
**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	2006/07	2007/08	2008/09
KS2 -> KS3	MNG	Broadly similar	Broadly similar	Broadly similar
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)	
2004/05	5	23	2006/07	6	29	3	26	61%	61%	3%
2005/06	15	31	2007/08	8	30	6	18	68%	68%	1%
2006/07	1	22	2008/09	8	22	2	11	76%	76%	1%
2007/08	7	44								
2008/09	6	18								

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)	
2004/05	3	8	2006/07	4	27	2	17	61%	61%	3%
2005/06	8	11	2007/08	5	27	2	11	68%	68%	1%
2006/07	1	6	2008/09	4	17	1	8	76%	76%	1%
2007/08	6	33								
2008/09	4	8								

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

	Pupils		English Level 5+				English Level 6+				English Mean Level					
			Total	Match	Act	Percentile Rank			Act	Raw	PA	SX	Act	Raw	PA	SX
						Raw	PA	SX								
2006/07	148	140	89%	21	1	1	39%	34	14	6	5.5	55	32	17		
2007/08	153	150	76%	58	31	31	35%	45	45	33	5.5	58	49	45		
2008/09	153	150	81%	52	11	8	29%	72	52	45	5.5	72	53	44		
3 Years Combined			82%	43	3	2	34%	50	30	15	5.5	61	42	28		
3 Year Trend			--	--	↓	↓	--	--	↓	↓	--	--		↓		

KS2 -> KS3

	Pupils		Mathematics Level 5+				Mathematics Level 6+				Mathematics Mean Level					
			Total	Match	Act	Percentile Rank			Act	Raw	PA	SX	Act	Raw	PA	SX
						Raw	PA	SX								
2006/07	148	140	82%	42	4	2	66%	30	2	1	6.1	44	7	2		
2007/08	153	150	81%	49	6	5	61%	45	17	10	6.1	49	18	8		
2008/09	153	151	85%	42	11	10	64%	40	4	2	6.1	47	12	6		
3 Years Combined			83%	43	4	3	63%	37	3	2	6.1	46	10	3		
3 Year Trend			--	--			--	--	↓	↑↓	--	--		↓		

KS2 -> KS3

	Pupils		Science Level 5+				Science Level 6+				Science Mean Level					
			Total	Match	Act	Percentile Rank			Act	Raw	PA	SX	Act	Raw	PA	SX
						Raw	PA	SX								
2006/07	148	141	72%	61	43	24	44%	41	18	8	5.6	56	34	16		
2007/08	153	150	66%	72	71	73	39%	54	50	34	5.4	70	70	67		
2008/09	153	151	84%	42	9	6	48%	45	14	8	5.9	45	14	8		
3 Years Combined			74%	59	34	19	43%	46	22	8	5.6	57	36	18		
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.

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
2006/07	148	138	82%	24	1	1	40%	20	18	9	70%	26	5	2
2007/08	153	150	74%	44	7	6	29%	46	40	35	69%	31	14	7
2008/09	153	150	75%	48	6	4	30%	50	46	40	73%	23	7	3
3 Years Combined			77%	37	2	1	33%	33	29	17	70%	24	5	2
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
2006/07	151	149	61%	49	16	14	93%	59	23	19	293	58	26	17
2007/08	150	148	69%	41	22	19	95%	51	21	24	320	40	18	11
2008/09	143	138	78%	31	13	14	96%	48	17	17	334	34	11	8
3 Years Combined			69%	40	14	14	95%	52	16	17	315	44	15	10
3 Year Trend			--	--			--	--			--	--		

KS2 -> KS4

	% Level 2 inc EM (5+ A*-C Passes)						% Level 1 inc EM (5+ A*-G Passes)				Total Points Score			
	Pupils		Act	Percentile Rank			Act	Percentile Rank			Act	Percentile Rank		
	Total	Match		Raw	PA	SX		Raw	PA	SX		Raw	PA	SX
2006/07	151	149	52%	36	3	2	92%	56	21	18	357	62	36	36
2007/08	150	148	61%	25	6	2	94%	53	21	24	413	37	23	21
2008/09	143	138	64%	21	2	1	96%	44	12	15	455	27	15	14
3 Years Combined			59%	26	3	1	94%	50	13	15	408	41	20	20
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
2006/07	151	148	61%	48	27	23	93%	60	36	34	295	57	29	27
2007/08	150	149	68%	42	35	31	94%	64	50	58	317	44	30	27
2008/09	143	141	77%	34	26	23	95%	62	29	30	330	40	22	17
3 Years Combined			69%	41	26	24	94%	62	34	36	313	47	23	19
3 Year Trend			--	--			--	--			--	--		

KS3 -> KS4	Pupils		% Level 2 inc EM (5+ A*-C Passes)				% Level 1 inc EM (5+ A*-G Passes)				Total Points Score			
			Act	Percentile Rank			Act	Percentile Rank			Act	Percentile Rank		
				Raw	PA	SX		Raw	PA	SX		Raw	PA	SX
2006/07	151	148	53%	35	6	4	92%	57	27	25	360	61	42	46
2007/08	150	149	60%	26	8	5	93%	62	47	52	410	41	33	33
2008/09	143	141	63%	23	8	4	94%	57	20	21	449	31	23	21
3 Years Combined			59%	27	5	3	93%	58	25	26	405	43	30	30
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	Science
ALL PUPILS	435	↑						↑				↓
Girls	223	↑			↓							↓
Girls - Lower	83	↑			↓							↓
Girls - Middle	78											↓
Girls - Upper	62	↑										
Boys	212	↑						↑				
Boys - Lower	79											
Boys - Middle	73				↑			↑				
Boys - Upper	60	↑				↑						
Without FSM	371	↑						↑		↑		↓
With FSM	64											
No SEN	322	↑						↑				↓
SEN Action	74	↑						↑	↑	↑		
SEN Action Plus	11											
SEN Statement	28	↑	↑		↑							
White	383	↑						↑				↓
Indian	2	Not shown for small groups of pupils										
Pakistani	38		↑					↑	↑			
Bangladeshi	9	Not shown for small groups of pupils										
Other Asian	1	Not shown for small groups of pupils										
Any Other	1	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
	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	
ALL PUPILS	149	148	138	435	61%	69%	78%	69%	10.8%	8.0%	12.9%	10.5%	
Girls	71	74	78	223	65%	69%	76%	70%	11.1%	6.4%	7.9%	8.4%	
Girls - Lower	26	29	28	83	35%	31%	36%	34%	15.0%	5.1%	1.9%	7.1%	
Girls - Middle	30	23	25	78	73%	91%	96%	86%	8.6%	11.5%	17.4%	12.2%	
Girls - Upper	15	22	25	62	100%	95%	100%	98%	9.4%	2.7%	5.1%	5.2%	
Boys	78	74	60	212	58%	69%	80%	68%	10.6%	9.7%	19.4%	12.7%	
Boys - Lower	35	23	21	79	29%	26%	52%	34%	11.6%	3.3%	26.3%	13.0%	
Boys - Middle	23	27	23	73	74%	89%	91%	85%	16.2%	21.9%	20.3%	19.4%	
Boys - Upper	20	24	16	60	90%	88%	100%	92%	2.5%	2.3%	9.2%	4.1%	

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

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	
ALL PUPILS	149	148	138	435	52%	61%	64%	59%	18.5%	17.7%	21.4%	19.0%	
Girls	71	74	78	223	58%	55%	64%	59%	21.1%	9.5%	17.2%	15.8%	↓
Girls - Lower	26	29	28	83	23%	7%	14%	14%	17.7%	-0.3%	6.1%	7.5%	↓
Girls - Middle	30	23	25	78	67%	83%	84%	77%	25.4%	24.9%	34.6%	28.1%	
Girls - Upper	15	22	25	62	100%	91%	100%	97%	18.4%	6.5%	12.2%	11.6%	
Boys	78	74	60	212	47%	66%	65%	59%	16.1%	25.8%	26.8%	22.4%	
Boys - Lower	35	23	21	79	20%	26%	19%	22%	15.3%	19.5%	14.1%	16.1%	
Boys - Middle	23	27	23	73	52%	81%	87%	74%	19.8%	39.8%	48.1%	35.9%	↑
Boys - Upper	20	24	16	60	90%	88%	94%	90%	13.2%	16.2%	13.0%	14.2%	

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

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	
ALL PUPILS	149	148	138	435	93%	95%	96%	95%	3.5%	2.7%	3.7%	3.3%	
Girls	71	74	78	223	97%	96%	97%	97%	5.8%	3.2%	4.1%	4.4%	
Girls - Lower	26	29	28	83	92%	93%	93%	93%	11.7%	10.0%	9.4%	10.4%	
Girls - Middle	30	23	25	78	100%	96%	100%	99%	3.2%	-2.8%	1.9%	1.0%	
Girls - Upper	15	22	25	62	100%	100%	100%	100%	0.6%	0.6%	0.4%	0.5%	
Boys	78	74	60	212	90%	95%	95%	93%	1.4%	2.3%	3.2%	2.2%	
Boys - Lower	35	23	21	79	86%	87%	86%	86%	8.7%	6.9%	5.4%	7.3%	
Boys - Middle	23	27	23	73	91%	100%	100%	97%	-4.9%	3.0%	3.0%	0.5%	
Boys - Upper	20	24	16	60	95%	96%	100%	97%	-4.1%	-3.0%	0.8%	-2.3%	

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

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

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	
ALL PUPILS	149	148	138	435	92%	94%	96%	94%	4.6%	3.2%	4.9%	4.2%	
Girls	71	74	78	223	97%	95%	96%	96%	8.0%	3.8%	4.8%	5.5%	
Girls - Lower	26	29	28	83	92%	90%	89%	90%	16.0%	11.0%	10.5%	12.5%	
Girls - Middle	30	23	25	78	100%	96%	100%	99%	4.7%	-2.2%	2.6%	2.0%	
Girls - Upper	15	22	25	62	100%	100%	100%	100%	1.0%	0.7%	0.5%	0.7%	
Boys	78	74	60	212	87%	93%	95%	92%	1.4%	2.6%	5.1%	2.9%	
Boys - Lower	35	23	21	79	83%	87%	86%	85%	10.2%	10.7%	10.0%	10.3%	
Boys - Middle	23	27	23	73	91%	100%	100%	97%	-3.1%	3.9%	3.4%	1.5%	
Boys - Upper	20	24	16	60	90%	92%	100%	93%	-8.6%	-6.7%	0.9%	-5.3%	↑

