011	English			Mathematics			Science			Languages			Humanities		
		Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National
Special Educational Needs																
Non-SEN	131	129	37.3	41.8	126	39.6	41.3	62	47.8	44.3	83	47.3	42.3	22	43.3	42.2
SEN without a statement	32	31	31.8	31.7	31	30.2	30.0	6	43.0	37.1	18	45.0	36.3	2	37.0	32.0
School Action	8	8	32.5	33.3	8	31.8	31.6	2	40.0	37.6	5	49.6	36.6	1	40.0	32.4
School Action Plus	24	23	31.6	28.6	23	29.7	27.0	4	44.5	35.9	13	43.2	35.6	1	34.0	31.1
SEN with a statement	2	2	31.0	15.6	2	34.0	15.6	0	-	36.5	1	40.0	35.5	0	-	32.1
Ethnicity Group																
White																
British	28	28	34.4	39.1	28	36.9	38.2	10	47.8	43.3	16	43.8	40.8	1	34.0	40.9
Irish	1	1	46.0	41.6	1	46.0	40.3	1	46.0	45.0	0	-	43.2	0	-	43.8
Traveller of Irish Heritage	0	-	-	19.7	-	-	17.8	-	-	39.6	-	-	37.0	-	-	36.2
Gypsy/Roma	0	-	-	18.8	-	-	17.4	-	-	30.6	-	-	31.6	-	-	28.8
Any Other White Background	25	24	35.3	37.1	24	36.2	38.1	8	48.6	43.3	20	53.8	48.3	3	38.0	40.4
Mixed																
White and Black Caribbean	4	4	35.5	37.5	4	32.5	35.2	2	44.5	40.7	1	46.0	39.5	0	-	38.1
White and Black African	0	-	-	39.3	-	-	37.9	-	-	43.3	-	-	43.6	-	-	40.5
White and Asian	0	-	-	42.1	-	-	41.6	-	-	45.6	-	-	44.2	-	-	44.0
Any other Mixed Background	4	4	35.5	40.3	4	31.0	39.6	2	38.5	44.1	4	47.5	44.3	0	-	42.1
Asian or Asian British																
Indian	22	22	39.7	42.6	22	43.8	44.0	12	48.5	46.4	14	46.4	44.1	10	43.6	44.0
Pakistani	13	13	39.1	37.6	13	39.1	37.3	7	46.4	42.6	7	40.9	41.1	3	54.0	38.7
Bangladeshi	2	2	40.0	39.0	2	40.0	39.0	1	46.0	42.9	0	-	41.3	0	-	39.1
Any other Asian Background	18	18	34.7	38.7	17	39.8	41.8	7	45.1	45.6	9	43.3	45.1	1	40.0	42.0
Black or Black British																
Black Caribbean	2	2	49.0	37.5	2	46.0	35.5	2	50.5	40.2	2	49.0	37.8	0	-	36.2
Black African	15	15	35.2	38.7	14	32.1	38.5	3	50.0	42.6	8	47.5	41.5	2	49.0	38.9

Attainment at Key Stage 4

	Total number of pupils in 2011	English			Mathematics			Science			Languages			Humanities		
		Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National
Any Other Black Background	0	-	-	38.0	-	-	36.4	-	-	41.3	-	-	41.9	-	-	37.7
Chinese	0	-	-	42.7	-	-	48.9	-	-	48.7	-	-	51.6	-	-	46.9
Any Other Ethnic Group	25	25	36.4	36.8	24	38.4	38.5	10	48.4	43.5	19	46.6	47.6	4	35.5	40.3
Unclassified - Refused	4	4	43.0	39.5	4	44.5	38.7	3	46.0	43.4	2	37.0	42.5	0	-	41.0
Unclassified - Information Not Obtained	2	0	0.0	17.4	0	0.0	17.8	0	-	41.4	0	-	44.4	0	-	38.5

 School subject area attainment is significantly above the national average

 School subject area attainment is significantly below the national average

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

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

Progress Measures Value Added

Table 5.1.1: Key Stage 2 to Key Stage 4 value added scores for Best 8 and Ebacc subject areas, trend

Best 8 including English and mathematics VA: School analysis

This report provides the Best 8 Value added measure for the school relative to mean of 1000. The school is placed within the national distribution to illustrate the range of value added scores attained by other maintained mainstream schools.

		2009	2010	2011
Best 8	Cohort for VA	-	-	105
	VA School score	-	-	1,028.5
	95% confidence interval +/-	-	-	12.6
	Significance	-	-	Sig+
	Percentile rank	-	-	8
	Coverage	-	-	64%
English	Cohort for VA	-	-	105
	VA School score	-	-	1,000.6
	95% confidence interval +/-	-	-	1.3
	Significance	-	-	
	Percentile rank	-	-	42
	Coverage	-	-	64%
Mathematics	Cohort for VA	-	-	105
	VA School score	-	-	1,002.5
	95% confidence interval +/-	-	-	1.3
	Significance	-	-	Sig+
	Percentile rank	-	-	15
	Coverage	-	-	64%
Science	Cohort for VA	-	-	48
	VA School score	-	-	1,004.0
	95% confidence interval +/-	-	-	1.5
	Significance	-	-	Sig+
	Percentile rank	-	-	5
	Coverage	-	-	29%
Languages	Cohort for VA	-	-	63
	VA School score	-	-	1,006.6
	95% confidence interval +/-	-	-	1.8
	Significance	-	-	Sig+
	Percentile rank	-	-	4
	Coverage	-	-	38%
Humanities	Cohort for VA	-	-	22
	VA School score	-	-	1,004.2
	95% confidence interval +/-	-	-	3.0
	Significance	-	-	Sig+
	Percentile rank	-	-	6
	Coverage	-	-	13%

Progress Measures Value Added

1. Science takes the average grade of the two eligible science qualifications
2. Humanities and Languages subject areas take the best score of all eligible qualifications

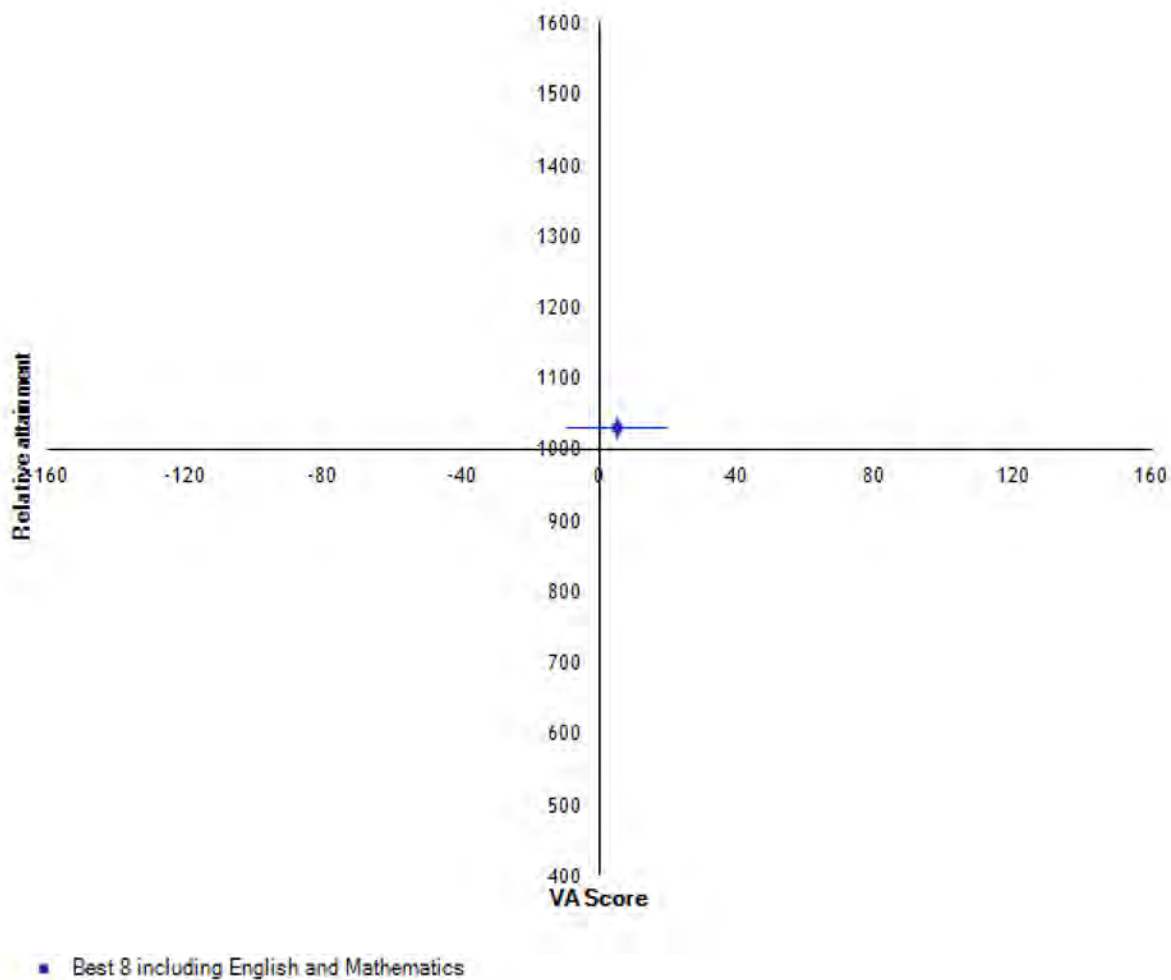
Progress Measures Value Added

Chart 5.1.2: Key Stage 2 to Key Stage 4 performance: value added and relative attainment: Best 8 including English and mathematics

Best 8 including English & Mathematics value added and Key Stage 4 attainment.

This report shows how the school's overall attainment in pupils' best 8 GCSEs or equivalents including English and mathematics compares with the national mean. This is plotted against the school's best 8 including English and mathematics value added measure.

Best 8 including English and Mathematics VA/APS 2011

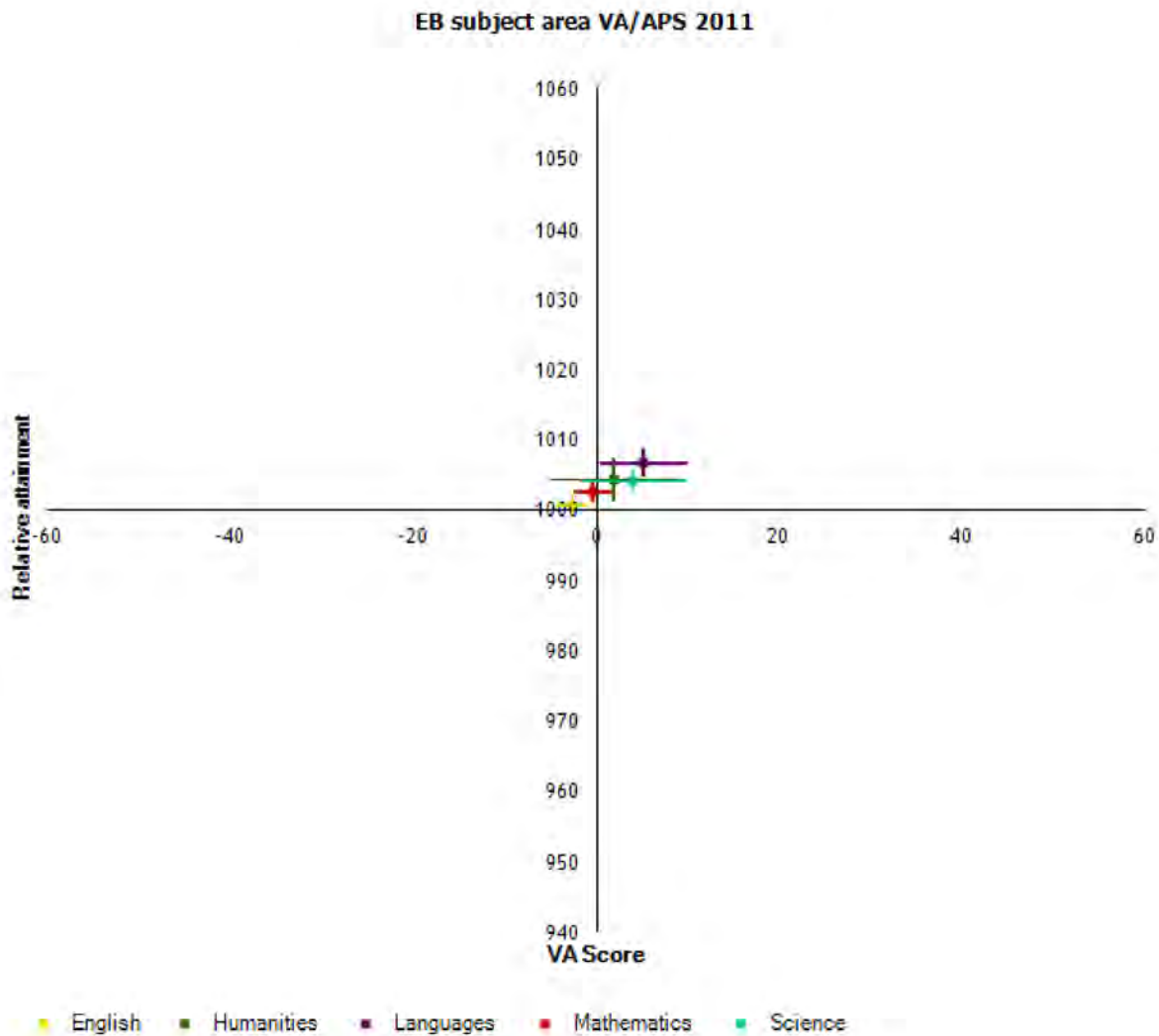


Progress Measures Value Added

Chart 5.1.3 and Table 5.1.4: Key Stage 2 to Key Stage 4 performance: value added and relative attainment: English Bacallaureate - 3 year trend

English Bacallaureate value added and Key Stage 4 attainment: All subject areas

This report shows how the school's attainment in English Bacallaureate subject areas compares with the national mean. This is plotted against the school's individual English Bacallaureate subject area value added measures.



