
**The Hollins Technology College
(8884195)**

Lancashire

**Fischer Family Trust
Analyses to Support Self-Evaluation**

*This booklet contains a sub-set of reports from the
FFT Analyses to Support Self-Evaluation.*

Introduction

The analyses included in this file are intended to support detailed and diagnostic self-evaluation. They are based upon value-added models which take account of a range of pupil- and school-level indicators, including:

- Pupil prior-attainment
- Variation between prior-attainment in different subjects
- Gender
- Month of Birth
- Free School Meals Entitlement
- Ethnicity
- SEN Stage
- Mobility
- Geodemographic Data (using Census and other data)

This file is split into 5 sections:

Introduction	Includes brief summary of key features for each type of report.
Overall Analysis	Contextual Value Added KS2->KS3->KS4 Value Added Summary KS2->KS3->KS4
Key Stage 2 to 4	Significant Areas (Grid) Significant Areas (Summary)
Key Stage 2 to 3	Significant Areas (Grid) Significant Areas (Summary)
Key Stage 3 to 4	Significant Areas (Grid) Significant Areas (Summary)
Guidance Notes	Details relating to each of the analyses. The notes are generic (the format for three of the analyses is the same for each Key Stage, specific details relating to the Key Stage are included on the actual report).

Please note that:

The reports provide VALUE-ADDED analyses and are based, therefore, only upon those pupils for whom prior-attainment data is available from the previous key stage. Overall figures for attainment may differ from published whole-school data which includes all pupils.

The reports included in this booklet, together with the value-added models used to develop the analyses, continue to be reviewed and developed. Please bear this in mind if you are comparing the information included here with a previous version.

The analyses provide a detailed view of performance and progress in terms of core subjects and overall indicators. They are not intended to cover all aspects of pupils' academic attainment.

For a small number of schools there is a significant difference between the DCSF and FFT contextual value-added models.

Key Stage	Indicator	2005/06	2006/07	2007/08
KS2 -> KS3	MNG	Broadly similar	Broadly similar	Not calculated
KS2 -> KS4	PCN	Broadly similar	Broadly similar	Broadly similar
KS3 -> KS4	PCN	Broadly similar	Broadly similar	Broadly similar

Analyses

Analyses included in this booklet are:

Analysis	KS24	KS23	KS34	Summary
Contextual VA	Yes	Yes	Yes	<p>Overview of VA over last recent years using two indicators for each key stage combination (KS23, KS34 and KS24).</p> <p>Enables view of VA for the same cohort moving through each key stage.</p> <p>Shows VA as a percentile rank and highlights where performance is significantly different to that 'expected' from a comparison with the progress of 'similar pupils in similar schools'.</p>
Value Added Summary	Yes	Yes	Yes	<p>Provides a summary, over a 3 year period, using a range of indicators, covering:</p> <ul style="list-style-type: none"> - Attainment - Pupil Progress (Value-Added)
Significant Areas (Grid)	Yes	Yes	Yes	<p>Highlights those aspects of performance where:</p> <ul style="list-style-type: none"> - Value-added is significantly high or low when averaged over a 3 year period - Value-added has changed significantly within the last 3 years
Significant Areas (Summary)	Yes	Yes	Yes	<p>Detailed report showing value-added for each of the last three years and combined, including an analysis by gender and by gender and prior attainment.</p>
Estimates	Yes	Yes	Yes	<p>Includes estimates for future years which takes account of the prior-attainment of pupils in each cohort, the school's context and the school's value-added performance in the previous 3 years.</p>

Accuracy and Feedback

Whilst considerable effort has been made to ensure that the analyses are based upon accurate and reliable data there may be instances where the source data is inaccurate. Feedback on any significant errors, together with suggestions for improvement of the analyses, will be welcomed.

If you have any questions or feedback you should discuss these with your LA's Fischer Family Trust (FFT) project contact.

The analysis shows, for each indicator, the school's value-added ranked against all maintained secondary schools nationally. The figures are shown as a percentile rank, with 1 for the highest value-added scores and 100 for the lowest. Differences are highlighted where significant (to 95% confidence limits, taking account of the number of pupils).

School Details

Admission Policy : Comprehensive, Gender : Mixed Specialist School : Technology College

Indicators are shown as a Percentile Rank where 1 = Highest value-added, 100 = Lowest value-added

PA

Matched Pupils: Value-Added (Percentile Ranks)

All Pupils: Actual

KS3 Year	KS2 -> KS3		KS4 Year	KS3 -> KS4		KS2 -> KS4		% Level 2 (5+ A*C)		% No Pass
	% L5+ (EM)	Average Level (EMS)		Level 2 EM (5+A*-C)	Capped Points Score	Level 2 EM (5+A*-C)	Capped Points Score	(AAT)	(FFT)	
2003/04	18	45	2005/06	3	61	6	64	54%	54%	6%
2004/05	5	23	2006/07	5	26	3	24	61%	61%	3%
2005/06	15	31	2007/08	7	24	6	19	68%	68%	2%
2006/07	1	21								

SX

Matched Pupils: Value-Added (Percentile Ranks)

All Pupils: Actual

KS3 Year	KS2 -> KS3		KS4 Year	KS3 -> KS4		KS2 -> KS4		% Level 2 (5+ A*C)		% No Pass
	% L5+ (EM)	Average Level (EMS)		Level 2 EM (5+A*-C)	Capped Points Score	Level 2 EM (5+A*-C)	Capped Points Score	(AAT)	(FFT)	
2003/04	8	23	2005/06	1	57	1	55	54%	54%	6%
2004/05	3	9	2006/07	4	27	2	17	61%	61%	3%
2005/06	7	12	2007/08	4	20	2	11	68%	68%	2%
2006/07	1	6								

The analysis is based upon pupils aged 15 and/or those in Year 11. Indicators for Key Stage 4 (KS4) are based upon attainment in approved qualifications at Level 1 and Level 2. See guidance notes for further details. Value-added calculations take into account each pupil's prior attainment (test and teacher assessment results), together with a range of pupil and school contextual indicators including gender, ethnicity and SEN stage. The PA model uses attainment, gender and age only. The SX model uses all factors.

 Significantly higher than expected	 % No Pass unusually low
 Significantly lower than expected	 % No Pass unusually high
	25% Overall 5+A*-C < 30%

KS2 -> KS3

	English Level 5+						English Level 6+				English Mean Level			
	Pupils		Act	Percentile Rank			Act	Percentile Rank			Act	Percentile Rank		
	Total	Match		Raw	PA	SX		Raw	PA	SX		Raw	PA	SX
2004/05	156	155	72%	65	30	21	19%	81	70	67	5.2	72	49	41
2005/06	151	149	76%	57	37	27	35%	47	36	23	5.4	63	55	44
2006/07	148	146	88%	23	1	1	38%	35	14	6	5.4	57	32	16
3 Years Combined			79%	50	6	3	30%	55	33	18	5.3	65	44	27
3 Year Trend			--	--	↑	↑	--	--	↑↑	↑↑	--	--	↑	↑

KS2 -> KS3

	Mathematics Level 5+						Mathematics Level 6+				Mathematics Mean Level			
	Pupils		Act	Percentile Rank			Act	Percentile Rank			Act	Percentile Rank		
	Total	Match		Raw	PA	SX		Raw	PA	SX		Raw	PA	SX
2004/05	156	155	81%	37	1	1	59%	37	1	1	6.0	40	2	1
2005/06	151	149	86%	36	3	2	68%	32	7	3	6.3	34	6	2
2006/07	148	146	81%	45	4	2	65%	32	2	1	6.1	45	7	2
3 Years Combined			83%	39	1	1	64%	34	2	1	6.2	39	4	1
3 Year Trend			--	--			--	--			--	--		

KS2 -> KS3

	Science Level 5+						Science Level 6+				Science Mean Level			
	Pupils		Act	Percentile Rank			Act	Percentile Rank			Act	Percentile Rank		
	Total	Match		Raw	PA	SX		Raw	PA	SX		Raw	PA	SX
2004/05	156	155	62%	72	57	41	27%	67	50	41	5.3	71	55	44
2005/06	151	149	72%	64	53	38	38%	56	60	46	5.5	61	51	34
2006/07	148	146	71%	62	42	24	43%	42	18	8	5.6	57	34	16
3 Years Combined			68%	67	50	30	36%	55	40	21	5.5	63	46	26
3 Year Trend			--	--			--	--	↑	↑	--	--		↑

21

Significantly higher than expected

89

Significantly lower than expected

48%

Level 5+ below 65%

↑

Improving (relative to schools nationally)

↓

Declining (relative to schools nationally)

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No trend calculated

Cases where the PA or SX value-added score is significant (to 95% confidence limits) are highlighted

↑↑

Improving both years

↓↓

Declining both years

↑↓

Varying over three years

Indicators are shown as a Percentile Rank where 1 = Highest value-added, 100 = Lowest value-added

The percentile rank and significance for the three years combined are based on the total number of matched pupils, and their overall value-added. It's possible that in each separate year value-added is not significant, but over the three years it is due to the number of pupils.