Total Points Score

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	
ALL PUPILS	149	148	138	435	357	413	455	408	10.3	31.7	53.6	30.3	↑
Girls	71	74	78	223	376	419	462	420	17.1	26.7	44.7	29.0	
Girls - Lower	26	29	28	83	260	299	309	290	3.4	19.5	9.9	10.7	
Girls - Middle	30	23	25	78	421	455	514	461	32.0	25.5	80.0	44.4	
Girls - Upper	15	22	25	62	489	541	581	544	11.0	37.4	48.4	34.2	
Boys	78	74	60	212	340	407	446	395	4.0	36.8	65.2	31.6	↑
Boys - Lower	35	23	21	79	270	297	341	297	31.1	36.9	68.2	41.9	
Boys - Middle	23	27	23	73	360	454	489	436	-9.5	62.1	86.9	46.0	↑
Boys - Upper	20	24	16	60	438	459	523	469	-27.8	8.3	30.0	0.6	

Points Score Capped

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	
ALL PUPILS	149	148	138	435	293	320	334	315	16.4	20.9	27.6	21.2	
Girls	71	74	78	223	307	326	340	325	21.3	20.2	24.4	21.8	
Girls - Lower	26	29	28	83	235	256	254	249	17.2	20.5	9.2	15.7	
Girls - Middle	30	23	25	78	335	343	365	347	28.6	11.4	37.2	25.9	
Girls - Upper	15	22	25	62	376	402	411	399	14.1	28.9	28.7	24.8	
Boys	78	74	60	212	281	314	327	306	11.8	21.5	31.8	20.6	
Boys - Lower	35	23	21	79	232	244	262	243	26.9	22.1	32.9	27.0	
Boys - Middle	23	27	23	73	298	343	348	330	4.8	35.1	38.2	26.1	
Boys - Upper	20	24	16	60	346	348	381	356	-6.3	5.7	21.2	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	444	↕	↓	↓	↓	↓	↓	↓		↕		↕	↑	↑	↑
Girls	209	↓		↓	↓	↓	↓			↓		↕	↑		
Girls - Lower	74	↑		↓	↓		↓	↑				↑	↑		
Girls - Middle	67	↓		↓		↓	↓								
Girls - Upper	68				↓	↓			↕		↓				
Boys	235	↑	↓		↓					↓		↕	↑	↑	↑
Boys - Lower	99		↓		↓	↑	↓					↑	↑		
Boys - Middle	84	↓		↓		↓	↓					↑		↑	
Boys - Upper	52						↓					↑	↓		
Without FSM	367	↕		↓	↓	↓	↓			↕		↕	↑	↑	↑
With FSM	77		↓		↓		↓								
No SEN	348	↓				↓		↓		↓		↕	↕	↓	
SEN Action	53	↓		↕	↓		↓						↑	↑	
SEN Action Plus	23	↑													
SEN Statement	20														
White	368	↕	↓	↓	↕	↓	↓	↓		↕		↕	↕	↕	↑
Pakistani	59														↓
Bangladeshi	10				↓		↓		↓						
Other Asian	5	Not shown for small groups of pupils													
Chinese	1	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 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
	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	
ALL PUPILS	138	150	150	438	82%	74%	75%	77%	18.6%	9.5%	11.0%	12.8%	↓
Girls	78	75	55	208	81%	76%	78%	78%	13.2%	5.8%	6.6%	8.8%	
Girls - Lower	29	26	18	73	48%	38%	44%	44%	23.3%	17.4%	17.3%	19.7%	
Girls - Middle	24	21	22	67	100%	95%	91%	96%	13.1%	1.9%	1.4%	5.7%	
Girls - Upper	25	28	15	68	100%	96%	100%	99%	1.6%	-2.0%	1.3%	0.0%	
Boys	60	75	95	230	83%	72%	74%	76%	25.5%	13.1%	13.5%	16.5%	↓
Boys - Lower	21	32	43	96	52%	41%	49%	47%	38.3%	19.7%	17.5%	22.8%	↓
Boys - Middle	23	24	35	82	100%	92%	91%	94%	26.5%	12.3%	13.5%	16.8%	
Boys - Upper	16	19	17	52	100%	100%	100%	100%	7.4%	3.0%	3.6%	4.5%	

English and Maths Level 6+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	
ALL PUPILS	138	150	150	438	38%	34%	27%	33%	16.1%	5.9%	3.1%	8.1%	↓
Girls	78	75	55	208	49%	45%	35%	44%	19.9%	8.6%	-1.4%	10.2%	↓
Girls - Lower	29	26	18	73	7%	0%	6%	4%	4.7%	-1.9%	3.2%	2.0%	↓
Girls - Middle	24	21	22	67	50%	57%	27%	45%	28.2%	21.7%	-8.3%	14.2%	↓
Girls - Upper	25	28	15	68	96%	79%	80%	85%	29.6%	8.3%	3.3%	15.0%	↓
Boys	60	75	95	230	23%	23%	23%	23%	11.3%	3.2%	5.6%	6.3%	
Boys - Lower	21	32	43	96	0%	0%	5%	2%	-0.4%	-1.6%	2.2%	0.4%	
Boys - Middle	23	24	35	82	30%	8%	26%	22%	21.9%	-6.2%	7.4%	7.5%	↓
Boys - Upper	16	19	17	52	44%	79%	65%	63%	11.3%	23.1%	10.7%	15.4%	

Average Level (En, Ma, Sc)

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	
ALL PUPILS	143	150	151	444	5.7	5.7	5.8	5.7	0.2	0.1	0.2	0.2	↑↓
Girls	79	75	55	209	5.8	5.7	5.9	5.8	0.2	0.1	0.1	0.2	↓
Girls - Lower	30	26	18	74	4.7	4.5	5.1	4.7	0.2	0.0	0.3	0.2	↑
Girls - Middle	24	21	22	67	6.1	6.2	6.0	6.1	0.4	0.2	0.1	0.2	↓
Girls - Upper	25	28	15	68	6.7	6.6	6.6	6.6	0.2	0.0	0.0	0.1	
Boys	64	75	96	235	5.6	5.6	5.8	5.7	0.2	0.1	0.2	0.2	↑
Boys - Lower	24	32	43	99	4.5	4.6	5.2	4.9	0.1	0.0	0.3	0.2	
Boys - Middle	24	24	36	84	6.0	5.9	6.1	6.0	0.4	0.1	0.3	0.2	↓
Boys - Upper	16	19	17	52	6.6	6.8	6.7	6.7	0.2	0.1	0.2	0.2	

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

English Level 5+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	
ALL PUPILS	140	150	150	440	89%	76%	81%	82%	19.0%	3.1%	8.9%	10.2%	↓
Girls	78	75	55	208	92%	77%	84%	85%	15.3%	-3.7%	3.5%	5.3%	↓
Girls - Lower	29	26	18	73	79%	42%	56%	60%	33.8%	-7.8%	6.7%	12.3%	↓
Girls - Middle	24	21	22	67	100%	95%	95%	97%	7.6%	-0.3%	2.7%	3.5%	
Girls - Upper	25	28	15	68	100%	96%	100%	99%	1.1%	-2.4%	1.0%	-0.3%	↓
Boys	62	75	95	232	85%	75%	79%	79%	23.7%	9.9%	12.1%	14.5%	↓
Boys - Lower	23	32	43	98	61%	47%	56%	54%	40.0%	16.3%	13.7%	20.7%	↓
Boys - Middle	23	24	35	82	100%	92%	97%	96%	19.8%	7.4%	14.5%	13.9%	
Boys - Upper	16	19	17	52	100%	100%	100%	100%	5.9%	2.4%	2.8%	3.6%	

English Level 6+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	
ALL PUPILS	140	150	150	440	39%	35%	29%	34%	14.5%	4.0%	1.6%	6.5%	↓
Girls	78	75	55	208	51%	47%	36%	46%	18.9%	6.0%	-3.9%	8.2%	↓
Girls - Lower	29	26	18	73	10%	0%	6%	5%	6.2%	-3.7%	1.2%	1.4%	
Girls - Middle	24	21	22	67	54%	62%	32%	49%	28.2%	20.5%	-10.6%	13.0%	↓
Girls - Upper	25	28	15	68	96%	79%	80%	85%	24.8%	4.1%	-0.1%	10.8%	↓
Boys	62	75	95	232	23%	24%	25%	24%	8.9%	1.9%	4.8%	5.0%	
Boys - Lower	23	32	43	98	0%	0%	9%	4%	-0.6%	-1.9%	5.9%	1.8%	↑
Boys - Middle	23	24	35	82	30%	13%	26%	23%	19.9%	-5.2%	3.7%	5.6%	↓
Boys - Upper	16	19	17	52	44%	79%	65%	63%	6.5%	17.6%	4.7%	10.0%	

English Mean Level

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	
ALL PUPILS	140	150	150	440	5.5	5.5	5.5	5.5	0.2	0.0	0.0	0.1	↓
Girls	78	75	55	208	5.7	5.7	5.6	5.6	0.2	0.0	-0.1	0.0	↓
Girls - Lower	29	26	18	73	4.8	4.6	4.8	4.7	0.2	-0.1	-0.1	0.0	↓
Girls - Middle	24	21	22	67	6.0	6.2	5.7	6.0	0.3	0.3	-0.1	0.2	↓
Girls - Upper	25	28	15	68	6.3	6.3	6.2	6.3	0.0	-0.1	-0.2	-0.1	
Boys	62	75	95	232	5.2	5.2	5.4	5.3	0.2	0.1	0.1	0.1	
Boys - Lower	23	32	43	98	4.1	4.4	5.0	4.6	0.1	0.0	0.1	0.1	
Boys - Middle	23	24	35	82	5.7	5.4	5.7	5.6	0.4	0.0	0.2	0.2	↓
Boys - Upper	16	19	17	52	6.0	6.4	6.1	6.1	0.1	0.2	0.0	0.1	

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

Mathematics Level 5+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	
ALL PUPILS	140	150	151	441	82%	81%	85%	83%	9.7%	6.6%	6.3%	7.5%	
Girls	79	75	55	209	80%	77%	85%	80%	8.7%	3.5%	7.3%	6.5%	
Girls - Lower	30	26	18	74	47%	38%	61%	47%	16.1%	10.3%	20.9%	15.2%	
Girls - Middle	24	21	22	67	100%	100%	95%	99%	7.9%	3.5%	0.9%	4.2%	
Girls - Upper	25	28	15	68	100%	96%	100%	99%	0.6%	-2.9%	0.3%	-0.9%	↑↓
Boys	61	75	96	232	85%	84%	84%	84%	11.0%	9.8%	5.8%	8.5%	
Boys - Lower	21	32	43	96	57%	66%	70%	66%	22.4%	22.6%	12.6%	18.1%	
Boys - Middle	24	24	36	84	100%	96%	94%	96%	8.2%	0.3%	0.2%	2.5%	
Boys - Upper	16	19	17	52	100%	100%	100%	100%	0.4%	0.2%	0.4%	0.3%	

