

The Government has announced (<https://www.parliament.uk/business/publications/written-questions-answers-statements/written-statement/Commons/2020-03-23/HCWS176/>) that it will not publish any school or college level educational performance data based on tests, assessments or exams for 2020. This update published here (<https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures>) clarifies what this means for the way school and college accountability will operate for 2019/20.

Spiderman Secondary School (URN:654321)

School performance summary 2018/2019

A glossary explaining terms used in this report is at the end of the printed version.

Key stage 4 headline measures

This is revised data for 2018/2019.

Progress 8

School

Pupils in Progress 8 cohort = 157

Pupils with adjusted scores = 1

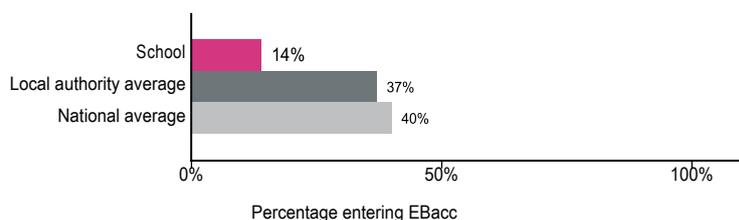


Confidence interval

-0.06 to 0.34

Percentage entering English Baccalaureate

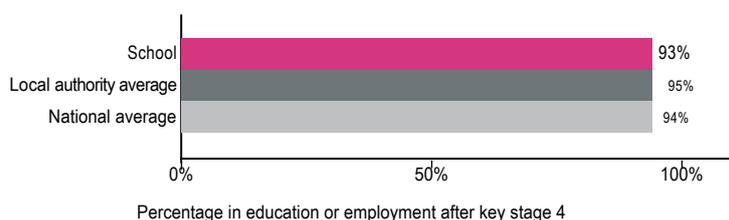
Number of pupils = 170



Percentage staying in education or entering employment after key stage 4

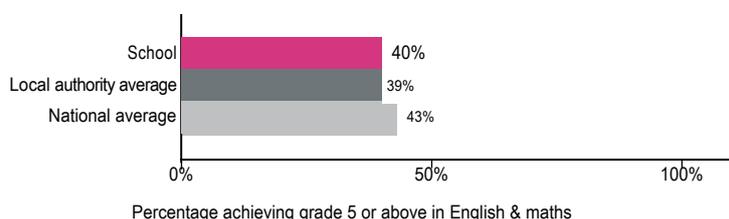
This is revised data for 2017/18 (2016/17 leavers)

Number of pupils = 139



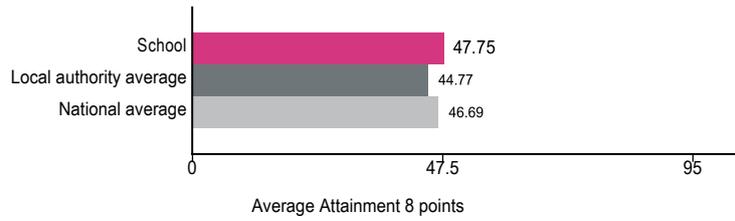
Percentage achieving grade 5 or above in English and maths

Number of pupils = 170



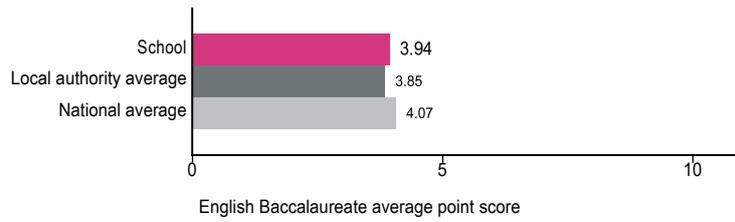
Attainment 8

Number of pupils = 170



English Baccalaureate average point score

Number of pupils = 170



Key stage 4 disadvantaged

This is revised data for 2018/2019.

Progress 8 for disadvantaged pupils

Progress score for disadvantaged pupils	-0.57
Confidence interval	-0.98 to -0.15
Number of disadvantaged pupils	37
Disadvantaged pupils with adjusted scores	1
National average for non-disadvantaged pupils	0.13
National average for disadvantaged pupils	Like-for-like -0.45

Prior attainment of disadvantaged pupils - 3 year trends

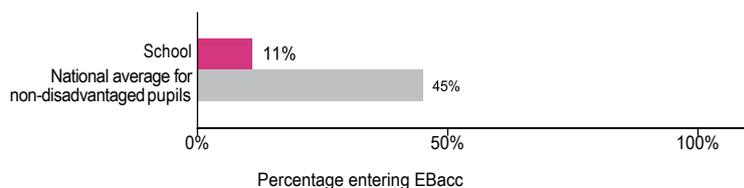
Group	2017		2018		2019	
	Non-dis	Dis	Non-dis	Dis	Non-dis	Dis
Number of pupils	92	38	88	26	120	37
Prior attainment (based on key stage 2 APS)	28.82	26.88	28.50	26.70	28.82	27.49

Progress 8 by prior attainment

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	17	3	81	25	59	9
Pupils with adjusted scores	0	0	0	0	1	1
Progress score	0.06	-0.86	0.06	-0.46	0.27	-0.77
National average	-0.22	0.00	-0.02	0.17	0.01	0.12
Difference	0.29	-0.86	0.07	-0.62	0.26	-0.89
Confidence interval	-0.55 to 0.67	-2.31 to 0.59	-0.22 to 0.34	-0.96 to 0.05	-0.05 to 0.60	-1.61 to 0.07

Percentage of disadvantaged pupils entering English Baccalaureate

Number of disadvantaged pupils = 37



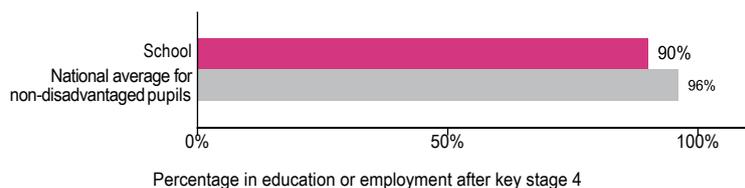
Prior attainment of pupils entering the English Baccalaureate

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	17	3	81	25	59	9
Percentage	11.76	0.00	11.11	12.00	18.64	11.11
National average	9.42	11.17	30.05	32.58	58.39	60.59
Difference	2.35	-11.17	-18.94	-20.58	-39.74	-49.48

Percentage of disadvantaged pupils staying in education or entering employment after key stage 4

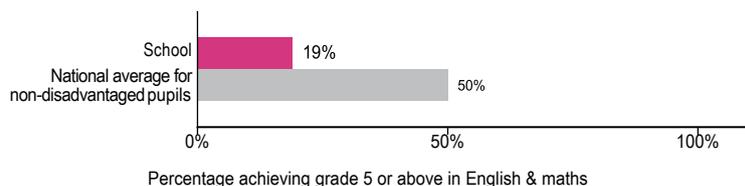
This is revised data for 2017/18 (2016/17 leavers)

Number of disadvantaged pupils = 39



Percentage of disadvantaged pupils achieving grade 5 or above in English and maths

Number of disadvantaged pupils = 37

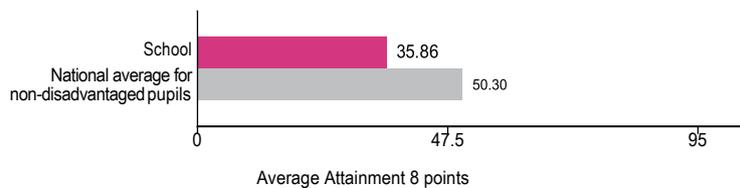


Prior attainment of pupils achieving grade 5 or above in English and maths

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	17	3	81	25	59	9
Percentage	0.00	0.00	24.69	20.00	74.58	22.22
National average	1.90	2.54	22.42	25.93	76.51	79.63
Difference	-1.90	-2.54	2.28	-5.93	-1.94	-57.41

Attainment 8 for disadvantaged pupils

Number of disadvantaged pupils = 37

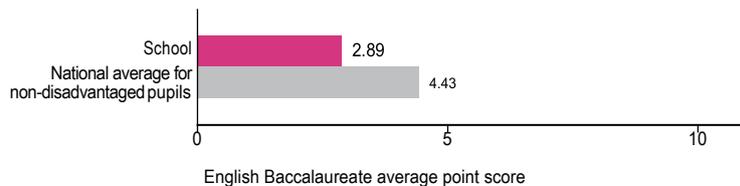


Attainment 8 by prior attainment

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	17	3	81	25	59	9
School	24.65	14.33	40.61	34.00	64.02	48.22
National average	21.16	23.81	40.05	42.22	60.86	62.36
Difference	3.49	-9.48	0.56	-8.22	3.16	-14.14

English Baccalaureate average point score for disadvantaged pupils

Number of disadvantaged pupils = 37



English Baccalaureate average point score by prior attainment

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	17	3	81	25	59	9
Average point score	1.79	0.94	3.32	2.76	5.44	3.91
National average	1.62	1.85	3.34	3.54	5.52	5.68
Difference	0.17	-0.91	-0.02	-0.78	-0.07	-1.77

Key stage 4 results over 3 years

This is revised data for 2018/2019.

Progress 8

	2017	2018	2019
Number of pupils	130	114	157
Pupils with adjusted scores	N/A	1	1
School progress score	-0.32	-0.49	0.14
Confidence interval	-0.53 to -0.11	-0.72 to -0.26	-0.06 to 0.34
Progress banding	■ Below average	■ Below average	■ Average
Local authority average	-0.32	-0.18	-0.17
National average	-0.03	-0.02	-0.03

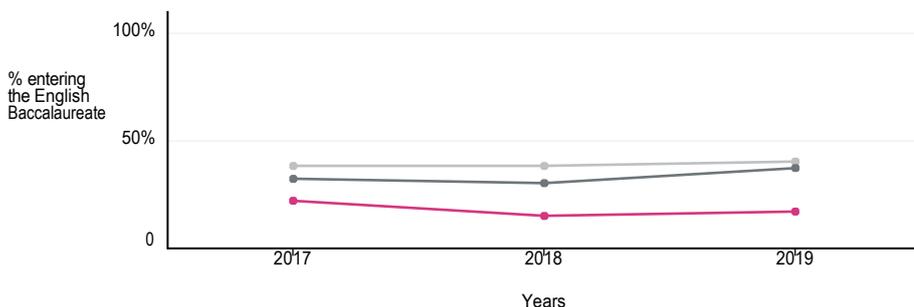
Percentage entering English Baccalaureate

Number of pupils in 2017 = 139

Number of pupils in 2018 = 126

Number of pupils in 2019 = 170

■ School
 ■ Local authority (South Gloucestershire)
 ■ National



Percentage achieving grade 5/C or above in English and maths

	2017	2018	2019
Number of pupils	139	126	170
School	25%	34%	40%
Local authority average	40%	40%	39%
National average	43%	43%	43%

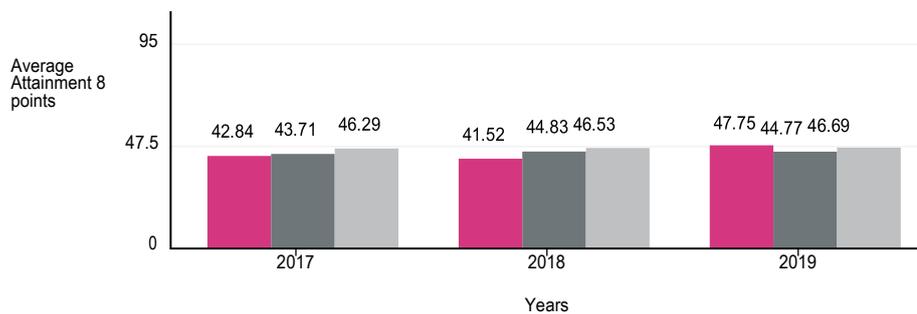
Attainment 8

Number of pupils in 2017 = 139

Number of pupils in 2018 = 126

Number of pupils in 2019 = 170

■ School
 ■ Local authority (South Gloucestershire)
 ■ National



English Baccalaureate average point score

	2017 % of pupils achieving the EBacc at 9-5 / A*-C	2018 EBacc Average point score	2019 EBacc Average point score
Number of pupils	139	126	170
School	7%	3.41	3.94
Local authority average	18%	3.83	3.85
National average	21%	4.04	4.07