KS2 -> KS3

	English and Maths Level 5+						English 2 Levels Progress				Mathematics 2 Levels Progress			
	Pupils		Act	Percentile Rank			Act	Percentile Rank			Act	Percentile Rank		
	Total	Match		Raw	PA	SX		Raw	PA	SX		Raw	PA	SX
2004/05	156	155	70%	47	5	3	21%	72	74	71	71%	18	1	1
2005/06	151	149	74%	46	15	7	32%	43	41	31	79%	16	3	1
2006/07	148	146	80%	27	1	1	40%	19	16	8	71%	26	4	2
3 Years Combined			74%	40	2	1	31%	41	40	25	74%	19	2	1
3 Year Trend			--	--	↑	↑	--	--	↑↑	↑↑	--	--		

KS2 -> KS4

	% Level 2 (5+ A*-C Passes)						% Level 1 (5+ A*-G Passes)				Points Score Capped			
	Pupils		Act	Percentile Rank			Act	Percentile Rank			Act	Percentile Rank		
	Total	Match		Raw	PA	SX		Raw	PA	SX		Raw	PA	SX
2005/06	152	148	55%	57	47	28	88%	78	80	81	276	68	64	55
2006/07	151	149	61%	49	16	14	93%	62	20	18	293	59	24	17
2007/08	151	148	69%	42	21	17	95%	63	26	22	320	43	19	11
3 Years Combined			62%	49	23	17	92%	69	44	35	296	58	34	21
3 Year Trend			--	--			--	--	↑	↑	--	--	↑	↑

KS2 -> KS4

	% Level 2 inc EM (5+ A*-C Passes)						% Level 1 inc EM (5+ A*-G Passes)				Points Score			
	Pupils		Act	Percentile Rank			Act	Percentile Rank			Act	Percentile Rank		
	Total	Match		Raw	PA	SX		Raw	PA	SX		Raw	PA	SX
2005/06	152	148	53%	31	6	1	86%	76	78	78	330	70	64	60
2006/07	151	149	52%	35	3	2	92%	57	18	17	357	63	35	35
2007/08	151	148	61%	26	6	2	94%	61	27	22	413	39	22	19
3 Years Combined			56%	30	4	1	91%	66	41	33	367	58	36	33
3 Year Trend			--	--			--	--	↑	↑	--	--	↑	↑

21 Significantly higher than expected

89 Significantly lower than expected

48% Level 5+ below 65%

↑ Improving (relative to schools nationally)

↓ Declining (relative to schools nationally)

-- No trend calculated

Cases where the PA or SX value-added score is significant (to 95% confidence limits) are highlighted

↑↑ Improving both years

↓↓ Declining both years

↑↓ Varying over three years

Indicators are shown as a Percentile Rank where 1 = Highest value-added, 100 = Lowest value-added

The percentile rank and significance for the three years combined are based on the total number of matched pupils, and their overall value-added. It's possible that in each separate year value-added is not significant, but over the three years it is due to the number of pupils.

KS3 -> KS4	Pupils		% Level 2 (5+ A*-C Passes)				% Level 1 (5+ A*-G Passes)				Points Score Capped			
			Act	Percentile Rank			Act	Percentile Rank			Act	Percentile Rank		
				Raw	PA	SX		Raw	PA	SX		Raw	PA	SX
2005/06	152	149	55%	57	46	36	89%	78	76	75	277	68	61	57
2006/07	151	148	61%	49	25	23	93%	62	34	34	295	59	26	27
2007/08	151	149	68%	42	28	26	94%	63	51	47	317	43	24	20
3 Years Combined			62%	49	28	25	92%	69	54	52	296	58	32	29
3 Year Trend			--	--			--	--			--	--		↑

KS3 -> KS4	Pupils		% Level 2 inc EM (5+ A*-C Passes)				% Level 1 inc EM (5+ A*-G Passes)				Points Score			
			Act	Percentile Rank			Act	Percentile Rank			Act	Percentile Rank		
				Raw	PA	SX		Raw	PA	SX		Raw	PA	SX
2005/06	152	149	54%	31	3	1	87%	76	70	67	332	70	61	62
2006/07	151	148	53%	35	5	4	92%	57	24	25	360	63	41	47
2007/08	151	149	60%	26	7	4	93%	61	45	41	410	39	29	28
3 Years Combined			56%	30	3	2	90%	66	43	40	367	58	41	43
3 Year Trend			--	--			--	--			--	--	↑	↑

21 Significantly higher than expected

89 Significantly lower than expected

48% Level 5+ below 65%

↑ Improving (relative to schools nationally)

↓ Declining (relative to schools nationally)

-- No trend calculated

Cases where the PA or SX value-added score is significant (to 95% confidence limits) are highlighted

↑↑ Improving both years

↓↓ Declining both years

↑↓ Varying over three years

Indicators are shown as a Percentile Rank where 1 = Highest value-added, 100 = Lowest value-added



The percentile rank and significance for the three years combined are based on the total number of matched pupils, and their overall value-added. It's possible that in each separate year value-added is not significant, but over the three years it is due to the number of pupils.

Pupil Group	Pupils	Threshold (%)			% including EM		Points		Average Grade #		
		KS2 Match	5+ A*/A	Level 2 (5+A*-C)	Level 1 (5+A*-G)	Level 2 (5+A*-C)	Level 1 (5+A*-G)	Total	Capped	English	Maths
ALL PUPILS	445			↑		↑	↑	↑	↑	↑	
Girls	221	↑		↑			↑	↑		↑↓	
Girls - Lower	84		↑		↓						
Girls - Middle	82			↑		↑	↑	↑		↑↓	
Girls - Upper	55	↑					↑	↑	↑	↑	
Boys	224	↓					↑				
Boys - Lower	81			↑	↑	↑	↑	↑	↑		
Boys - Middle	79						↑				
Boys - Upper	64	↓									↓
Without FSM	388						↑				
With FSM	57		↑	↑	↑	↑	↑	↑	↑	↑	↑
No SEN	348			↑		↑	↑	↑		↑↓	
SEN Action	66	↑	↑		↑		↑	↑			
SEN Action Plus	10				↓						
SEN Statement	21	↑									
White	394			↑		↑	↑	↑	↑	↑	
Indian	2	Not shown for small groups of pupils									
Pakistani	37		↑				↑	↑			↑
Bangladeshi	8	Not shown for small groups of pupils									
Other Asian	1	Not shown for small groups of pupils									
Any Other	2	Not shown for small groups of pupils									
No Information	1	Not shown for small groups of pupils									

The report is based upon value-added data over a 3 year period. The value-added calculation takes account of pupil characteristics (prior attainment, gender, age, ethnicity, SEN stage, mobility) and school context factors. These are shown for a range of groups. The number of pupils in each group may not equal the total number of pupils over the three years if context data is missing. The report highlights groups where value-added:

- is significantly high or low, when averaged over the 3 year period for one or more of the subject indicators
- has changed significantly during the last 3 years.

Where the number of pupils in a group is below 10 the report shows ONLY the number of pupils - value added is not shown.