Mathematics Level 6+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	
ALL PUPILS	140	150	151	441	66%	61%	64%	63%	16.7%	6.7%	14.0%	12.3%	↑↓
Girls	79	75	55	209	65%	63%	65%	64%	16.0%	6.3%	11.6%	11.4%	↓
Girls - Lower	30	26	18	74	17%	8%	22%	15%	11.2%	3.3%	14.0%	9.1%	
Girls - Middle	24	21	22	67	88%	86%	77%	84%	31.9%	13.7%	15.4%	20.8%	
Girls - Upper	25	28	15	68	100%	96%	100%	99%	6.6%	3.7%	3.3%	4.7%	
Boys	61	75	96	232	69%	59%	63%	63%	17.5%	7.0%	15.3%	13.2%	↓
Boys - Lower	21	32	43	96	24%	13%	30%	23%	17.6%	2.6%	14.6%	11.3%	
Boys - Middle	24	24	36	84	88%	88%	83%	86%	26.5%	16.9%	21.3%	21.5%	
Boys - Upper	16	19	17	52	100%	100%	100%	100%	3.9%	1.9%	4.5%	3.4%	

Mathematics Mean Level

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	
ALL PUPILS	140	150	151	441	6.1	6.1	6.1	6.1	0.4	0.2	0.3	0.3	↓
Girls	79	75	55	209	6.1	6.1	6.2	6.1	0.4	0.2	0.3	0.3	
Girls - Lower	30	26	18	74	4.7	4.6	5.3	4.8	0.3	0.2	0.6	0.3	↑
Girls - Middle	24	21	22	67	6.5	6.5	6.3	6.4	0.5	0.2	0.2	0.3	
Girls - Upper	25	28	15	68	7.3	7.2	7.2	7.2	0.3	0.3	0.2	0.3	
Boys	61	75	96	232	6.2	6.1	6.1	6.1	0.4	0.2	0.3	0.3	
Boys - Lower	21	32	43	96	5.1	5.0	5.4	5.2	0.5	0.2	0.3	0.3	
Boys - Middle	24	24	36	84	6.5	6.4	6.3	6.4	0.4	0.2	0.2	0.2	
Boys - Upper	16	19	17	52	7.4	7.6	7.4	7.5	0.3	0.3	0.3	0.3	

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

Science Level 5+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	
ALL PUPILS	141	150	151	442	72%	66%	84%	74%	3.5%	-2.5%	10.0%	3.7%	↑
Girls	79	75	55	209	72%	64%	84%	72%	3.8%	-4.9%	9.0%	2.0%	↑
Girls - Lower	30	26	18	74	30%	4%	61%	28%	-0.2%	18.9%	24.8%	-0.7%	↑
Girls - Middle	24	21	22	67	96%	95%	91%	94%	11.0%	7.4%	1.4%	6.7%	
Girls - Upper	25	28	15	68	100%	96%	100%	99%	1.6%	-1.1%	1.3%	0.4%	
Boys	62	75	96	233	73%	68%	84%	76%	3.1%	-0.1%	10.5%	5.1%	↑
Boys - Lower	22	32	43	97	27%	34%	70%	48%	-1.6%	0.0%	19.2%	8.1%	↑
Boys - Middle	24	24	36	84	96%	88%	97%	94%	8.4%	-1.3%	7.4%	5.2%	
Boys - Upper	16	19	17	52	100%	100%	94%	98%	1.6%	1.3%	-4.6%	-0.5%	↓

Science Level 6+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	
ALL PUPILS	141	150	151	442	44%	39%	48%	43%	10.6%	3.1%	12.9%	8.9%	↑
Girls	79	75	55	209	47%	43%	47%	45%	13.2%	5.4%	8.2%	9.1%	
Girls - Lower	30	26	18	74	7%	0%	11%	5%	3.6%	-1.6%	7.7%	2.8%	
Girls - Middle	24	21	22	67	50%	48%	50%	49%	22.7%	10.8%	11.2%	15.2%	
Girls - Upper	25	28	15	68	92%	79%	87%	85%	15.5%	7.8%	4.4%	9.9%	
Boys	62	75	96	233	40%	35%	48%	42%	7.3%	0.9%	15.6%	8.7%	↑
Boys - Lower	22	32	43	97	0%	3%	14%	7%	-2.7%	-0.6%	7.0%	2.3%	
Boys - Middle	24	24	36	84	50%	33%	69%	54%	17.4%	-1.9%	30.8%	17.7%	↑
Boys - Upper	16	19	17	52	81%	89%	88%	87%	5.7%	6.8%	5.4%	6.0%	

Science Mean Level

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	
ALL PUPILS	141	150	151	442	5.6	5.4	5.9	5.6	0.2	-0.1	0.3	0.1	↑↓
Girls	79	75	55	209	5.6	5.5	5.8	5.6	0.2	-0.1	0.2	0.1	↑↓
Girls - Lower	30	26	18	74	4.6	4.4	5.2	4.7	0.2	-0.1	0.5	0.2	↑
Girls - Middle	24	21	22	67	5.9	5.8	5.9	5.8	0.3	0.0	0.1	0.1	
Girls - Upper	25	28	15	68	6.5	6.2	6.5	6.4	0.1	-0.1	0.0	0.0	
Boys	62	75	96	233	5.6	5.4	5.9	5.6	0.2	-0.1	0.3	0.2	↑↓
Boys - Lower	22	32	43	97	4.6	4.5	5.3	4.9	0.2	-0.1	0.3	0.1	↑
Boys - Middle	24	24	36	84	5.9	5.8	6.2	6.0	0.2	0.0	0.4	0.2	↑
Boys - Upper	16	19	17	52	6.4	6.4	6.8	6.5	0.1	-0.1	0.3	0.1	↑

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

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	438	↑					↑			↓		↓	↑
Girls	223	↑								↓		↓	
Girls - Lower	67				↓					↓		↓	
Girls - Middle	85			↑↓		↓	↑	↑↓		↓		↓	
Girls - Upper	71									↓		↓	
Boys	215	↑					↑						
Boys - Lower	62		↑		↓				↑	↓			
Boys - Middle	89				↑								
Boys - Upper	64	↑		↑		↑	↑	↑					↑
Without FSM	374	↑					↑			↓		↓	
With FSM	64									↑↓		↑↓	
No SEN	325	↑					↑			↓		↓	
SEN Action	73	↑					↑		↑↓	↓			
SEN Action Plus	11												
SEN Statement	29	↑↑	↑		↑					↑			
White	382	↑					↑			↓		↓	↑
Indian	2	Not shown for small groups of pupils											
Pakistani	41						↑	↑					
Bangladeshi	9	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
	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	
ALL PUPILS	148	149	141	438	61%	68%	77%	69%	5.1%	2.6%	6.7%	4.8%	
Girls	71	74	78	223	66%	69%	76%	70%	6.7%	3.1%	1.8%	3.8%	
Girls - Lower	22	24	21	67	18%	21%	14%	18%	2.3%	0.0%	-12.9%	-3.3%	
Girls - Middle	32	25	28	85	81%	84%	96%	87%	10.8%	6.7%	11.9%	10.0%	
Girls - Upper	17	25	29	71	100%	100%	100%	100%	4.6%	2.5%	2.8%	3.1%	
Boys	77	75	63	215	57%	68%	78%	67%	3.6%	2.2%	12.7%	5.8%	
Boys - Lower	24	17	21	62	13%	0%	48%	21%	2.4%	-12.5%	24.3%	5.7%	↑
Boys - Middle	34	30	25	89	71%	80%	88%	79%	8.0%	10.1%	8.3%	8.8%	
Boys - Upper	19	28	17	64	89%	96%	100%	95%	-2.7%	2.7%	4.7%	1.6%	

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

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	
ALL PUPILS	148	149	141	438	53%	60%	63%	59%	11.1%	11.0%	11.6%	11.2%	
Girls	71	74	78	223	59%	55%	64%	60%	14.8%	6.1%	7.6%	9.4%	
Girls - Lower	22	24	21	67	14%	0%	0%	4%	10.8%	-4.4%	-2.6%	1.2%	↓
Girls - Middle	32	25	28	85	69%	64%	75%	69%	21.9%	17.9%	18.3%	19.6%	
Girls - Upper	17	25	29	71	100%	100%	100%	100%	6.4%	4.4%	4.6%	5.0%	
Boys	77	75	63	215	47%	65%	62%	58%	7.6%	15.9%	16.6%	13.1%	
Boys - Lower	24	17	21	62	8%	0%	10%	6%	6.9%	-1.6%	6.2%	4.3%	↓
Boys - Middle	34	30	25	89	50%	73%	84%	67%	11.6%	32.2%	34.6%	25.0%	↑
Boys - Upper	19	28	17	64	89%	96%	94%	94%	1.4%	9.0%	3.0%	5.2%	

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

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	
ALL PUPILS	148	149	141	438	93%	94%	95%	94%	1.7%	0.2%	2.2%	1.3%	
Girls	71	74	78	223	97%	95%	97%	96%	4.1%	0.6%	3.0%	2.5%	
Girls - Lower	22	24	21	67	91%	92%	90%	91%	10.6%	8.6%	9.3%	9.5%	
Girls - Middle	32	25	28	85	100%	92%	100%	98%	1.6%	-6.7%	1.1%	-1.0%	↑↓
Girls - Upper	17	25	29	71	100%	100%	100%	100%	0.3%	0.2%	0.2%	0.2%	
Boys	77	75	63	215	90%	93%	92%	92%	-0.5%	-0.3%	1.2%	0.1%	
Boys - Lower	24	17	21	62	79%	76%	76%	77%	7.3%	0.6%	1.3%	3.5%	
Boys - Middle	34	30	25	89	94%	100%	100%	98%	-3.6%	2.0%	1.6%	-0.3%	
Boys - Upper	19	28	17	64	95%	96%	100%	97%	-4.8%	-3.2%	0.4%	-2.7%	↑

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
	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	
ALL PUPILS	148	149	141	438	92%	93%	94%	93%	3.2%	0.6%	3.5%	2.4%	
Girls	71	74	78	223	97%	93%	96%	96%	6.8%	1.2%	3.4%	3.8%	
Girls - Lower	22	24	21	67	91%	88%	86%	88%	16.9%	9.6%	10.3%	12.2%	
Girls - Middle	32	25	28	85	100%	92%	100%	98%	3.2%	-6.1%	1.5%	-0.1%	↓
Girls - Upper	17	25	29	71	100%	100%	100%	100%	0.7%	0.3%	0.3%	0.4%	
Boys	77	75	63	215	87%	92%	92%	90%	-0.1%	0.1%	3.5%	1.0%	
Boys - Lower	24	17	21	62	75%	76%	76%	76%	9.5%	6.2%	7.8%	8.0%	
Boys - Middle	34	30	25	89	94%	97%	100%	97%	-1.6%	-0.5%	1.9%	-0.2%	
Boys - Upper	19	28	17	64	89%	96%	100%	95%	-9.6%	-3.0%	0.4%	-4.0%	↑

