
**The Hollins Technology College
(8884195)**

Lancashire

**Fischer Family Trust
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)

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	2007/08	2008/09	2009/10
KS2 -> KS3	MNG	Broadly similar	Not calculated	Not calculated
KS2 -> KS4	PCN	Broadly similar	Broadly similar	Broadly similar
KS3 -> KS4	PCN	Broadly similar	Broadly similar	Not calculated

Analyses

Analyses included in this booklet are:

Analysis	KS24	KS23	KS34	Summary
Contextual VA	Yes	Yes	Yes	Overview of VA over last recent years using two indicators for each key stage combination (KS23, KS34 and KS24). Enables view of VA for the same cohort moving through each key stage. 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'.
Value Added Summary	Yes	Yes	Yes	Provides a summary, over a 3 year period, using a range of indicators, covering: <ul style="list-style-type: none">- Attainment- Pupil Progress (Value-Added)
Significant Areas (Grid)	Yes	Yes	Yes	Highlights those aspects of performance where: <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	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.
Estimates	Yes	Yes	Yes	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.

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)	
2005/06	15	31	2007/08	8	30	6	18	68%	68%	1%
2006/07	1	22	2008/09	9	24	2	12	76%	76%	1%
2007/08	7	44	2009/10	13	29	10	33	76%	76%	3%
2008/09	6	19								
2009/10	6	13								

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)	
2005/06	8	11	2007/08	5	27	2	12	68%	68%	1%
2006/07	1	6	2008/09	5	18	1	9	76%	76%	1%
2007/08	6	36	2009/10	13	33	10	38	76%	76%	3%
2008/09	5	9								
2009/10	7	9								

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

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

KS2 -> KS3

	English Level 5+						English Level 6+				English Mean Level			
	Pupils		Act	Percentile Rank			Act	Percentile Rank			Act	Percentile Rank		
	Total	Match		Raw	PA	SX		Raw	PA	SX		Raw	PA	SX
2007/08	153	150	76%	58	31	32	35%	45	45	35	5.5	58	49	46
2008/09	153	150	81%	52	11	9	29%	73	52	45	5.5	73	53	45
2009/10	144	141	88%	35	8	10	43%	48	36	28	5.8	41	23	18
3 Years Combined			81%	48	9	8	36%	56	42	31	5.6	58	38	30
3 Year Trend			--	--			--	--			--	--	↑	↑

KS2 -> KS3

	Mathematics Level 5+						Mathematics Level 6+				Mathematics Mean Level			
	Pupils		Act	Percentile Rank			Act	Percentile Rank			Act	Percentile Rank		
	Total	Match		Raw	PA	SX		Raw	PA	SX		Raw	PA	SX
2007/08	153	150	81%	49	6	6	61%	45	17	12	6.1	49	18	10
2008/09	153	151	85%	42	11	11	64%	40	4	3	6.1	48	12	7
2009/10	144	142	87%	38	9	12	64%	41	6	5	6.4	29	3	2
3 Years Combined			84%	42	5	6	63%	41	4	3	6.2	42	6	3
3 Year Trend			--	--			--	--		↑	--	--	↑	↑

KS2 -> KS3

	Science Level 5+						Science Level 6+				Science Mean Level			
	Pupils		Act	Percentile Rank			Act	Percentile Rank			Act	Percentile Rank		
	Total	Match		Raw	PA	SX		Raw	PA	SX		Raw	PA	SX
2007/08	153	150	66%	72	71	76	39%	54	51	38	5.4	71	70	71
2008/09	153	151	84%	42	9	7	48%	45	14	8	5.9	45	14	8
2009/10	144	142	79%	65	49	49	38%	70	67	65	5.8	62	47	41
3 Years Combined			76%	60	35	29	41%	56	41	27	5.7	59	40	29
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
2007/08	153	150	74%	44	7	6	29%	47	41	37	69%	32	14	9
2008/09	153	150	75%	48	6	5	30%	52	47	41	73%	26	9	5
2009/10	144	141	83%	30	6	7	41%	30	28	22	78%	16	2	2
3 Years Combined			77%	40	3	3	33%	41	35	28	73%	23	4	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
2007/08	150	148	69%	41	22	19	95%	51	21	23	320	40	18	12
2008/09	142	138	78%	32	14	14	96%	50	18	18	334	35	12	9
2009/10	151	149	76%	57	35	39	95%	71	43	57	333	53	33	38
3 Years Combined			74%	42	21	21	96%	56	19	25	329	41	18	14
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
2007/08	150	148	61%	25	6	2	94%	53	21	23	413	37	23	23
2008/09	142	138	64%	22	2	1	96%	45	14	15	455	29	16	16
2009/10	151	149	61%	36	10	10	95%	59	22	34	464	41	28	36
3 Years Combined			62%	26	4	2	95%	51	14	18	444	35	20	22
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
2007/08	150	149	68%	42	35	30	94%	64	50	58	317	44	30	27
2008/09	142	141	77%	35	28	24	95%	65	30	32	330	41	24	18
2009/10	151	149	76%	58	36	36	95%	72	39	48	332	55	29	33
3 Years Combined			74%	43	30	29	95%	66	35	42	326	46	25	23
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
2007/08	150	149	60%	26	8	5	93%	62	47	51	410	40	33	34
2008/09	142	141	63%	23	9	5	94%	58	21	22	449	33	26	23
2009/10	151	149	60%	37	13	13	95%	60	17	22	460	45	31	35
3 Years Combined			61%	28	7	4	94%	59	23	27	439	38	28	28
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	227				↓				↓			
Girls - Lower	83	↑↓										
Girls - Middle	69				↓		↓	↓				
Girls - Upper	75											
Boys	208	↑	↓		↓		↓	↓	↓	↓		
Boys - Lower	76		↓				↓					
Boys - Middle	73								↓			
Boys - Upper	59	↑				↑						
Without FSM	354				↓			↓	↓			
With FSM	81	↑	↓						↓			
No SEN	350				↓			↓				
SEN Action	50											
SEN Action Plus	14											
SEN Statement	21											
White	363				↓			↓	↓	↓	↓	
Indian	1	Not shown for small groups of pupils										
Pakistani	56		↓				↓	↓				
Bangladeshi	11	↓										
Other Asian	2	Not shown for small groups of pupils										
No Information	2	Not shown for small groups of pupils										

