



RAISEonline 2010 Full Report
The Hollins Technology College

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

Based on the following datasets for 2010:-
Key Stage 4: validated data

Production date : 08 February 2011

Table of Contents

1: Context

1.1: Contextual Information

- 1.1.1 Basic Characteristics of your school
- 1.1.2 Basic Characteristics by National Curriculum year group
- 1.1.3 Ethnicity
- 1.1.4 Census Information
- 1.1.5 The Prior Attainment of Pupils at Key Stage 3
- 1.1.6 The Prior Attainment of Pupils at Key Stage 4

1.2: Absence Information

- 1.2.1 - 1.2.3 School Level Absence - 3 Year Trend

2: Progress Measures

2.1: Key Stage 2 to 4

- 2.1.1 Contextual Value Added Key Stage 2 to 4 : Overall and Subjects
- 2.1.2 - 2.1.4 Contextual Value Added Key Stage 2 to 4 against Relative Attainment at Key Stage 4: Overall
- 2.1.5 - 2.1.6 Contextual Value Added Key Stage 2 to 4 against Relative Attainment at Key Stage 4: by Subject
- 2.1.7 Contextual Value Added Key Stage 2 to 4 against Relative Attainment at Key Stage 4: Overall and Subjects
- 2.1.8 - 2.1.11 Contextual Value Added Key Stage 2 to 4 : Overall by pupil groups
- 2.1.12 Contextual Value Added Key Stage 2 to 4 : Overall, Predicted versus Actual for Pupils - 2010
- 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
- 2.1.14 Contextual Value Added Key Stage 2 to 4 : 3 Year Average
- 2.1.15 Non-Contextualised Value Added Key Stage 2 to 4 : Overall and Subjects
- 2.1.16 - 2.1.17 Pupil Progress Charts : Key Stage 2 to 4 by Subject
- 2.1.18 - 2.1.19 Pupil Progress Charts : Key Stage 2 to 4 High Attainers by Subject
- 2.1.20 - 2.1.21 Expected Progress : Key Stage 2 to 4 by Subject

3: Attainment Measures

3.1: Key Stage 4

- 3.1.1 - 3.1.2 Attainment, Average Capped Point Score, Best 8 Subjects
- 3.1.3 - 3.1.4 Attainment, Average Total Point Score at Key Stage 4
- 3.1.5 - 3.1.6 Attainment, Average Total Point Score at Key Stage 4 for English
- 3.1.7 - 3.1.8 Attainment, Average Total Point Score at Key Stage 4 for Mathematics
- 3.1.9 - 3.1.10 Percentage of candidates achieving 5 or more A* to C at GCSE and Equivalent
- 3.1.11 - 3.1.12 Percentage of candidates achieving 5 or more A* to C (including English and mathematics) at GCSE and Equivalent
- 3.1.13 - 3.1.14 Percentage of candidates achieving 5 or more A* to C (including Functional English and mathematics) at GCSE and Equivalent

- 3.1.15 - 3.1.16 Percentage of candidates achieving 5 or more A* to G at GCSE and Equivalent
- 3.1.17 - 3.1.18 Percentage of candidates achieving at least one pass at GCSE and Equivalent
- 3.1.19 - 3.1.20 Percentage of candidates achieving at least one A* to C at GCSE or Equivalent in a Modern Foreign Language
- 3.1.21 - 3.1.22 Percentage of candidates achieving at least one A* to G in a Short Course GCSE or Equivalent in a Modern Foreign Language
- 3.1.23 - 3.1.24 Percentage of candidates achieving at least two A* to C at GCSE or Equivalent in Science
- 3.1.25 - 3.1.26 Attainment, Average Capped (Best 8) Points Score at Key Stage 4 by Pupil Groups - 2010
- 3.1.27 Attainment, Percentage Achieving Thresholds at Key Stage 4 by Pupil Group - 2010
- 3.1.28 Attainment, Summary of Full GCSE Results for All Pupils - 2010
- 3.1.29 Attainment, Summary of Vocational GCSE Results for All Pupils
- 3.1.30 Attainment, Relative Performance Indicators for full GCSEs, All Pupils - 2010
- 3.1.31 Attainment, Relative Performance Indicators for Vocational GCSEs, All Pupils
- 3.1.32 Narrowing the Gaps - Free School Meals

4: School Forward Estimates

- 4.1 School Forward Estimates for Key Stage 4 2012

IMPORTANT

Office for Standards in Education, Children's Services and Skills (Ofsted) Department for Education (DfE)

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 and/or unvalidated data. Please refer to the Full Report cover page for further details for each key stage. Analysis based on this data incorporates approved changes to data you may have requested as part of the performance 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.

RAISEonline contains a series of interactive reports which allow access to the underlying pupil level data that underpins the analysis contained in the Full Report. If you think your analysis is wrong a first step may be to check this underlying data in RAISEonline in the Pupil List reports. If you think there is an error in the analysis due to a miscalculation rather than the wrong data, then please use the "Contact Us" facility in RAISEonline.

RAISEonline does contain a copy of the underlying data that a school is able to amend themselves (called "Schools Own data"). For further information click on the "Data Management" button within RAISEonline.

Statutory testing of science in Key Stage 2 was discontinued in 2010, however, historical science data will still be presented. The statistical significance of changes from 2009 to 2010 have not been presented because of the change in methodology, and the 3 year average overall CVA, VA and APS covering 2008 to 2010 has not been calculated. Subject CVA, VA and APS calculations are not affected. For further information about the change in methodology and its impact please email Ofsted at RAISEonlinehelpdesk@ofsted.gov.uk

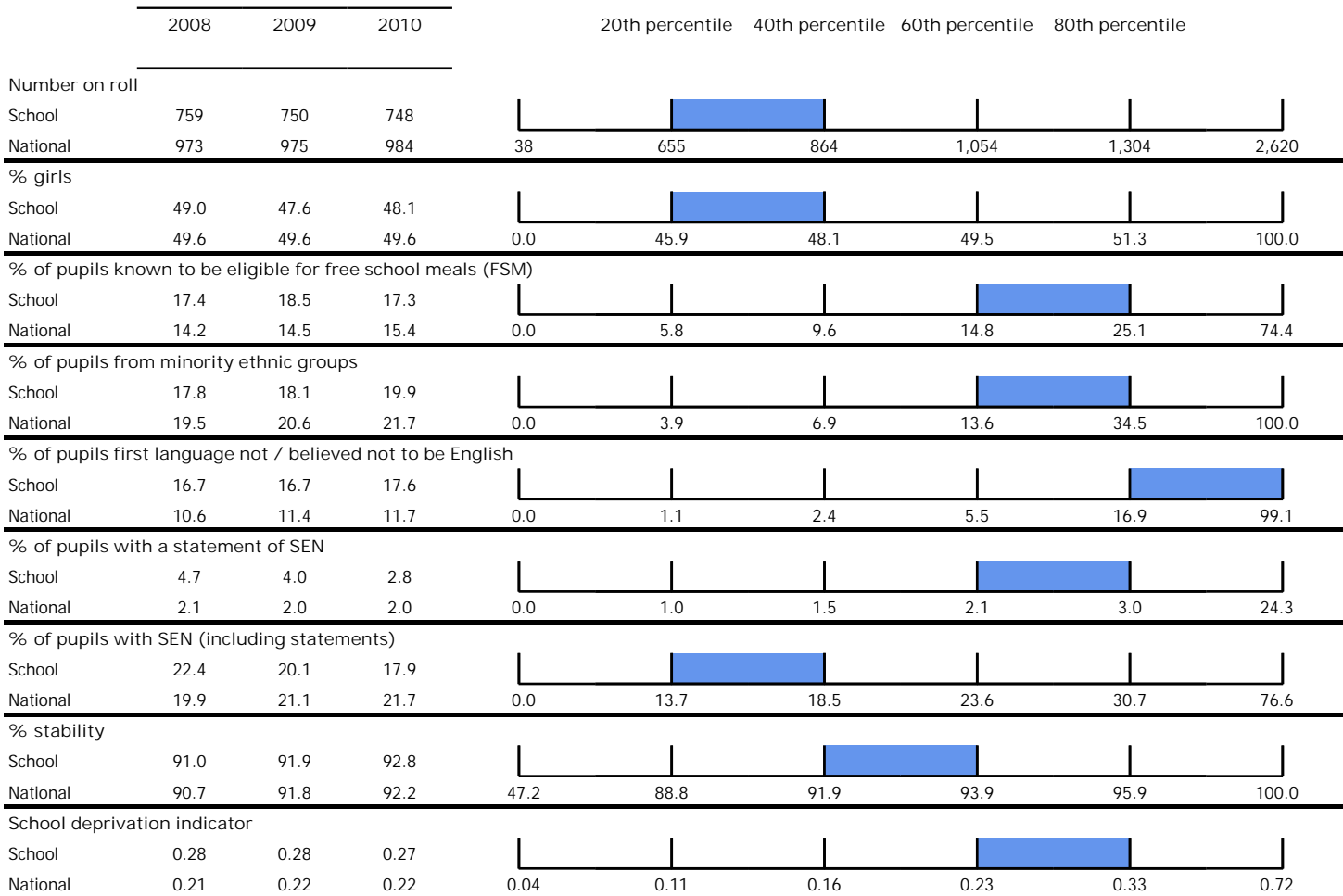
The Hollins Technology College (URN: 119757 DCSF No. 8884195)

Context

Table 1.1.1: 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.



(1) Absence indicators for maintained mainstream schools are now available as a separate report

(2) The formula for calculating % of pupils with first language not/believed not to be English was changed in 2008 to exclude pupils whose first language was not recorded.

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

Table 1.1.2: 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
7	152	45.4 / 54.6	12.5	23.0	18.4	17.8	0
8	150	58.7 / 41.3	15.3	17.4	16.0	19.3	1
9	145	42.8 / 57.2	19.3	19.4	18.6	19.3	1
10	150	62.0 / 38.0	16.0	16.7	14.7	28.7	2
11	151	50.3 / 49.7	23.3	22.7	20.5	4.6	0

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

Table 1.1.3: 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	79.8	73.9
White - Irish	0.1	0.3
White - Traveller of Irish heritage	0.0	0.1
White - Romany or Gypsy	0.0	0.2
White - any other White background	0.1	3.7
Mixed - White & Black Caribbean	0.0	1.2
Mixed - White & Black African	0.0	0.4
Mixed - White & Asian	0.9	0.9
Mixed - any other mixed background	0.1	1.4
Asian or Asian British - Indian	0.0	2.5
Asian or Asian British - Pakistani	15.6	3.6
Asian or Asian British - Bangladeshi	2.0	1.5
Asian or Asian British - any other Asian background	0.4	1.3
Black or Black British - Caribbean	0.0	1.3
Black or Black British - African	0.0	2.9
Black or Black British - any other Black background	0.0	0.6
Chinese	0.1	0.4
Any other ethnic group	0.3	1.3
Parent/pupil preferred not to say	0.4	0.6
Ethnicity not known	0.0	1.9

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

Context

Table 1.1.4: 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.

The coverage shows the proportion of pupils within your school for whom it has been possible to match ward information to their home postcode. Coverage may be lower in areas where new postcodes have recently been introduced and in some cases this may mean that this analysis does not reflect the wards from which the school draws its pupils.

The analysis should be treated with caution where coverage is below 80%.

	% Pupils in ward	% Adult higher education	% High social class households	% Minority ethnic children	% Over-crowded households
Baxenden	20.9	19.1	24.3	4.0	3.7
Barnfield	17.1	16.3	16.7	11.8	11.9
Central	11.4	6.3	7.3	66.1	27.9
Peel	11.0	9.4	9.6	9.2	8.3
Spring Hill	10.0	6.9	7.5	29.1	16.0
Huncoat	9.4	15.4	18.7	4.8	3.6
Milnshaw	4.5	12.3	12.1	6.4	8.0
Altham	2.7	13.7	17.6	2.6	9.2
Worsley	2.0	12.5	12.3	21.5	14.5
Church	1.6	8.0	7.6	28.9	18.3
England		19.2	20.1	23.5	14.6

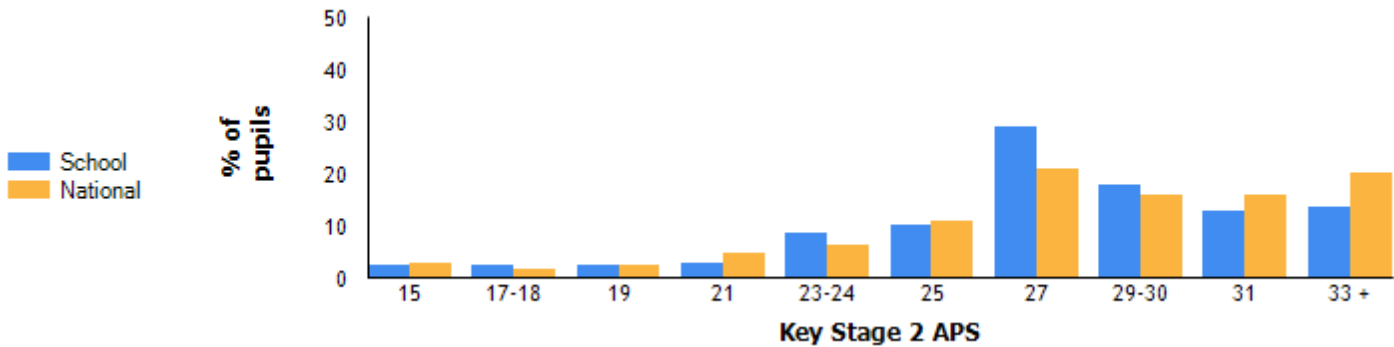
Coverage: 100%

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

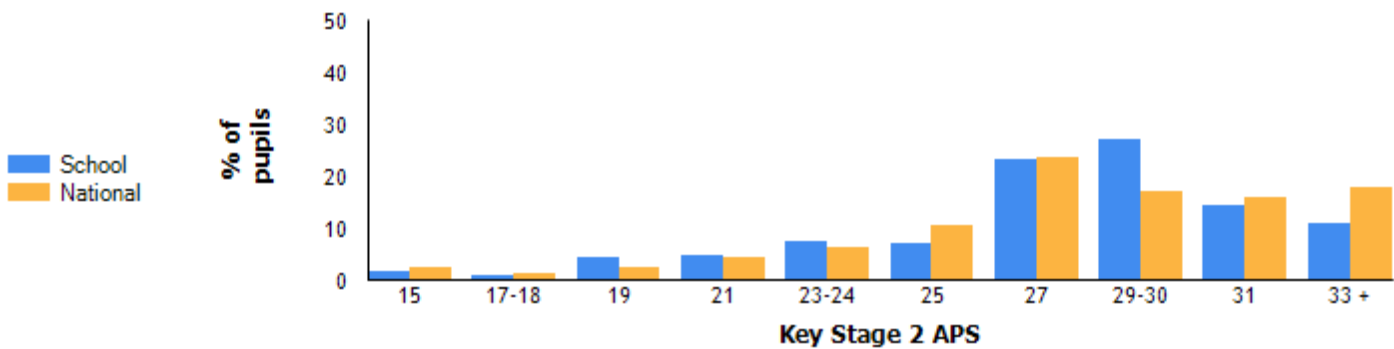
Table 1.1.5: The Prior Attainment of Pupils at Key Stage 3

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 2009/10. 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 2010 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.