Key stage 4 headline reports

Progress 8 by pupil group

Progress 8 by pupil group													
Breakdown	Cohort	Progress 8 adjusted score		Progress 8 unadjusted score		English element		Maths element		English Baccaulaurate element		Open element	
		School	National	School	National	School	National	School	National	School	National	School	National
All pupils	157	0.14	-0.03	0.14	-0.03	0.24	-0.04	-0.01	-0.02	0.17	-0.03	0.13	-0.04
Male	80	-0.15	-0.27	-0.15	-0.28	-0.30	-0.45	-0.04	-0.02	-0.02	-0.20	-0.24	-0.42
Female	77	0.44	0.22	0.43	0.22	0.80	0.39	0.02	-0.02	0.37	0.14	0.52	0.35
Disadvantaged	37	-0.57	0.13	-0.58	0.12	-0.74	0.11	-0.52	0.11	-0.58	0.14	-0.53	0.12
		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like	
			-0.45		-0.46		-0.44		-0.39		-0.50		-0.48
Ever 6 FSM	37	-0.57	0.12	-0.58	0.11	-0.74	0.10	-0.52	0.11	-0.58	0.13	-0.53	0.11
		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like	
			-0.44		-0.45		-0.43		-0.39		-0.49		-0.47
Children looked after	0	N/A	-0.02	N/A	-0.02	N/A	-0.03	N/A	-0.02	N/A	-0.02	N/A	-0.03
		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like	
			-1.11		-1.15		-1.18		-0.89		-1.18		-1.26
Other	120	0.36	0.13	0.36	0.12	0.54	0.11	0.14	0.11	0.40	0.14	0.34	0.12
SEN EHCF	3	0.69	-0.03	0.69	-0.03	0.62	-0.04	0.78	-0.02	0.77	-0.03	0.59	-0.04
SEN support	14	-0.82	-0.03	-0.87	-0.03	-0.95	-0.04	-0.64	-0.02	-0.99	-0.03	-0.84	-0.04
No SEN	140	0.22	0.07	0.22	0.07	0.35	0.08	0.03	0.05	0.27	0.06	0.22	0.08
Non-mobile	153	0.15	0.00	0.15	-0.01	0.25	-0.01	0.00	0.00	0.19	0.00	0.15	-0.01
English first language	140	0.07	-0.03	0.06	-0.03	0.18	-0.04	-0.07	-0.02	0.06	-0.03	0.07	-0.04
English additional language	17	0.73	-0.03	0.73	-0.03	0.68	-0.04	0.51	-0.02	1.04	-0.03	0.62	-0.04
Prior attainment													
Low overall	17	0.06	-0.22	0.06	-0.22	0.20	-0.26	-0.28	-0.15	-0.15	-0.20	0.42	-0.26
Middle overall	81	0.06	-0.02	0.06	-0.02	0.20	-0.02	-0.09	-0.01	0.10	-0.02	0.02	-0.02
High overall	59	0.27	0.01	0.26	0.00	0.29	0.00	0.17	0.00	0.36	0.00	0.20	0.00
Reading low	16	0.10	-0.17	0.10	-0.17	0.02	-0.29	0.00	0.05	-0.05	-0.15	0.37	-0.27
Reading middle	75	0.07	-0.02	0.07	-0.02	0.15	-0.09	-0.11	0.09	0.11	-0.01	0.09	-0.05
Reading high	66	0.23	-0.01	0.22	-0.02	0.39	0.05	0.10	-0.13	0.30	-0.02	0.13	0.02
Maths low	19	-0.22	-0.26	-0.22	-0.26	-0.19	-0.20	-0.49	-0.37	-0.41	-0.25	0.14	-0.24
Maths middle	74	0.18	0.00	0.18	-0.01	0.55	0.03	-0.09	-0.06	0.16	-0.01	0.12	0.01
Maths high	64	0.20	0.02	0.19	0.01	0.00	-0.06	0.21	0.12	0.35	0.02	0.14	-0.03

Percentage entering English Baccalaureate by pupil group

Percentage entering English Baccalaureate by pupil group																			
Breakdown	Cohort	English Baccalaureate			English			Mathematics			Science			Languages			Humanities		
		No. of Entries	Sch %	Nat %	No. of Entries	Sch %	Nat %	No. of Entries	Sch %	Nat %	No. of Entries	Sch %	Nat %	No. of Entries	Sch %	Nat %	No. of Entries	Sch %	Nat %
All pupils	170	23	14	40	169	99	96	169	99	97	169	99	96	41	24	47	122	72	81
Male	83	10	12	34	82	99	95	82	99	97	82	99	95	16	19	40	58	70	79
Female	87	13	15	46	87	100	97	87	100	98	87	100	97	25	29	54	64	74	83
Disadvantaged	37	4	11	45	36	97	97	36	97	98	36	97	97	8	22	51	24	65	84
		Like-for-like			Like-for-like			Like-for-like			Like-for-like			Like-for-like			Like-for-like		
				27			92			94			91			34			72
Ever 6 FSM	37	4	11	44	36	97	97	36	97	98	36	97	97	8	22	51	24	65	83
		Like-for-like			Like-for-like			Like-for-like			Like-for-like			Like-for-like			Like-for-like		
				28			92			94			91			34			73
Children looked after	0	0	N/A	40	0	N/A	96	0	N/A	97	0	N/A	96	0	N/A	47	0	N/A	81
		Like-for-like			Like-for-like			Like-for-like			Like-for-like			Like-for-like			Like-for-like		
				13			73			82			72			17			48
Other	133	19	14	45	133	100	97	133	100	98	133	100	97	33	25	51	98	74	84
SEN EHCP	3	0	0	40	3	100	96	3	100	97	3	100	96	1	33	47	0	0	81
SEN support	15	0	0	40	15	100	96	15	100	97	15	100	96	0	0	47	9	60	81
No SEN	152	23	15	44	151	99	98	151	99	99	151	99	98	40	26	51	113	74	85
Non-mobile	163	23	14	41	162	99	96	162	99	98	162	99	96	38	23	47	120	74	81
English first language	144	17	12	40	143	99	96	143	99	97	143	99	96	30	21	47	110	76	81
English additional language	26	6	23	40	26	100	96	26	100	97	26	100	96	11	42	47	12	46	81
Prior attainment																			
Low overall	17	2	12	9	17	100	81	17	100	85	17	100	80	2	12	14	11	65	56
Middle overall	81	9	11	30	80	99	97	80	99	99	80	99	97	19	23	36	60	74	82
High overall	59	11	19	58	59	100	99	59	100	100	59	100	99	16	27	65	47	80	88
Reading low	16	2	13	10	16	100	79	16	100	83	16	100	79	2	13	15	9	56	55
Reading middle	75	7	9	29	74	99	97	74	99	99	74	99	97	16	21	35	56	75	81
Reading high	66	13	20	55	66	100	99	66	100	99	66	100	99	19	29	61	53	80	88
Maths low	19	1	5	11	19	100	82	19	100	86	19	100	82	2	11	16	10	53	60
Maths middle	74	10	14	32	73	99	97	73	99	99	73	99	97	16	22	38	60	81	82
Maths high	64	11	17	57	64	100	99	64	100	100	64	100	99	19	30	64	48	75	88

Percentage of pupils staying in education or entering employment after key stage 4 by pupil group

Percentage of pupils staying in education or entering employment after key stage 4 by pupil group								
Destination	Breakdown	All pupils	Male	Female	Disadvantaged	Other	SEN	No SEN
	Cohort	139	75	64	39	100	14	125
Percentage of pupils staying in education or entering employment after key stage 4	Overall % going to							
	School %	93	93	92	90	94	79	94
	National %	94	93	95	96	96	90	95
	Education							
	School %	86	85	88	82	88	79	87
	National %	87	85	89	89	89	82	87
	Apprenticeships							
	School %	3	4	2	0	4	0	3
	National %	4	5	3	5	5	4	4
	Employment							
School %	4	4	3	8	2	0	4	
National %	3	4	3	3	3	4	3	
Staying in education	Further education							
	School %	45	53	36	49	44	71	42
	college or other FE provider							
	National %	37	39	35	34	34	51	35
	School sixth form							
	School %	40	31	50	33	42	7	43
	National %	37	35	40	42	42	17	41
	Sixth form college							
	School %	1	0	2	SUPP	SUPP	0	1
	National %	11	9	12	11	11	5	12
Other education destinations								
School %	1	1	0	SUPP	SUPP	0	1	
National %	2	2	2	2	2	9	1	
Destination not recorded or captured	Not recorded in a sustained destination							
	School %	4	5	2	8	2	21	2
	National %	5	6	4	3	3	9	4
	Activity not captured							
School %	4	1	6	3	4	0	4	
National %	1	1	1	1	1	1	1	

Percentage achieving grade 5 or above in English and maths by pupil group

Percentage achieving grade 5 or above in English and maths				
Breakdown	Cohort	No. of Entries	School %	National %
All pupils	170	169	40	43
Male	83	82	40	40
Female	87	87	40	47
Disadvantaged	37	36	19	50 Like-for-like 25
Ever 6 FSM	37	36	19	50 Like-for-like 25
Children looked after	0	0	N/A	44 Like-for-like 10
Other	133	133	46	50
SEN EHCP	3	3	33	43
SEN support	15	15	13	43
No SEN	152	151	43	48
Non-mobile	163	162	39	44
English first language	144	143	40	43
English additional language	26	26	38	43
Prior attainment				
Low overall	17	17	0	2
Middle overall	81	80	25	22
High overall	59	59	75	77
Reading low	16	16	0	4
Reading middle	75	74	23	24
Reading high	66	66	71	67
Maths low	19	19	0	2
Maths middle	74	73	28	25
Maths high	64	64	67	76

Attainment 8 by pupil group

Attainment 8 by pupil group											
Breakdown	Cohort	Overall attainment 8		English element		Maths element		English Baccalaureate element		Open element	
		School	National	School	National	School	National	School	National	School	National
All pupils	170	47.75	46.69	10.45	9.95	8.93	9.06	13.69	13.47	14.69	14.21
Male	83	46.62	44.02	9.69	9.08	9.28	9.02	13.72	12.91	13.94	13.01
Female	87	48.84	49.47	11.17	10.85	8.60	9.11	13.66	14.06	15.41	15.45
Disadvantaged	37	35.86	50.30	7.68	10.61	6.86	9.80	9.93	14.67	11.39	15.22
			Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like
			36.68		8.11		7.02		10.16		11.39
Ever 6 FSM	37	35.86	50.09	7.68	10.57	6.86	9.76	9.93	14.60	11.39	15.16
			Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like
			36.91		8.16		7.06		10.23		11.46
Children looked after	0	N/A	46.91	N/A	9.99	N/A	9.11	N/A	13.54	N/A	14.27
			Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like
			23.94		5.46		4.77		6.31		7.41
Other	133	51.06	50.30	11.22	10.61	9.50	9.80	14.73	14.67	15.61	15.22
SEN EHCP	3	36.50	46.69	8.00	9.95	6.67	9.06	10.33	13.47	11.50	14.21
SEN support	15	30.90	46.69	6.67	9.95	6.13	9.06	8.30	13.47	9.80	14.21
No SEN	152	49.64	49.86	10.87	10.58	9.25	9.69	14.28	14.45	15.24	15.13
Non-mobile	163	47.56	47.28	10.42	10.07	8.83	9.17	13.65	13.64	14.66	14.41
English first language	144	47.28	46.69	10.38	9.95	8.85	9.06	13.53	13.47	14.52	14.21
English additional language	26	50.40	46.69	10.85	9.95	9.38	9.06	14.54	13.47	15.63	14.21
Prior attainment											
Low overall	17	24.65	21.16	6.12	5.02	3.29	3.43	5.71	5.43	9.53	7.27
Middle overall	81	40.61	40.05	9.31	8.90	7.36	7.55	11.30	11.02	12.65	12.58
High overall	59	64.02	60.86	13.19	12.51	12.68	12.23	19.42	18.16	18.74	17.96
Reading low	16	25.00	21.65	5.75	4.93	3.88	3.86	6.00	5.62	9.38	7.24
Reading middle	75	40.44	39.54	9.15	8.65	7.25	7.64	11.25	10.90	12.78	12.35
Reading high	66	61.41	57.92	13.00	12.14	12.03	11.35	18.45	17.12	17.93	17.30
Maths low	19	23.03	22.61	5.58	5.52	3.16	3.43	5.26	5.83	9.03	7.83
Maths middle	74	42.24	41.04	10.08	9.15	7.46	7.66	11.64	11.34	13.06	12.88
Maths high	64	61.29	60.42	12.25	12.29	12.31	12.35	18.69	18.02	18.04	17.76