The report is based upon value-added data over a 3 year period. The value-added calculation 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
	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	
ALL PUPILS	148	138	149	435	69%	78%	76%	74%	7.9%	12.3%	2.2%	7.3%	↓
Girls	74	78	75	227	69%	76%	81%	75%	6.3%	7.4%	3.7%	5.8%	
Girls - Lower	29	28	26	83	31%	36%	58%	41%	5.1%	1.1%	9.2%	5.1%	
Girls - Middle	23	25	21	69	91%	96%	90%	93%	11.2%	16.7%	0.5%	10.0%	
Girls - Upper	22	25	28	75	95%	100%	96%	97%	2.6%	4.9%	0.9%	2.7%	
Boys	74	60	74	208	69%	80%	70%	73%	9.5%	18.7%	0.6%	9.0%	↓
Boys - Lower	23	21	32	76	26%	52%	44%	41%	3.2%	25.6%	-2.1%	7.2%	↓
Boys - Middle	27	23	23	73	89%	91%	83%	88%	21.5%	19.3%	0.7%	14.3%	
Boys - Upper	24	16	19	59	88%	100%	100%	95%	2.1%	8.8%	5.1%	4.9%	

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

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	
ALL PUPILS	148	138	149	435	61%	64%	61%	62%	17.4%	21.2%	10.2%	16.1%	↓
Girls	74	78	75	227	55%	64%	63%	61%	9.3%	17.0%	5.9%	10.8%	↓
Girls - Lower	29	28	26	83	7%	14%	15%	12%	-0.4%	6.1%	3.9%	3.2%	
Girls - Middle	23	25	21	69	83%	84%	76%	81%	24.5%	34.3%	5.0%	22.1%	↓
Girls - Upper	22	25	28	75	91%	100%	96%	96%	6.3%	12.0%	8.3%	8.9%	
Boys	74	60	74	208	66%	65%	59%	63%	25.5%	26.6%	14.6%	21.9%	↓
Boys - Lower	23	21	32	76	26%	19%	19%	21%	19.4%	14.1%	6.6%	12.5%	
Boys - Middle	27	23	23	73	81%	87%	83%	84%	39.4%	47.7%	29.0%	38.7%	
Boys - Upper	24	16	19	59	88%	94%	100%	93%	15.8%	12.6%	10.6%	13.3%	

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

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	
ALL PUPILS	148	138	149	435	95%	96%	95%	96%	2.8%	3.3%	0.3%	2.1%	
Girls	74	78	75	227	96%	97%	95%	96%	3.3%	3.7%	-0.8%	2.1%	
Girls - Lower	29	28	26	83	93%	93%	88%	92%	10.3%	8.6%	0.7%	6.7%	
Girls - Middle	23	25	21	69	96%	100%	95%	97%	-2.8%	1.6%	-4.0%	-1.6%	
Girls - Upper	22	25	28	75	100%	100%	100%	100%	0.5%	0.3%	0.3%	0.4%	
Boys	74	60	74	208	95%	95%	96%	95%	2.3%	2.8%	1.4%	2.1%	
Boys - Lower	23	21	32	76	87%	86%	94%	89%	7.0%	4.7%	5.1%	5.6%	
Boys - Middle	27	23	23	73	100%	100%	96%	99%	3.0%	2.6%	-2.8%	1.0%	
Boys - Upper	24	16	19	59	96%	100%	100%	98%	-3.0%	0.7%	0.3%	-0.9%	

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

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

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	
ALL PUPILS	148	138	149	435	94%	96%	95%	95%	3.3%	4.2%	1.6%	3.0%	
Girls	74	78	75	227	95%	96%	95%	95%	4.0%	4.1%	0.5%	2.8%	
Girls - Lower	29	28	26	83	90%	89%	88%	89%	11.4%	8.9%	3.9%	8.2%	
Girls - Middle	23	25	21	69	96%	100%	95%	97%	-2.2%	2.2%	-3.6%	-1.0%	
Girls - Upper	22	25	28	75	100%	100%	100%	100%	0.7%	0.4%	0.4%	0.5%	
Boys	74	60	74	208	93%	95%	96%	95%	2.6%	4.4%	2.7%	3.2%	
Boys - Lower	23	21	32	76	87%	86%	94%	89%	10.9%	8.7%	7.7%	8.9%	
Boys - Middle	27	23	23	73	100%	100%	96%	99%	3.9%	3.1%	-2.3%	1.7%	
Boys - Upper	24	16	19	59	92%	100%	100%	97%	-6.7%	0.8%	0.4%	-2.4%	↑

