



Titus Salt School
RAISE Performance

Autumn 2015

Introduction

The Department for Education and Ofsted use a range of data to judge the performance of schools. A key source of data is a document called RAISE (Reporting and Analysis for Improvement through school Self-Evaluation).

RAISE is published twice year. The first report is published in the Autumn Term and is based on 'unvalidated data'; it is draft and can exclude any remarks. The final version is published in the Spring Term and is based on 'validated data'; this is the final version and includes all remarks nationally.

Unvalidated RAISE data was published on 2 December 2015. We noticed that the RAISE report included one remark only. RAISE offers a function where schools can generate reports using the latest and most accurate data including any remarks.

We have re-run RAISE and this document provides outcomes using data that:

- includes all of the 21 successful remarks; and**
- does not include students who were enrolled in our Designated Specialist Provision (DSP) who were never expected to sit GCSEs and who follow a separate and personalised curriculum.**



Prior Attainment

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

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

Average fine points score at KS2

NC Year starting Sept 2014	School	National	Difference	Sig	% Coverage
Year 11	27.2	27.6	-0.4		96.4
Year 10	27.4	27.5	-0.1		96.4
Year 9	27.7	28.4	-0.7	Sig-	97.1
Year 8	26.9	28.6	-1.7	Sig-	98.0
Year 7	27.8	28.9	-1.1	Sig-	99.2

% by Prior Attainment Band

	School				National		
	Low	Middle	High	% based on TA *	Low	Middle	High
Year 11	14.5	55.4	30.2	43.0	15.9	49.0	35.1
Year 10	21.9	44.6	33.5	N/A	17.3	51.8	30.9
Year 9	18.2	46.8	35.1	N/A	13.4	48.1	38.4
Year 8	27.3	41.2	31.4	N/A	13.5	44.8	41.7
Year 7	14.2	52.2	33.6	N/A	11.2	45.3	43.4

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

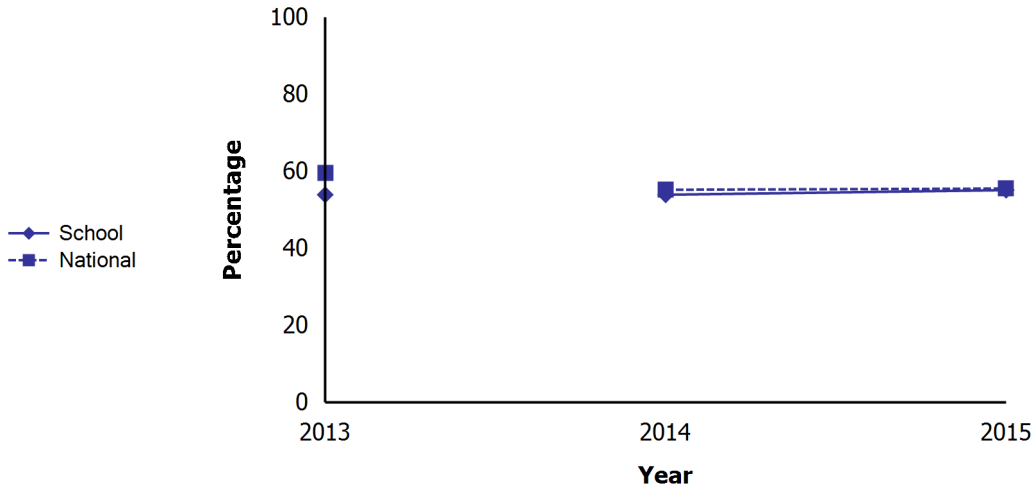


Attainment at Key Stage 4

Chart 4.1.1 and Table 4.1.2: Percentage of candidates achieving 5 or more A* to C (including English and mathematics) (KS4.3C)

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

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



% achieving 5 or more A* to C (inc English and Maths)	2013	2014 *	2015
Cohort	238	242	248
School	54	54	55
National	60	55	56
Difference	-6	-1	-1
Significance			

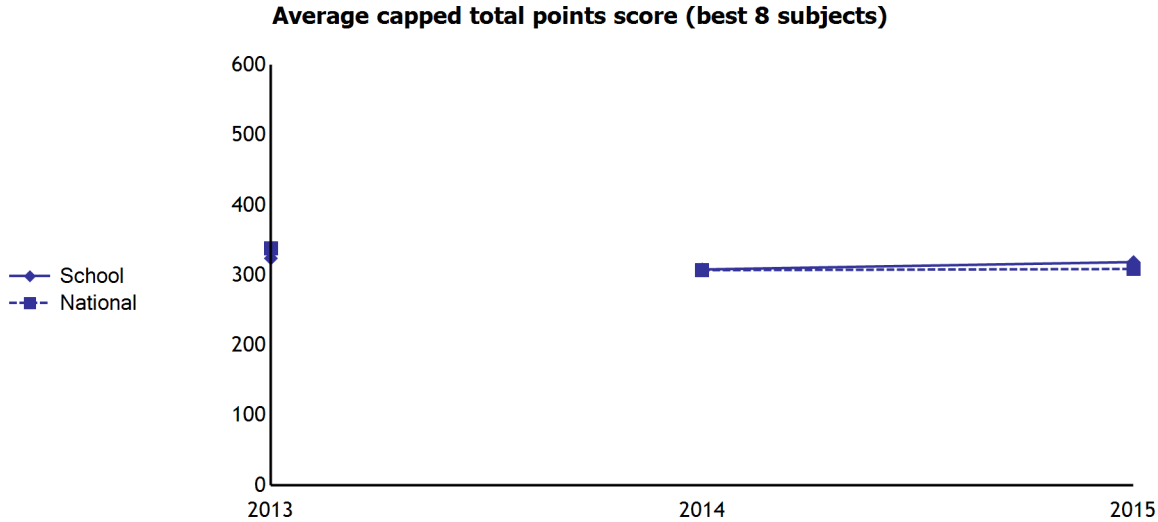
*From 2014 only performance tables approved qualifications are counted



Attainment at Key Stage 4

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

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



Average capped total points score (best 8 subjects)	GCSE and Equivalent	Performance tables approved Quals	
	2013	2014 *	2015
Cohort	238	242	248
School	323.8	307.9	318.5
National	338.3	306.9	308.6
Difference	-14.5	1.0	9.9
Significance	Sig-		

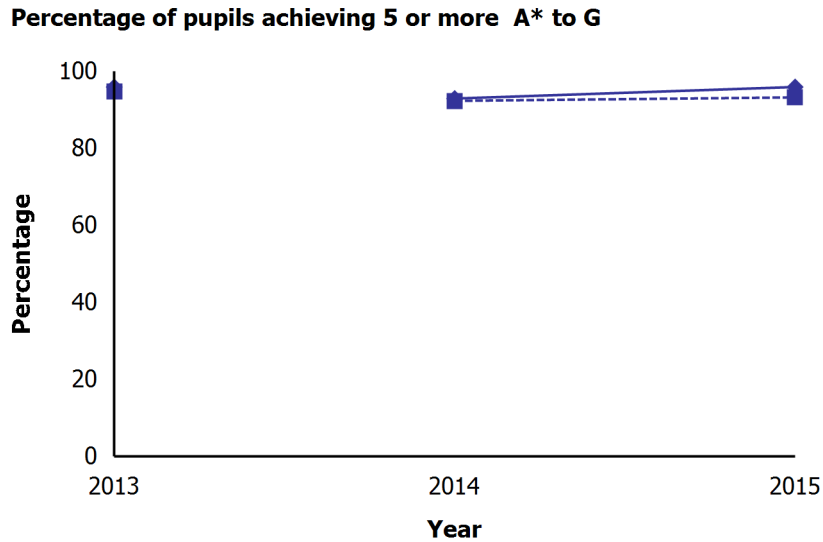
For an explanation of why APS may vary between reports, please see FAQ.

*From 2014 only performance tables approved qualifications are counted

Attainment at Key Stage 4

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

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



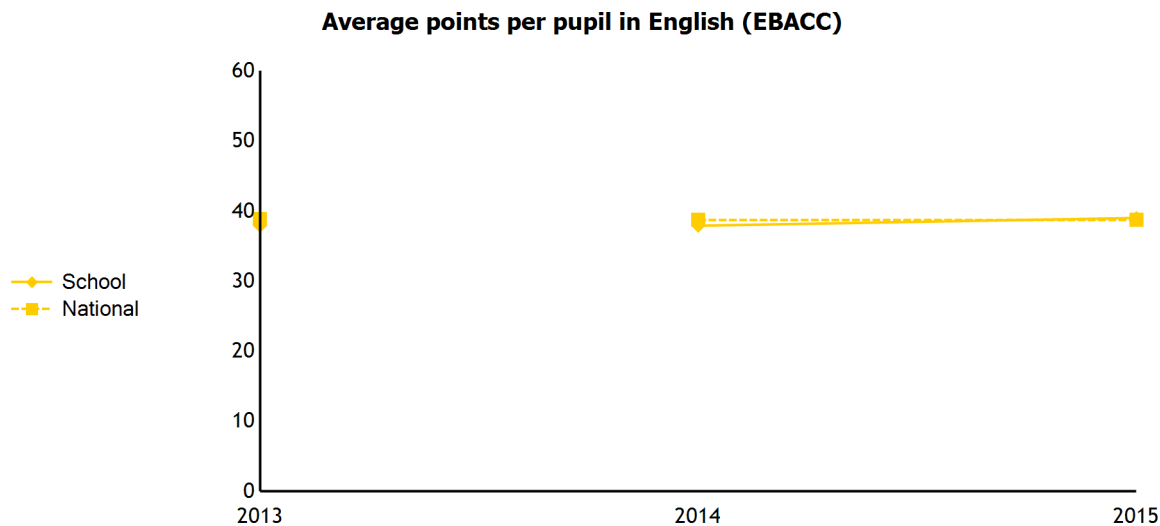
% achieving 5 or more A* to G	2013	2014 *	2015
Cohort	238	242	248
School	96	93	96
National	95	92	93
Difference	1	1	3
Significance			

*From 2014 only performance tables approved qualifications are counted

Attainment at Key Stage 4

Chart 4.1.7 and Table 4.1.8: Attainment, average total point score at Key Stage 4 for Ebacc English (KS4.1CandD)

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



Average points per pupil in English (EBACC)	GCSE and Equivalent	Performance tables approved Quals	
	2013	2014 *	2015
Cohort	238	242	248
School	37.9	37.9	39.0
National	38.8	38.7	38.7
Difference	-0.9	-0.8	0.3
Significance			

