



RAISEonline 2008 Full Report
The Hollins Technology College

Unique Reference Number (URN)	119757
DCSF Number	8884195
Local Authority	Lancashire

Based on the following datasets for 2008:-
Key Stage 4: validated data

Production date : 2nd February 2009

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IMPORTANT

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AIM OF THE FULL REPORT

The Full Report is designed to help schools and inspectors see how effectively a school is performing in terms of achievement and attainment. The report is made available to schools to help with self-evaluation and development of plans to raise standards, and is used by inspectors to raise questions and hypotheses to explore during an inspection.

DATA

This version of the Full Report contains analysis based on validated data that incorporates approved changes to data you may have requested as part of the Achievement and Attainment Tables checking exercise. These will mainly be the result of successful revisions and re-marks. If, however, your school was involved in a late appeal or if the appeal procedure was ongoing at the time of production of this Full Report these changes may not be reflected.

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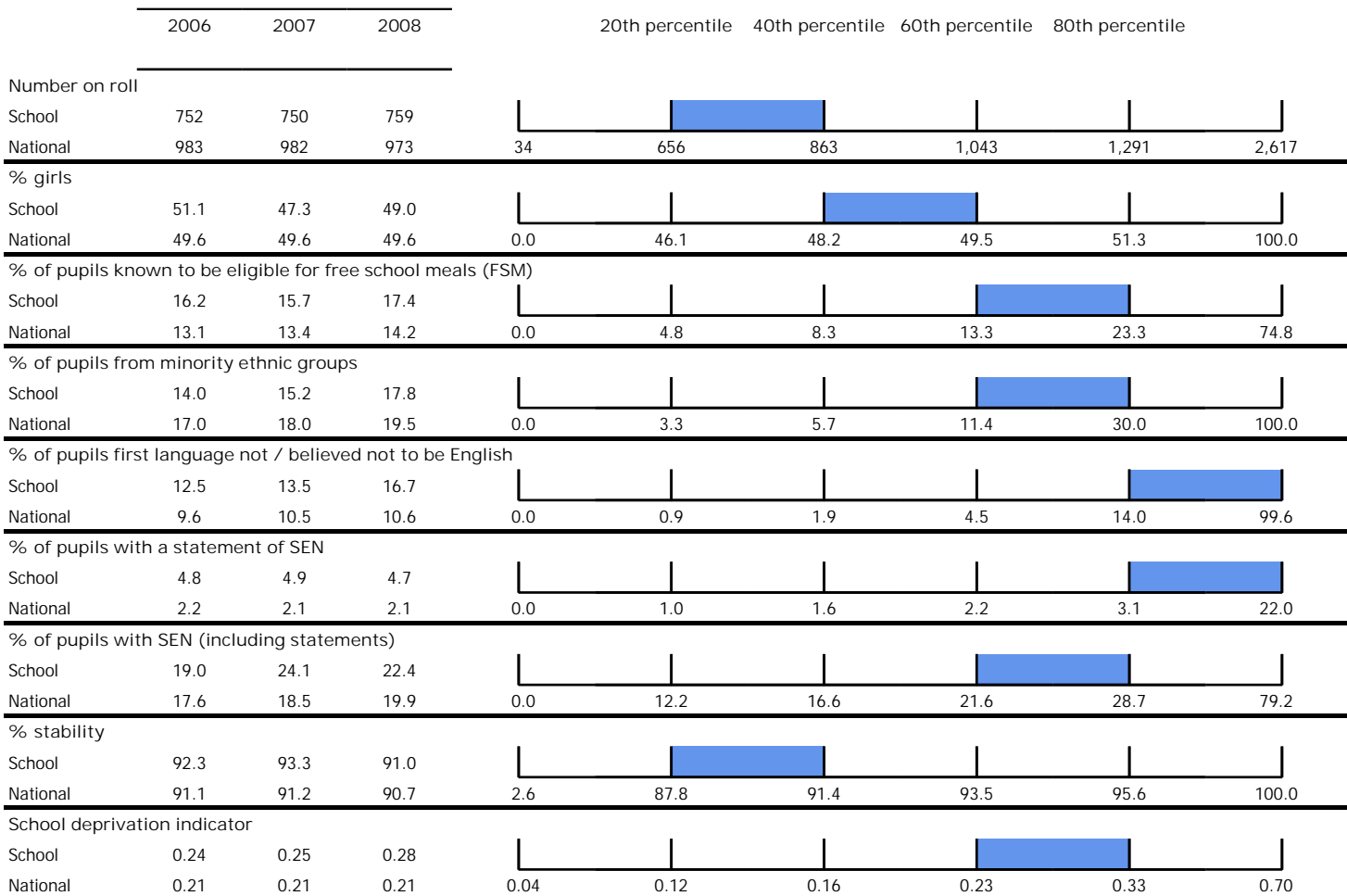
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Context

Table 1.1: Basic Characteristics of your school

This section shows some key indicators for your school, together with national averages for Secondary schools. The information is based on the January School Census return, and shows three years' data. This allows you to compare your school's key indicators against the national picture for maintained mainstream schools.

For the current year 'quintile graphs' are also displayed for these indicators. These graphs are divided into five intervals, each containing approximately 20% of schools. The interval boundaries are shown below the line, and your school's position in the distribution is indicated by a shaded box.



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The Hollins Technology College (URN: 119757 DCSF No. 8884195)
Context

Table 1.2: Basic characteristics by National Curriculum year group

The table below shows some key indicators for your school broken down by National Curriculum year group. This table includes all pupils listed in the School Census, and therefore values presented below may differ from published figures. "Looked after children" shows the number of children who have been in care for any period during the time they have been at the school, broken down by National Curriculum year group.

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Looked after Children
Year 7	153	45.1 / 54.9	19.0	19.0	19.0	20.3	1
Year 8	152	64.5 / 35.5	15.1	17.1	15.8	29.6	2
Year 9	153	50.3 / 49.7	16.3	22.2	20.3	5.9	0
Year 10	150	44.7 / 55.3	22.0	14.0	12.0	30.0	0
Year 11	151	50.3 / 49.7	14.6	16.6	16.6	26.5	3

The Hollins Technology College (URN: 119757 DCSF No. 8884195)
Context

Table 1.3: Ethnicity

The table below shows some key data regarding the ethnic composition of your school. The information is derived from the ethnic categories your school used to complete the School Census. Please note that figures are rounded and may not add up to 100%.

Ethnic group	School %	National %
White - British	81.8	75.9
White - Irish	0.1	0.3
White - Traveller of Irish heritage	0.0	0.1
White - Romany or Gypsy	0.0	0.1
White - any other White background	0.3	3.4
Mixed - White & Black Caribbean	0.0	1.2
Mixed - White & Black African	0.0	0.4
Mixed - White & Asian	0.4	0.7
Mixed - any other mixed background	0.1	1.3
Asian or Asian British - Indian	0.1	2.5
Asian or Asian British - Pakistani	13.7	3.3
Asian or Asian British - Bangladeshi	2.6	1.3
Asian or Asian British - any other Asian background	0.3	1.2
Black or Black British - Caribbean	0.0	1.4
Black or Black British - African	0.0	2.6
Black or Black British - any other Black background	0.0	0.5
Chinese	0.1	0.4
Any other ethnic group	0.0	1.2
Parent/pupil preferred not to say	0.4	0.7
Ethnicity not known	0.0	1.6

Context

Table 1.4: Census Information

The table below shows some key indicators for up to 10 wards that contribute the greatest proportion of the school's pupils for whom we have been able to match pupil data with their home postcodes.

In the 2001 Census of Population, the school was located in the Baxenden ward.

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	% Pupils in ward	% Adult higher education	% High social class households	% Minority ethnic children	% Over-crowded households
Baxenden	20.6	19.0	24.3	3.9	3.6
Barnfield	19.2	16.3	16.6	11.8	11.9
Peel	11.5	9.4	9.6	9.2	8.2
Spring Hill	10.9	6.8	7.5	29.1	15.9
Huncoat	9.3	15.3	18.7	4.8	3.5
Central	9.2	6.3	7.2	66.0	27.9
Milnshaw	4.2	12.3	12.0	6.3	7.9
Altham	2.2	13.6	17.5	2.5	9.1
Worsley	2.2	12.4	12.3	21.5	14.4
Church	1.7	7.9	7.5	28.8	18.2
England		19.2	20.1	23.5	14.6

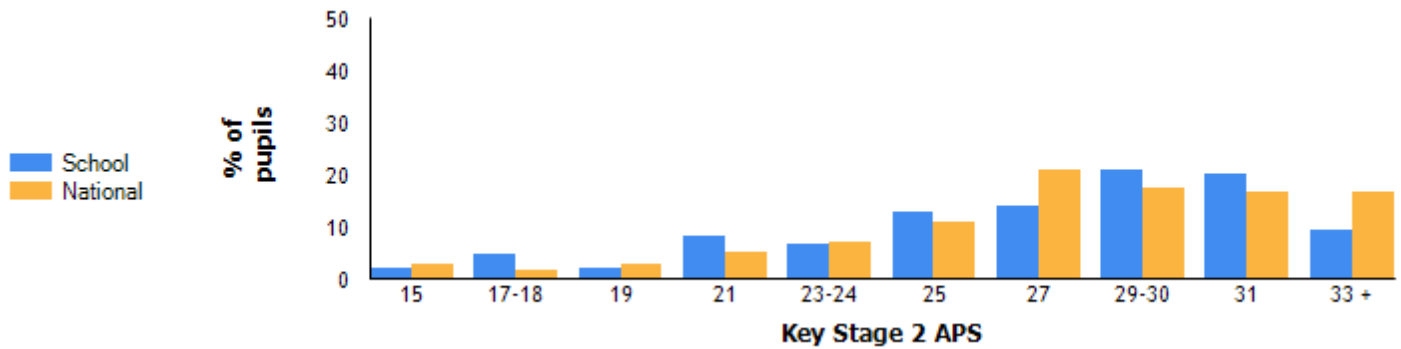
Coverage: 100%

Context

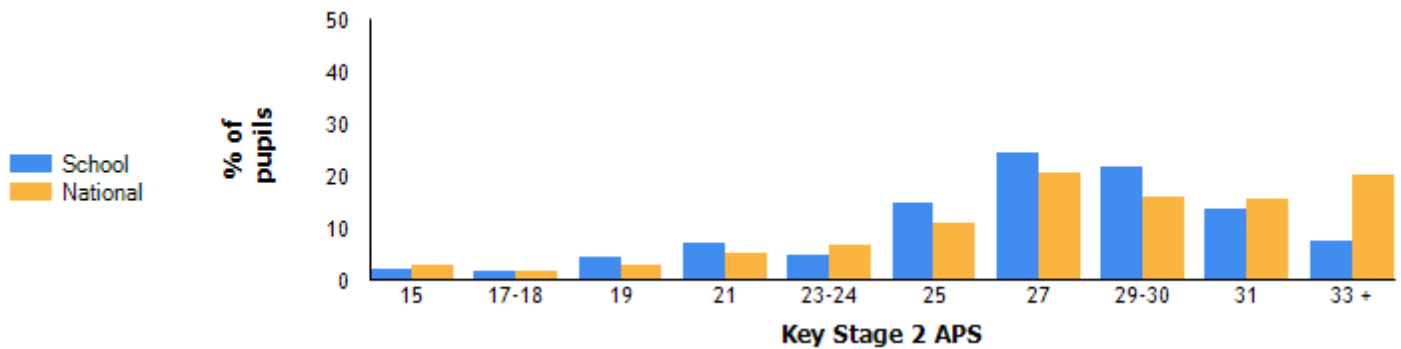
Table 1.5: The prior attainment of pupils in Key Stage 3

The graphs below show the prior attainment in terms of Key Stage 2 average points score, of pupils studying at Key Stage 3 in your school in 2007/08. This has been broken down by year group. The graphs also show the national picture for maintained mainstream schools (the national average displayed beside each graph is based on matched pupil records from the 2008 National Pupil Database, and is not the same as the average score of all pupils who took the tests). When interpreting the charts the level of coverage should be taken into account.

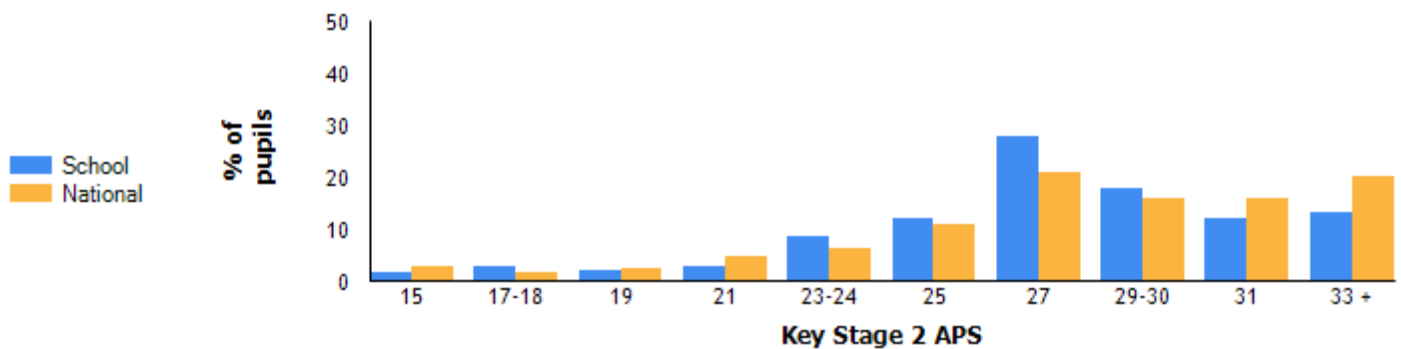
Year 9 in September 2007



Year 8 in September 2007



Year 7 in September 2007



Average points score at KS2

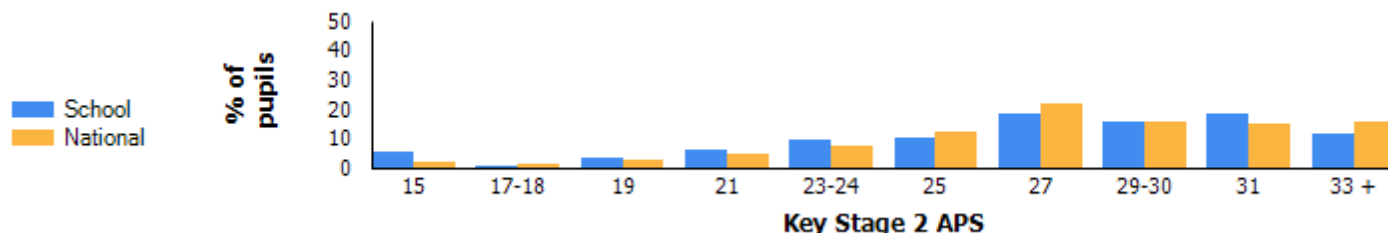
NC Year starting Sept 2007	School	National	Difference	% Coverage
Year 9	26.9	27.7	-0.8	98
Year 8	26.8	27.9	-1.0	98
Year 7	27.3	28.0	-0.7	99

Context

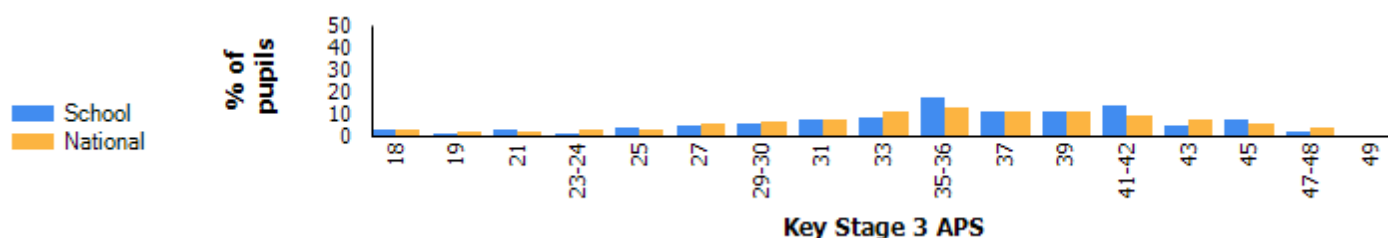
Table 1.6: The prior attainment of pupils in Key Stage 4

The graphs below show the prior attainment Key Stage 2 and Key Stage 3 average points score, of pupils studying at Key Stage 4 in your school in 2007/08. This has been broken down by year group. The graphs also show the national picture for maintained mainstream schools (the national average displayed beside each graph is based on matched pupil records from the 2008 National Pupil Database, and is not the same as the average score of all pupils who took the tests). When interpreting the charts the level of coverage should be taken into account.

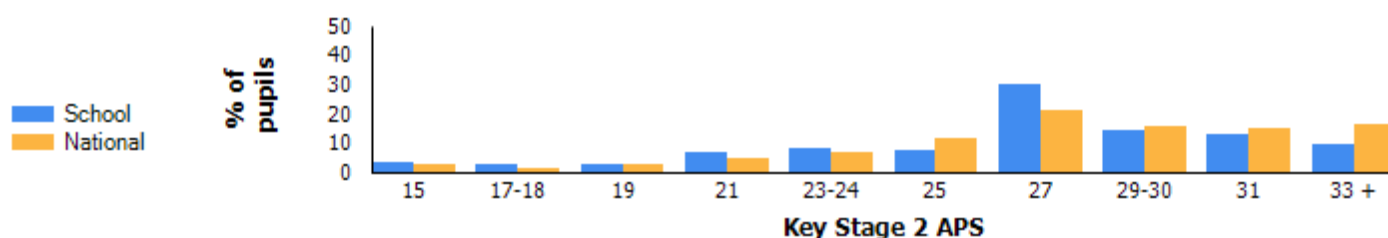
Year 11 in September 2007



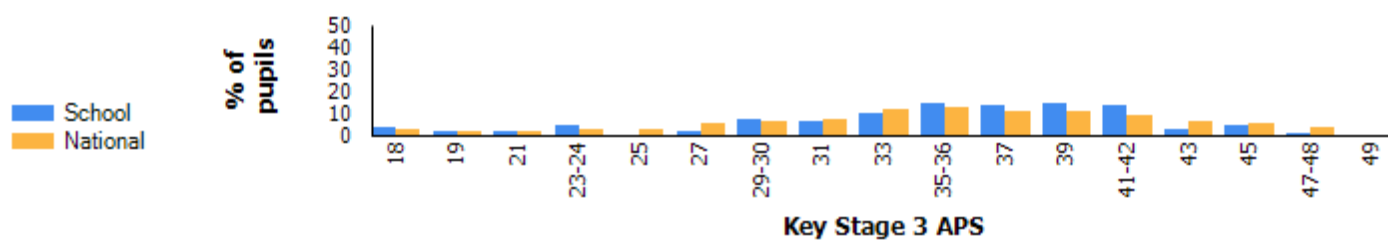
Year 11 in September 2007



Year 10 in September 2007



Year 10 in September 2007



Average points score at KS3

NC Year starting Sept 2007	School	National	Difference	% Coverage
Year 11	35.1	35.2	-0.1	98
Year 10	34.6	34.9	-0.3	97

Average points score at KS2

NC Year starting Sept 2007	School	National	Difference	% Coverage
Year 11	26.8	27.5	-0.7	97
Year 10	26.6	27.6	-1.0	95

Absence

School level absence - 3 year trend

Table 1.7

This analysis provides the proportion of enrolments in the school who are classed as Persistent Absentees and the proportion of sessions missed due to Overall Absence. The analysis also provides a comparison with the national average levels of persistent absenteeism and sessions missed, as well as the median trendline level for schools of the same type with the same level of Free School Meal eligibility. The graphs for Persistent and Overall Absence both apply to 2008. Analysis is based on the combined autumn and spring term data.