Total Points Score

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	
ALL PUPILS	148	138	149	435	413	455	464	444	28.7	47.9	14.1	29.8	↓
Girls	74	78	75	227	419	462	484	455	23.8	39.5	16.9	26.9	
Girls - Lower	29	28	26	83	299	309	342	316	17.9	3.2	-11.2	3.8	
Girls - Middle	23	25	21	69	455	514	498	490	21.9	74.9	2.2	35.1	↓
Girls - Upper	22	25	28	75	541	581	604	578	33.7	44.6	53.9	44.9	
Boys	74	60	74	208	407	446	445	432	33.5	58.9	11.3	32.9	↓
Boys - Lower	23	21	32	76	297	341	341	328	34.5	61.4	-10.8	22.9	↓
Boys - Middle	27	23	23	73	454	489	482	474	58.4	80.7	28.3	56.0	
Boys - Upper	24	16	19	59	459	523	574	513	4.6	24.1	28.0	17.4	

Points Score Capped

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	
ALL PUPILS	148	138	149	435	320	334	333	329	20.1	25.5	4.4	16.4	↓
Girls	74	78	75	227	326	340	343	336	19.5	22.7	5.5	16.0	
Girls - Lower	29	28	26	83	256	254	272	260	20.7	5.9	-2.5	8.5	
Girls - Middle	23	25	21	69	343	365	353	354	10.2	36.0	-1.1	16.1	↓
Girls - Upper	22	25	28	75	402	411	401	405	27.6	28.3	18.0	24.2	
Boys	74	60	74	208	314	327	322	320	20.6	29.2	3.3	16.9	↓
Boys - Lower	23	21	32	76	244	262	272	260	21.9	29.0	-2.1	13.8	
Boys - Middle	27	23	23	73	343	348	333	342	34.0	35.8	2.3	24.6	
Boys - Upper	24	16	19	59	348	381	393	371	4.4	19.7	13.7	11.5	

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+
ALL PUPILS	442	↑		↑				↑		↑	↑	↑↓	↑↓	↑↓
Girls	211	↑		↑	↑	↑	↑	↑		↑	↑	↑	↑	↓
Girls - Lower	74	↑		↑	↑		↑	↑			↑	↑↓	↑	
Girls - Middle	77	↑		↑↓		↑↓		↑						
Girls - Upper	60	↑						↑	↑			↑		
Boys	231	↑								↓		↑↓	↑↓	↑↓
Boys - Lower	96					↑						↑↓	↑↓	
Boys - Middle	87											↑↓		↑↓
Boys - Upper	48						↓					↑	↓	
Without FSM	367	↑		↑				↑		↑		↑↓	↑↓	↑↓
With FSM	75							↑			↑			
No SEN	363	↑		↑				↑		↑	↑	↑	↑	↓
SEN Action	47			↑								↓	↓	↓
SEN Action Plus	19													
SEN Statement	13													
White	354	↑			↑			↑		↑	↑	↑↓	↑↓	↑↓
Pakistani	69													
Bangladeshi	10													
Other Asian	5													
Chinese	1													
No Information	2													

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
	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	
ALL PUPILS	150	150	140	440	74%	75%	83%	77%	9.2%	10.6%	9.3%	9.7%	
Girls	75	55	81	211	76%	78%	86%	81%	5.5%	6.3%	9.0%	7.1%	
Girls - Lower	26	18	30	74	38%	44%	63%	50%	16.9%	16.8%	15.6%	16.3%	
Girls - Middle	21	22	34	77	95%	91%	100%	96%	1.6%	1.1%	7.4%	4.0%	
Girls - Upper	28	15	17	60	96%	100%	100%	98%	-2.1%	1.2%	0.7%	-0.5%	
Boys	75	95	59	229	72%	74%	78%	74%	12.8%	13.2%	9.6%	12.1%	
Boys - Lower	32	43	20	95	41%	49%	55%	47%	19.4%	17.0%	21.5%	18.8%	
Boys - Middle	24	35	27	86	92%	91%	85%	90%	11.9%	13.1%	4.4%	10.0%	
Boys - Upper	19	17	12	48	100%	100%	100%	100%	2.9%	3.4%	1.3%	2.7%	

English and Maths Level 6+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	
ALL PUPILS	150	150	140	440	34%	27%	40%	34%	5.5%	2.7%	7.5%	5.2%	
Girls	75	55	81	211	45%	35%	48%	44%	8.1%	-1.8%	10.8%	6.5%	↑
Girls - Lower	26	18	30	74	0%	6%	10%	5%	-1.9%	3.2%	2.7%	1.2%	
Girls - Middle	21	22	34	77	57%	27%	59%	49%	21.1%	-9.0%	19.6%	11.8%	↑↓
Girls - Upper	28	15	17	60	79%	80%	94%	83%	7.6%	2.8%	7.3%	6.3%	
Boys	75	95	59	229	23%	23%	29%	24%	2.9%	5.3%	2.9%	3.9%	
Boys - Lower	32	43	20	95	0%	5%	0%	2%	-1.6%	2.1%	-2.8%	-0.2%	
Boys - Middle	24	35	27	86	8%	26%	26%	21%	-6.6%	7.0%	6.2%	3.0%	
Boys - Upper	19	17	12	48	79%	65%	83%	75%	22.4%	10.0%	5.1%	13.7%	

Average Level (En, Ma, Sc)

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	
ALL PUPILS	150	151	141	442	5.7	5.8	6.0	5.8	0.1	0.2	0.2	0.2	↑
Girls	75	55	81	211	5.7	5.9	6.1	5.9	0.0	0.1	0.3	0.2	↑
Girls - Lower	26	18	30	74	4.5	5.1	5.3	5.0	0.0	0.3	0.3	0.2	↑
Girls - Middle	21	22	34	77	6.2	6.0	6.3	6.2	0.2	0.1	0.3	0.2	↑
Girls - Upper	28	15	17	60	6.6	6.6	7.1	6.7	0.0	0.0	0.3	0.1	↑
Boys	75	96	60	231	5.6	5.8	5.8	5.7	0.1	0.2	0.1	0.2	↑
Boys - Lower	32	43	21	96	4.6	5.2	5.1	5.0	0.0	0.2	0.2	0.2	
Boys - Middle	24	36	27	87	5.9	6.1	5.9	6.0	0.0	0.2	0.1	0.1	
Boys - Upper	19	17	12	48	6.8	6.7	7.1	6.8	0.1	0.2	0.3	0.2	