Progress Measures Value Added

		2009		2010		2011	
		VA	Relative attainment	VA	Relative attainment	VA	Relative attainment
Best 8	School score	-	-	-	-	1,028.5	-5.2
	Cohort	-	-	-	-	105	165
	95% confidence Interval	-	-	-	-	12.6	14.4
	Significance	-	-	-	-	Sig+	
English	School score	-	-	-	-	1,000.6	-2.6
	Cohort	-	-	-	-	105	165
	95% confidence Interval	-	-	-	-	1.3	1.5
	Significance	-	-	-	-		Sig-
Mathematics	School score	-	-	-	-	1,002.5	-0.4
	Cohort	-	-	-	-	105	165
	95% confidence Interval	-	-	-	-	1.3	2.0
	Significance	-	-	-	-	Sig+	
Science	School score	-	-	-	-	1,004.0	4.0
	Cohort	-	-	-	-	48	68
	95% confidence Interval	-	-	-	-	1.5	5.8
	Significance	-	-	-	-	Sig+	
Languages	School score	-	-	-	-	1,006.6	5.1
	Cohort	-	-	-	-	63	102
	95% confidence Interval	-	-	-	-	1.8	4.7
	Significance	-	-	-	-	Sig+	Sig+
Humanities	School score	-	-	-	-	1,004.2	1.9
	Cohort	-	-	-	-	22	24
	95% confidence Interval	-	-	-	-	3.0	6.8
	Significance	-	-	-	-	Sig+	

The measures at each pillar include all entries, not just for those pupils who achieved the Ebacc. In other words, these are separate areas and there are no links between each pillar. The Guide to Calculations gives a link to DfE's specific qualification list. This may be found in the Library, under 'How Ofsted and DfE analyse your data'.

1. Science takes the average grade of the two eligible science qualifications

2. Humanities and Languages subject areas take the best score of all eligible qualifications

A dash means no data available. Data is only shown from 2011 due to the change in methodology.

Progress Measures Value Added

Table 5.1.5: Threshold Measures Report Key Stage 2 to Key Stage 4: Pupils Achieving 5A*-C including English and mathematics

This analysis provides the number of pupils who achieved 5A* - C including English and Mathematics in 2011, grouped by their estimated probability of achieving the threshold. The probability for each pupil is worked out by taking into account 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-).

Prior attainment at KS2	Number of pupils	Number of pupils achieving 5A* - C inc E & M	Success rate	Predicted success rate
High	24	23	96%	95%
Middle	51	24	47%	49%
Low	30	2	7%	7%
Whole School	105	49	47%	47%

Please note: Only pupils included in the Best 8 including English and mathematics VA calculation are included in this analysis.

Expected Progress - English

Table 5.2.1: Expected Progress in English Key Stage 2 to Key Stage 4

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	School Percentage Achieving Expected Progress	National Percentage Achieving Expected Progress
		no KS4 result	U	G	F	E	D	C	B	A	A*				
KS2 English attainment	Other or no prior available	3	0	3	5	12	14	20	5	2	0	10	7	70%	45%
	W	0	0	0	0	0	0	0	0	0	0	0	0	0%	18%
	1	0	0	0	0	0	0	0	0	0	0	0	0	0%	36%
	2	0	0	0	1	2	3	0	0	0	0	6	5	83%	49%
	3	0	0	1	3	5	12	6	0	1	0	28	19	68%	58%
	4	0	0	0	1	4	17	15	6	2	0	45	23	51%	73%
	5	0	0	0	0	0	0	3	8	9	2	22	19	86%	80%
Summary												111	73	66%	71%

Total Cohort	165
---------------------	-----

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.

The calculation of expected progress changed in 2011 to include Key Stage 2 teacher assessments, where no appropriate test level is available. For more information, please refer to the help article.

Expected Progress - English

Table 5.2.2: Expected Progress in English Key Stage 2 to Key Stage 4 - sublevel variation

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, including sub-levels.

Number of Pupils		Key Stage 4 English / English Language grade											Total Number of Pupils	Number Achieving Expected Progress	School Percentage Achieving Expected Progress	National Percentage Achieving Expected Progress
		sub level	no KS4 result	U	G	F	E	D	C	B	A	A*				
KS2 English attainment	Other or no prior available		3	0	3	5	12	14	20	5	2	0	10	7	70%	45%
	W		0	0	0	0	0	0	0	0	0	0	0	0	0%	18%
	1		0	0	0	0	0	0	0	0	0	0	0	0	0%	36%
	2		0	0	0	1	2	3	0	0	0	0	6	5	83%	49%
	3	3C		0	0	0	0	0	3	1	0	0	4	4	100%	40%
		3B		0	0	0	0	2	4	0	0	0	6	4	67%	58%
		3A		0	0	1	3	3	5	5	0	1	18	11	61%	71%
	4	4C		0	0	0	1	3	9	3	2	0	18	5	28%	54%
		4B		0	0	0	0	1	4	7	1	1	14	9	64%	75%
		4A		0	0	0	0	0	4	5	3	1	13	9	69%	88%
	5	5C		0	0	0	0	0	0	3	6	7	17	14	82%	75%
		5B		0	0	0	0	0	0	0	2	2	5	5	100%	93%
		5A		0	0	0	0	0	0	0	0	0	0	0	0%	99%
Summary												111	73	66%	71%	

Total Cohort	165
---------------------	-----

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

Expected Progress - English

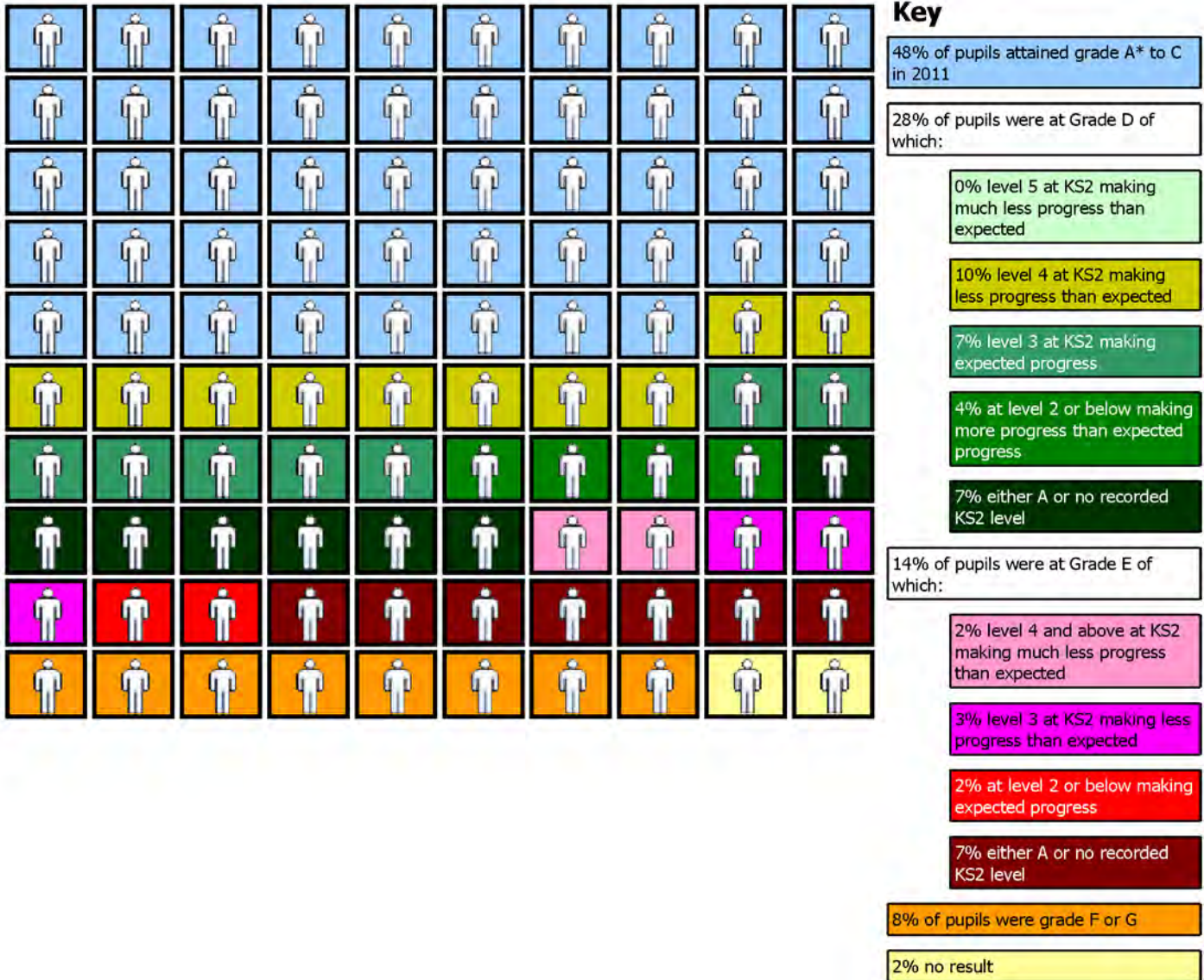
The calculation of expected progress changed in 2011 to include Key Stage 2 teacher assessments, where no appropriate test level is available. For more information, please refer to the help article.

Pupil Progress - English

Chart 5.3.1: Pupil Progress Key Stage 2 to 4 English

For 2011 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



Summary	% A* - C
English Level C+	48
National	68

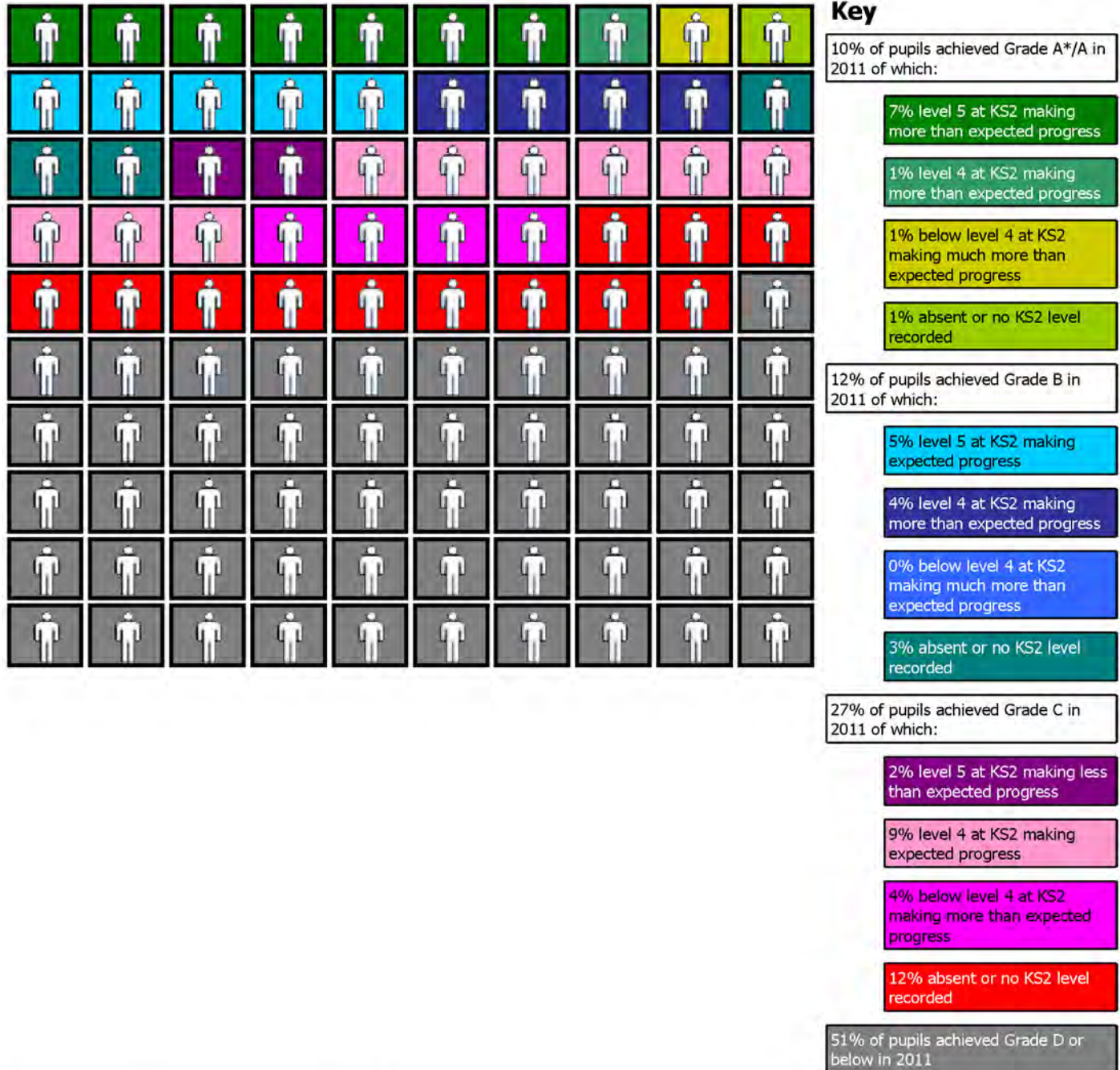
Proportion below level C who are:	%
FSM	31
Statemented SEN	2
BME	78
Boys	67
Cohort size	
	165

Pupil Progress - English

Chart 5.3.2: Pupil Progress Key Stage 2 to 4 High Attainers in English

For 2011 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.



Summary	% A* - C
School	48
National	68
Cohort size	
	165

Expected Progress - mathematics

Table 5.4.1: Expected Progress in mathematics Key Stage 2 to Key Stage 4

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	School Percentage Achieving Expected Progress	National Percentage Achieving Expected Progress
		no KS4 result	U	G	F	E	D	C	B	A	A*				
KS2 Mathematics attainment	Other or no prior available	0	7	3	6	4	12	12	6	9	5	27	20	74%	54%
	W	0	0	0	0	0	0	0	0	0	0	0	0	0%	20%
	1	0	0	1	0	0	0	0	0	0	0	1	0	0%	17%
	2	0	0	0	0	3	0	0	0	0	0	3	3	100%	19%
	3	0	0	0	9	3	8	9	4	0	0	33	21	64%	39%
	4	0	0	1	0	3	4	19	11	3	0	41	33	80%	68%
	5	0	0	0	0	1	0	2	5	10	5	23	20	87%	79%
Summary												128	97	76%	64%

Total Cohort	165
---------------------	-----

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

The calculation of expected progress changed in 2011 to include Key Stage 2 teacher assessments, where no appropriate test level is available. For more information, please refer to the help article.