	Significantly higher than expected	↑	Improving (relative to schools nationally)	↑↑	Improving both years
	Significantly lower than expected	↓	Declining (relative to schools nationally)	↓↓	Declining both years
				↑↓	Varying over three years

To aid legibility, arrows are shown as white where the value-added score is significantly low - they have the same meaning as when coloured black. A single arrow indicates a significant change in value-added over the 3 years. A double arrow indicates significant change in value-added both years.

Based on GCSE/GNVQ only, where A*=8... G=1

FFT SX Model

% Level 2
(5+ A*-C Passes)

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	148	149	148	445	55%	61%	69%	62%	4.0%	10.9%	8.9%	7.9%	
Girls	76	71	74	221	51%	65%	69%	62%	0.4%	11.1%	7.2%	6.1%	
Girls - Lower	30	25	29	84	10%	32%	31%	24%	-9.1%	13.3%	6.4%	2.9%	↑
Girls - Middle	28	31	23	82	71%	74%	91%	78%	10.8%	10.2%	12.3%	11.0%	
Girls - Upper	18	15	22	55	89%	100%	95%	95%	-0.1%	9.4%	2.9%	3.7%	
Boys	72	78	74	224	58%	58%	69%	62%	7.9%	10.6%	10.6%	9.7%	
Boys - Lower	24	36	21	81	17%	31%	19%	23%	0.5%	13.0%	-0.8%	5.7%	
Boys - Middle	27	22	30	79	70%	73%	90%	78%	16.2%	14.1%	24.7%	18.8%	
Boys - Upper	21	20	23	64	90%	90%	87%	89%	5.6%	2.6%	2.5%	3.5%	

% Level 2 inc EM
(5+ A*-C Passes)

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	148	149	148	445	53%	52%	61%	56%	18.1%	18.4%	18.1%	18.2%	
Girls	76	71	74	221	51%	58%	55%	55%	16.2%	21.1%	10.0%	15.7%	
Girls - Lower	30	25	29	84	10%	20%	7%	12%	4.9%	15.0%	-0.1%	6.2%	↓
Girls - Middle	28	31	23	82	71%	68%	83%	73%	33.3%	27.3%	25.7%	28.9%	
Girls - Upper	18	15	22	55	89%	100%	91%	93%	8.6%	18.3%	6.9%	10.6%	
Boys	72	78	74	224	56%	47%	66%	56%	20.1%	16.0%	26.1%	20.7%	
Boys - Lower	24	36	21	81	8%	19%	19%	16%	2.7%	14.3%	13.4%	10.6%	↑
Boys - Middle	27	22	30	79	70%	55%	83%	71%	38.6%	21.4%	42.7%	35.4%	
Boys - Upper	21	20	23	64	90%	90%	87%	89%	16.2%	13.4%	16.2%	15.3%	

% Level 1
(5+ A*-G Passes)

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	148	149	148	445	88%	93%	95%	92%	-2.1%	3.9%	3.1%	1.6%	↑
Girls	76	71	74	221	89%	97%	96%	94%	-1.0%	6.1%	3.5%	2.8%	↑
Girls - Lower	30	25	29	84	90%	92%	93%	92%	10.1%	12.6%	10.6%	11.0%	
Girls - Middle	28	31	23	82	86%	100%	96%	94%	-10.6%	3.5%	-2.7%	-3.1%	↑
Girls - Upper	18	15	22	55	94%	100%	100%	98%	-4.7%	0.7%	0.6%	-1.1%	
Boys	72	78	74	224	86%	90%	95%	90%	-3.3%	1.9%	2.6%	0.5%	
Boys - Lower	24	36	21	81	63%	86%	86%	79%	-11.9%	9.4%	7.9%	2.7%	↑
Boys - Middle	27	22	30	79	96%	91%	100%	96%	0.9%	-5.2%	3.3%	0.1%	
Boys - Upper	21	20	23	64	100%	95%	96%	97%	1.2%	-4.0%	-3.1%	-2.0%	

This report highlights areas where pupil progress is significantly different to 'expected'. The analysis is based upon a Contextual Value-Added approach which takes into account each pupil's prior-attainment and a range of pupil and school context factors. In effect, the analysis compares the progress made by each pupil with that made by 'similar pupils in similar schools'.

In this analysis the term SIGNIFICANT is used to mean those aspects where we can be 95% confident that the difference is larger than would be expected. The report shows, for a range of indicators and for a range of pupil categories, areas where performance (over the last 3 years) was significantly high or low or where value-added has changed to a significant degree. In the data shown for individual years:

 Significantly higher than 'expected' Significantly lower than 'expected'

Uses FFT SX Model

% Level 1 inc EM
(5+ A*-G Passes)

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	148	149	148	445	86%	92%	94%	91%	-2.0%	5.1%	3.8%	2.3%	↑
Girls	76	71	74	221	89%	97%	95%	94%	1.2%	8.4%	4.3%	4.6%	
Girls - Lower	30	25	29	84	90%	92%	90%	90%	14.0%	17.2%	11.9%	14.2%	
Girls - Middle	28	31	23	82	86%	100%	96%	94%	-9.1%	5.0%	-1.9%	-1.7%	↑
Girls - Upper	18	15	22	55	94%	100%	100%	98%	-4.2%	1.0%	0.9%	-0.8%	
Boys	72	78	74	224	82%	87%	93%	88%	-5.4%	2.0%	3.3%	0.0%	
Boys - Lower	24	36	21	81	58%	83%	86%	77%	-12.3%	11.2%	12.4%	4.5%	↑
Boys - Middle	27	22	30	79	93%	91%	100%	95%	-1.1%	-3.5%	4.6%	0.4%	
Boys - Upper	21	20	23	64	95%	90%	91%	92%	-3.0%	-8.5%	-6.8%	-6.1%	

Points Score

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	148	149	148	445	330	357	413	367	-13.9	10.3	35.4	10.6	↑
Girls	76	71	74	221	322	376	419	372	-24.7	17.0	30.6	7.2	↑
Girls - Lower	30	25	29	84	233	255	299	262	-18.8	3.0	24.6	2.7	
Girls - Middle	28	31	23	82	344	420	455	404	-28.4	31.9	28.9	10.5	↑
Girls - Upper	18	15	22	55	438	489	541	493	-28.6	9.6	40.3	9.4	↑
Boys	72	78	74	224	339	340	407	361	-2.5	4.2	40.2	14.0	↑
Boys - Lower	24	36	21	81	188	274	280	250	-41.7	33.5	33.0	11.1	↑
Boys - Middle	27	22	30	79	386	357	457	405	29.1	-14.2	68.7	32.1	↑
Boys - Upper	21	20	23	64	449	438	457	449	1.6	-28.3	9.8	-4.8	

Points Score Capped

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	148	149	148	445	276	293	320	296	-2.0	16.8	22.4	12.4	↑
Girls	76	71	74	221	273	307	326	302	-7.5	21.6	21.8	11.7	↑
Girls - Lower	30	25	29	84	217	232	256	235	0.8	17.6	23.2	13.5	
Girls - Middle	28	31	23	82	284	334	343	319	-14.9	28.8	12.5	9.3	↑
Girls - Upper	18	15	22	55	349	376	402	377	-9.9	13.6	29.7	12.3	↑
Boys	72	78	74	224	279	281	314	291	3.9	12.4	23.0	13.2	
Boys - Lower	24	36	21	81	166	235	233	214	-33.0	28.9	19.9	8.2	↑
Boys - Middle	27	22	30	79	317	297	344	322	28.2	2.2	37.9	24.6	
Boys - Upper	21	20	23	64	360	346	347	351	14.8	-6.1	6.5	5.3	

This report highlights areas where pupil progress is significantly different to 'expected'. The analysis is based upon a Contextual Value-Added approach which takes into account each pupil's prior-attainment and a range of pupil and school context factors. In effect, the analysis compares the progress made by each pupil with that made by 'similar pupils in similar schools'.