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Uses FFT SX Model

English Level 5+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	
ALL PUPILS	150	150	140	440	76%	81%	88%	81%	2.9%	8.7%	8.2%	6.6%	
Girls	75	55	81	211	77%	84%	90%	84%	-3.8%	3.4%	6.9%	2.2%	↑
Girls - Lower	26	18	30	74	42%	56%	73%	58%	-8.1%	6.4%	13.3%	4.1%	↑
Girls - Middle	21	22	34	77	95%	95%	100%	97%	-0.4%	2.5%	4.4%	2.6%	
Girls - Upper	28	15	17	60	96%	100%	100%	98%	-2.4%	1.0%	0.5%	-0.7%	
Boys	75	95	59	229	75%	79%	85%	79%	9.7%	11.8%	10.0%	10.6%	
Boys - Lower	32	43	20	95	47%	56%	70%	56%	16.0%	13.3%	23.7%	16.4%	
Boys - Middle	24	35	27	86	92%	97%	89%	93%	7.1%	14.2%	3.8%	9.0%	
Boys - Upper	19	17	12	48	100%	100%	100%	100%	2.3%	2.7%	1.0%	2.1%	

English Level 6+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	
ALL PUPILS	150	150	140	440	35%	29%	43%	36%	3.6%	1.3%	6.0%	3.6%	
Girls	75	55	81	211	47%	36%	51%	45%	5.5%	-4.2%	8.0%	3.9%	↑
Girls - Lower	26	18	30	74	0%	6%	13%	7%	-3.8%	1.1%	3.2%	0.2%	
Girls - Middle	21	22	34	77	62%	32%	62%	53%	19.8%	-11.1%	13.6%	8.2%	↑↓
Girls - Upper	28	15	17	60	79%	80%	94%	83%	3.5%	-0.5%	5.3%	3.0%	
Boys	75	95	59	229	24%	25%	32%	27%	1.6%	4.5%	3.4%	3.3%	
Boys - Lower	32	43	20	95	0%	9%	0%	4%	-2.0%	5.8%	-3.6%	1.2%	↑
Boys - Middle	24	35	27	86	13%	26%	30%	23%	-5.6%	3.3%	5.5%	1.5%	
Boys - Upper	19	17	12	48	79%	65%	92%	77%	16.8%	4.0%	10.3%	10.7%	

English Mean Level

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	
ALL PUPILS	150	150	140	440	5.5	5.5	5.8	5.6	0.0	0.0	0.2	0.1	↑
Girls	75	55	81	211	5.7	5.6	5.9	5.7	0.0	-0.1	0.2	0.0	↑
Girls - Lower	26	18	30	74	4.6	4.8	5.2	4.9	-0.1	-0.1	0.2	0.0	↑
Girls - Middle	21	22	34	77	6.2	5.7	6.2	6.1	0.3	-0.1	0.2	0.2	↑↓
Girls - Upper	28	15	17	60	6.3	6.2	6.7	6.4	-0.1	-0.2	0.1	-0.1	
Boys	75	95	59	229	5.2	5.4	5.7	5.4	0.0	0.1	0.2	0.1	
Boys - Lower	32	43	20	95	4.4	5.0	5.2	4.8	0.0	0.1	0.3	0.1	
Boys - Middle	24	35	27	86	5.4	5.7	5.7	5.6	0.0	0.2	0.1	0.1	
Boys - Upper	19	17	12	48	6.4	6.1	6.6	6.3	0.2	0.0	0.2	0.1	

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Uses FFT SX Model

Mathematics Level 5+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	
ALL PUPILS	150	151	141	442	81%	85%	87%	84%	6.3%	6.0%	5.6%	6.0%	
Girls	75	55	81	211	77%	85%	88%	83%	3.2%	7.0%	5.1%	4.9%	
Girls - Lower	26	18	30	74	38%	61%	67%	55%	9.6%	20.4%	8.6%	11.8%	
Girls - Middle	21	22	34	77	100%	95%	100%	99%	3.3%	0.6%	4.4%	3.0%	
Girls - Upper	28	15	17	60	96%	100%	100%	98%	-3.0%	0.3%	0.3%	-1.2%	↑
Boys	75	96	60	231	84%	84%	85%	84%	9.4%	5.4%	6.4%	7.0%	
Boys - Lower	32	43	21	96	66%	70%	67%	68%	22.0%	12.0%	18.7%	16.8%	
Boys - Middle	24	36	27	87	96%	94%	93%	94%	0.1%	-0.1%	-0.6%	-0.2%	
Boys - Upper	19	17	12	48	100%	100%	100%	100%	0.2%	0.4%	0.4%	0.3%	