Expected Progress - mathematics

Table 5.4.2: Expected Progress in mathematics Key Stage 2 to Key Stage 4 - sublevel variation

This table shows the number of pupils attaining each mathematics Key Stage 4 grade and their corresponding mathematics Key Stage 2 prior attainment, including sub-levels.

Number of Pupils		Key Stage 4 Mathematics grade											Total Number of Pupils	Number Achieving Expected Progress	School Percentage Achieving Expected Progress	National Percentage Achieving Expected Progress	
		sub level	no KS4 result	U	G	F	E	D	C	B	A	A*					
KS2 Mathematics attainment	Other or no prior available		0	7	3	6	4	12	12	6	9	5	27	20	74%	54%	
	W		0	0	0	0	0	0	0	0	0	0	0	0	0%	20%	
	1		0	0	1	0	0	0	0	0	0	0	1	0	0%	17%	
	2		0	0	0	0	3	0	0	0	0	0	3	3	100%	19%	
	3	3C		0	0	0	7	0	2	3	0	0	0	12	5	42%	19%
		3B		0	0	0	1	0	3	4	2	0	0	10	9	90%	36%
		3A		0	0	0	1	3	3	2	2	0	0	11	7	64%	54%
	4	4C		0	0	1	0	0	2	4	1	0	0	8	5	63%	47%
		4B		0	0	0	0	1	1	10	3	2	0	17	15	88%	69%
		4A		0	0	0	0	2	1	5	7	1	0	16	13	81%	86%
	5	5C		0	0	0	0	1	0	1	1	4	1	8	6	75%	65%
		5B		0	0	0	0	0	0	1	3	3	0	7	6	86%	85%
		5A		0	0	0	0	0	0	0	1	3	4	8	8	100%	97%
Summary													128	97	76%	64%	

Total Cohort	165
---------------------	-----

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

Expected Progress - mathematics

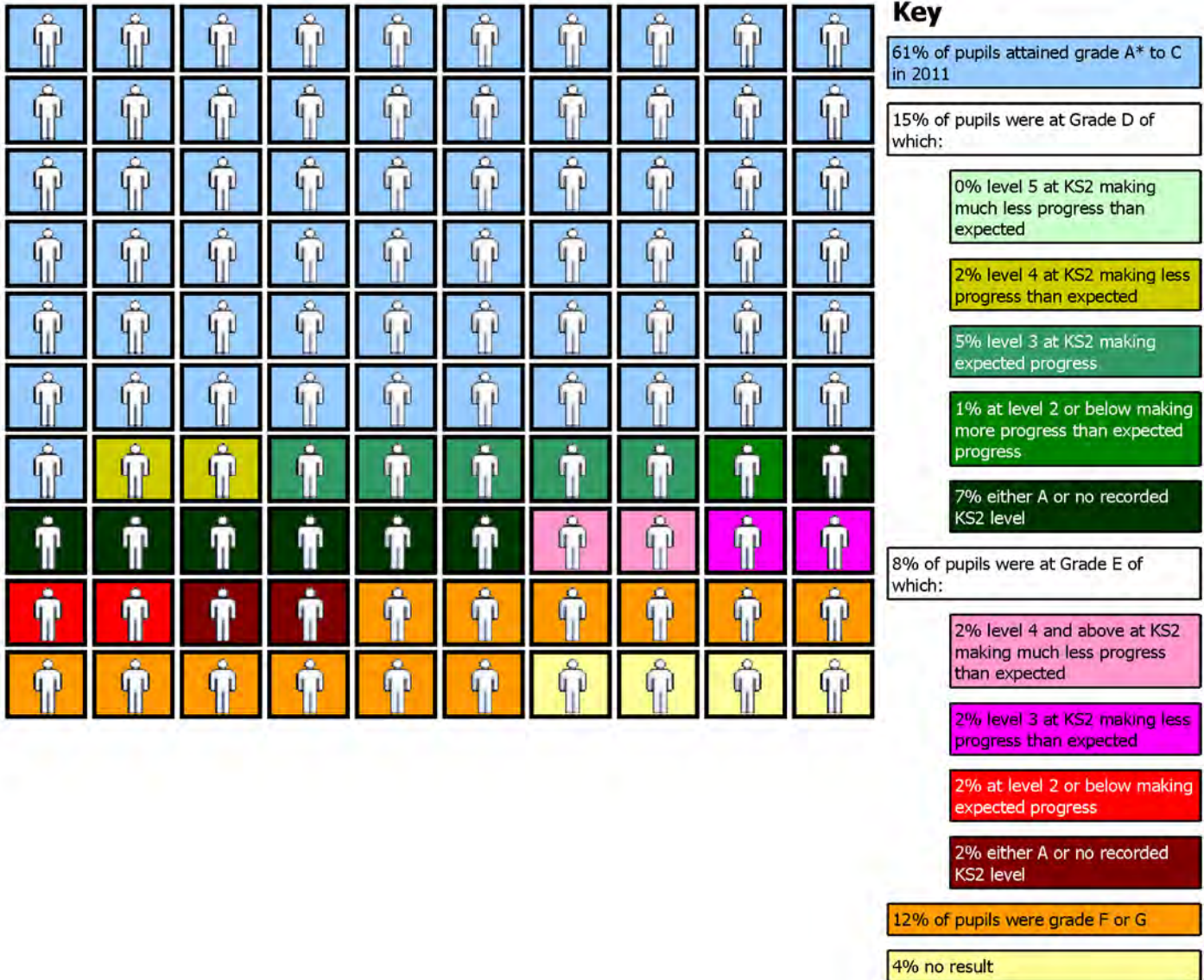
The calculation of expected progress changed in 2011 to include Key Stage 2 teacher assessments, where no appropriate test level is available. For more information, please refer to the help article.

Pupil Progress - mathematics

Chart 5.5.1: Pupil Progress Key Stage 2 to 4 mathematics

For 2011 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



Summary	% A* - C
Mathematics Level C+	61
National	64

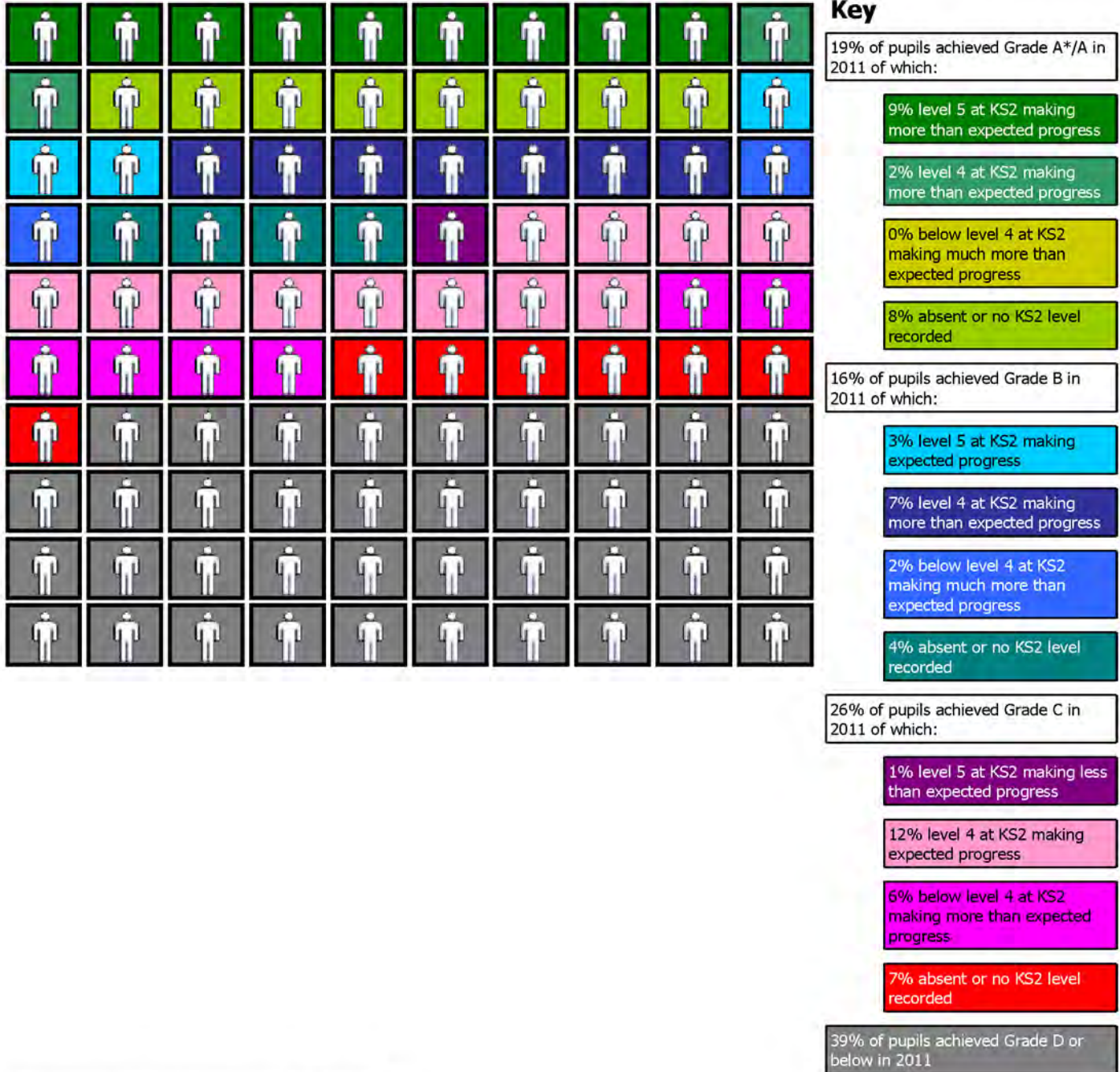
Proportion below level C who are:	%
FSM	29
Statemented SEN	3
BME	82
Boys	65
Cohort size	165

Pupil Progress - mathematics

Chart 5.5.2: Pupil Progress Key Stage 2 to 4 High Attainers in mathematics

For 2011 results, Mathematics

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



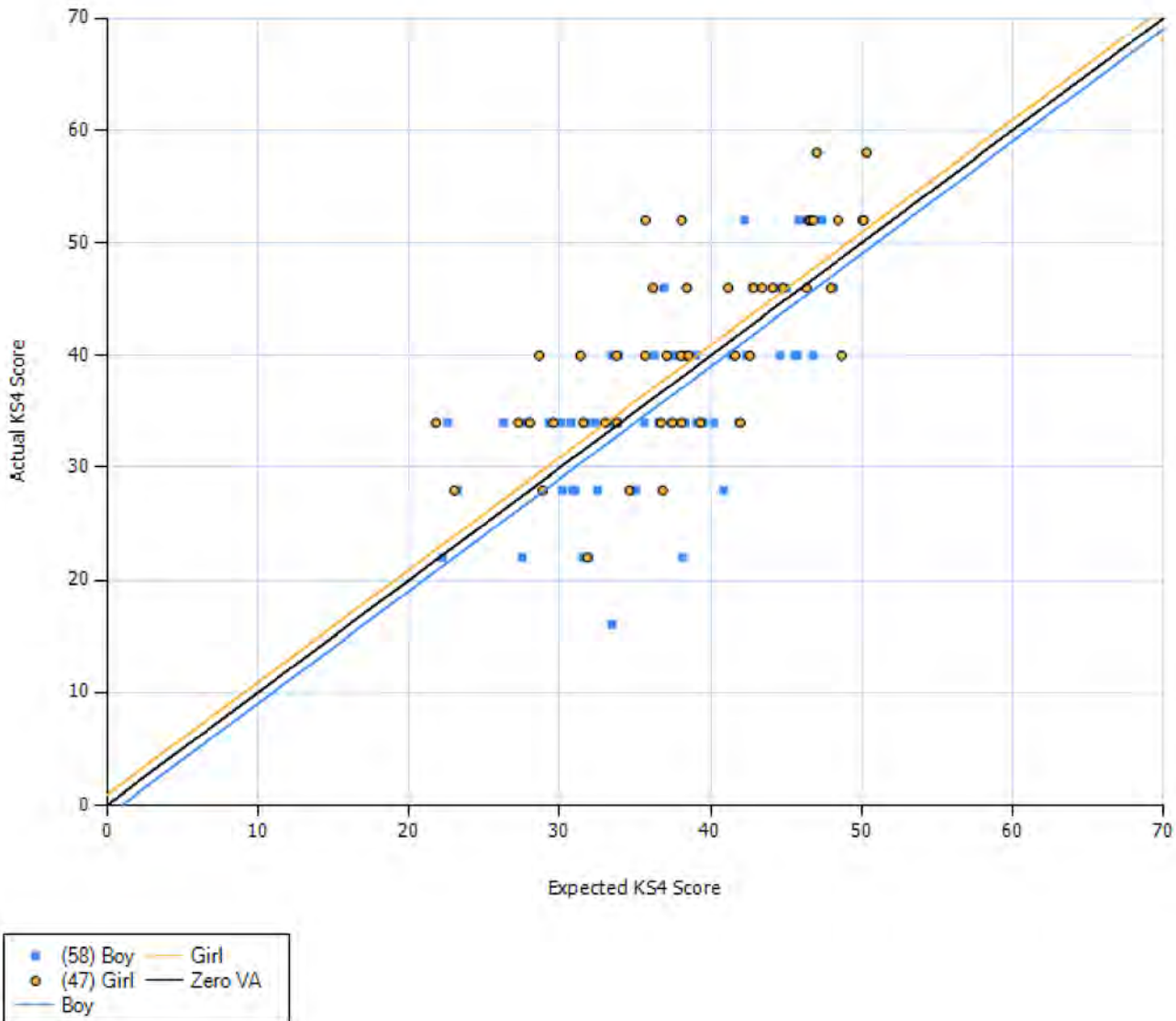
Summary	% A* - C
School	61
National	64
Cohort size	
	165

Progress Measures Value Added

Chart 5.6.1: Key Stage 2 to Key Stage 4 value added analysis by subject and by pupil (English)