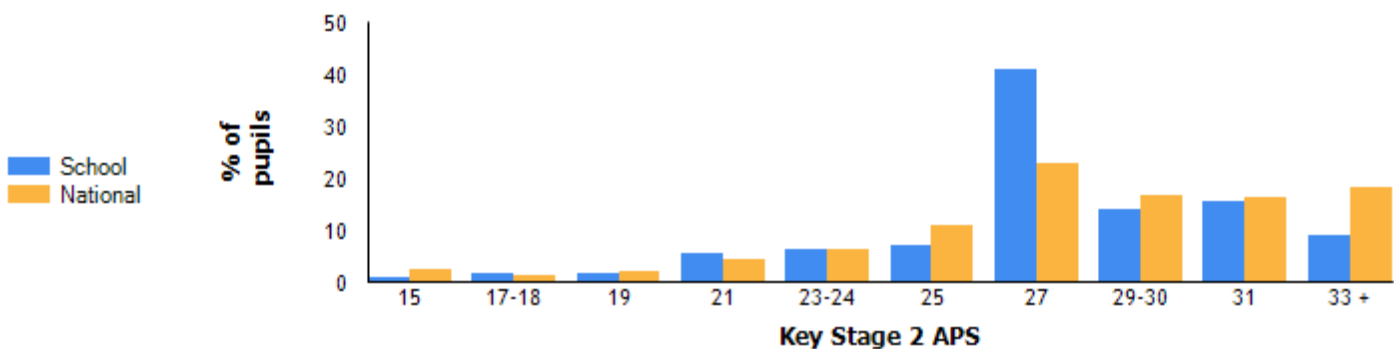
Year 9 in September 2009



Year 8 in September 2009



Year 7 in September 2009



Average points score at KS2

NC Year starting Sept 2009	School	National	Difference	% Coverage
Year 9	27.3	28.0	-0.7	98
Year 8	27.5	27.9	-0.5	99
Year 7	27.4	28.0	-0.5	99

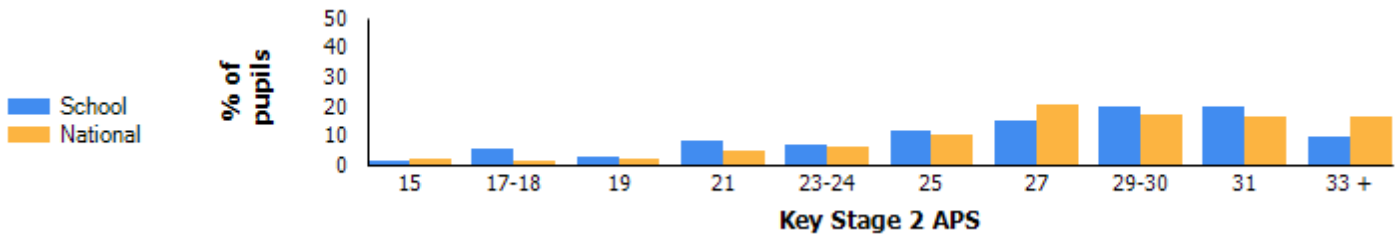
The Hollins Technology College (URN: 119757 DCSF No. 8884195)

Context

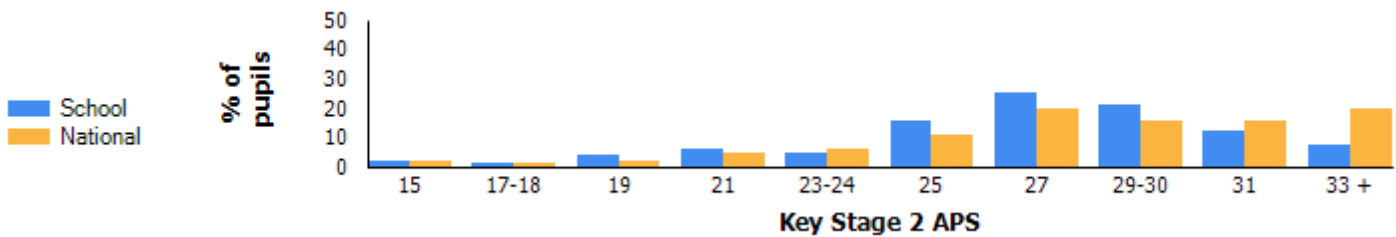
Table 1.1.6: The Prior Attainment of Pupils at Key Stage 4

The graphs below show the prior attainment Key Stage 2 average points score, of pupils studying at Key Stage 4 in your school in 2009/10. 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 2010 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 2009



Year 10 in September 2009



Average points score at KS2

NC Year starting Sept 2009	School	National	Difference	% Coverage
Year 11	26.9	27.8	-0.9	99
Year 10	26.8	27.9	-1.1	98

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

Absence

School Level Absence - 3 Year Trend

Table 1.2.1

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 2010.

Please note that the analysis is based on the combined autumn and spring term data. RAISEonline only publishes 2 terms school and national data in maintained mainstream schools' reports.

	2008			2009			2010		
	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	6.6	6.6	6.8	8.5	5.8	6.2	3.7	4.6	4.5
% of sessions missed due to Overall Absence	7.8	7.4	7.6	8.8	7.3	7.8	6.5	6.9	6.9

Chart 1.2.2

Overall Absence levels compared to the national average for secondary and otherschools with the same level of FSM eligibility, in 2010

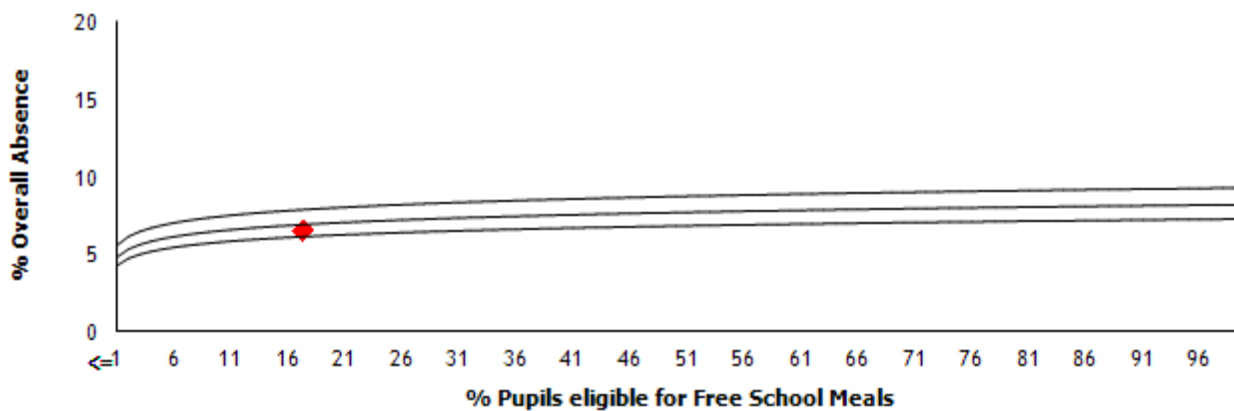
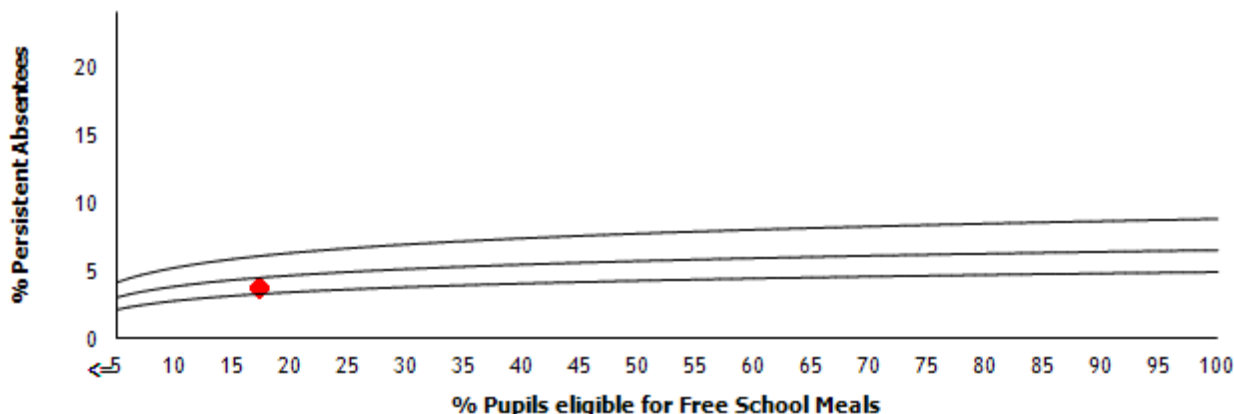


Chart 1.2.3

Persistent Absentee levels compared to the national average for secondary and otherschools with the same level of FSM eligibility, in 2010



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

		2008	2009*	2010	
All Subjects	Cohort for CVA	147	136	149	
	CVA School score	1,022.4	1,035.5	1,010.2	↓
	95% confidence interval +/-	9.6	11.2	10.3	
	Significance	Sig+	Sig+		
	Percentile rank	9	5	28	
	Coverage	98%	96%	99%	
	English / English Language	Cohort for CVA	147	136	149
	CVA School score	1,003.0	1,003.5	1,001.1	↓
	95% confidence interval +/-	1.2	1.1	1.0	
	Significance	Sig+	Sig+	Sig+	
	Percentile rank	8	3	25	
	Coverage	98%	96%	99%	
Mathematics	Cohort for CVA	147	136	149	
	CVA School score	1,004.8	1,003.9	1,002.9	
	95% confidence interval +/-	1.2	1.1	1.0	
	Significance	Sig+	Sig+	Sig+	
	Percentile rank	2	3	6	
	Coverage	98%	96%	99%	

* The outcome measure used in the KS2-4 2009 Overall CVA and VA models has changed to reflect an increased emphasis on English and Mathematics outcomes. The outcome measure for the overall CVA/VA score is now capped at the 8 best GCSE or equivalent qualifications plus a separate bonus for English and Mathematics performance. Significance state changes from 2008 to 2009 have not been tested because of the change in methodology.