	2006			2007			2008		
	School	National average for secondary and other schools	Median trendline for school's FSM level	School	National average for secondary and other schools	Median trendline for school's FSM level	School	National average for secondary and other schools	Median trendline for school's FSM level
% of enrolments that are Persistent Absentees	-	-	-	7.8	7.1	7.5	6.6	6.6	6.8
% of sessions missed due to Overall Absence	-	-	-	8.8	7.9	8.2	7.8	7.4	7.6

Chart 1.8

Overall Absence levels compared to the national average for secondary and other schools with the same level of FSM eligibility, in 2008

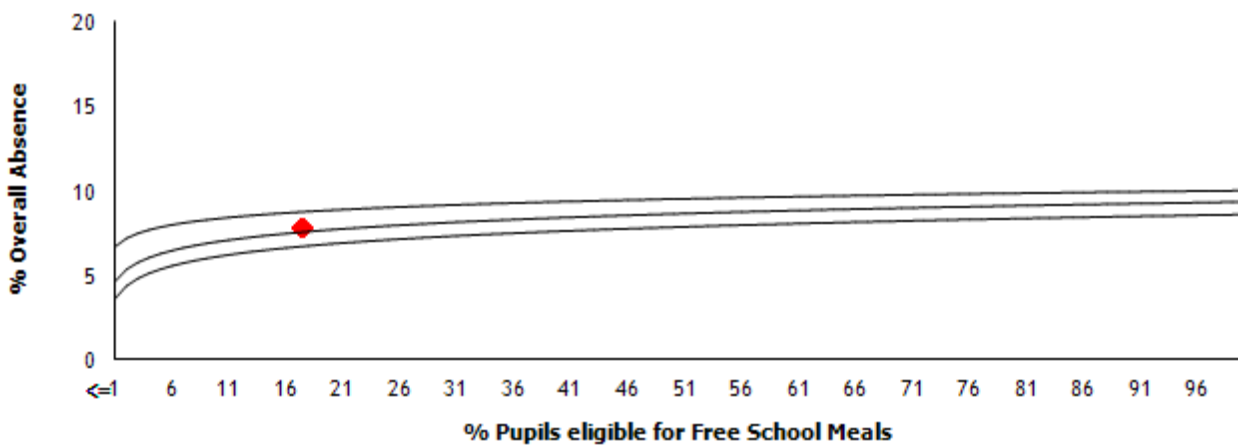
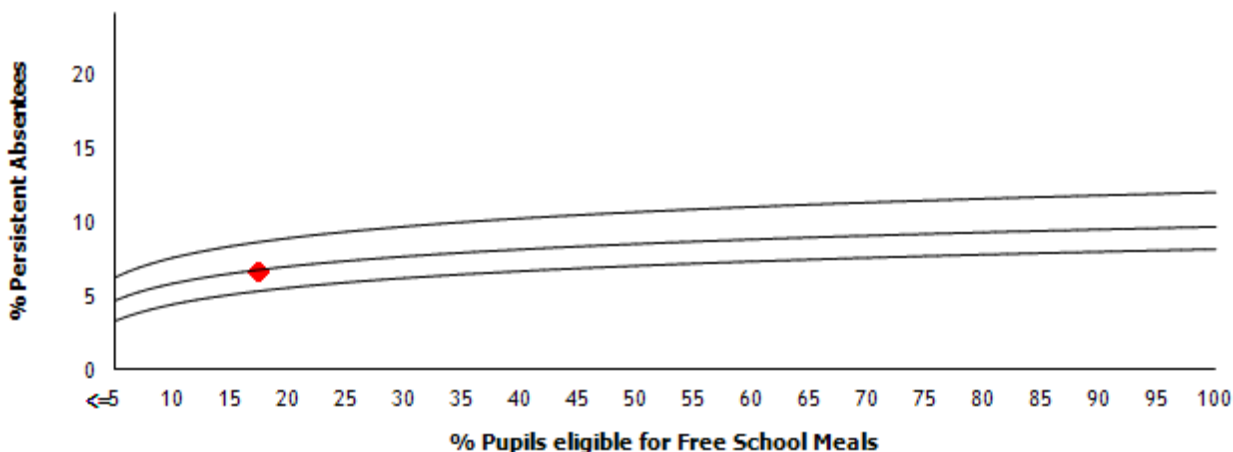


Chart 1.9

Persistent Absentee levels compared to the national average for secondary and other schools with the same level of FSM eligibility, in 2008



Progress measures Key Stage 2 to 4

Table 2.1.1: Contextual Value Added Key Stage 2 to 4 : Overall and Subjects

This section provides the overall and subject contextual value added scores for the school relative to the national mean of 1000. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown. Where a school figure is significantly above or below that of the previous year an up or down arrow is displayed to the right of the figure. Note that students for whom prior attainment could not be matched are excluded from all value added analyses.

		2006	2007	2008
All Subjects	Cohort for CVA	146	149	147
	CVA School score	998.0	1,017.1	1,022.4
	95% confidence interval +/-	10.2	9.9	9.6
	Significance		Sig+	Sig+
	Percentile rank	58	16	9
	Coverage	96%	99%	98%
	<hr/>			
English / English Language	Cohort for CVA	134	149	147
	CVA School score	1,002.1	1,002.4	1,003.0
	95% confidence interval +/-	1.1	1.2	1.2
	Significance	Sig+	Sig+	Sig+
	Percentile rank	13	12	8
	Coverage	88%	99%	98%
<hr/>				
Mathematics	Cohort for CVA	138	149	147
	CVA School score	1,004.7	1,006.2	1,004.8
	95% confidence interval +/-	1.1	1.2	1.2
	Significance	Sig+	Sig+	Sig+
	Percentile rank	2	1	2
	Coverage	91%	99%	98%

Progress measures Key Stage 2 to 4

Contextual Value Added Key Stage 2 to 4 against Relative Attainment at Key Stage 4: Overall

This analysis shows the school's attainment (Average Points Score) relative to the national average (mean) plotted against the school's overall contextual value added. A 95% confidence interval is shown. Where the confidence interval does not cross the national average line the school value differs significantly from that national average.

Chart 2.1.2

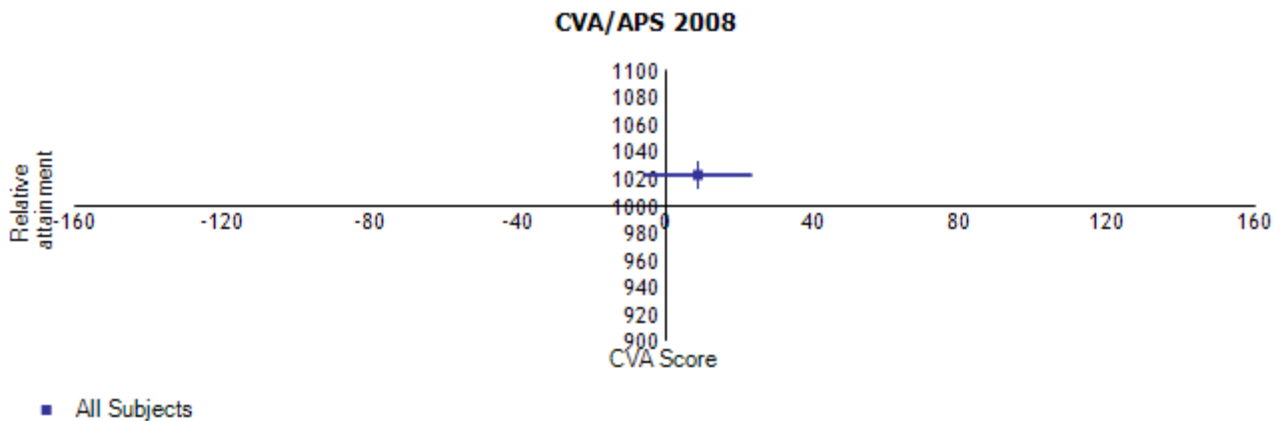


Chart 2.1.3

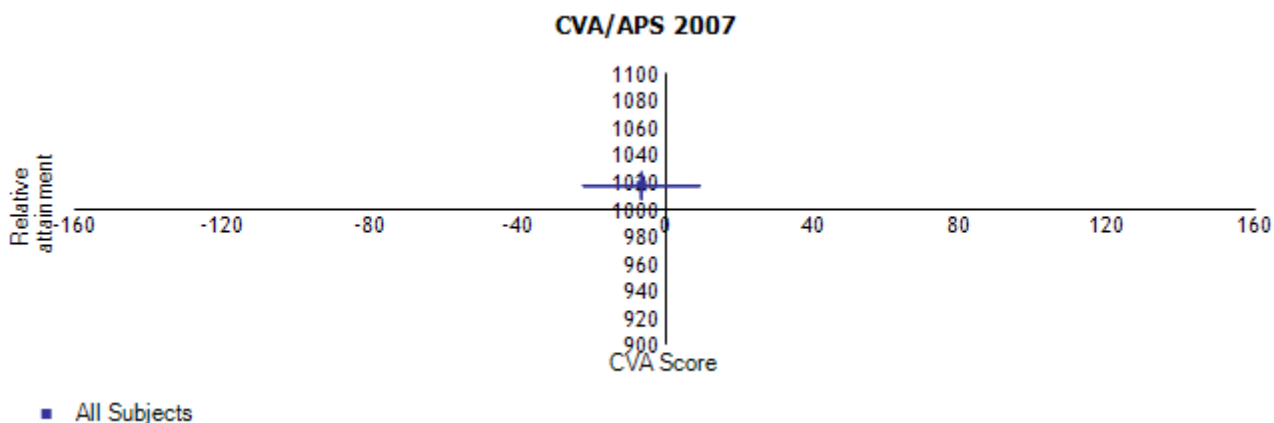
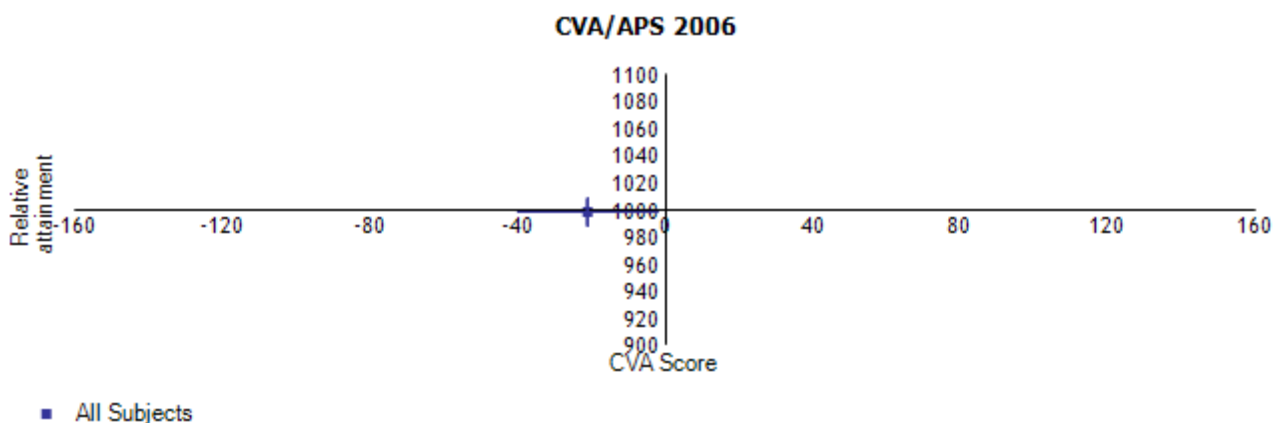


Chart 2.1.4



Progress measures Key Stage 2 to 4

Contextual Value Added Key Stage 2 to 4 against Relative Attainment at Key Stage 4: by subject

This analysis shows the school's attainment (Average Points Score) in a core subject relative to the national average (mean) plotted against the school's subject contextual value added. A 95% confidence interval is shown. Where the confidence interval does not cross the national average line the school value differs significantly from that national average.

Chart 2.1.5

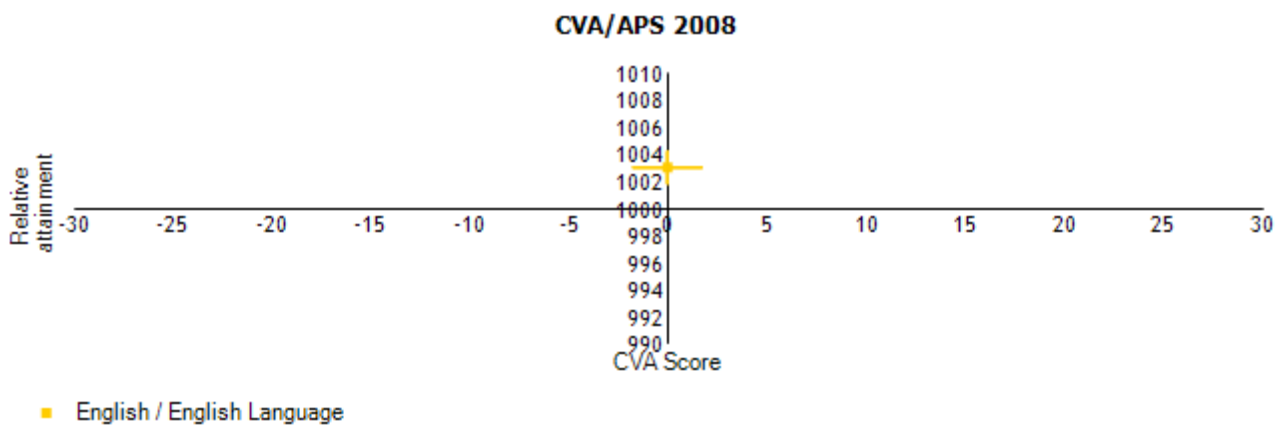
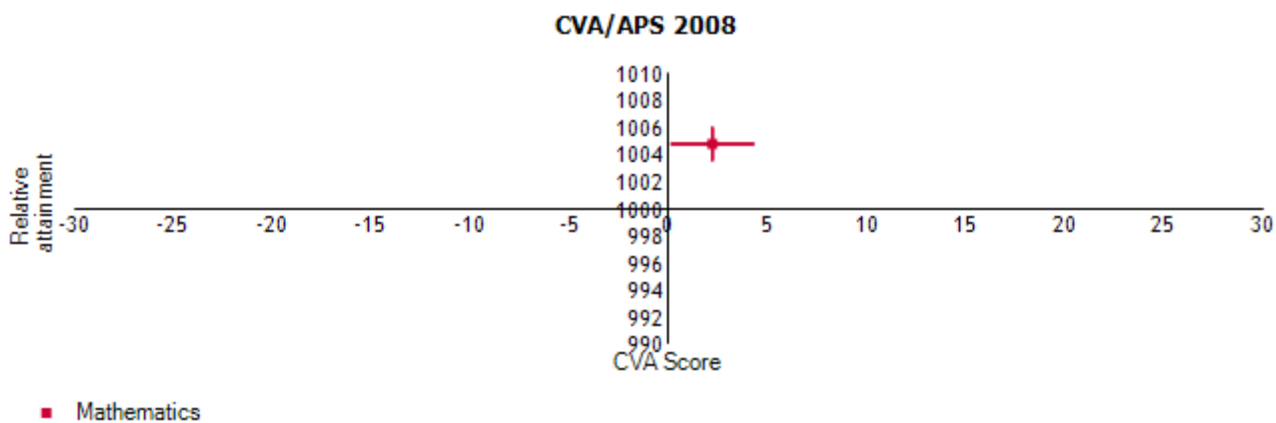


Chart 2.1.6



Progress measures Key Stage 2 to 4

Table 2.1.7: Contextual Value Added Key Stage 2 to 4 against Relative Attainment at Key Stage 4: Overall and subjects

This analysis shows the school's CVA score and its attainment relative to the national average. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown. Where a school figure is significantly above or below that of the previous year an up or down arrow is displayed to the right of the figure.