2011 English subject area value added line, showing spread of pupils by gender

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



Coverage 64%

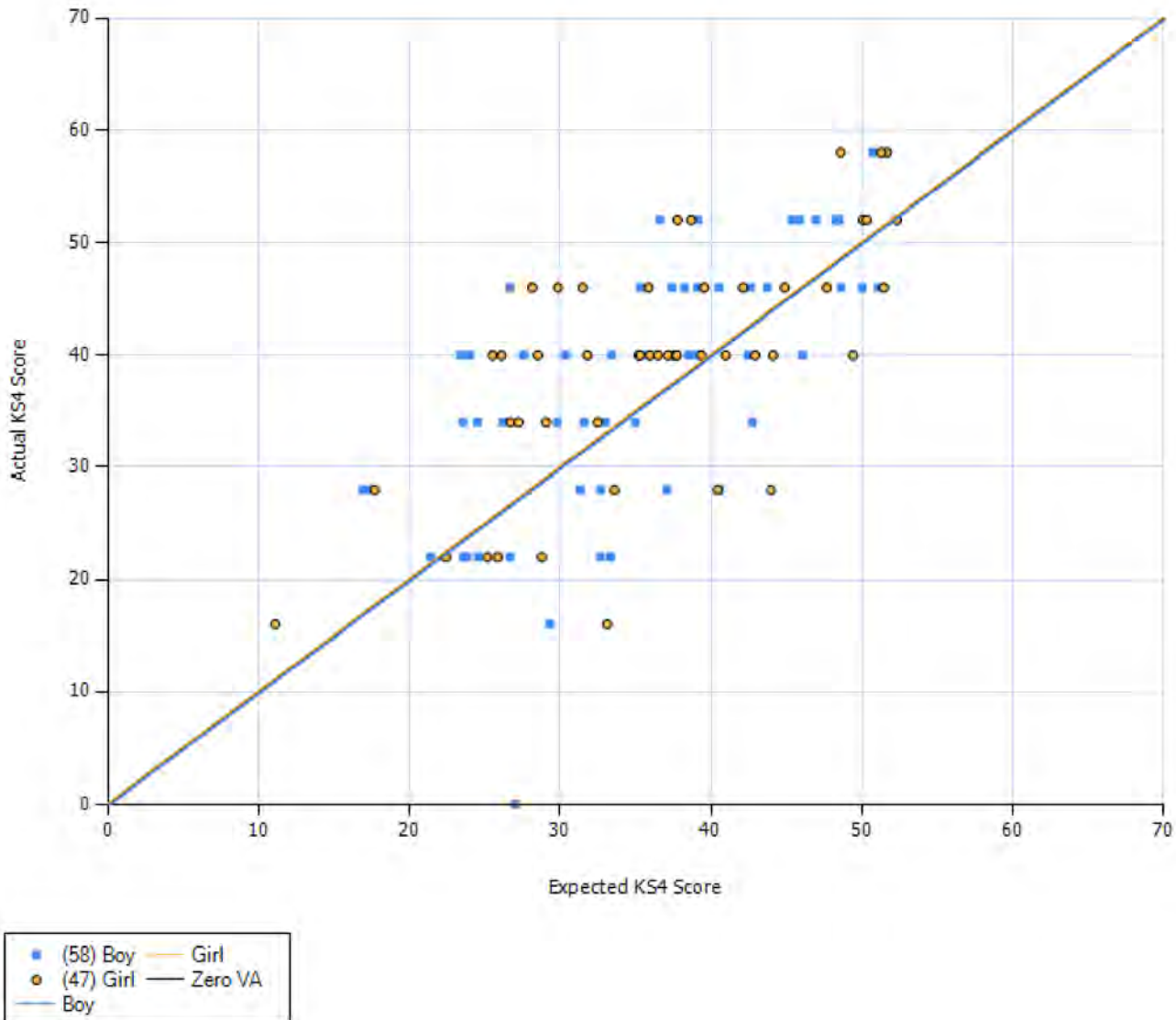
The information displayed is based on gender, but other group variants can be displayed using the interactive report.

Progress Measures Value Added

Chart 5.6.2: Key Stage 2 to Key Stage 4 value added analysis by subject and by pupil (Mathematics)

2011 Mathematics subject area value added line, showing spread of pupils by gender

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



Coverage 64%

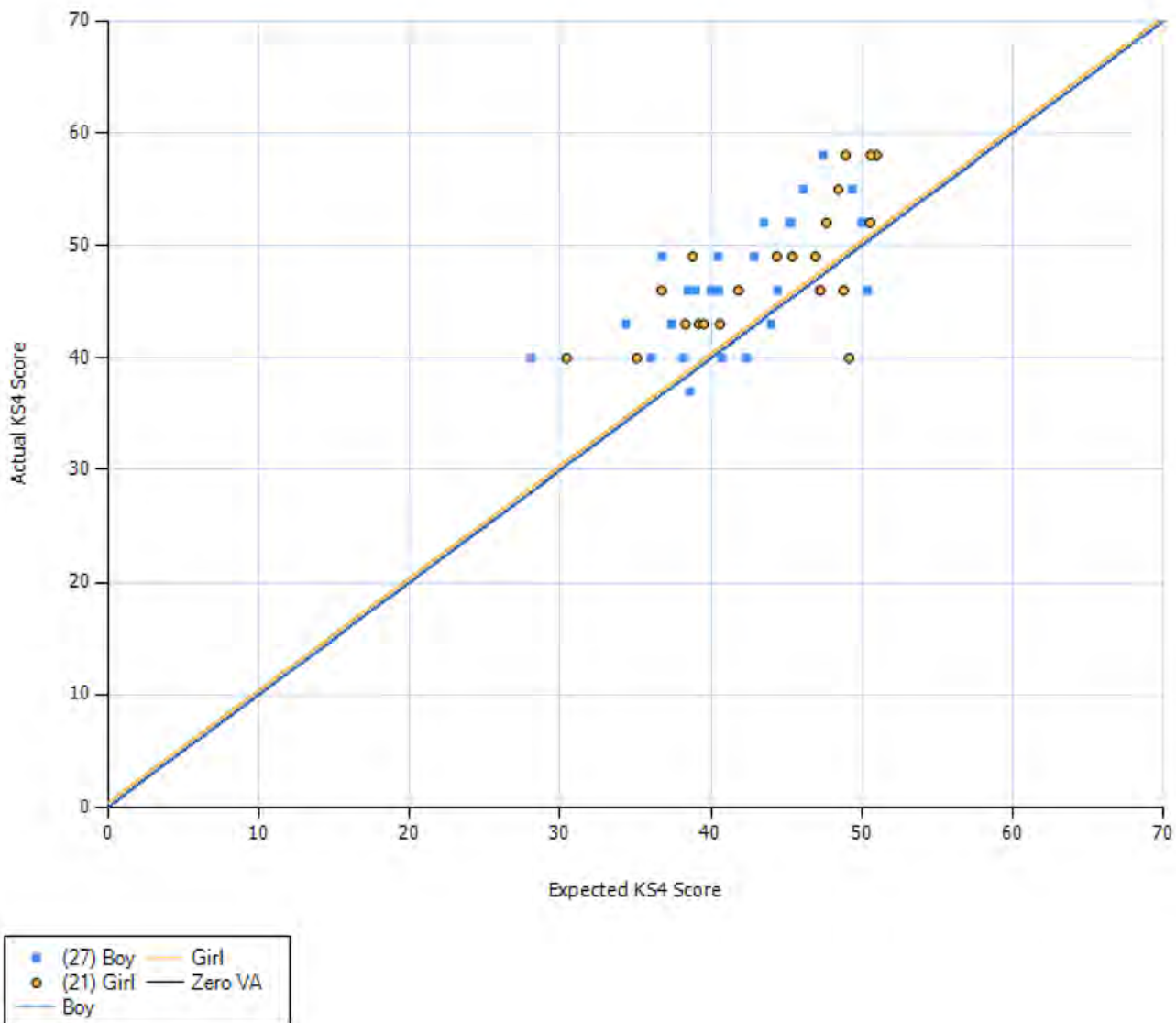
The information displayed is based on gender, but other group variants can be displayed using the interactive report.

Progress Measures Value Added

Chart 5.6.3: Key Stage 2 to Key Stage 4 value added analysis by subject and by pupil (Science)

2011 Science subject area value added line, showing spread of pupils by gender

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



Coverage 29%

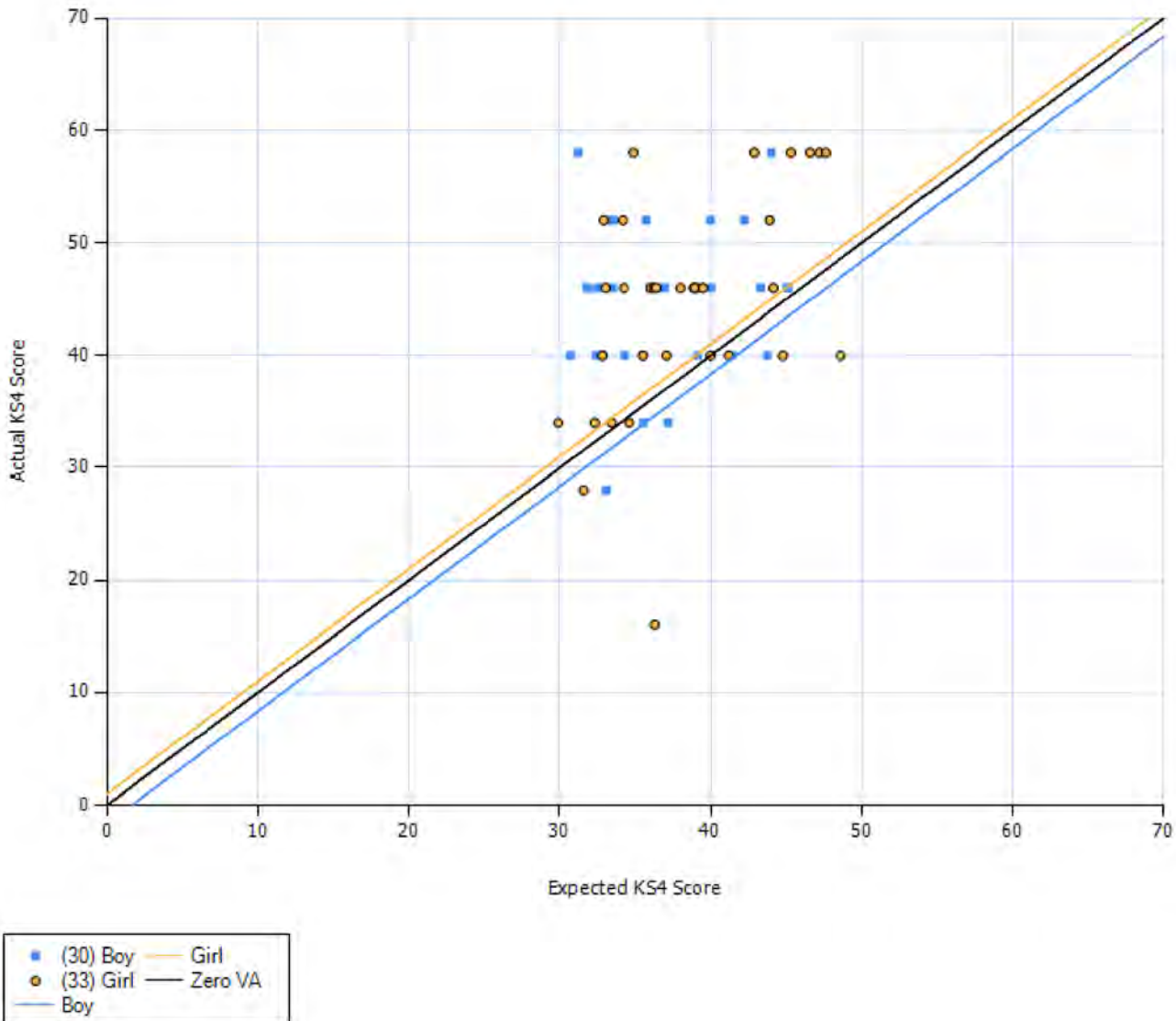
The information displayed is based on gender, but other group variants can be displayed using the interactive report.

Progress Measures Value Added

Chart 5.6.4: Key Stage 2 to Key Stage 4 value added analysis by subject and by pupil (Languages)

2011 Languages subject area value added line, showing spread of pupils by gender

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



Coverage 38%

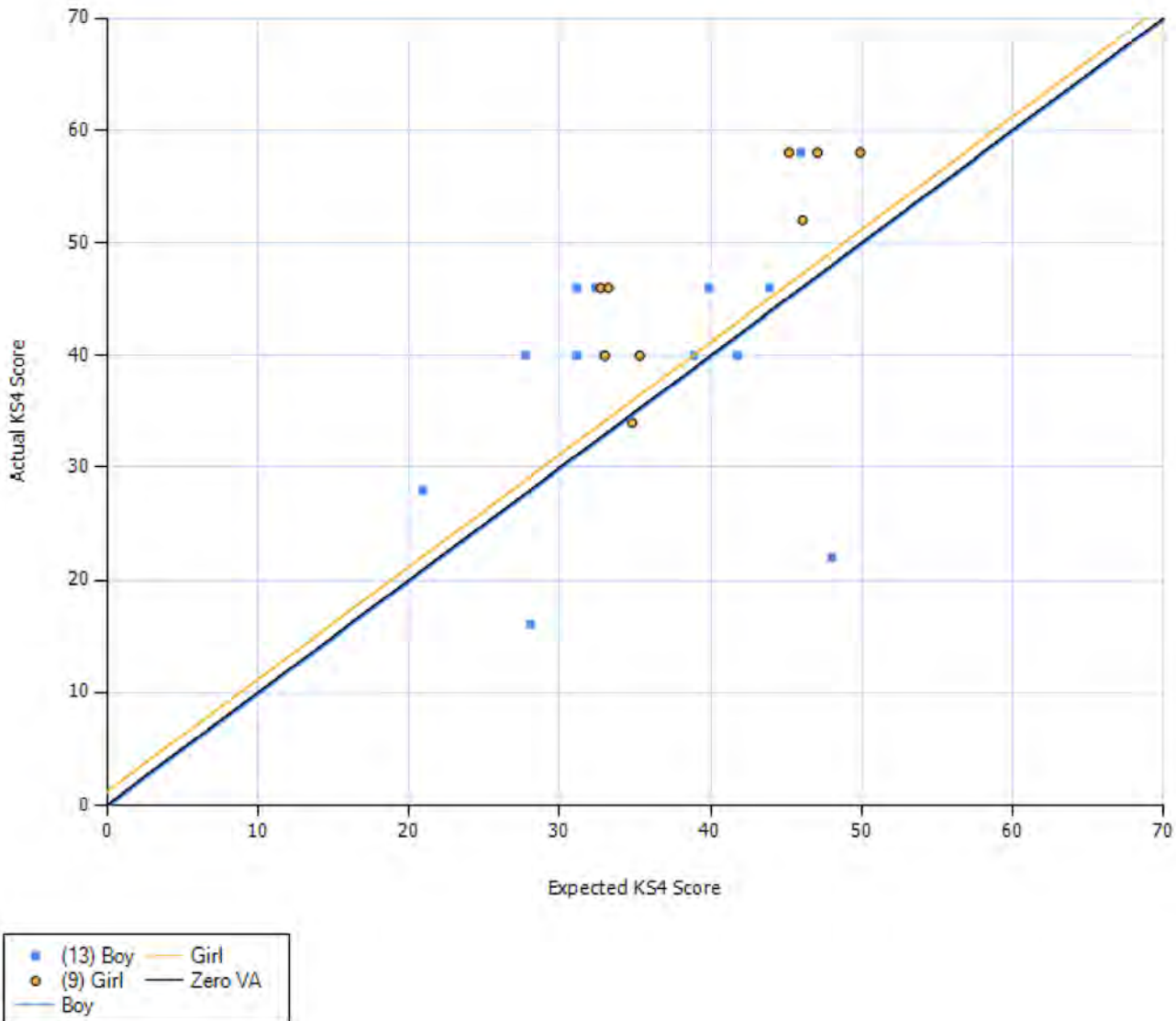
The information displayed is based on gender, but other group variants can be displayed using the interactive report.