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

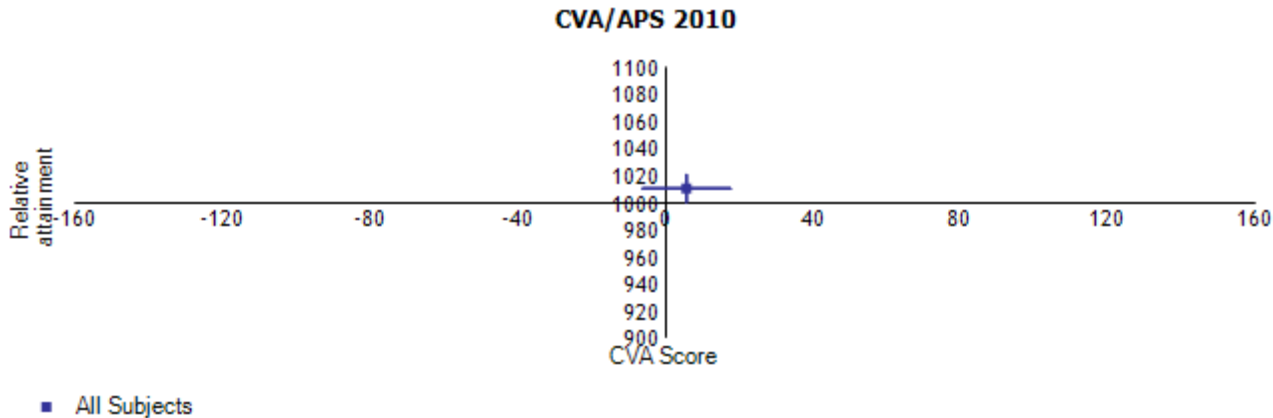


Chart 2.1.3

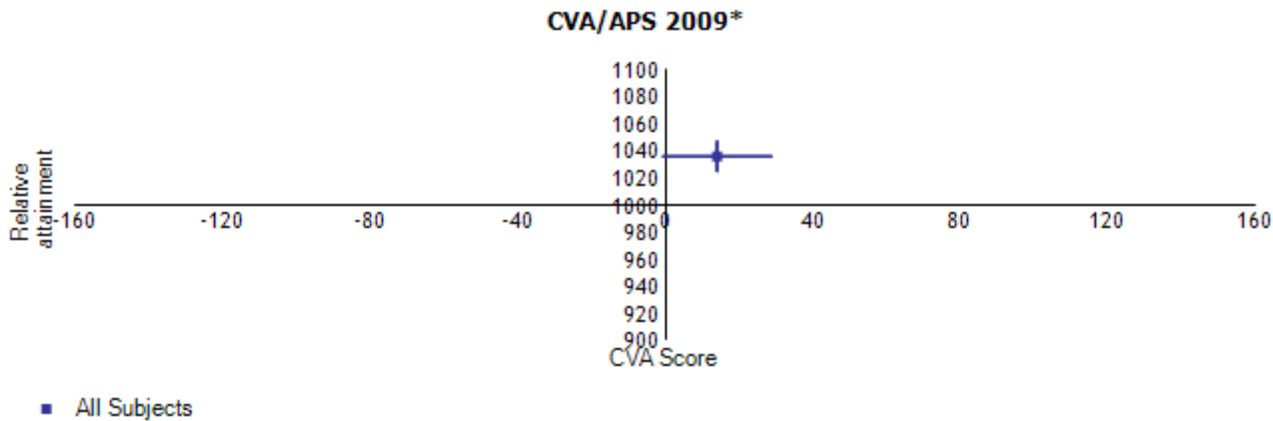
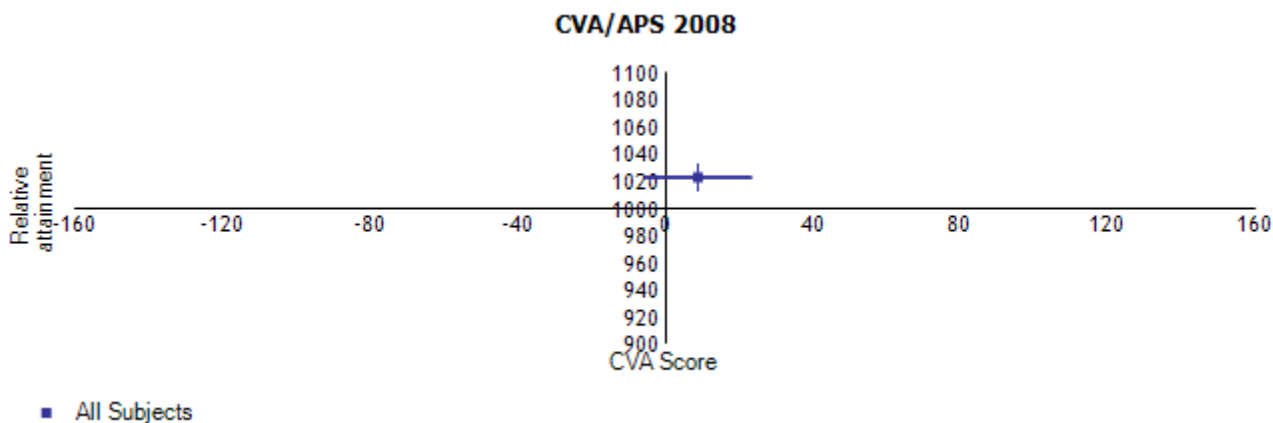


Chart 2.1.4



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

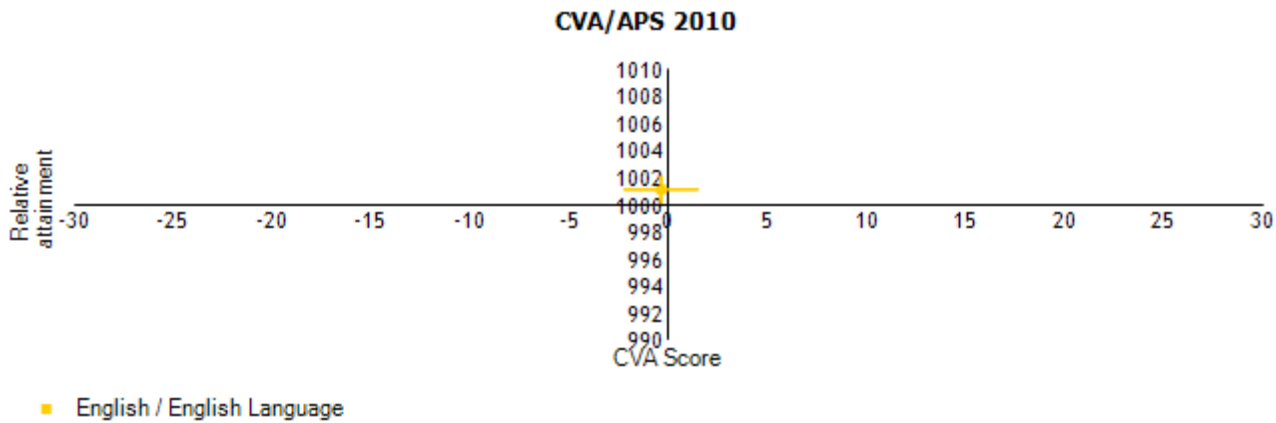
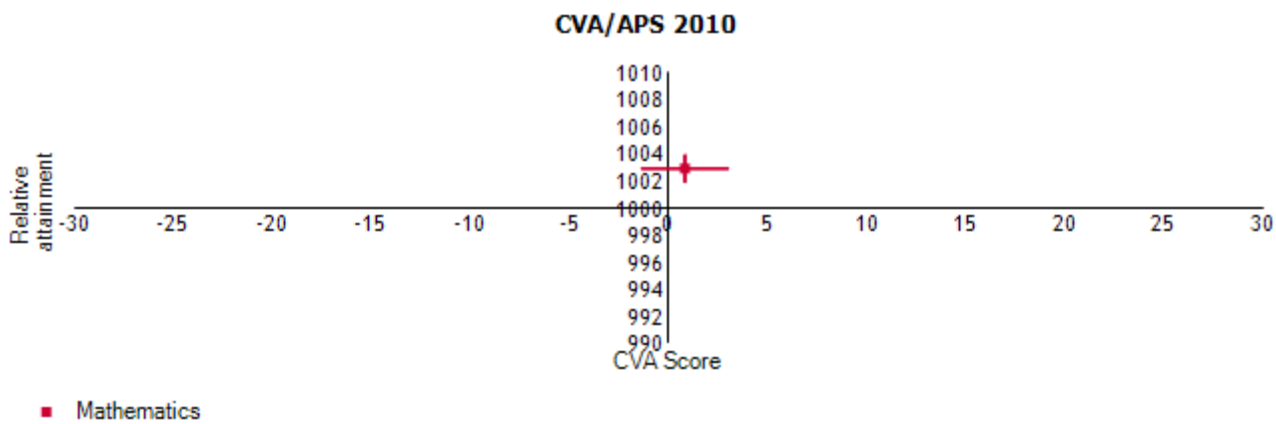


Chart 2.1.6



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

		2008		2009*		2010	
		CVA	Relative attainment	CVA	Relative attainment	CVA	Relative attainment
All Subjects	School score	1,022.4	8.9	1,035.5	14.1	1,010.2	5.8
	Cohort	147	150	136	142	149	151
	95% confidence Interval	9.6	14.5	11.2	14.7	10.3	12.0
	Significance	Sig+		Sig+			
English / English Language	School score	1,003.0	-0.1	1,003.5	0.2	1,001.1	-0.4
	Cohort	147	150	136	142	149	151
	95% confidence Interval	1.2	1.7	1.1	1.8	1.0	1.8
	Significance	Sig+		Sig+		Sig+	
Mathematics	School score	1,004.8	2.2	1,003.9	0.1	1,002.9	0.8
	Cohort	147	150	136	142	149	151
	95% confidence Interval	1.2	2.1	1.1	2.1	1.0	2.2
	Significance	Sig+	Sig+	Sig+		Sig+	

* The outcome measure used in the KS2-4 2009 Overall CVA and VA models has changed to reflect an increased emphasis on English and Mathematics outcomes. The outcome measure for the overall CVA/VA score is now capped at the 8 best GCSE or equivalent qualifications plus a separate bonus for English and Mathematics performance. Significance state changes from 2008 to 2009 have not been tested because of the change in methodology.

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

Progress Measures Key Stage 2 to 4

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

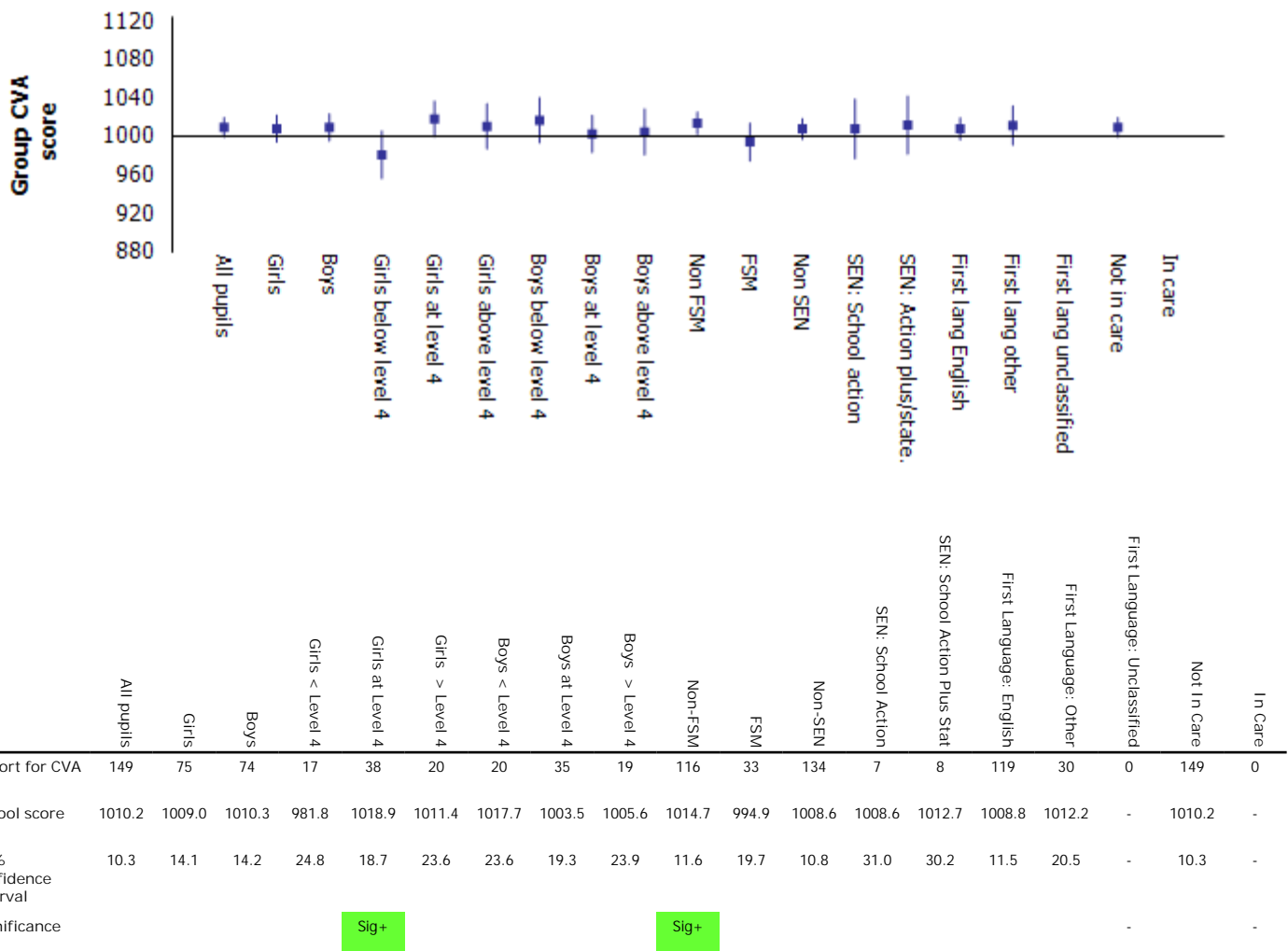
Chart 2.1.8 and Table 2.1.9

Groups - 2010

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 2010



* The outcome measure used in the KS2-4 2009 Overall CVA and VA models has changed to reflect an increased emphasis on English and Mathematics outcomes. The outcome measure for the overall CVA/VA score is now capped at the 8 best GCSE or equivalent qualifications plus a separate bonus for English and Mathematics performance. Significance state changes from 2008 to 2009 have not been tested because of the change in methodology.