		2006		2007		2008	
		CVA	Relative attainment	CVA	Relative attainment	CVA	Relative attainment
All Subjects	School score	998.0	-21.0	1,017.1	-6.4	1,022.4	8.9
	Cohort	146	152	149	151	147	150
	95% confidence Interval	10.2	18.9	9.9	15.8	9.6	14.5
	Significance		Sig-	Sig+		Sig+	
English / English Language	School score	1,002.1	0.3	1,002.4	-2.2	1,003.0	-0.1
	Cohort	134	139	149	151	147	150
	95% confidence Interval	1.1	1.7	1.2	1.8	1.2	1.7
	Significance	Sig+		Sig+	Sig-	Sig+	
Mathematics	School score	1,004.7	2.6	1,006.2	2.6	1,004.8	2.2
	Cohort	138	143	149	151	147	150
	95% confidence Interval	1.1	1.8	1.2	2.0	1.2	2.1
	Significance	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+

Progress measures Key Stage 2 to 4

Contextual Value Added Key Stage 2 to 4 : Overall by pupil groups

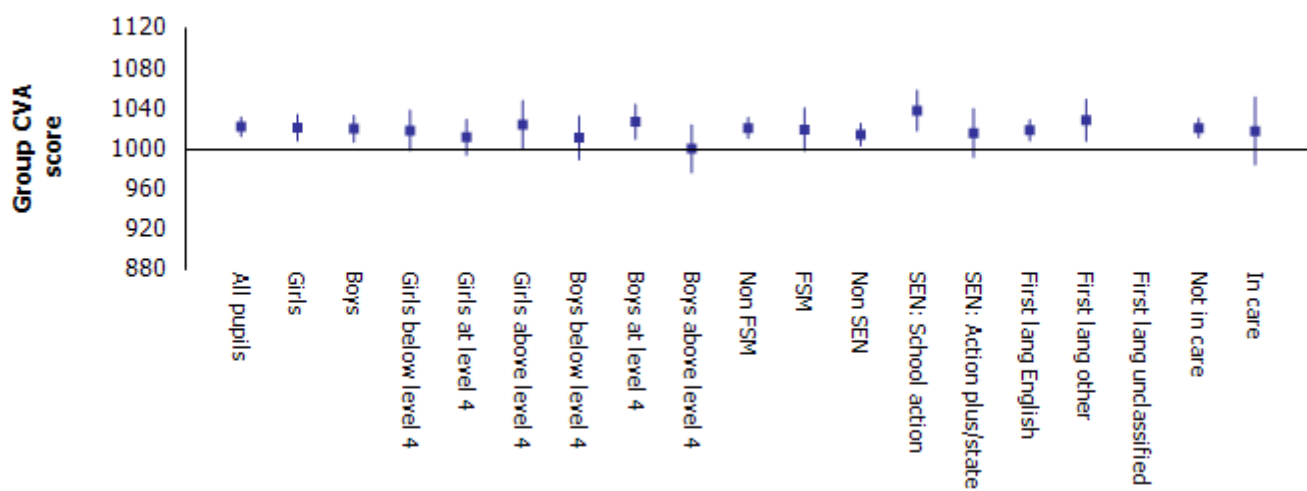
Chart 2.1.8 and Table 2.1.9

Groups - 2008

Overall contextual value added

This analysis shows the school's CVA score and its attainment relative to the national average. This report provides the overall contextual value added measure for particular groups within the school relative to the national mean of 1000. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown. This can also be seen on the graph where confidence intervals do not cross the national average line.

School contextual value added for groups within the school 2008



	All pupils	Girls	Boys	Girls < Level 4	Girls at Level 4	Girls > Level 4	Boys < Level 4	Boys at Level 4	Boys > Level 4	Non-FSM	FSM	Non-SEN	SEN: School Action	SEN: School Action Plus Stat	First Language: English	First Language: Other	First Language: Unclassified	Not In Care	In Care
Cohort for CVA	147	74	73	25	35	14	20	38	15	126	21	108	25	14	124	23	0	145	2
School score	1022.4	1021.5	1020.4	1018.8	1012.0	1024.3	1011.4	1027.5	1000.6	1021.3	1019.8	1014.8	1038.6	1016.3	1019.0	1029.0	-	1021.2	1018.3
95% confidence interval	9.6	13.1	13.2	20.2	17.9	24.3	21.8	17.3	23.8	10.3	21.4	11.1	20.2	24.3	10.4	20.8	-	9.7	33.7
Significance	Sig+	Sig+	Sig+		Sig+		Sig+		Sig+		Sig+	Sig+		Sig+	Sig+		-	Sig+	

Progress measures Key Stage 2 to 4

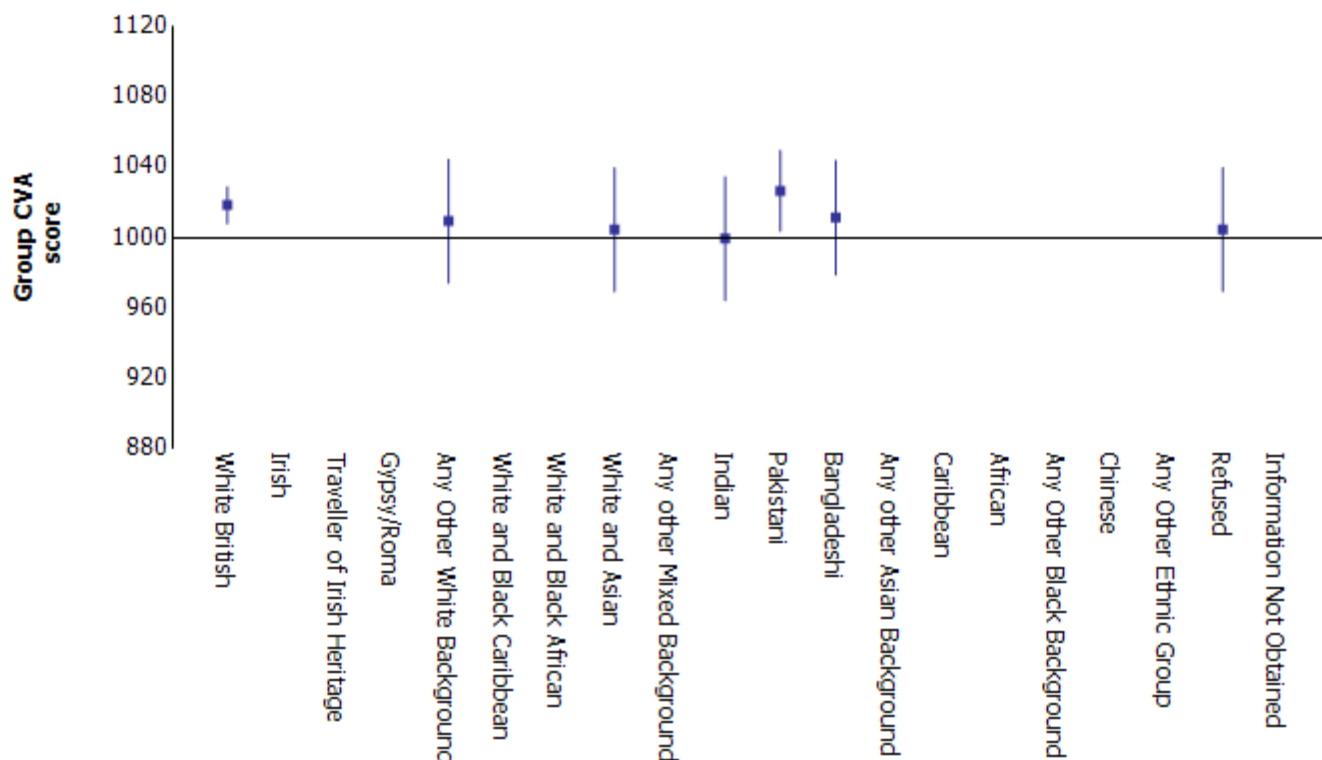
Chart 2.1.10 and Table 2.1.11

Ethnicities - 2008

Overall CVA

This report provides the overall contextual value added measure for ethnic groups within the school relative to the national mean of 1000. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown. This can also be seen on the graph where confidence intervals do not cross the national average line.

School contextual value added for groups within the school 2008

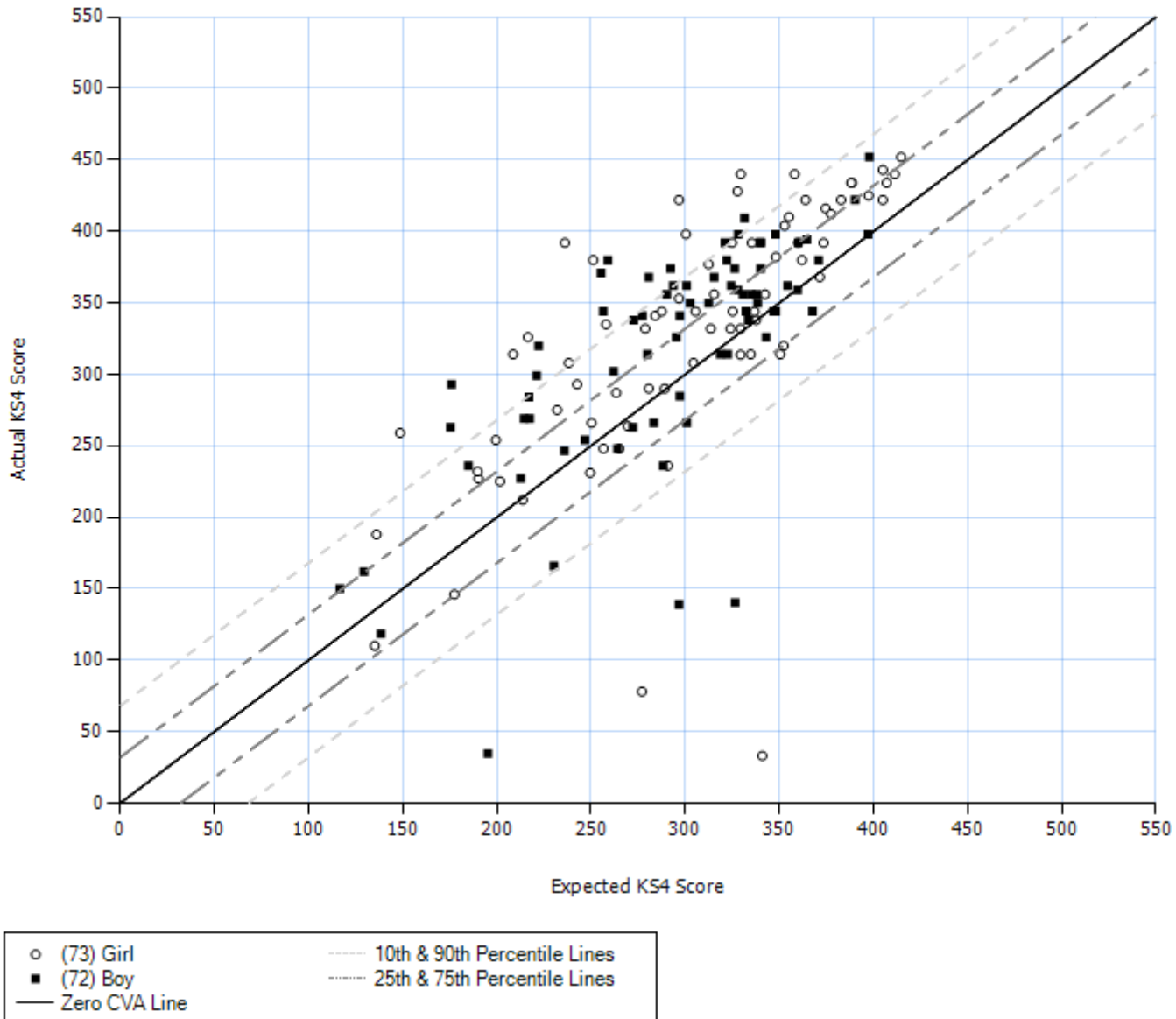


	All pupils	White British	Irish	Traveller of Irish Heritage	Gypsy/Roma	Any Other White Background	White and Black Caribbean	White and Black African	White and Asian	Any other Mixed Background	Indian	Pakistani	Bangladeshi	Any other Asian Background	Caribbean	African	Any Other Black Background	Chinese	Any Other Ethnic Group	Refused	Information Not Obtained	
Cohort for CVA	147	123	0	0	0	1	0	0	1	0	1	17	3	0	0	0	0	0	0	0	1	0
School score	1022.4	1018.3	-	-	-	1009.2	-	-	1004.4	-	999.3	1026.4	1011.2	-	-	-	-	-	-	-	1004.5	-
95% Confidence Interval	9.6	10.5	-	-	-	35.1	-	-	35.1	-	35.1	22.9	32.5	-	-	-	-	-	-	-	35.1	-
Significance	Sig+	Sig+	-	-	-	-	-	-	-	-	-	Sig+	-	-	-	-	-	-	-	-	-	-

Progress measures Key Stage 2 to 4

Chart 2.1.12: Contextual Value Added Key Stage 2 to 4 : Overall, predicted versus actual for pupils -2008

2008 Key Stage 2 to 4 APS contextual value added line, showing spread of pupils by gender. The analysis is based upon comparing the predicted outcome with the actual outcome of each pupil.



Coverage 98%

Progress measures Key Stage 2 to 4

Table 2.1.13: Contextual Value Added Key Stage 2 to 4: Pupils Achieving 5 or more A* to C (including English and Mathematics) at GCSE and equivalent

This analysis provides the number of pupils who achieved 5A* - C including English and Mathematics in 2008, grouped by their estimated probability of achieving the threshold. The probability for each pupil is worked out by taking into account their contextual characteristics and their prior attainment at Key Stage 2. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the schools corresponding predicted success rate, it is highlighted in green (sig+) or blue (sig-).

Probability of achieving 5A* - C	Number of pupils	Number of pupils achieving 5A* - C	Success rate	Predicted success rate
Higher	30	29	97%	88%
Middle	59	49	83%	51%
Lower	58	11	19%	7%
Whole School	147	89	61%	41%

Please note: Only pupils included in the CVA calculation are included in this analysis.

Progress measures Key Stage 2 to 4

Table 2.1.14: Contextual Value Added Key Stage 2 to 4: 3 year average

	Number Of Pupils In Latest Year	Contextual Value Added			3 Year Average	3 Year Average CVA By Subject 2006 - 2008	
		2006	2007	2008	2006 - 2008	English	Maths
All Pupils	147	998.0	1017.1	1022.4	1013.2	1002.6	1005.5
Gender							
Girls	74	993.7	1021.0	1021.5	1013.2	1002.8	1005.4
Boys	73	1002.7	1011.0	1020.4	1012.5	1002.3	1005.3
Attainment at KS2							
Below Level 4	45	984.8	1015.5	1018.4	1007.1	1003.2	1004.7
At Level 4	73	1002.3	1021.1	1022.6	1017.0	1002.6	1005.8
Above Level 4	29	1010.9	999.6	1015.5	1011.2	1001.2	1004.7
Free School Meals							
Non-FSM	126	1006.0	1017.0	1021.3	1015.6	1002.5	1005.8
FSM	21	961.8	1010.3	1019.8	996.8	1002.8	1002.6
English as a First Language							
First Language - English	124	999.0	1018.6	1019.0	1012.9	1002.7	1005.7
First Language - Other	23	994.0	997.2	1029.0	1012.6	1001.5	1002.5
Unclassified	0	-	-	-	-	-	-
GdYVU`9Xi WjhcbU` BYYXg							
Non-SEN	108	996.8	1017.7	1014.8	1010.0	1002.0	1005.1
SEN without a statement							
School Action	25	999.5	1001.7	1038.6	1018.3	1004.1	1006.5
School Action plus	6	1005.4	1004.3	1000.0	1006.6	1001.1	1002.6
SEN with a statement	8	1002.8	1019.2	1021.5	1025.2	1005.5	1004.0

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Progress measures Key Stage 2 to 4

Ethnicity Group	Number Of Pupils In Latest Year	Contextual Value Added			3 Year Average	3 Year Average CVA By Subject 2006 - 2008	
		2006	2007	2008	2006 - 2008	English	Maths
White							
British	123	999.1	1019.3	1018.3	1012.9	1002.7	1005.8
Irish	0	-	999.4	-	999.4	1001.1	999.0
Traveller of Irish Heritage	0	-	-	-	-	-	-
Gypsy/ Roma	0	-	-	-	-	-	-
Any other White background	1	-	-	1009.2	1009.2	1000.7	1000.9
Mixed							
White and Black Caribbean	0	-	-	-	-	-	-
White and Black African	0	-	-	-	-	-	-
White and Asian	1	-	-	1004.4	1004.4	1000.3	1000.3
Any other mixed background	0	998.7	1000.0	-	998.7	1000.9	1001.6
Asian or Asian British							
Indian	1	-	1000.7	999.3	1000.1	1000.5	1000.6
Pakistani	17	989.3	991.4	1026.4	1005.7	1000.9	1001.6
Bangladeshi	3	1005.9	1006.0	1011.2	1016.8	1002.3	1003.2
Any other Asian background	0	-	-	-	-	-	-
Black or Black British							
Black Caribbean	0	-	-	-	-	-	-
Black African	0	-	-	-	-	-	-
Any other black background	0	-	-	-	-	-	-
Chinese	0	-	-	-	-	-	-
Any other ethnic group	0	-	-	-	-	-	-
Unclassified - Refused	1	-	-	1004.5	1004.5	1000.0	1000.8
Unclassified - Information not obtained	0	-	-	-	-	-	-

Progress measures Key Stage 2 to 4

Table 2.1.15: Non-Contextualised Value Added Key Stage 2 to 4 : Overall and subjects

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

KS2 to 4 non-contextualised value added summary analysis 2006-2008

		2006	2007	2008
All Subjects	Cohort for AAT VA	146	149	147
	VA School score	995.6	1,015.2	1,018.5
	95% confidence interval +/-	11.9	10.8	10.5
	Significance		Sig+	Sig+
	Percentile rank	61	26	18
	Coverage	96%	99%	98%

Value added methodology was changed in 2006 and therefore comparisons should not be made with previous years.

Progress measures Key Stage 3 to 4

Table 2.2.1: Contextual Value Added Key Stage 3 to 4 : Overall and subjects

This section provides the overall and subject contextual value added scores for the school relative to the national mean of 1000. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown. Where a school figure is significantly above or below that of the previous year an up or down arrow is displayed to the right of the figure. Note that students for whom prior attainment could not be matched are excluded from all value added analyses.

		2006	2007	2008
All Subjects	Cohort for CVA	148	146	149
	CVA School score	995.0	1,004.6	1,010.9
	95% confidence interval +/-	8.5	8.5	8.2
	Significance			Sig+
	Percentile rank	66	38	21
	Coverage	97%	97%	99%
	<hr/>			
English / English Language	Cohort for CVA	148	146	149
	CVA School score	1,000.2	1,001.2	1,001.7
	95% confidence interval +/-	0.9	1.1	1.1
	Significance		Sig+	Sig+
	Percentile rank	35	33	18
	Coverage	97%	97%	99%
<hr/>				
Mathematics	Cohort for CVA	148	146	149
	CVA School score	1,001.6	1,003.4	1,002.6
	95% confidence interval +/-	1.0	1.0	1.0
	Significance	Sig+	Sig+	Sig+
	Percentile rank	12	3	11
	Coverage	97%	97%	99%

Progress measures Key Stage 3 to 4

Contextual Value Added Key Stage 3 to 4 against Relative Attainment at Key Stage 4: Overall

This analysis shows the school's attainment (Average Points Score) relative to the national average (mean) plotted against the school's overall contextual value added. A 95% confidence interval is shown. Where the confidence interval does not cross the national average line the school value differs significantly from that national average.