Progress Measures Value Added

Chart 5.6.5: Key Stage 2 to Key Stage 4 value added analysis by subject and by pupil (Humanities)

2011 Humanities subject area value added line, showing spread of pupils by gender

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



Coverage 13%

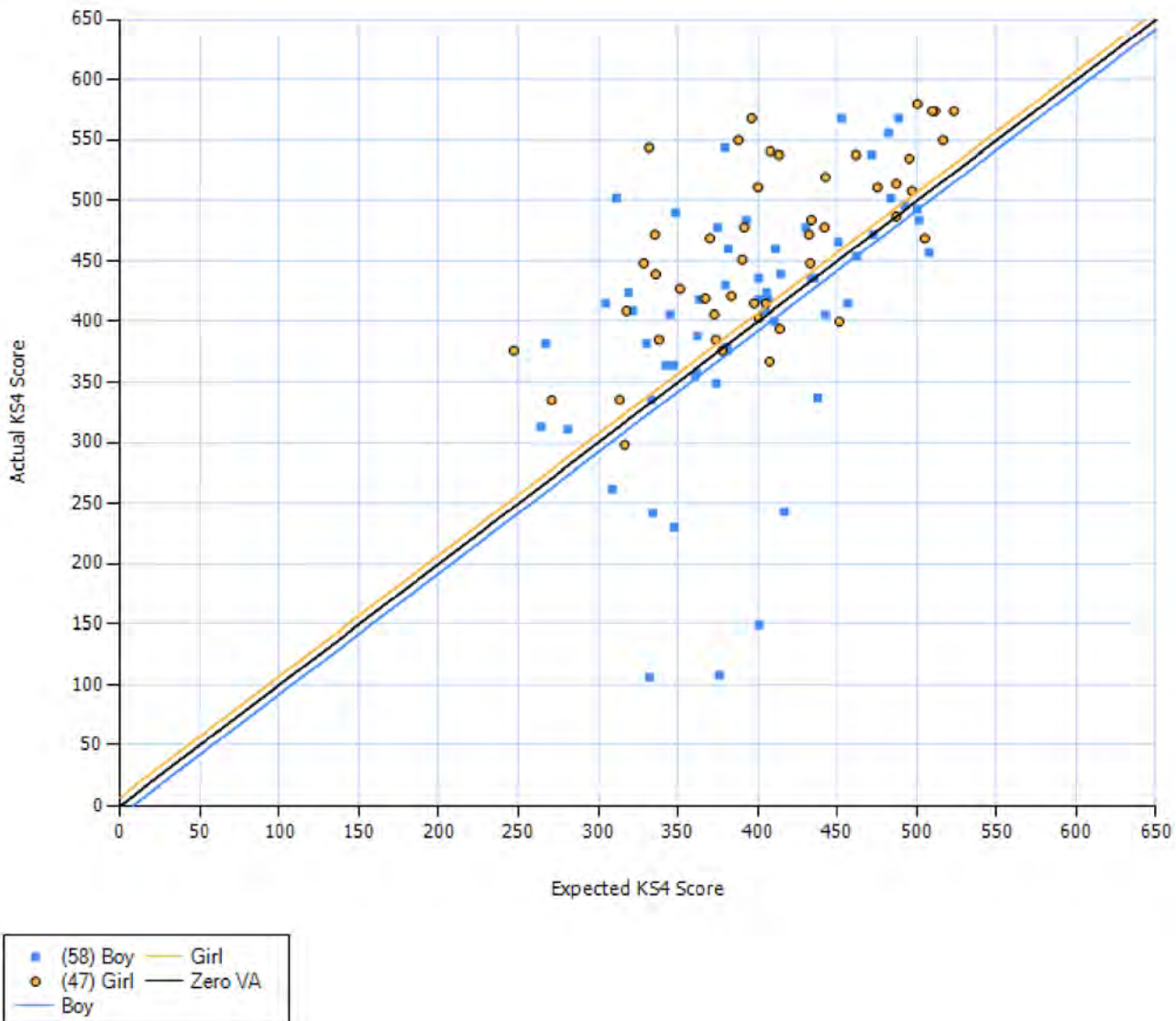
The information displayed is based on gender, but other group variants can be displayed using the interactive report.

Progress Measures Value Added

Chart 5.6.6: Key Stage 2 to Key Stage 4 value added analysis by pupil (Gender)

2011 Best 8 including English and mathematics subject area value added line, showing spread of pupils by gender

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



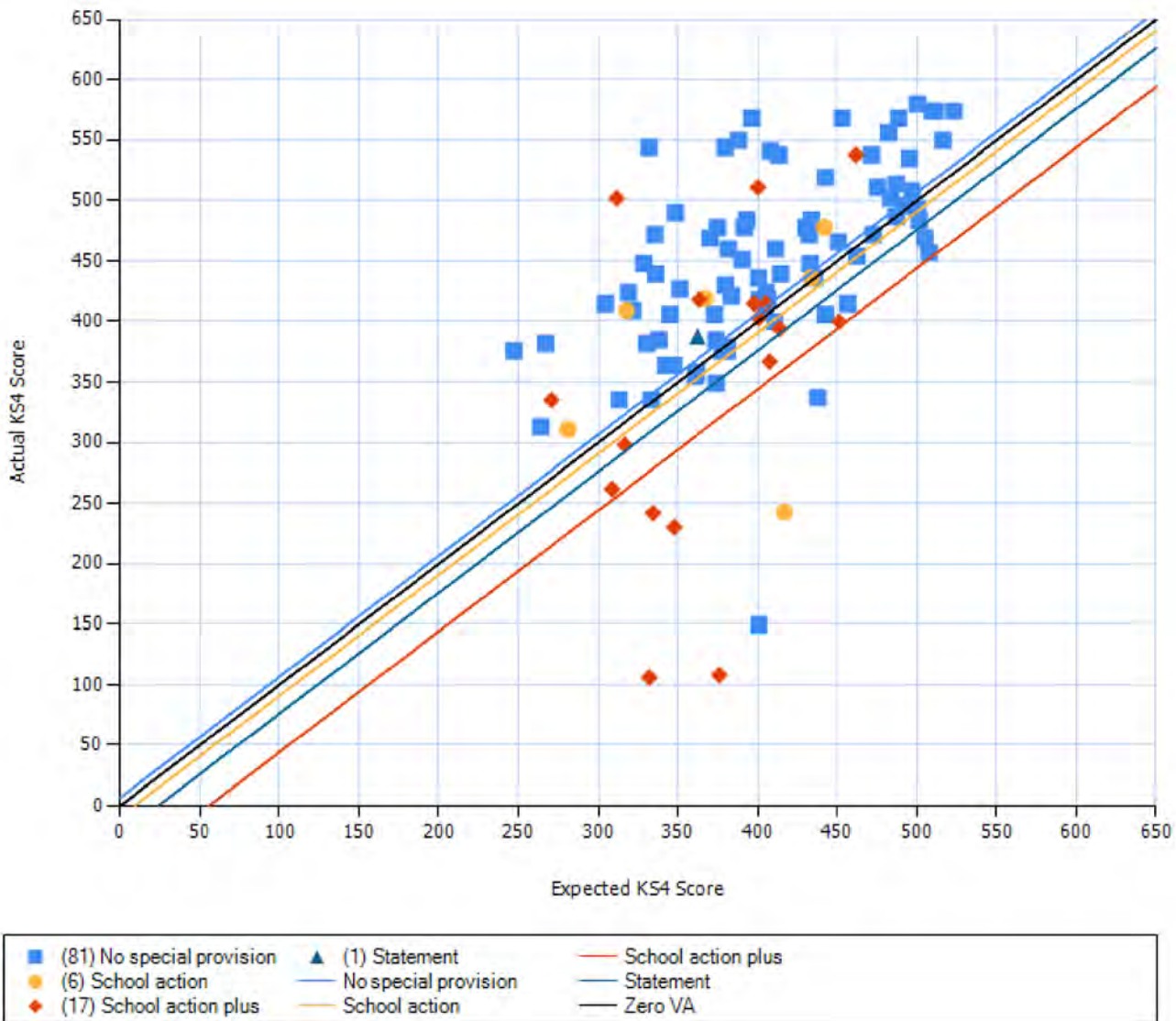
Coverage 100%

Progress Measures Value Added

Chart 5.6.7: Key Stage 2 to Key Stage 4 value added analysis by pupil (SEN)

2011 Best 8 including English and mathematics subject area value added line, showing spread of pupils by special educational needs

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



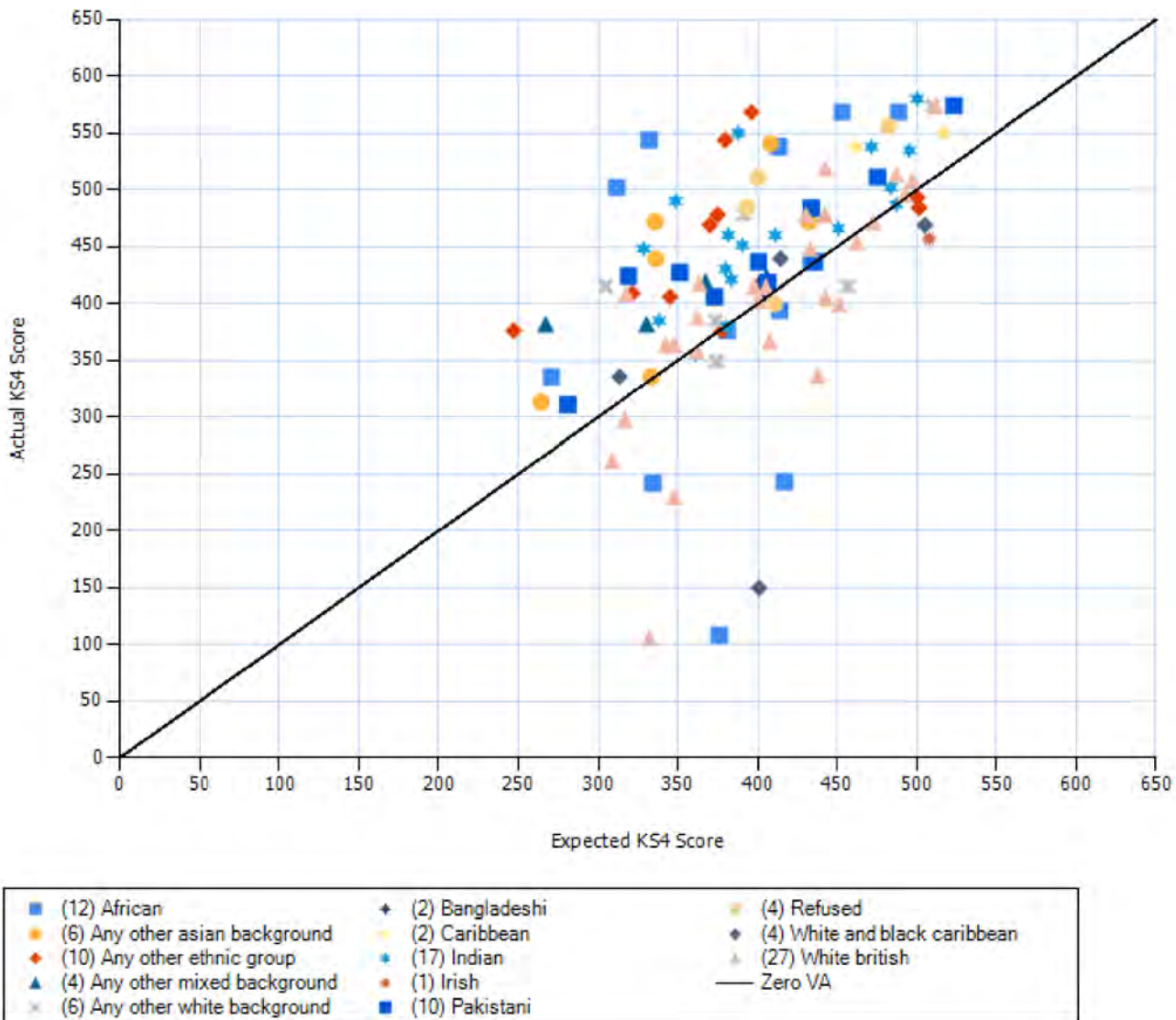
Coverage 100%

Progress Measures Value Added

Chart 5.6.8: Key Stage 2 to Key Stage 4 value added analysis by pupil (main ethnic code)