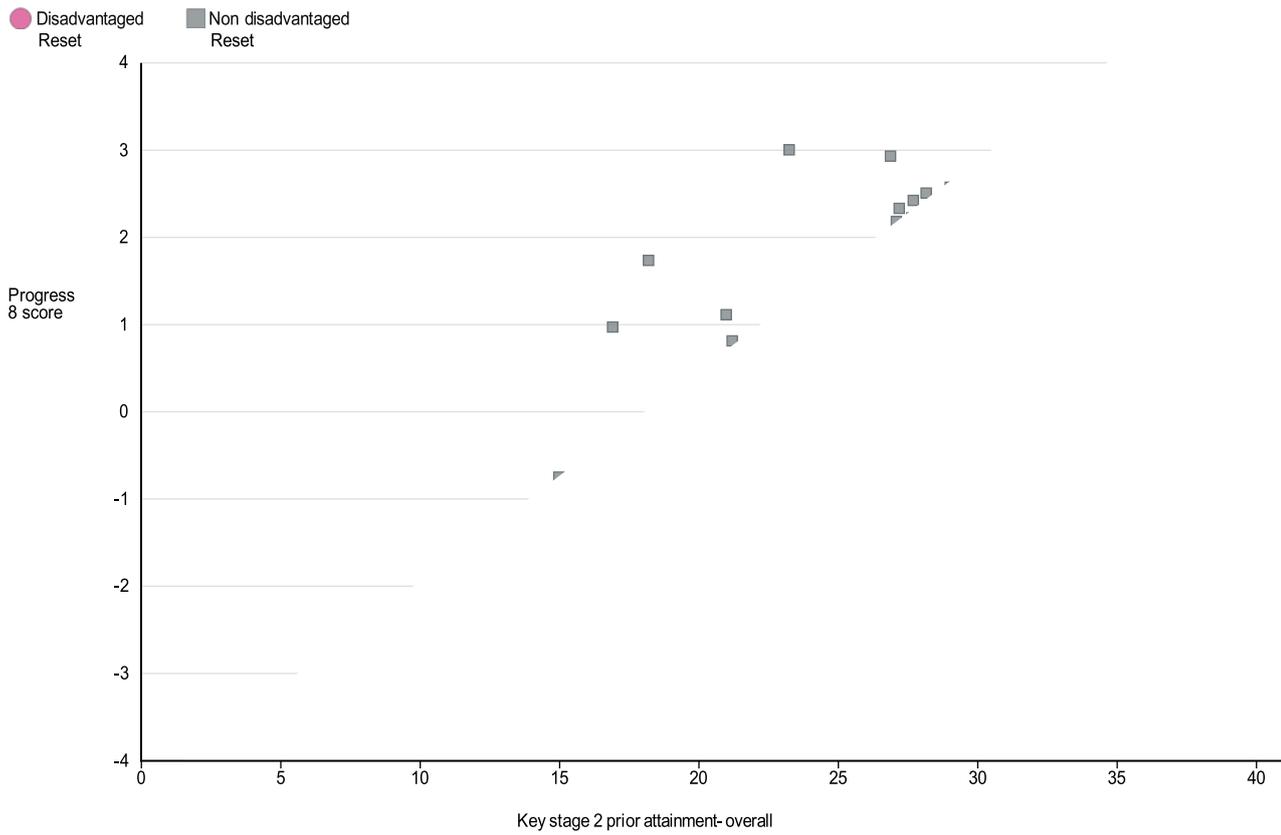
English Baccalaureate average point score by pupil group

English Baccalaureate average point score by pupil group																			
Breakdown	Cohort	English Baccalaureate			English Baccalaureate subject pillar														
					English			Maths			Science			Languages			Humanities		
		No. of Entries	Sch	Nat	No. of Entries	Sch	Nat	No. of Entries	Sch	Nat	No. of Entries	Sch	Nat	No. of Entries	Sch	Nat	No. of Entries	Sch	Nat
All pupils	170	23	3.94	4.07	169	5.22	4.96	169	4.46	4.53	169	4.60	4.50	41	1.39	2.28	122	3.38	3.68
Male	83	10	3.85	3.84	82	4.84	4.52	82	4.64	4.51	82	4.65	4.38	16	1.06	1.84	58	3.23	3.40
Female	87	13	4.04	4.32	87	5.59	5.41	87	4.30	4.56	87	4.55	4.63	25	1.71	2.74	64	3.52	3.97
Disadvantaged	37	4	2.89	4.43	36	3.84	5.29	36	3.43	4.90	36	3.45	4.87	8	1.01	2.58	24	2.16	4.09
			Like-for-like		Like-for-like			Like-for-like			Like-for-like			Like-for-like			Like-for-like		
			3.08		4.03			3.51			3.47			1.45			2.54		
Ever 6 FSM	37	4	2.89	4.41	36	3.84	5.27	36	3.43	4.88	36	3.45	4.85	8	1.01	2.56	24	2.16	4.06
			Like-for-like		Like-for-like			Like-for-like			Like-for-like			Like-for-like			Like-for-like		
			3.10		4.06			3.53			3.49			1.47			2.56		
Children looked after	0	0	N/A	4.09	0	N/A	4.98	0	N/A	4.55	0	N/A	4.52	0	N/A	2.29	0	N/A	3.70
			Like-for-like		Like-for-like			Like-for-like			Like-for-like			Like-for-like			Like-for-like		
			1.93		2.66			2.38			2.27			0.64			1.38		
Other	133	19	4.24	4.43	133	5.61	5.29	133	4.75	4.90	133	4.92	4.87	33	1.50	2.58	98	3.71	4.09
SEN EHCP	3	0	2.89	4.07	3	4.00	4.96	3	3.33	4.53	3	4.17	4.50	1	1.67	2.28	0	N/A	3.68
SEN support	15	0	2.43	4.07	15	3.33	4.96	15	3.07	4.53	15	2.93	4.50	0	N/A	2.28	9	2.33	3.68
No SEN	152	23	4.11	4.38	151	5.43	5.28	151	4.63	4.85	151	4.77	4.80	40	1.52	2.54	113	3.55	4.00
Non-mobile	163	23	3.93	4.13	162	5.21	5.02	162	4.42	4.58	162	4.59	4.56	38	1.33	2.30	120	3.45	3.75
English first language	144	17	3.90	4.07	143	5.19	4.96	143	4.42	4.53	143	4.58	4.50	30	1.09	2.28	110	3.55	3.68
English additional language	26	6	4.17	4.07	26	5.42	4.96	26	4.69	4.53	26	4.71	4.50	11	3.04	2.28	12	2.42	3.68
Prior attainment																			
Low overall	17	2	1.79	1.62	17	3.06	2.48	17	1.65	1.72	17	2.03	1.95	2	0.76	0.49	11	1.24	1.15
Middle overall	81	9	3.32	3.34	80	4.65	4.44	80	3.68	3.78	80	3.73	3.75	19	1.20	1.39	60	2.90	2.92
High overall	59	11	5.44	5.52	59	6.59	6.25	59	6.34	6.12	59	6.53	6.00	16	1.64	3.50	47	5.00	5.22
Reading low	16	2	1.86	1.68	16	2.88	2.43	16	1.94	1.93	16	2.16	2.02	2	0.81	0.54	9	1.25	1.15
Reading middle	75	7	3.27	3.30	74	4.57	4.31	74	3.63	3.82	74	3.70	3.73	16	1.15	1.37	56	2.87	2.82
Reading high	66	13	5.23	5.20	66	6.50	6.06	66	6.02	5.67	66	6.21	5.65	19	1.64	3.21	53	4.79	4.96
Maths low	19	1	1.60	1.74	19	2.79	2.73	19	1.58	1.71	19	1.97	2.05	2	0.53	0.53	10	0.79	1.35
Maths middle	74	10	3.48	3.44	73	5.04	4.56	73	3.73	3.83	73	3.82	3.83	16	1.12	1.50	60	3.36	3.07
Maths high	64	11	5.19	5.48	64	6.13	6.14	64	6.16	6.18	64	6.28	5.99	19	1.79	3.45	48	4.48	5.11

Key stage 4 Progress 8 scatter plot by disadvantaged

This is revised data for 2018/2019.

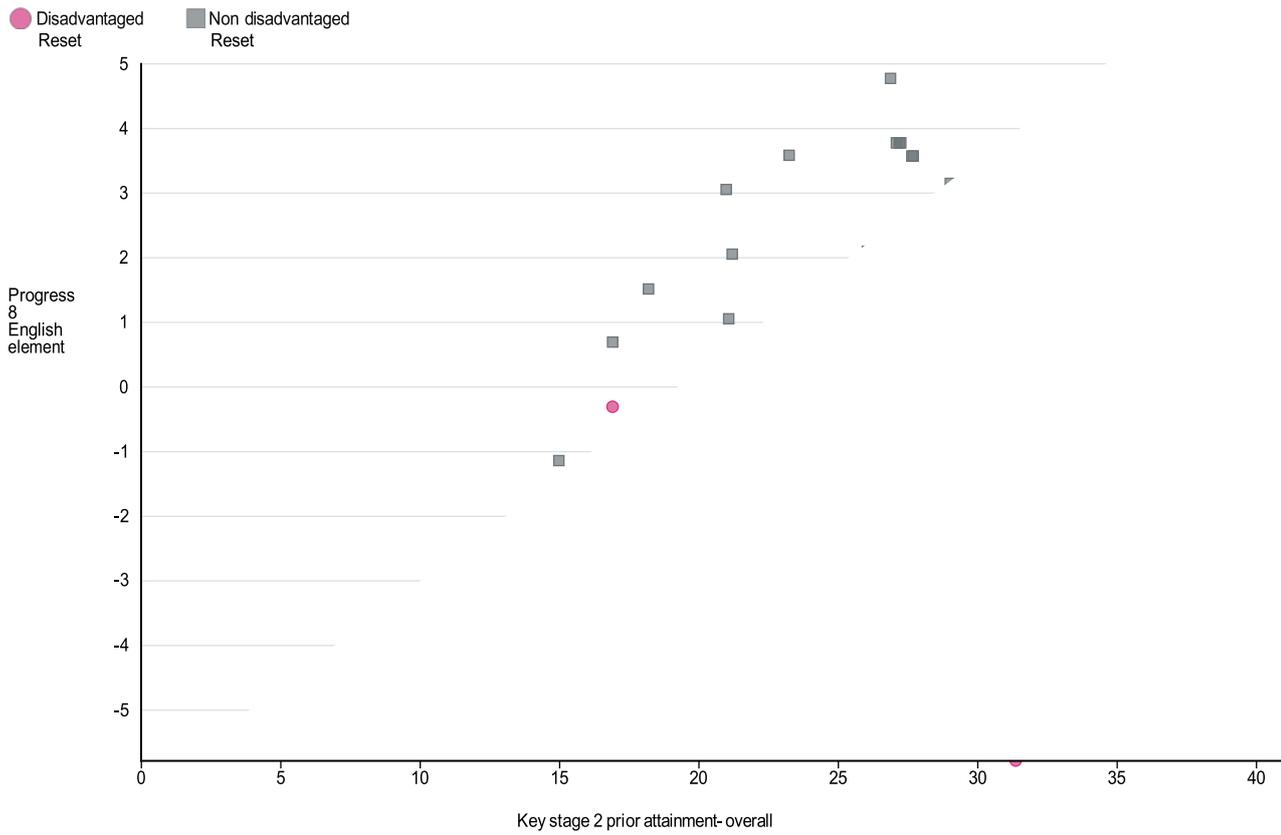
Number of pupils = 157



Key stage 4 Progress 8 English element scatter plot by disadvantaged

This is revised data for 2018/2019.