In this analysis the term SIGNIFICANT is used to mean those aspects where we can be 95% confident that the difference is larger than would be expected. The report shows, for a range of indicators and for a range of pupil categories, areas where performance (over the last 3 years) was significantly high or low or where value-added has changed to a significant degree. In the data shown for individual years:

 Significantly higher than 'expected' Significantly lower than 'expected'

Uses FFT SX Model

Pupil Group	Pupils	Summary		English				Mathematics				Science			
		KS2 Match	Mean (EMS)	L5+ (EM)	Mean Level	% L5+	% L6+	%2Lev Prog	Mean Level	% L5+	% L6+	%2Lev Prog	Mean Level	% L5+	% L6+
ALL PUPILS	450		↑	↑	↑	↑↑	↑↑					↑		↑	
Girls	228			↑	↑	↑↑	↑							↑	
Girls - Lower	88			↑	↑		↑								
Girls - Middle	78	↑		↑		↑	↑			↑		↑		↑	
Girls - Upper	62			↑		↑	↑								
Boys	222		↑		↑		↑								
Boys - Lower	86		↑		↑		↑								
Boys - Middle	78			↑		↑									
Boys - Upper	58					↑									
Without FSM	376		↑	↑	↑	↑	↑	↓						↑	
With FSM	74		↑		↑	↑	↑					↑			
No SEN	328					↑↑	↑	↓	↓	↓				↑	
SEN Action	83	↑	↑	↑	↑		↑								
SEN Action Plus	11													↓	
SEN Statement	28		↑	↓	↑									↑	
White	394		↑	↑	↑	↑	↑↑	↓		↓				↑	
Indian	2	Not shown for small groups of pupils													
Pakistani	40											↑		↑	
Bangladeshi	9	Not shown for small groups of pupils													
Any Other	1	Not shown for small groups of pupils													
No Information	2	Not shown for small groups of pupils													

The report is based upon value-added data over a 3 year period. The value-added calculation uses the FFT 'SX' model which takes account of pupil characteristics (prior attainment, gender, age, ethnicity, SEN stage, mobility) and school context factors. These are shown for a range of groups. The number of pupils in each group may not equal the total number of pupils over the three years if context data is missing.

The report highlights groups where value-added:

- is significantly high or low, when averaged over the 3 year period for one or more of the subject indicators
- has changed significantly during the last 3 years.

Where the number of pupils in a group is below 10 the report shows ONLY the number of pupils - value added is not shown.

Significantly higher than expected

↑ Improving (relative to schools nationally)

↑↑ Improving both years

Significantly lower than expected

↓ Declining (relative to schools nationally)

↓↓ Declining both years

↑↓ Varying over three years

To aid legibility, arrows are shown as white where the value-added score is significantly low - they have the same meaning as when coloured black. A single arrow indicates a significant change in value-added over the 3 years. A double arrow indicates significant change in value-added both years.

FFT SX Model

English and Maths Level 5+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	
ALL PUPILS	155	149	146	450	70%	74%	80%	74%	11.4%	8.9%	18.7%	12.9%	↑
Girls	73	74	81	228	75%	73%	80%	76%	11.5%	6.0%	13.2%	10.3%	
Girls - Lower	27	29	32	88	39%	31%	49%	40%	19.5%	7.2%	23.0%	16.7%	
Girls - Middle	31	23	24	78	94%	100%	100%	97%	9.7%	8.8%	13.1%	10.5%	
Girls - Upper	15	22	25	62	100%	100%	100%	100%	1.8%	1.6%	1.6%	1.6%	
Boys	82	75	65	222	66%	75%	81%	73%	11.3%	11.6%	25.7%	15.6%	↑
Boys - Lower	39	22	25	86	31%	32%	51%	37%	11.2%	13.4%	38.5%	19.7%	↑
Boys - Middle	23	31	24	78	96%	90%	100%	95%	17.6%	17.3%	26.7%	20.3%	
Boys - Upper	20	22	16	58	100%	95%	100%	98%	4.2%	1.8%	7.5%	4.2%	

English and Maths Level 6+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	
ALL PUPILS	155	149	146	450	17%	31%	37%	28%	-2.1%	6.2%	16.8%	6.8%	↑↑
Girls	73	74	81	228	18%	33%	48%	33%	-4.0%	1.1%	20.7%	6.4%	↑
Girls - Lower	27	29	32	88	4%	0%	7%	4%	2.5%	-1.8%	4.3%	1.7%	↑
Girls - Middle	31	23	24	78	10%	32%	52%	29%	-8.9%	-2.2%	31.0%	5.4%	↑
Girls - Upper	15	22	25	62	60%	79%	96%	81%	-4.7%	8.7%	30.9%	14.4%	↑
Boys	82	75	65	222	16%	28%	23%	22%	-0.5%	11.0%	11.8%	7.0%	↑
Boys - Lower	39	22	25	86	3%	0%	0%	1%	1.7%	-1.0%	-0.4%	0.4%	
Boys - Middle	23	31	24	78	4%	19%	31%	18%	-7.4%	7.1%	22.4%	7.5%	↑
Boys - Upper	20	22	16	58	55%	68%	44%	57%	3.1%	28.6%	12.6%	15.4%	↑

Average Level (En, Ma, Sc)

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	
ALL PUPILS	155	149	146	450	5.5	5.7	5.7	5.6	0.2	0.2	0.2	0.2	
Girls	73	74	81	228	5.5	5.7	5.8	5.7	0.2	0.1	0.3	0.2	
Girls - Lower	27	29	32	88	4.6	4.6	4.8	4.7	0.2	0.1	0.3	0.2	
Girls - Middle	31	23	24	78	5.8	6.0	6.1	6.0	0.2	0.1	0.3	0.2	↑
Girls - Upper	15	22	25	62	6.5	6.9	6.7	6.7	0.1	0.2	0.2	0.2	
Boys	82	75	65	222	5.5	5.8	5.6	5.6	0.2	0.2	0.2	0.2	
Boys - Lower	39	22	25	86	4.7	4.7	4.5	4.6	0.2	0.2	0.1	0.2	
Boys - Middle	23	31	24	78	5.9	5.9	6.0	6.0	0.3	0.2	0.4	0.3	
Boys - Upper	20	22	16	58	6.5	6.6	6.6	6.6	0.1	0.2	0.2	0.1	

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Uses FFT SX Model

English Level 5+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	
ALL PUPILS	155	149	146	450	72%	76%	88%	79%	5.1%	4.1%	19.1%	9.3%	↑
Girls	73	74	81	228	79%	77%	92%	83%	4.0%	1.0%	15.4%	7.1%	↑
Girls - Lower	27	29	32	88	51%	41%	80%	58%	5.8%	-2.4%	33.3%	13.1%	↑
Girls - Middle	31	23	24	78	94%	100%	100%	97%	3.8%	5.2%	7.5%	5.4%	
Girls - Upper	15	22	25	62	100%	100%	100%	100%	1.4%	1.2%	1.2%	1.2%	
Boys	82	75	65	222	66%	75%	85%	74%	6.0%	7.1%	23.8%	11.6%	↑
Boys - Lower	39	22	25	86	31%	32%	60%	40%	3.1%	7.3%	40.2%	15.0%	↑
Boys - Middle	23	31	24	78	96%	90%	100%	95%	13.0%	11.7%	19.9%	14.6%	
Boys - Upper	20	22	16	58	100%	95%	100%	98%	3.3%	0.5%	6.0%	3.0%	

English Level 6+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	
ALL PUPILS	155	149	146	450	19%	35%	38%	30%	-3.4%	6.3%	14.6%	5.6%	↑↑
Girls	73	74	81	228	19%	41%	50%	37%	-6.5%	4.9%	19.0%	6.3%	↑↑
Girls - Lower	27	29	32	88	4%	3%	10%	6%	0.9%	0.1%	5.6%	2.3%	
Girls - Middle	31	23	24	78	13%	52%	56%	38%	-10.9%	11.4%	30.1%	8.3%	↑
Girls - Upper	15	22	25	62	60%	79%	96%	81%	-10.4%	4.4%	24.9%	9.1%	↑
Boys	82	75	65	222	18%	28%	22%	23%	-0.7%	7.7%	8.9%	5.0%	
Boys - Lower	39	22	25	86	5%	0%	0%	2%	4.0%	-1.3%	-0.6%	1.3%	
Boys - Middle	23	31	24	78	9%	19%	31%	20%	-6.2%	4.1%	20.0%	5.9%	↑
Boys - Upper	20	22	16	58	55%	68%	44%	57%	-3.3%	21.9%	6.7%	9.0%	↑