2011 Best 8 including English and mathematics subject area value added line, showing spread of pupils by main ethnic code

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



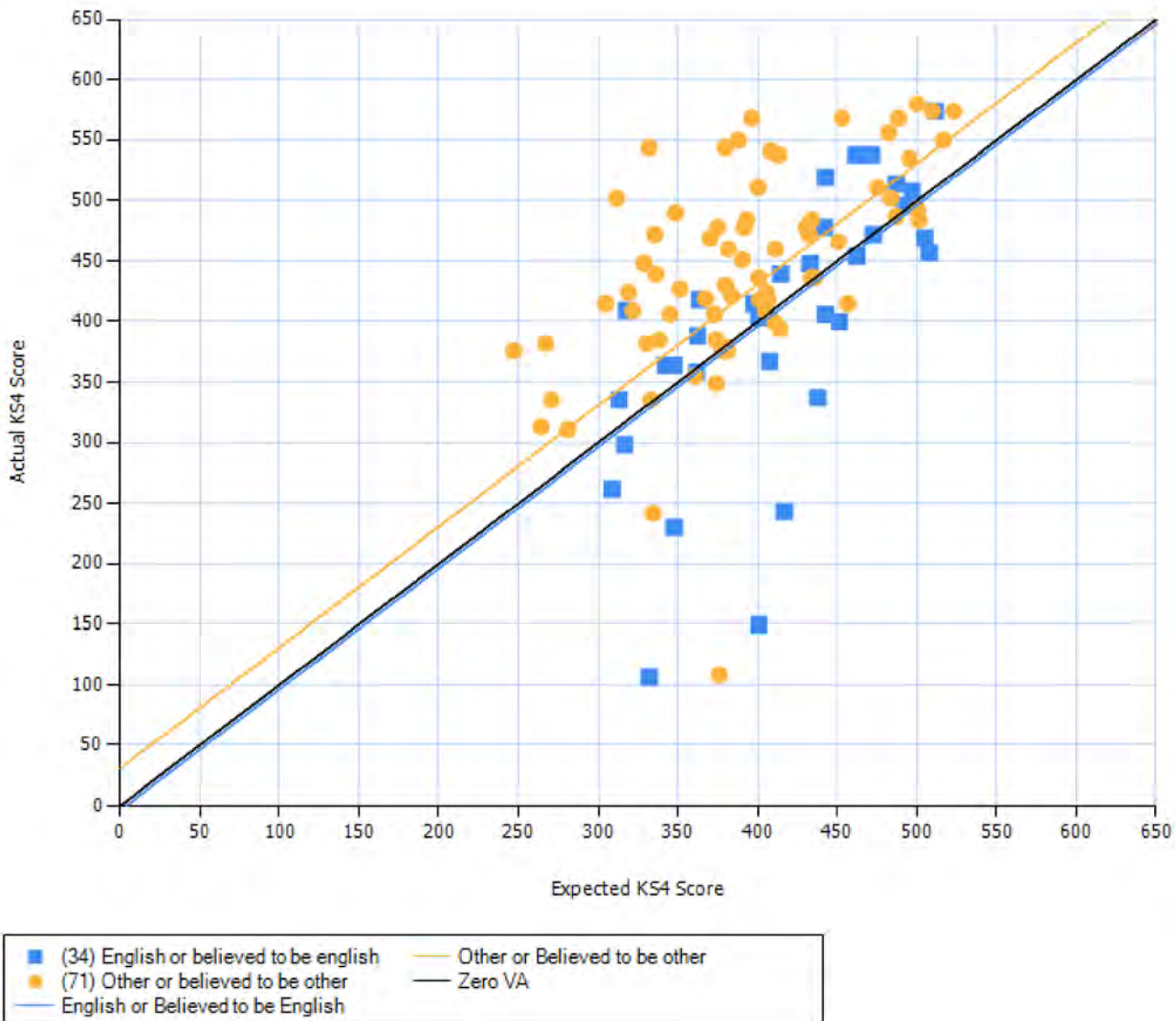
Coverage 100%

Progress Measures Value Added

Chart 5.6.9: Key Stage 2 to Key Stage 4 value added analysis by pupil (EAL)

2011 Best 8 including English and mathematics subject area value added line, showing spread of pupils by first language

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



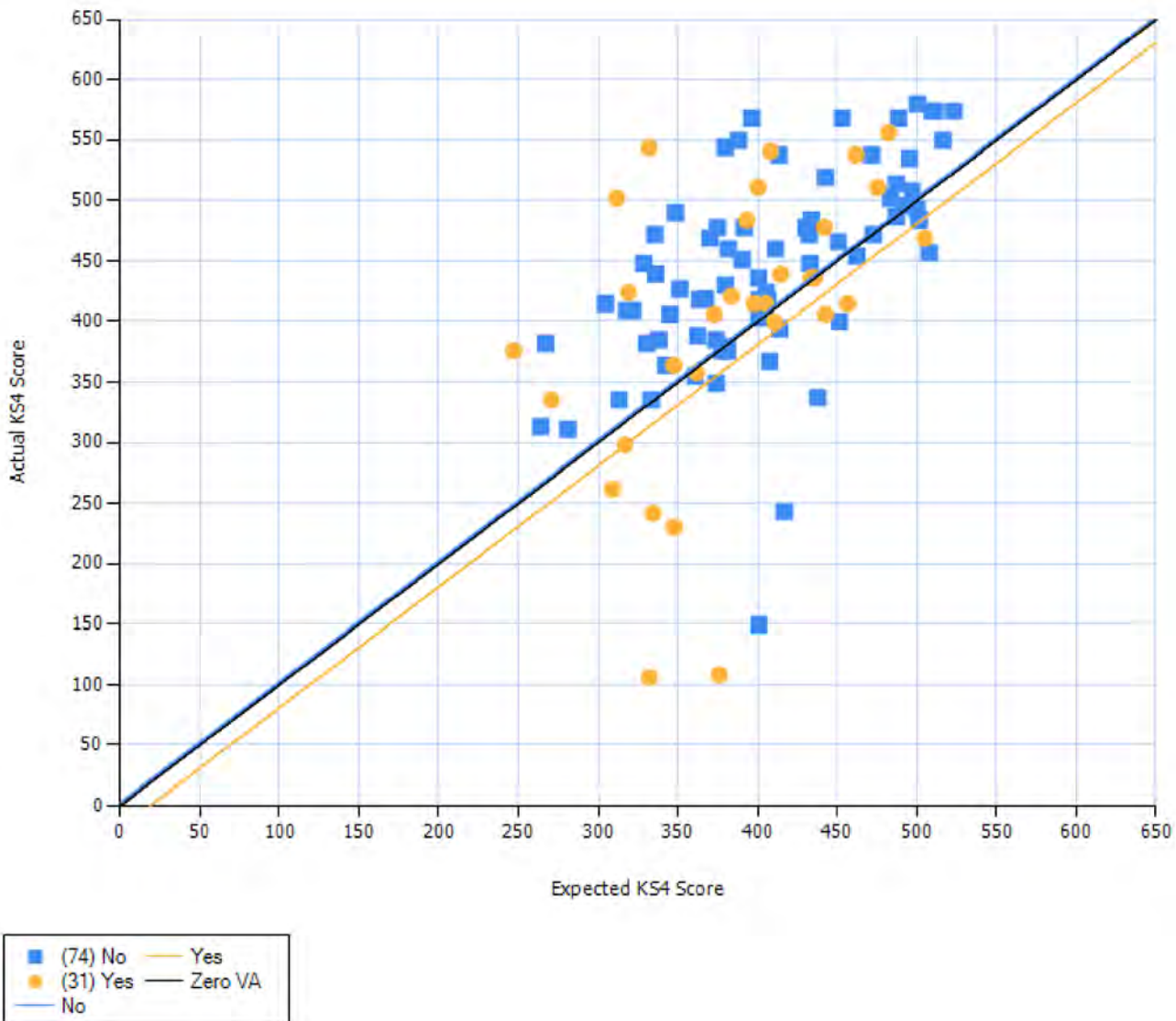
Coverage 100%

Progress Measures Value Added

Chart 5.6.10: Key Stage 2 to Key Stage 4 value added analysis by pupil (FSM)

2011 Best 8 including English and mathematics subject area value added line, showing spread of pupils by free school meal eligibility

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



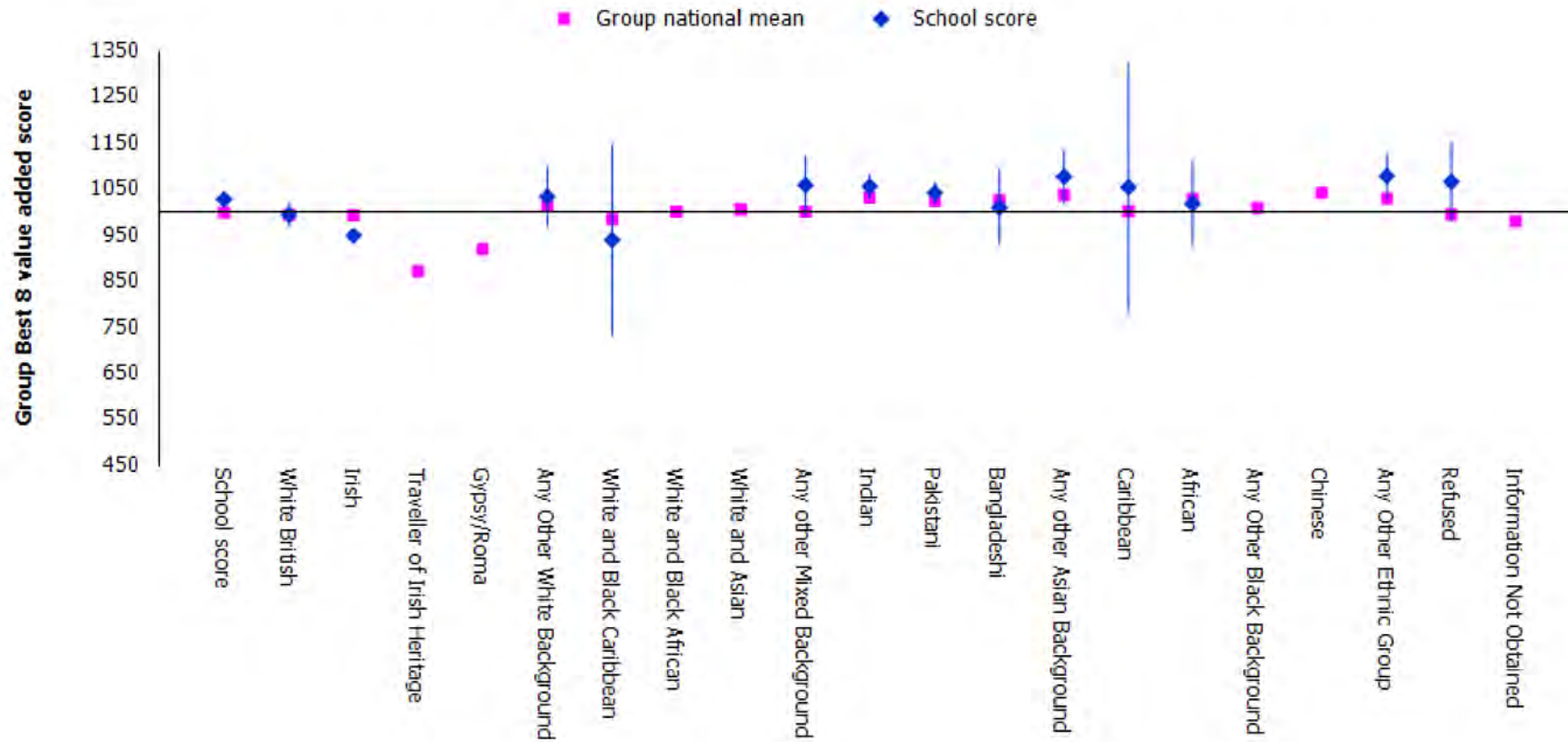
Progress Measures Value Added

Chart 5.6.11 and Table 5.6.12: Key Stage 2 to Key Stage 4 value added: performance of groups within school - ethnic backgrounds

Best 8 including English and Mathematics value added

This report provides the Best 8 including English and Mathematics value added measure for particular ethnic groups within the school relative to both the national mean of 1,000 and the national mean for each group. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national values, sig+ or sig- is shown. This can also be seen on the graph where confidence intervals do not cross the national average line.