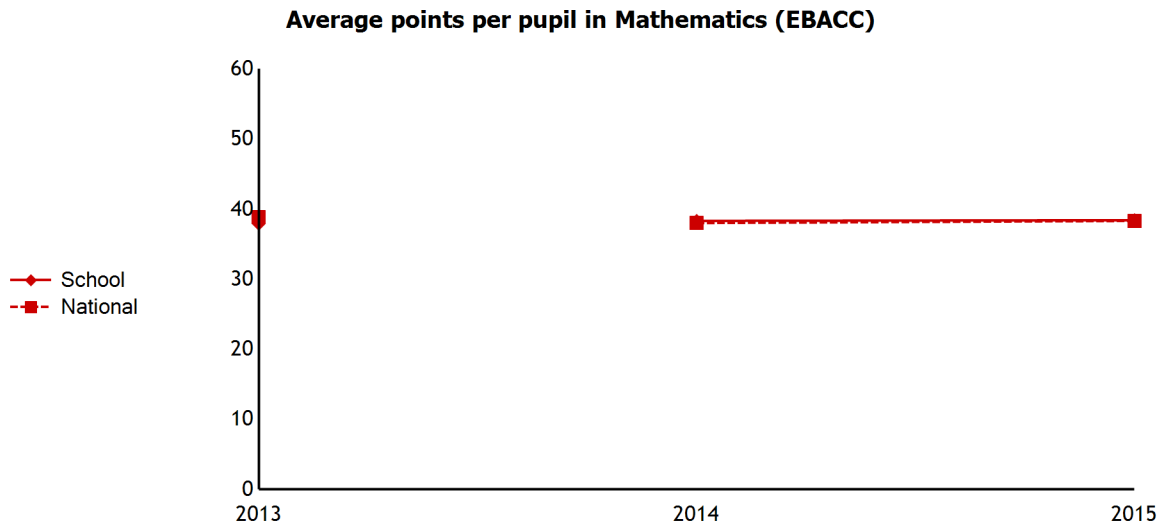
For an explanation of why APS may vary between reports, please see FAQ.

*From 2014 only performance tables approved qualifications are counted

Attainment at Key Stage 4

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

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



Average points per pupil in Mathematics (EBACC)	GCSE and Equivalent	Performance tables approved Quals	
	2013	2014 *	2015
Cohort	238	242	248
School	37.9	38.3	38.4
National	38.8	38.0	38.3
Difference	-0.9	0.3	0.1
Significance			

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

*From 2014 only performance tables approved qualifications are counted



Attainment at Key Stage 4

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

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

Cluster	Subject	Qualification	Level		Number of entries	Entry as a % of cohort	Cumulative distribution				Average point score
							% achieving 49 points or above	% achieving 37 points or above	% achieving 8 points or above	% achieving 0 points	
Art & design											
Art & design											
	GCSE	1/2	School		30	12.0	13.3	80.0	100.0	0.0	41.4
			National		139981	25.0	20.0	74.6	99.5	0.5	41.5
Business & finance											
Business studies											
	Other	1/2	School		61	24.3	31.1	100.0	100.0	0.0	46.8
			National		30423	5.4	11.7	72.5	96.2	3.8	38.0
Care & services											
Health & social care											
	Other	1/2	School		30	12.0	53.3	93.3	100.0	0.0	49.0
			National		24344	4.4	17.7	78.3	97.2	2.8	40.3
Travel & tourism											
	GCSE	1/2	School		18	7.2	0.0	16.7	100.0	0.0	31.7
			National		6101	1.1	7.8	39.3	94.2	5.8	32.3
Design & technology											
Food technology											
	GCSE	1/2	School		25	10.0	4.0	52.0	100.0	0.0	34.2
			National		37440	6.7	17.0	60.8	98.9	1.1	39.0
Graphic products											
	GCSE	1/2	School		18	7.2	16.7	44.4	100.0	0.0	33.7
			National		31081	5.6	17.0	57.9	97.6	2.4	37.9
Resistant materials											
	GCSE	1/2	School		45	17.9	13.3	53.3	100.0	0.0	38.3
			National		46070	8.2	10.5	53.0	98.0	2.0	36.6
Textiles technology											
	GCSE	1/2	School		27	10.8	11.1	55.6	100.0	0.0	37.8
			National		23376	4.2	25.4	70.9	99.2	0.8	41.7
English											
English language											
	GCSE	1/2	School		243	96.8	9.5	65.8	99.6	0.4	39.7
			National		283069	50.6	20.7	81.3	99.8	0.2	43.0
English literature											
	GCSE	1/2	School		242	96.4	7.0	53.3	100.0	0.0	38.5
			National		389868	69.7	20.8	74.8	99.1	0.9	41.8



Attainment at Key Stage 4

Cluster	Subject	Qualification	Level		Number of entries	Entry as a % of cohort	Cumulative distribution				Average point score
							% achieving 49 points or above	% achieving 37 points or above	% achieving 8 points or above	% achieving 0 points	

Humanities

Geography											
	GCSE	1/2	School	123	49.0	18.7	68.3	100.0	0.0	40.6	
			National	193755	34.7	24.4	67.1	99.1	0.9	40.8	
History											
	GCSE	1/2	School	88	35.1	29.5	75.0	98.9	1.1	41.9	
			National	213109	38.1	26.6	67.3	98.0	2.0	40.6	
Religious studies											
	GCSE	1/2	School	18	7.2	38.9	88.9	100.0	0.0	45.3	
			National	252221	45.1	27.6	70.7	98.2	1.8	41.4	

ICT

Information technology											
	Other	1/2	School	25	10.0	0.0	92.0	100.0	0.0	43.6	
			National	78365	14.0	9.6	65.8	94.5	5.5	37.0	

Languages

Arabic											
	GCSE	1/2	School	1	0.4	100.0	100.0	100.0	0.0	58.0	
			National	2014	0.4	58.6	82.0	96.8	3.2	46.7	
French											
	GCSE	1/2	School	41	16.3	14.6	90.2	100.0	0.0	43.1	
			National	139751	25.0	20.8	68.1	99.7	0.3	41.2	
German											
	GCSE	1/2	School	65	25.9	0.0	58.5	100.0	0.0	38.0	
			National	49523	8.9	20.8	73.1	99.8	0.2	41.9	
Polish											
	GCSE	1/2	School	1	0.4	100.0	100.0	100.0	0.0	52.0	
			National	3438	0.6	71.8	94.5	99.8	0.2	50.8	
Spanish											
	GCSE	1/2	School	48	19.1	14.6	83.3	100.0	0.0	42.3	
			National	77708	13.9	25.7	70.2	99.5	0.5	42.0	
Urdu											
	GCSE	1/2	School	3	1.2	33.3	66.7	100.0	0.0	44.0	
			National	3197	0.6	33.7	76.7	99.6	0.4	43.7	

Mathematics & statistics

Mathematics											
	GCSE	1/2	School	243	96.8	15.2	65.4	97.9	2.1	39.1	
			National	527481	94.4	19.1	70.5	96.7	3.3	39.8	



Attainment at Key Stage 4

Cluster	Subject	Qualification	Level		Number of entries	Entry as a % of cohort	Cumulative distribution				Average point score
							% achieving 49 points or above	% achieving 37 points or above	% achieving 8 points or above	% achieving 0 points	
Media											
Media studies											
	GCSE	1/2	School		44	17.5	13.6	54.5	88.6	11.4	34.6
			National		57150	10.2	15.5	64.6	98.4	1.6	39.2
Performing arts											
Dance											
	Other	1/2	School		38	15.1	10.5	84.2	100.0	0.0	41.3
			National		6595	1.2	25.2	85.7	99.3	0.7	43.4
Drama/performing arts											
	GCSE	1/2	School		12	4.8	16.7	41.7	100.0	0.0	39.0
			National		71707	12.8	19.7	70.0	99.3	0.7	41.0
Music											
	GCSE	1/2	School		16	6.4	12.5	50.0	93.8	6.3	34.9
			National		38765	6.9	26.1	72.7	98.9	1.1	41.9
Physical education & sport											
Physical education											
	GCSE	1/2	School		42	16.7	7.1	64.3	100.0	0.0	38.7
			National		104355	18.7	18.4	68.8	99.7	0.3	40.8
Science											
Additional applied science											
	GCSE	1/2	School		81	32.3	0.0	35.8	100.0	0.0	35.3
			National		12682	2.3	1.3	31.8	98.2	1.8	32.6
Additional science											
	GCSE	1/2	School		47	18.7	17.0	78.7	100.0	0.0	42.4
			National		294299	52.6	10.8	63.9	99.5	0.5	39.1
Applied science											
	Other	1/2	School		1	0.4	0.0	100.0	100.0	0.0	40.0
			National		59159	10.6	1.9	75.8	96.7	3.3	37.0
Biology											
	GCSE	1/2	School		110	43.8	33.6	94.5	100.0	0.0	46.5
			National		116490	20.8	41.2	91.3	99.8	0.2	46.8
Chemistry											
	GCSE	1/2	School		110	43.8	47.3	98.2	100.0	0.0	47.9
			National		114549	20.5	41.7	91.1	99.9	0.1	47.0
Computer science											
	GCSE	1/2	School		14	5.6	21.4	71.4	100.0	0.0	41.7
			National		30984	5.5	21.1	64.6	97.4	2.6	39.4
Core science											
	GCSE	1/2	School		131	52.2	4.6	46.6	100.0	0.0	35.6
			National		351728	62.9	8.4	59.3	99.0	1.0	37.8



Attainment at Key Stage 4

Cluster	Subject	Qualification	Level		Number of entries	Entry as a % of cohort	Cumulative distribution				Average point score
							% achieving 49 points or above	% achieving 37 points or above	% achieving 8 points or above	% achieving 0 points	
Physics											
	GCSE		1/2	School	110	43.8	37.3	97.3	100.0	0.0	47.6
				National	114681	20.5	42.0	91.9	100.0	0.0	47.1

This report is based on entries, not cohort. For an explanation of why APS may vary between reports, please see FAQ.