English Mean Level

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	
ALL PUPILS	155	149	146	450	5.2	5.4	5.4	5.3	0.1	0.0	0.2	0.1	↑
Girls	73	74	81	228	5.4	5.5	5.6	5.5	0.0	0.0	0.2	0.1	↑
Girls - Lower	27	29	32	88	4.8	4.4	4.8	4.7	0.1	-0.1	0.3	0.1	↑
Girls - Middle	31	23	24	78	5.6	6.0	6.0	5.8	0.0	0.1	0.3	0.1	↑
Girls - Upper	15	22	25	62	6.0	6.4	6.3	6.3	-0.3	0.1	0.0	0.0	↑
Boys	82	75	65	222	5.1	5.2	5.2	5.2	0.1	0.1	0.2	0.1	
Boys - Lower	39	22	25	86	4.4	4.3	4.2	4.3	0.1	0.1	0.1	0.1	
Boys - Middle	23	31	24	78	5.6	5.4	5.7	5.6	0.2	0.1	0.4	0.2	↑
Boys - Upper	20	22	16	58	6.1	6.0	6.0	6.0	0.0	0.1	0.1	0.1	

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 Significantly higher than 'expected' Significantly lower than 'expected'

Uses FFT SX Model

Mathematics Level 5+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	
ALL PUPILS	155	149	146	450	81%	86%	81%	83%	13.1%	9.0%	9.8%	10.7%	
Girls	73	74	81	228	80%	83%	80%	81%	12.3%	10.8%	8.7%	10.6%	
Girls - Lower	27	29	32	88	47%	55%	48%	50%	21.8%	23.1%	15.9%	20.1%	
Girls - Middle	31	23	24	78	100%	100%	100%	100%	10.4%	4.8%	7.8%	7.9%	
Girls - Upper	15	22	25	62	100%	100%	100%	100%	0.6%	0.3%	0.6%	0.5%	
Boys	82	75	65	222	82%	89%	82%	84%	13.8%	7.2%	11.1%	10.8%	
Boys - Lower	39	22	25	86	62%	64%	54%	60%	24.4%	18.2%	22.6%	22.3%	
Boys - Middle	23	31	24	78	100%	100%	100%	100%	7.2%	4.2%	8.3%	6.4%	
Boys - Upper	20	22	16	58	100%	100%	100%	100%	0.6%	0.3%	0.4%	0.4%	

Mathematics Level 6+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	
ALL PUPILS	155	149	146	450	59%	68%	65%	64%	16.5%	10.9%	16.7%	14.7%	
Girls	73	74	81	228	54%	59%	64%	59%	12.3%	7.0%	16.0%	11.9%	
Girls - Lower	27	29	32	88	4%	17%	19%	14%	1.1%	12.0%	12.7%	8.9%	
Girls - Middle	31	23	24	78	74%	74%	87%	78%	24.1%	2.9%	30.6%	19.9%	↑
Girls - Upper	15	22	25	62	100%	100%	100%	100%	6.7%	4.2%	6.6%	5.8%	
Boys	82	75	65	222	63%	76%	66%	68%	20.1%	14.8%	17.5%	17.6%	
Boys - Lower	39	22	25	86	31%	27%	23%	28%	21.7%	16.0%	17.7%	19.1%	
Boys - Middle	23	31	24	78	87%	94%	88%	90%	29.6%	21.7%	26.5%	25.5%	
Boys - Upper	20	22	16	58	100%	100%	100%	100%	6.2%	3.7%	4.0%	4.6%	

Mathematics Mean Level

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	
ALL PUPILS	155	149	146	450	6.0	6.3	6.1	6.2	0.5	0.4	0.4	0.4	
Girls	73	74	81	228	6.0	6.2	6.1	6.1	0.5	0.4	0.4	0.4	
Girls - Lower	27	29	32	88	4.9	4.9	4.8	4.9	0.4	0.4	0.3	0.4	
Girls - Middle	31	23	24	78	6.4	6.5	6.5	6.4	0.5	0.2	0.5	0.4	
Girls - Upper	15	22	25	62	7.3	7.6	7.3	7.4	0.6	0.4	0.3	0.4	
Boys	82	75	65	222	6.0	6.5	6.2	6.2	0.5	0.4	0.4	0.4	
Boys - Lower	39	22	25	86	5.1	5.2	5.0	5.1	0.5	0.4	0.5	0.5	
Boys - Middle	23	31	24	78	6.5	6.7	6.5	6.6	0.5	0.4	0.4	0.5	
Boys - Upper	20	22	16	58	7.2	7.5	7.4	7.4	0.3	0.4	0.3	0.4	

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 Significantly higher than 'expected' Significantly lower than 'expected'

Uses FFT SX Model

Science Level 5+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	
ALL PUPILS	155	149	146	450	62%	72%	71%	68%	1.3%	1.4%	3.5%	2.0%	
Girls	73	74	81	228	58%	68%	72%	66%	-1.4%	1.9%	3.8%	1.5%	
Girls - Lower	27	29	32	88	12%	21%	32%	22%	-7.0%	-0.5%	0.8%	-2.0%	
Girls - Middle	31	23	24	78	77%	96%	95%	88%	1.5%	5.7%	10.3%	5.5%	
Girls - Upper	15	22	25	62	100%	100%	100%	100%	2.2%	1.2%	1.6%	1.6%	
Boys	82	75	65	222	66%	76%	71%	71%	3.6%	0.9%	3.2%	2.6%	
Boys - Lower	39	22	25	86	36%	40%	27%	34%	7.5%	7.6%	-1.5%	4.9%	
Boys - Middle	23	31	24	78	87%	84%	96%	88%	-1.1%	-3.9%	8.4%	0.7%	
Boys - Upper	20	22	16	58	100%	100%	100%	100%	1.3%	1.2%	1.7%	1.4%	

Science Level 6+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	
ALL PUPILS	155	149	146	450	27%	38%	43%	36%	1.7%	0.9%	10.7%	4.4%	↑
Girls	73	74	81	228	25%	34%	46%	35%	3.3%	-1.6%	13.2%	5.2%	↑
Girls - Lower	27	29	32	88	0%	3%	6%	3%	-1.0%	2.2%	3.2%	1.6%	
Girls - Middle	31	23	24	78	19%	24%	52%	31%	3.7%	-12.5%	24.3%	5.3%	↑
Girls - Upper	15	22	25	62	80%	85%	92%	87%	10.1%	4.5%	15.5%	10.3%	
Boys	82	75	65	222	29%	41%	39%	36%	0.4%	3.3%	7.4%	3.4%	
Boys - Lower	39	22	25	86	3%	5%	0%	2%	0.1%	2.5%	-2.7%	-0.1%	
Boys - Middle	23	31	24	78	30%	39%	50%	40%	1.6%	4.7%	17.4%	7.7%	
Boys - Upper	20	22	16	58	80%	82%	81%	81%	-0.7%	2.3%	6.2%	2.3%	

Science Mean Level

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	
ALL PUPILS	155	149	146	450	5.3	5.5	5.6	5.5	0.0	0.1	0.2	0.1	↑
Girls	73	74	81	228	5.2	5.5	5.6	5.4	0.1	0.1	0.2	0.1	
Girls - Lower	27	29	32	88	4.3	4.4	4.7	4.5	0.0	0.1	0.2	0.1	
Girls - Middle	31	23	24	78	5.5	5.7	5.9	5.7	0.1	-0.1	0.2	0.1	↑
Girls - Upper	15	22	25	62	6.2	6.6	6.5	6.5	0.0	0.1	0.1	0.1	
Boys	82	75	65	222	5.3	5.6	5.5	5.5	0.0	0.1	0.2	0.1	
Boys - Lower	39	22	25	86	4.5	4.7	4.7	4.6	0.0	0.2	0.2	0.1	
Boys - Middle	23	31	24	78	5.7	5.8	5.9	5.8	0.1	0.1	0.2	0.1	
Boys - Upper	20	22	16	58	6.4	6.4	6.4	6.4	-0.1	0.0	0.1	0.0	