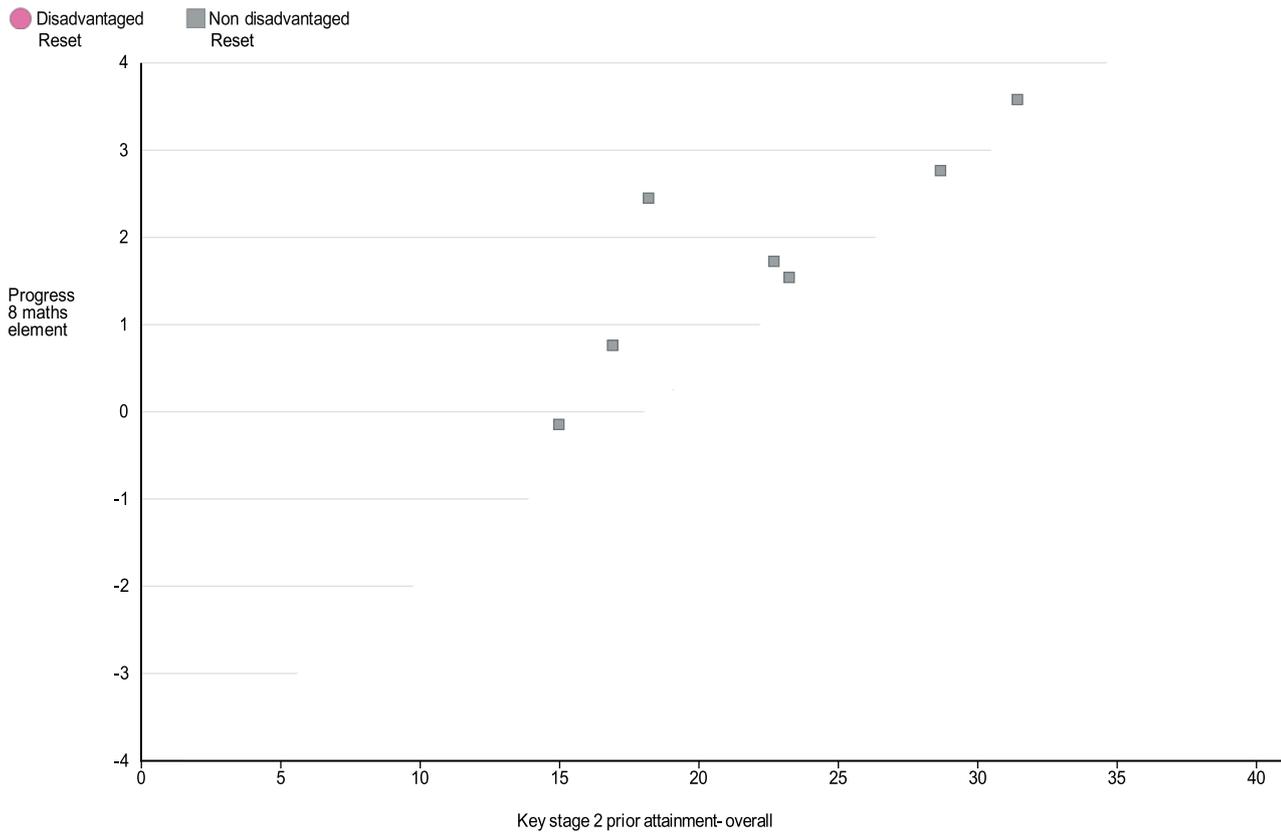
Number of pupils = 157



Key stage 4 Progress 8 maths element scatter plot by disadvantaged

This is revised data for 2018/2019.

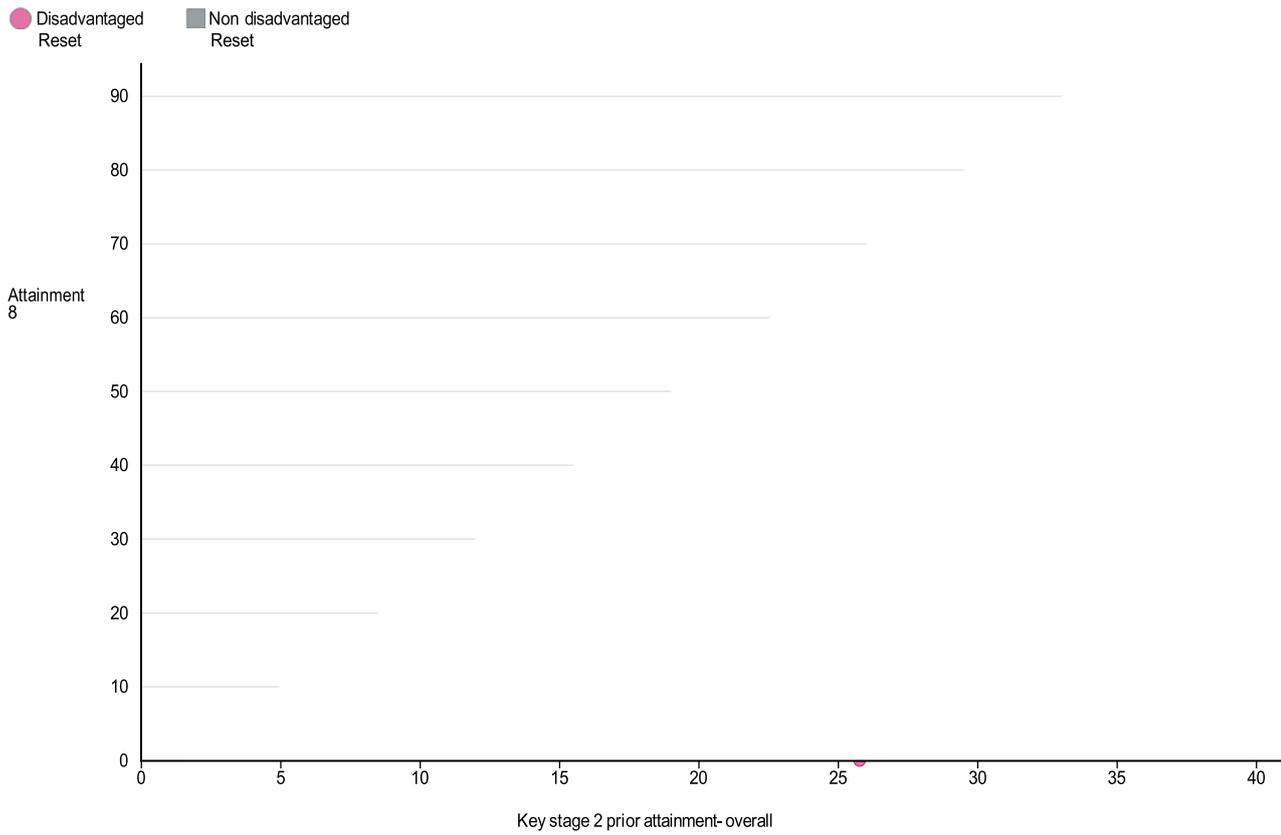
Number of pupils = 157



Key stage 4 Attainment 8 scatter plot by disadvantaged

This is revised data for 2018/2019.

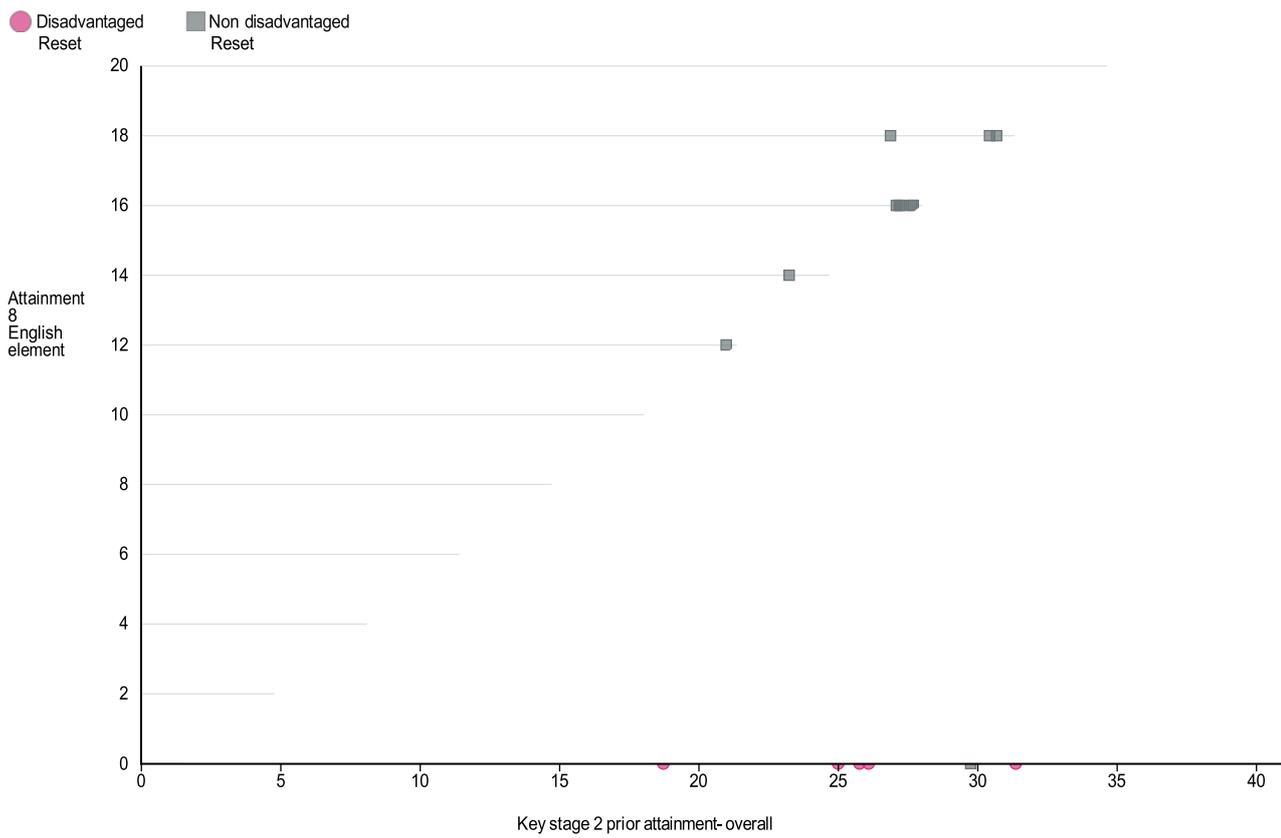
Number of pupils = 157



Key stage 4 Attainment 8 English element scatter plot by disadvantaged

This is revised data for 2018/2019.