Chart 2.2.2

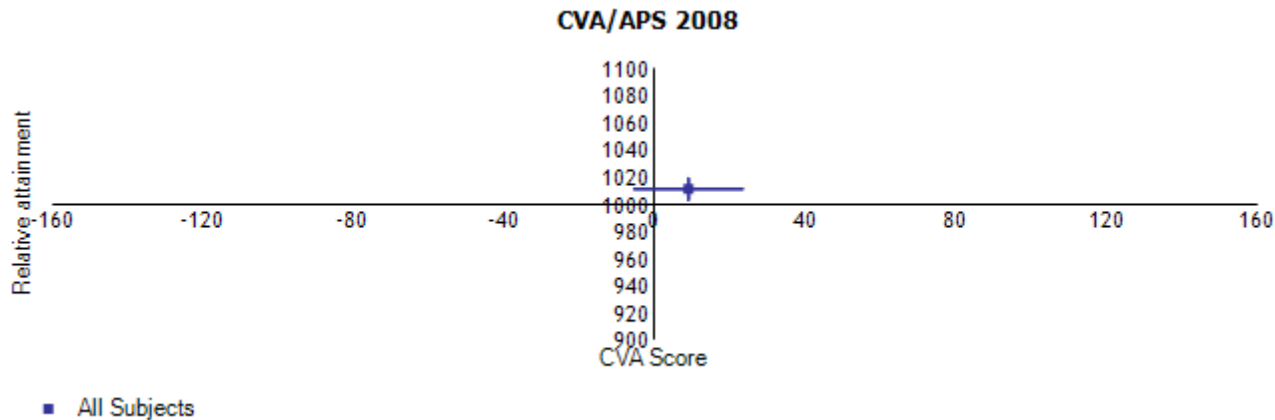


Chart 2.2.3

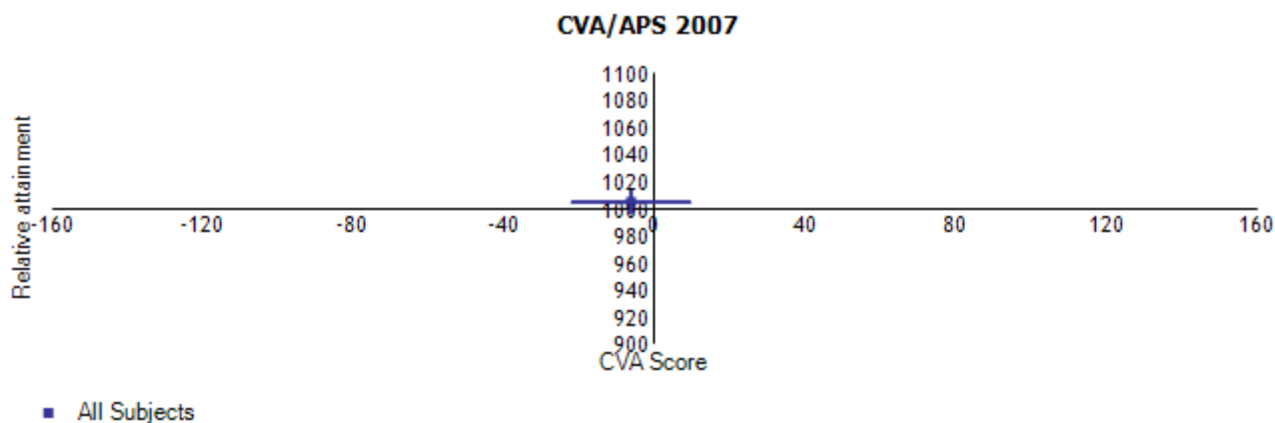
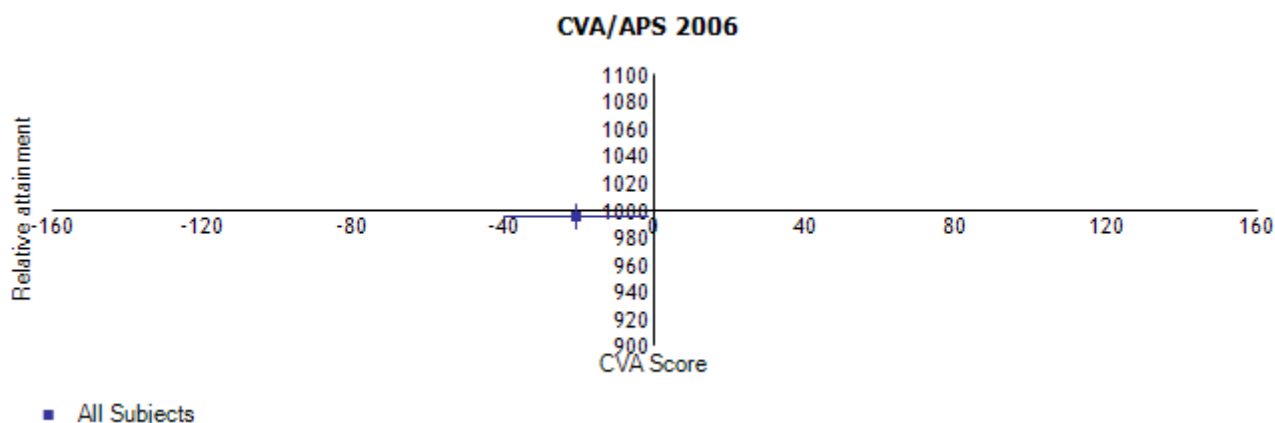


Chart 2.2.4



Progress measures Key Stage 3 to 4

Contextual Value Added Key Stage 3 to 4 against Relative Attainment at Key Stage 4: by subject

This analysis shows the school's attainment (Average Points Score) in a core subject relative to the national average (mean) plotted against the school's subject contextual value added. A 95% confidence interval is shown. Where the confidence interval does not cross the national average line the school value differs significantly from that national average.

Chart 2.2.5

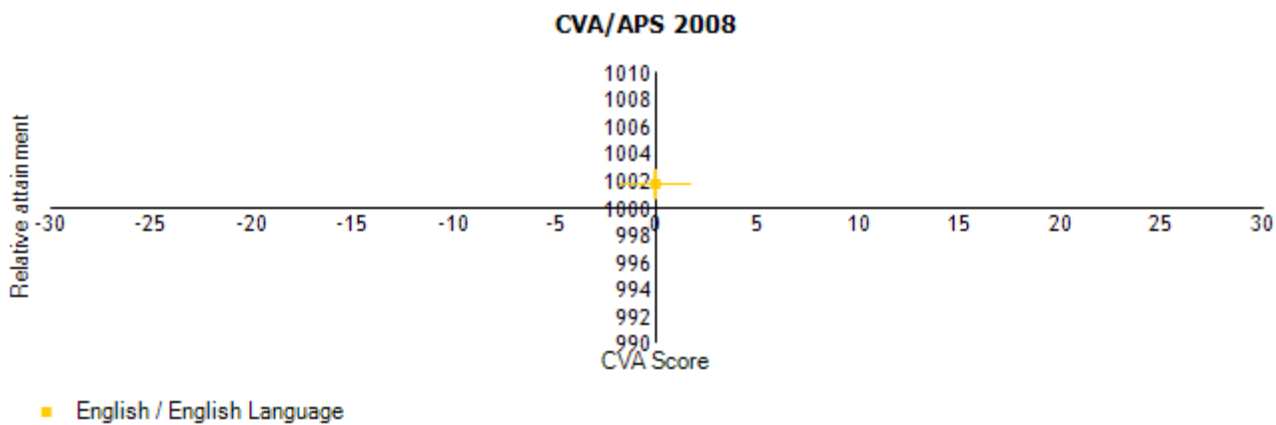
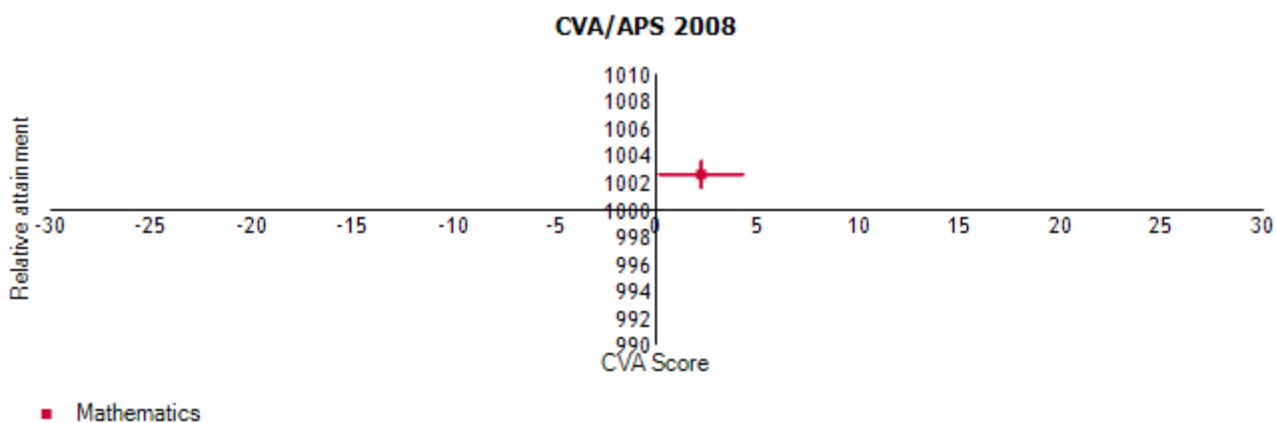


Chart 2.2.6



Progress measures Key Stage 3 to 4

Table 2.2.7: Contextual Value Added Key Stage 3 to 4 against Relative Attainment at Key Stage 4: Overall and subjects

This analysis shows the school's CVA score and its attainment relative to the national average. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown. Where a school figure is significantly above or below that of the previous year an up or down arrow is displayed to the right of the figure.

		2006		2007		2008	
		CVA	Relative attainment	CVA	Relative attainment	CVA	Relative attainment
All Subjects	School score	995.0	-21.0	1,004.6	-6.4	1,010.9	8.9
	Cohort	148	152	146	151	149	150
	95% confidence Interval	8.5	18.9	8.5	15.8	8.2	14.5
	Significance		Sig-			Sig+	
English / English Language	School score	1,000.2	0.3	1,001.2	-2.2	1,001.7	-0.1
	Cohort	148	139	146	151	149	150
	95% confidence Interval	0.9	1.7	1.1	1.8	1.1	1.7
	Significance			Sig+	Sig-	Sig+	
Mathematics	School score	1,001.6	2.6	1,003.4	2.6	1,002.6	2.2
	Cohort	148	143	146	151	149	150
	95% confidence Interval	1.0	1.8	1.0	2.0	1.0	2.1
	Significance	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+

Progress measures Key Stage 3 to 4

Contextual Value Added Key Stage 3 to 4 : Overall by pupil groups

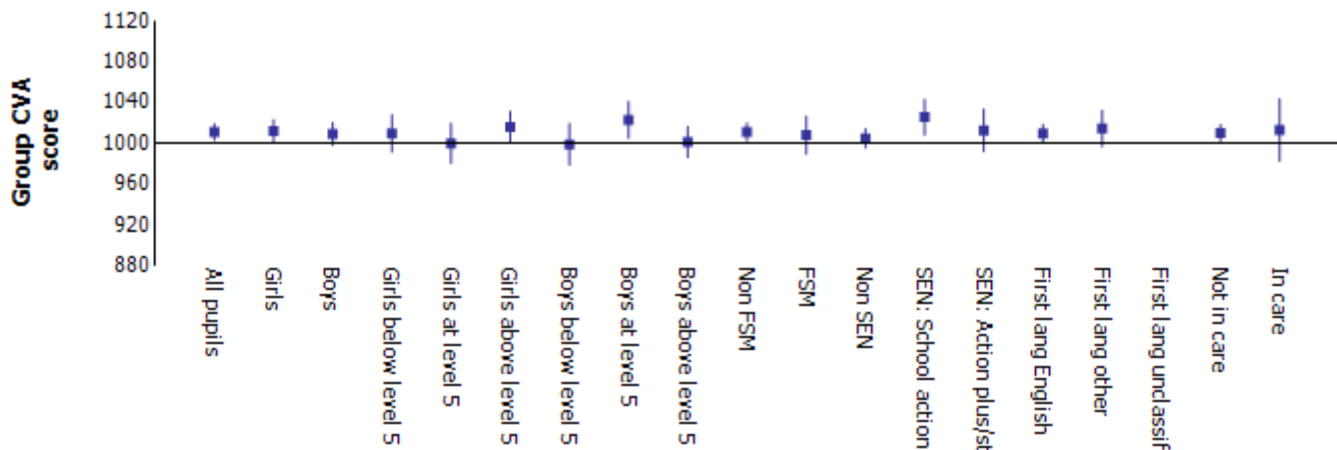
Chart 2.2.8 and Table 2.2.9

Groups - 2008

Overall contextual value added

This report provides the overall contextual value added measure for particular groups within the school relative to the national mean of 1000. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown. This can also be seen on the graph where confidence intervals do not cross the national average line.

School contextual value added for groups within the school 2008



	All pupils	Girls	Boys	Girls < Level 5	Girls at Level 5	Girls > Level 5	Boys < Level 5	Boys at Level 5	Boys > Level 5	Non-FSM	FSM	Non-SEN	SEN: School Action	SEN: School Action Plus Stat	First Language: English	First Language: Other	First Language: Unclassified	Not In Care	In Care
Cohort for CVA	149	74	75	22	18	34	16	23	36	128	21	109	25	15	125	24	0	147	2
School score	1010.9	1011.7	1009.0	1009.5	999.8	1015.8	998.9	1022.8	1001.1	1010.9	1007.9	1004.7	1025.4	1012.5	1009.3	1014.3	-	1010.1	1013.0
95% confidence interval	8.2	11.2	11.2	18.4	19.7	15.6	20.4	18.1	15.3	8.8	18.7	9.4	17.5	20.9	8.9	17.8	-	8.2	30.7
Significance	Sig+	Sig+			Sig+			Sig+		Sig+			Sig+		Sig+		-		Sig+

Progress measures Key Stage 3 to 4

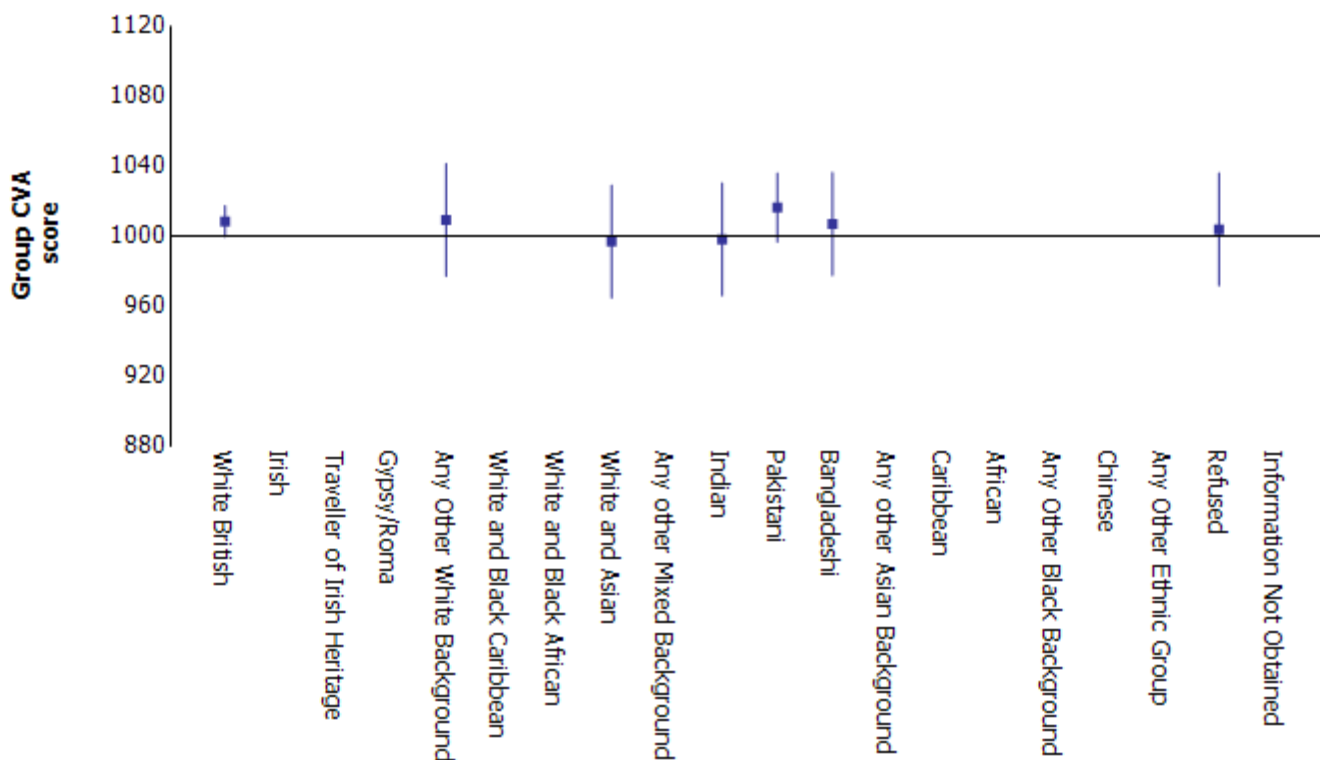
Chart 2.2.10 and Table 2.2.11

Ethnicities - 2008

Overall CVA

This report provides the overall contextual value added measure for ethnic groups within the school relative to the national mean of 1000. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown. This can also be seen on the graph where confidence intervals do not cross the national average line.