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In this analysis the term SIGNIFICANT is used to mean those aspects where we can be 95% confident that the difference is larger than would be expected. The report shows, for a range of indicators and for a range of pupil categories, areas where performance (over the last 3 years) was significantly high or low or where value-added has changed to a significant degree. In the data shown for individual years:

 Significantly higher than 'expected' Significantly lower than 'expected'



Uses FFT SX Model

Pupil Group	Pupils	Threshold (%)			% including EM		Points		2L Progress		Average Grade #		
		KS3 Match	5+ A*/A	Level 2 (5+A*-C)	Level 1 (5+A*-G)	Level 2 (5+A*-C)	Level 1 (5+A*-G)	Total	Cap	EN	MA	EN	MA
ALL PUPILS	446						↑	↑	↓	↓		↑↓	
Girls	222	↑					↑	↑		↓		↑↓	
Girls - Lower	77				↓					↑↓		↓	
Girls - Middle	90			↑↓		↓		↑↓		↓		↓	
Girls - Upper	55			↑		↑	↑	↑			↑	↑	
Boys	224	↓					↑						
Boys - Lower	64				↑↓					↓	↑		
Boys - Middle	91				↑↓		↑		↑↓				
Boys - Upper	69	↓		↓			↑				↓		↓
Without FSM	391						↑		↓		↓		↓
With FSM	55		↑	↑	↑	↑	↑	↑	↑	↑↓	↑	↑↓	↑
No SEN	348						↑	↑		↓		↑↓	
SEN Action	65	↑					↑		↑				
SEN Action Plus	10				↓					↓			
SEN Statement	23	↑											↓
White	394						↑	↑	↓	↓		↑	
Indian	2	Not shown for small groups of pupils											
Pakistani	38		↑	↓			↑	↑					↓
Bangladeshi	8	Not shown for small groups of pupils											
Other Asian	1	Not shown for small groups of pupils											
Any Other	2	Not shown for small groups of pupils											
No Information	1	Not shown for small groups of pupils											

The report is based upon value-added data over a 3 year period. The value-added calculation takes account of pupil characteristics (prior attainment, gender, age, ethnicity, SEN stage, mobility) and school context factors. These are shown for a range of groups. The number of pupils in each group may not equal the total number of pupils over the three years if context data is missing. The report highlights groups where value-added:

- is significantly high or low, when averaged over the 3 year period for one or more of the subject indicators
- has changed significantly during the last 3 years.

Where the number of pupils in a group is below 10 the report shows ONLY the number of pupils - value added is not shown.

	Significantly higher than expected	↑	Improving (relative to schools nationally)	↑↑	Improving both years
	Significantly lower than expected	↓	Declining (relative to schools nationally)	↓↓	Declining both years
		↑↓	Varying over three years		

To aid legibility, arrows are shown as white where the value-added score is significantly low - they have the same meaning as when coloured black. A single arrow indicates a significant change in value-added over the 3 years. A double arrow indicates significant change in value-added both years.

Based on GCSE/GNVQ only, where A*=8... G=1

FFT SX Model

% Level 2
(5+ A*-C Passes)

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	149	148	149	446	55%	61%	68%	62%	1.5%	5.3%	4.4%	3.7%	
Girls	77	71	74	222	52%	66%	69%	62%	-0.9%	6.9%	4.7%	3.5%	
Girls - Lower	30	22	25	77	7%	18%	24%	16%	-7.3%	2.5%	4.3%	-0.7%	
Girls - Middle	33	32	25	90	76%	81%	84%	80%	5.9%	11.0%	7.1%	8.0%	
Girls - Upper	14	17	24	55	93%	100%	100%	98%	-2.9%	4.7%	2.8%	1.9%	
Boys	72	77	75	224	58%	57%	68%	61%	4.1%	3.8%	4.0%	3.9%	
Boys - Lower	21	24	19	64	10%	13%	5%	9%	1.6%	2.4%	-8.6%	-1.1%	
Boys - Middle	31	34	26	91	71%	71%	85%	75%	10.6%	8.3%	17.2%	11.6%	
Boys - Upper	20	19	30	69	90%	89%	93%	91%	-3.5%	-2.6%	0.5%	-1.5%	

% Level 2 inc EM
(5+ A*-C Passes)

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	149	148	149	446	54%	53%	60%	56%	14.3%	11.2%	12.1%	12.5%	
Girls	77	71	74	222	52%	59%	55%	55%	13.9%	14.9%	7.0%	11.9%	
Girls - Lower	30	22	25	77	7%	14%	0%	6%	4.2%	10.9%	-4.4%	3.3%	↓
Girls - Middle	33	32	25	90	76%	69%	68%	71%	29.4%	22.1%	20.5%	24.3%	
Girls - Upper	14	17	24	55	93%	100%	100%	98%	-1.9%	6.6%	4.9%	3.7%	
Boys	72	77	75	224	56%	47%	65%	56%	14.7%	7.8%	17.1%	13.1%	
Boys - Lower	21	24	19	64	0%	8%	0%	3%	-1.2%	6.9%	-2.3%	1.5%	↑↓
Boys - Middle	31	34	26	91	71%	50%	81%	66%	34.5%	11.9%	42.6%	28.4%	↑↓
Boys - Upper	20	19	30	69	90%	89%	93%	91%	0.8%	1.6%	7.2%	3.8%	

% Level 1
(5+ A*-G Passes)

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	149	148	149	446	89%	93%	94%	92%	-1.2%	2.1%	0.8%	0.6%	
Girls	77	71	74	222	90%	97%	95%	94%	-1.5%	4.4%	1.3%	1.3%	
Girls - Lower	30	22	25	77	87%	91%	92%	90%	6.9%	11.2%	10.2%	9.2%	
Girls - Middle	33	32	25	90	91%	100%	92%	94%	-6.9%	1.9%	-6.6%	-3.7%	↑↓
Girls - Upper	14	17	24	55	93%	100%	100%	98%	-6.8%	0.3%	0.2%	-1.5%	↑
Boys	72	77	75	224	88%	90%	93%	90%	-0.9%	-0.1%	0.4%	-0.2%	
Boys - Lower	21	24	19	64	62%	79%	79%	73%	-2.7%	8.1%	3.0%	3.0%	
Boys - Middle	31	34	26	91	97%	94%	100%	97%	-0.5%	-3.2%	2.2%	-0.7%	
Boys - Upper	20	19	30	69	100%	95%	97%	97%	0.5%	-4.7%	-2.9%	-2.4%	↓

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 Significantly higher than 'expected' Significantly lower than 'expected'

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% Level 1 inc EM
(5+ A*-G Passes)

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	149	148	149	446	87%	92%	93%	90%	-0.5%	3.6%	1.6%	1.6%	
Girls	77	71	74	222	90%	97%	93%	93%	1.4%	7.2%	2.2%	3.5%	
Girls - Lower	30	22	25	77	87%	91%	88%	88%	12.6%	17.5%	12.0%	13.8%	
Girls - Middle	33	32	25	90	91%	100%	92%	94%	-5.4%	3.6%	-5.8%	-2.3%	↓
Girls - Upper	14	17	24	55	93%	100%	100%	98%	-6.5%	0.8%	0.4%	-1.2%	↑
Boys	72	77	75	224	83%	87%	92%	88%	-2.5%	0.3%	1.0%	-0.3%	
Boys - Lower	21	24	19	64	57%	75%	79%	70%	-1.8%	10.2%	8.6%	5.8%	
Boys - Middle	31	34	26	91	94%	94%	100%	96%	-2.0%	-1.2%	3.4%	-0.1%	
Boys - Upper	20	19	30	69	95%	89%	93%	93%	-4.1%	-9.4%	-5.8%	-6.3%	