49 points or above is equivalent to the bottom of GCSE grade A or above

37 points or above is equivalent to the bottom of GCSE grade C or above

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

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

Attainment at Key Stage 4

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

Cluster	Subject family	Entries	School average	Average in all other subjects	School difference	National difference	Relative performance indicator
Art & design							
	Art & design	30	41.4	39.9	1.5	2.3	-0.8
Business & finance							
	Business studies	61	46.8	37.8	9.0	-0.9	9.9
Care & services							
	Health & social care	30	49.0	38.4	10.6	2.8	7.8
	Travel & tourism	18	31.7	33.3	-1.6	-0.2	-1.4
Design & technology							
	Food technology	25	34.2	36.7	-2.5	1.3	-3.8
	Graphic products	18	33.7	37.0	-3.4	-2.0	-1.3
	Resistant materials	45	38.5	38.5	0.0	0.0	0.0
	Textiles technology	27	37.8	37.8	0.0	1.4	-1.4
English							
	English language	243	39.7	40.2	-0.4	1.3	-1.7
	English literature	242	38.5	40.4	-1.9	0.4	-2.3
Humanities							
	Geography	123	40.6	42.5	-1.8	-1.5	-0.3
	History	88	41.9	42.5	-0.6	-2.0	1.4
	Religious studies	18	45.3	42.3	3.0	0.2	2.8
ICT							
	Information technology	25	43.6	36.1	7.5	0.1	7.4
Languages							
	Arabic	1	58.0	50.7	7.3	6.0	1.3
	French	41	43.1	45.5	-2.4	-3.2	0.8
	German	65	38.0	41.4	-3.5	-3.3	-0.2
	Polish	1	52.0	38.8	13.2	15.5	-2.3
	Spanish	48	42.3	43.6	-1.3	-2.2	0.9
	Urdu	3	44.0	41.5	2.5	4.4	-2.0
Mathematics & statistics							
	Mathematics	243	39.3	40.5	-1.2	0.2	-1.5
Media							
	Media studies	44	34.6	38.3	-3.7	0.8	-4.5
Performing arts							
	Dance	38	41.7	42.7	-1.0	2.0	-3.0
	Drama/performing arts	12	39.0	41.1	-2.1	1.1	-3.2
	Music	16	34.9	44.9	-10.0	-0.5	-9.5

Attainment at Key Stage 4

Cluster	Subject family	Entries	School average	Average in all other subjects	School difference	National difference	Relative performance indicator
Physical education & sport							
	Physical education	42	38.7	39.4	-0.7	0.8	-1.5
Science							
	Additional applied science	81	35.3	33.3	1.9	-0.2	2.2
	Additional science	47	42.4	40.9	1.5	-0.8	2.3
	Applied science	1	40.0	33.0	7.0	6.4	0.6
	Biology	110	46.5	45.3	1.2	0.1	1.2
	Chemistry	110	47.9	45.1	2.8	-0.1	2.9
	Computer science	14	41.7	44.2	-2.5	-3.7	1.2
	Core science	131	35.6	35.7	-0.1	-0.5	0.4
	Physics	110	47.6	45.1	2.5	0.1	2.4

Attainment at Key Stage 4

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

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

School Cohort: 251

Qualification	Subject	Entries	Entry % of cohort	A*	A	B	C	D	E	F	G	U	Q	No Result
GCSE Short Course	Religious studies	115	46%	4	11	22	28	25	15	4	3	3	0	0

Qualification	Subject	Entries	Entry % of cohort	Distinction*	Distinction	Merit	Pass	Fail	U	Q	No Result
BTEC Diploma Level 2	Art and design	1	0%	0	0	0	1	0	0	0	0

Qualification	Subject	Entries	Entry % of cohort	Pass	Fail	U	Q	No Result
BTEC Award Level 1	Sport organisation	1	0%	1	0	0	0	0
VRQ Level 1	Building	1	0%	1	0	0	0	0
	Performing arts	2	1%	2	0	0	0	0
	Prep for work	13	5%	13	0	0	0	0
	Self development	13	5%	13	0	0	0	0

Qualification	Subject	Entries	Entry % of cohort	Entry 3 Pass	Entry 2 Pass	Entry 1 Pass	U	No Result
ELQ Band C	English	3	1%	0	1	2	0	0
	Mathematics	3	1%	0	1	2	0	0
	Sci: single award	3	1%	0	3	0	0	0
	Self development	3	1%	0	0	3	0	0

Qualification	Subject	Entries	Entry % of cohort	Entry 3 Pass
Functional Skill at Entry Level	Communication	1	0%	1

Attainment at Key Stage 4

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

Percentage of candidates achieving thresholds

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

Cohort	Percentage of pupils achieving each threshold										
	5+ A* to C (incl Eng and Mat)		5+ A* to C		5+ A* to G		English Baccalaureate		Basics		
	School	National	School	National	School	National	School	National	School	National	
All Pupils	248	55	56	68	65	96	93	34	24	57	58
Gender											
Male	135	47	51	59	60	96	92	28	19	49	54
Female	113	65	60	78	71	96	95	42	29	66	62
Free School Meals*											
FSM	85	48	36	59	45	92	87	26	11	51	39
Not FSM	163	59	63	72	72	98	95	39	28	60	65
Children Looked After											
CLA	-	-	16	-	22	-	63	-	3	-	19
Not CLA	248	55	56	68	65	96	94	34	24	57	58
Disadvantaged pupils											
Disadvantaged pupils	85	48	36	59	45	92	87	26	11	51	38
Other pupils	163	59	63	72	72	98	96	39	28	60	65
Prior Attainment											
Low	33	0	6	6	13	85	77	0	1	3	7
Middle	134	49	50	68	64	97	96	24	13	51	54
High	73	90	90	95	95	99	99	68	52	90	91
Non-mobile pupils											
Pupils on roll throughout years 10 & 11	242	55	57	68	67	96	95	35	24	57	59
English as a First Language											
English or believed to be English	204	55	56	68	66	96	94	35	24	56	59

Attainment at Key Stage 4

Other than English or believed to be other	43	56	54	67	65	98	94	30	26	58	55
Unclassified	1	100	7	100	9	100	19	0	2	100	8
Special Educational Needs											
No SEN	238	57	63	70	72	96	97	36	27	59	65
SEN support	8	13	23	13	31	100	86	0	6	13	25
SEN with statement or EHC plan	2	0	9	50	12	100	42	0	2	0	10
Ethnicity Group											
White											
British	173	54	56	66	65	95	94	33	23	56	59
Irish	-	-	66	-	75	-	94	-	34	-	68
Traveller of Irish Heritage	-	-	17	-	22	-	56	-	3	-	20
Gypsy/Roma	-	-	8	-	11	-	53	-	1	-	9
Any Other White Background	3	33	52	67	63	100	92	0	26	33	53
Mixed											
White and Black Caribbean	1	100	48	100	59	100	92	100	17	100	50
White and Black African	2	100	58	100	68	100	95	50	26	100	60
White and Asian	2	100	66	100	75	100	95	100	34	100	68
Any other Mixed Background	5	100	60	100	70	100	95	80	30	100	62
Asian or Asian British											
Indian	5	60	71	80	80	100	97	60	39	60	73
Pakistani	46	50	50	67	62	98	95	28	21	52	52
Bangladeshi	6	67	61	67	72	100	96	33	28	67	63
Any other Asian Background	3	33	64	67	75	100	96	33	34	33	66
Black or Black British											
Black Caribbean	1	0	45	0	57	100	94	0	16	0	47
Black African	-	-	55	-	67	-	95	-	24	-	56
Any Other Black Background	-	-	45	-	58	-	93	-	19	-	47
Chinese											
Any Other Ethnic Group	1	100	76	100	87	100	98	100	49	100	77
Unclassified - Refused	-	-	56	-	67	-	93	-	29	-	57
Unclassified - Information Not Obtained	-	-	60	-	68	-	95	-	27	-	61
	-	-	18	-	22	-	39	-	7	-	19

*From 2014 only performance tables approved qualifications are counted

Attainment at Key Stage 4

Table 4.1.15: Key Stage 4 average point scores by pupil characteristics for 2015 (KS4.2A)

	Cohort	Capped point scores			Total point scores			Average grade per qualification	Average points per qualification	Average number of qualifications
		National	School	Sig	National	School	Sig	School	School	School
All Pupils	248	308.6	318.5		366.6	356.0	Sig-	C	40.8	8.73
Gender										
Male	135	295.5	304.6		348.2	333.0		C-	39.0	8.54
Female	113	322.2	335.0		385.8	383.5		C+	42.8	8.96
Free School Meals*										
FSM	85	261.3	298.1	Sig+	296.8	330.8	Sig+	C	39.6	8.35
Non FSM	163	325.6	329.1		391.8	369.1	Sig-	C+	41.3	8.93
Children Looked After										
CLA	0	175.8	-	-	191.5	-	-	-	-	-
Not CLA	248	309.8	318.5		368.2	356.0		C	40.8	8.73
Disadvantaged pupils										
Disadvantaged pupils	85	259.9	298.1	Sig+	295.1	330.8	Sig+	C	39.6	8.35
Other pupils	163	326.6	329.1		393.1	369.1	Sig-	C+	41.3	8.93
Prior Attainment										
Low	33	190.5	197.7		201.4	203.0		E	28.8	7.06
Middle	134	304.5	315.3		351.4	349.9		C	39.5	8.85
High	73	380.9	377.4		480.3	432.9	Sig-	B	47.0	9.22
Non-mobile pupils										
Pupils on roll throughout years 10 & 11	242	313.4	318.1		373.1	355.3	Sig-	C	40.8	8.72
English as First Language										
English or believed to be English	204	310.8	315.7		369.1	352.9	Sig-	C	40.5	8.71
Other than English or believed to be other than English	43	311.5	330.0		371.6	369.3		C+	41.7	8.86
Unclassified	1	80.4	380.0	-	86.4	414.0	-	B	46.0	9.00
Special Education Needs										
No SEN	238	328.0	321.5		393.5	360.3	Sig-	C+	41.1	8.77
SEN support	8	235.9	233.5		259.2	241.3		D-	31.1	7.75
SEN with statement or EHC plan	2	115.4	293.0		122.6	307.0	Sig+	D+	36.1	8.50

Attainment at Key Stage 4

Ethnicity Group										
White										
British	173	309.5	313.9		367.1	351.3	Sig-	C	40.5	8.68
Irish	0	331.6	-	-	401.4	-	-	-	-	-
Traveller of Irish Heritage	0	163.2	-	-	179.9	-	-	-	-	-
Gypsy/Roma	0	137.1	-	-	146.7	-	-	-	-	-
Any Other White Background	3	307.6	310.0		369.1	352.7		D+	36.5	9.67
Mixed										
White and Black Caribbean	1	293.6	374.0	-	341.8	414.0	-	B	46.0	9.00
White and Black African	2	318.5	350.0		380.0	387.0		B-	43.0	9.00
White and Asian	2	335.5	362.0		408.6	416.0		B-	43.8	9.50
Any other Mixed Background	5	323.3	384.8		390.8	445.6		B+	47.4	9.40
Asian or Asian British										
Indian	5	348.5	341.6		430.0	382.2		C+	42.5	9.00
Pakistani	46	304.1	317.8		355.1	350.7		C	40.3	8.70
Bangladeshi	6	326.3	326.7		390.7	352.3		C+	42.3	8.33
Any other Asian Background	3	336.2	334.0		408.6	380.0		C+	42.2	9.00
Black or Black British										
Black Caribbean	1	292.7	284.0	-	337.4	300.0	-	D	33.3	9.00
Black African	0	314.0	-	-	370.9	-	-	-	-	-
Any Other Black Background	0	295.6	-	-	343.4	-	-	-	-	-
Chinese										
Any Other Ethnic Group	0	373.6	452.0	-	478.4	608.0	-	A*-	55.3	11.00
Any Other Ethnic Group	0	316.0	-	-	379.7	-	-	-	-	-
Unclassified - Refused	0	320.9	-	-	384.4	-	-	-	-	-
Unclassified - Information Not Obtained	0	138.5	-	-	155.5	-	-	-	-	-