School contextual value added for ethnicities within the school 2008

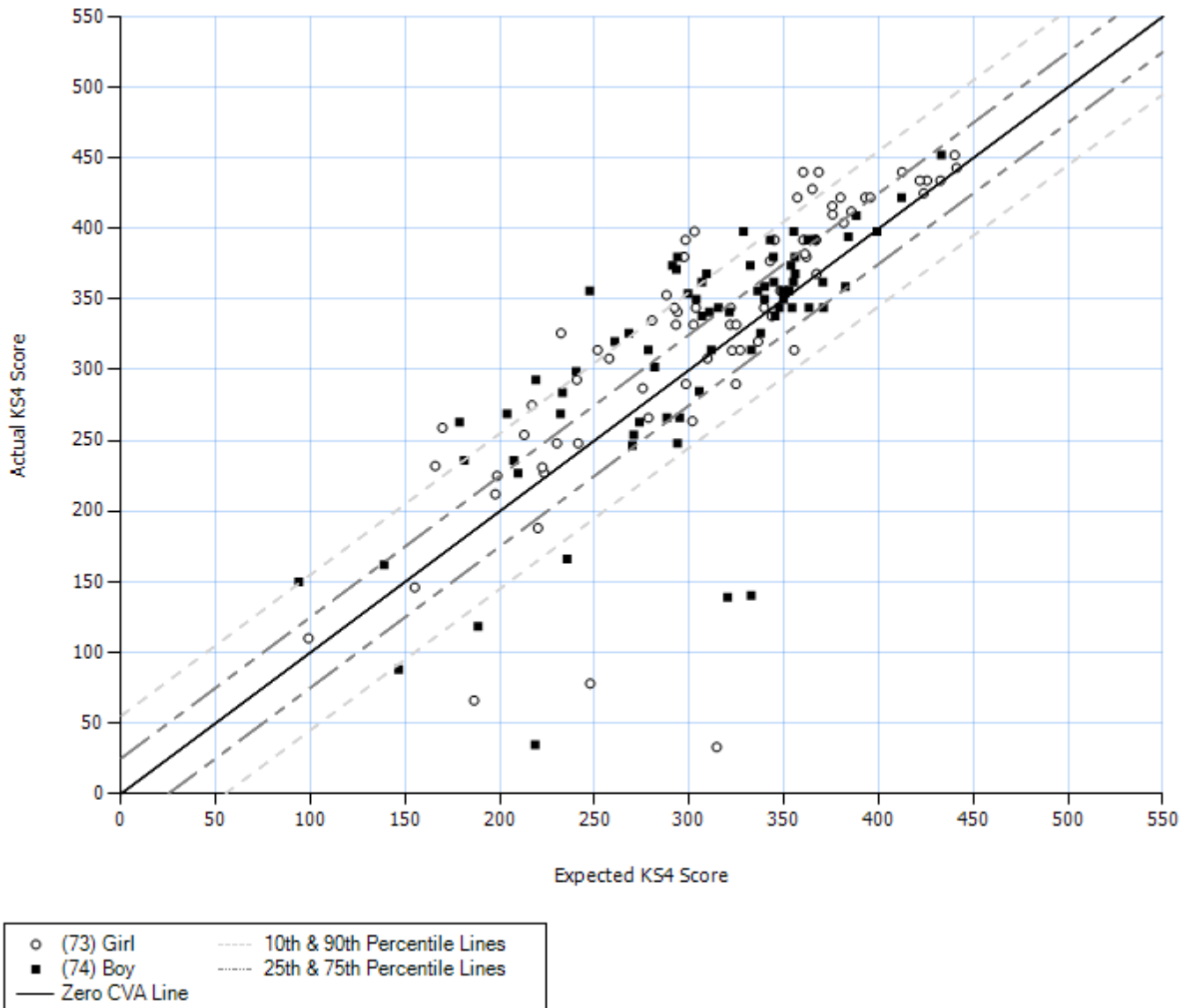


	All pupils	White British	Irish	Traveller of Irish Heritage	Gypsy/Roma	Any Other White Background	White and Black Caribbean	White and Black African	White and Asian	Any other Mixed Background	Indian	Pakistani	Bangladeshi	Any other Asian Background	Caribbean	African	Any Other Black Background	Chinese	Any Other Ethnic Group	Refused	Information Not Obtained
Cohort for CVA	149	124	0	0	0	1	0	0	1	0	1	18	3	0	0	0	0	0	0	1	0
School score	1010.9	1008.4	-	-	-	1009.2	-	-	996.9	-	998.2	1016.3	1006.9	-	-	-	-	-	-	1003.8	-
95% Confidence Interval	8.2	8.9	-	-	-	32.1	-	-	32.1	-	32.1	19.7	29.4	-	-	-	-	-	-	32.1	-
Significance	Sig+		-	-	-		-	-		-				-	-	-	-	-	-		-

Progress measures Key Stage 3 to 4

Chart 2.2.12: Contextual Value Added Key Stage 3 to 4 : Overall, predicted versus actual for pupils - 2008

2008 Key Stage 3 to 4 APS contextual value added line, showing spread of pupils by gender. The analysis is based upon comparing the predicted outcome with the actual outcome of each pupil.



Coverage 99%

Progress measures Key Stage 3 to 4

Table 2.2.13: Contextual Value Added Key Stage 3 to 4: 3 year average

	Number Of Pupils In Latest Year	Contextual Value Added			3 Year Average 2006 - 2008	3 Year Average CVA By Subject 2006 - 2008	
		2006	2007	2008		English	Maths
All Pupils	149	995.0	1004.6	1010.9	1003.6	1001.1	1002.6
Gender							
Girls	74	992.9	1010.9	1011.7	1005.4	1001.4	1002.5
Boys	75	997.9	998.1	1009.0	1001.8	1000.7	1002.7
Attainment at KS3							
Below Level 5	38	980.7	1001.8	1005.7	993.9	1001.7	1001.7
At Level 5	41	1003.1	1008.9	1014.5	1009.9	1001.5	1003.1
Above Level 5	70	1002.9	1000.6	1009.2	1005.1	1000.2	1002.7
Free School Meals							
Non-FSM	128	1001.3	1004.4	1010.9	1005.7	1001.3	1003.2
FSM	21	965.6	1003.5	1007.9	989.8	999.4	998.9
English as a First Language							
First Language - English	125	994.4	1005.4	1009.3	1003.0	1001.0	1002.8
First Language - Other	24	1000.9	997.0	1014.3	1007.4	1001.1	1000.8
Unclassified	0	-	-	-	-	-	-
Special Educational Needs							
Non-SEN	109	993.8	1003.6	1004.7	1000.4	1000.6	1002.3
SEN without a statement							
School Action	25	991.6	994.6	1025.4	1005.9	1001.2	1003.1
School Action plus	6	1002.9	1008.3	998.0	1006.1	1001.8	1002.0
SEN with a statement	9	1012.6	1018.4	1018.3	1027.1	1005.3	1003.0

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Progress measures Key Stage 3 to 4

Ethnicity Group	Number Of Pupils In Latest Year	Contextual Value Added			3 Year Average 2006 - 2008	3 Year Average CVA By Subject 2006 - 2008	
		2006	2007	2008		English	Maths
White							
British	124	994.5	1005.9	1008.4	1002.9	1001.0	1002.9
Irish	0	-	1001.1	-	1001.1	1001.5	999.2
Traveller of Irish Heritage	0	-	-	-	-	-	-
Gypsy/ Roma	0	-	-	-	-	-	-
Any other White background	1	-	-	1009.2	1009.2	1000.6	1000.3
Mixed							
White and Black Caribbean	0	-	-	-	-	-	-
White and Black African	0	-	-	-	-	-	-
White and Asian	1	-	-	996.9	996.9	999.3	998.1
Any other mixed background	0	998.5	999.3	-	997.9	1000.9	1001.2
Asian or Asian British							
Indian	1	-	1002.7	998.2	1001.3	1001.4	1000.3
Pakistani	18	996.7	989.1	1016.3	1002.8	1000.6	1000.4
Bangladeshi	3	1006.5	1005.0	1006.9	1013.3	1002.2	1002.1
Any other Asian background	0	-	-	-	-	-	-
Black or Black British							
Black Caribbean	0	-	-	-	-	-	-
Black African	0	-	-	-	-	-	-
Any other black background	0	-	-	-	-	-	-
Chinese	0	-	-	-	-	-	-
Any other ethnic group	0	-	-	-	-	-	-
Unclassified - Refused	1	-	-	1003.8	1003.8	999.8	1000.5
Unclassified - Information not obtained	0	-	-	-	-	-	-

Progress measures Key Stage 3 to 4

Table 2.2.14: Non-Contextualised Value Added Key Stage 3 to 4 : Overall and subjects

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

KS3 to 4 non-contextualised value added summary analysis 2006-2008

		2006	2007	2008
All Subjects	Cohort for AAT VA	148	146	149
	VA School score	996.4	1,005.1	1,007.9
	95% confidence interval +/-	9.8	9.0	8.6
	Significance			
	Percentile rank	62	37	28
	Coverage	97%	97%	99%

Value added methodology was changed in 2006 and therefore comparisons should not be made with previous years.

Progress measures Key Stage 3 to 4

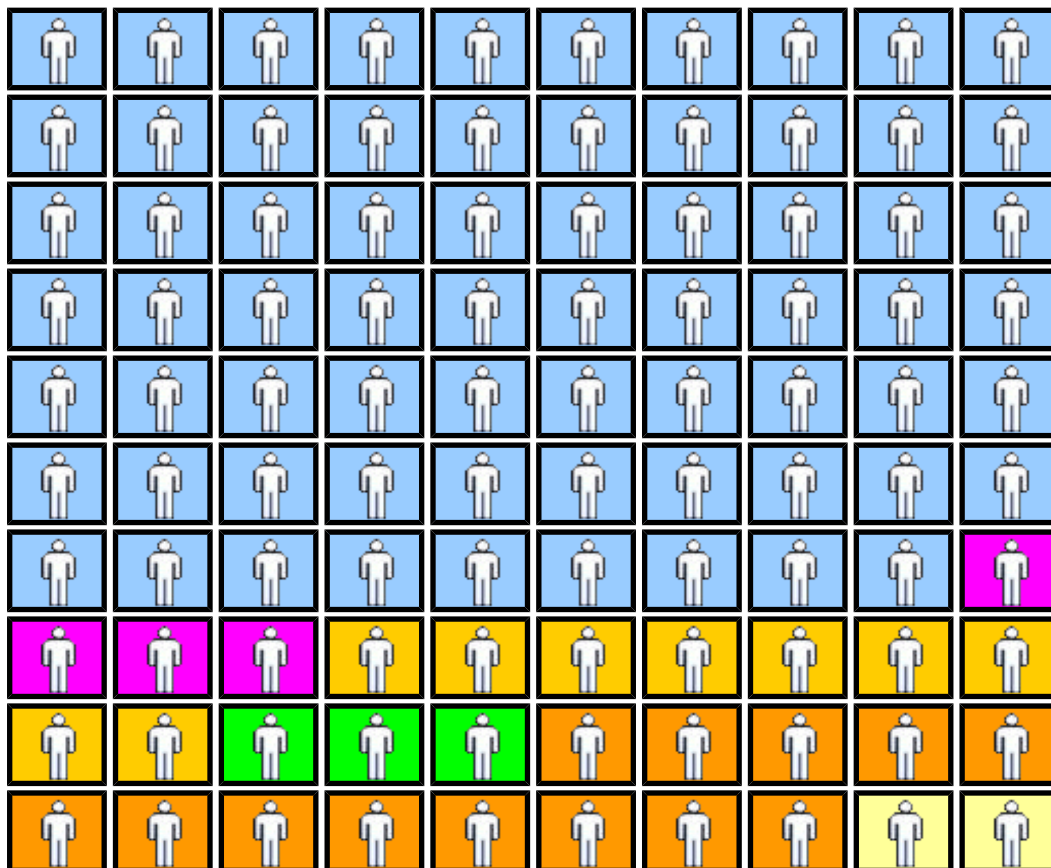
Pupil Progress charts: Key Stage 3 to 4 by subject

This analysis identifies different categories of pupils achieving below grade C at GCSE.

Chart 2.2.15

For 2008 results, English / English Language

The chart shows the proportion of pupils achieving grade C or above in Key Stage 4 English / English Language and for those who did not reach this threshold how they have progressed since Key Stage 3.



Key

69% of pupils achieved Grade C or above in 2008

16% of pupils were at Grade D of which:

0% level 6/7 at KS3

4% level 5 at KS3

9% level 4 at KS3

3% below level 4 (2,3,B,N)

0% either A, T or no KS3 level recorded

13% Grade E or below

2% No result

Summary	% C+
English Level C+	69
National	66

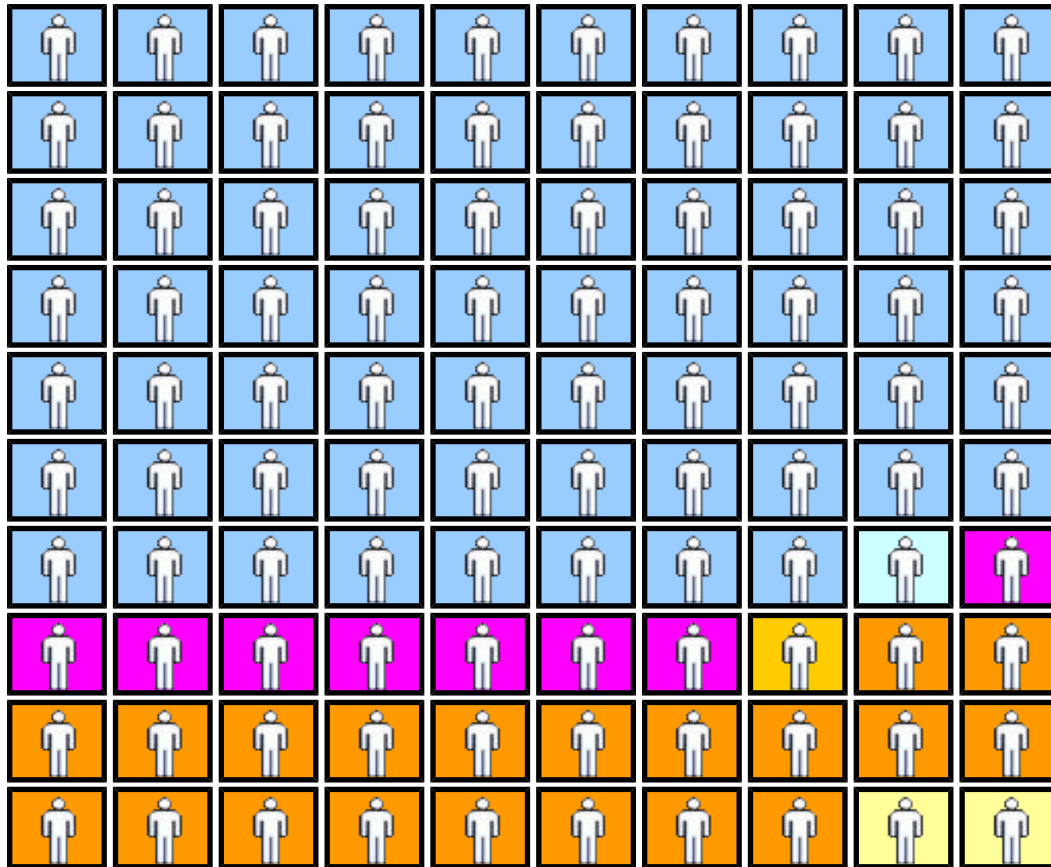
Proportion below level C who are:	%
FSM	27
Statemented SEN	16
BME	27
Boys	51
Cohort size	150

Progress measures Key Stage 3 to 4

Chart 2.2.16

For 2008 results, Mathematics

The chart shows the proportion of pupils achieving grade C or above in Key Stage 4 Mathematics and for those who did not reach this threshold how they have progressed since Key Stage 3.



Key

67% of pupils achieved Grade C or above in 2008

10% of pupils were at Grade D of which:

1% level 6/7/8 at KS3

8% level 5 at KS3

1% level 4 at KS3

0% below level 4 (2,3,B,N)

0% either A, T or no KS3 level recorded

20% Grade E or below

2% No result

Summary	% C+
Mathematics Level C+	67
National	62

Proportion below level C who are:	%
FSM	33
Statemented SEN	12
BME	24
Boys	39

Cohort size	150
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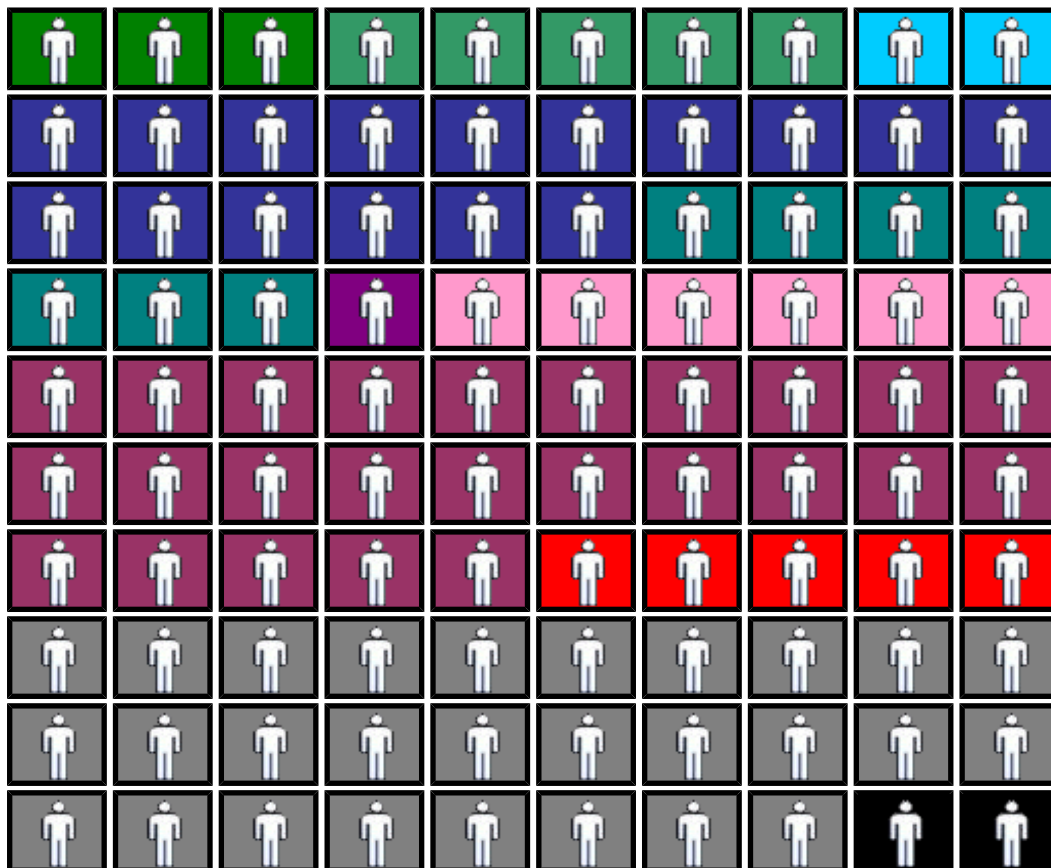
Progress measures Key Stage 3 to 4

Pupil Progress charts: Key Stage 3 to 4 High Attainers by subject

Chart 2.2.17

For 2008 results, English / English Language

The chart shows how pupils who attained grade C or above in GCSE English / English Language progressed since Key Stage 3.