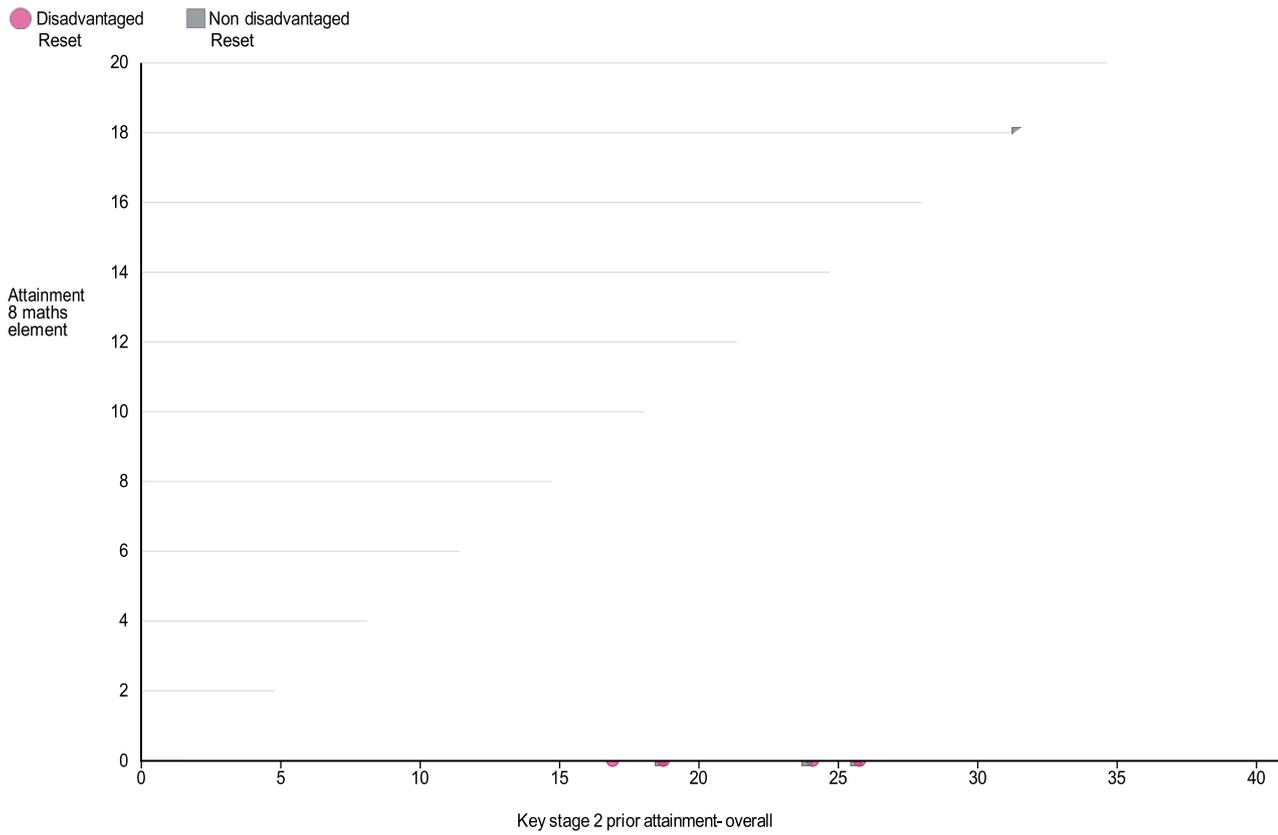
Number of pupils = 157



Key stage 4 Attainment 8 maths element scatter plot by disadvantaged

This is revised data for 2018/2019.

Number of pupils = 157



Key stage 4 additional reports

Percentage achieving grade 4 or above in English and maths by pupil group

Percentage achieving grade 4 or above in English and maths				
Breakdown	Cohort	No. of Entries	School %	National %
All pupils	170	169	66	65
Male	83	82	63	61
Female	87	87	70	68
Disadvantaged	37	36	51	72 Like-for-like 45
Ever 6 FSM	37	36	51	71 Like-for-like 45
Children looked after	0	0	N/A	65 Like-for-like 23
Other	133	133	71	72
SEN EHCP	3	3	33	65
SEN support	15	15	27	65
No SEN	152	151	71	71
Non-mobile	163	162	65	66
English first language	144	143	65	65
English additional language	26	26	73	65
Prior attainment				
Low overall	17	17	12	8
Middle overall	81	80	57	53
High overall	59	59	95	93
Reading low	16	16	13	13
Reading middle	75	74	55	52
Reading high	66	66	92	87
Maths low	19	19	5	9
Maths middle	74	73	65	56
Maths high	64	64	86	92

Percentage achieving EBacc at grade 5/C or above by pupil group

Percentage achieving EBacc at grade 5/C or above by pupil group																				
Breakdown	Cohort	English Baccalaureate			English Baccalaureate subject pillar															
					Percentage of cohort									Percentage of entries						
		English			Maths			Science			Languages			Humanities						
		No. ach.	Sch %	Nat %	No. ach.	Sch %	Nat %	No. ach.	Sch %	Nat %	No. ach.	Sch %	Nat %	No. ach.	Sch %	Nat %	No. ach.	Sch %	Nat %	
All pupils	170	11	6	17	113	66	61	72	42	49	69	41	47	29	71	54	62	51	50	
Male	83	5	6	13	47	57	52	36	43	49	33	40	45	12	75	49	30	52	46	
Female	87	6	7	21	66	76	69	36	41	50	36	41	49	17	68	59	32	50	54	
Disadvantaged	37	0	0	21	17	46	67	8	22	56	8	22	53	4	50	57	6	25	56	
				Like-for-like			Like-for-like			Like-for-like			Like-for-like			Like-for-like			Like-for-like	
Ever 6 FSM	37	0	0	20	17	46	67	8	22	56	8	22	53	4	50	57	6	25	56	
				Like-for-like			Like-for-like			Like-for-like			Like-for-like			Like-for-like			Like-for-like	
Children looked after	0	0	N/A	17	0	N/A	61	0	N/A	49	0	N/A	47	0	N/A	54	0	N/A	50	
				Like-for-like			Like-for-like			Like-for-like			Like-for-like			Like-for-like			Like-for-like	
Other	133	11	8	21	96	72	67	64	48	56	61	46	53	25	76	57	56	57	56	
SEN EHCP	3	0	0	17	2	67	61	1	33	49	1	33	47	1	100	54	0	N/A	50	
SEN support	15	0	0	17	4	27	61	2	13	49	2	13	47	0	N/A	54	4	44	50	
No SEN	152	11	7	19	107	70	67	69	45	54	66	44	50	28	70	55	58	51	53	
Non-mobile	163	11	7	18	106	65	62	68	42	50	65	40	47	27	71	54	60	50	51	
English first language	144	8	6	17	96	67	61	61	42	49	59	41	47	19	63	54	55	50	50	
English additional language	26	3	12	17	17	65	61	11	42	49	10	38	47	10	91	54	7	58	50	
Prior attainment																				
Low overall	17	0	0	0	3	18	11	0	0	3	1	6	4	2	100	26	2	18	6	
Middle overall	81	4	5	4	47	58	50	22	27	29	20	25	26	11	58	31	21	35	30	
High overall	59	7	12	35	53	90	86	46	78	83	45	76	77	12	75	67	37	79	77	
Reading low	16	0	0	1	3	19	11	0	0	7	1	6	6	2	100	30	2	22	7	
Reading middle	75	3	4	5	41	55	46	20	27	32	19	26	27	10	63	32	19	34	28	
Reading high	66	8	12	30	59	89	83	48	73	72	46	70	69	13	68	64	39	74	72	
Maths low	19	0	0	0	3	16	16	0	0	2	0	0	4	1	50	22	1	10	8	
Maths middle	74	5	7	6	49	66	52	21	28	30	19	26	28	9	56	35	24	40	34	
Maths high	64	6	9	34	51	80	84	47	73	84	47	73	76	15	79	66	35	73	75	

Percentage achieving EBacc at grade 4/C or above by pupil group

Percentage achieving EBacc at grade 4/C or above by pupil group																				
Breakdown	Cohort	English Baccalaureate			English Baccalaureate subject pillar															
					Percentage of cohort						Percentage of entries									
		English			Maths			Science			Languages			Humanities						
		No. ach.	Sch %	Nat %	No. ach.	Sch %	Nat %	No. ach.	Sch %	Nat %	No. ach.	Sch %	Nat %	No. ach.	Sch %	Nat %	No. ach.	Sch %	Nat %	
All pupils	170	17	10	25	133	78	76	123	72	70	105	62	65	35	85	70	75	61	63	
Male	83	8	10	20	61	73	69	60	72	69	50	61	64	16	100	65	36	62	59	
Female	87	9	10	30	72	83	83	63	72	71	55	63	67	19	76	75	39	61	66	
Disadvantaged	37	0	0	29	20	54	82	23	62	77	17	47	71	6	75	73	9	38	69	
				Like-for-like			Like-for-like			Like-for-like			Like-for-like			Like-for-like			Like-for-like	
Ever 6 FSM	37	0	0	29	20	54	81	23	62	76	17	47	71	6	75	73	9	38	68	
				Like-for-like			Like-for-like			Like-for-like			Like-for-like			Like-for-like			Like-for-like	
Children looked after	0	0	N/A	25	0	N/A	76	0	N/A	70	0	N/A	66	0	N/A	70	0	N/A	63	
				Like-for-like			Like-for-like			Like-for-like			Like-for-like			Like-for-like			Like-for-like	
Other	133	17	13	29	113	85	82	100	75	77	88	66	71	29	88	73	66	67	69	
SEN EHCP	3	0	0	25	2	67	76	1	33	70	1	33	65	1	100	70	0	N/A	63	
SEN support	15	0	0	25	7	47	76	5	33	70	3	20	65	0	N/A	70	4	44	63	
No SEN	152	17	11	28	124	82	82	117	77	76	101	67	69	34	85	71	71	63	66	
Non-mobile	163	17	10	26	126	77	77	116	71	71	99	61	66	33	87	70	73	61	63	
English first language	144	12	8	25	111	77	76	102	71	70	89	62	65	25	83	70	66	60	63	
English additional language	26	5	19	25	22	85	76	21	81	70	16	62	65	10	91	70	9	75	63	
Prior attainment																				
Low overall	17	1	6	1	6	35	27	3	18	12	1	6	11	2	100	35	2	18	12	
Middle overall	81	5	6	11	58	72	72	53	65	61	39	49	51	13	68	50	28	47	47	
High overall	59	10	17	46	56	95	95	58	98	96	56	95	92	16	100	82	42	89	87	
Reading low	16	1	6	1	5	31	26	4	25	18	1	6	16	2	100	39	2	22	14	
Reading middle	75	4	5	11	51	68	69	48	64	60	34	46	50	12	75	50	24	43	44	
Reading high	66	11	17	41	64	97	93	62	94	90	61	92	86	17	89	79	46	87	83	
Maths low	19	0	0	1	5	26	33	3	16	10	0	0	13	1	50	34	1	10	17	
Maths middle	74	8	11	13	59	80	73	50	68	63	39	53	54	11	69	54	32	53	50	
Maths high	64	8	13	45	56	88	93	61	95	96	57	89	91	19	100	81	39	81	85	

English Baccalaureate by subject area, value added

English Baccalaureate by subject area, value added										
Breakdown	Cohort	Science			Languages			Humanities		
		VA cohort	School	National	VA cohort	School	National	VA cohort	School	National
All pupils	170	156	0.08	0.00	37	1.00	0.00	118	0.30	0.00
Male	83	79	-0.05	-0.08	16	0.63	-0.38	57	-0.01	-0.26
Female	87	77	0.21	0.08	21	1.29	0.29	61	0.59	0.25
Disadvantaged	37	36	-0.53	0.12	8	0.45	0.05	24	-0.48	0.15
				Like-for-like			Like-for-like			Like-for-like
				-0.35			-0.19			-0.47
Ever 6 FSM	37	36	-0.53	0.12	8	0.45	0.04	24	-0.48	0.14
				Like-for-like			Like-for-like			Like-for-like
				-0.34			-0.19			-0.47
Children looked after	0	0	N/A	0.01	0	N/A	0.00	0	N/A	0.00
				Like-for-like			Like-for-like			Like-for-like
				-0.59			-0.62			-0.77
Other	133	120	0.26	0.12	29	1.16	0.05	94	0.50	0.15
SEN EHCP	3	3	1.21	0.00	1	0.87	0.00	0	N/A	0.00
SEN support	15	14	-1.05	0.00	0	N/A	0.00	8	0.08	0.00
No SEN	152	139	0.17	0.03	36	1.01	0.02	110	0.32	0.03
Non-mobile	163	152	0.12	0.01	34	0.94	0.00	117	0.33	0.02
English first language	144	139	0.03	0.00	29	0.42	0.00	108	0.23	0.00
English additional language	26	17	0.48	0.00	8	3.11	0.00	10	1.11	0.00
Prior attainment										
Low overall	17	17	-0.36	0.00	2	3.13	0.00	11	-0.17	0.00
Middle overall	81	80	-0.07	0.00	19	1.22	0.00	60	0.34	-0.01
High overall	59	59	0.41	0.01	16	0.48	0.00	47	0.36	0.01
Reading low	16	16	-0.24	0.10	2	3.13	0.16	9	0.17	0.02
Reading middle	75	74	-0.08	0.03	16	1.51	-0.03	56	0.30	-0.06
Reading high	66	66	0.33	-0.04	19	0.36	0.00	53	0.33	0.04
Maths low	19	19	-0.52	-0.10	2	1.55	-0.16	10	-0.59	0.02
Maths middle	74	73	-0.03	-0.01	16	1.27	0.03	60	0.52	0.03
Maths high	64	64	0.38	0.04	19	0.73	-0.01	48	0.22	-0.04