Total Points Score

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	
ALL PUPILS	148	149	141	438	359.5	409.9	448.5	405.2	-1.8	13.2	37.4	15.8	↑
Girls	71	74	78	223	381.1	417.1	462.1	421.0	7.1	11.2	30.0	16.3	
Girls - Lower	22	24	21	67	243.8	271.4	249.2	255.4	-0.4	6.2	-19.9	-4.2	
Girls - Middle	32	25	28	85	416.2	408.2	495.3	439.9	17.2	-2.9	54.1	23.3	↑
Girls - Upper	17	25	29	71	493.0	565.9	584.2	555.9	-2.2	30.1	42.8	27.4	
Boys	77	75	63	215	339.6	402.7	431.8	388.8	-10.1	15.1	46.7	15.2	↑
Boys - Lower	24	17	21	62	207.7	216.3	297.5	240.5	0.8	-7.8	57.0	17.4	
Boys - Middle	34	30	25	89	382.8	430.0	476.8	425.1	3.9	39.3	55.5	30.2	
Boys - Upper	19	28	17	64	429.0	486.7	531.4	481.5	-49.0	3.1	20.9	-7.8	↑

Points Score Capped

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	
ALL PUPILS	148	149	141	438	294.6	317.2	329.5	313.5	7.9	7.9	15.8	10.4	
Girls	71	74	78	223	310.2	323.9	340.0	325.0	14.9	9.1	13.8	12.6	
Girls - Lower	22	24	21	67	226.6	242.3	224.1	231.5	16.8	15.7	-3.4	10.0	
Girls - Middle	32	25	28	85	331.8	313.5	354.0	333.7	18.3	-8.9	18.9	10.5	↑↓
Girls - Upper	17	25	29	71	377.8	412.6	410.3	403.3	6.0	20.9	21.4	17.5	
Boys	77	75	63	215	280.2	310.7	316.7	301.5	1.5	6.6	18.1	8.2	
Boys - Lower	24	17	21	62	188.2	193.9	231.9	204.6	5.8	-4.0	23.0	9.0	
Boys - Middle	34	30	25	89	309.2	327.3	340.2	324.0	8.1	17.8	16.2	13.6	
Boys - Upper	19	28	17	64	344.4	363.7	386.7	364.1	-15.6	1.2	15.0	-0.2	↑

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

English 2 Levels Progress

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	
ALL PUPILS	148	149	141	438	65%	76%	65%	69%	11.6%	19.5%	10.0%	13.8%	
Girls	71	74	78	223	70%	78%	68%	72%	12.1%	18.8%	7.7%	12.8%	
Girls - Lower	22	24	21	67	45%	63%	33%	48%	13.8%	26.9%	8.4%	16.8%	
Girls - Middle	32	25	28	85	75%	72%	71%	73%	11.1%	10.3%	5.2%	8.9%	
Girls - Upper	17	25	29	71	94%	100%	90%	94%	12.0%	19.5%	9.8%	13.7%	
Boys	77	75	63	215	60%	73%	62%	65%	11.2%	20.2%	12.9%	14.8%	
Boys - Lower	24	17	21	62	42%	71%	48%	52%	15.8%	43.8%	30.6%	28.5%	↑
Boys - Middle	34	30	25	89	62%	83%	68%	71%	10.7%	25.8%	9.7%	15.5%	
Boys - Upper	19	28	17	64	79%	64%	71%	70%	6.1%	-0.1%	-4.5%	0.6%	

Mathematics 2 Levels Progress

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	2007	2008	2009	3 yrs	
ALL PUPILS	148	149	141	438	52%	38%	36%	42%	29.9%	18.0%	13.4%	20.5%	↓
Girls	71	74	78	223	59%	41%	35%	45%	34.1%	17.5%	10.3%	20.3%	↓
Girls - Lower	22	24	21	67	50%	13%	10%	24%	32.8%	-0.7%	-2.0%	9.9%	↓
Girls - Middle	32	25	28	85	63%	24%	32%	41%	35.7%	3.8%	9.7%	17.7%	↓
Girls - Upper	17	25	29	71	65%	84%	55%	68%	33.0%	48.7%	19.9%	33.2%	↓
Boys	77	75	63	215	45%	35%	38%	40%	26.0%	18.5%	17.3%	20.8%	
Boys - Lower	24	17	21	62	33%	6%	29%	24%	20.4%	-6.2%	14.3%	11.0%	↓
Boys - Middle	34	30	25	89	41%	33%	40%	38%	23.8%	19.7%	17.9%	20.8%	
Boys - Upper	19	28	17	64	68%	54%	47%	56%	37.0%	32.2%	20.0%	30.4%	

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: 2009/10					149 pupils.
English and Maths Level 5+	68% (B)	69% (A)	74% (D)	80%	
English and Maths Level 6+	26% (B)	29% (A)	34% (D)	35%	
English Level 5+	75% (B)	76% (A)	81% (D)	83%	
English Level 6+	29% (B)	32% (A)	37%	38% (D)	
English 2 Levels Progress	23% (B)	26% (A)	31%	33% (D)	
Mathematics Level 5+	78% (B)	79% (A)	82% (D)	86%	
Mathematics Level 6+	53% (B)	54% (A)	58% (D)	64%	
Mathematics 2 Levels Progress	54% (B)	57% (A)	62% (D)	72%	
Science Level 5+	70% (B)	71% (A)	76% (D)	71%	
Science Level 6+	35% (B)	37% (A)	39%	41% (D)	

Academic Year: 2010/11					148 pupils.
English and Maths Level 5+	68% (B)	69% (A)	73% (D)	80%	
English and Maths Level 6+	26% (B)	29% (A)	35% (D)	35%	
English Level 5+	75% (B)	76% (A)	80% (D)	84%	
English Level 6+	30% (B)	33% (A)	38%	40% (D)	
English 2 Levels Progress	20% (B)	23% (A)	28%	30% (D)	
Mathematics Level 5+	80% (B)	80% (A)	83% (D)	88%	
Mathematics Level 6+	56% (B)	58% (A)	62% (D)	68%	
Mathematics 2 Levels Progress	54% (B)	56% (A)	61% (D)	72%	
Science Level 5+	72% (B)	73% (A)	77% (D)	73%	
Science Level 6+	34% (B)	38% (A)	39%	41% (D)	

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: 2011/12

146 pupils.

English and Maths Level 5+	67% (B)	68% (A)	74% (D)	79%
English and Maths Level 6+	25% (B)	27% (A)	33% (D)	34%
English Level 5+	77% (B)	77% (A)	83% (D)	85%
English Level 6+	28% (B)	31% (A)	37% (D)	36%
English 2 Levels Progress	23% (B)	25% (A)	33% (D)	31%
Mathematics Level 5+	79% (B)	80% (A)	83% (D)	88%
Mathematics Level 6+	53% (B)	54% (A)	58% (D)	64%
Mathematics 2 Levels Progress	53% (B)	55% (A)	60% (D)	71%
Science Level 5+	72% (B)	73% (A)	78% (D)	73%
Science Level 6+	33% (B)	35% (A)	39% (D)	37%

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.

		Estimate Range			
Academic Year: 2009/10		<i>Number of pupils from KS2: 149 (from KS3: 149)</i>			
% Level 2 (5+ A*-C Passes)	from Y6	61% (B)	62% (A)	65% (D)	68%
	from Y9	61% (B)	61% (A)	65% (D)	63%
% Level 2 inc EM (5+ A*-C Passes)	from Y6	44% (B)	47% (A)	48% (D)	61%
	from Y9	46% (B)	46% (A)	50% (D)	57%
% Level 1 (5+ A*-G Passes)	from Y6	91% (A)	92% (B)	94% (D)	93%
	from Y9	92% (A)	92% (B)	95% (D)	92%
Points Score Capped	from Y6	298 (B)	302 (A)	309 (D)	311
	from Y9	298 (A)	299 (B)	308 (D)	302
English 2 Levels Progress	from Y9	51% (B)	52% (A)	59% (D)	69%
Mathematics 2 Levels Progress	from Y9	20% (B)	21% (A)	27% (D)	45%
Academic Year: 2010/11		<i>Number of pupils from KS2: 151 (from KS3: 151)</i>			
% Level 2 (5+ A*-C Passes)	from Y6	59% (B)	61% (A)	65% (D)	66%
	from Y9	69% (B)	70% (A)	74% (D)	72%
% Level 2 inc EM (5+ A*-C Passes)	from Y6	40% (B)	43% (A)	45% (D)	57%
	from Y9	49% (B)	50% (A)	54% (D)	60%
% Level 1 (5+ A*-G Passes)	from Y6	92% (B)	92% (A)	95% (D)	94%
	from Y9	95% (A)	96% (B)	97% (D)	96%
Points Score Capped	from Y6	296 (B)	299 (A)	306 (D)	308
	from Y9	314 (A)	315 (B)	324 (D)	318
English 2 Levels Progress	from Y9	63% (B)	63% (A)	70% (D)	80%
Mathematics 2 Levels Progress	from Y9	25% (B)	25% (A)	34% (D)	49%

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: 2011/12

Number of pupils from KS2: 149

% Level 2 (5+ A*-C Passes) from Y6	63% (B)	65% (A)	68% (D)	70%
% Level 2 inc EM (5+ A*-C Passes) from Y6	45% (B)	47% (A)	50% (D)	62%
% Level 1 (5+ A*-G Passes) from Y6	93% (A)	93% (B)	95% (D)	95%
Points Score Capped from Y6	305 (B)	308 (A)	315 (D)	317

Academic Year: 2012/13

Number of pupils from KS2: 148

% Level 2 (5+ A*-C Passes) from Y6	64% (B)	66% (A)	69% (D)	71%
% Level 2 inc EM (5+ A*-C Passes) from Y6	46% (B)	49% (A)	51% (D)	63%
% Level 1 (5+ A*-G Passes) from Y6	93% (B)	93% (A)	96% (D)	95%
Points Score Capped from Y6	304 (B)	308 (A)	315 (D)	317

Academic Year: 2013/14

Number of pupils from KS2: 146

% Level 2 (5+ A*-C Passes) from Y6	64% (B)	65% (A)	70% (D)	71%
% Level 2 inc EM (5+ A*-C Passes) from Y6	44% (B)	46% (A)	49% (D)	61%
% Level 1 (5+ A*-G Passes) from Y6	94% (B)	94% (A)	96% (D)	96%
Points Score Capped from Y6	306 (B)	309 (A)	317 (D)	318

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.

What does the report include?

The report is based upon value-added analysis which takes into account both pupil prior attainment and a range of pupil- and school-context measures.

It provides a summary showing trends in contextual value-added over a 5 year period covering both KS3 and KS4. The analysis is based upon 2 indicators for each key stage combination (KS24, KS23 and KS34):

- L5+ EM is based upon the % of pupils who attain level 5 or higher in both English and Maths.
- Overall Points Score is based upon the average (mean) level achieved in the core subjects. This uses a 'fine grade' derived from the test mark where available.
- 5 or more A*C is the % of pupils with 5 or more GCSE or equivalent passes at grade C or higher, which includes all level 2 qualifications approved for pre-16.
- Capped Points Score is the GCSE or equivalent points score for the best 8 subjects.