Key

8% of pupils achieved Grade A/A* in 2008 of which:

3% achieved L7 at KS3

5% achieved L6 at KS3

0% achieved L5 at KS3

0% achieved below level 5 (3, 4, B, N or no KS3 level recorded)

25% of pupils achieved Grade B in 2008 of which:

2% achieved L7 at KS3

16% achieved L6 at KS3

7% achieved L5 at KS3

0% achieved below level 5 (3, 4, B, N or no KS3 level recorded)

37% of pupils achieved Grade C in 2008 of which:

1% achieved L7 at KS3

6% achieved L6 at KS3

25% achieved L5 at KS3

5% achieved below level 5 (3, 4, B, N or no KS3 level recorded)

28% achieved Grade D or below

2% no KS4 level recorded

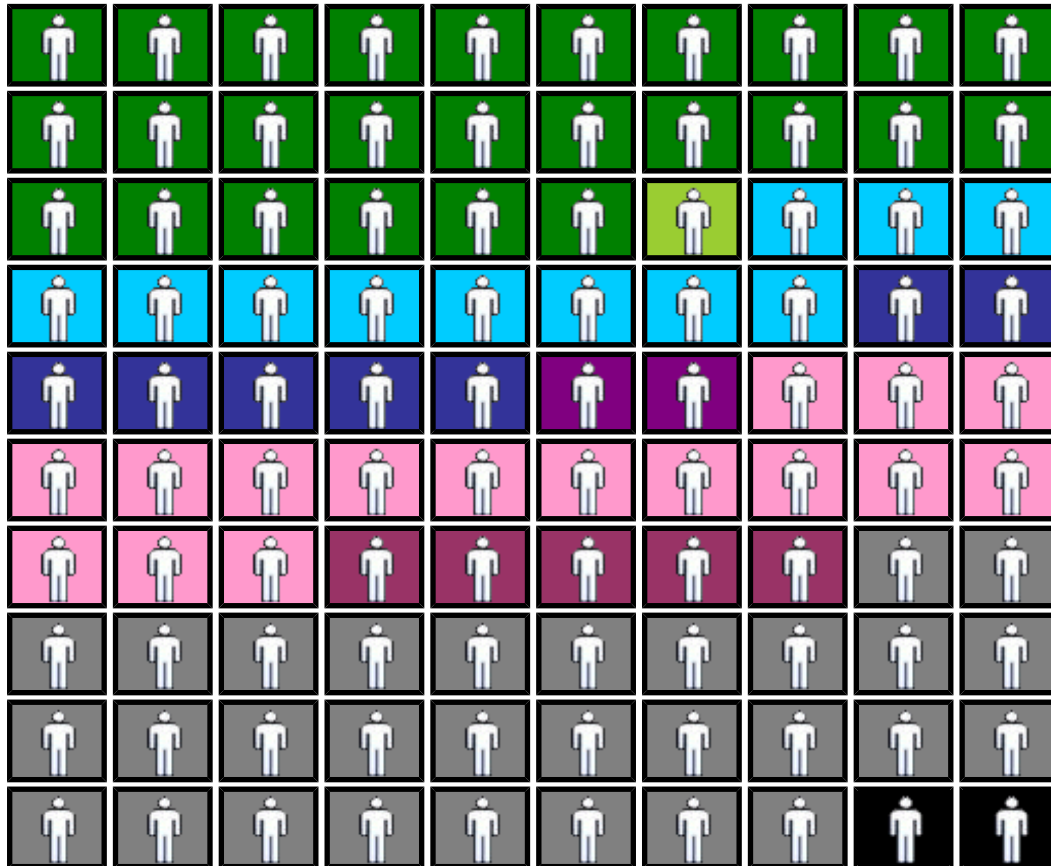
Summary	% A* - C
School	70
National	66
Cohort size	
	150

Progress measures Key Stage 3 to 4

Chart 2.2.18

For 2008 results, Mathematics

The chart shows how pupils who attained grade C or above in GCSE Mathematics progressed since Key Stage 3.



Key

27% of pupils achieved Grade A/A* in 2008 of which:

26% achieved L7/L8 at KS3

0% achieved L6 at KS3

0% achieved L5 at KS3

1% achieved below level 5 (3, 4, B, N or no KS3 level recorded)

18% of pupils achieved Grade B in 2008 of which:

11% achieved L7/L8 at KS3

7% achieved L6 at KS3

0% achieved L5 at KS3

0% achieved below level 5 (3, 4, B, N or no KS3 level recorded)

23% of pupils achieved Grade C in 2008 of which:

2% achieved L7/L8 at KS3

16% achieved L6 at KS3

5% achieved L5 at KS3

0% achieved below level 5 (3, 4, B, N or no KS3 level recorded)

30% achieved Grade D or below

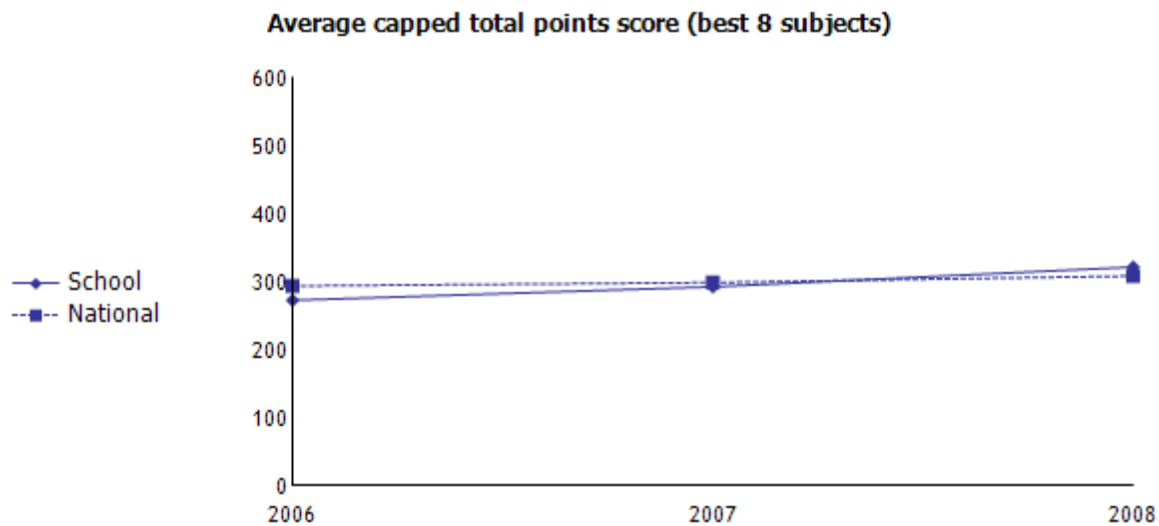
2% no KS4 level recorded

Summary	% A* - C
School	67
National	62
Cohort size	150

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 Attainment at Key Stage 4

Chart 3.1.1 and Table 3.1.2: Attainment, Average Capped Point Score, best 8 subjects

The report provides analysis of pupils average points scores for their best 8 subjects at GCSE and equivalent since 2006. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown. Where a school figure is significantly above or below that of the previous year an up or down arrow is displayed to the right of the figure.

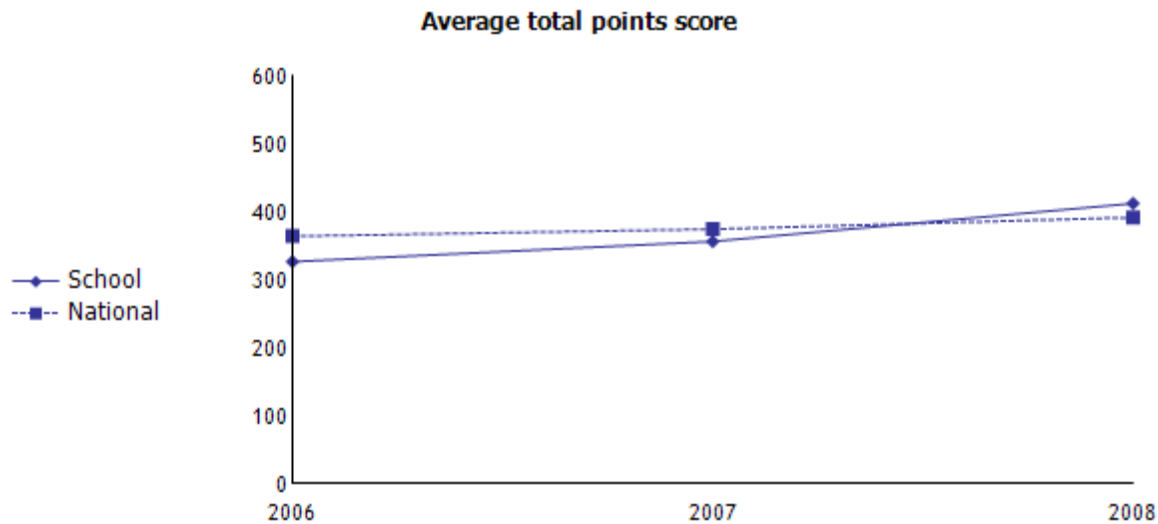


Average capped total points score (best 8 subjects)	2006	2007	2008
Cohort	152	151	150
School	272.2	291.9	316.7
National	293.2	298.2	307.8
Difference	-21.0	-6.3	8.9
Significance	Sig-		

Attainment at Key Stage 4

Chart 3.1.3 and Table 3.1.4: Attainment, Average Total Points Score at Key Stage 4

The report provides analysis of pupils average total points scores for all subjects at GCSE and equivalent since 2006. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown. Where a school figure is significantly above or below that of the previous year an up or down arrow is displayed to the right of the figure.



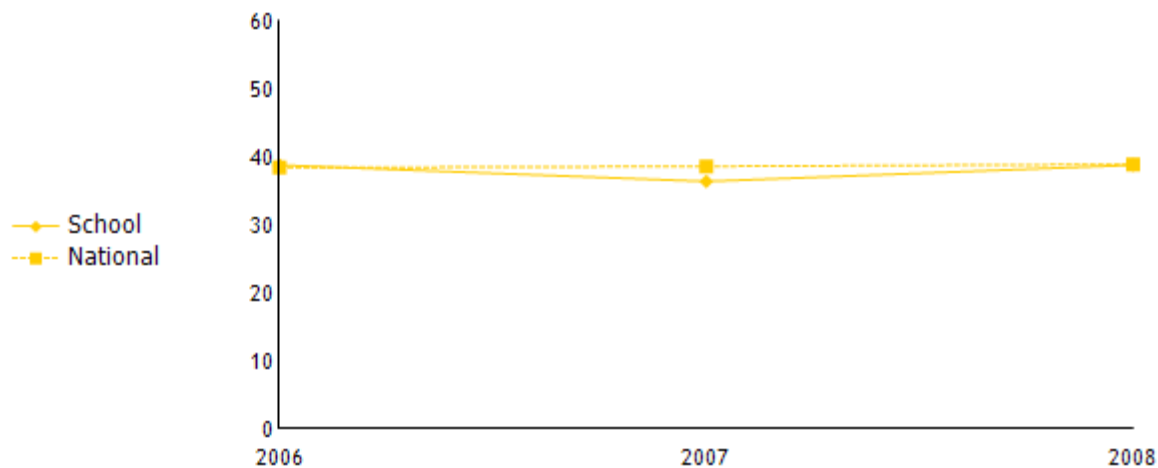
Average total points score	2006	2007	2008
Cohort	152	151	150
School	325.8	355.6	408.7
National	363.2	373.6	390.8
Difference	-37.4	-18.0	17.9
Significance	Sig-		

Attainment at Key Stage 4

Chart 3.1.5 and Table 3.1.6: Attainment, Average Points Score at Key Stage 4 for English

The report provides analysis of pupils average points score for English / English Language at Key Stage 4 since 2006. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown. For 2005 and 2006 where a school figure is significantly above or below that of the previous year an up or down arrow is displayed to the right of the figure. The methodology for subject average points scores was refined in 2007 and therefore a year-on-year comparison between 2006 and 2007 is not included.

Average points per pupil in English / English Language



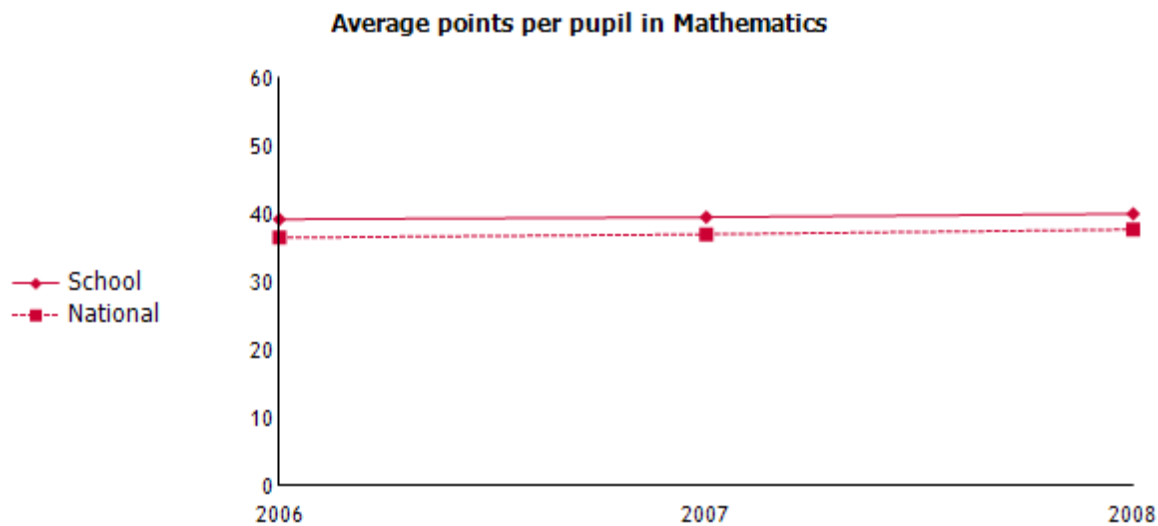
Average points per pupil in English / English Language	2006	2007	2008
Cohort	139	151	150
School	38.7	36.3	38.7
National	38.3	38.5	38.8
Difference	0.4	-2.2	-0.1
Significance		Sig-	

The methodology for subject average points scores was refined in 2007.

Attainment at Key Stage 4

Chart 3.1.7 and Table 3.1.8: Attainment, Average Points Score at Key Stage 4 for Mathematics

The report provides analysis of pupils average points score for Mathematics at Key Stage 4 since 2006. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown. For 2005 and 2006 where a school figure is significantly above or below that of the previous year an up or down arrow is displayed to the right of the figure. The methodology for subject average points scores was refined in 2007 and therefore a year-on-year comparison between 2006 and 2007 is not included.



Average points per pupil in Mathematics	2006	2007	2008
Cohort	143	151	150
School	39.1	39.4	39.9
National	36.4	36.9	37.6
Difference	2.7	2.5	2.3
Significance	Sig+	Sig+	Sig+

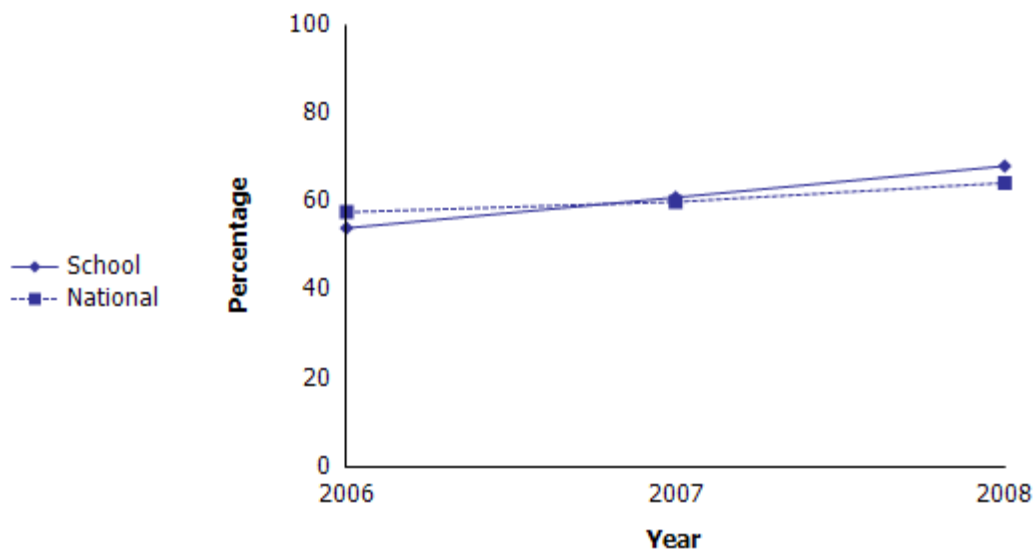
The methodology for subject average points scores was refined in 2007.

Attainment at Key Stage 4

Chart 3.1.9 and Table 3.1.10: Percentage of candidates achieving 5 or more A* to C at GCSE and equivalent

This report provides analysis of pupils performance at GCSE and equivalent. The percentage of pupils gaining 5 or more A* to C over the last 3 years is shown. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown. Where a school figure is significantly above or below that of the previous year an up or down arrow is displayed to the right of the figure.

Percentage of pupils achieving 5 or more A* to C at GCSE and equivalent



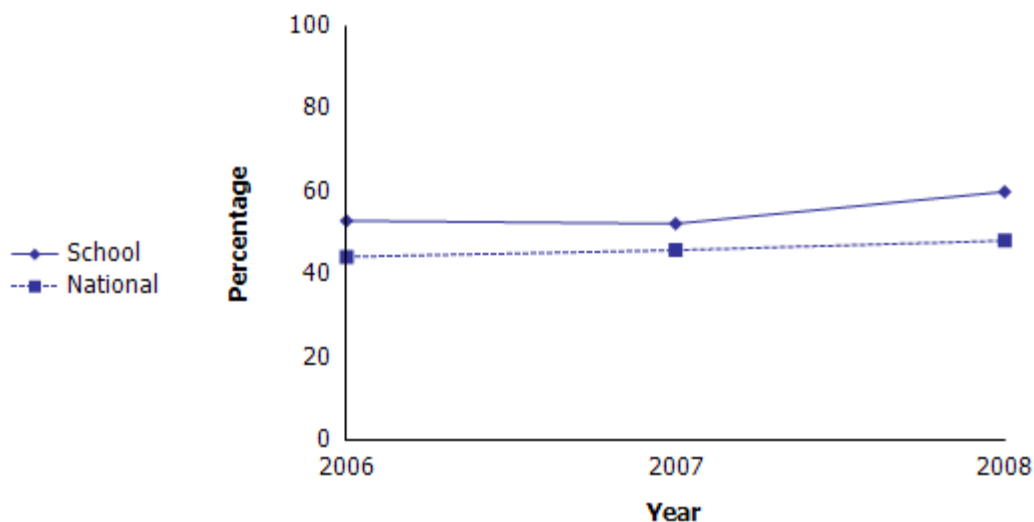
% achieving 5 or more A* to C	2006	2007	2008
Cohort	152	151	150
School	54	61	68
National	58	60	64
Difference	-4	1	4
Significance			

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Chart 3.1.11 and Table 3.1.12: Percentage of candidates achieving 5 or more A* to C (incl English and mathematics) at GCSE and equivalent

This report provides analysis of pupils performance at GCSE and equivalent. The percentage of pupils gaining 5 or more A* to C (inc English and mathematics) over the last 3 years is shown. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown. Where a school figure is significantly above or below that of the previous year an up or down arrow is displayed to the right of the figure.