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

Progress Measures Key Stage 2 to 4

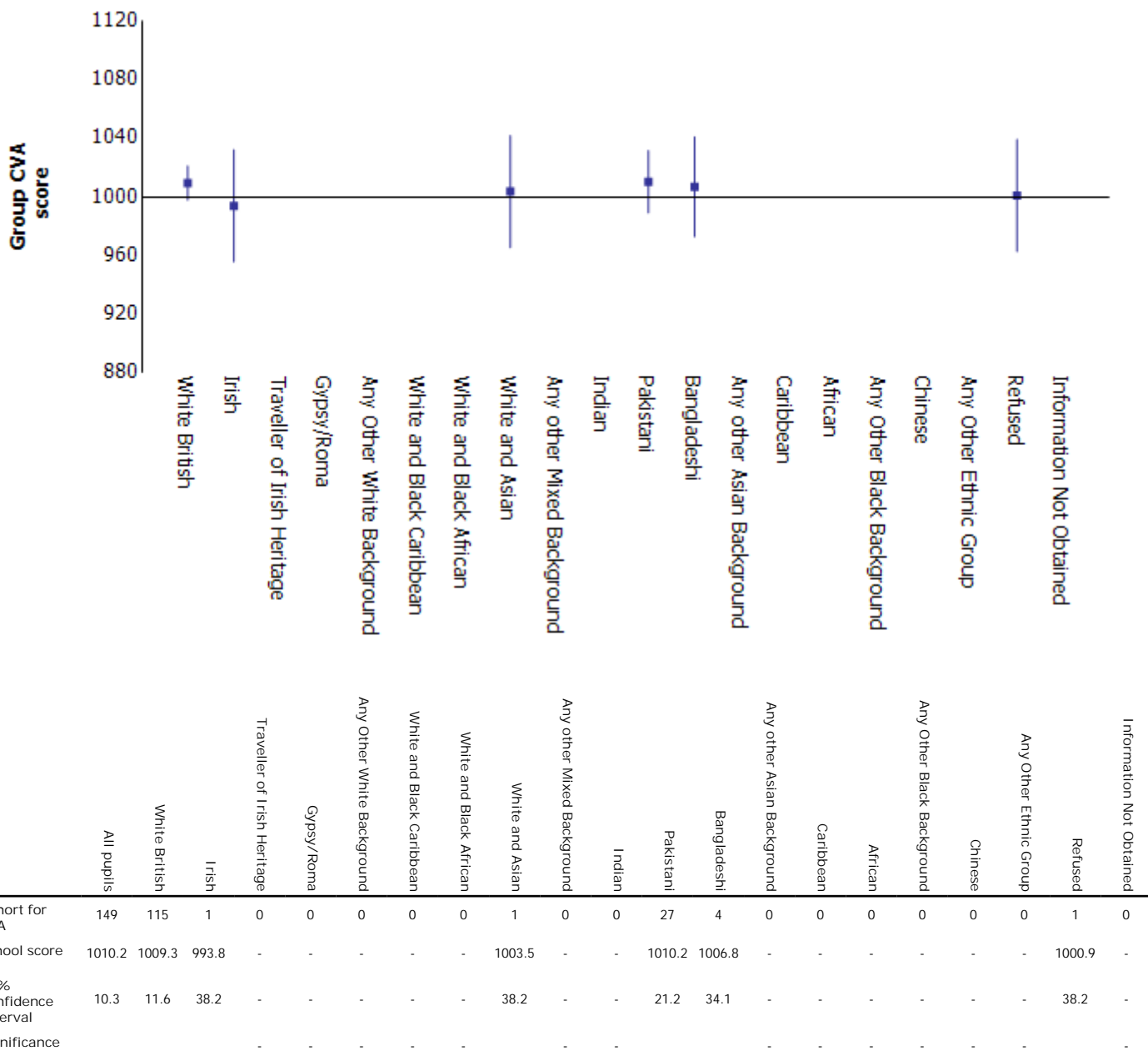
Chart 2.1.10 and Table 2.1.11

Ethnicities - 2010

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 2010

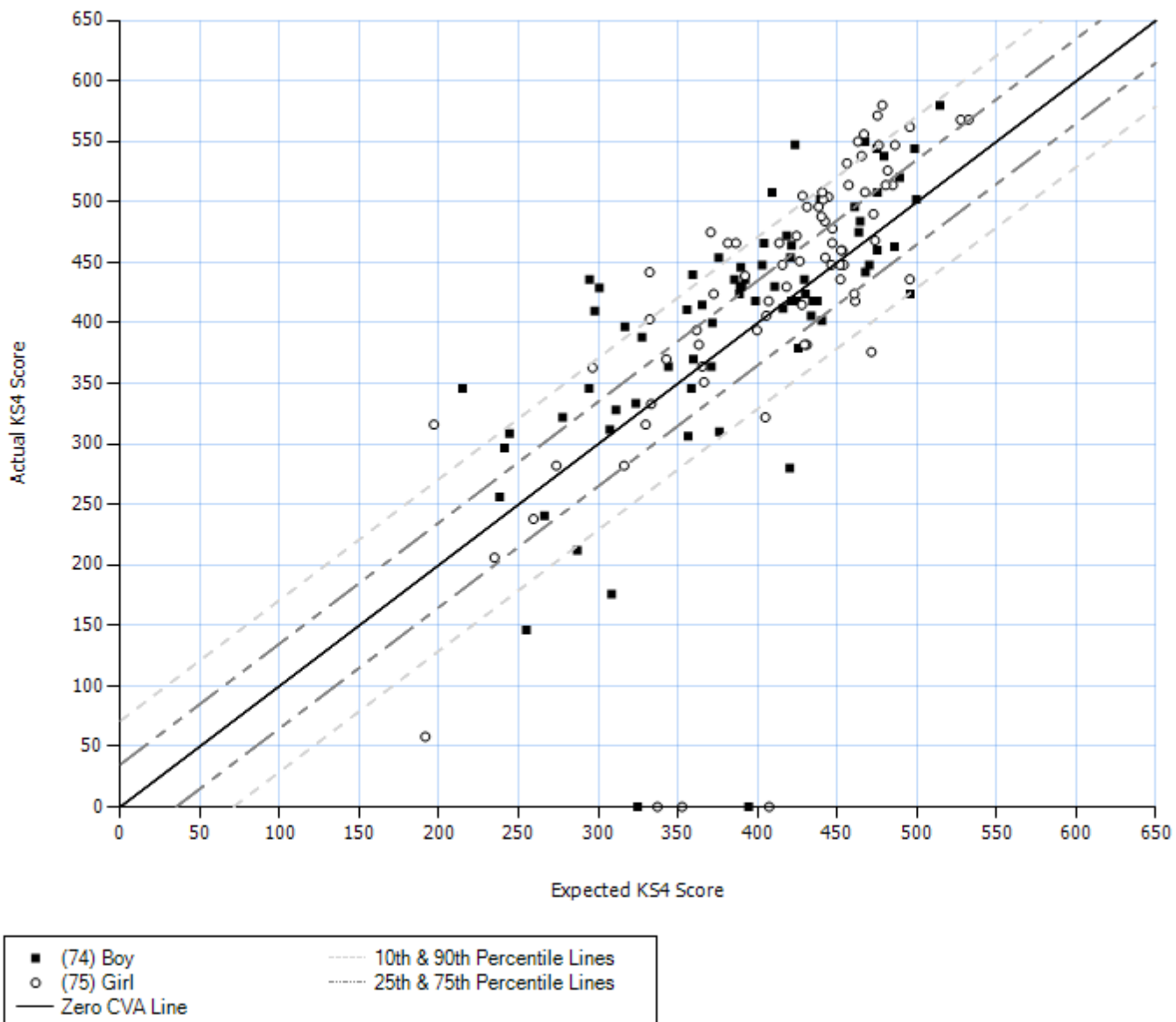


* The outcome measure used in the KS2-4 2009 Overall CVA and VA models has changed to reflect an increased emphasis on English and Mathematics outcomes. The outcome measure for the overall CVA/VA score is now capped at the 8 best GCSE or equivalent qualifications plus a separate bonus for English and Mathematics performance. Significance state changes from 2008 to 2009 have not been tested because of the change in methodology.

The Hollins Technology College (URN: 119757 DCSF No. 8884195) 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 - 2010

2010 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 99%

* The outcome measure used in the KS2-4 2009 Overall CVA and VA models has changed to reflect an increased emphasis on English and Mathematics outcomes. The outcome measure for the overall CVA/VA score is now capped at the 8 best GCSE or equivalent qualifications plus a separate bonus for English and Mathematics performance. Significance state changes from 2008 to 2009 have not been tested because of the change in methodology.

The Hollins Technology College (URN: 119757 DCSF No. 8884195)
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 2010, 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	39	38	97%	91%
Middle	57	45	79%	63%
Lower	53	8	15%	10%
Whole School	149	91	61%	52%

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

* The outcome measure used in the KS2-4 2009 Overall CVA and VA models has changed to reflect an increased emphasis on English and Mathematics outcomes. The outcome measure for the overall CVA/VA score is now capped at the 8 best GCSE or equivalent qualifications plus a separate bonus for English and Mathematics performance. Significance state changes from 2008 to 2009 have not been tested because of the change in methodology.

The Hollins Technology College (URN: 119757 DCSF No. 8884195) Progress Measures Key Stage 2 to 4

Table 2.1.14: Contextual Value Added Key Stage 2 to 4 : 3 Year Average

This report summarises the CVA scores in the school in the last 3 years and shows a 3-year average CVA based on all results over the past 3 years. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the national value it is highlighted in green (sig+) or blue (sig-).

	Number Of Pupils In Latest Year	Contextual Value Added			3 Year Average	3 Year Average CVA By Subject 2008 - 2010	
		2008	2009*	2010	2008 - 2010	English	Maths
All Pupils	149	1022.4	1035.5	1010.2 ↓		1002.6	1004.0
Gender							
Girls	75	1021.5	1028.8	1009.0		1002.4	1003.4
Boys	74	1020.4	1038.2	1010.3 ↓		1002.8	1004.4
Attainment at KS2							
Below Level 4	37	1018.4	1024.2	1000.8		1003.7	1002.7
At Level 4	73	1022.6	1037.0	1012.9 ↓		1002.4	1004.3
Above Level 4	39	1015.5	1022.0	1010.4		1001.3	1004.2
Free School Meals							
Non-FSM	116	1021.3	1035.4	1014.7 ↓		1002.8	1004.5
FSM	33	1019.8	1024.5	994.9		1001.8	1001.7
English as a First Language							
First Language - English	119	1019.0	1031.7	1008.8 ↓		1002.5	1003.9
First Language - Other	30	1029.0	1039.1	1012.2		1002.8	1003.9
Unclassified	0	-	-	-		-	-
Special Educational Needs							
Non-SEN	134	1014.8	1025.8	1008.6 ↓		1001.6	1003.4
SEN without a statement							
School Action	7	1038.6	1046.1	1008.6		1005.6	1006.0
School Action plus	1	1000.0	1005.4	988.5		1000.5	1000.9

**The Hollins Technology College (URN: 119757 DCSF No. 8884195)
Progress Measures Key Stage 2 to 4**

	Number Of Pupils In Latest Year	Contextual Value Added			3 Year Average 2008 - 2010	3 Year Average CVA By Subject 2008 - 2010	
		2008	2009*	2010		English	Maths
SEN with a statement	7	1021.5	1029.5	1021.0		1006.3	1004.6
Ethnicity Group							
White							
British	115	1018.3	1031.8	1009.3 ↓		1002.6	1004.0
Irish	1	-	-	993.8		999.4	999.6
Traveller of Irish Heritage	0	-	-	-		-	-
Gypsy/ Roma	0	-	-	-		-	-
Any other White background	0	1009.2	1002.0	-		1001.1	1001.3
Mixed							
White and Black Caribbean	0	-	-	-		-	-
White and Black African	0	-	-	-		-	-
White and Asian	1	1004.4	-	1003.5		1000.3	1000.5
Any other mixed background	0	-	-	-		-	-
Asian or Asian British							
Indian	0	999.3	-	-		1000.0	1000.2
Pakistani	27	1026.4	1034.6	1010.2		1002.4	1003.7
Bangladeshi	4	1011.2	1015.4	1006.8		1002.5	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	1004.5	-	1000.9		999.8	1000.4
Unclassified - Information not obtained	0	-	-	-		-	-

The Hollins Technology College (URN: 119757 DCSF No. 8884195) Progress Measures Key Stage 2 to 4

The outcome measure used in the KS2-4 2009 CVA model has changed to reflect an increased emphasis on English and Mathematics outcomes and hence the calculation of a 3 year average CVA figure is not appropriate.

* The outcome measure used in the KS2-4 2009 Overall CVA and VA models has changed to reflect an increased emphasis on English and Mathematics outcomes. The outcome measure for the overall CVA/VA score is now capped at the 8 best GCSE or equivalent qualifications plus a separate bonus for English and Mathematics performance. Significance state changes from 2008 to 2009 have not been tested because of the change in methodology.

The Hollins Technology College (URN: 119757 DCSF No. 8884195) 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 2008-2010

		2008	2009*	2010
All Subjects	Cohort for AAT VA	147	136	149
	VA School score	1,018.5	1,029.6	1,011.3 ↓
	95% confidence interval +/-	10.5	12.3	11.2
	Significance	Sig+	Sig+	Sig+
	Percentile rank	18	8	24
	Coverage	98%	96%	99%

* The outcome measure used in the KS2-4 2009 Overall CVA and VA models has changed to reflect an increased emphasis on English and Mathematics outcomes. The outcome measure for the overall CVA/VA score is now capped at the 8 best GCSE or equivalent qualifications plus a separate bonus for English and Mathematics performance. Significance state changes from 2008 to 2009 have not been tested because of the change in methodology.

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

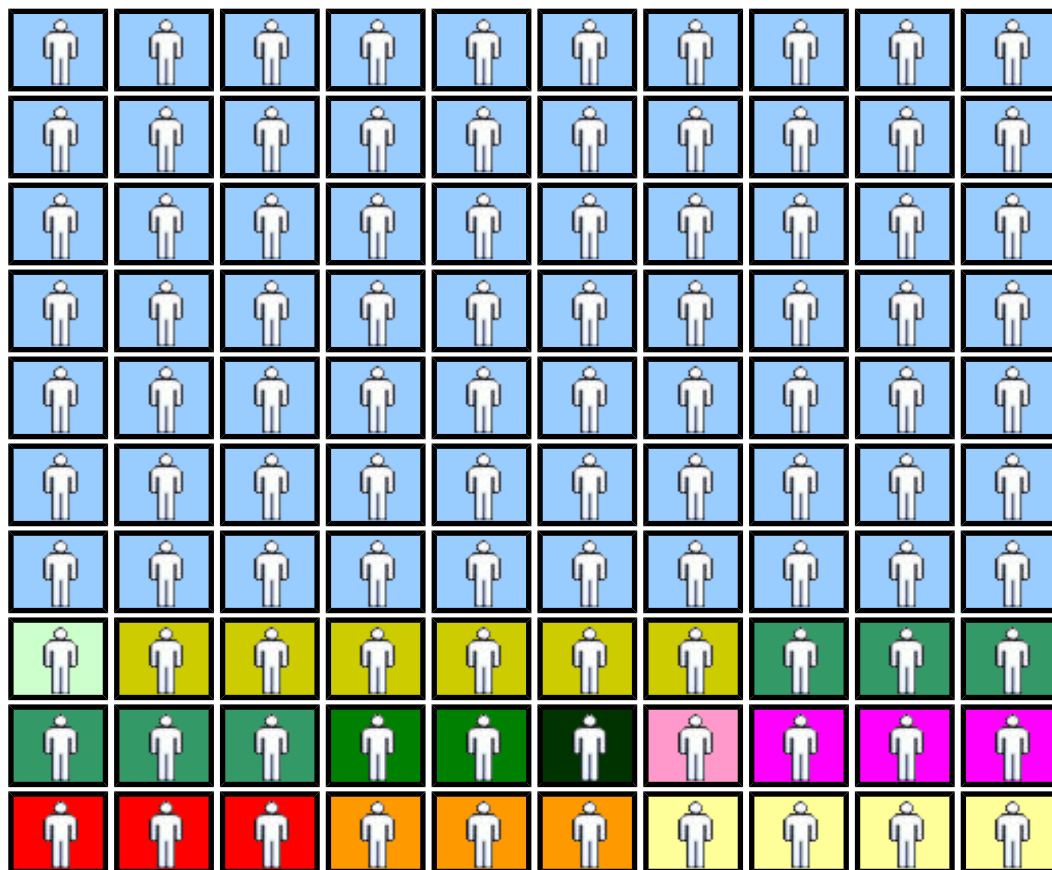
Progress Measures Key Stage 2 to 4

Pupil Progress Charts : Key Stage 2 to 4 by Subject

Chart 2.1.16

For 2010 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 2



Key

70% of pupils attained grade A* to C in 2010

16% of pupils were at Grade D of which:

1% level 5 at KS2 making much less progress than expected

6% level 4 at KS2 making less progress than expected

6% level 3 at KS2 making expected progress

2% at level 2 or below making more progress than expected

1% either A or no recorded KS2 level

7% of pupils were at Grade E of which:

1% level 4 and above at KS2 making much less progress than expected

3% level 3 at KS2 making less progress than expected

3% at level 2 or below making expected progress

0% either A or no recorded KS2 level

3% of pupils were grade F or G

4% no result

Summary	% A* - C
English Level C+	69
National	71

Proportion below level C who are:	%
FSM	30
Statemented SEN	15
BME	23
Boys	57
Cohort size	151

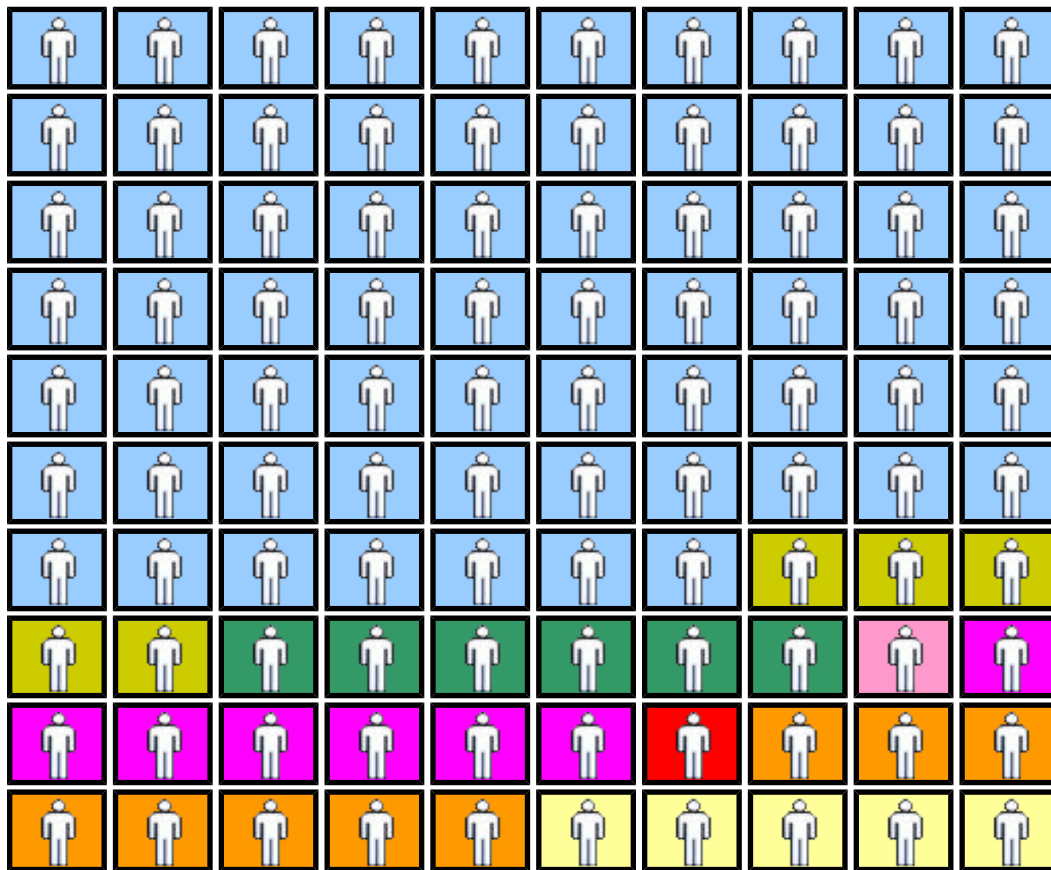
The Hollins Technology College (URN: 119757 DCSF No. 8884195)

Progress Measures Key Stage 2 to 4

Chart 2.1.17

For 2010 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 2



Key

67% of pupils attained grade A* to C in 2010

11% of pupils were at Grade D of which:

0% level 5 at KS2 making much less progress than expected

5% level 4 at KS2 making less progress than expected

6% level 3 at KS2 making expected progress

0% at level 2 or below making more progress than expected progress

0% either A or no recorded KS2 level

9% of pupils were at Grade E of which:

1% level 4 and above at KS2 making much less progress than expected

7% level 3 at KS2 making less progress than expected

1% at level 2 or below making expected progress

0% either A or no recorded KS2 level

8% of pupils were grade F or G

5% no result

Summary	% A* - C
Mathematics Level C+	68
National	67

Proportion below level C who are:	%
FSM	27
Statemented SEN	12
BME	22
Boys	51
Cohort size	151

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

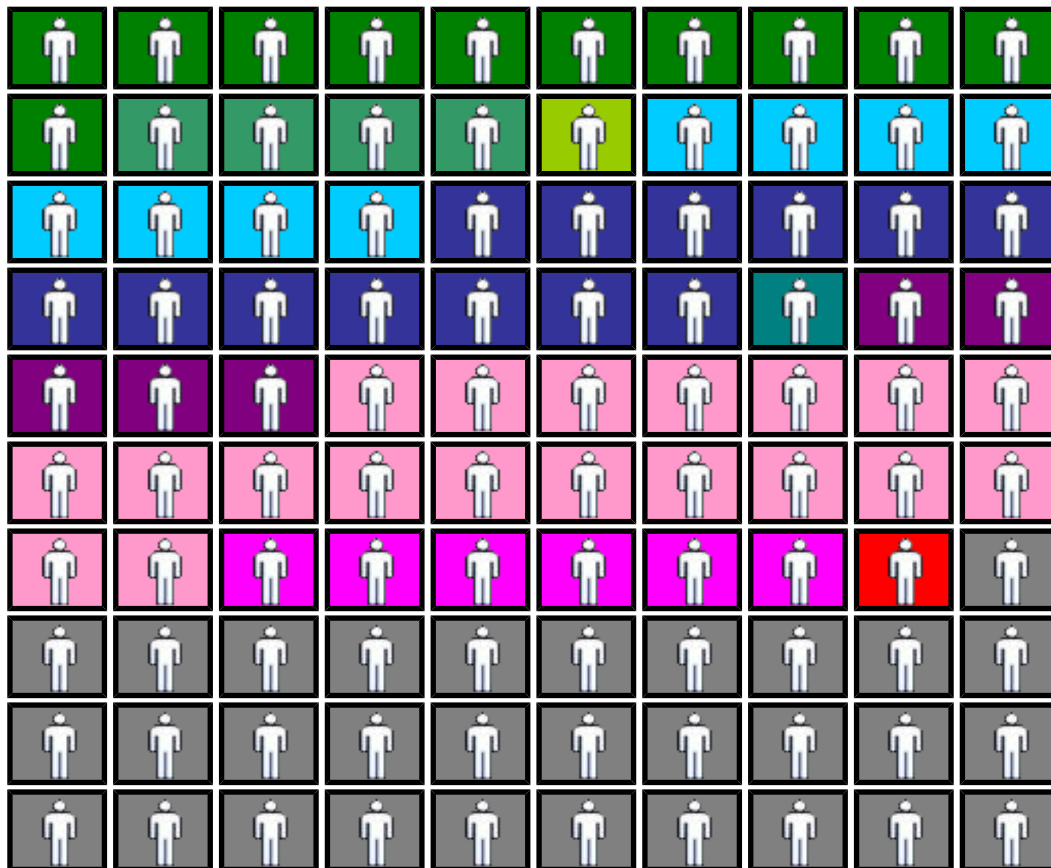
Progress Measures Key Stage 2 to 4

Pupil Progress Charts : Key Stage 2 to 4 High Attainers by Subject

Chart 2.1.18

For 2010 results, English / English Language

The chart shows how pupils who attained grade C or above in GCSE English / English Language progressed since Key Stage 2.



Key

16% of pupils achieved Grade A*/A in 2010 of which:

11% level 5 at KS2 making more than expected progress

4% level 4 at KS2 making more than expected progress

0% below level 4 at KS2 making much more than expected progress

1% absent or no KS2 level recorded

22% of pupils achieved Grade B in 2010 of which:

8% level 5 at KS2 making expected progress

13% level 4 at KS2 making more than expected progress

0% below level 4 at KS2 making much more than expected progress

1% absent or no KS2 level recorded

31% of pupils achieved Grade C in 2010 of which:

5% level 5 at KS2 making less than expected progress

19% level 4 at KS2 making expected progress

6% below level 4 at KS2 making more than expected progress

1% absent or no KS2 level recorded

31% of pupils achieved Grade D or below in 2010

Summary	% A* - C
School	69
National	71
Cohort size	151

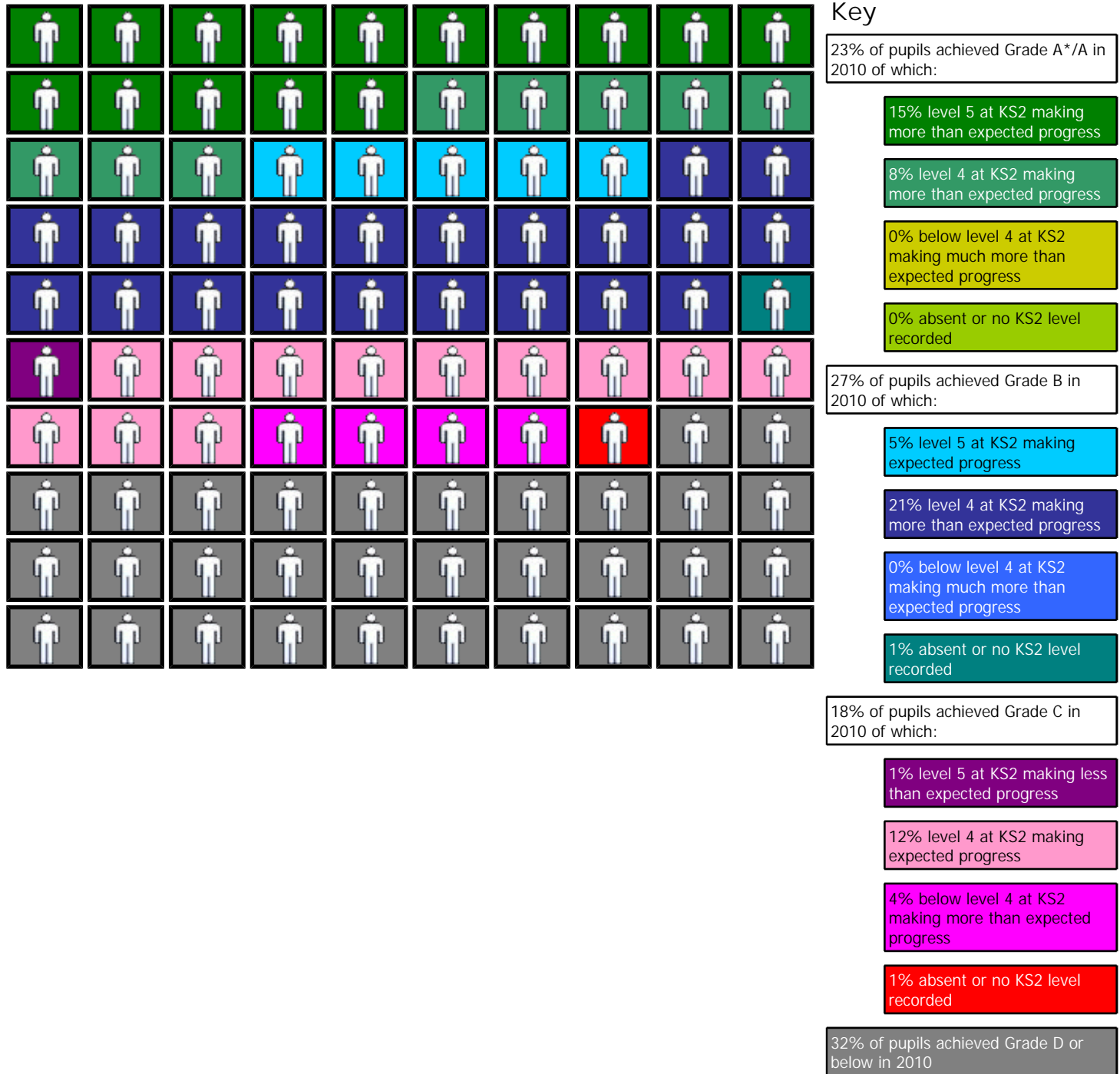
The Hollins Technology College (URN: 119757 DCSF No. 8884195)

Progress Measures Key Stage 2 to 4

Chart 2.1.19

For 2010 results, Mathematics

The chart shows how pupils who attained grade C or above in GCSE Mathematics progressed since Key Stage 2.