Entries and points

Key stage 4 entries and points			
Breakdown	Cohort	Average number of qualifications entered	Average points per qualification
All pupils	170	7.98	4.78
Male	83	7.98	4.67
Female	87	7.98	4.88
Disadvantaged	37	7.62	3.67
Ever 6 FSM	37	7.62	3.67
Children looked after	0	N/A	N/A
Other	133	8.08	5.07
SEN EHCP	3	7.00	4.12
SEN support	15	7.13	3.30
No SEN	152	8.08	4.92
Non-mobile	163	7.99	4.76
English first language	144	7.92	4.74
English additional language	26	8.31	5.01
Prior attainment			
Low overall	17	7.47	2.57
Middle overall	81	7.84	4.03
High overall	59	8.34	6.27
Reading low	16	7.38	2.60
Reading middle	75	7.84	4.04
Reading high	66	8.30	6.00
Maths low	19	7.37	2.42
Maths middle	74	7.80	4.20
Maths high	64	8.39	5.98

Relative performance indicators by subject

This is revised data for 2018/19

Key stage 4 relative performance indicators by subject								
Subject family	School					National		
	Number of entries	Average	Average in all other subjects	Difference	Relative performance indicator	Average	Average in all other subjects	Difference
Applied art & design	51	5.5	4.2	1.3	0.9	5.0	4.5	0.5
Art & design	3	4.0	2.7	1.3	0.8	5.1	4.6	0.5
Business studies	26	4.1	4.5	-0.4	-0.6	4.8	4.6	0.1
Health & social care	12	3.9	3.5	0.4	-0.1	4.4	3.9	0.5
English language	169	4.5	4.7	-0.2	-0.3	4.7	4.7	0.1
English literature	169	5.0	4.6	0.4	0.2	4.8	4.7	0.1
Geography	40	5.0	5.1	-0.2	0.1	4.7	5.0	-0.2
History	91	4.7	4.9	-0.1	0.2	4.6	5.0	-0.3
Religious studies	161	4.2	4.9	-0.7	-0.8	5.2	5.0	0.1
French	22	5.1	5.5	-0.4	0.5	4.8	5.6	-0.8
German	15	5.5	6.2	-0.7	0.3	5.0	5.9	-0.9
Other modern languages	2	6.3	4.4	1.8	0.0	6.7	4.9	1.8
Polish	2	8.0	3.0	5.0	1.8	7.7	4.5	3.2
Spanish	3	8.3	4.8	3.5	4.1	4.9	5.6	-0.6
Mathematics	169	4.5	4.7	-0.2	-0.2	4.7	4.6	0.0
Drama / performing arts	13	4.5	4.8	-0.2	-0.5	5.0	4.8	0.2
Physical education	18	5.5	5.6	-0.1	-0.2	5.0	4.9	0.1
Sport studies	37	6.3	3.4	2.8	1.5	5.2	3.8	1.3
Psychology	45	4.1	5.3	-1.2	-0.5	4.5	5.2	-0.7
Personal finance	12	6.3	5.8	0.5	0.8	4.0	4.3	-0.4
Home economics: food	13	2.9	2.5	0.4	0.1	4.6	4.2	0.3
Digital media production	6	3.0	4.6	-1.6	-1.4	3.9	4.1	-0.2
1 Biology	26	7.0	6.5	0.5	0.4	6.1	6.1	0.1
1 Chemistry	26	6.4	6.6	-0.2	-0.1	6.1	6.1	0.0
1 Physics	26	7.0	6.5	0.5	0.5	6.1	6.1	0.0
3 Double science	143	4.2	4.3	-0.1	-0.1	4.1	4.1	0.0
5 Computer science	25	3.8	4.8	-1.0	-0.2	4.5	5.3	-0.8
Design & Technology	29	6.6	5.0	1.5	1.6	4.5	4.6	-0.1

Entries and attainment by subject

This is revised data for 2018/19

Key stage 4 entries and attainment by subject										
Subject family	Qualification	Level of qualification	Breakdown	No. of entries	Entry as % of cohort	Cumulative distribution				Average point score
						% achieving 7 points or above	% achieving 4 points or above	% achieving 1 point or above	% achieving 0 points	
Applied art & design	GCSE	1/2	School	51	30.0	23.5	94.1	100.0	0.0	5.5
			National	109,821	18.2	22.2	75.0	99.6	0.4	5.0
Art & design	Other	2	School	3	1.8	0.0	100.0	100.0	0.0	4.0
			National	4,069	0.7	14.0	100.0	100.0	0.0	5.1
Business studies	GCSE	1/2	School	26	15.3	11.5	65.4	100.0	0.0	4.1
			National	87,072	14.5	18.4	66.0	98.7	1.3	4.8
Health & social care	Other	1/2	School	12	7.1	0.0	66.7	100.0	0.0	3.9
			National	37,062	6.2	18.4	75.5	97.1	2.9	4.4
English language	GCSE	1/2	School	169	99.4	13.6	71.0	96.4	3.6	4.5
			National	555,286	92.3	17.7	71.0	99.0	1.0	4.7
English literature	GCSE	1/2	School	169	99.4	28.4	74.6	94.1	5.9	5.0
			National	543,068	90.2	20.4	73.8	98.3	1.7	4.8
Geography	GCSE	1/2	School	40	23.5	32.5	70.0	100.0	0.0	5.0
			National	250,501	41.6	24.8	65.5	98.3	1.7	4.7
History	GCSE	1/2	School	91	53.5	27.5	59.3	95.6	4.4	4.7
			National	260,876	43.3	24.9	63.8	97.0	3.0	4.6
Religious studies	GCSE	1/2	School	161	94.7	19.3	55.9	94.4	5.6	4.2
			National	224,191	37.2	30.8	72.7	98.5	1.5	5.2
French	GCSE	1/2	School	22	12.9	22.7	81.8	100.0	0.0	5.1
			National	123,282	20.5	23.5	69.9	98.5	1.5	4.8
German	GCSE	1/2	School	15	8.8	26.7	86.7	100.0	0.0	5.5
			National	41,478	6.9	23.7	75.9	98.7	1.3	5.0
Other modern languages	GCSE	1/2	School	2	1.2	50.0	100.0	100.0	0.0	6.3
			National	7,855	1.3	62.5	91.6	99.1	0.9	6.7
Polish	GCSE	1/2	School	2	1.2	100.0	100.0	100.0	0.0	8.0
			National	3,040	0.5	79.8	95.9	97.8	2.2	7.7
Spanish	GCSE	1/2	School	3	1.8	100.0	100.0	100.0	0.0	8.3
			National	98,417	16.4	26.3	69.9	98.2	1.8	4.9
Mathematics	GCSE	1/2	School	169	99.4	20.1	72.8	96.4	3.6	4.5
			National	551,316	91.6	20.7	71.7	98.2	1.8	4.7
Drama / performing arts	GCSE	1/2	School	13	7.6	0.0	76.9	100.0	0.0	4.5
			National	57,160	9.5	24.0	74.6	99.4	0.6	5.0
Physical education	GCSE	1/2	School	18	10.6	27.8	88.9	100.0	0.0	5.5
			National	79,566	13.2	21.8	72.4	99.8	0.2	5.0
Sport studies	Other	1/2	School	37	21.8	56.8	91.9	100.0	0.0	6.3
			National	61,385	10.2	28.4	84.2	98.2	1.8	5.2
Psychology	GCSE	1/2	School	45	26.5	15.6	57.8	95.6	4.4	4.1
			National	14,050	2.3	19.8	63.5	97.7	2.3	4.5

Subject family	Qualification	Level of qualification	Breakdown	No. of entries	Entry as % of cohort	Cumulative distribution				Average point score
						% achieving 7 points or above	% achieving 4 points or above	% achieving 1 point or above	% achieving 0 points	
Personal finance	Other	2	School	12	7.1	50.0	100.0	100.0	0.0	6.3
			National	26,919	4.5	18.4	71.4	71.4	28.6	4.0
Home economics: food	GCSE	1/2	School	13	7.6	0.0	15.4	92.3	7.7	2.9
			National	45,053	7.5	17.9	64.5	99.3	0.7	4.6
Digital media production	Other	1	School	3	1.8	0.0	0.0	100.0	0.0	1.5
			National	73	0.0	0.0	0.0	100.0	0.0	3.9
Digital media production	Other	2	School	3	1.8	0.0	100.0	100.0	0.0	4.5
			National	540	0.1	10.2	100.0	100.0	0.0	3.9
1 Biology	GCSE	1/2	School	26	15.3	61.5	100.0	100.0	0.0	7.0
			National	160,958	26.7	43.6	90.6	99.4	0.6	6.1
1 Chemistry	GCSE	1/2	School	26	15.3	50.0	92.3	100.0	0.0	6.4
			National	157,794	26.2	44.5	90.4	99.4	0.6	6.1
1 Physics	GCSE	1/2	School	26	15.3	65.4	96.2	100.0	0.0	7.0
			National	156,810	26.1	44.3	91.1	99.4	0.6	6.1
3 Double science	GCSE	1/2	School	143	84.1	12.6	55.9	98.6	1.4	4.2
			National	386,757	64.3	7.6	55.7	98.0	2.0	4.1
5 Computer science	GCSE	1/2	School	25	14.7	16.0	52.0	96.0	4.0	3.8
			National	77,358	12.9	21.8	62.8	96.7	3.3	4.5
Design & Technology	GCSE	1/2	School	29	17.1	51.7	89.7	100.0	0.0	6.6
			National	88,370	14.7	19.7	63.6	98.4	1.6	4.5

Absence

This data includes all absences reported during the 2018 / 2019 academic year (autumn term 2018, spring term 2019 and summer term 2019).

Absence							
Breakdown	No. of enrolments in the school	Sessions missed due to absence					
		School %	National %	Persistent absentees - absent for 10% or more sessions			
				No. of enrolments that are persistent absentees	School %	National %	
All pupils	918	6.2	5.5	165	18.0	13.7	
Male	496	6.1	5.5	88	17.7	13.7	
Female	422	6.3	5.5	77	18.2	13.7	
Ever 6 FSM	234	10.9	8.2	88	37.6	24.7	
Non-Ever 6 FSM	679	4.6	4.5	74	10.9	9.1	
SEN EHCP	32	7.8	8.6	9	28.1	23.7	
SEN support	85	9.7	8.1	26	30.6	23.2	
No SEN	790	5.7	5.1	125	15.8	11.9	
English first language	819	6.5	5.7	159	19.4	14.3	
English additional language	99	3.6	4.6	6	6.1	10.6	

Absence - 3 year trends

This is data for the absences reported in each of the last 3 full academic years.