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



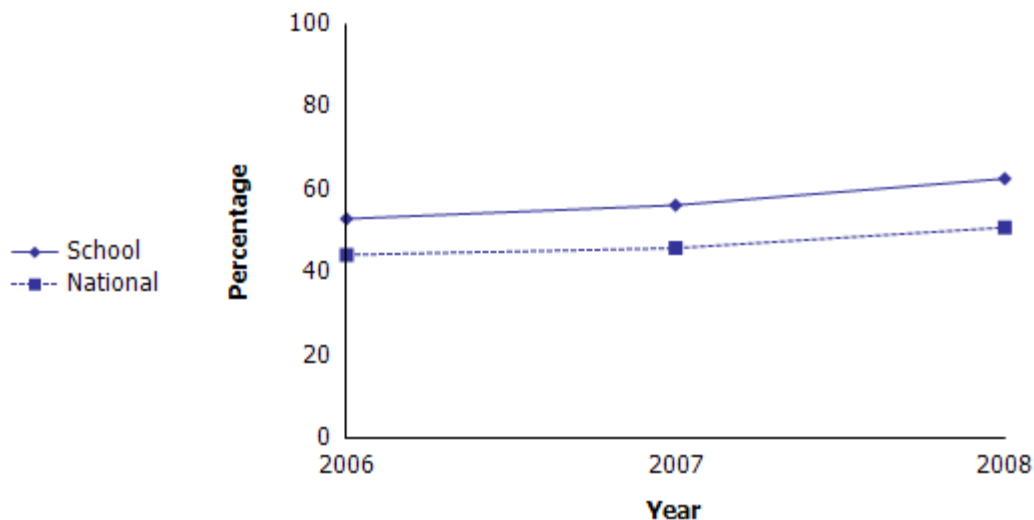
% achieving 5 or more A* to C (inc English and Maths)	2006	2007	2008
Cohort	152	151	150
School	53	52	60
National	44	46	48
Difference	9	6	12
Significance	Sig+		Sig+

Attainment at Key Stage 4

Chart 3.1.13 and Table 3.1.14: Percentage of candidates achieving 5 or more A* to C (incl functional English and mathematics) at GCSE and equivalent

This report provides analysis of pupils performance at GCSE and equivalent. The percentage of pupils gaining 5 or more A* to C (incl functional English and mathematics) over the last 3 years is shown. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown. Where a school figure is significantly above or below that of the previous year an up or down arrow is displayed to the right of the figure.

Percentage of pupils achieving 5 or more A* to C (incl functional English and mathematics) at GCSE and equivalent



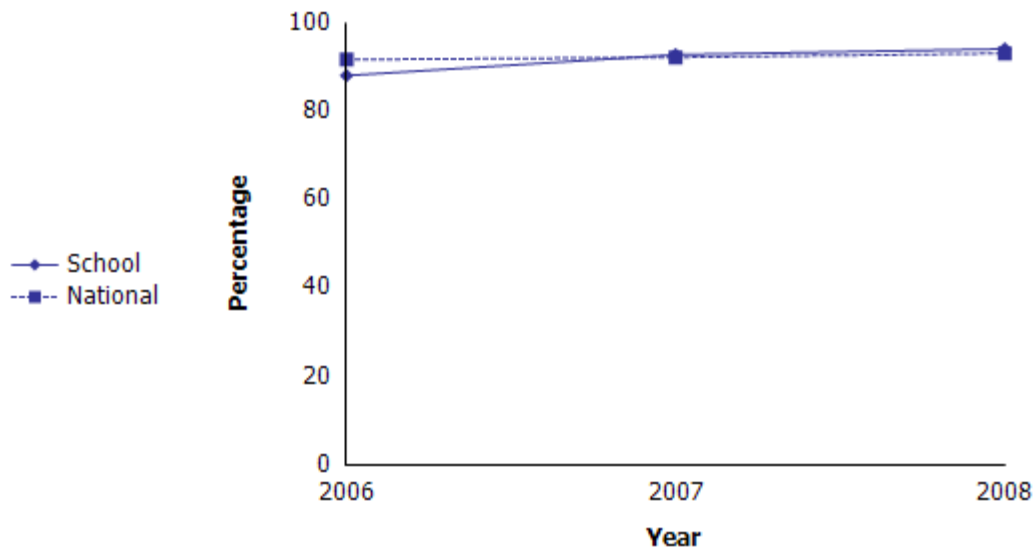
% achieving 5 or more A* to C (incl functional English and Maths)	2006	2007	2008
Cohort	152	151	150
School	53	56	63
National	44	46	51
Difference	9	10	12
Significance	Sig+	Sig+	Sig+

Attainment at Key Stage 4

Chart 3.1.15 and Table 3.1.16: Percentage of candidates achieving 5 or more A* to G at GCSE and equivalent

This report provides analysis of pupils performance at GCSE and equivalent. The percentage of pupils gaining 5 or more A* to G over the last 3 years is shown. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown. Where a school figure is significantly above or below that of the previous year an up or down arrow is displayed to the right of the figure.

Percentage of pupils achieving 5 or more A* to G at GCSE and equivalent

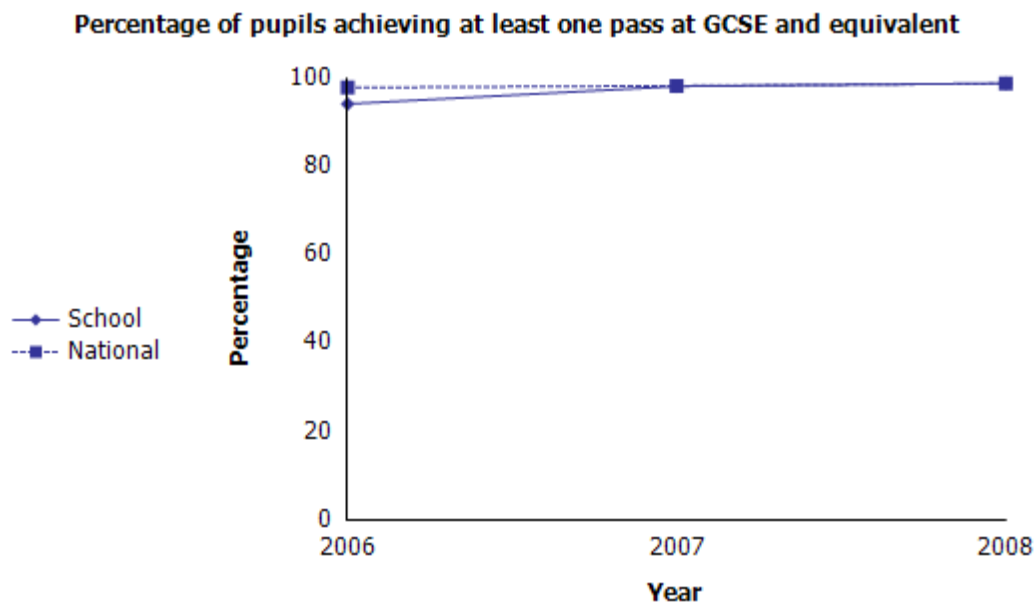


% achieving 5 or more A* to G	2006	2007	2008
Cohort	152	151	150
School	88	93	94
National	92	92	93
Difference	-4	1	1
Significance			

Attainment at Key Stage 4

Chart 3.1.17 and Table 3.1.18: Percentage of candidates achieving at least one pass at GCSE and equivalent

This report provides analysis of pupils performance at GCSE and equivalent. The percentage of pupils gaining at least one pass over the last 3 years is shown. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown. Where a school figure is significantly above or below that of the previous year an up or down arrow is displayed to the right of the figure.



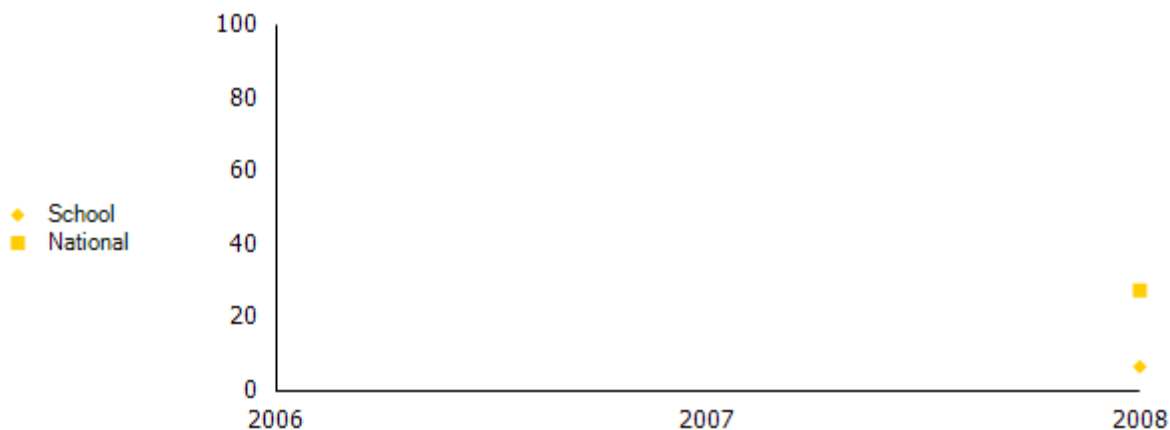
% achieving at least one pass	2006	2007	2008
Cohort	152	151	150
School	94	98	99
National	98	98	99
Difference	-4	0	0
Significance			

Attainment at Key Stage 4

Chart 3.1.19 and Table 3.1.20: Percentage of pupils achieving at least one A* - C at GCSE or equivalent in a modern foreign language

This report provides analysis of pupils' performance at GCSE and equivalent. The percentage of pupils gaining A* to C full course in MFL over the last 3 years is shown. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown. Where a school figure is significantly above or below that of the previous year an up or down arrow is displayed to the right of the figure

Percentage of pupils achieving A* to C full course in MFL at GCSE and equivalent



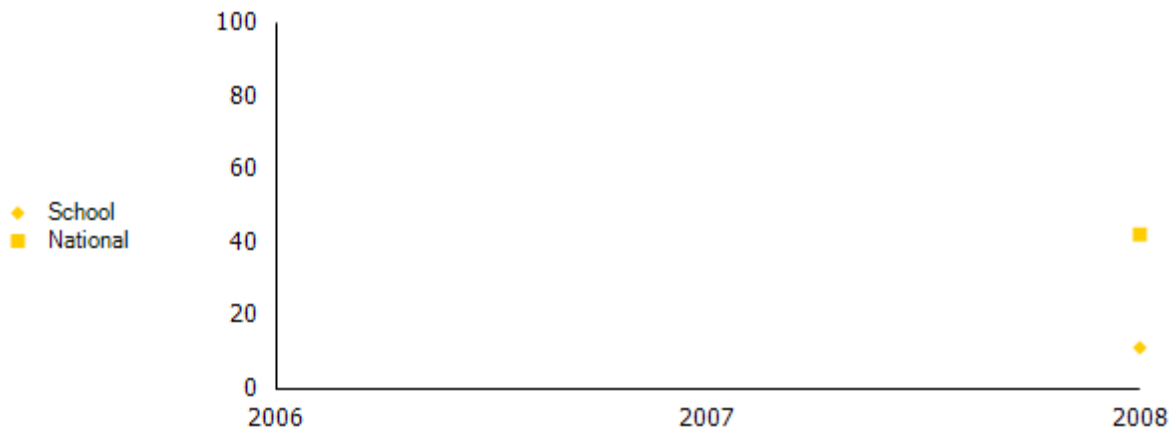
MFL A* - C full course	2006	2007	2008
Cohort	-	-	150
School	-	-	7
National	-	-	27
Difference	-	-	-20
Significance	-	-	Sig-

Attainment at Key Stage 4

Chart 3.1.21 and Table 3.1.22: Percentage of pupils achieving at least one A* - G in a short course GCSE or equivalent in a modern foreign language

This report provides analysis of pupils' performance at GCSE and equivalent. The percentage of pupils gaining A* to G short course in MFL over the last 3 years is shown. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown. Where a school figure is significantly above or below that of the previous year an up or down arrow is displayed to the right of the figure

Percentage of pupils achieving A* to G short course in MFL at GCSE and equivalent



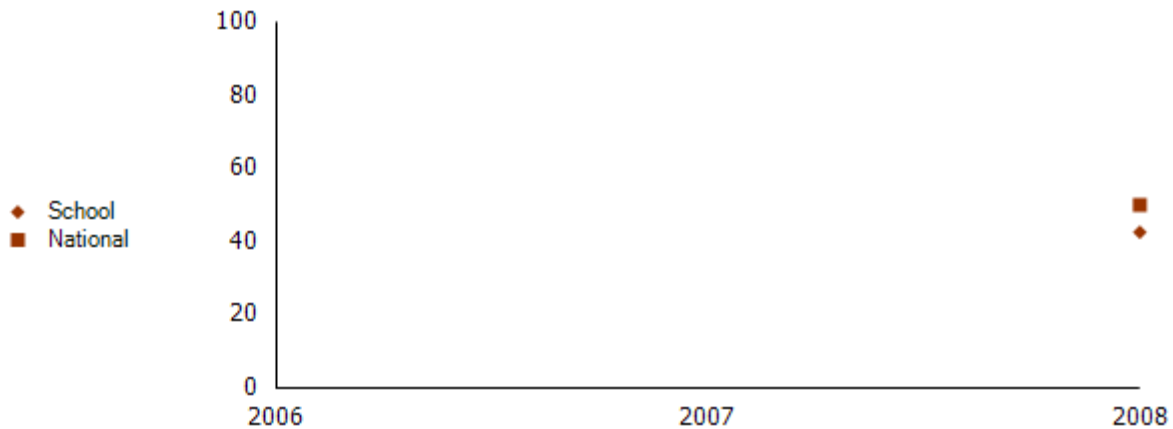
MFL A* - G short course	2006	2007	2008
Cohort	-	-	150
School	-	-	11
National	-	-	42
Difference	-	-	-31
Significance	-	-	Sig-

Attainment at Key Stage 4

Chart 3.1.23 and Table 3.1.24: Percentage of pupils achieving at least two A* - C at GCSE or equivalent in science

This report provides analysis of pupils' performance at GCSE and equivalent. The percentage of pupils gaining two or more A* to C in Science over the last 3 years is shown. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown. Where a school figure is significantly above or below that of the previous year an up or down arrow is displayed to the right of the figure

Percentage of pupils achieving two or more A* - C in Science at GCSE and equivalent



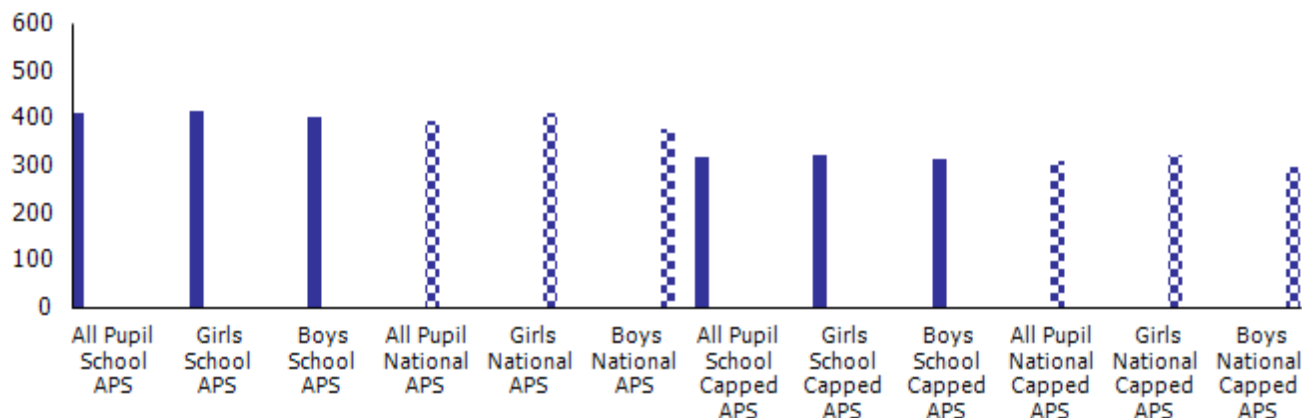
Science A* - C	2006	2007	2008
Cohort	-	-	150
School	-	-	43
National	-	-	50
Difference	-	-	-7
Significance	-	-	

Attainment at Key Stage 4

Chart 3.1.25 and Table 3.1.26: Attainment, Average Capped (Best 8) Points Score at Key Stage 4 by pupil groups - 2008

This report provides analysis of pupils average point scores at GCSE and equivalent grouped according to pupil characteristic. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown.