The number shown for each indicator is a Percentile Rank. This is calculated by ordering all maintained secondary schools nationally and assigning each a rank from 1 to 100 with 1 being the highest value-added score and 100 the lowest. Where value-added is significant (to 95% confidence limits) the percentile rank number is highlighted using a coloured box. Some versions of the report show the value-added score using a prior attainment model (PA), and a contextual value-added model based on prior attainment plus school and pupil contextual factors (SX).

In England, the report also shows the actual %5+ A*-C attainment from the Achievement and Attainment tables, highlighting this where it is below 30%, and the % of pupils who are not entered for a GCSE or equivalent qualification. Because the FFT analyses are based on the number of pupils aged 15 and/or those in Year 11, an FFT actual is bracketed where it is more than 1% different to the AAT figure. Where the % on 'non-entries' is unusually high or low (based upon the school's %FSM figure) this is highlighted.

The data is presented so that trends can be examined, for the same cohort of pupils, by working across, to look at the overall KS2 to KS4 performance and see, within this, the contribution of KS3 and KS4.

What factors should be taken into account when using this analysis?

The value-added scores used to generate the percentile ranks for KS4 are based upon pupils entered for one or more GCSE or equivalent examinations. It is important, therefore, to also look at the column showing the % of pupils not entered – and whether this is higher or lower than is typical for 'similar' schools.

Where mobility is high there might be significant changes in terms of the cohort population and prior-attainment between KS3 and KS4.

Percentile ranks of greater than 25 or less than 75 are, in all but the largest schools, rarely significant (in terms of statistical confidence limits). A change, for example, from a rank of 40 to 60 represents a relatively small change in value-added and should not be regarded as indicating an issue. A trend, though, from 20 to 40 to 60 to 80 over 4 years would be highly significant.

What does the report contain?

The report provides a summary, for each year and over 3 years in total, and is divided into 3 sections:

- 'raw' results, summarising the outcomes and the school's position in relation to all maintained schools nationally;
- 'adjusted' results, providing an indication of pupil progress (value-added).

'Adjusted' (value-added) scores are shown in terms of comparison with:

- PA - the performance of similar pupils nationally (prior attainment)
- SX - the performance of similar pupils in similar schools (prior attainment and school context)

'Raw' and 'Adjusted' scores are shown as PERCENTILE RANKS where 1 represents the highest and 100 the lowest. A school with a rank of 50 is performing at a similar level to the national average.

Statistical significance is a calculation which takes into account (a) the value-added score and (b) the number of pupils on which this is based. Where a value-added score is significant the percentile rank is highlighted, indicating that pupil progress is significantly higher or lower than 'expected'.

The analysis also provides an indication of trends in value-added scores, with an arrow indicating that value-added has either significantly improved (up arrow) or declined (down arrow). A double arrow indicates a continuous rate of increase or decline.

What factors should be taken into account when using this analysis?

When looking at trends, remember that an arrow indicates improvement or decline relative to all maintained schools. If no arrow is shown this means the value-added score has, in the main, kept pace with the average performance of all schools – it does not necessarily mean that there has not been any improvement.

The '3 Years Combined' figures are based upon combining the individual pupil data over a 3 year period. The percentile rank is based upon the overall value-added score; it is not simply the average of the three individual percentile ranks.

What does the report contain?

The aim of this report is to provide a summary of those areas where, over a 3 year period, value-added is significant in terms of either the overall score over the 3 years combined or the rate of change relative to national norms.

The analysis uses a contextual value-added model and, in effect, compares the progress of pupils in the school with that of similar pupils in similar schools nationally. The analysis can show a range of pupil groups:

- all pupils, boys and girls, further divided into Upper, Middle and Lower bands based upon prior-attainment;
- each pupil's entitlement to Free School Meals;
- each pupil's SEN Stage;
- ten groupings based upon each pupil's ethnicity (see appendix for details).

A pupil group is shown ONLY where:

- progress (value-added) is significantly higher or lower than expected
- value-added is significantly improving or declining in relation to national norms

For each combination of a pupil grouping and indicator, a coloured / shaded box indicates that the overall (3 year) value-added score is significant and an arrow indicates that the trend (change in value-added) is significant.

	Significantly higher than 'expected'
	Significantly lower than 'expected'
↑↑	Improving both years
↑	Improving
↓	Declining
↓↓	Declining both years
↑↓	Varying

What factors should be taken into account when using this analysis?

The report shows all groupings present in the school. Value-added scores are not highlighted for small groups of pupils – the default minimum is 10 pupils over the three years – the only data shown for this group will be the number of pupils. Where a group has more than the default minimum numbers of pupils but no sections are highlighted this means that none of the value-added scores or trends for this group are significant i.e. their progress is broadly consistent with that for similar pupils in similar schools nationally.

Where there are differences between overall (e.g. NC level or Points Score) and threshold (e.g. L5+, 5A*C) measures this could indicate that:

- a substantial proportion of pupils may be achieving just above or just below the mark required to achieve a particular level
- the school may be concentrating its efforts on borderline pupils to the detriment of higher or lower attaining pupils.

What does the report contain?

This report provides a summary of estimates covering indicators which will need to be considered as part of the statutory target-setting process.

The aim is to provide a range of estimates, based upon the prior-attainment and other details of the pupils in each year group, showing the overall performance likely if pupils make progress similar to that of:

- similar pupils nationally;
- similar pupils in schools working in similar contexts;
- pupils in schools with similar contexts where the overall value-added performance would place them in the top quartile of schools.

These three figures are presented in order (from lowest to highest) for 3 indicators and for each year where matched data is available.

Also shown is a figure based upon the school's own value-added performance using the PA model in the relevant subject / indicator averaged over the past 3 years. If, for example, the 'PA' estimate was 65% and the school's PA value-added score over the past 3 years was +3% (i.e. 3% higher than estimates) then the school estimate would be 68%.

The school estimate indicates, therefore, what might be expected of the cohort if pupils make the same progress as that of similar pupils in previous years in the school.

What factors should be taken into account when using this analysis?

Pupils not matched to prior attainment are not included in this analysis. In schools with high levels of mobility, the cohort may have changed significantly since the PLASC return upon which the analyses are based was collected.

Analysis of reports or datafiles showing individual pupil estimates (available in the more detailed analyses provided through the FFT Data Analysis project) will help to take these factors into account. In schools working in areas with a high degree of disadvantage, the 'D' estimate may be lower than the 'A' estimate. This is because the 'D' estimate is based upon an increase of the 'B' estimate by an amount similar to the value-added performance of schools at the 25th percentile (using the SE model) in previous years.

The estimates are based upon the progress made by pupils in previous years. They do not, therefore, incorporate any improvement (in value-added terms). Where schools are improving rapidly, the estimate based upon the school's average value-added over the previous 3 years will be lower than what might be achieved if progress consistent with the last year was to be achieved.

The model used to calculate Type B and D estimates takes into account the school context. It does not, however, currently take into account factors such as pupil ethnicity, EAL and mobility – which are included in the value-added analyses shown in previous sections. Including such factors in estimates could be regarded as having dangers in terms of 'labelling' certain categories of pupils as under-achieving.

Estimates are not targets – they provide a starting point for discussion which leads to the setting of targets.

Key Terms

Categories	
All Pupils	Total number of pupils with VA scores (i.e. data for both 'input' and 'output' key stages). (Note: pupils Disapplied for all NC subjects are not included).
Boys/Girls Upper	Upper ability boys/girls performance. The ability banding given to a pupil is based on their attainment in the previous key stage test/tasks
Boys/Girls Middle	Middle ability boys/girls performance. The ability banding given to a pupil is based on their attainment in the previous key stage test/tasks
Boys/Girls Lower	Lower ability boys/girls performance. The ability banding given to a pupil is based on their attainment in the previous key stage test/tasks
White	Ethnicity groupings (Derived from PLASC data)
Black Caribbean	
Black African	
Indian	
Pakistani	
Bangladeshi	
Other Asian	
Chinese	
Any Other	
No Information	
FSM - Yes	Pupils entitled to Free School Meals
FSM - No	Pupils not entitled to Free School Meals
SEN - A	Pupils whose Special Educational Needs are being addressed through school action
SEN - P	Pupils whose Special Educational Needs are being addressed through school action plus
SEN - S	Pupils with statements of SEN
SEN - N	Pupils without Special Educational Needs
Looked After - Yes	Pupils In Care
Value Added (Significant Areas)	
Pup (3Yr)	Total number of pupils matched over a 3 year period.
Threshold	A type of indicator where performance is measured in terms of the number or % of pupils achieving at or above a given level (e.g. L5+, 5A*C)
5A*C(EM)	School's performance in regard to the % of matched pupils achieving 5 or more GCSE or equivalent A* - C grades, including English and Mathematics
5A*G(EM)	School's performance in regard to the % of matched pupils achieving 5 or more GCSE or equivalent A* - G grades, including English and Mathematics
Avg	Mean Grade across all GCSE results (A*=8... G=1)
PT	Uncapped GCSE or equivalent Points Score (A*=8... G=1)
PTC	Capped GCSE or equivalent Points Score (A*=8... G=1)
Total	Uncapped GCSE or equivalent Points Score (new scale)
Cap	Capped GCSE or equivalent Points Score (new scale)

What does the report contain?

This report is similar to ‘Significant Areas – Grid’ but shows the data in terms of textual comments instead of a visual approach.

The analysis is based upon similar principles in that it shows pupil groupings where:

- progress (value-added) is significantly higher or lower than expected over the three years combined;
- value-added is improving or declining in relation to national norms.

Groupings are shown ONLY where:

- overall value-added or the 3 year trend is significant;
- the number of pupils is 30 or more over three years;

The reports are organised into sections for each subject at KS3 or each indicator at KS4.

What factors should be taken into account when using this analysis?

The report will not necessarily show all pupil groupings. If a grouping is not shown then this means that the value-added score or trend is not significant i.e. the pupils concerned are making, overall, progress which is consistent with that of similar pupils in similar schools.

Where there are differences between overall (e.g. NC level or Points Score) and threshold (e.g. L5+, 5A*C) measures this could indicate that:

- a substantial proportion of pupils may be achieving just above or just below the mark required to achieve a particular level
- the school may be concentrating its efforts on borderline pupils to the detriment of higher or lower attaining pupils.