Summary	% A* - C
School	68
National	67
Cohort size	
	151

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

Progress Measures Key Stage 2 to 4

Expected Progress : Key Stage 2 to 4 by Subject

Table 2.1.20: English / English Language KS2 to KS4 Expected Progress 2010

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

Number of Pupils		Key Stage 4 English / English Language grade										Total Number of Pupils	Number Achieving Expected Progress	Percentage Achieving Expected Progress
		no KS4 result	U	G	F	E	D	C	B	A	A*			
KS2 English test level	Other or no prior available	1	0	0	0	0	1	1	1	1	0	3	2	67%
	B,N	0	1	0	2	5	3	1	0	0	0	10	9	90%
	2	0	0	0	0	0	0	0	0	0	0	0	0	0%
	3	1	0	0	1	5	9	8	0	0	0	24	17	71%
	4	3	0	0	2	2	9	29	20	5	1	71	55	77%
	5	0	0	0	0	0	2	8	12	11	6	39	29	74%
Summary												147	112	76%

Total Cohort	151
---------------------	-----

Key

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

The Hollins Technology College (URN: 119757 DCSF No. 8884195) Progress Measures Key Stage 2 to 4

Table 2.1.21: Mathematics KS2 to KS4 Expected Progress 2010

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

Number of Pupils		Key Stage 4 Mathematics grade										Total Number of Pupils	Number Achieving Expected Progress	Percentage Achieving Expected Progress
		no KS4 result	U	G	F	E	D	C	B	A	A*			
KS2 Maths test level	Other or no prior available	0	0	0	0	0	0	2	1	0	0	1	1	100%
	B,N	1	2	4	2	2	0	0	0	0	0	5	2	40%
	2	0	0	0	3	0	0	0	0	0	0	3	0	0%
	3	2	0	1	2	11	9	6	0	0	0	31	15	48%
	4	1	0	0	0	1	7	18	32	7	5	71	62	87%
	5	1	0	0	0	0	0	1	8	15	7	32	30	94%
Summary												143	110	77%

Total Cohort	151
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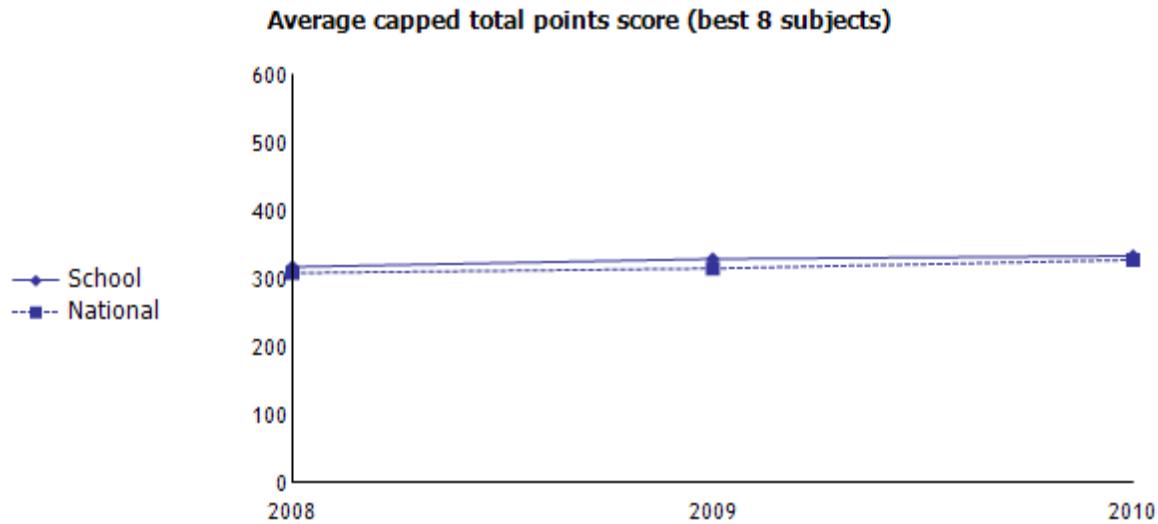
Key

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

The Hollins Technology College (URN: 119757 DCSF No. 8884195) 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 2008. 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.

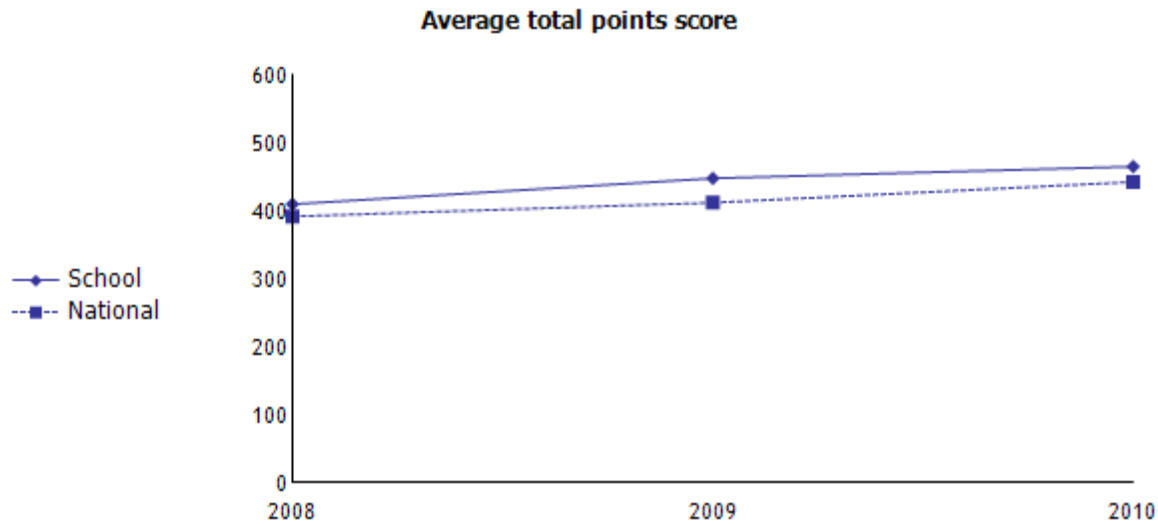


Average capped total points score (best 8 subjects)	2008	2009	2010
Cohort	150	142	151
School	316.7	328.5	332.8
National	307.8	314.4	327.0
Difference	8.9	14.1	5.8
Significance			

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

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

The report provides analysis of pupils average total points scores for all subjects at GCSE and equivalent since 2008. 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.

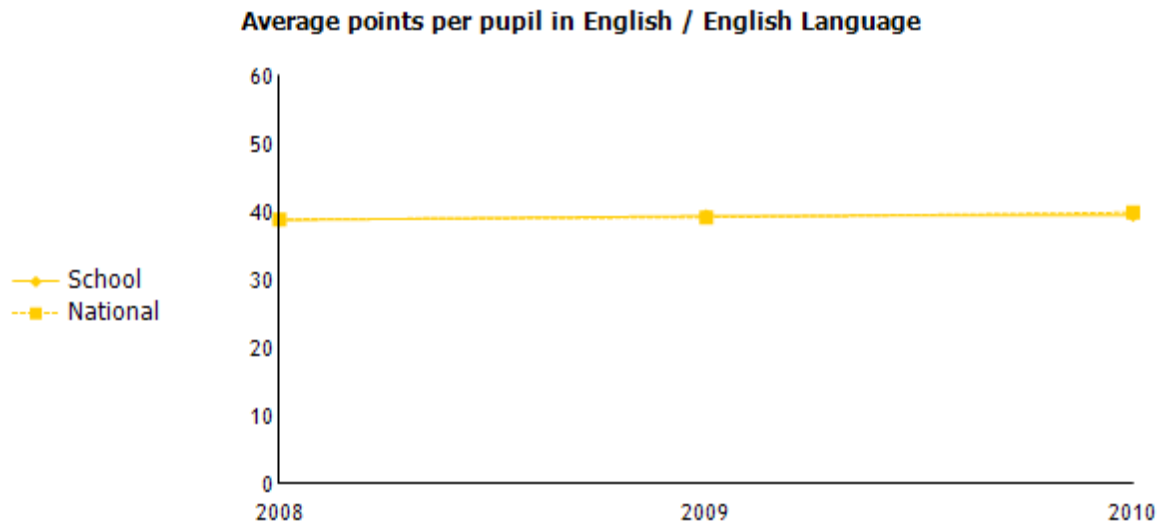


Average total points score	2008	2009	2010
Cohort	150	142	151
School	408.7	446.7	↑ 464.0
National	390.8	411.0	441.4
Difference	17.9	35.7	22.6
Significance		Sig+	

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

Chart 3.1.5 and Table 3.1.6: Attainment, Average Total Point 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 2008. 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. The methodology for subject average points scores was refined in 2007.

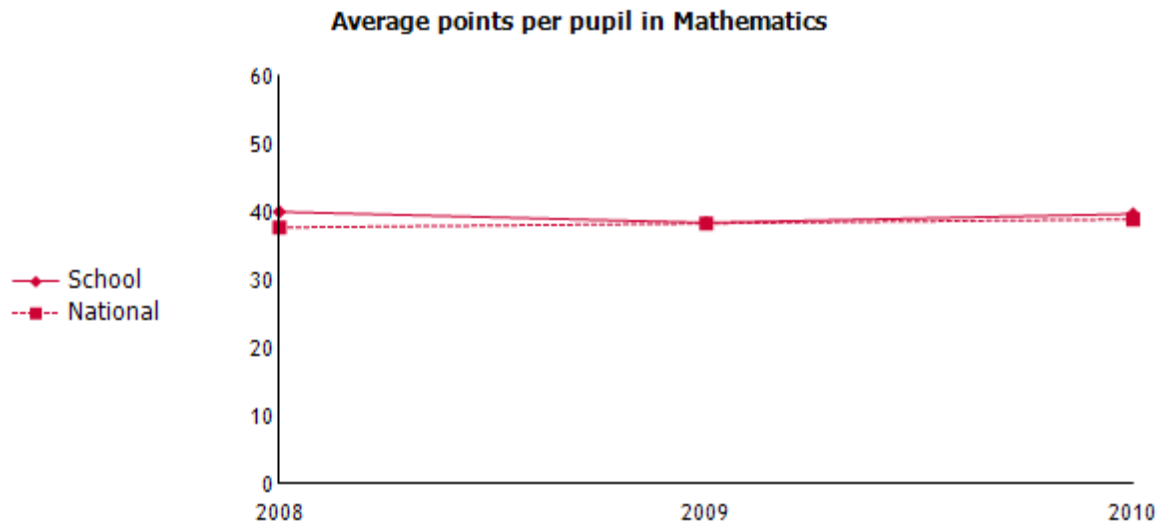


Average points per pupil in English / English Language	2008	2009	2010
Cohort	150	142	151
School	38.7	39.3	39.4
National	38.8	39.1	39.8
Difference	-0.1	0.2	-0.4
Significance			

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

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

The report provides analysis of pupils average points score for Mathematics at Key Stage 4 since 2008. 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. The methodology for subject average points scores was refined in 2007.



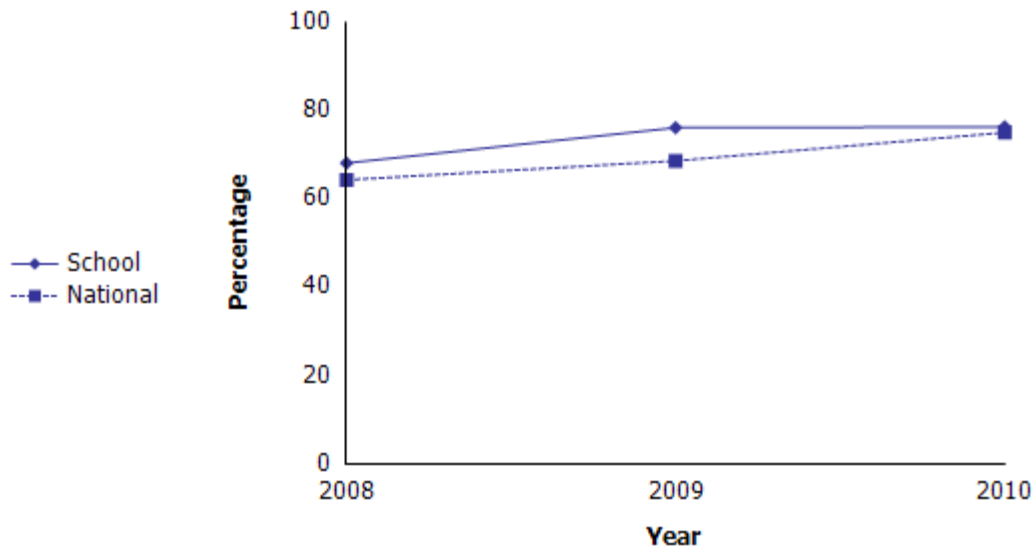
Average points per pupil in Mathematics	2008	2009	2010
Cohort	150	142	151
School	39.9	38.3	39.6
National	37.6	38.2	38.8
Difference	2.3	0.1	0.8
Significance	Sig+		

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



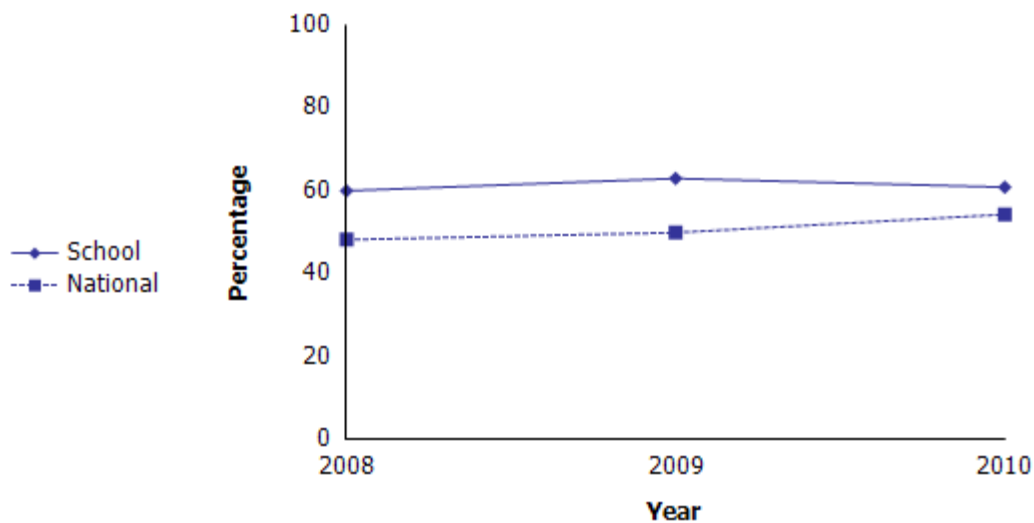
% achieving 5 or more A* to C	2008	2009	2010
Cohort	150	142	151
School	68	76	76
National	64	68	75
Difference	4	8	1
Significance			

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

Chart 3.1.11 and Table 3.1.12: Percentage of candidates achieving 5 or more A* to C (including 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