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

*From 2014 only performance tables approved qualifications are counted

Attainment at Key Stage 4

Table 4.1.16: English Baccalaureate subject areas thresholds by pupil groups (KS4.Thr (Ebacc selection))

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

	Total number of pupils in 2015	Percentages based upon total number of pupils in cohort									Percentages based upon subject entry											
		English Baccalaureate			Basics			English			Mathematics			Science			Languages			Humanities		
		Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National
All Pupils	248	117	34	24	240	57	58	242	66	67	243	64	67	157	91	69	157	75	70	192	71	67
Gender																						
Male	135	55	28	19	133	49	54	133	54	61	135	60	67	80	90	67	80	65	64	99	65	63
Female	113	62	42	29	107	66	62	109	81	74	108	69	68	77	92	71	77	84	75	93	77	71
Free School Meals*																						
FSM	85	32	26	11	79	51	39	81	58	51	81	60	49	47	87	53	49	71	60	57	65	49
Non FSM	163	85	39	28	161	60	65	161	71	73	162	66	74	110	93	73	108	76	72	135	73	71
Children Looked After																						
CLA	0	-	-	3	-	-	19	-	-	29	-	-	27	-	-	40	-	-	52	-	-	34
Not CLA	248	117	34	24	240	57	58	242	66	68	243	64	68	157	91	69	157	75	70	192	71	67
Disadvantaged pupils																						
Disadvantaged pupils	85	32	26	11	79	51	38	81	58	51	81	60	49	47	87	53	49	71	59	57	65	49
Other pupils	163	85	39	28	161	60	65	161	71	74	162	66	74	110	93	73	108	76	72	135	73	71
Prior Attainment																						
Low	36	0	0	1	30	3	7	31	9	19	31	3	15	2	50	17	4	0	37	6	17	16
Middle	134	55	24	13	130	51	54	131	64	68	131	61	67	80	88	57	85	65	54	112	59	55
High	73	57	68	52	72	90	91	72	95	94	73	96	96	69	97	90	62	94	84	68	96	89
Non-mobile pupils																						
Pupils on roll throughout years 10 & 11	242	115	35	24	234	57	59	236	66	69	237	64	69	154	92	69	155	75	70	187	71	67
English as a First Language																						
First Language - English	204	99	35	24	197	56	59	199	66	69	199	63	68	133	91	68	124	76	68	157	71	67
First Language - Other	43	18	30	26	42	58	55	42	67	64	43	67	67	23	91	71	33	70	79	34	71	66

Attainment at Key Stage 4

Total number of pupils in 2015	Percentages based upon total number of pupils in cohort												Percentages based upon subject entry									
	English Baccalaureate			Basics			English			Mathematics			Science			Languages			Humanities			
	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	
First Language - Unclassified	1	0	0	2	1	100	8	1	100	11	1	100	15	1	100	52	0	-	80	1	100	50
Special Educational Needs																						
No SEN	238	117	36	27	230	59	65	232	68	75	233	66	74	155	92	71	155	75	71	189	71	70
SEN support	8	0	0	6	8	13	25	8	13	36	8	13	37	2	50	44	1	0	52	2	50	40
SEN with statement or EHC plan	2	0	0	2	2	0	10	2	20	13	2	0	16	0	-	43	1	100	55	1	0	39
Ethnicity Group																						
White																						
British	173	78	33	23	166	56	59	168	64	68	168	63	68	110	92	68	103	72	67	131	69	67
Irish	0	-	-	34	-	-	68	-	-	77	-	-	75	-	-	78	-	-	73	-	-	77
Traveller of Irish Heritage	0	-	-	3	-	-	20	-	-	26	-	-	26	-	-	40	-	-	47	-	-	41
Gypsy/Roma	0	-	-	1	-	-	9	-	-	14	-	-	14	-	-	24	-	-	41	-	-	31
Any Other White Background	3	0	0	26	3	33	53	3	33	61	3	67	66	1	100	69	2	50	87	1	0	66
Mixed																						
White and Black Caribbean	1	1	100	17	1	100	50	1	100	64	1	100	59	1	100	61	1	100	61	1	100	60
White and Black African	2	2	50	26	2	100	60	2	100	72	2	100	67	2	50	69	2	100	74	2	50	69
White and Asian	2	2	100	34	2	100	68	2	100	77	2	100	75	2	100	76	2	100	77	2	100	77
Any other Mixed Background	5	4	80	30	5	100	62	5	100	73	5	100	70	5	100	73	4	100	77	5	80	70
Asian or Asian British																						
Indian	5	4	60	39	5	60	73	5	100	79	5	60	82	4	75	81	4	100	79	4	75	78
Pakistani	46	22	28	21	45	52	52	45	65	63	46	63	63	26	92	68	34	74	70	37	76	62
Bangladeshi	6	2	33	28	6	67	63	6	67	72	6	67	72	3	100	73	2	100	72	4	75	68
Any other Asian Background	3	1	33	34	3	33	66	3	67	71	3	33	78	1	100	79	2	50	80	3	67	73
Black or Black British																						
Black Caribbean	1	0	0	16	1	0	47	1	0	63	1	0	56	1	0	58	0	-	58	1	0	54
Black African	0	-	-	24	-	-	56	-	-	68	-	-	66	-	-	70	-	-	70	-	-	65

Attainment at Key Stage 4

Total number of pupils in 2015	Percentages based upon total number of pupils in cohort												Percentages based upon subject entry									
	English Baccalaureate			Basics			English			Mathematics			Science			Languages			Humanities			
	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	
Any Other Black Background	0	-	-	19	-	-	47	-	-	61	-	-	58	-	-	63	-	-	69	-	-	59
Chinese	1	1	100	49	1	100	77	1	100	78	1	100	93	1	100	89	1	100	92	1	100	85
Any Other Ethnic Group	0	-	-	29	-	-	57	-	-	65	-	-	69	-	-	74	-	-	84	-	-	68
Unclassified - Refused	0	-	-	27	-	-	61	-	-	71	-	-	70	-	-	71	-	-	72	-	-	71
Unclassified - Information Not Obtained	0	-	-	7	-	-	19	-	-	24	-	-	28	-	-	60	-	-	76	-	-	58

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

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

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

*From 2014 only performance tables approved qualifications are counted

Attainment at Key Stage 4

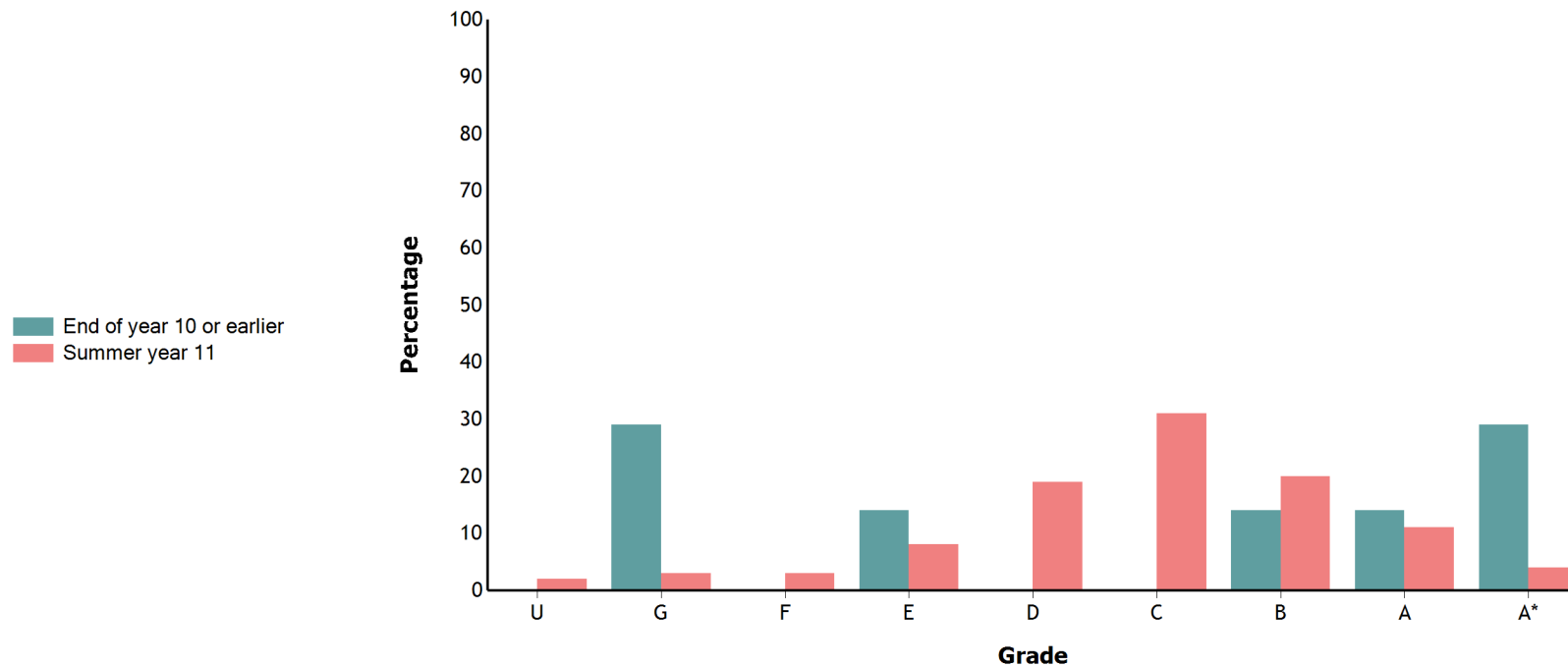
Chart 4.1.17 and Table 4.1.18: Attainment, grade distributions by time of entry 2015 (KS4.EENT)

Key Stage 4 mathematics (EBACC)

Grade distribution

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

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



Attainment at Key Stage 4

Earliest mathematics (EBACC) point of entry	Cohort	Entries	Percentage actual distribution									
			U	G	F	E	D	C	B	A	A*	
End of year 10 or earlier	School	251	7	0	29	0	14	0	0	14	14	29
Winter year 11	School	251	-	-	-	-	-	-	-	-	-	-
Summer year 11	School	251	236	2	3	3	8	19	31	20	11	4
Key Stage 4 highest grade, all pupils	School	251	251	5	3	3	8	18	29	19	10	4
	National	559,061	559,061	6	3	4	5	14	30	19	11	7

Earliest mathematics (EBACC) point of entry	Cohort	Entries	Percentage cumulative distribution									
			U+	G+	F+	E+	D+	C+	B+	A+	A*	
End of year 10 or earlier	School	251	7	100	100	71	71	57	57	57	43	29
Winter year 11	School	251	-	-	-	-	-	-	-	-	-	-
Summer year 11	School	251	236	100	98	95	92	84	66	34	14	4
Key Stage 4 highest grade, all pupils	School	251	251	100	95	92	89	81	63	34	15	4
	National	559,061	559,061	100	94	90	87	81	67	38	19	7

Please refer to the methodology library for a worked example for a school.