School Best 8 including English and Mathematics value added for groups within the school 2011



Progress Measures Value Added

	School score	White British	Irish	Traveller of Irish Heritage	Gypsy/Roma	Any Other White Background	White and Black Caribbean	White and Black African	White and Asian	Any other Mixed Background	Indian	Pakistani	Bangladeshi	Any other Asian Background	Caribbean	African	Any Other Black Background	Chinese	Any Other Ethnic Group	Refused	Information Not Obtained
Cohort for VA	105	27	1	0	0	6	4	0	0	4	17	10	2	6	2	12	0	0	10	4	0
School Score	1028.5	995.2	949.3	-	-	1034.3	939.9	-	-	1059.2	1056.4	1042.8	1010.6	1077.2	1055.0	1019.1	-	-	1078.9	1066.3	-
95% confidence interval	12.6	25.8	-	-	-	65.1	207.6	-	-	64.3	25.0	21.7	81.4	57.7	270.3	91.3	-	-	49.5	85.0	-
Group national mean	1000.0	995.4	994.4	872.6	920.3	1017.3	985.4	1001.9	1006.5	1002.1	1031.8	1024.4	1026.9	1037.5	1002.7	1029.6	1010.3	1042.5	1030.3	995.9	981.3
Significance from national average for group	Sig+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Significance from overall national average	Sig+	-	-	-	-	-	-	-	-	Sig+	Sig+	-	Sig+	-	-	-	-	-	Sig+	-	-

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

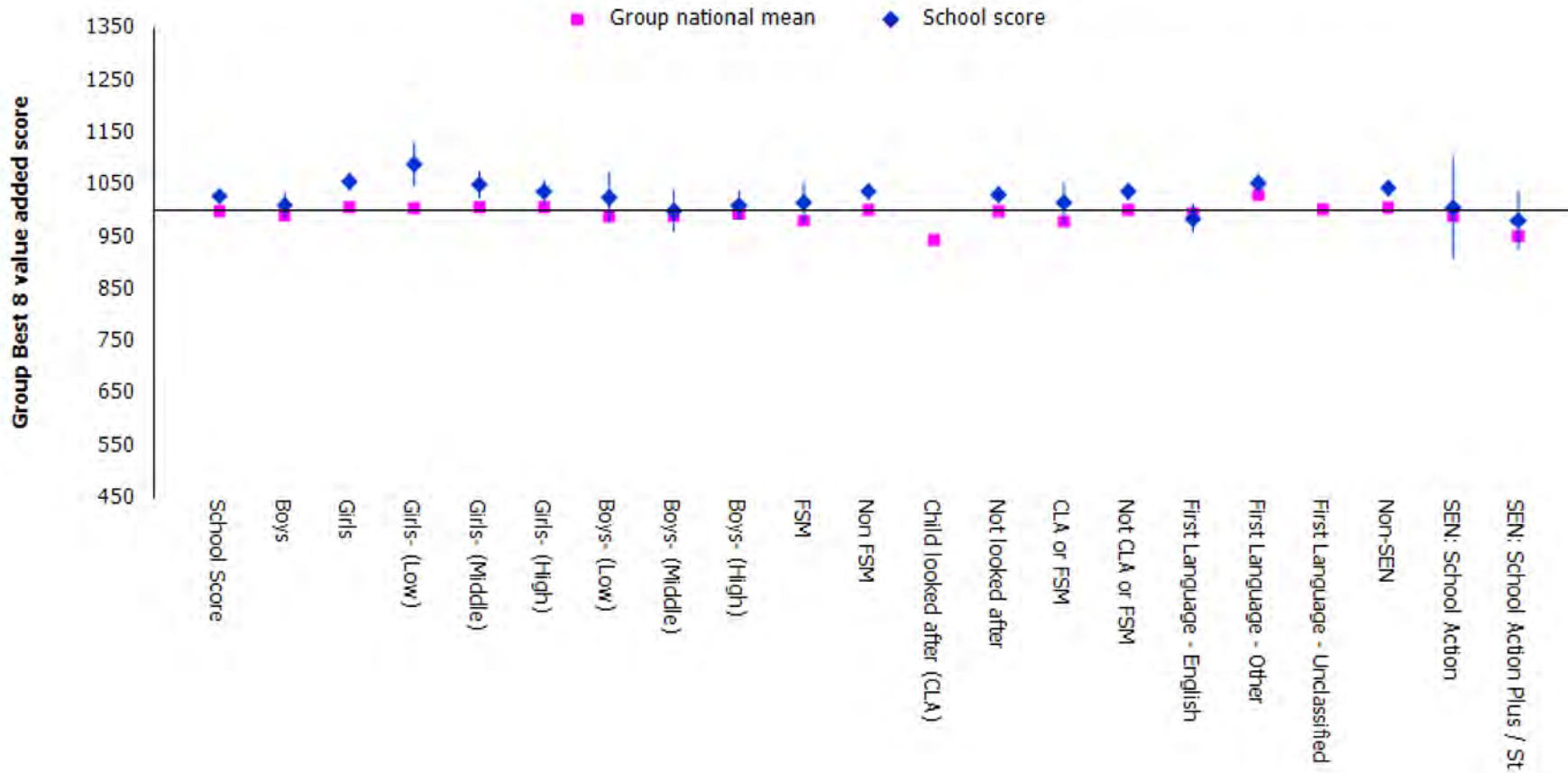
Progress Measures Value Added

Chart 5.6.13 and Table 5.6.14: Key Stage 2 to Key Stage 4 value added: performance of groups within school - pupil characteristics

Best 8 including English and Mathematics value added

This report provides the Best 8 including English and Mathematics value added measure for particular groups within the school relative to both the national mean of 1,000 and the national mean for each group. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national values, sig+ or sig- is shown. This can also be seen on the graph where confidence intervals do not cross the national average line.

School Best 8 including English and Mathematics value added for groups within the school 2011



Progress Measures Value Added

	School Score	Boys	Girls	Girls- (Low)	Girls- (Middle)	Girls- (High)	Boys- (Low)	Boys- (Middle)	Boys- (High)	FSM	Non FSM	Child looked after (CLA)	Not looked after	CLA or FSM	Not CLA or FSM	First Language - English	First Language - Other	First Language - Unclassified	Non-SEN	SEN: School Action	SEN: School Action Plus / Stat
Cohort for VA	105	58	47	11	24	12	19	27	12	31	74	0	105	31	74	34	71	0	81	6	18
School Score	1028.5	1011.1	1056.2	1089.3	1050.7	1037.1	1025.8	1000.8	1011.0	1016.2	1037.6	-	1031.3	1016.2	1037.6	985.3	1053.3	-	1044.2	1006.3	981.7
95% confidence interval	12.6	23.6	16.8	41.8	25.3	21.4	47.4	39.3	27.2	37.5	15.8	-	15.4	37.5	15.8	27.8	16.6	-	14.6	97.6	55.2
Group national mean	1000.0	992.1	1007.2	1005.9	1007.5	1007.3	990.2	990.9	994.9	981.0	1002.4	943.7	999.9	979.8	1002.8	996.3	1030.9	1003.3	1006.7	990.9	951.3
Significance from national average for group	Sig+		Sig+	Sig+	Sig+	Sig+					Sig+	-	Sig+		Sig+		Sig+	-		Sig+	
Significance from overall national average	Sig+		Sig+	Sig+	Sig+	Sig+					Sig+	-	Sig+		Sig+		Sig+	-		Sig+	

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

Expected Progress English, mathematics

Table 5.7.1: Key Stage 2 to Key Stage 4 performance - percentage making expected progress, School and National

This report shows the percentage of students making expected progress in English, mathematics.
The value added methodology has changed in 2011 for the Expected Progress reports.
Significance tests have been performed on the data.

	English				Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig
All Pupils	111	66	71		128	76	64	Sig+
Gender								
Male	58	57	66		69	74	62	Sig+
Female	53	75	76		59	78	66	
Free School Meals								
FSM	28	64	55		33	73	45	Sig+
Non FSM	83	66	74		95	77	67	Sig+
Children Looked After								
CLA	-	-	37	-	-	-	29	-
Not CLA	111	66	71		128	76	64	Sig+
Free School Meals Or Children Looked After								
CLA or FSM	28	64	54		33	73	44	Sig+
Not CLA or FSM	83	66	74		95	77	67	Sig+
Attainment at KS2								
Low	28	54	47		28	61	26	Sig+
Middle	49	61	70		50	76	64	
High	24	88	87	-	24	92	85	-
English as a First Language								
English or believed to be English	33	48	71	Sig-	32	63	63	
Other than English or believed to be other than English	76	75	77		94	82	75	
Unclassified	2	0	26	-	2	0	24	-
Special Educational Needs								
No Identified SEN	89	69	78	Sig-	105	81	73	
SEN without a statement	21	52	52		22	55	39	
School Action	5	60	56	-	6	50	43	-
School Action Plus	16	50	43		16	56	31	-
SEN with a statement	1	100	26	-	1	0	20	-
Ethnicity Group								
White								
British	26	46	70	Sig-	25	68	63	
Irish	1	100	77	-	1	100	71	-
Traveller of Irish Heritage	-	-	34	-	-	-	23	-

Expected Progress English, mathematics

	English				Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig
Gypsy/Roma	-	-	25	-	-	-	18	-
Any Other White Background	10	70	75	-	13	69	73	-
Mixed								
White and Black Caribbean	4	25	66	-	4	25	54	-
White and Black African	-	-	73	-	-	-	67	-
White and Asian	-	-	79	-	-	-	73	-
Any other Mixed Background	4	75	75	-	4	50	70	-
Asian or Asian British								
Indian	20	65	86	-	21	90	84	-
Pakistani	10	80	73	-	10	90	68	-
Bangladeshi	2	100	79	-	2	100	74	-
Any other Asian Background	6	67	81	-	12	92	84	-
Black or Black British								
Black Caribbean	2	100	70	-	2	100	62	-
Black African	9	78	80	-	12	58	77	-
Any Other Black Background	-	-	75	-	-	-	66	-
Chinese	-	-	88	-	-	-	95	-
Any Other Ethnic Group	11	91	77	-	16	81	76	-
Unclassified - Refused	4	75	72	-	4	100	66	-
Unclassified - Information Not Obtained	2	0	26	-	2	0	23	-

Expected Progress is defined as making 3 levels of progress from Key Stage 2 to Key Stage 4. Significance tests have been performed on the data. A blank space means that a significance test has been carried out and the result for school or ethnic group is not significantly different from the national average. If the formula indicates that the test cannot be run on the particular dataset, then a dash is displayed.

Value Added

Table 5.8.1: Key Stage 2 to Key Stage 4 value added Summary Report

This report summarises the VA scores in the school. 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, it is highlighted in green (sig+) or blue (sig-).


Data is only available from 2011.


	Number of pupils in latest year	Value Added					
		2009		2010		2011	
		School	National	School	National	School	National
All Pupils	105	-	-	-	-	1028.5	1000.0
Gender							
Boys	58	-	-	-	-	1011.1	992.1
Girls	47	-	-	-	-	1056.2	1007.2
Free School Meals							
FSM	31	-	-	-	-	1016.2	981.0
Non FSM	74	-	-	-	-	1037.6	1002.4
Children Looked After							
CLA	0	-	-	-	-	-	943.7
Not CLA	105	-	-	-	-	1031.3	999.9
Free School Meals Or Children Looked After							
CLA or FSM	31	-	-	-	-	1016.2	979.8
Not CLA or FSM	74	-	-	-	-	1037.6	1002.8
Prior Attainment							
Low	30	-	-	-	-	1049.1	997.4
Middle	51	-	-	-	-	1024.2	999.2
High	24	-	-	-	-	1024.0	1001.2
English as a First Language							
First Language - English	34	-	-	-	-	985.3	996.3
First Language - Other	71	-	-	-	-	1053.3	1030.9
Unclassified	0	-	-	-	-	-	1003.3
Special Educational Needs							
Non-SEN	81	-	-	-	-	1044.2	1006.7
SEN without a statement							
School Action	6	-	-	-	-	1006.3	990.9
School Action Plus	17	-	-	-	-	979.2	944.2
SEN with a statement	1	-	-	-	-	1025.8	976.1
Ethnicity Group							
White							
British	27	-	-	-	-	995.2	995.4
Irish	1	-	-	-	-	949.3	994.4
Traveller of Irish Heritage	-	-	-	-	-	-	872.6
Gypsy/Roma	-	-	-	-	-	-	920.3
Any Other White Background	6	-	-	-	-	1034.3	1017.3
Mixed							
White and Black Caribbean	4	-	-	-	-	939.9	985.4

Value Added

	Number of pupils in latest year	Value Added					
		2009		2010		2011	
		School	National	School	National	School	National
White and Black African	-	-	-	-	-	1001.9	
White and Asian	-	-	-	-	-	1006.5	
Any other Mixed Background	4	-	-	-	-	1059.2 1002.1	
Asian or Asian British							
Indian	17	-	-	-	-	1056.4 1031.8	
Pakistani	10	-	-	-	-	1042.8 1024.4	
Bangladeshi	2	-	-	-	-	1010.6 1026.9	
Any other Asian Background	6	-	-	-	-	1077.2 1037.5	
Black or Black British							
Black Caribbean	2	-	-	-	-	1055.0 1002.7	
Black African	12	-	-	-	-	1019.1 1029.6	
Any Other Black Background	-	-	-	-	-	- 1010.3	
Chinese							
Any Other Ethnic Group	10	-	-	-	-	1078.9 1030.3	
Unclassified - Refused	4	-	-	-	-	1066.3 995.9	
Unclassified - Information Not Obtained	0	-	-	-	-	- 981.3	

Key

 School performance is significantly higher than the national VA figure

 School performance is significantly below the national VA figure

Overall national performance for all pupils in any one year is 1000. The national performance of distinct pupil groups does differ from 1000. Some groups have a score higher than 1000 and some are below 1000.

Value Added

Table 5.8.2: Key Stage 2 to Key Stage 4 value added Summary Report by Ebacc subject areas

This report shows the value added score for each of the five Ebacc subject areas, overall and by pupil characteristics. The measures at each pillar contain all entries, not just of those pupils who achieved the Ebacc. In other words, these are separate areas and there are no links between each pillar. Data is only available from 2011.