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

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Declining	Girls	223	57.7%	55.4%	64.1%	21.1%	9.5%	17.2%
Declining	Girls - Lower	83	23.1%	6.9%	14.3%	17.7%	-0.3%	6.1%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Improving	Boys - Middle	73	52.2%	81.5%	87.0%	19.8%	39.8%	48.1%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Steady	ALL PUPILS	435	52.3%	60.8%	64.5%	18.5%	17.7%	21.4%
Steady	Girls - Middle	78	66.7%	82.6%	84.0%	25.4%	24.9%	34.6%
Steady	Girls - Upper	62	100.0%	90.9%	100.0%	18.4%	6.5%	12.2%
Steady	Boys	212	47.4%	66.2%	65.0%	16.1%	25.8%	26.8%
Steady	Boys - Lower	79	20.0%	26.1%	19.0%	15.3%	19.5%	14.1%
Steady	Boys - Upper	60	90.0%	87.5%	93.8%	13.2%	16.2%	13.0%
Steady	Without FSM	371	55.7%	66.1%	68.1%	19.4%	18.0%	22.0%
Steady	With FSM	64	27.8%	28.6%	48.0%	11.6%	15.5%	18.6%
Steady	No SEN	322	64.0%	70.6%	79.8%	21.2%	18.0%	22.9%
Steady	SEN Action	74	12.0%	36.0%	16.7%	8.5%	19.4%	9.5%
Steady	White	383	52.2%	63.2%	64.8%	19.4%	19.1%	22.1%

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

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Steady	ALL PUPILS	435	93.3%	95.3%	96.4%	3.5%	2.7%	3.7%
Steady	Girls	223	97.2%	95.9%	97.4%	5.8%	3.2%	4.1%
Steady	Girls - Lower	83	92.3%	93.1%	92.9%	11.7%	10.0%	9.4%
Steady	Without FSM	371	94.7%	96.1%	98.2%	3.7%	2.1%	4.7%
Steady	SEN Action	74	80.0%	92.0%	100.0%	6.2%	7.3%	15.7%
Steady	White	383	93.4%	95.2%	95.9%	3.8%	1.9%	3.1%

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

Indicator: Points Score Capped

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Improving	SEN Action	74	190.62	293.77	291.96	-3.62	48.96	46.82
Improving	Pakistani	38	282.33	314.00	363.79	-28.49	38.46	46.58

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Steady	ALL PUPILS	435	293.34	319.92	334.17	16.37	20.85	27.63
Steady	Girls	223	307.12	326.18	339.96	21.35	20.17	24.40
Steady	Girls - Middle	78	335.16	342.57	365.12	28.59	11.41	37.18
Steady	Girls - Upper	62	375.53	401.63	411.08	14.05	28.93	28.70
Steady	Boys	212	280.80	313.66	326.63	11.84	21.54	31.83
Steady	Boys - Lower	79	231.93	243.82	261.52	26.87	22.12	32.95
Steady	Boys - Middle	73	298.20	342.99	348.04	4.75	35.12	38.19
Steady	Without FSM	371	300.32	329.46	343.33	17.14	20.48	29.69
Steady	No SEN	322	323.78	336.77	356.88	19.22	14.32	20.80
Steady	White	383	294.17	319.43	331.09	19.36	18.51	24.77

Indicator: % 5+ A*-A Passes

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Improving	Girls - Upper	62	13.3%	54.5%	40.0%	-3.7%	27.3%	13.8%

Indicator: % 5+ A*-A Passes

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Improving	Boys - Upper	60	20.0%	8.3%	37.5%	5.9%	-0.6%	24.1%

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

Indicator: English Mean GCSE Grade

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Improving	Without FSM	371	4.54	5.06	5.16	0.30	0.45	0.58
Improving	SEN Action	74	3.00	4.28	4.38	0.26	0.86	1.16

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Steady	ALL PUPILS	435	4.48	4.89	5.04	0.34	0.46	0.59
Steady	Girls	223	4.80	5.09	5.27	0.40	0.43	0.56
Steady	Girls - Lower	83	3.96	3.86	3.96	0.73	0.54	0.63
Steady	Girls - Middle	78	5.03	5.30	5.48	0.32	0.18	0.57
Steady	Girls - Upper	62	5.80	6.50	6.52	0.00	0.56	0.48
Steady	Boys	212	4.19	4.69	4.73	0.29	0.48	0.62
Steady	Boys - Lower	79	3.37	3.83	3.76	0.63	0.89	0.94
Steady	Boys - Middle	73	4.48	5.04	5.00	0.17	0.62	0.60
Steady	With FSM	64	4.06	3.90	4.48	0.63	0.47	0.62
Steady	No SEN	322	4.91	5.17	5.36	0.30	0.31	0.34
Steady	White	383	4.47	4.94	5.05	0.37	0.47	0.59
Steady	Pakistani	38	4.67	4.47	5.00	0.01	0.45	0.45

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

Indicator: Mathematics Mean GCSE Grade

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Declining	ALL PUPILS	435	5.00	5.07	4.88	1.07	0.82	0.67
Declining	Girls	223	5.13	4.88	4.79	1.20	0.67	0.59
Declining	Girls - Lower	83	3.58	3.14	2.89	1.02	0.54	0.38
Declining	Girls - Middle	78	5.63	5.35	5.24	1.28	0.63	0.71
Declining	Without FSM	371	5.16	5.39	5.02	1.12	0.91	0.69
Declining	No SEN	322	5.54	5.41	5.43	1.12	0.71	0.58
Declining	White	383	5.03	5.20	4.90	1.13	0.86	0.70

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Steady	Girls - Upper	62	6.80	6.68	6.48	1.33	0.90	0.70
Steady	Boys	212	4.88	5.27	5.00	0.96	0.96	0.79
Steady	Boys - Lower	79	3.80	3.70	3.33	1.11	0.88	0.66
Steady	Boys - Middle	73	5.35	5.85	5.43	0.99	1.25	0.91
Steady	Boys - Upper	60	6.25	6.13	6.56	0.67	0.72	0.77
Steady	With FSM	64	3.83	3.14	4.28	0.76	0.27	0.61
Steady	SEN Action	74	3.36	4.40	3.67	0.99	1.26	0.97
Steady	Pakistani	38	4.44	4.12	4.92	-0.05	0.59	0.54

Indicator: Science Mean GCSE Grade

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Steady	Boys - Lower	79	2.97	3.17	3.48	0.45	0.10	0.34
Steady	SEN Action	74	2.36	3.84	4.00	0.16	0.41	0.71
Steady	White	383	3.88	4.59	4.84	0.17	0.01	0.26

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

Indicator: English and Maths Level 5+

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Declining	ALL PUPILS	438	81.9%	74.0%	75.3%	18.6%	9.5%	11.0%
Declining	Boys	230	83.3%	72.0%	73.7%	25.5%	13.1%	13.5%
Declining	Boys - Lower	96	52.4%	40.6%	48.8%	38.3%	19.7%	17.5%
Declining	With FSM	74	73.1%	62.5%	54.2%	22.5%	-5.1%	8.9%
Declining	White	364	82.1%	72.6%	75.8%	18.8%	8.8%	11.6%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Steady	Girls	208	80.8%	76.0%	78.2%	13.2%	5.8%	6.6%
Steady	Girls - Lower	73	48.3%	38.5%	44.4%	23.3%	17.4%	17.3%
Steady	Boys - Middle	82	100.0%	91.7%	91.4%	26.5%	12.3%	13.5%
Steady	Boys - Upper	52	100.0%	100.0%	100.0%	7.4%	3.0%	3.6%
Steady	Without FSM	364	83.9%	76.2%	79.4%	17.7%	12.2%	11.4%
Steady	No SEN	345	95.8%	76.8%	83.2%	13.3%	9.5%	8.4%
Steady	SEN Action	52	55.6%	0.0%	65.2%	35.5%	-0.6%	24.5%
Steady	Pakistani	57	81.8%	81.5%	73.7%	12.3%	16.7%	12.4%

Indicator: English and Maths Level 6+

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Declining	ALL PUPILS	438	37.7%	34.0%	27.3%	16.1%	5.9%	3.1%
Declining	Girls	208	48.7%	45.3%	34.5%	19.9%	8.6%	-1.4%
Declining	Girls - Middle	67	50.0%	57.1%	27.3%	28.2%	21.7%	-8.3%
Declining	Girls - Upper	68	96.0%	78.6%	80.0%	29.6%	8.3%	3.3%
Declining	Without FSM	364	38.4%	33.3%	28.6%	14.8%	4.8%	2.7%
Declining	With FSM	74	34.6%	37.5%	20.8%	22.0%	11.6%	5.2%
Declining	No SEN	345	53.1%	35.2%	32.7%	22.8%	5.7%	2.0%
Declining	White	364	36.6%	31.6%	26.6%	15.5%	4.8%	2.9%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Steady	Boys	230	23.3%	22.7%	23.2%	11.3%	3.2%	5.6%
Steady	Boys - Upper	52	43.8%	78.9%	64.7%	11.3%	23.1%	10.7%

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

Indicator: English and Maths Level 6+

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Declining	Girls - Lower	73	6.9%	0.0%	5.6%	4.7%	-1.9%	3.2%
Declining	Boys - Middle	82	30.4%	8.3%	25.7%	21.9%	-6.2%	7.4%

Indicator: English Level 5+

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Declining	ALL PUPILS	440	89.3%	76.0%	80.7%	19.0%	3.1%	8.9%
Declining	Girls	208	92.3%	77.3%	83.6%	15.3%	-3.7%	3.5%
Declining	Girls - Lower	73	79.3%	42.3%	55.6%	33.8%	-7.8%	6.7%
Declining	Boys	232	85.5%	74.7%	78.9%	23.7%	9.9%	12.1%
Declining	Boys - Lower	98	60.9%	46.9%	55.8%	40.0%	16.3%	13.7%
Declining	Without FSM	364	92.9%	77.8%	84.9%	18.6%	4.9%	10.0%
Declining	SEN Action	52	96.3%	0.0%	65.2%	59.7%	-3.5%	13.8%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Steady	Boys - Middle	82	100.0%	91.7%	97.1%	19.8%	7.4%	14.5%
Steady	Boys - Upper	52	100.0%	100.0%	100.0%	5.9%	2.4%	2.8%
Steady	No SEN	346	95.9%	78.9%	89.7%	8.5%	3.2%	8.0%
Steady	Pakistani	57	81.8%	81.5%	84.2%	10.0%	10.0%	9.4%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Varying	White	366	90.4%	75.2%	80.6%	19.6%	2.5%	9.7%

Indicator: English Level 5+

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Declining	Girls - Upper	68	100.0%	96.4%	100.0%	1.1%	-2.4%	1.0%
Declining	With FSM	76	75.0%	66.7%	58.3%	20.6%	-6.3%	3.1%

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

Indicator: English Level 6+

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Declining	ALL PUPILS	440	38.6%	35.3%	29.3%	14.5%	4.0%	1.6%
Declining	Girls	208	51.3%	46.7%	36.4%	18.9%	6.0%	-3.9%
Declining	Girls - Middle	67	54.2%	61.9%	31.8%	28.2%	20.5%	-10.6%
Declining	Girls - Upper	68	96.0%	78.6%	80.0%	24.8%	4.1%	-0.1%
Declining	Without FSM	364	39.3%	34.9%	30.2%	12.6%	3.2%	0.5%
Declining	No SEN	346	53.6%	36.6%	33.6%	19.7%	3.8%	-1.3%
Declining	White	366	37.6%	33.3%	29.0%	14.0%	3.1%	1.9%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Steady	Boys	232	22.6%	24.0%	25.3%	8.9%	1.9%	4.8%
Steady	With FSM	76	35.7%	37.5%	25.0%	22.2%	7.9%	7.8%