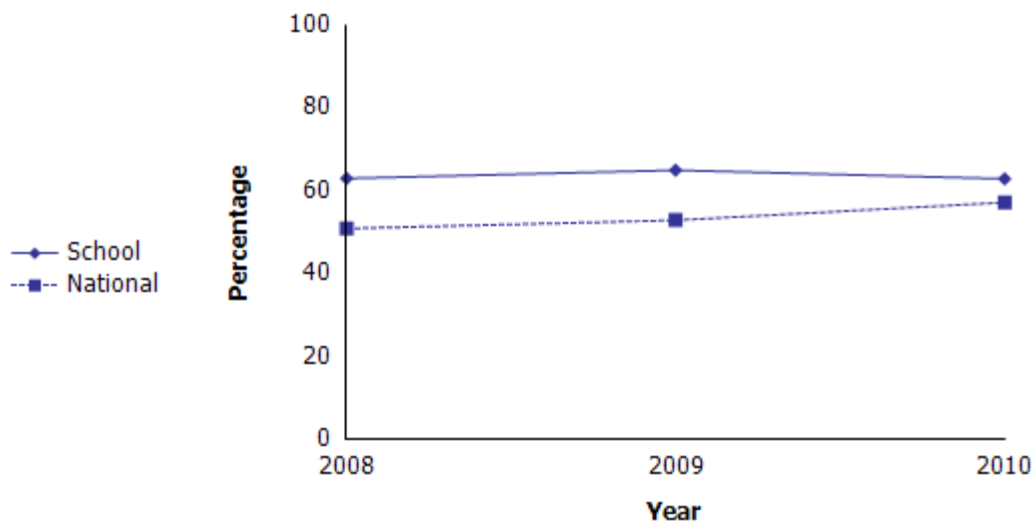
% achieving 5 or more A* to C (inc English and Maths)	2008	2009	2010
Cohort	150	142	151
School	60	63	61
National	48	50	54
Difference	12	13	7
Significance	Sig+	Sig+	

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

Chart 3.1.13 and Table 3.1.14: Percentage of candidates achieving 5 or more A* to C (including 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

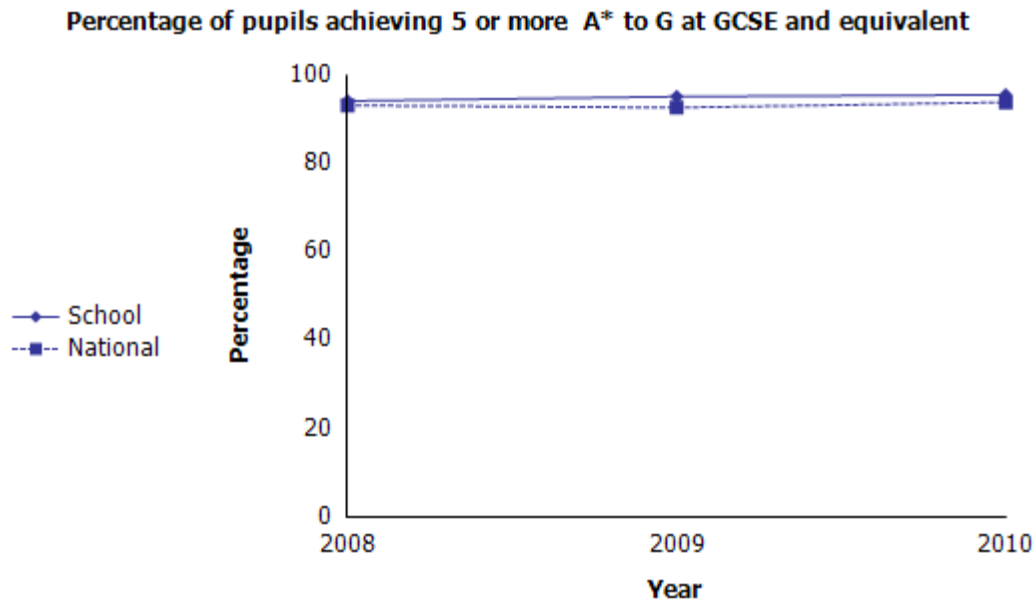


% achieving 5 or more A* to C (incl functional English and Maths)	2008	2009	2010
Cohort	150	142	151
School	63	65	63
National	51	53	57
Difference	12	12	6
Significance	Sig+	Sig+	

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

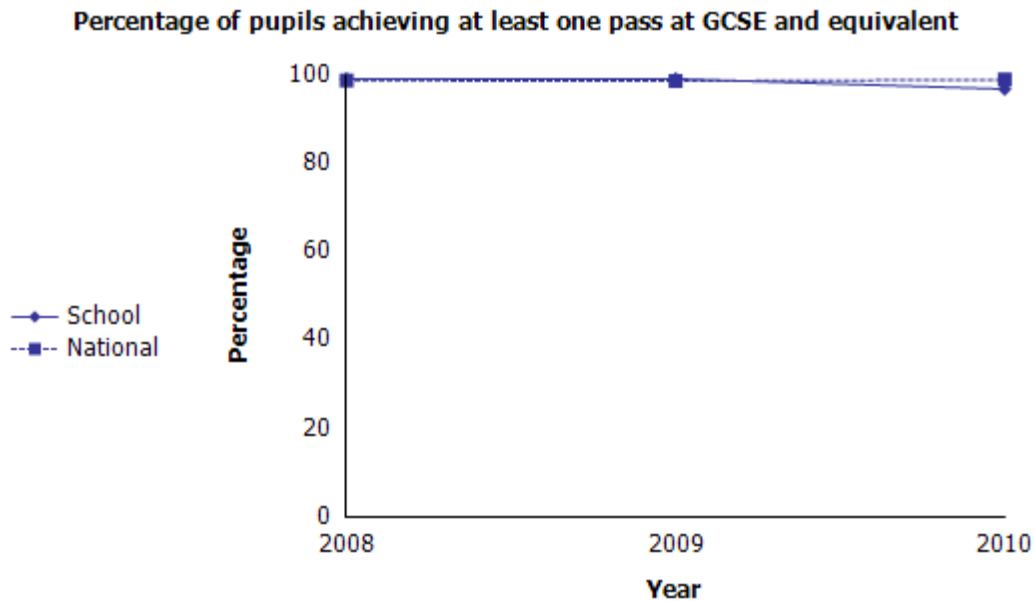


% achieving 5 or more A* to G	2008	2009	2010
Cohort	150	142	151
School	94	95	95
National	93	92	94
Difference	1	3	1
Significance			

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



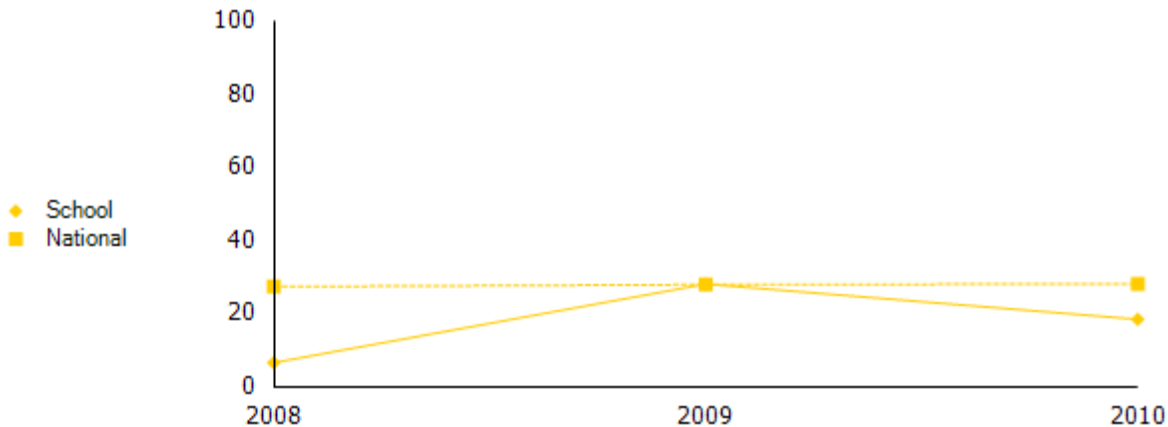
% achieving at least one pass	2008	2009	2010
Cohort	150	142	151
School	99	99	97
National	99	99	99
Difference	0	0	-2
Significance	-	-	-

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

Chart 3.1.19 and Table 3.1.20: Percentage of candidates achieving at least one A* to 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



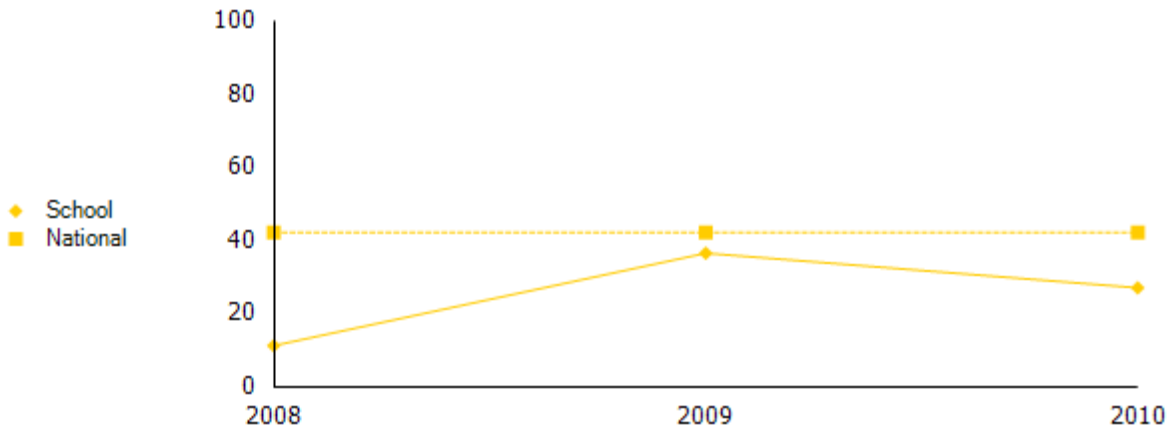
MFL A* - C full course	2008	2009	2010
Cohort	150	142	151
School	7	28	19
National	27	28	28
Difference	-20	0	-9
Significance	Sig-		Sig-

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

Chart 3.1.21 and Table 3.1.22: Percentage of candidates achieving at least one A* to 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



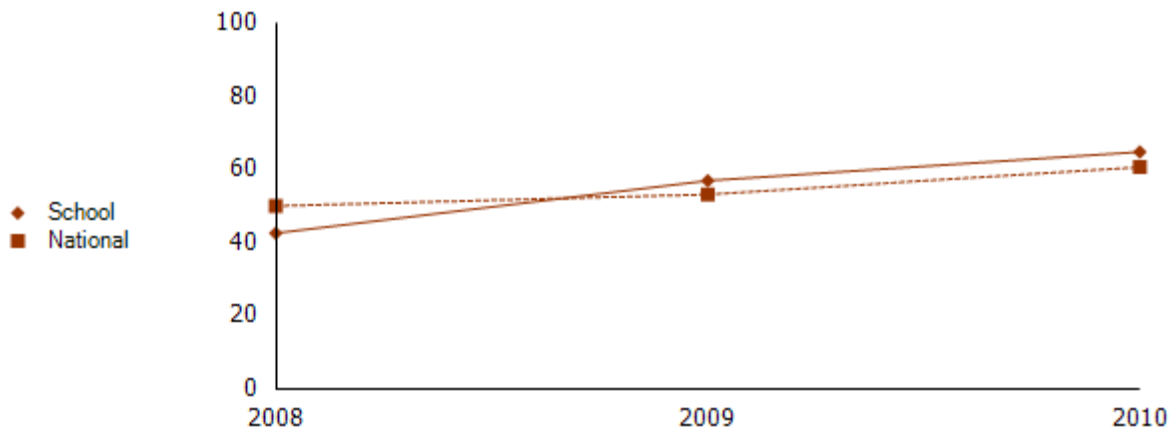
MFL A* - G short course	2008	2009	2010
Cohort	150	142	151
School	11	37	27
National	42	42	42
Difference	-31	-5	-15
Significance	Sig-		Sig-

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

Chart 3.1.23 and Table 3.1.24: Percentage of candidates achieving at least two A* to 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	2008	2009	2010
Cohort	150	142	151
School	43	57	65
National	50	53	61
Difference	-7	4	4
Significance			

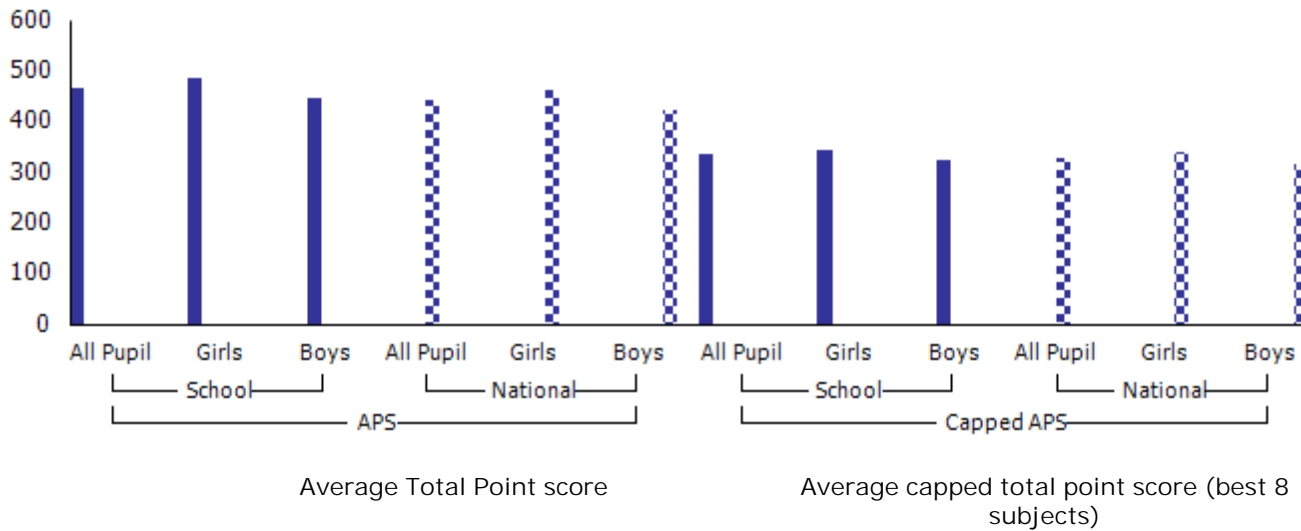
The Hollins Technology College (URN: 119757 DCSF No. 8884195)