Mathematics Level 6+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	
ALL PUPILS	150	151	141	442	61%	64%	64%	63%	6.1%	13.3%	12.1%	10.5%	↑
Girls	75	55	81	211	63%	65%	72%	67%	5.8%	11.0%	17.9%	11.8%	↑
Girls - Lower	26	18	30	74	8%	22%	30%	20%	3.1%	13.7%	14.6%	10.3%	
Girls - Middle	21	22	34	77	86%	77%	94%	87%	12.6%	14.1%	28.5%	20.0%	
Girls - Upper	28	15	17	60	96%	100%	100%	98%	3.2%	3.1%	2.5%	3.0%	
Boys	75	96	60	231	59%	63%	53%	59%	6.5%	14.6%	4.4%	9.3%	↓
Boys - Lower	32	43	21	96	13%	30%	14%	21%	2.2%	14.1%	3.9%	7.9%	
Boys - Middle	24	36	27	87	88%	83%	67%	79%	15.8%	20.1%	8.7%	15.4%	
Boys - Upper	19	17	12	48	100%	100%	92%	98%	1.8%	4.1%	-4.6%	1.0%	

Mathematics Mean Level

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	
ALL PUPILS	150	151	141	442	6.1	6.1	6.4	6.2	0.2	0.3	0.5	0.3	↑
Girls	75	55	81	211	6.1	6.2	6.6	6.3	0.2	0.3	0.6	0.4	↑
Girls - Lower	26	18	30	74	4.6	5.3	5.5	5.1	0.1	0.6	0.5	0.4	↑
Girls - Middle	21	22	34	77	6.5	6.3	6.9	6.6	0.2	0.2	0.7	0.4	↑
Girls - Upper	28	15	17	60	7.2	7.2	7.8	7.4	0.3	0.1	0.6	0.3	↑
Boys	75	96	60	231	6.1	6.1	6.1	6.1	0.2	0.3	0.2	0.2	
Boys - Lower	32	43	21	96	5.0	5.4	5.3	5.3	0.2	0.3	0.3	0.3	
Boys - Middle	24	36	27	87	6.4	6.3	6.2	6.3	0.1	0.2	0.2	0.2	
Boys - Upper	19	17	12	48	7.6	7.4	7.4	7.5	0.3	0.3	0.2	0.3	

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Significantly higher than 'expected'

Significantly lower than 'expected'

Uses FFT SX Model

Science Level 5+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	
ALL PUPILS	150	151	141	442	66%	84%	79%	76%	-3.0%	9.6%	0.5%	2.5%	↑↓
Girls	75	55	81	211	64%	84%	83%	76%	-5.3%	8.7%	3.0%	1.6%	↑
Girls - Lower	26	18	30	74	4%	61%	60%	41%	-19.5%	24.4%	6.9%	1.9%	↑
Girls - Middle	21	22	34	77	95%	91%	94%	94%	6.9%	1.1%	0.8%	2.5%	
Girls - Upper	28	15	17	60	96%	100%	100%	98%	-1.2%	1.2%	0.8%	-0.1%	
Boys	75	96	60	231	68%	84%	75%	77%	-0.6%	10.2%	-2.9%	3.3%	↑↓
Boys - Lower	32	43	21	96	34%	70%	43%	52%	-0.8%	18.6%	-5.8%	6.8%	↑↓
Boys - Middle	24	36	27	87	88%	97%	89%	92%	-1.8%	7.0%	-2.1%	1.8%	
Boys - Upper	19	17	12	48	100%	94%	100%	98%	1.2%	-4.7%	0.6%	-1.0%	↓

Science Level 6+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	
ALL PUPILS	150	151	141	442	39%	48%	38%	41%	2.4%	12.4%	-3.2%	4.0%	↑↓
Girls	75	55	81	211	43%	47%	37%	42%	4.6%	7.7%	-4.5%	1.9%	↓
Girls - Lower	26	18	30	74	0%	11%	3%	4%	-1.7%	7.6%	-4.8%	-0.7%	
Girls - Middle	21	22	34	77	48%	50%	41%	45%	9.7%	10.4%	-5.7%	3.1%	
Girls - Upper	28	15	17	60	79%	87%	88%	83%	6.7%	3.8%	-1.3%	3.7%	
Boys	75	96	60	231	35%	48%	38%	41%	0.2%	15.1%	-1.6%	5.9%	↑↓
Boys - Lower	32	43	21	96	3%	14%	10%	9%	-0.8%	6.7%	2.8%	3.4%	
Boys - Middle	24	36	27	87	33%	69%	33%	48%	-3.0%	30.0%	-9.4%	8.6%	↑↓
Boys - Upper	19	17	12	48	89%	88%	100%	92%	6.0%	4.8%	8.5%	6.2%	

Science Mean Level

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	
ALL PUPILS	150	151	141	442	5.4	5.9	5.8	5.7	-0.1	0.3	0.0	0.1	↑↓
Girls	75	55	81	211	5.5	5.8	5.8	5.7	-0.1	0.2	0.1	0.0	↑
Girls - Lower	26	18	30	74	4.4	5.2	5.0	4.9	-0.1	0.5	0.1	0.1	↑↓
Girls - Middle	21	22	34	77	5.8	5.9	5.9	5.8	0.0	0.1	0.0	0.0	
Girls - Upper	28	15	17	60	6.2	6.5	6.9	6.4	-0.1	0.0	0.2	0.0	↑
Boys	75	96	60	231	5.4	5.9	5.7	5.7	-0.1	0.3	0.0	0.1	↑↓
Boys - Lower	32	43	21	96	4.5	5.3	4.9	4.9	-0.1	0.3	-0.1	0.1	↑↓
Boys - Middle	24	36	27	87	5.8	6.2	5.8	5.9	0.0	0.4	-0.1	0.1	↑↓
Boys - Upper	19	17	12	48	6.4	6.8	7.2	6.7	-0.1	0.3	0.4	0.2	↑