Average total point score / Average capped total point score



Average Total Point score

Average capped total point score (best 8 subjects)

	Average Total Point score				Average capped total point score (best 8 subjects)			
	Cohort	School	National	Sig	Cohort	School	National	Sig
All pupils	150	408.7	390.8		150	316.7	307.8	
Gender								
Male	75	402.7	374.3		75	310.7	297.1	
Female	75	414.7	407.8		75	322.7	318.9	
Free School Meals								
FSM	22	300.6	308.9		22	253.3	252.5	
Non FSM	128	427.3	402.1	Sig+	128	327.6	315.5	
English as first language								
English or believed to be English	126	410.5	393.9		126	317.4	310.0	
Other than English or believed to be other	24	399.6	390.7		24	312.8	308.3	
Unclassified	0	-	113.4	-	0	-	101.0	-
Special Education Needs								
No Identified SEN	110	437.7	423.7		110	334.3	329.6	
SEN without a statement								
School Action	25	369.4	293.5	Sig+	25	293.8	245.6	Sig+
School Action Plus	6	274.8	220.9		6	228.7	191.7	
SEN with a statement	9	253.1	213.0		9	223.6	188.1	

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Ethnicity Group	Average Total Point score				Average capped total point score (best 8 subjects)			
	Cohort	School	National	Sig	Cohort	School	National	Sig
White								
British	125	410.4	393.9		125	317.3	309.8	
Irish	0	-	406.8	-	0	-	322.0	-
Traveller of Irish Heritage	0	-	184.4	-	0	-	156.3	-
Gypsy/Roma	0	-	178.6	-	0	-	155.8	-
Any Other White background	1	388.0	385.0	-	1	326.0	304.6	-
Mixed								
White & Black Caribbean	0	-	359.1	-	0	-	288.1	-
White & Black African	0	-	389.9	-	0	-	308.5	-
White & Asian	1	188.0	425.7	-	1	188.0	332.5	-
Any other mixed background	0	-	400.1	-	0	-	315.9	-
Asian or Asian British								
Indian	1	393.0	455.0	-	1	314.0	348.2	-
Pakistani	18	377.2	382.9		18	301.4	302.8	
Bangladeshi	3	600.7	390.3	Sig+	3	416.0	308.8	Sig+
Any other Asian background	0	-	404.0	-	0	-	320.1	-
Black or Black British								
Black Caribbean	0	-	356.3	-	0	-	289.1	-
Black African	0	-	375.7	-	0	-	302.7	-
Any other Black background	0	-	362.2	-	0	-	292.2	-
Chinese	0	-	502.9	-	0	-	371.5	-
Any other ethnic group	0	-	382.3	-	0	-	302.1	-
Unclassified - Refused	1	445.0	258.9	-	1	332.0	212.8	-
Unclassified - Information not obtained	0	-	258.9	-	0	-	212.8	-

Attainment at Key Stage 4

Table 3.1.27: Attainment, percentage achieving thresholds at Key Stage 4 by pupil group - 2008

Percentage of candidates achieving thresholds at GCSE and equivalent

This report provides analysis of pupils performance at GCSE and equivalent. The percentage of pupils achieving each threshold in 2008 by pupil characteristic is shown.

	Percentage of pupils achieving each threshold				
	Cohort	5+ A* to C	5+ A* to C (incl Eng and Mat)	5+ A* to C (incl. func Eng and Mat)	5+ A* to G
All pupils	150	68	60	63	94
<hr/>					
Gender					
Male	75	68	65	67	93
Female	75	68	55	59	95
<hr/>					
Free School Meals					
FSM	22	45	27	27	86
Non FSM	128	72	66	69	95
<hr/>					
English as a First Language					
English or believed to be English	126	67	63	65	94
Other than English or believed to be other	24	71	46	50	92
Unclassified	-	-	-	-	-
<hr/>					
Special Educational Needs					
No Identified SEN	110	78	70	74	96
SEN without a statement	31	48	39	39	87
School Action	25	48	36	36	92
School Action plus	6	50	50	50	67
SEN with a statement	9	11	11	11	89
<hr/>					
Ethnicity Group					
White					
British	125	67	63	66	94
Irish	-	-	-	-	-
Traveller of Irish Heritage	-	-	-	-	-
Gypsy/Roma	-	-	-	-	-
Any other White background	1	100	0	0	100
Mixed					
White & Black Caribbean	-	-	-	-	-
White & Black African	-	-	-	-	-
White & Asian	1	0	0	0	100
Any other mixed background	-	-	-	-	-
Asian or Asian British					

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	Cohort	Percentage of pupils achieving each threshold			
		5+ A* to C	5+ A* to C (incl Eng and Mat)	5+ A* to C (incl. func Eng and Mat)	5+ A* to G
Indian	1	100	100	100	100
Pakistani	18	67	39	39	89
Bangladeshi	3	100	100	100	100
Any other Asian background	-	-	-	-	-
Black or Black British					
Black Caribbean	-	-	-	-	-
Black African	-	-	-	-	-
Any other Black background	-	-	-	-	-
Chinese	-	-	-	-	-
Any other ethnic group	-	-	-	-	-
Unclassified - Refused	1	100	0	100	100
Unclassified - Information not obtained	-	-	-	-	-

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Table 3.1.28: Attainment, Summary of full GCSE results for all pupils - 2008

This section summarises the attainment of students at the end of Key Stage 4 across a range of GCSE subject groups. The list of subjects has been updated for 2008 to best reflect the range of GCSEs being taken. Significance tests compare school data against the corresponding national data. Where Sig+ or Sig- is shown, the difference between the school value and the national value is statistically significant, with a 95% confidence interval.

Subject		Number of entries	Entry as a percentage of cohort	5+ : 5	5+ : 7	5+ : ;	5+ : U]	Average Point Score
ART & DESIGN	School	74	49.3	27.0	67.6	100.0	0.0	41.7
	National	168,366	27.5	19.4	71.7	98.8	1.2	40.6
DESIGN AND TECHNOLOGY	School	141	94.0	14.9	61.7	98.6	1.4	38.6
	National	300,725	48.5	17.3	60.0	96.7	3.3	38.1
DRAMA	School	21	14.0	0.0	42.9	100.0	0.0	34.3
	National	85,331	14.4	19.4	70.8	99.0	1.0	40.9
ENGLISH LITERATURE	School	145	96.7	20.7	68.3	97.2	2.8	40.9
	National	471,873	79.5	18.2	68.0	98.0	2.0	40.0
ENGLISH/ENGLISH LANGUAGE - SINGLE	School	147	98.0	8.8	71.4	97.3	2.7	39.4
	National	567,550	95.7	14.1	62.5	98.6	1.4	38.9
FRENCH	School	8	5.3	12.5	50.0	100.0	0.0	37.8
	National	148,546	25.0	19.1	63.8	99.3	0.7	39.9
GEOGRAPHY	School	22	14.7	13.6	50.0	100.0	0.0	38.6
	National	155,298	26.2	22.6	64.9	97.7	2.3	39.8
HISTORY	School	66	44.0	25.8	80.3	100.0	0.0	43.8
	National	180,365	30.4	25.1	64.4	97.5	2.5	39.8
HOME ECONOMICS	School	13	8.7	0.0	30.8	100.0	0.0	32.2
	National	33,537	5.5	10.8	51.2	96.6	3.4	35.7
MATHEMATICS	School	147	98.0	27.2	68.7	99.3	0.7	40.7
	National	576,456	97.2	14.7	58.0	97.8	2.2	37.5
MUSIC	School	1	0.7	0.0	0.0	100.0	0.0	34.0
	National	48,467	8.2	25.2	71.0	97.4	2.6	41.0
OTHER LANGUAGES	School	1	0.7	0.0	100.0	100.0	0.0	46.0

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Subject		Number of entries	Entry as a percentage of cohort	15-17	17-19	19-24	25+	Average Point Score
OTHER LANGUAGES	National	19,644	3.3	51.1	81.0	98.1	1.9	46.0
OTHER SCIENCES	School	242	97.3	10.7	55.0	98.8	1.2	36.8
	National	815,874	80.8	13.5	61.7	98.4	1.6	38.3
OTHER SOCIAL STUDIES	School	4	2.7	0.0	50.0	100.0	0.0	35.5
	National	6,709	1.1	14.8	54.6	90.1	9.9	35.0
PHYSICAL EDUCATION	School	29	19.3	58.6	82.8	100.0	0.0	47.0
	National	127,623	21.5	19.7	61.3	99.6	0.4	40.4
RELIGIOUS STUDIES/EDUCATION	School	86	57.3	24.4	84.9	100.0	0.0	43.9
	National	151,311	25.5	28.6	69.7	97.9	2.1	41.3
SPANISH	School	9	6.0	11.1	55.6	100.0	0.0	40.7
	National	45,689	7.7	24.7	65.6	99.2	0.8	40.8
STATISTICS	School	96	64.0	5.2	65.6	100.0	0.0	38.4
	National	78,460	13.2	20.5	72.7	97.8	2.2	40.5
Total	School	1,252	-	17.2	65.8	98.9	1.1	39.7
Total	National	4,546,254	-	18.5	64.4	98.1	1.9	39.4

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Table 3.1.29: Attainment, Summary of vocational GCSE results for all pupils

This analysis shows the performance in 2008 of vocational GCSE subjects in your school at Key Stage 4 for all pupils. Significance tests compare school data against the corresponding national data.

Subject		Number of entries	Entry as a percentage of cohort	1 5+15	1 5+17	1 5+19	1 5+21	Average Point Score
ADDITIONAL APPLIED SCIENCE	School	33	22.0	0.0	51.5	100.0	0.0	36.5
	National	51,306	8.6	0.8	30.1	95.5	4.5	31.3
APPLIED ART & DES - DOUBLE AWARD	School	13	8.7	0.0	53.8	100.0	0.0	35.2
	National	7,209	1.2	24.0	66.7	95.8	4.2	38.5
APPLIED BUSINESS - DOUBLE AWARD	School	11	7.3	36.4	90.9	100.0	0.0	43.5
	National	17,549	3.0	18.7	63.3	95.4	4.6	36.9
APPLIED ENGINEERING - DOUBLE AWARD	School	14	9.3	14.3	78.6	100.0	0.0	40.4
	National	6,356	1.1	12.0	48.8	93.2	6.8	33.2
CONSTRUCTION - SINGLE AWARD	School	3	2.0	0.0	100.0	100.0	0.0	42.0
	National	515	0.1	3.3	49.7	94.2	5.8	34.5
Total	School	74	-	10.7	67.9	100.0	0.0	38.7
	National	171,577	-	9.3	49.0	95.6	4.4	34.7

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Table 3.1.30: Attainment, Relative Performance Indicators for full GCSEs, all pupils - 2008

This analysis shows the relative performance in 2008 of GCSE subjects in your school at Key Stage 4 for all pupils. For information about how this indicator is calculated, please see the Help article.

Subject	Entries	School Average	Average In All Other Subjects	School Difference	National Difference	Relative Performance Indicator
ART & DESIGN	74	41.7	38.5	3.2	2.3	0.9
DESIGN AND TECHNOLOGY	141	38.6	39.2	-0.6	0.2	-0.8
DRAMA	21	34.3	38.5	-4.2	1.8	-6.0
ENGLISH LITERATURE	145	40.9	38.5	2.4	0.5	1.9
ENGLISH/ENGLISH LANGUAGE - SINGLE	147	39.4	38.5	0.9	1.4	-0.5
FRENCH	8	37.8	45.3	-7.5	-3.4	-4.1
GEOGRAPHY	22	38.6	41.5	-2.9	-1.5	-1.4
HISTORY	66	43.8	43.6	0.2	-2.1	2.3
HOME ECONOMICS	13	32.2	34.1	-2.0	0.4	-2.4
MATHEMATICS	147	40.7	38.4	2.3	-0.1	2.4
MUSIC	1	34.0	47.3	-13.3	-1.2	-12.1
OTHER LANGUAGES	1	46.0	24.4	21.6	7.3	14.3
OTHER SCIENCES	242	36.0	39.8	-3.8	0.2	-4.0
OTHER SOCIAL STUDIES	4	35.5	47.7	-12.2	-6.4	-5.8
PHYSICAL EDUCATION	29	47.0	41.1	6.0	1.5	4.5
RELIGIOUS STUDIES/EDUCATION	86	43.9	42.0	1.9	0.3	1.6
SPANISH	9	40.7	38.2	2.5	-2.6	5.1
STATISTICS	96	38.4	43.7	-5.3	-2.1	-3.2

The Hollins Technology College (URN: 119757 DCSF No. 8884195)
 Attainment at Key Stage 4

Table 3.1.31: Attainment, Relative Performance Indicators for vocational GCSEs, all pupils

This analysis shows the relative performance in 2008 of vocational GCSE subjects in your school at Key Stage 4 for all pupils. For information about how this indicator is calculated, please see the Help article.

Subject	Entries	School Average	Average In All Other Subjects	School Difference	National Difference	Relative Performance Indicator
ADDITIONAL APPLIED SCIENCE	33	35.6	38.1	-2.5	-1.0	-1.5
APPLIED ART & DES - DOUBLE AWARD	13	35.3	34.0	1.3	2.4	-1.1
APPLIED BUSINESS - DOUBLE AWARD	11	40.0	37.0	3.0	-0.3	3.3
APPLIED ENGINEERIN - DOUBLE AWARD	14	41.0	40.0	1.0	-4.5	5.5
CONSTRUCTION - SINGLE AWARD	3	40.0	31.0	9.0	1.2	7.8

Indicative School Targets

This section gives indicative school targets for 2010 based on pupils that were on the roll at the time of the January 2008 School Census.

Table 4.1: Indicative school targets for Key Stage 3 2010

This is based on the Key Stage 2 prior attainment of pupils that were on the roll and in year 7 at the time of the January 2008 School Census, therefore pupils who were in a different school at the time of the census will not be included here. This means that for some schools no analysis is possible.

School targets based on historic transition probabilities. Similar schools are those with similar prior attainment. The average prior attainment for the school is: 27 <= school prior attainment < 28

	Historic results			2010 based on current school progression rates	2010 Proportions based on probabilities			
	2006	2007	2008		Top 75% of similar schools	Top 50% of similar schools	Top 25% of similar schools	Top 10% of similar schools
English level 5+	74%	84%	-	82 %	82 %	84 %	86 %	87 %
English 2 levels progress	34%	40%	-	43 %	33 %	36 %	42 %	47 %
Maths level 5+	83%	78%	-	86 %	83 %	84 %	85 %	87 %
Maths 2 levels progress	80%	71%	-	67 %	63 %	66 %	71 %	74 %
English and maths level 5+	72%	76%	-	79 %	52 %	59 %	64 %	68 %
Science level 5+	69%	69%	-	78 %	86 %	88 %	90 %	91 %

Cohort: 148

H\Y'W'W'U'hc'b'cZ&'Y'j'Y'g'dfc[fYgg'\Ug'VYYb'fYZ]bYX'Zcf'&\$\$, "

DfcVUV]]h'Yg'VUgYX'cb'g]a]Uf'gWcc'g'UfY'XYf]j'YX'Zfca' h'Y'Uj'YfU['Y'U'U]ba'Ybh'UbX'dfc[fYgg'cZH'cgY'gWcc'g' H\YfYZcfY'h'Yg'fUf['Yhg'Uddfcl]a'U'Y'm'fYdfYgYbh'h'Y'dfYX]W'X'ci' h'W'a'Yg'c'h'Y'gWcc'U'h'h'Y'a']Xdc]bh'cZ YUW' [fci d"

: cf'YI'Ua' d'Yz'UW'Y]]b['h'Y'fUf['Yhg'VUgYX'cb'h'Y'hcd' +) i' cZg]a]Uf'gWcc'g'k'ci' 'X'd'UW'U'gWcc' Uddfcl]a'U'Y'm]b'h'Y'' +) h' dYfWbh]Y'Zcf'YUW'a' YUg' fY"

The Hollins Technology College (URN: 119757 DCSF No. 8884195)
 Indicative School Targets

Table 4.2: Indicative school targets for Key Stage 4 2010

This is based on the Key Stage 2 prior attainment of pupils that were on the roll and in year 9 at the time of the January 2008 School Census, therefore pupils who were in a different school at the time of the census will not be included here. This means that for some schools no analysis is possible.

School targets based on historic transition probabilities. Similar schools are those with similar prior attainment. The average prior attainment for the school is: 26 <= school prior attainment < 27

	Historic results				2010 Proportions based on probabilities			
	2006	2007	2008	2010 based on current school progression rates	Top 75% of similar schools	Top 50% of similar schools	Top 25% of similar schools	Top 10% of similar schools
<u>Based on Key Stage 2</u>								
% 5+ A* - C including English and maths	53%	52%	60%	52 %	46 %	48 %	51 %	53 %
<u>Based on Key Stage 3</u>								
English 2 levels progress	74%	64%	76%	-	-	-	-	-
Maths 2 levels progress	50%	51%	37%	-	-	-	-	-

Cohort: 151

H\Y`W\W`U\cb`cZ&`Yj`Y`g`dfc[fYgg`Ug`VYYb`fYZ]bYX`Zcf`&\$\$, "

DfcVUV]`j]Yg`VUgYX`cb`g]a`]Uf`gWcc`g`UfY`XYf]j`YX`Zfca`h\Y`Uj`YfU[`Y`U\U]ba`Ybh`UbX`dfc[fYgg`cZ`h`cgY`gWcc`g`
 H\YfYZcfY`h`YgY`hUf[`Yhg`Uddfcl`]a`U\Y`mfYdfYgYbh`h\Y`dfYX]W\X`ci`h\U`a`Yg`cZ`h\Y`gWcc`U`h`h\Y`a`]Xdc]bh`cZ`
 YUW`[`fci`d"

:`cf`YI`Ua`d`Yz`UW`Yj`]b[`h\Y`hUf[`Yhg`VUgYX`cb`h\Y`hcd`+`i`cZ`g]a`]Uf`gWcc`g`k`ci`X`d`UW`U`gWcc`
 Uddfcl`]a`U\Y`m]b`h\Y`+`)`h`dYfWbh]Y`Zcf`YUW`a`YUgi`fY"

&\$\$, 'I bj U]XUHYX'XUHJ'Zcf'?YmGHU[Y'' 'k Ug' bchUj U]UV'Y'UhH\Y'hja Y'cZdfcXi V]cb'cZH\Y'Z''fYdcffH'

H\Y'hja YHUV'Y'Zcf'fY'YUgY'cZ&\$\$, '_YmghU[Y'XUHJ'g'Uj U]UV'Y'Ug'U'bYk g'Ufh]WY'cb'H\Y'F5=G9cb`]bY'k YVg]H''D'YUgY'WYVW
H\Y'g]H'fY[i 'UfmZcf'i dXUH'g'

I dXUH'X'Z''fYdcffg'k]'VY'dfcj]XYXz']bW X]b['H.]g'_YmghU[Y'k \YfY'Uddfcdf]UH'z'VUgYX'cb'H\Y'Vta a i b]WHYX'hja YHUV'Y''

: i ''fYdcffg'Zcf'&\$\$+'?G' 'XUHJ'UFY'Uj U]UV'Y']b'H\Y'UFW.] Y'gYV]cb'cb'F5=G9cb`]bY''H\YgY'k]''dfcj]XY'&\$\$+'j U]XUHYX'?Ym
GHU[Y'' 'XUHJ'Zcf'gWcc'g'Wzj Yf]b['H.]g'_YmghU[Y''