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 - 2010

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)			
	Cohort	School	National	Sig	Cohort	School	National	Sig
All pupils	151	464.0	441.4		151	342.7	327.0	
Gender								
Male	75	444.7	422.5		75	322.6	315.8	
Female	76	483.0	461.0		76	342.7	338.6	
Free School Meals								
FSM	33	426.8	366.7		33	301.8	279.8	
Non FSM	118	474.4	452.9		118	341.4	334.2	
English as first language								
English or believed to be English	120	459.6	444.4		120	328.1	329.1	
Other than English or believed to be other	31	480.8	445.6		31	350.7	329.7	
Unclassified	0	-	164.2	-	0	-	134.2	-
Special Education Needs								
No Identified SEN	135	484.9	481.1		135	342.9	351.1	
SEN without a statement								
School Action	8	347.5	373.5		8	280.2	288.9	
School Action Plus	1	58.0	295.3	-	1	58.0	239.1	-
SEN with a statement	7	251.9	185.7	Sig+	7	237.1	157.7	Sig+

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

Ethnicity Group	Average Total Point score				Average capped total point score (best 8 subjects)			
	Cohort	School	National	Sig	Cohort	School	National	Sig
White								
British	116	459.4	444.2		116	327.6	328.7	
Irish	1	422.0	447.4	-	1	338.0	338.7	-
Traveller of Irish Heritage	0	-	258.5	-	0	-	202.9	-
Gypsy/Roma	0	-	215.2	-	0	-	176.8	-
Any Other White background	0	-	439.0	-	0	-	325.8	-
Mixed								
White & Black Caribbean	0	-	413.8	-	0	-	311.7	-
White & Black African	0	-	437.5	-	0	-	327.8	-
White & Asian	1	652.3	473.1	-	1	416.1	349.2	-
Any other mixed background	0	-	451.8	-	0	-	335.9	-
Asian or Asian British								
Indian	0	-	505.3	-	0	-	364.0	-
Pakistani	28	465.8	440.1		28	342.0	324.6	
Bangladeshi	4	580.5	445.4		4	407.5	331.3	
Any other Asian background	0	-	455.7	-	0	-	337.2	-
Black or Black British								
Black Caribbean	0	-	410.6	-	0	-	311.7	-
Black African	0	-	438.1	-	0	-	328.7	-
Any other Black background	0	-	422.1	-	0	-	316.3	-
Chinese	0	-	546.6	-	0	-	382.8	-
Any other ethnic group	0	-	441.8	-	0	-	326.8	-
Unclassified - Refused	1	331.0	440.3	-	1	283.7	328.4	-
Unclassified - Information not obtained	0	-	188.4	-	0	-	155.5	-

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

Table 3.1.27: Attainment, Percentage Achieving Thresholds at Key Stage 4 by Pupil Group - 2010

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 2010 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	151	76	61	63	95
<hr style="border-top: 1px dashed black;"/>					
Gender					
Male	75	71	59	61	96
Female	76	82	63	64	95
Free School Meals					
FSM	33	64	55	55	85
Non FSM	118	80	63	65	98
English as a First Language					
English or believed to be English	120	78	61	63	94
Other than English or believed to be other	31	71	61	65	100
Unclassified	-	-	-	-	-
Special Educational Needs					
No Identified SEN	135	81	67	70	96
SEN without a statement	9	33	11	11	89
School Action	8	38	13	13	100
School Action plus	1	0	0	0	0
SEN with a statement	7	29	0	0	100
Ethnicity Group					
White					
British	116	78	60	62	94
Irish	1	100	100	100	100
Traveller of Irish Heritage	-	-	-	-	-
Gypsy/Roma	-	-	-	-	-
Any other White background	-	-	-	-	-
Mixed					
White & Black Caribbean	-	-	-	-	-
White & Black African	-	-	-	-	-
White & Asian	1	100	100	100	100
Any other mixed background	-	-	-	-	-
Asian or Asian British					
Indian	-	-	-	-	-

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

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
Pakistani	28	71	61	100
Bangladeshi	4	75	75	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	0	0	100
Unclassified - Information not obtained	-	-	-	-

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

Table 3.1.28: Attainment, Summary of Full GCSE Results for All Pupils - 2010

This analysis shows the performance in 2010 of full 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	% A*-A	% A*-C	% A*-G	% Fail	Average Point Score
ART & DESIGN	School	73	48.3	11.0	76.7	100.0	0.0	40.8
	National	153,711	26.5	21.2	75.2	99.1	0.9	41.5
DESIGN AND TECHNOLOGY	School	142	94.0	22.5	57.7	94.4	5.6	38.0
	National	256,999	44.3	18.2	62.4	97.2	2.8	38.8
ENGLISH LITERATURE	School	146	96.7	12.3	74.0	100.0	0.0	41.0
	National	430,168	74.2	21.3	74.9	98.4	1.6	41.6
ENGLISH/ENGLISH LANGUAGE - SINGLE	School	146	96.7	16.4	71.2	99.3	0.7	40.8
	National	557,277	96.1	15.8	68.1	98.9	1.1	39.9
FRENCH	School	34	22.5	29.4	67.6	100.0	0.0	42.6
	National	135,271	23.3	21.0	67.4	99.5	0.5	40.8
GEOGRAPHY	School	48	31.8	29.2	77.1	97.9	2.1	41.4
	National	147,312	25.4	24.1	66.3	98.1	1.9	40.5
HISTORY	School	63	41.7	23.8	66.7	100.0	0.0	40.0
	National	174,585	30.1	27.5	66.9	98.0	2.0	40.7
MATHEMATICS	School	146	96.7	23.3	69.9	98.6	1.4	40.9
	National	566,014	97.7	18.0	63.6	98.2	1.8	38.7
OTHER SCIENCES	School	86	57.0	17.4	80.2	100.0	0.0	41.0
	National	496,193	85.6	13.2	64.8	98.8	1.2	39.0
OTHER SOCIAL STUDIES	School	13	8.6	46.2	84.6	100.0	0.0	46.0
	National	7,816	1.3	15.4	60.5	93.8	6.2	37.3
PHYSICAL EDUCATION	School	31	20.5	25.8	71.0	100.0	0.0	42.9
	National	103,098	17.8	22.9	67.6	99.8	0.2	41.7
RELIGIOUS STUDIES/EDUCATION	School	109	72.2	27.5	78.9	100.0	0.0	43.7
	National	156,918	27.1	28.6	70.8	98.1	1.9	41.5

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

Subject		Number of entries	Entry as a percentage of cohort	% A*-A	% A*-C	% A*-G	% Fail	Average Point Score
SCIENCE SINGLE	School	115	76.2	12.2	73.9	100.0	0.0	39.4
	National	178,713	30.8	10.3	58.8	98.5	1.5	37.4
SPANISH	School	13	8.6	46.2	84.6	100.0	0.0	45.5
	National	46,824	8.1	26.2	69.6	99.4	0.6	41.8
STATISTICS	School	91	60.3	0.0	78.0	98.9	1.1	37.6
	National	68,761	11.9	22.6	76.2	97.4	2.6	41.3
Total	School	1,256	-	18.6	72.4	99.0	1.0	40.6
Total	National	4,392,002	-	20.6	68.8	98.5	1.5	40.4

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

Table 3.1.29: Attainment, Summary of Vocational GCSE Results for All Pupils

This analysis shows the performance in 2010 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	% A*-A	% A*-C	% A*-G	% Fail	Average Point Score
ADDITIONAL APPLIED SCIENCE	School	31	20.5	0.0	9.7	100.0	0.0	32.5
	National	76,584	13.2	1.1	34.9	97.6	2.4	32.9
APPLIED BUSINESS - DOUBLE AWARD	School	5	3.3	40.0	80.0	100.0	0.0	44.2
	National	21,256	3.7	23.9	71.4	96.4	3.6	39.1
APPLIED ENGINEERING - DOUBLE AWARD	School	8	5.3	0.0	75.0	100.0	0.0	39.3
	National	8,126	1.4	15.1	57.7	96.5	3.5	36.1
CONSTRUCTION - SINGLE AWARD	School	2	1.3	0.0	100.0	100.0	0.0	43.0
	National	642	0.1	12.1	67.9	97.2	2.8	39.0
Total	School	46	-	6.8	42.4	100.0	0.0	36.6
	National	114,042	-	11.1	55.2	97.3	2.7	36.1

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

Table 3.1.30: Attainment, Relative Performance Indicators for full GCSEs, All Pupils - 2010

This analysis shows the relative performance in 2010 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	73	40.8	37.4	3.4	2.3	1.1
DESIGN AND TECHNOLOGY	142	38.0	39.5	-1.5	0.0	-1.5
ENGLISH LITERATURE	146	41.0	38.8	2.2	0.6	1.6
ENGLISH/ENGLISH LANGUAGE - SINGLE	146	40.8	38.9	1.8	1.7	0.1
FRENCH	34	42.6	45.5	-2.8	-3.7	0.9
GEOGRAPHY	48	41.4	42.3	-0.9	-1.9	1.0
HISTORY	63	40.0	40.8	-0.8	-2.0	1.2
MATHEMATICS	146	40.9	39.0	1.9	0.3	1.6
OTHER SCIENCES	86	41.0	43.1	-2.0	-0.4	-1.6
OTHER SOCIAL STUDIES	13	46.0	48.2	-2.2	-5.0	2.8
PHYSICAL EDUCATION	31	42.9	39.8	3.1	1.4	1.7
RELIGIOUS STUDIES/EDUCATION	109	43.7	41.9	1.8	-0.3	2.1
SCIENCE SINGLE	115	39.4	41.0	-1.6	-0.6	-1.0
SPANISH	13	45.5	47.9	-2.3	-2.7	0.4
STATISTICS	91	37.6	44.1	-6.4	-2.5	-3.9

**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 2010 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	31	34.0	44.5	-10.5	-2.1	-8.4
APPLIED BUSINESS - DOUBLE AWARD	5	46.0	34.0	12.0	-0.3	12.3
APPLIED ENGINEERING - DOUBLE AWARD	8	43.0	34.0	9.0	-2.7	11.7
CONSTRUCTION - SINGLE AWARD	2	-	-	-	5.7	-

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

Table 3.1.32: Narrowing the Gaps - Free School Meals

This report aims to provide schools with a single, easy-to-use and comprehensive overview of the attainment and progress of pupils eligible for Free School Meals.

School Context

	2008	2009	2010	Percentiles					
				20th percentile	40th percentile	60th percentile	80th percentile		
% of pupils known to be eligible for free school meals (FSM)									
School	17.4	18.5	17.3						
National	14.2	14.5	15.4	0.0	5.8	9.6	14.8	25.1	74.4

	Year 7	Year 8	Year 9	Year 10	Year 11
Number on roll	152	150	145	150	151
%FSM	12.5	15.3	19.3	16.0	23.3

Please note that the above data was sourced from the schools January 2010 census therefore the year groups displayed above refer to the academic year 2009/10.

Key Stage 2 to Key Stage 4 contextual value added: Free School Meals

Free school meal eligibility	Overall			English			Mathematics		
	Cohort for CVA	CVA School Score	95% Confidence Interval	Cohort for CVA	CVA School Score	95% Confidence Interval	Cohort for CVA	CVA School Score	95% Confidence Interval
All Pupils	149	1,010.2	10.3	149	1,001.1	1.0	149	1,002.9	1.0
Non FSM	116	1,014.7	11.6	116	1,001.5	1.1	116	1,003.5	1.1
FSM	33	994.9	19.7	33	999.7	1.9	33	1,000.4	1.9

Point scores, 2010, Capped overall, English and Maths

	Capped points score				English average points				Mathematics average points			
	School		National		School		National		School		National	
	Cohort	APS	Non FSM Average	Average Difference	Cohort	APS	Non FSM Average	Average Difference	Cohort	APS	Non FSM Average	Average Difference
All Pupils	151	332.8	334.2	-1.4	151	39.4	40.6	-1.2	151	39.6	39.6	0.0
Non FSM	118	341.4	334.2	7.2	118	40.4	40.6	-0.2	118	40.7	39.6	1.1
FSM	33	301.8	334.2	-32.4	33	35.9	40.6	-4.7	33	35.4	39.6	-4.2
Within School Gap		39.6				4.5				5.3		

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

Percentage of pupils achieving 2010 threshold at Key Stage 4

	5 A* - C including English and mathematics			5 A* - G including English and mathematics			At least 1 A* - C in a modern foreign language			At least 2 A* - C in science		
	Cohort	School	National	Cohort	School	National	Cohort	School	National	Cohort	School	National
All Pupils	151	61	54	151	95	92	151	19	28	151	65	61
Non FSM	118	63	58	118	98	94	118	19	30	118	68	63
FSM	33	55	31	33	85	84	33	15	14	33	55	45

This report enables schools to compare the level of their FSM pupils' performance to the national level of non-FSM performance with the intention of encouraging schools to set more ambitious achievement goals for their FSM pupils. However, this report is also intended to encourage schools to further explore the performance of their FSM pupils by using the full range of reports and data available in RAISEonline.

The Hollins Technology College (URN: 119757 DCSF No. 8884195) School Forward Estimates

This section gives school forward estimates for 2012 based on pupils that were on the roll at the time of the January 2010 School Census.

Table 4.1: School Forward Estimates for Key Stage 4 2012

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 2010 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 estimates 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			2012 based on current school progression rates	2012 Proportions based on probabilities			
	2008	2009	2010		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	60%	63%	61%	61 %	51 %	54 %	57 %	60 %
English expected progress	81%	84%	76%	75 %	61 %	64 %	67 %	71 %
Maths expected progress	79%	76%	77%	66 %	52 %	55 %	59 %	62 %

Cohort: 142

The calculation of expected progress is a new measure for 2009. It refers to a pupil making the expected level of progress from Key Stage 2 to Key Stage 4.

Probabilities based on similar schools are derived from the average attainment and progress of those schools. Therefore these estimates approximately represent the predicted outcomes of the school at the midpoint of each group.

For example, achieving the estimates based on the top 75% of similar schools would place a school approximately in the 37.5th percentile for each measure.

Please refer to the Help article for more information.