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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	SC
ALL PUPILS	439													↑
Girls	226													
Girls - Lower	70													
Girls - Middle	79			↑				↑		↑		↑		
Girls - Upper	77										↓		↓	
Boys	213	↑												
Boys - Lower	71		↑↓							↓				
Boys - Middle	81													
Boys - Upper	61	↑		↑						↑				
Without FSM	357	↑									↑↓		↑↓	↑
With FSM	82	↑									↑	↓	↑	
No SEN	353													↑
SEN Action	50									↓	↓			
SEN Action Plus	14					↓								
SEN Statement	22													
White	362	↑↓												
Indian	1	Not shown for small groups of pupils												
Pakistani	60							↓						
Bangladeshi	11	↑												
Other Asian	2	Not shown for small groups of pupils												
Any Other	1	Not shown for small groups of pupils												
No Information	2	Not shown for small groups of pupils												

The report is based upon value-added data over a 3 year period. The value-added calculation 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
	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	
ALL PUPILS	149	141	149	439	68%	77%	76%	74%	2.7%	6.0%	2.6%	3.7%	
Girls	74	78	74	226	69%	76%	81%	75%	3.1%	1.3%	3.7%	2.7%	
Girls - Lower	24	21	25	70	21%	14%	52%	30%	0.0%	-13.9%	7.1%	-1.6%	
Girls - Middle	25	28	26	79	84%	96%	92%	91%	6.7%	11.2%	1.7%	6.7%	
Girls - Upper	25	29	23	77	100%	100%	100%	100%	2.5%	2.7%	2.1%	2.5%	
Boys	75	63	75	213	68%	78%	71%	72%	2.2%	12.0%	1.6%	4.9%	
Boys - Lower	17	21	33	71	0%	48%	39%	32%	-12.5%	23.5%	-3.3%	2.4%	↑↓
Boys - Middle	30	25	26	81	80%	88%	92%	86%	10.1%	7.4%	7.1%	8.3%	
Boys - Upper	28	17	16	61	96%	100%	100%	98%	2.7%	4.3%	2.9%	3.2%	

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

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	
ALL PUPILS	149	141	149	439	60%	63%	60%	61%	11.1%	11.3%	7.7%	10.0%	
Girls	74	78	74	226	55%	64%	62%	61%	6.2%	7.3%	2.9%	5.5%	
Girls - Lower	24	21	25	70	0%	0%	8%	3%	-4.4%	-2.6%	-2.3%	-3.1%	
Girls - Middle	25	28	26	79	64%	75%	81%	73%	18.0%	17.8%	8.2%	14.7%	
Girls - Upper	25	29	23	77	100%	100%	100%	100%	4.4%	4.4%	2.6%	3.9%	
Boys	75	63	75	213	65%	62%	59%	62%	15.9%	16.1%	12.4%	14.7%	
Boys - Lower	17	21	33	71	0%	10%	12%	8%	-1.6%	6.2%	1.2%	2.0%	
Boys - Middle	30	25	26	81	73%	84%	92%	83%	32.2%	33.9%	32.4%	32.8%	
Boys - Upper	28	17	16	61	96%	94%	100%	97%	9.0%	2.2%	2.9%	5.5%	

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

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	
ALL PUPILS	149	141	149	439	94%	95%	95%	95%	0.2%	1.7%	0.8%	0.9%	
Girls	74	78	74	226	95%	97%	95%	96%	0.6%	2.5%	-0.6%	0.9%	
Girls - Lower	24	21	25	70	92%	90%	88%	90%	8.6%	7.9%	1.5%	5.9%	
Girls - Middle	25	28	26	79	92%	100%	96%	96%	-6.7%	0.9%	-3.2%	-2.9%	↑
Girls - Upper	25	29	23	77	100%	100%	100%	100%	0.2%	0.2%	0.1%	0.2%	
Boys	75	63	75	213	93%	92%	96%	94%	-0.2%	0.8%	2.1%	0.9%	
Boys - Lower	17	21	33	71	76%	76%	91%	83%	0.6%	0.6%	3.9%	2.1%	
Boys - Middle	30	25	26	81	100%	100%	100%	100%	2.0%	1.2%	1.0%	1.4%	
Boys - Upper	28	17	16	61	96%	100%	100%	98%	-3.2%	0.3%	0.1%	-1.3%	↑

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
	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	
ALL PUPILS	149	141	149	439	93%	94%	95%	94%	0.6%	2.7%	2.4%	1.9%	
Girls	74	78	74	226	93%	96%	95%	95%	1.2%	2.7%	0.7%	1.6%	
Girls - Lower	24	21	25	70	88%	86%	88%	87%	9.7%	8.3%	5.0%	7.6%	
Girls - Middle	25	28	26	79	92%	100%	96%	96%	-6.1%	1.2%	-2.9%	-2.5%	
Girls - Upper	25	29	23	77	100%	100%	100%	100%	0.3%	0.2%	0.2%	0.2%	
Boys	75	63	75	213	92%	92%	96%	93%	0.1%	2.7%	4.2%	2.3%	
Boys - Lower	17	21	33	71	76%	76%	91%	83%	6.2%	6.0%	8.2%	7.1%	
Boys - Middle	30	25	26	81	97%	100%	100%	99%	-0.4%	1.5%	1.4%	0.8%	
Boys - Upper	28	17	16	61	96%	100%	100%	98%	-3.0%	0.3%	0.2%	-1.2%	