The Key Stage 4 highest grade includes pupils who were not entered.



Progress Measures Value Added

Table 5.1.1: Key Stage 2 to Key Stage 4 value added scores for Best 8 and Ebacc subject areas, trend* (KS24.VATrd)

Best 8 including English and mathematics VA: School analysis

		2013	2014*	2015	
Best 8	Cohort for VA	230	231	240	
	VA School score	990.6	1,001.8	1,005.2	
	95% confidence interval +/-	8.1	9.4	9.4	
	Significance	Sig-			
	Percentile rank	69	50	43	
	Coverage	97%	95%	97%	
English	Cohort for VA	230	231	240	
	VA School score	999.9	998.9	999.6	AA
	95% confidence interval +/-	0.9	1.1	1.1	
	Significance				
	Percentile rank	54	73	62	
	Coverage	97%	95%	97%	
Mathematics	Cohort for VA	230	231	240	
	VA School score	1,000.4	1,000.7	999.7	AA
	95% confidence interval +/-	0.9	1.0	1.1	
	Significance				
	Percentile rank	43	40	58	
	Coverage	97%	95%	97%	
Science	Cohort for VA	149	129	151	
	VA School score	1,002.1	1,002.9	1,003.9	
	95% confidence interval +/-	0.9	1.1	1.0	
	Significance	Sig+	Sig+	Sig+	
	Percentile rank	21	10	5	
	Coverage	63%	53%	61%	
Languages	Cohort for VA	131	138	151	
	VA School score	1,000.8	1,001.2	1,000.6	
	95% confidence interval +/-	1.3	1.4	1.4	
	Significance				
	Percentile rank	43	36	44	
	Coverage	55%	56%	61%	
Humanities	Cohort for VA	162	175	186	
	VA School score	1,001.0	1,001.9	1,001.0	AA
	95% confidence interval +/-	1.2	1.3	1.3	
	Significance		Sig+		
	Percentile rank	42	28	38	
	Coverage	68%	72%	75%	

Science takes the average grade of the two eligible science qualifications

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

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

*From 2014 only performance tables approved qualifications are counted

Progress Measures Value Added

Table 5.1.2: Key Stage 2 to Key Stage 4 value added: performance of groups within school - ethnic backgrounds* (KS24.VAEth)

This report indicates significance relative to both the national mean of 1,000 and the national mean for each ethnic group. Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national values for this group, sig+ or sig- is shown.

	School score	White British	Irish	Traveller of Irish Heritage	Gypsy/Roma	Any Other White Background	White and Black Caribbean	White and Black African	White and Asian	Any other Mixed Background	Indian	Pakistani	Bangladeshi	Any other Asian Background	Caribbean	African	Any Other Black Background	Chinese	Any Other Ethnic Group	Refused	Information Not Obtained
Cohort for VA	240	170	0	0	0	2	1	1	2	5	5	44	6	2	1	0	0	1	0	0	0
School Score	1005.2	1002.1	-	-	-	1065.9	966.9	984.9	989.6	1049.9	1005.1	1006.0	1036.1	1035.1	973.8	-	-	1026.3	-	-	-
95% confidence interval	9.4	11.2	-	-	-	103.3	146.1	146.1	103.3	65.3	65.3	22.0	59.6	103.3	146.1	-	-	146.1	-	-	-
Group national mean	1000.0	994.9	1005.5	906.1	950.0	1030.5	985.2	1006.9	1009.5	1007.3	1031.1	1010.4	1027.8	1036.1	996.7	1024.4	1008.0	1043.9	1037.6	1004.6	970.7
Significance from national average for group			-	-	-											-	-		-	-	-
Significance from overall national average			-	-	-											-	-		-	-	-

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

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

*From 2014 only performance tables approved qualifications are counted

Progress Measures Value Added

Table 5.1.3: Key Stage 2 to Key Stage 4 value added: performance of groups within school - pupil characteristics (KS24.VAGrp)

This report indicates significance relative to both the national mean of 1,000 and the national mean for each group. Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national values for this group, sig+ or sig- is shown.

	School Score	Boys	Girls	FSM*	Non FSM*	CLA	Not CLA	Disadvantaged pupils	Other pupils	Low	Middle	High	Onroll throughout Yrs 10&11	First Language - English	First Language - Other	First Language - Unclassified	No SEN	SEN support	SEN with statement or EHC plan
Cohort for VA	240	130	110	83	157	0	240	83	157	33	134	73	235	199	40	1	230	8	2
School Score	1005.2	996.9	1014.9	995.0	1010.5	-	1005.2	995.0	1010.5	993.1	1013.8	994.8	1004.9	1003.1	1013.8	1072.4	1004.3	1021.1	1040.8
95% confidence interval	9.4	12.8	13.9	16.0	11.7	-	9.4	16.0	11.7	25.4	12.6	17.1	9.5	10.4	23.1	146.1	9.6	51.6	103.3
Group national mean	1000.0	991.2	1009.0	976.3	1008.5	931.2	1000.5	975.9	1008.8	1000.1	1000.0	999.9	1001.2	996.1	1029.0	941.6	1004.7	972.1	975.2
Significance from national average for group				Sig+		-		Sig+			Sig+								
Significance from overall national average			Sig+			-					Sig+								

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

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

*From 2014 only performance tables approved qualifications are counted



Progress Measures Value Added

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

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


	Number of pupils in latest year	Value Added					
		2013		2014*		2015	
		School	National	School	National	School	National
All Pupils	243	990.6	1000.0	1001.8	1000.0	1005.2	1000.0
Gender							
Boys	132	974.0	991.0	991.9	988.9	996.9	991.2
Girls	111	1008.3	1008.9	1012.1	1011.3	1014.9	1009.0
Free School Meals*							
FSM	85	973.3	983.7	979.9	977.8	995.0	976.3
Non FSM	158	998.8	1005.6	1012.3	1007.8	1010.5	1008.5
Children Looked After							
CLA	-	1027.2	950.6	958.6	944.9	-	931.2
Not CLA	243	990.1	1000.2	1002.5	1000.3	1005.2	1000.5
Disadvantaged pupils							
Disadvantaged pupils	85	974.0	983.4	980.1	977.6	995.0	975.9
Other pupils	158	998.6	1005.7	1012.8	1008.0	1010.5	1008.8
Prior Attainment							
Low	36	972.6	998.6	993.7	999.7	993.1	1000.1
Middle	134	991.4	999.2	1008.7	999.9	1013.8	1000.0
High	73	1002.4	1001.4	992.0	1000.3	994.8	999.9
Non-mobile pupils							
Pupils on roll throughout years 10 & 11	238	991.9	1001.1	1003.0	1001.2	1004.9	1001.2
English as a First Language							
First Language - English	201	987.7	996.5	998.0	995.5	1003.1	996.1
First Language - Other	41	1013.6	1027.7	1027.1	1035.0	1013.8	1029.0
Unclassified	1	-	996.8	-	982.8	1072.4	941.6
Special Educational Needs							
No SEN	230	999.3	1005.0	1007.2	1006.5	1004.3	1004.7
SEN support	8	976.3	978.8	990.5	971.2	1021.1	972.1
SEN with statement or EHC plan	5	872.0	976.2	907.2	968.5	1040.8	975.2
Ethnicity Group							
White							
British	171	979.1	995.6	991.5	993.9	1002.1	994.9
Irish	-	-	995.7	982.7	1001.7	-	1005.5
Traveller of Irish Heritage	-	-	900.9	-	900.3	-	906.1
Gypsy/Roma	-	-	946.6	-	946.4	-	950.0
Any Other White Background	2	984.5	1022.5	-	1032.7	1065.9	1030.5
Mixed							
White and Black Caribbean	1	1037.9	989.0	1009.5	984.3	966.9	985.2
White and Black African	1	969.0	1002.3	969.2	1010.1	984.9	1006.9
White and Asian	2	1035.0	1006.8	1028.2	1009.4	989.6	1009.5



Progress Measures Value Added

	Value Added						
	2013			2014*		2015	
	Number of pupils in latest year	School	National	School	National	School	National
Any other Mixed Background	5	1042.3	1003.6	1023.9	1008.7	1049.9	1007.3
Asian or Asian British							
Indian	5	1007.3	1028.7	1046.2	1035.3	1005.1	1031.1
Pakistani	46	1011.6	1018.5	1035.3	1018.1	1006.0	1010.4
Bangladeshi	6	989.2	1022.7	1009.8	1030.4	1036.1	1027.8
Any other Asian Background	2	1047.6	1031.6	969.8	1041.2	1035.1	1036.1
Black or Black British							
Black Caribbean	1	-	1000.7	1088.5	1001.8	973.8	996.7
Black African	-	-	1023.0	-	1033.9	-	1024.4
Any Other Black Background	-	-	1007.8	-	1012.2	-	1008.0
Chinese	1	1065.5	1041.8	-	1047.6	1026.3	1043.9
Any Other Ethnic Group	-	1111.9	1030.7	1072.5	1041.4	-	1037.6
Unclassified - Refused	-	-	998.4	-	1003.0	-	1004.6
Unclassified - Information Not Obtained	-	-	989.2	-	982.9	-	970.7