Key Stage 2 to 4 Value Added By Subject 2011

	Total number of pupils in 2011	English entries	English Value Added (School)	English Value Added (National)	Maths entries	Maths Value Added (School)	Maths Value Added (National)	Science entries	Science Value Added (School)	Science Value Added (National)	Languages entries	Languages Value Added (School)	Languages Value Added (National)	Humanities entries	Humanities Value Added (School)	Humanities Value Added (National)
All Pupils	105	105	1000.6	1000.0	105	1002.5	1000.0	48	1004.0	1000.0	63	1006.6	1000.0	22	1004.2	1000.0
Gender																
Boys	58	58	999.2	999.0	58	1002.4	999.8	27	1004.7	1000.0	30	1007.9	998.3	13	1003.5	999.8
Girls	47	47	1002.5	1000.9	47	1003.0	1000.1	21	1004.1	1000.4	33	1006.1	1001.0	9	1008.3	1001.2
Free School Meals																
FSM	31	31	999.4	997.9	31	1001.6	998.1	11	1002.8	998.7	16	1003.3	999.5	7	1004.2	997.9
Non FSM	74	74	1001.1	1000.3	74	1003.1	1000.2	37	1004.9	1000.3	47	1008.2	999.9	15	1006.1	1000.7
Children Looked After																
CLA	0	0	-	995.3	0	-	995.5	0	-	997.0	0	-	996.3	0	-	996.5
Not CLA	105	105	1000.6	1000.0	105	1002.7	1000.0	48	1004.4	1000.2	63	1007.0	999.9	22	1005.5	1000.5
Free School Meals Or Children Looked After																
CLA or FSM	31	31	999.4	997.8	31	1001.6	998.0	11	1002.8	998.7	16	1003.3	999.4	7	1004.2	997.9
Not CLA or FSM	74	74	1001.1	1000.3	74	1003.1	1000.3	37	1004.9	1000.3	47	1008.2	999.9	15	1006.1	1000.7
Prior Attainment																
Low	30	30	1001.2	999.6	30	1004.8	999.5	2	1010.8	999.2	14	1007.4	999.8	3	1002.4	999.8
Middle	51	51	1000.2	999.8	51	1002.2	999.9	23	1005.2	1000.1	30	1008.1	999.6	11	1008.1	1000.2
High	24	24	1000.7	1000.4	24	1001.0	1000.2	23	1003.1	1000.4	19	1004.9	1000.0	8	1003.0	1000.9
English as a First Language																
First Language - English	34	34	997.0	999.7	34	998.2	999.5	14	1001.9	999.9	17	1005.6	999.1	2	1000.7	1000.2

Value Added

Key Stage 2 to 4 Value Added By Subject 2011


	Total number of pupils in 2011	English entries	English Value Added (School)	English Value Added (National)	Maths entries	Maths Value Added (School)	Maths Value Added (National)	Science entries	Science Value Added (School)	Science Value Added (National)	Languages entries	Languages Value Added (School)	Languages Value Added (National)	Humanities entries	Humanities Value Added (School)	Humanities Value Added (National)
First Language - Other	71	71	1002.4	1002.5	71	1004.8	1003.9	34	1005.5	1002.9	46	1007.5	1005.2	20	1005.9	1002.9
Unclassified	0	0	-	999.7	0	-	1000.6	0	-	1000.5	0	-	1001.3	0	-	1000.4
Special Educational Needs																
Non-SEN	81	81	1001.1	1000.7	81	1003.9	1000.6	43	1004.6	1000.5	52	1006.7	1000.1	20	1006.0	1000.8
SEN without a statement																
School Action	6	6	998.7	999.0	6	1000.9	998.8	2	1002.1	998.6	3	1010.0	998.2	1	1001.1	998.4
School Action Plus	17	17	996.8	995.1	17	997.4	995.3	3	1003.4	996.9	7	1007.4	996.8	1	999.2	996.9
SEN with a statement																
	1	1	1002.2	997.0	1	999.0	998.1	0	-	1000.2	1	1007.2	999.0	0	-	1001.5
Ethnicity Group																
White																
British	27	27	997.1	999.6	27	998.9	999.4	10	1002.6	999.8	15	1005.7	998.9	1	999.2	1000.2
Irish	1	1	997.9	1000.5	1	994.9	999.8	1	995.6	1000.4	0	-	1000.2	0	-	1001.6
Traveller of Irish Heritage	0	0	-	988.7	0	-	988.6	0	-	997.0	0	-	997.5	0	-	998.6
Gypsy/Roma	0	0	-	992.9	0	-	992.7	0	-	996.0	0	-	996.6	0	-	995.9
Any Other White Background	6	6	1000.6	1001.7	6	999.1	1001.9	2	1007.9	1001.6	4	1016.7	1007.6	3	1006.2	1002.0
Mixed																
White and Black Caribbean	4	4	996.5	999.0	4	996.8	998.1	2	999.7	998.4	1	1010.0	998.4	0	-	998.3
White and Black African	0	0	-	1000.6	0	-	1000.3	0	-	1000.6	0	-	1002.3	0	-	1001.0
White and Asian	0	0	-	1001.0	0	-	1000.9	0	-	1001.2	0	-	1001.2	0	-	1001.7
Any other Mixed Background	4	4	1004.1	1000.6	4	1003.1	1000.6	2	1001.7	1000.7	4	1014.6	1002.0	0	-	1001.0
Asian or Asian British																
Indian	17	17	1000.7	1002.6	17	1005.4	1004.2	8	1004.4	1003.5	9	1006.0	1002.8	9	1006.6	1003.4
Pakistani	10	10	1003.0	1001.6	10	1004.4	1002.7	6	1005.6	1002.2	7	1002.2	1001.8	3	1009.0	1001.8

Value Added

Key Stage 2 to 4 Value Added By Subject 2011

Total number of pupils in 2011	English entries	English Value Added (School)	English Value Added (National)	Maths entries	Maths Value Added (School)	Maths Value Added (National)	Science entries	Science Value Added (School)	Science Value Added (National)	Languages entries	Languages Value Added (School)	Languages Value Added (National)	Humanities entries	Humanities Value Added (School)	Humanities Value Added (National)	
	Bangladeshi	2	2	1002.9	1002.2	2	1001.7	1003.4	1	1006.0	1002.3	0	-	1001.7	0	-
Any other Asian Background	6	6	1002.4	1003.0	6	1010.1	1005.4	3	1005.9	1004.3	4	1009.2	1004.3	1	1004.7	1004.1
Black or Black British																
Black Caribbean	2	2	1001.5	1000.3	2	999.5	1000.5	2	1003.0	999.5	2	1004.6	998.3	0	-	998.7
Black African	12	12	1001.3	1002.9	12	1001.9	1004.4	3	1006.1	1002.6	6	1009.0	1002.3	2	1006.6	1002.6
Any Other Black Background	0	0	-	1001.3	0	-	1001.5	0	-	1000.5	0	-	1001.7	0	-	1000.5
Chinese	0	0	-	1003.0	0	-	1005.5	0	-	1004.3	0	-	1008.1	0	-	1004.7
Any Other Ethnic Group	10	10	1004.6	1002.6	10	1007.9	1003.8	5	1007.7	1003.0	9	1006.1	1008.0	3	999.2	1003.0
Unclassified - Refused	4	4	1003.3	1000.0	4	1004.9	1000.0	3	1005.4	1000.1	2	996.6	1000.3	0	-	1000.5
Unclassified - Information Not Obtained	0	0	-	999.3	0	-	998.7	0	-	999.8	0	-	1001.1	0	-	999.7

Key

 School performance is significantly higher than the national VA figure

 School performance is significantly below the national VA figure

The proportion achieving A*-C includes the entire cohort for the English Baccalaureate, English and mathematics. For humanities, science and languages it includes only the pupils who entered. Similarly, value added calculations include the entire cohort for English and mathematics if they have key stage 2 prior attainment data. The humanities, science and languages subject areas include only the pupils entered with key stage 2 prior attainment data. Science takes the average grade of the two eligible science qualifications. Humanities and Languages subject areas take the best score of all eligible qualifications. The Guide to Calculations gives a link to DfE's specific qualification list. This may be found in the Library, under 'How Ofsted and DfE analyse your data'.

Narrowing the Gaps With Pupil Premium at Key Stage 4

Table 6.1.1: Narrowing the Gaps for Free School Meals

This report aims to provide schools with a single, easy-to-use and comprehensive overview of the attainment and progress of pupils eligible for Free School Meals.

School Context

	2009	2010	2011				
				20th percentile	40th percentile	60th percentile	80th percentile
% of pupils known to be eligible for free school meals (FSM)							
School	23.3	25.8	26.7				
National	14.5	15.4	15.9	0.0	6.1	10.0	15.5

	Year 7	Year 8	Year 9	Year 10	Year 11
Number on roll	119	137	172	166	166
%FSM	31.1	29.9	25.0	25.3	23.8

Please note that the above data was sourced from the schools January 2011 census therefore the year groups displayed above refer to the academic year 2010/11.

Key Stage 2 to Key Stage 4 value added: Free School Meals

	Overall				English				Mathematics			
	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score
All Pupils	105	1,028.5	12.6	1,000.0	105	1,000.6	1.3	1,000.0	105	1,002.5	1.3	1,000.0
Non FSM	74	1,037.6	15.8	1,002.4	74	1,001.1	1.4	1,000.3	74	1,003.1	1.8	1,000.2
FSM	31	1,016.2	37.5	981.0	31	999.4	2.4	997.9	31	1,001.6	3.4	998.1

Narrowing the Gaps With Pupil Premium at Key Stage 4

Percentage achieving expected progress, 2011 English and Mathematics: Free School Meals

	English				Mathematics			
	School		National		School		National	
	Cohort	Achieving Expected Progress %	Non FSM Average	Average Difference	Cohort	Achieving Expected Progress %	Non FSM Average	Average Difference
All Pupils	111	66	74	-8	128	76	67	9
Non FSM	83	66	74	-8	95	77	67	10
FSM	28	64	74	-10	33	73	67	6
Within School Gap		-2				-4		

Point scores, 2011, Capped overall, English and Maths by Free School Meals

	Capped points score				English average points				Mathematics average points			
	School		National		School		National		School		National	
	Cohort	APS	Non FSM Average	Average Difference	Cohort	APS	Non FSM Average	Average Difference	Cohort	APS	Non FSM Average	Average Difference
All Pupils	165	340.3	342.4	-2.1	165	36.3	40.9	-4.6	165	38.0	40.1	-2.1
Non FSM	122	344.0	342.4	1.6	122	36.9	40.9	-4.0	122	39.0	40.1	-1.1
FSM	43	329.9	342.4	-12.5	43	34.5	40.9	-6.4	43	35.2	40.1	-4.9
Within School Gap		-14.1				-2.4				-3.8		

Narrowing the Gaps With Pupil Premium at Key Stage 4

Percentage of pupils achieving 2011 threshold at Key Stage 4 by Free School Meals

	English Baccalaureate				Basics indicator				5 A* - C including English and mathematics				5 A* - G including English and mathematics			
	School		National		School		National		School		National		School		National	
	Cohort	%	Non FSM Average	Average Difference	Cohort	%	Non FSM Average	Average Difference	Cohort	%	Non FSM Average	Average Difference	Cohort	%	Non FSM Average	Average Difference
All Pupils	165	7	17	-10	165	42	62	-20	165	42	61	-19	165	93	94	-2
Non FSM	122	6	17	-11	122	46	62	-16	122	46	61	-15	122	93	94	-1
FSM	43	9	17	-8	43	33	62	-29	43	33	61	-28	43	91	94	-4
Within School Gap		3				-13				-13				-3		

School cohort figures are compared to the national non FSM figures.

Significance is displayed for: all pupils against all pupils nationally; non-FSM against the national non-FSM; and FSM against the national FSM. Caution should be taken when interpreting the analysis for small cohorts.

This report enables schools to compare the level of their FSM pupils' performance to the national level of non-FSM performance with the intention of encouraging schools to set more ambitious achievement goals for their FSM pupils.

However, this report is also intended to encourage schools to further explore the performance of their FSM pupils by using the full range of data available in RAISEonline.

Narrowing the Gaps With Pupil Premium at Key Stage 4

Table 6.1.2: Narrowing the Gaps for Free School Meals and Children Looked After pupil groups

This report aims to provide schools with an easy-to-use and comprehensive overview of the attainment and progress of pupils in either group of Children Looked After or Free School Meals.

School Context

	Year 7	Year 8	Year 9	Year 10	Year 11
Number on roll	119	137	172	166	166
%FSM	31.1	29.9	25.0	25.3	23.8
Children Looked After	1	0	1	0	1

Please note that the above data was sourced from the schools January 2011 census therefore the year groups displayed above refer to the academic year 2010/11.

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

	Overall				English				Mathematics			
	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score
All Pupils	105	1,028.5	12.6	1,000.0	105	1,000.6	1.3	1,000.0	105	1,002.5	1.3	1,000.0
Non CLA/FSM	74	1,037.8	15.8	1,002.8	74	1,001.1	1.4	1,000.3	74	1,003.1	1.8	1,000.3
CLA/FSM	31	1,016.2	37.5	979.8	31	999.4	2.4	997.8	31	1,001.6	3.4	998.0

Narrowing the Gaps With Pupil Premium at Key Stage 4

Percentage achieving expected progress, 2011 English and Mathematics: CLA or FSM

	English				Mathematics			
	School		National		School		National	
	Cohort	Achieving Expected Progress %	Non CLA/FSM Average	Average Difference	Cohort	Achieving Expected Progress %	Non CLA/FSM Average	Average Difference
All Pupils	111	66	74	-8	128	76	67	9
Non CLA/FSM	83	66	74	-8	95	77	67	10
CLA/FSM	28	64	74	-10	33	73	67	6
Within School Gap		-2				-4		

Point scores, 2011, Capped overall, English and Maths by CLA or FSM

	Capped points score				English average points				Mathematics average points			
	School		National		School		National		School		National	
	Cohort	APS	Non CLA/FSM Average	Average Difference	Cohort	APS	Non CLA/FSM Average	Average Difference	Cohort	APS	Non CLA/FSM Average	Average Difference
All Pupils	165	340.3	343.4	-3.1	165	36.3	41.0	-4.7	165	38.0	40.2	-2.2
Non CLA/FSM	121	344.6	343.4	1.2	121	37.0	41.0	-4.0	121	39.0	40.2	-1.2
CLA/FSM	44	328.6	343.4	-14.8	44	34.2	41.0	-6.8	44	35.0	40.2	-5.2
Within School Gap		-16.0				-2.8				-4.0		

Narrowing the Gaps With Pupil Premium at Key Stage 4

Percentage of pupils achieving 2011 threshold at Key Stage 4 by CLA or FSM

	English Baccalaureate				Basics indicator				5 A* - C including English and mathematics				5 A* - G including English and mathematics			
	School		National		School		National		School		National		School		National	
	Cohort	%	Non CLA/FSM Average	Average Difference	Cohort	%	Non CLA/FSM Average	Average Difference	Cohort	%	Non CLA/FSM Average	Average Difference	Cohort	%	Non CLA/FSM Average	Average Difference
All Pupils	165	7	17	-10	165	42	62	-20	165	42	61	-19	165	93	94	-2
Non CLA/FSM	121	6	17	-11	121	46	62	-16	121	46	61	-15	121	93	94	-1
CLA/FSM	44	9	17	-8	44	32	62	-30	44	32	61	-29	44	91	94	-4
Within School Gap		3				-14				-14				-2		

School cohort figures are compared to the national group figures for non-CLA and non-FSM.

Significance is displayed for: all pupils against all pupils nationally; non-(CLA or FSM) against the national non-(CLA or FSM); and CLA against the national CLA. Caution should be taken when interpreting the analysis for small cohorts.

This report enables schools to compare the level of their CLA pupils' performance to the national level of non-(CLA or FSM) performance with the intention of encouraging schools to set more ambitious achievement goals for their CLA pupils.

However, this report is also intended to encourage schools to further explore the performance of their CLA pupils by using the full range of data available in RAISEonline.