Total Points Score

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	
ALL PUPILS	149	141	149	439	409.9	448.5	460.3	439.4	12.8	32.6	14.3	19.6	
Girls	74	78	74	226	417.1	462.1	476.0	451.9	10.8	25.8	10.3	15.8	
Girls - Lower	24	21	25	70	271.4	249.2	325.6	284.1	6.0	-26.4	-12.4	-10.3	
Girls - Middle	25	28	26	79	408.2	495.3	495.1	467.7	-3.4	50.4	8.5	19.6	
Girls - Upper	25	29	23	77	565.9	584.2	617.9	588.3	29.7	39.9	37.1	35.8	
Boys	75	63	75	213	402.7	431.8	444.7	426.1	14.7	40.9	18.2	23.6	
Boys - Lower	17	21	33	71	216.3	297.5	327.7	292.1	-8.1	50.4	-6.2	10.1	
Boys - Middle	30	25	26	81	430.0	476.8	493.7	464.9	38.8	50.7	36.8	41.9	
Boys - Upper	28	17	16	61	486.7	531.4	606.3	530.5	2.6	14.6	38.2	15.3	

Points Score Capped

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	
ALL PUPILS	149	141	149	439	317.2	329.5	331.5	326.0	7.8	13.9	6.3	9.3	
Girls	74	78	74	226	323.9	340.0	340.6	334.9	9.1	12.7	4.7	8.9	
Girls - Lower	24	21	25	70	242.3	224.1	263.6	244.5	15.7	-7.0	-0.8	3.0	
Girls - Middle	25	28	26	79	313.5	354.0	350.9	340.1	-9.0	18.4	0.9	4.0	↑
Girls - Upper	25	29	23	77	412.6	410.3	412.5	411.7	20.8	21.4	15.1	19.3	
Boys	75	63	75	213	310.7	316.7	322.6	316.6	6.6	15.5	7.9	9.7	
Boys - Lower	17	21	33	71	193.9	231.9	262.4	237.0	-3.9	18.2	-1.3	3.8	
Boys - Middle	30	25	26	81	327.3	340.2	348.9	338.2	17.7	14.9	15.7	16.2	
Boys - Upper	28	17	16	61	363.7	386.7	404.2	380.7	1.1	12.9	13.9	7.8	

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

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

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English 2 Levels Progress

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	
ALL PUPILS	149	141	149	439	76%	65%	75%	72%	19.5%	10.2%	13.4%	14.4%	
Girls	74	78	74	226	78%	68%	78%	75%	18.8%	8.0%	11.4%	12.7%	
Girls - Lower	24	21	25	70	63%	33%	68%	56%	26.9%	9.0%	16.7%	17.9%	
Girls - Middle	25	28	26	79	72%	71%	81%	75%	10.3%	5.5%	10.6%	8.7%	
Girls - Upper	25	29	23	77	100%	90%	87%	92%	19.5%	9.8%	6.6%	12.0%	
Boys	75	63	75	213	73%	62%	72%	69%	20.2%	12.9%	15.4%	16.3%	
Boys - Lower	17	21	33	71	71%	48%	55%	56%	43.8%	31.0%	11.1%	24.8%	↓
Boys - Middle	30	25	26	81	83%	68%	81%	78%	25.7%	9.8%	17.1%	18.0%	
Boys - Upper	28	17	16	61	64%	71%	94%	74%	-0.1%	-5.1%	21.6%	4.2%	↑

Mathematics 2 Levels Progress

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	2008	2009	2010	3 yrs	
ALL PUPILS	149	141	149	439	38%	36%	49%	41%	18.0%	13.3%	22.1%	17.9%	
Girls	74	78	74	226	41%	35%	46%	40%	17.5%	10.3%	18.9%	15.5%	
Girls - Lower	24	21	25	70	13%	10%	4%	9%	-0.7%	-1.9%	-14.5%	-6.0%	
Girls - Middle	25	28	26	79	24%	32%	73%	43%	3.8%	9.7%	47.1%	20.1%	↑
Girls - Upper	25	29	23	77	84%	55%	61%	66%	48.7%	19.7%	23.2%	30.2%	↓
Boys	75	63	75	213	35%	38%	52%	42%	18.5%	17.0%	25.3%	20.4%	
Boys - Lower	17	21	33	71	6%	29%	33%	25%	-6.1%	14.1%	8.7%	6.8%	
Boys - Middle	30	25	26	81	33%	40%	58%	43%	19.7%	17.7%	37.7%	24.9%	
Boys - Upper	28	17	16	61	54%	47%	81%	59%	32.2%	19.3%	39.3%	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: 2010/11						Number of pupils: 150
English and Maths Level 5+	72% (B)	73% (A)		79% (D)	82%	
English and Maths Level 6+	33% (B)	35% (A)	38%	43% (D)		
English Level 5+	79% (B)	79% (A)		85% (D)	86%	
English Level 6+	38% (B)	40% (A)	41%	49% (D)		
English 2 Levels Progress	29% (B)	30% (A)	34%	41% (D)		
Mathematics Level 5+	82% (A)	82% (B)		86% (D)	89%	
Mathematics Level 6+	57% (B)	58% (A)		63% (D)	67%	
Mathematics 2 Levels Progress	55% (B)	56% (A)		64% (D)	72%	
Science Level 5+	80% (B)	81% (A)	83%	85% (D)		
Science Level 6+	42% (B)	44% (A)	46%	50% (D)		
Academic Year: 2011/12						Number of pupils: 154
English and Maths Level 5+	72% (B)	72% (A)		79% (D)	82%	
English and Maths Level 6+	32% (B)	33% (A)	36%	41% (D)		
English Level 5+	81% (B)	81% (A)		88% (D)	88%	
English Level 6+	37% (B)	38% (A)	39%	47% (D)		
English 2 Levels Progress	30% (B)	32% (A)	35%	43% (D)		
Mathematics Level 5+	82% (A)	82% (B)		85% (D)	88%	
Mathematics Level 6+	53% (B)	54% (A)		59% (D)	64%	
Mathematics 2 Levels Progress	54% (B)	55% (A)		63% (D)	71%	
Science Level 5+	81% (B)	82% (A)	84%	86% (D)		
Science Level 6+	41% (B)	43% (A)	45%	48% (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: 2012/13