Points Score

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	149	148	149	446	331.7	359.5	409.9	367.1	-14.8	-2.1	20.5	1.2	↑
Girls	77	71	74	222	323.3	381.1	417.1	373.1	-23.3	6.8	18.9	0.4	↑
Girls - Lower	30	22	25	77	217.2	243.8	280.1	245.2	-19.5	0.4	22.8	-0.1	
Girls - Middle	33	32	25	90	366.0	416.2	409.4	395.9	-21.8	16.6	-1.3	-2.4	
Girls - Upper	14	17	24	55	450.2	493.0	567.8	514.7	-35.0	-3.6	36.0	5.7	↑
Boys	72	77	75	224	340.7	339.6	402.7	361.1	-5.7	-10.4	22.0	2.0	↑
Boys - Lower	21	24	19	64	163.2	207.7	228.6	199.3	-21.1	1.7	2.1	-5.6	
Boys - Middle	31	34	26	91	383.3	382.8	444.4	400.6	13.8	3.4	62.1	23.7	↑
Boys - Upper	20	19	30	69	461.1	429.0	476.9	459.1	-19.9	-50.2	-0.2	-19.6	↑

Points Score Capped

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	149	148	149	446	277.1	294.6	317.2	296.3	-2.4	8.5	11.7	6.0	↑
Girls	77	71	74	222	273.4	310.2	323.9	302.0	-7.3	15.4	13.2	6.8	↑
Girls - Lower	30	22	25	77	204.1	226.6	246.8	224.4	-2.4	17.8	24.9	12.2	
Girls - Middle	33	32	25	90	300.5	331.8	314.6	315.5	-9.5	18.6	-8.7	0.7	↑↓
Girls - Upper	14	17	24	55	358.0	377.8	413.9	388.5	-12.6	6.2	23.9	9.1	↑
Boys	72	77	75	224	281.1	280.2	310.7	290.7	2.9	2.2	10.2	5.1	
Boys - Lower	21	24	19	64	150.1	188.2	204.5	180.6	-16.2	7.1	4.7	-1.3	
Boys - Middle	31	34	26	91	315.2	309.2	334.0	318.3	17.8	8.5	28.3	17.3	
Boys - Upper	20	19	30	69	365.8	344.4	357.6	356.3	-0.1	-15.4	-1.9	-5.1	

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In this analysis the term SIGNIFICANT is used to mean those aspects where we can be 95% confident that the difference is larger than would be expected. The report shows, for a range of indicators and for a range of pupil categories, areas where performance (over the last 3 years) was significantly high or low or where value-added has changed to a significant degree. In the data shown for individual years:

 Significantly higher than 'expected' Significantly lower than 'expected'

Uses FFT SX Model

English 2 Levels Progress

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	149	148	149	446	77%	65%	76%	73%	22.4%	11.8%	21.2%	18.5%	↓
Girls	77	71	74	222	81%	70%	78%	77%	22.8%	12.3%	20.8%	18.8%	
Girls - Lower	30	22	25	77	67%	45%	64%	60%	33.5%	14.0%	28.4%	26.3%	
Girls - Middle	33	32	25	90	88%	75%	72%	79%	18.8%	11.3%	11.9%	14.2%	
Girls - Upper	14	17	24	55	93%	94%	100%	96%	9.0%	12.2%	22.2%	15.7%	
Boys	72	77	75	224	74%	60%	73%	69%	22.0%	11.4%	21.7%	18.2%	
Boys - Lower	21	24	19	64	48%	42%	63%	50%	17.1%	16.0%	33.5%	21.5%	
Boys - Middle	31	34	26	91	87%	62%	88%	78%	34.1%	11.0%	34.7%	25.6%	↑↓
Boys - Upper	20	19	30	69	80%	79%	67%	74%	8.5%	6.4%	2.9%	5.5%	

Mathematics 2 Levels Progress

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	149	148	149	446	51%	52%	38%	47%	26.8%	30.0%	18.1%	24.9%	↓
Girls	77	71	74	222	48%	59%	41%	49%	24.0%	34.3%	17.4%	25.1%	↓
Girls - Lower	30	22	25	77	27%	50%	12%	29%	9.0%	33.1%	-0.4%	12.8%	↑↓
Girls - Middle	33	32	25	90	61%	63%	24%	51%	34.9%	35.8%	3.7%	26.5%	↓
Girls - Upper	14	17	24	55	64%	65%	88%	75%	30.3%	33.0%	50.2%	39.8%	
Boys	72	77	75	224	54%	45%	35%	45%	29.7%	26.0%	18.7%	24.8%	
Boys - Lower	21	24	19	64	38%	33%	5%	27%	25.8%	20.4%	-6.1%	14.3%	↓
Boys - Middle	31	34	26	91	58%	41%	35%	45%	33.9%	23.8%	21.3%	26.5%	
Boys - Upper	20	19	30	69	65%	68%	53%	61%	27.5%	36.8%	32.2%	32.1%	

This report highlights areas where pupil progress is significantly different to 'expected'. The analysis is based upon a Contextual Value-Added approach which takes into account each pupil's prior-attainment and a range of pupil and school context factors. In effect, the analysis compares the progress made by each pupil with that made by 'similar pupils in similar schools'.

In this analysis the term SIGNIFICANT is used to mean those aspects where we can be 95% confident that the difference is larger than would be expected. The report shows, for a range of indicators and for a range of pupil categories, areas where performance (over the last 3 years) was significantly high or low or where value-added has changed to a significant degree. In the data shown for individual years:

Significantly higher than 'expected'

Significantly lower than 'expected'

Uses FFT SX Model

This report provides a summary of estimates based upon pupil prior-attainment and a range of pupil and school context factors. It shows, for each subject and each year, a total of 4 estimates. Three of these are based upon progress made, in previous years, by pupils nationally. All estimates are based upon calculations made using individual pupil data which are then aggregated for the whole cohort. The models used to generate these estimates are:

Type A Estimate based upon pupil prior-attainment, gender and month of birth. This provides an estimate of what might be expected if pupils were to make progress similar to that made, last year, by similar pupils nationally.

Type B Based upon the factors in the Type A estimate but adjusted for a range of school context indicators (%Free School Meals, Geodemographic data, Mean Level and Distribution of intake). This provides an estimate of what might be expected if pupils were to make progress similar to that made, last year, by similar pupils nationally taking account of school context.

Type D Based upon the Type B estimate but adjusted to be consistent with the performance, last year, of schools at the 25th percentile (in terms of their value-added score). This provides an indication of what might be achieved if pupils made sufficient progress to be just in the top quartile nationally in terms of a value-added ranking.

Estimates are shown in order from lowest to highest. The estimate type is shown in brackets by the side of the estimate.

	Estimate Range				
Academic Year: 2007/08					150 pupils.
English and Maths Level 5+	64% (B)	65% (A)	68% (D)	77%	
English and Maths Level 6+	30% (B)	33% (A)	35% (D)	37%	
English Level 5+	72% (B)	73% (A)	75% (D)	81%	
English Level 6+	33% (B)	36% (A)	39% (D)	39%	
English 2 Levels Progress	25% (B)	28% (A)	30%	30% (D)	
Mathematics Level 5+	75% (B)	76% (A)	77% (D)	85%	
Mathematics Level 6+	55% (B)	57% (A)	58% (D)	70%	
Mathematics 2 Levels Progress	59% (B)	62% (A)	63% (D)	82%	
Science Level 5+	70% (B)	71% (A)	71%	72% (D)	
Science Level 6+	38% (B)	41% (A)	42% (D)	43%	
Academic Year: 2008/09					153 pupils.
English and Maths Level 5+	61% (B)	63% (A)	67% (D)	74%	
English and Maths Level 6+	22% (B)	24% (A)	27% (D)	29%	
English Level 5+	69% (B)	70% (A)	73% (D)	78%	
English Level 6+	25% (B)	27% (A)	30% (D)	30%	
English 2 Levels Progress	24% (B)	27% (A)	29%	30% (D)	
Mathematics Level 5+	78% (B)	79% (A)	81% (D)	89%	
Mathematics Level 6+	54% (B)	55% (A)	57% (D)	69%	
Mathematics 2 Levels Progress	59% (B)	62% (A)	64% (D)	82%	
Science Level 5+	71% (B)	72% (A)	73%	75% (D)	
Science Level 6+	34% (B)	37% (A)	39% (D)	39%	

XX% Estimate based upon school's value-added performance for this indicator over the previous 3 years

In addition to the 3 estimates described above, a fourth estimate is included. This takes into account the school's value-added performance over the past 3 years and provides an estimate based upon pupils making, overall, the progress by pupils with similar prior-attainment in the school over the past 3 years. Where a school's value-added performance has been consistently high or low, the school estimate may fall outside the range covered by the A, B and D estimates.