Key

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

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

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

*From 2014 only performance tables approved qualifications are counted

Progress Measures Value Added

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

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

	Total number of pupils in 2015	Key Stage 2 to 4 Value Added By Subject 2015*														
		English entries	English Value Added (School)	English Value Added (National)	Maths entries	Maths Value Added (School)	Maths Value Added (National)	Science entries	Science Value Added (School)	Science Value Added (National)	Languages entries	Languages Value Added (School)	Languages Value Added (National)	Humanities entries	Humanities Value Added (School)	Humanities Value Added (National)
All Pupils	240	240	999.6	1000.0	240	999.7	1000.0	151	1003.9	1000.0	151	1000.6	1000.0	186	1001.0	1000.0
Gender																
Boys	130	130	998.8	998.8	130	1000.3	1000.5	76	1003.6	999.8	76	999.0	998.4	95	999.4	999.0
Girls	110	110	1000.5	1001.3	110	998.9	999.5	75	1004.3	1000.2	75	1002.2	1001.3	91	1002.7	1001.0
Free School Meals*																
FSM	83	83	998.8	998.2	83	999.4	997.9	45	1003.1	998.4	47	1000.5	999.0	55	1000.7	997.4
Non FSM	157	157	1000.0	1000.6	157	999.8	1000.7	106	1004.3	1000.4	104	1000.6	1000.2	131	1001.2	1000.7
Children Looked After																
CLA	0	0	-	994.5	0	-	994.4	0	-	996.6	0	-	997.1	0	-	995.1
Not CLA	240	240	999.6	1000.0	240	999.7	1000.0	151	1003.9	1000.0	151	1000.6	1000.0	186	1001.0	1000.0
Disadvantaged pupils																
Disadvantaged pupils	83	83	998.8	998.2	83	999.4	997.9	45	1003.1	998.3	47	1000.5	999.0	55	1000.7	997.4
Other pupils	157	157	1000.0	1000.7	157	999.8	1000.8	106	1004.3	1000.4	104	1000.6	1000.2	131	1001.2	1000.7
Prior Attainment																
Low	33	33	999.9	1000.0	33	997.7	1000.0	2	1008.7	1000.0	4	991.8	999.9	6	1004.8	1000.0
Middle	134	134	999.8	1000.0	134	1000.3	1000.0	80	1005.1	1000.0	85	1001.5	1000.0	112	1001.3	1000.0
High	73	73	999.1	1000.0	73	999.4	1000.0	69	1002.4	1000.0	62	999.9	1000.0	68	1000.1	1000.0
Non-mobile pupils																
Pupils on roll throughout years 10 & 11	235	235	999.6	1000.1	235	999.8	1000.1	149	1003.9	1000.1	150	1000.6	1000.0	182	1001.0	1000.1
English as a First Language																
First Language - English	199	199	999.5	999.8	199	999.4	999.6	129	1003.7	999.7	121	1000.4	999.2	154	1001.1	999.8
First Language - Other	40	40	1000.0	1001.6	40	1000.7	1003.0	21	1004.7	1002.2	30	1001.5	1004.5	31	1000.5	1001.7
Unclassified	1	1	1000.3	994.8	1	1006.7	995.3	1	1012.8	998.5	0	-	1001.0	1	1008.4	998.5
Special Educational Needs																
No SEN	230	230	999.4	1000.4	230	999.7	1000.3	149	1003.9	1000.1	149	1000.6	1000.1	183	1001.1	1000.2
SEN support	8	8	1004.3	997.7	8	999.2	998.0	2	1006.3	998.7	1	992.4	998.2	2	994.7	998.0
SEN with statement or EHC plan	2	2	1003.1	997.5	2	1000.4	998.9	0	-	1000.2	1	1002.9	999.2	1	991.8	1001.1
Ethnicity Group																
White																
British	170	170	999.4	999.7	170	999.4	999.5	107	1004.2	999.6	101	1000.5	998.9	129	1001.1	999.7
Irish	0	0	-	1000.5	0	-	1000.0	0	-	1000.7	0	-	1000.4	0	-	1001.7
Traveller of Irish Heritage	0	0	-	991.9	0	-	991.1	0	-	996.5	0	-	999.7	0	-	995.6
Gypsy/Roma	0	0	-	995.6	0	-	995.8	0	-	996.1	0	-	997.8	0	-	995.5
Any Other White Background	2	2	1001.1	1001.6	2	1008.8	1002.8	1	1002.5	1002.0	1	1017.2	1008.2	0	-	1002.0
Mixed																
White and Black Caribbean	1	1	998.2	999.2	1	990.1	997.8	1	994.2	998.7	1	999.5	998.2	1	1003.2	998.5
White and Black African	1	1	992.2	1000.9	1	1002.1	999.8	1	1003.2	1000.0	1	993.5	1002.0	1	1003.2	1000.0

Progress Measures Value Added

Key Stage 2 to 4 Value Added By Subject 2015*

Total number of pupils in 2015	Key Stage 2 to 4 Value Added By Subject 2015*															
	English entries	English Value Added (School)	English Value Added (National)	Maths entries	Maths Value Added (School)	Maths Value Added (National)	Science entries	Science Value Added (School)	Science Value Added (National)	Languages entries	Languages Value Added (School)	Languages Value Added (National)	Humanities entries	Humanities Value Added (School)	Humanities Value Added (National)	
White and Asian	2	2	995.3	1000.9	2	997.2	1000.6	2	1002.5	1000.9	2	1000.2	1001.5	2	998.3	1001.5
Any other Mixed Background	5	5	1003.4	1000.7	5	1005.3	1000.1	5	1008.0	1000.6	4	1003.7	1002.3	5	1005.5	1000.4
Asian or Asian British																
Indian	5	5	1001.7	1001.7	5	999.0	1003.5	4	1000.2	1002.8	4	1000.9	1002.3	4	999.4	1002.6
Pakistani	44	44	999.2	1000.5	44	999.8	1000.9	25	1002.7	1000.9	33	1000.2	1001.0	36	999.8	1000.2
Bangladeshi	6	6	1004.0	1002.1	6	1002.9	1002.6	3	1006.4	1001.9	2	1002.5	1001.2	4	1004.6	1001.6
Any other Asian Background	2	2	1002.9	1001.8	2	1000.1	1004.4	0	-	1003.2	1	993.8	1003.3	2	1006.2	1002.5
Black or Black British																
Black Caribbean	1	1	995.6	1000.2	1	996.3	998.6	1	998.7	999.1	0	-	998.5	1	991.8	998.3
Black African	0	0	-	1001.6	0	-	1002.2	0	-	1001.7	0	-	1001.6	0	-	1001.3
Any Other Black Background	0	0	-	1000.5	0	-	999.9	0	-	1000.1	0	-	1001.4	0	-	1000.0
Chinese	1	1	1000.4	1001.6	1	1003.5	1005.8	1	1004.6	1004.0	1	1000.7	1006.6	1	998.8	1003.5
Any Other Ethnic Group	0	0	-	1002.2	0	-	1003.8	0	-	1002.9	0	-	1006.7	0	-	1002.3
Unclassified - Refused	0	0	-	1000.5	0	-	1000.2	0	-	1000.5	0	-	1000.9	0	-	1000.7
Unclassified - Information Not Obtained	0	0	-	996.9	0	-	997.6	0	-	998.5	0	-	1000.7	0	-	998.8

Key

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

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

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

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

*From 2014 only performance tables approved qualifications are counted

Expected Progress - English

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

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

Number of Pupils		Key Stage 4 English grade										Total No. of Pupils	Expected progress			More than expected progress		
		no KS4 result	U	G	F	E	D	C	B	A	A*		Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress
KS2 English attainment	Other or no prior available	0	0	0	1	0	1	3	3	0	0	3	3	100%	58%	0	0%	24%
	W	0	0	0	0	0	0	0	0	0	0	0	0	0%	6%	0	0%	5%
	1	0	0	0	0	0	0	0	0	0	0	0	0	0%	30%	0	0%	19%
	2	1	0	1	1	4	4	0	0	0	0	11	8	73%	52%	4	36%	26%
	3	2	0	3	0	5	14	6	0	0	0	30	20	67%	62%	6	20%	24%
	4	2	0	0	1	2	41	58	27	0	0	131	85	65%	70%	27	21%	28%
	5	1	0	0	0	0	0	19	25	17	6	68	48	71%	77%	23	34%	38%
Summary											243	164	67%	69%	60	25%	30%	

Total Cohort	248
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Key

represents pupils making more than expected progress

represents pupils making expected progress

represents pupils making less than expected progress

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

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

*From 2014 only performance tables approved qualifications are counted

Expected Progress - English

Table 5.2.2: Expected Progress in English Key Stage 2 to Key Stage 4 for Disadvantaged pupils (KS4.EPR_CTG)

This table shows the number of pupils attaining each English (English GCSE or English language and English literature) Key Stage 4 grade and their corresponding English Key Stage 2 prior attainment.

Number of Pupils		Key Stage 4 English grade										Total No. of Disadvantaged pupils	Expected Progress				More than expected progress			
		no KS4 result	U	G	F	E	D	C	B	A	A*		Disadvantaged pupils Achieving Expected Progress	Disadvantaged pupils % Achieving Expected Progress	School (Other pupils)% Achieving Expected Progress	National (Other pupils)% Achieving Expected Progress	Disadvantaged pupils Achieving More Than Expected Progress	Disadvantaged pupils % Achieving More Than Expected Progress	School (Other pupils)% Achieving More Than Expected Progress	National (Other pupils)% Achieving More Than Expected Progress
KS2 English attainment	Other or no prior available	0	0	0	0	0	0	0	2	0	0	2	2	100%	100%	62%	0	0%	0%	27%
	W	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	6%	0	0%	0%	5%
	1	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	31%	0	0%	0%	21%
	2	1	0	0	0	2	3	0	0	0	0	6	5	83%	60%	59%	3	50%	20%	32%
	3	1	0	3	0	3	6	4	0	0	0	17	10	59%	77%	68%	4	24%	15%	28%
	4	1	0	0	0	0	15	15	9	0	0	40	24	60%	67%	74%	9	23%	20%	31%
	5	1	0	0	0	0	7	7	2	3		20	12	60%	75%	79%	5	25%	38%	40%
Summary											85	53	62%	70%	74%	21	25%	25%	34%	

Total Cohort of Disadvantaged pupils	85
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Key

represents pupils making more than expected progress

represents pupils making expected progress

represents pupils making less than expected progress

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

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

*From 2014 only performance tables approved qualifications are counted

Expected Progress - English

Table 5.2.3: Expected Progress in English Key Stage 2 to Key Stage 4 - sublevel variation (KS4.EPR)

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

Number of Pupils		Key Stage 4 English grade											Total No. of Pupils	Expected progress			More than expected progress		
		sub level	no KS4 result	U	G	F	E	D	C	B	A	A*		Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress
KS2 English attainment	Other or no prior available		0	0	0	1	0	1	3	3	0	0	3	3	100%	58%	0	0%	24%
	W		0	0	0	0	0	0	0	0	0	0	0	0	0%	6%	0	0%	5%
	1		0	0	0	0	0	0	0	0	0	0	0	0	0%	30%	0	0%	19%
	2		1	0	1	1	4	4	0	0	0	0	11	8	73%	52%	4	36%	26%
	3	3C		1	0	0	0	0	1	0	0	0	2	1	50%	45%	0	0%	13%
		3B		1	0	3	0	5	9	4	0	0	22	13	59%	60%	4	18%	22%
		3A		0	0	0	0	0	4	2	0	0	6	6	100%	74%	2	33%	34%
	4	4C		0	0	0	0	0	5	11	3	0	19	14	74%	52%	3	16%	11%
		4B		1	0	0	1	2	33	32	16	0	85	48	56%	68%	16	19%	25%
		4A		1	0	0	0	0	3	15	8	0	27	23	85%	85%	8	30%	45%
	5	5C		0	0	0	0	0	0	10	13	7	31	21	68%	73%	8	26%	30%
		5B		1	0	0	0	0	0	9	12	10	37	27	73%	82%	15	41%	46%
		5A		0	0	0	0	0	0	0	0	0	0	0	0%	98%	0	0%	85%
Summary												243	164	67%	69%	60	25%	30%	

Total Cohort	248
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Key

represents pupils making more than expected progress

represents pupils making expected progress

represents pupils making less than expected progress

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

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

*From 2014 only performance tables approved qualifications are counted

Expected Progress - English

Table 5.2.4: Expected Progress in English Key Stage 2 to Key Stage 4 for Disadvantaged pupils - sublevel variation (KS4.EPR_CTG)

This table shows the number of pupils attaining each English (English GCSE or English language and English literature) Key Stage 4 grade and their corresponding English Key Stage 2 prior attainment, including sub-levels.