Indicator: English Level 6+

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Declining	Boys - Middle	82	30.4%	12.5%	25.7%	19.9%	-5.2%	3.7%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Improving	Boys - Lower	98	0.0%	0.0%	9.3%	-0.6%	-1.9%	5.9%

Indicator: English Mean Level

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Declining	ALL PUPILS	440	5.45	5.46	5.48	0.20	0.03	0.03
Declining	Girls - Middle	67	5.97	6.18	5.74	0.32	0.29	-0.11
Declining	Boys - Middle	82	5.72	5.44	5.70	0.43	-0.02	0.17
Declining	Without FSM	364	5.60	5.46	5.55	0.24	0.03	0.04
Declining	White	366	5.48	5.43	5.48	0.22	0.03	0.05

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Steady	Boys	232	5.20	5.24	5.43	0.21	0.06	0.12
Steady	No SEN	346	5.82	5.57	5.70	0.15	0.06	0.03

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Varying	SEN Action	52	5.22	2.20	5.08	0.73	-1.43	0.04

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

Indicator: English Mean Level

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Declining	Girls	208	5.65	5.68	5.55	0.20	0.01	-0.12
Declining	Girls - Lower	73	4.81	4.57	4.77	0.23	-0.13	-0.07

Indicator: English 2 Levels Progress

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Declining	ALL PUPILS	447	39.7%	28.7%	29.8%	16.2%	3.8%	3.0%
Declining	Girls	211	43.2%	29.3%	29.1%	17.5%	2.5%	-2.5%
Declining	Girls - Middle	68	48.0%	47.6%	22.7%	23.7%	20.4%	-2.7%
Declining	Boys - Lower	100	40.0%	21.9%	32.6%	21.4%	0.7%	7.9%
Declining	Without FSM	369	39.7%	29.4%	29.9%	15.3%	3.3%	3.7%
Declining	With FSM	78	40.0%	25.0%	29.2%	19.7%	5.9%	-0.9%
Declining	SEN Action	54	58.6%	0.0%	17.4%	42.4%	-3.2%	-3.6%
Declining	White	371	38.5%	27.4%	29.8%	16.1%	3.2%	4.0%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Steady	Boys	236	35.4%	28.0%	30.2%	14.7%	5.1%	6.1%
Steady	No SEN	350	37.0%	29.6%	32.4%	11.2%	4.3%	3.4%

Indicator: English 2 Levels Progress

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Declining	Girls - Lower	75	38.7%	7.7%	27.8%	18.8%	-13.0%	-1.7%
Declining	Boys - Middle	84	33.3%	12.5%	27.8%	15.4%	-5.4%	8.7%
Declining	Boys - Upper	52	31.3%	57.9%	29.4%	3.1%	25.6%	-3.9%

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

Indicator: Mathematics Level 5+

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Steady	ALL PUPILS	441	82.1%	80.7%	84.8%	9.7%	6.6%	6.3%
Steady	Girls	209	79.7%	77.3%	85.5%	8.7%	3.5%	7.3%
Steady	Girls - Lower	74	46.7%	38.5%	61.1%	16.1%	10.3%	20.9%
Steady	Boys	232	85.2%	84.0%	84.4%	11.0%	9.8%	5.8%
Steady	Boys - Lower	96	57.1%	65.6%	69.8%	22.4%	22.6%	12.6%
Steady	Without FSM	367	84.2%	82.5%	87.4%	9.9%	9.0%	6.0%
Steady	No SEN	347	95.9%	83.1%	91.7%	5.6%	6.1%	4.2%
Steady	SEN Action	52	55.6%	0.0%	78.3%	23.1%	-0.8%	15.3%
Steady	White	366	82.4%	81.2%	84.7%	9.9%	7.6%	5.6%
Steady	Pakistani	58	81.8%	81.5%	85.0%	5.1%	7.6%	11.6%

Indicator: Mathematics Level 5+

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Varying	Girls - Upper	68	100.0%	96.4%	100.0%	0.6%	-2.9%	0.3%

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

Indicator: Mathematics Level 6+

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Declining	Girls	209	64.6%	62.7%	65.5%	16.0%	6.3%	11.6%
Declining	Boys	232	68.9%	58.7%	62.5%	17.5%	7.0%	15.3%
Declining	No SEN	347	85.6%	63.4%	71.3%	18.0%	7.0%	11.7%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Steady	Girls - Lower	74	16.7%	7.7%	22.2%	11.2%	3.3%	14.0%
Steady	Girls - Middle	67	87.5%	85.7%	77.3%	31.9%	13.7%	15.4%
Steady	Girls - Upper	68	100.0%	96.4%	100.0%	6.6%	3.7%	3.3%
Steady	Boys - Lower	96	23.8%	12.5%	30.2%	17.6%	2.6%	14.6%
Steady	Boys - Middle	84	87.5%	87.5%	83.3%	26.5%	16.9%	21.3%
Steady	With FSM	74	53.8%	62.5%	37.5%	14.7%	4.3%	6.5%
Steady	SEN Action	52	22.2%	0.0%	47.8%	14.0%	0.0%	20.3%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Varying	ALL PUPILS	441	66.4%	60.7%	63.6%	16.7%	6.7%	14.0%
Varying	Without FSM	367	69.3%	60.3%	68.5%	17.1%	7.1%	15.4%
Varying	White	366	66.4%	60.7%	65.3%	17.3%	8.1%	16.1%

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

Indicator: Mathematics Mean Level

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Declining	ALL PUPILS	441	6.15	6.10	6.15	0.39	0.23	0.29
Declining	No SEN	347	6.68	6.19	6.37	0.37	0.22	0.23
Declining	White	366	6.16	6.06	6.17	0.39	0.22	0.31

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Improving	Girls - Lower	74	4.74	4.57	5.26	0.30	0.16	0.58

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Steady	Girls	209	6.08	6.08	6.22	0.36	0.22	0.32
Steady	Girls - Middle	67	6.49	6.47	6.31	0.48	0.22	0.21
Steady	Girls - Upper	68	7.30	7.18	7.24	0.33	0.29	0.17
Steady	Boys	232	6.24	6.12	6.10	0.42	0.23	0.28
Steady	Boys - Lower	96	5.07	5.02	5.43	0.48	0.24	0.31
Steady	Boys - Middle	84	6.47	6.40	6.32	0.41	0.16	0.20
Steady	Boys - Upper	52	7.43	7.61	7.35	0.34	0.32	0.34
Steady	Without FSM	367	6.21	6.11	6.25	0.37	0.25	0.30
Steady	With FSM	74	5.88	6.03	5.62	0.45	0.12	0.26
Steady	SEN Action	52	5.11	3.59	5.71	0.51	0.25	0.39
Steady	Pakistani	58	6.23	6.17	5.85	0.39	0.29	0.14

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

Indicator: Mathematics 2 Levels Progress

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Declining	Girls - Upper	68	100.0%	92.9%	80.0%	24.7%	13.2%	2.1%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Steady	ALL PUPILS	447	69.9%	68.7%	72.8%	20.6%	12.2%	19.5%
Steady	Girls	211	71.6%	68.0%	74.5%	23.2%	11.4%	17.9%
Steady	Girls - Lower	75	41.9%	30.8%	66.7%	18.6%	6.8%	31.5%
Steady	Girls - Middle	68	80.0%	81.0%	77.3%	27.3%	14.7%	17.5%
Steady	Boys	236	67.7%	69.3%	71.9%	17.4%	13.1%	20.4%
Steady	Boys - Lower	100	44.0%	37.5%	55.8%	18.8%	6.7%	20.4%
Steady	Boys - Middle	84	79.2%	91.7%	80.6%	21.3%	22.0%	23.0%
Steady	Boys - Upper	52	87.5%	94.7%	94.1%	9.4%	12.4%	14.6%
Steady	Without FSM	369	74.1%	69.0%	76.4%	21.1%	12.4%	20.9%
Steady	With FSM	78	53.3%	66.7%	54.2%	18.9%	11.1%	11.9%
Steady	No SEN	350	84.0%	70.4%	75.9%	21.6%	12.3%	15.7%
Steady	SEN Action	54	48.3%	0.0%	65.2%	27.6%	-17.3%	30.9%
Steady	White	371	70.0%	67.5%	72.6%	21.4%	13.6%	20.1%
Steady	Pakistani	59	66.7%	74.1%	75.0%	12.4%	10.5%	19.7%

Indicator: Science Level 5+

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Improving	ALL PUPILS	442	72.3%	66.0%	84.1%	3.5%	-2.5%	10.0%
Improving	Boys	233	72.6%	68.0%	84.4%	3.1%	-0.1%	10.5%
Improving	Without FSM	367	75.4%	65.9%	87.4%	3.4%	-2.5%	9.8%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Varying	No SEN	348	91.8%	69.0%	89.8%	6.3%	-2.1%	6.5%
Varying	White	366	73.6%	64.1%	87.1%	3.9%	-4.4%	12.4%

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

Indicator: Science Level 5+

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Declining	Boys - Upper	52	100.0%	100.0%	94.1%	1.6%	1.3%	-4.6%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Improving	Girls	209	72.2%	64.0%	83.6%	3.8%	-4.9%	9.0%
Improving	Girls - Lower	74	30.0%	3.8%	61.1%	-0.2%	-18.9%	24.8%
Improving	Boys - Lower	97	27.3%	34.4%	69.8%	-1.6%	0.0%	19.2%
Improving	SEN Action	53	17.9%	0.0%	78.3%	-12.4%	-2.1%	22.5%

Indicator: Science Level 6+

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Declining	No SEN	348	59.2%	40.1%	53.7%	13.7%	3.0%	10.8%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Improving	ALL PUPILS	442	44.0%	38.7%	47.7%	10.6%	3.1%	12.9%
Improving	Boys	233	40.3%	34.7%	47.9%	7.3%	0.9%	15.6%
Improving	Boys - Middle	84	50.0%	33.3%	69.4%	17.4%	-1.9%	30.8%
Improving	Without FSM	367	47.4%	38.9%	50.4%	11.4%	3.3%	12.8%
Improving	SEN Action	53	3.6%	0.0%	30.4%	-0.2%	-0.1%	17.4%
Improving	White	366	44.0%	37.6%	51.6%	10.2%	3.2%	16.7%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Steady	Girls	209	46.8%	42.7%	47.3%	13.2%	5.4%	8.2%
Steady	Girls - Middle	67	50.0%	47.6%	50.0%	22.7%	10.8%	11.2%
Steady	Girls - Upper	68	92.0%	78.6%	86.7%	15.5%	7.8%	4.4%
Steady	With FSM	75	29.6%	37.5%	33.3%	7.3%	2.1%	13.7%