This report provides a summary of estimates based upon pupil prior-attainment and a range of pupil and school context factors. It shows, for each subject and each year, a total of 4 estimates. Three of these are based upon progress made, in previous years, by pupils nationally. All estimates are based upon calculations made using individual pupil data which are then aggregated for the whole cohort. The models used to generate these estimates are:

Type A Estimate based upon pupil prior-attainment, gender and month of birth. This provides an estimate of what might be expected if pupils were to make progress similar to that made, last year, by similar pupils nationally.

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Type D Based upon the Type B estimate but adjusted to be consistent with the performance, last year, of schools at the 25th percentile (in terms of their value-added score). This provides an indication of what might be achieved if pupils made sufficient progress to be just in the top quartile nationally in terms of a value-added ranking.

Estimates are shown in order from lowest to highest. The estimate type is shown in brackets by the side of the estimate.

Academic Year: 2009/10

					152 pupils.
English and Maths Level 5+	68% (B)	70% (A)	73% (D)	81%	
English and Maths Level 6+	27% (B)	30% (A)	32% (D)	34%	
English Level 5+	75% (B)	76% (A)	78% (D)	84%	
English Level 6+	30% (B)	33% (A)	35% (D)	36%	
English 2 Levels Progress	24% (B)	27% (A)	29%	30% (D)	
Mathematics Level 5+	80% (B)	81% (A)	83% (D)	91%	
Mathematics Level 6+	54% (B)	56% (A)	59% (D)	70%	
Mathematics 2 Levels Progress	58% (B)	60% (A)	63% (D)	80%	
Science Level 5+	72% (B)	74% (A)	74%	76% (D)	
Science Level 6+	36% (B)	39% (A)	40% (D)	41%	

XX% Estimate based upon school's value-added performance for this indicator over the previous 3 years

In addition to the 3 estimates described above, a fourth estimate is included. This takes into account the school's value-added performance over the past 3 years and provides an estimate based upon pupils making, overall, the progress by pupils with similar prior-attainment in the school over the past 3 years. Where a school's value-added performance has been consistently high or low, the school estimate may fall outside the range covered by the A, B and D estimates.

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Type D Based upon the Type B estimate but adjusted to be consistent with the performance, last year, of schools at the 25th percentile (in terms of their value-added score). This provides an indication of what might be achieved if pupils made sufficient progress to be just in the top quartile nationally in terms of a value-added ranking.

Estimates are shown in order from lowest to highest. The estimate type is shown in brackets by the side of the estimate.

		Estimate Range			
Academic Year: 2007/08		Number of pupils from KS2: 145 (from KS3: 146)			
% Level 2 (5+ A*-C Passes)	from Y6	53% (B)	56% (A)	58% (D)	61%
	from Y9	63% (A)	64% (B)	68% (D)	65%
% Level 2 inc EM (5+ A*-C Passes)	from Y6	40% (B)	44% (A)	45% (D)	58%
	from Y9	51% (A)	54% (B)	58% (D)	62%
% Level 1 (5+ A*-G Passes)	from Y6	88% (B)	89% (A)	91% (D)	90%
	from Y9	91% (A)	91% (B)	94% (D)	92%
Points Score Capped	from Y6	278 (B)	284 (A)	289 (D)	289
	from Y9	301 (A)	302 (B)	311 (D)	303
English 2 Levels Progress	from Y9	64% (A)	67% (B)	73% (D)	77%
Mathematics 2 Levels Progress	from Y9	22% (A)	27% (B)	33% (D)	49%
Academic Year: 2008/09		Number of pupils from KS2: 147 (from KS3: 147)			
% Level 2 (5+ A*-C Passes)	from Y6	51% (B)	54% (A)	56% (D)	58%
	from Y9	64% (A)	64% (B)	68% (D)	65%
% Level 2 inc EM (5+ A*-C Passes)	from Y6	36% (B)	40% (A)	41% (D)	54%
	from Y9	51% (A)	54% (B)	58% (D)	62%
% Level 1 (5+ A*-G Passes)	from Y6	87% (B)	88% (A)	91% (D)	89%
	from Y9	89% (A)	90% (B)	93% (D)	91%
Points Score Capped	from Y6	273 (B)	279 (A)	284 (D)	284
	from Y9	296 (A)	298 (B)	307 (D)	299
English 2 Levels Progress	from Y9	62% (A)	66% (B)	71% (D)	75%
Mathematics 2 Levels Progress	from Y9	28% (A)	33% (B)	40% (D)	55%

xx% Estimate based upon school's value-added performance for this indicator over the previous 3 years

In addition to the 3 estimates described above, a fourth estimate is included. This takes into account the school's value-added performance over the past 3 years and provides an estimate based upon pupils making, overall, the progress by pupils with similar prior-attainment in the school over the past 3 years. Where a school's value-added performance has been consistently high or low, the school estimate may fall outside the range covered by the A, B and D estimates.

This report provides a summary of estimates based upon pupil prior-attainment and a range of pupil and school context factors. It shows, for each subject and each year, a total of 4 estimates. Three of these are based upon progress made, in previous years, by pupils nationally. All estimates are based upon calculations made using individual pupil data which are then aggregated for the whole cohort. The models used to generate these estimates are:

Type A Estimate based upon pupil prior-attainment, gender and month of birth. This provides an estimate of what might be expected if pupils were to make progress similar to that made, last year, by similar pupils nationally.

Type B Based upon the factors in the Type A estimate but adjusted for a range of school context indicators (%Free School Meals, Geodemographic data, Mean Level and Distribution of intake). This provides an estimate of what might be expected if pupils were to make progress similar to that made, last year, by similar pupils nationally taking account of school context.

Type D Based upon the Type B estimate but adjusted to be consistent with the performance, last year, of schools at the 25th percentile (in terms of their value-added score). This provides an indication of what might be achieved if pupils made sufficient progress to be just in the top quartile nationally in terms of a value-added ranking.

Estimates are shown in order from lowest to highest. The estimate type is shown in brackets by the side of the estimate.

Academic Year: 2009/10

Number of pupils from KS2: 150

% Level 2 (5+ A*-C Passes)	from Y6	54% (B)	57% (A)	59% (D)	62%
% Level 2 inc EM (5+ A*-C Passes)	from Y6	42% (B)	46% (A)	47% (D)	60%
% Level 1 (5+ A*-G Passes)	from Y6	88% (B)	88% (A)	90%	91% (D)
Points Score Capped	from Y6	281 (B)	288 (A)	292 (D)	293

Academic Year: 2010/11

Number of pupils from KS2: 153

% Level 2 (5+ A*-C Passes)	from Y6	50% (B)	53% (A)	55% (D)	58%
% Level 2 inc EM (5+ A*-C Passes)	from Y6	36% (B)	39% (A)	40% (D)	53%
% Level 1 (5+ A*-G Passes)	from Y6	88% (B)	88% (A)	90%	91% (D)
Points Score Capped	from Y6	274 (B)	280 (A)	284 (D)	285

Academic Year: 2011/12

Number of pupils from KS2: 152

% Level 2 (5+ A*-C Passes)	from Y6	54% (B)	58% (A)	60% (D)	62%
% Level 2 inc EM (5+ A*-C Passes)	from Y6	39% (B)	43% (A)	44% (D)	57%
% Level 1 (5+ A*-G Passes)	from Y6	89% (B)	90% (A)	91%	92% (D)
Points Score Capped	from Y6	283 (B)	290 (A)	294 (D)	295

xx% Estimate based upon school's value-added performance for this indicator over the previous 3 years

In addition to the 3 estimates described above, a fourth estimate is included. This takes into account the school's value-added performance over the past 3 years and provides an estimate based upon pupils making, overall, the progress by pupils with similar prior-attainment in the school over the past 3 years. Where a school's value-added performance has been consistently high or low, the school estimate may fall outside the range covered by the A, B and D estimates.