Number of pupils: 151

English and Maths Level 5+	71% (B)	71% (A)	78% (D)	81%
English and Maths Level 6+	32% (B)	34% (A)	42% (D)	37%
English Level 5+	81% (B)	81% (A)	86% (D)	87%
English Level 6+	38% (B)	40% (A)	49% (D)	41%
English 2 Levels Progress	29% (B)	31% (A)	42% (D)	34%
Mathematics Level 5+	81% (A)	81% (B)	84% (D)	87%
Mathematics Level 6+	54% (B)	54% (A)	60% (D)	64%
Mathematics 2 Levels Progress	53% (B)	54% (A)	61% (D)	70%
Science Level 5+	80% (B)	80% (A)	85% (D)	83%
Science Level 6+	40% (B)	42% (A)	47% (D)	44%

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

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

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

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

		Estimate Range			
Academic Year: 2010/11		Number of pupils from KS2: 149 (from KS3: 148)			
% Level 2 (5+ A*-C Passes)	from Y6	72% (A)	72% (B)	77% (D)	78%
	from Y9	81% (A)	81% (B)	84% (D)	84%
% Level 2 inc EM (5+ A*-C Passes)	from Y6	46% (B)	47% (A)	52% (D)	60%
	from Y9	58% (A)	58% (B)	62% (D)	66%
% Level 1 (5+ A*-G Passes)	from Y6	94% (A)	95% (B)	97% (D)	97%
	from Y9	97% (A)	97% (B)	98% (D)	98%
Points Score Capped	from Y6	319 (B)	319 (A)	329 (D)	335
	from Y9	335 (A)	335 (B)	344 (D)	344
English 2 Levels Progress	from Y9	71% (B)	72% (A)	78% (D)	84%
English 3 Levels Progress	from Y6	64% (B)	64% (A)	70% (D)	79%
Mathematics 2 Levels Progress	from Y9	34% (A)	34% (B)	45% (D)	51%
Mathematics 3 Levels Progress	from Y6	60% (A)	61% (B)	68% (D)	79%

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

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

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Type 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: 141 (from KS3: 142)

% Level 2 (5+ A*-C Passes)	from Y6	75% (A)	75% (B)	79% (D)	81%
	from Y9	81% (A)	82% (B)	84%	84% (D)
% Level 2 inc EM (5+ A*-C Passes)	from Y6	51% (B)	52% (A)	56% (D)	65%
	from Y9	61% (A)	61% (B)	65% (D)	69%
% Level 1 (5+ A*-G Passes)	from Y6	94% (A)	95% (B)	97% (D)	97%
	from Y9	97% (A)	97% (B)	98% (D)	98%
Points Score Capped	from Y6	327 (B)	328 (A)	337 (D)	344
	from Y9	344 (A)	345 (B)	353	354 (D)
English 2 Levels Progress	from Y9	69% (A)	69% (B)	76% (D)	82%
English 3 Levels Progress	from Y6	68% (B)	68% (A)	74% (D)	83%
Mathematics 2 Levels Progress	from Y9	37% (A)	37% (B)	48% (D)	53%
Mathematics 3 Levels Progress	from Y6	60% (A)	60% (B)	67% (D)	79%

Academic Year: 2012/13

Number of pupils from KS2: 150

% Level 2 (5+ A*-C Passes)	from Y6	76% (A)	76% (B)	80% (D)	83%
% Level 2 inc EM (5+ A*-C Passes)	from Y6	55% (B)	55% (A)	60% (D)	69%
% Level 1 (5+ A*-G Passes)	from Y6	95% (A)	96% (B)	97% (D)	98%
Points Score Capped	from Y6	328 (B)	329 (A)	339 (D)	345
English 3 Levels Progress	from Y6	64% (B)	64% (A)	70% (D)	80%
Mathematics 3 Levels Progress	from Y6	60% (B)	60% (A)	67% (D)	79%

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: 2013/14

Number of pupils from KS2: 154

% Level 2 (5+ A*-C Passes)	from Y6	77% (A)	77% (B)	81% (D)	84%
% Level 2 inc EM (5+ A*-C Passes)	from Y6	52% (B)	53% (A)	58% (D)	67%
% Level 1 (5+ A*-G Passes)	from Y6	96% (A)	96% (B)	98% (D)	99%
Points Score Capped	from Y6	329 (B)	330 (A)	340 (D)	346
English 3 Levels Progress	from Y6	67% (B)	68% (A)	74% (D)	83%
Mathematics 3 Levels Progress	from Y6	60% (B)	60% (A)	68% (D)	79%

Academic Year: 2014/15

Number of pupils from KS2: 151

% Level 2 (5+ A*-C Passes)	from Y6	77% (A)	77% (B)	81% (D)	83%
% Level 2 inc EM (5+ A*-C Passes)	from Y6	53% (B)	53% (A)	58% (D)	67%
% Level 1 (5+ A*-G Passes)	from Y6	96% (A)	96% (B)	97% (D)	98%
Points Score Capped	from Y6	329 (B)	330 (A)	340 (D)	346
English 3 Levels Progress	from Y6	65% (B)	66% (A)	72% (D)	81%
Mathematics 3 Levels Progress	from Y6	59% (B)	59% (A)	66% (D)	78%

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.