Number of Pupils		Key Stage 4 English grade											Total No. of Disadvantaged pupils	Expected Progress				More than expected progress			
		sub level	no KS4 result	U	G	F	E	D	C	B	A	A*		Disadvantaged pupils Achieving Expected Progress	Disadvantaged pupils % Achieving Expected Progress	School (Other pupils)% Achieving Expected Progress	National (Other pupils)% Achieving Expected Progress	Disadvantaged pupils Achieving More Than Expected Progress	Disadvantaged pupils % Achieving More Than Expected Progress	School (Other pupils)% Achieving More Than Expected Progress	National (Other pupils)% Achieving More Than Expected Progress
KS2 English attainment	Other or no prior available		0	0	0	0	0	0	0	2	0	0	2	2	100%	50%	62%	0	0%	0%	27%
	W		0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	6%	0	0%	0%	5%
	1		0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	31%	0	0%	0%	21%
	2		1	0	0	0	2	3	0	0	0	0	6	5	83%	60%	59%	3	50%	20%	32%
	3	3C		1	0	0	0	1	0	0	0	0	2	1	50%	0%	51%	0	0%	0%	15%
		3B		0	0	3	0	3	4	3	0	0	13	7	54%	67%	65%	3	23%	11%	25%
		3A		0	0	0	0	1	1	0	0	0	2	2	100%	100%	78%	1	50%	25%	37%
	4	4C		0	0	0	0	2	4	1	0	0	7	5	71%	75%	56%	1	14%	17%	13%
		4B		1	0	0	0	11	8	3	0	0	23	11	48%	60%	72%	3	13%	21%	28%
		4A		0	0	0	0	2	3	5	0	0	10	8	80%	88%	87%	5	50%	18%	48%
	5	5C		0	0	0	0	0	2	3	0	1	6	4	67%	68%	75%	1	17%	28%	32%
		5B		1	0	0	0	0	5	4	2	2	14	8	57%	83%	84%	4	29%	48%	48%
		5A		0	0	0	0	0	0	0	0	0	0	0	0%	0%	98%	0	0%	0%	86%
Summary												85	53	62%	70%	74%	21	25%	25%	34%	
												Total Cohort of Disadvantaged pupils	85								

Key

represents pupils making more than expected progress

represents pupils making expected progress

represents pupils making less than expected progress

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

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

*From 2014 only performance tables approved qualifications are counted

Expected Progress - mathematics

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

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

Number of Pupils		Key Stage 4 Mathematics grade										Total No. of Pupils	Expected progress			More than expected progress		
		no KS4 result	U	G	F	E	D	C	B	A	A*		Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress
KS2 Mathematics attainment	Other or no prior available	0	0	0	1	1	0	3	1	1	1	3	3	100%	65%	2	67%	35%
	W	0	0	0	0	0	0	0	0	0	0	0	0	0%	2%	0	0%	1%
	1	0	0	0	0	0	0	0	0	0	0	0	0	0%	9%	0	0%	5%
	2	0	2	3	3	1	0	0	0	0	0	9	1	11%	20%	0	0%	12%
	3	2	2	4	3	12	8	4	1	0	0	36	13	36%	44%	5	14%	19%
	4	3	1	1	0	6	36	50	23	7	0	127	80	63%	68%	30	24%	23%
	5	0	0	0	0	0	0	15	24	18	11	68	53	78%	79%	29	43%	48%
Summary											243	150	62%	66%	66	27%	30%	

Key

represents pupils making more than expected progress

represents pupils making expected progress

represents pupils making less than expected progress

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

Total Cohort	248
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Full details of the methodology used can be found in the Library.

*From 2014 only performance tables approved qualifications are counted

Expected Progress - mathematics

Table 5.3.2: Expected Progress in mathematics Key Stage 2 to Key Stage 4 for Disadvantaged pupils (KS4.EPR_CTG)

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

Number of Pupils		Key Stage 4 Mathematics grade										Total No. of Disadvantaged pupils	Expected Progress				More than expected progress			
		no KS4 result	U	G	F	E	D	C	B	A	A*		Disadvantaged pupils Achieving Expected Progress	Disadvantaged pupils % Achieving Expected Progress	School (Other pupils)% Achieving Expected Progress	National (Other pupils)% Achieving Expected Progress	Disadvantaged pupils Achieving More Than Expected Progress	Disadvantaged pupils % Achieving More Than Expected Progress	School (Other pupils)% Achieving More Than Expected Progress	National (Other pupils)% Achieving More Than Expected Progress
KS2 Mathematics attainment	Other or no prior available	0	0	0	0	0	0	0	0	1	1	2	2	100%	100%	71%	2	100%	0%	39%
	W	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	2%	0	0%	0%	1%
	1	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	8%	0	0%	0%	5%
	2	0	1	0	3	0	0	0	0	0	0	4	0	0%	20%	23%	0	0%	0%	13%
	3	2	0	2	1	8	2	1	0	0	0	16	3	19%	50%	50%	1	6%	20%	23%
	4	2	1	0	0	1	11	21	6	1	0	43	28	65%	62%	74%	7	16%	27%	26%
	5	0	0	0	0	0	0	4	8	5	3	20	16	80%	77%	82%	8	40%	44%	51%
Summary											85	49	58%	64%	72%	18	21%	30%	35%	

Total Cohort of Disadvantaged pupils	85
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Key

represents pupils making more than expected progress

represents pupils making expected progress

represents pupils making less than expected progress

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

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

*From 2014 only performance tables approved qualifications are counted

Expected Progress - mathematics

Table 5.3.3: Expected Progress in mathematics Key Stage 2 to Key Stage 4 - sublevel variation (KS4.EPR)

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

Number of Pupils		Key Stage 4 Mathematics grade										Total No. of Pupils	Expected progress			More than expected progress			
		sub level	no KS4 result	U	G	F	E	D	C	B	A		A*	Number Achieving Expected Progress	School % Achieving Expected Progress	National % Achieving Expected Progress	Number Achieving More Than Expected Progress	School % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress
KS2 Mathematics attainment	Other or no prior available		0	0	0	1	1	0	3	1	1	1	3	3	100%	65%	2	67%	35%
	W		0	0	0	0	0	0	0	0	0	0	0	0	0%	2%	0	0%	1%
	1		0	0	0	0	0	0	0	0	0	0	0	0	0%	9%	0	0%	5%
	2		0	2	3	3	1	0	0	0	0	0	9	1	11%	20%	0	0%	12%
	3	3C		0	1	0	0	3	0	0	0	0	4	0	0%	23%	0	0%	7%
		3B		2	1	3	3	8	4	3	0	0	24	7	29%	40%	3	13%	17%
		3A		0	0	1	0	1	4	1	1	0	8	6	75%	60%	2	25%	30%
	4	4C		1	1	0	0	0	5	6	1	0	14	7	50%	50%	1	7%	8%
		4B		2	0	1	0	5	26	34	12	2	82	48	59%	67%	14	17%	19%
		4A		0	0	0	0	1	5	10	10	5	31	25	81%	85%	15	48%	40%
	5	5C		0	0	0	0	0	0	8	9	0	18	10	56%	67%	1	6%	28%
		5B		0	0	0	0	0	0	7	14	16	42	35	83%	81%	21	50%	49%
		5A		0	0	0	0	0	0	0	1	2	5	8	8	100%	97%	7	88%
Summary											243	150	62%	66%	66	27%	30%		

Total Cohort	248
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Key

represents pupils making more than expected progress

represents pupils making expected progress

represents pupils making less than expected progress

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

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

*From 2014 only performance tables approved qualifications are counted

Expected Progress - mathematics

Table 5.3.4: Expected Progress in mathematics Key Stage 2 to Key Stage 4 for Disadvantaged pupils - sublevel variation (KS4.EPR_CTG)

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

Number of Pupils		Key Stage 4 Mathematics grade										Total No. of Disadvantaged pupils	Expected Progress				More than expected progress					
		sub level	no KS4 result	U	G	F	E	D	C	B	A		A*	Disadvantaged pupils Achieving Expected Progress	Disadvantaged pupils % Achieving Expected Progress	School (Other pupils) % Achieving Expected Progress	National (Other pupils) % Achieving Expected Progress	Disadvantaged pupils Achieving More Than Expected Progress	Disadvantaged pupils % Achieving More Than Expected Progress	School (Other pupils) % Achieving More Than Expected Progress	National (Other pupils) % Achieving More Than Expected Progress	
KS2 Mathematics attainment	Other or no prior available		0	0	0	0	0	0	0	0	0	1	1	2	2	100%	100%	71%	2	100%	0%	39%
	W		0	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	2%	0	0%	0%	1%
	1		0	0	0	0	0	0	0	0	0	0	0	0	0	0%	0%	8%	0	0%	0%	5%
	2		0	1	0	3	0	0	0	0	0	0	0	4	0	0%	20%	23%	0	0%	0%	13%
	3	3C		0	0	0	2	0	0	0	0	0	0	2	0	0%	0%	26%	0	0%	0%	8%
		3B		2	0	1	1	5	2	1	0	0	0	12	3	25%	33%	46%	1	8%	17%	20%
		3A		0	0	1	0	1	0	0	0	0	0	2	0	0%	100%	66%	0	0%	33%	34%
	4	4C		0	1	0	0	0	2	4	1	0	0	8	5	63%	33%	55%	1	13%	0%	9%
		4B		2	0	0	0	1	9	14	3	0	0	29	17	59%	58%	72%	3	10%	21%	22%
		4A		0	0	0	0	0	0	3	2	1	0	6	6	100%	76%	88%	3	50%	48%	43%
	5	5C		0	0	0	0	0	0	1	3	0	0	4	3	75%	50%	71%	0	0%	7%	30%
		5B		0	0	0	0	0	0	3	4	4	3	14	11	79%	86%	83%	7	50%	50%	52%
		5A		0	0	0	0	0	0	0	1	1	0	2	2	100%	100%	97%	1	50%	100%	84%
Summary											85	49	58%	64%	72%	18	21%	30%	35%			
											Total Cohort of Disadvantaged pupils	85										

Key

represents pupils making more than expected progress

represents pupils making expected progress

represents pupils making less than expected progress

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

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

*From 2014 only performance tables approved qualifications are counted

Expected Progress English, mathematics

Table 5.4.1: Key Stage 2 to Key Stage 4 performance - percentage making expected progress, School and National (KS4.EPRS)

The table indicates the proportion of pupils making expected progress between KS2 and KS4. Statistical significance tests have been performed on the data.