Absence - 3 year trends									
Breakdown	2016/17			2017/18			2018/19		
	Number of enrolments	School %	National %	Number of enrolments	School %	National %	Number of enrolments	School %	National %
Sessions missed due to overall absence (number of enrolments is the number of enrolments in the school)	848	6.9	5.4	879	7.2	5.5	918	6.2	5.5
Persistent absentees - absent for 10% or more sessions (number of enrolments is the number of enrolments who are persistent absentees)	173	20.4	13.5	202	23.0	13.9	165	18.0	13.7

Exclusions

This is data for the 2018/19 academic year.

Exclusions												
Breakdown	Permanent exclusions			Fixed period exclusions			Pupils with 1 or more fixed period exclusions			Pupils with 2 or more fixed period exclusions		
	No. of pupils	School %	National %	No. of pupils	School %	National %	No. of pupils	School %	National %	No. of pupils	School %	National %
All pupils	2	0.20	0.20	110	11.27	10.75	48	4.92	4.93	20	2.05	2.03
Male	1	0.19	0.30	57	10.86	14.62	26	4.95	6.72	10	1.90	2.78
Female	1	0.22	0.11	53	11.75	6.85	22	4.88	3.14	10	2.22	1.28
Ever 6 FSM	2	0.90	0.51	72	32.43	26.69	26	11.71	10.79	15	6.76	5.11
Non-Ever 6 FSM	0	0.00	0.10	37	5.56	6.65	21	3.16	3.52	5	0.75	1.24
SEN EHCP	0	0.00	0.33	22	62.86	30.89	9	25.71	12.07	5	14.29	6.65
SEN support	1	1.25	0.65	20	25.00	29.95	11	13.75	11.61	4	5.00	5.99
No SEN	1	0.12	0.15	68	7.90	8.00	28	3.25	3.98	11	1.28	1.46
English first language	2	0.23	0.22	107	12.34	11.57	47	5.42	5.12	19	2.19	2.20
English additional language	0	0.00	0.13	3	2.78	6.68	1	0.93	4.00	1	0.93	1.19

Exclusions - 3 year trends

This is data for the exclusions reported in each of the last 3 full academic years.

Exclusions - 3 year trends									
Breakdown	2016/17			2017/18			2018/19		
	Number for school	School %	National %	Number for school	School %	National %	Number for school	School %	National %
Permanent exclusions as a percentage of the pupil group	2	0.22	0.20	9	0.96	0.20	2	0.20	0.20
Fixed period exclusions as a percentage of the pupil group	126	13.88	9.40	65	6.96	10.13	110	11.27	10.75
Pupils with 1 or more fixed period exclusions	65	7.16	4.62	34	3.64	4.71	48	4.92	4.93
Pupils with 2 or more fixed period exclusions	31	3.41	1.82	17	1.82	1.91	20	2.05	2.03

School characteristics

Basic characteristics trends

This is final data for 2018/2019 (January 2019 census data).

For a small number of schools there may be slight discrepancies between school characteristics data displayed in ASP and data in the IDSR. This is because the IDSR is based on the January school census but ASP data has incorporated some updates made after the January school census.

Up to Key stage 5 basic characteristics trends						
Breakdown	2017		2018		2019	
	School	National	School	National	School	National
Number on roll	908	950	934	961	976	978
Male %	52.9	50.2	52.1	50.2	53.8	50.2
Female %	47.1	49.8	47.9	49.8	46.2	49.8
Ever 6 FSM %	28.0	28.5	27.6	28.0	26.5	27.7
Minority ethnic groups %	21.5	29.5	20.2	30.6	21.0	31.8
SEN EHCP %	4.2	1.7	3.9	1.6	3.6	1.7
SEN support %	8.0	10.7	7.3	10.6	8.2	10.8
English additional language %	11.9	16.3	11.0	16.6	11.1	16.9
Stability %	90.7	91.5	88.6	91.5	88.0	91.6
School deprivation indicator	0.17	0.20	0.17	0.20	0.17	0.20

Basic characteristics by national curriculum year group

This is final data for 2018/2019 (January 2019 census data).

For a small number of schools there may be slight discrepancies between school characteristics data displayed in ASP and data in the IDSR. This is because the IDSR is based on the January school census but ASP data has incorporated some updates made after the January school census.

Basic characteristics by national curriculum year group									
National curriculum year group	Number on roll	Male %	Female %	Ever 6 FSM %	Minority ethnic groups %	English additional language %	All SEN %	SEN EHCP %	SEN support %
Post-compulsory	89	53	47	N/A	25	16	3	1	2
11	172	48	52	22	29	15	10	2	9
10	177	56	44	24	29	16	9	4	5
9	178	56	44	29	12	6	15	8	7
8	180	53	47	32	14	6	9	3	7
7	180	57	43	25	19	10	19	2	17

Prior attainment of pupils by year group

This is final data for 2018/2019 (January 2019 census data).

For a small number of schools there may be slight discrepancies between school characteristics data displayed in ASP and data in the IDSR. This is because the IDSR is based on the January school census but ASP data has incorporated some updates made after the January school census.

Key stage 2 prior attainment by year group									
School year	Average point score at key stage 2			% by prior attainment					
				High		Middle		Low	
	School	National	Difference	School	National	School	National	School	National
Year 11	28.7	29.1	-0.4	37	45	52	45	11	10
Year 10	28.8	29.1	-0.3	39	44	48	47	13	10

Key stage 2 prior attainment by year group										
School year	Reading				Writing		Maths			
	Average scaled score		% achieving the expected standard		% achieving the expected standard		Average scaled score		% achieving the expected standard	
	School	National	School	National	School	National	School	National	School	National
Year 9	99.6	102.4	56	68	66	76	100.8	102.8	62	72
Year 8	103.5	103.8	71	74	78	78	103.8	104.0	74	77
Year 7	102.9	104.8	66	77	77	80	102.3	104.1	70	78

Glossary

Key stage 4 headline measures

Progress 8

Progress score

This score shows how much progress pupils at this school made between the end of key stage 2 and the end of key stage 4, compared to pupils across England who got similar results at the end of key stage 2. This is based on results in up to 8 qualifications, which include English, maths, 3 [English Baccalaureate qualifications](#) including sciences, computer science, history, geography and languages, and 3 other additional [approved qualifications](#).

In a small number of cases, pupils can have extremely negative progress scores that disproportionately affect a school's progress score. To reduce the impact of these extreme scores, we set a limit on how negative a pupil's progress score can be when calculating the school average. This will normally apply to 1 or 2 pupils per school, if any.

Where a pupil's score is more negative than this minimum value, an adjusted score will replace the pupil's original progress score for the purpose of calculating a school's overall progress average.

For further information, see the [technical guidance](#).

<https://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc>

<https://www.gov.uk/government/publications/key-stage-4-qualifications-discount-codes-and-point-scores>

<https://www.gov.uk/government/publications/progress-8-school-performance-measure>

Confidence interval

It is difficult to say with certainty how much of the progress scores are down to the school (which may have scored higher with a different group of pupils) and how much is down to the pupils (for example some may have performed well at any school). The confidence intervals reflect this uncertainty. If the confidence intervals for 2 schools overlap, then we can't say for certain that the 2 progress scores for these schools are significantly different.

Generally speaking, the greater the number of pupils, the smaller the range of the confidence interval. For smaller schools, the confidence interval tends to be larger, since fewer pupils are included, and therefore the score will be more greatly impacted by performance of individual pupils.

A school is above average if its Progress 8 score is above 0 and the whole confidence interval is above 0. Similarly, a school is below average if its Progress 8 score is below 0 and the whole confidence interval is below 0.

More information on [statistical confidence](#).

<https://www.gov.uk/government/publications/progress-8-school-performance-measure>

Percentage entering English Baccalaureate

The English Baccalaureate is not a test or qualification; it is a measure used to provide information about a particular range of qualifications. A pupil is considered to have 'entered' for the English Baccalaureate if they entered for qualifications in English, maths, sciences, a language and either history or geography.

<https://www.gov.uk/government/publications/english-baccalaureate-ebacc>

Percentage staying in education or entering employment after key stage 4

This shows the percentage of pupils who either stayed in education or went into employment for at least 2 terms after finishing key stage 4 (after year 11, usually aged 16). This is for pupils who finished year 11 in 2017, which is the most recent data currently available. This figure covers any sustained education or employment destination.

We suppress destinations data where it may reveal the identity of individual pupils (marked as SUPP). In addition, any institution with fewer than 6 pupils in its cohort has had all of its data suppressed. This is because the data contains earnings and benefit information from other government departments (HMRC, DWP) and we currently do not have an agreed process for sharing it. We do not share data about individual pupils on Analyse school performance for the same reason. [Find out more](#).

<https://www.gov.uk/government/publications/destination-measures-for-key-stage-4-and-16-to-18-students>

Percentage achieving grade 5 or above in English and maths

This tells you the percentage of pupils who achieved grade 5 or above in the 2017 reformed English and maths GCSEs.

Reformed GCSEs are graded 1 (low) to 9 (high). Grade 5 in the new grading is a similar level of achievement to a high grade C or a low grade B in the old grading.

<https://www.gov.uk/education/gcse-changes-and-reforms>

Attainment 8

Schools get a score based on how well pupils have performed in up to 8 qualifications, which include English, maths, 3 English Baccalaureate qualifications including combined science (double award), the single sciences (biology, chemistry and physics), computer science, history, geography and languages, and 3 other additional approved qualifications.

English Baccalaureate average point score

The EBacc APS calculates a pupil's average point scores across the 5 pillars of the English Baccalaureate, allocating points to a pupil's best grades and dividing by 6 (the science grades count in 2 pillars, meaning total of 6 pillars) to create an average point score per pupil. This measure is an average across the subjects (i.e. we divide the total by 6) and so is on a different scale to Attainment 8 which we calculate by simply awarding points score across 8 qualifications (without dividing the total).

This measure is based on the better result of either English language or English literature when both subjects are taken, maths, the best 2 results from the single sciences (3 out of 4 must be taken), or results from the combined science, the better result from either geography or history and the best result in languages.

For more information about how we calculate the EBacc average point score [view the Secondary Accountability Measures guide](#).

<https://www.gov.uk/government/publications/progress-8-school-performance-measure>

Local authority average

The data used for this comparator is all state-funded schools in this school's local authority.

National average

The data used for the national comparator is all state-funded schools in England. These include academies, free schools, local authority maintained schools, special schools, FE colleges with 14-16 provision, city technology colleges, UTCs and studio schools.

Key stage 4 disadvantaged

Progress 8

Progress score

This score shows how much progress pupils at this school made between the end of key stage 2 and the end of key stage 4, compared to pupils across England who got similar results at the end of key stage 2. This is based on results in up to 8 qualifications, which include English, maths, 3 [English Baccalaureate qualifications](#) including sciences, computer science, history, geography and languages, and 3 other additional [approved qualifications](#).

In a small number of cases, pupils can have extremely negative progress scores that disproportionately affect a school's progress score. To reduce the impact of these extreme scores, we set a limit on how negative a pupil's progress score can be when calculating the school average. This will normally apply to 1 or 2 pupils per school, if any.

Where a pupil's score is more negative than this minimum value, an adjusted score will replace the pupil's original progress score for the purpose of calculating a school's overall progress average.

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<https://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc>

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Confidence interval

It is difficult to say with certainty how much of the progress scores are down to the school (which may have scored higher with a different group of pupils) and how much is down to the pupils (for example some may have performed well at any school). The confidence intervals reflect this uncertainty. If the confidence intervals for 2 schools overlap, then we can't say for certain that the 2 progress scores for these schools are significantly different.

Generally speaking, the greater the number of pupils, the smaller the range of the confidence interval. For smaller schools, the confidence interval tends to be larger, since fewer pupils are included, and therefore the score will be more greatly impacted by performance of individual pupils.

A school is above average if its Progress 8 score is above 0 and the whole confidence interval is above 0. Similarly, a school is below average if its Progress 8 score is below 0 and the whole confidence interval is below 0.