Indicator: Science Level 6+

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Declining	Pakistani	59	50.0%	40.7%	20.0%	17.9%	5.1%	-8.7%

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

Indicator: Science Mean Level

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Improving	Girls - Lower	74	4.65	4.39	5.21	0.18	-0.05	0.53
Improving	Boys - Middle	84	5.87	5.75	6.17	0.20	0.03	0.40

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Steady	Girls - Middle	67	5.86	5.80	5.86	0.26	0.04	0.09
Steady	With FSM	75	5.29	5.45	5.47	0.23	-0.03	0.31
Steady	SEN Action	53	4.76	3.54	5.52	0.21	-0.17	0.41

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Varying	ALL PUPILS	442	5.60	5.42	5.85	0.17	-0.06	0.30
Varying	Girls	209	5.61	5.45	5.81	0.17	-0.05	0.21
Varying	Boys	233	5.58	5.39	5.88	0.16	-0.07	0.35
Varying	Without FSM	367	5.67	5.42	5.93	0.15	-0.07	0.29
Varying	No SEN	348	5.97	5.48	6.00	0.14	-0.07	0.22
Varying	White	366	5.63	5.43	5.94	0.17	-0.05	0.36

Indicator: Science Mean Level

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Improving	Boys - Lower	97	4.65	4.51	5.28	0.16	-0.13	0.31
Improving	Boys - Upper	52	6.44	6.43	6.76	0.09	-0.08	0.33

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

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

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Declining	Boys - Lower	62	8.3%	0.0%	9.5%	6.9%	-1.6%	6.2%
Improving	Boys - Middle	89	50.0%	73.3%	84.0%	11.6%	32.2%	34.6%
Steady	ALL PUPILS	438	52.7%	60.4%	63.1%	11.1%	11.0%	11.6%
Steady	Girls	223	59.2%	55.4%	64.1%	14.8%	6.1%	7.6%
Steady	Girls - Middle	85	68.8%	64.0%	75.0%	21.9%	17.9%	18.3%
Steady	Girls - Upper	71	100.0%	100.0%	100.0%	6.4%	4.4%	4.6%
Steady	Boys	215	46.8%	65.3%	61.9%	7.6%	15.9%	16.6%
Steady	Without FSM	374	56.5%	65.6%	67.0%	11.2%	10.5%	11.7%
Steady	With FSM	64	23.5%	28.6%	46.2%	9.6%	14.1%	11.1%
Steady	No SEN	325	64.0%	70.6%	77.5%	12.1%	11.3%	11.5%
Steady	SEN Action	73	12.5%	36.0%	16.7%	7.3%	11.2%	5.1%
Steady	White	382	52.6%	63.2%	64.8%	11.2%	12.1%	12.7%

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

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Declining	Girls - Lower	67	13.6%	0.0%	0.0%	10.8%	-4.4%	-2.6%

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

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Steady	Girls - Lower	67	90.9%	91.7%	90.5%	10.6%	8.6%	9.3%

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

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Varying	Girls - Middle	85	100.0%	92.0%	100.0%	1.6%	-6.7%	1.1%

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

Indicator: Points Score Capped

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Steady	ALL PUPILS	438	294.58	317.22	329.55	7.94	7.88	15.77
Steady	Girls	223	310.21	323.89	339.96	14.90	9.14	13.84
Steady	Girls - Upper	71	377.76	412.57	410.31	6.01	20.85	21.43
Steady	Boys	215	280.17	310.65	316.65	1.53	6.65	18.15
Steady	Boys - Middle	89	309.19	327.26	340.22	8.05	17.79	16.18
Steady	Without FSM	374	301.99	327.57	337.66	7.70	8.05	15.34
Steady	No SEN	325	324.09	335.21	349.83	7.94	1.81	10.31
Steady	White	382	295.53	318.07	331.09	9.48	5.94	13.60

Indicator: Points Score Capped

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Improving	Boys - Upper	64	344.37	363.72	386.71	-15.59	1.15	14.99
Improving	Pakistani	41	282.33	301.44	334.46	-24.60	21.84	34.80

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Varying	Girls - Middle	85	331.80	313.50	353.96	18.34	-8.89	18.95

Indicator: % 5+ A*-A Passes

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Steady	Girls - Upper	71	17.6%	56.0%	44.8%	-1.2%	19.6%	17.7%

Indicator: % 5+ A*-A Passes

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Improving	Boys - Upper	64	21.1%	7.1%	41.2%	6.9%	-5.8%	24.7%

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

Indicator: English Mean GCSE Grade

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Steady	ALL PUPILS	438	4.49	4.85	4.96	0.22	0.28	0.36
Steady	Girls	223	4.83	5.07	5.27	0.31	0.31	0.34
Steady	Girls - Lower	67	3.82	3.75	3.62	0.70	0.67	0.57
Steady	Girls - Upper	71	5.76	6.60	6.41	-0.05	0.38	0.30
Steady	Boys	215	4.18	4.63	4.57	0.14	0.26	0.39
Steady	Boys - Lower	62	2.75	3.12	3.29	0.39	0.67	0.92
Steady	Boys - Middle	89	4.65	4.70	4.92	0.27	0.33	0.23
Steady	Without FSM	374	4.56	5.02	5.07	0.16	0.27	0.32
Steady	With FSM	64	4.00	3.81	4.46	0.74	0.36	0.55
Steady	No SEN	325	4.91	5.16	5.25	0.14	0.12	0.14
Steady	SEN Action	73	3.00	4.28	4.38	0.24	0.59	0.63
Steady	White	382	4.48	4.92	5.05	0.22	0.30	0.36
Steady	Pakistani	41	4.67	4.22	4.57	0.08	0.25	0.45

Indicator: English 2 Levels Progress

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Improving	Boys - Lower	62	41.7%	70.6%	47.6%	15.8%	43.8%	30.6%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Steady	ALL PUPILS	438	64.9%	75.8%	65.2%	11.6%	19.5%	10.0%
Steady	Girls	223	70.4%	78.4%	67.9%	12.1%	18.8%	7.7%
Steady	Girls - Lower	67	45.5%	62.5%	33.3%	13.8%	26.9%	8.4%
Steady	Girls - Upper	71	94.1%	100.0%	89.7%	12.0%	19.5%	9.8%
Steady	Boys	215	59.7%	73.3%	61.9%	11.2%	20.2%	12.9%
Steady	Boys - Middle	89	61.8%	83.3%	68.0%	10.7%	25.8%	9.7%
Steady	Without FSM	374	65.6%	78.1%	68.7%	10.2%	18.8%	10.0%
Steady	With FSM	64	58.8%	61.9%	50.0%	22.3%	23.9%	10.4%
Steady	No SEN	325	71.9%	74.3%	68.6%	10.6%	11.5%	3.6%
Steady	White	382	63.7%	76.0%	66.4%	11.1%	19.3%	10.2%
Steady	Pakistani	41	88.9%	77.8%	64.3%	20.8%	28.4%	11.6%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Varying	SEN Action	73	29.2%	84.0%	41.7%	2.3%	41.0%	10.6%

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

Indicator: Mathematics Mean GCSE Grade

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Declining	ALL PUPILS	438	5.01	5.03	4.80	0.65	0.37	0.29
Declining	Girls	223	5.17	4.85	4.79	0.79	0.27	0.24
Declining	Girls - Lower	67	3.45	2.88	2.33	0.83	0.11	0.09
Declining	Girls - Middle	85	5.47	4.48	4.96	0.80	-0.01	0.32
Declining	Girls - Upper	71	6.82	7.12	6.41	0.72	0.71	0.27
Declining	Without FSM	374	5.18	5.36	4.93	0.67	0.48	0.26
Declining	No SEN	325	5.54	5.39	5.30	0.65	0.31	0.25
Declining	White	382	5.04	5.18	4.90	0.67	0.46	0.33

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Steady	Boys	215	4.87	5.21	4.81	0.52	0.47	0.36
Steady	Boys - Lower	62	3.04	2.76	2.81	0.53	0.23	0.19
Steady	Boys - Middle	89	5.32	5.33	5.28	0.63	0.48	0.43
Steady	Boys - Upper	64	6.37	6.57	6.59	0.33	0.61	0.47
Steady	SEN Action	73	3.38	4.40	3.67	0.71	0.66	0.33

Indicator: Mathematics Mean GCSE Grade

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Varying	With FSM	64	3.71	3.05	4.23	0.51	-0.29	0.42

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

Indicator: Mathematics 2 Levels Progress

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Declining	ALL PUPILS	438	52.0%	37.6%	36.2%	29.9%	18.0%	13.4%
Declining	Girls	223	59.2%	40.5%	34.6%	34.1%	17.5%	10.3%
Declining	Girls - Lower	67	50.0%	12.5%	9.5%	32.8%	-0.7%	-2.0%
Declining	Girls - Middle	85	62.5%	24.0%	32.1%	35.7%	3.8%	9.7%
Declining	Girls - Upper	71	64.7%	84.0%	55.2%	33.0%	48.7%	19.9%
Declining	Boys - Lower	62	33.3%	5.9%	28.6%	20.4%	-6.2%	14.3%
Declining	Without FSM	374	52.7%	42.2%	34.8%	29.8%	21.9%	11.1%
Declining	No SEN	325	56.1%	40.4%	39.2%	31.5%	18.5%	14.1%
Declining	SEN Action	73	37.5%	36.0%	16.7%	22.8%	22.8%	-2.2%
Declining	White	382	50.4%	37.6%	36.1%	28.9%	19.5%	13.9%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Steady	Boys	215	45.5%	34.7%	38.1%	26.0%	18.5%	17.3%
Steady	Boys - Middle	89	41.2%	33.3%	40.0%	23.8%	19.7%	17.9%
Steady	Boys - Upper	64	68.4%	53.6%	47.1%	37.0%	32.2%	20.0%
Steady	Pakistani	41	55.6%	33.3%	42.9%	24.0%	8.0%	15.3%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Varying	With FSM	64	47.1%	9.5%	42.3%	30.8%	-5.9%	23.8%

Indicator: Science Mean GCSE Grade

Significance - Over 3 Years Combined: Significantly below

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Improving	ALL PUPILS	438	3.84	4.44	4.75	-0.07	-0.27	0.00
Improving	Boys - Upper	64	4.95	5.64	6.18	-0.62	-0.31	0.03

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Steady	Girls - Middle	85	4.06	4.20	4.71	-0.05	-0.53	-0.21
Steady	Without FSM	374	3.96	4.70	4.91	-0.09	-0.22	0.00
Steady	No SEN	325	4.25	4.81	5.11	-0.16	-0.34	-0.12
Steady	Pakistani	41	3.33	3.50	4.07	-0.78	-0.44	-0.35

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

Indicator: Science Mean GCSE Grade

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2007	2008	2009	2007	2008	2009
Improving	White	382	3.89	4.56	4.84	-0.02	-0.24	0.02

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**