	English				Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig
All Pupils	243	67	69		243	62	66	
Gender								
Male	132	58	64		132	55	64	Sig-
Female	111	78	75		111	69	68	
Free School Meals*								
FSM	85	62	58		85	58	49	
Non FSM	158	70	74		158	64	72	Sig-
Children Looked After								
CLA	-	-	38	-	-	-	30	-
Not CLA	243	67	70		243	62	66	
Disadvantaged pupils								
Disadvantaged pupils	85	62	57		85	58	49	
Other pupils	158	70	74		158	64	72	Sig-
Prior Attainment								
Low	33	58	52		33	12	32	Sig-
Middle	134	68	68		134	63	67	
High	73	70	81	Sig-	73	79	82	
Non-mobile pupils								
Pupils on roll throughout years 10 & 11	237	68	71		237	62	67	Sig-
English as a First Language								
English or believed to be English	200	67	69		201	60	66	
Other than English or believed to be other than English	42	71	75		41	68	72	
Unclassified	1	100	11	-	1	100	13	-
Special Educational Needs								
No SEN	233	67	74	Sig-	233	63	72	Sig-
SEN support	8	88	54	-	8	25	42	-
SEN with statement or EHC plan	2	50	29	-	2	50	21	-
Ethnicity Group								
White								
British	171	67	69		172	60	65	
Irish	-	-	77	-	-	-	71	-
Traveller of Irish Heritage	-	-	35	-	-	-	24	-
Gypsy/Roma	-	-	34	-	-	-	19	-
Any Other White Background	2	50	75	-	2	100	71	-

Expected Progress English, mathematics

	English				Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig
Mixed								
White and Black Caribbean	1	100	65	-	1	0	56	-
White and Black African	1	0	75	-	1	100	68	-
White and Asian	2	50	76	-	2	100	73	-
Any other Mixed Background	5	100	74	-	5	100	69	-
Asian or Asian British								
Indian	5	60	81	-	5	60	83	-
Pakistani	45	64	70		44	61	65	
Bangladeshi	6	100	78	-	6	83	75	-
Any other Asian Background	3	100	80	-	3	33	82	-
Black or Black British								
Black Caribbean	1	0	66	-	1	0	58	-
Black African	-	-	75	-	-	-	72	-
Any Other Black Background	-	-	68	-	-	-	61	-
Chinese								
	1	100	85	-	1	100	93	-
Any Other Ethnic Group								
Unclassified - Refused	-	-	76	-	-	-	75	-
Unclassified - Information Not Obtained	-	-	72	-	-	-	69	-
Unclassified - Information Not Obtained	-	-	25	-	-	-	26	-

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

*From 2014 only performance tables approved qualifications are counted

Closing the Gaps at Key Stage 4

Value Added						
	2013		2014		2015	
	Cohort	School	Cohort	School	Cohort	School
Overall						
Disadvantaged pupils	78	974.0	78	980.1	83	995.0
Other pupils	152	998.6	153	1012.8	157	1010.5
English						
Disadvantaged pupils	78	999.4	78	995.6	83	998.8
Other pupils	152	1000.2	153	1000.6	157	1000.0
Mathematics						
Disadvantaged pupils	78	999.3	78	1000.6	83	999.4
Other pupils	152	1001.0	153	1000.8	157	999.8
Science						
Disadvantaged pupils	37	1001.8	33	1004.1	45	1003.1
Other pupils	112	1002.3	96	1002.5	106	1004.3
Languages						
Disadvantaged pupils	33	1001.2	38	1000.4	47	1000.5
Other pupils	98	1000.7	100	1001.6	104	1000.6
Humanities						
Disadvantaged pupils	43	999.2	49	1001.5	55	1000.7
Other pupils	119	1001.7	126	1002.0	131	1001.2

Closing the Gaps at Key Stage 4

Average Point Score												
	2013				2014				2015			
	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff
English APS												
Disadvantaged pupils	84	35.0	40.5	-5.5	82	32.7	40.4	-7.7	85	37.1	40.5	-3.4
Other pupils	154	39.6		-0.9	160	40.5		0.1	163	40.1		-0.4
Within school gap		-4.6				-7.8				-3.0		
Mathematics APS												
Disadvantaged pupils	84	33.4	40.9	-7.5	82	35.6	40.1	-4.5	85	36.4	40.6	-4.2
Other pupils	154	40.3		-0.6	160	39.8		-0.3	163	39.4		-1.2
Within school gap		-6.9				-4.2				-3.0		
Capped APS												
Disadvantaged pupils	84	292.0	350.9	-58.9	82	271.6	324.8	-53.2	85	298.1	326.6	-28.5
Other pupils	154	341.1		-9.8	160	326.6		1.8	163	329.1		2.5
Within school gap		-49.1				-55.0				-31.0		

Closing the Gaps at Key Stage 4

Threshold												
	2013				2014				2015			
	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff
		%	%	%		%	%	%		%	%	%
English Baccalaureate												
Disadvantaged pupils	84	14	27	-13	82	22	28	-6	85	26	28	-2
Other pupils	154	40		13	160	34		6	163	39		11
Within school gap		-26				-12				-13		
5 A*-C including English and mathematics												
Disadvantaged pupils	84	32	67	-35	82	39	62	-23	85	48	63	-15
Other pupils	154	66		-1	160	61		-1	163	59		-4
Within school gap		-34				-22				-11		
Basics												
Disadvantaged pupils	84	33	67	-34	82	39	64	-25	85	51	65	-14
Other pupils	154	67		0	160	63		-1	163	60		-5
Within school gap		-34				-24				-9		
English A*-C												
Disadvantaged pupils	84	45	74	-29	82	52	73	-21	85	58	74	-16
Other pupils	154	69		-5	160	78		5	163	71		-3
Within school gap		-24				-26				-13		
Mathematics A*-C												
Disadvantaged pupils	84	46	77	-31	82	48	74	-26	85	60	74	-14
Other pupils	154	78		1	160	66		-8	163	66		-8
Within school gap		-32				-18				-6		
5 A*-G												
Disadvantaged pupils	84	95	96	-1	82	85	95	-10	85	92	96	-4
Other pupils	154	97		1	160	96		1	163	98		2
Within school gap		-2				-11				-6		

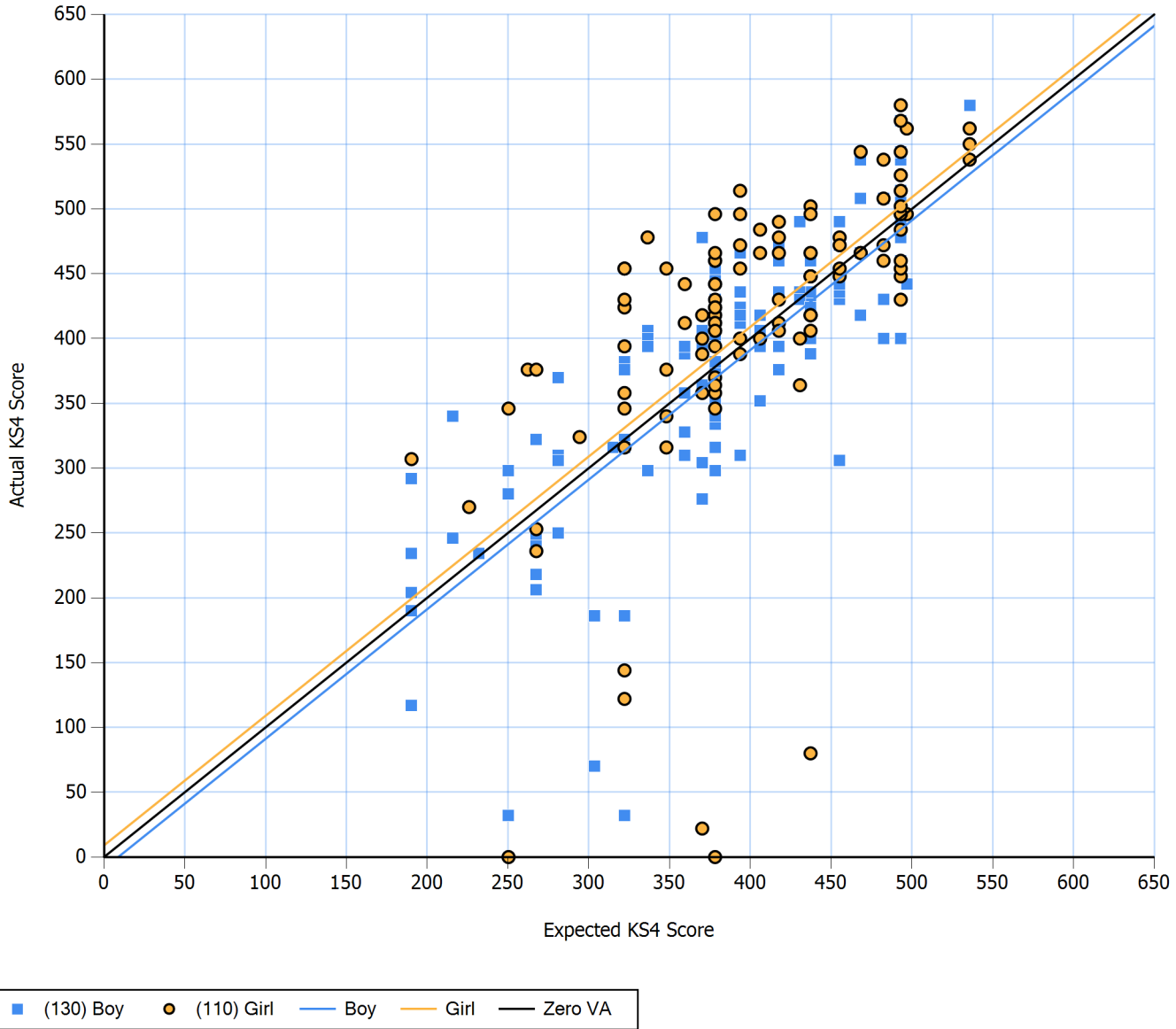


Closing the Gaps at Key Stage 4

Chart 6.1.2: Key Stage 2 to Key Stage 4 value added analysis by pupil (Disadvantaged) (KS24.VASct)

2015 Best 8 including English and mathematics subject area value added line, showing spread of pupils by disadvantaged pupils

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



Coverage 100%

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

*From 2014 only performance tables approved qualifications are counted