[More information on statistical confidence](#)

<https://www.gov.uk/government/publications/progress-8-school-performance-measure>

National average for non-disadvantaged pupils

The comparator for this row is the national average for non-disadvantaged pupils at all state-funded schools in England. These include academies, free schools, local authority maintained schools, special schools, FE colleges with 14-16 provision, city technology colleges, UTCs and studio schools.

This is the default DfE national comparator.

Switch comparator

This button changes your view of disadvantaged pupils' data to a 'like-for-like' comparator based on the national average for disadvantaged pupils. This is different from the default DfE national comparator, which is the national average for non-disadvantaged pupils.

Like-for-like national average

The comparator for this row is the national average for disadvantaged pupils. This is different from the default DfE national comparator, which is the national average for non-disadvantaged (and for Ever 6 FSM and CLA it is non-Ever 6 FSM and non-CLA) pupils.

National average for disadvantaged pupils

The comparator for this row is the national average for disadvantaged children. This is different from the default DfE national comparator, which is the national average for non-disadvantaged children.

Prior attainment of disadvantaged pupils - 3 year trends

Changes to eligibility criteria for Free School Meals (FSM) under Universal Credit has implications for schools' disadvantaged pupil data (for further information see the [government response to eligibility for free school meals and the early years pupil premium under Universal Credit consultation](#)). Schools' disadvantaged cohorts vary year on year and it is important to consider prior attainment when comparing performance. Where a school's disadvantaged cohort's attainment has increased or decreased significantly between years, this may partly be explained by changes in the size and make-up of the cohort. Furthermore, please treat disadvantaged pupil data with caution when comparing school performance nationally, until Universal Credit roll-out is completed.

<https://www.gov.uk/government/consultations/eligibility-for-free-school-meals-and-the-early-years-pupil-premium-under-universal-credit>

<https://consult.education.gov.uk/healthy-pupil-unit/fsm/>

Percentage entering English Baccalaureate

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<https://www.gov.uk/government/publications/english-baccalaureate-ebacc>

Percentage of disadvantaged pupils staying in education or entering employment after key stage 4

This shows the percentage of pupils who either stayed in education or went into employment for at least 2 terms after finishing key stage 4 (after year 11, usually aged 16). This is for pupils who finished year 11 in 2017, which is the most recent data currently available. This figure covers any sustained education or employment destination.

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This measure is based on the better result of either English language or English literature when both subjects are taken, maths, the best 2 results from the single sciences (3 out of 4 must be taken), or results from the combined science, the better result from either geography or history and the best result in languages.

For more information about how we calculate the EBacc average point score [view the Secondary Accountability Measures guide](#).

<https://www.gov.uk/government/publications/progress-8-school-performance-measure>

Prior attainment

Low prior attainment

Pupils who achieved below level 4 in the key stage 2 tests.

Middle prior attainment

Pupils who achieved level 4 in the key stage 2 tests.

High prior attainment

Pupils who achieved above level 4 in the key stage 2 tests.

National average

The national comparator for 'All' is 'All pupils'. The national comparator for 'Dis' (Disadvantaged), is 'Non-disadvantaged pupils'.

Difference

The difference between the school's average and the national average. Figures are rounded, so there may be small discrepancies.

[Read more about difference](#).

<https://www.gov.uk/government/publications/progress-8-school-performance-measure>

National average for non-disadvantaged pupils

The comparator for this row is the national average for non-disadvantaged pupils at all state-funded schools in England. These include academies, free schools, local authority maintained schools, special schools, FE colleges with 14-16 provision, city technology colleges, UTCs and studio schools.

Keystage4 results over 3 years

Progress 8

Progress score

This score shows how much progress pupils at this school made between the end of key stage 2 and the end of key stage 4, compared to pupils across England who got similar results at the end of key stage 2. This is based on results in up to 8 qualifications, which include English, maths, 3 [English Baccalaureate qualifications](#) including sciences, computer science, history, geography and languages, and 3 other additional [approved qualifications](#).

In a small number of cases, pupils can have extremely negative progress scores that disproportionately affect a school's progress score. To reduce the impact of these extreme scores, we set a limit on how negative a pupil's progress score can be when calculating the school average. This will normally apply to 1 or 2 pupils per school, if any.

Where a pupil's score is more negative than this minimum value, an adjusted score will replace the pupil's original progress score for the purpose of calculating a school's overall progress average.

For further information, see the [technical guidance](#).

<https://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc>

<https://www.gov.uk/government/publications/key-stage-4-qualifications-discount-codes-and-point-scores>

<https://www.gov.uk/government/publications/progress-8-school-performance-measure>

Change in methodology

We introduced a change in methodology in 2018 for calculating the Progress 8 score. This means that progress scores are not directly comparable from 2019 to 2018 or 2017.

Confidence interval

It is difficult to say with certainty how much of the progress scores are down to the school (which may have scored higher with a different group of pupils) and how much is down to the pupils (for example some may have performed well at any school). The confidence intervals reflect this uncertainty. If the confidence intervals for 2 schools overlap, then we can't say for certain that the 2 progress scores for these schools are significantly different.

Generally speaking, the greater the number of pupils, the smaller the range of the confidence interval. For smaller schools, the confidence interval tends to be larger, since fewer pupils are included, and therefore the score will be more greatly impacted by performance of individual pupils.

A school is above average if its Progress 8 score is above 0 and the whole confidence interval is above 0. Similarly, a school is below average if its Progress 8 score is below 0 and the whole confidence interval is below 0.

[More information on statistical confidence](#)

<https://www.gov.uk/government/publications/progress-8-school-performance-measure>

Percentage entering English Baccalaureate

The [English Baccalaureate](#) is not a test or qualification; it is a measure used to provide information about a particular range of qualifications. A pupil is considered to have 'entered' for the English Baccalaureate if they entered for qualifications in English, maths, sciences, a language and either history or geography.

<https://www.gov.uk/government/publications/english-baccalaureate-ebacc>

Percentage achieving grade 5/C and above in English and maths

This tells you the percentage of pupils who achieved grade 5 or above in the [2017 reformed English and maths GCSEs](#) or grade C or above in the 2016 English and maths GCSEs.

Reformed GCSEs are graded 1 (low) to 9 (high). Grade 5 in the new grading is a similar level of achievement to a high grade C or a low grade B in the old grading.

<https://www.gov.uk/education/gcse-changes-and-reforms>

Attainment 8

Schools get a score based on how well pupils have performed in up to 8 qualifications, which include English, maths, 3 English Baccalaureate qualifications including combined science (double award), the single sciences (biology, chemistry and physics), computer science, history, geography and languages, and 3 other additional approved qualifications.

Change in methodology [17-18]

Attainment 8 averages for 2017 and 2018 are not directly comparable. In 2018, the mix of unreformed and reformed GCSEs changed, with new GCSEs graded 9-1 introduced in 20 subjects. In 2017 the highest possible Attainment 8 point score for pupils taking GCSEs only was 87.5 whereas in 2018 it was 90.

Change in methodology [18-19]

The national average Attainment 8 score in 2019 for state-funded schools is 46.6 (46.5 in 2018). These figures are not directly comparable due to the change in the mix of reformed and unreformed GCSEs taken in 2019.

English Baccalaureate average point score

The EBacc APS calculates a pupil's average point scores across the 5 pillars of the English Baccalaureate, allocating points to a pupil's best grades and dividing by 6 (the science grades count in 2 pillars, meaning a total of 6 pillars) to create an average point score per pupil. This measure is an average across the subjects (i.e. we divide the total by 6) and so is on a different scale to Attainment 8 which we calculate by simply awarding points score across 8 qualifications (without dividing the total).

This measure is based on the better result of either English language or English literature when both subjects are taken, maths, the best 2 results from the single sciences (3 out of 4 must be taken), or results from the combined science, the better result from either geography or history and the best result in languages.

For more information about how we calculate the EBacc average point score [view the Secondary Accountability Measures guide](#).

<https://www.gov.uk/government/publications/progress-8-school-performance-measure>

Local authority average

The data used for this comparator is all state-funded schools in this school's local authority.

National average

The data used for the national comparator is all state-funded schools in England. These include academies, free schools, local authority maintained schools, special schools, FE colleges with 14-16 provision, city technology colleges, UTCs and studio schools.

Key stage 4 headline reports

Progress 8

Progress score

This score shows how much progress pupils at this school made between the end of key stage 2 and the end of key stage 4, compared to pupils across England who got similar results at the end of key stage 2. This is based on results in up to 8 qualifications, which include English, maths, 3 [English Baccalaureate qualifications](#) including sciences, computer science, history, geography and languages, and 3 other additional [approved qualifications](#).

In a small number of cases, pupils can have extremely negative progress scores that disproportionately affect a school's progress score. To reduce the impact of these extreme scores, we set a limit on how negative a pupil's progress score can be when calculating the school average. This will normally apply to 1 or 2 pupils per school, if any.

Where a pupil's score is more negative than this minimum value, an adjusted score will replace the pupil's original progress score for the purpose of calculating a school's overall progress average.

For further information, see the [technical guidance](#).

<https://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc>

<https://www.gov.uk/government/publications/key-stage-4-qualifications-discount-codes-and-point-scores>

<https://www.gov.uk/government/publications/progress-8-school-performance-measure>

English element

Based on the highest point score in a pupil's English Baccalaureate English language or English literature qualification. This will be double weighted provided a pupil has taken both qualifications. The lower grade can count in the 'open' element of subjects (not in the EBacc element).

Maths element

This is the point score of the pupil's English Baccalaureate maths qualification and is double weighted.

English Baccalaureate element

This includes the 3 highest point scores from any of the English Baccalaureate qualifications in combined science (double award), the single sciences (biology, chemistry and physics), computer science, history, geography, and languages.

For more information see the [list of qualifications that count in the English Baccalaureate](#).

<https://www.gov.uk/government/collections/school-and-college-performance-measures>

Open element

The 3 highest point scores in any 3 other subjects. These include English language or literature (if not counted in the English slot), further GCSE qualifications (including English Baccalaureate subjects) or any other non-GCSE qualifications on the DfE approved list.

[Read more about the open element](#).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/783865/Secondary_accountability_measures_guidance.pdf

Entering Ebacc

The [English Baccalaureate](#) is not a test or qualification; it is a measure used to provide information about a particular range of qualifications. A pupil is considered to have 'entered' for the English Baccalaureate if they entered for qualifications in English, maths, sciences, a language and either history or geography.

<https://www.gov.uk/government/publications/english-baccalaureate-ebacc>

In education or employment after KS4

We suppress destinations data where it may reveal the identity of individual pupils (marked as SUPP). In addition, any institution with fewer than 6 pupils in its cohort has had all of its data suppressed. This is because the data contains earnings and benefit information from other government departments (HMRC, DWP) and we currently do not have an agreed process for sharing it. We do not share data about individual pupils on Analyse school performance for the same reason. [Find out more](#).

<https://www.gov.uk/government/publications/destination-measures-for-key-stage-4-and-16-to-18-students>

Cohort

Number of pupils who finished key stage 4 in the academic year 2016/17.

Education

Pupils who were in education throughout the first 2 terms, October 2017 to March 2018. [More information](#).

<https://www.gov.uk/government/publications/destination-measures-for-key-stage-4-and-16-to-18-students>

Apprenticeships

Pupils who started an apprenticeship at any point in the year and continued it for at least 6 months (2017 to 2018). [More information](#).

<https://www.gov.uk/government/publications/destination-measures-for-key-stage-4-and-16-to-18-students>

Employment

Pupils who did not stay in education or apprenticeships for 2 full terms but were in employment from October 2017 to March 2018. Pupils with a combination of education and employment making up 2 terms are also included. [More information](#).

<https://www.gov.uk/government/publications/destination-measures-for-key-stage-4-and-16-to-18-students>

Further education college or other FE provider

Includes pupils studying further education in a higher education institution. School sixth forms and sixth-form colleges are shown separately. [More information](#).

<https://www.gov.uk/government/publications/destination-measures-for-key-stage-4-and-16-to-18-students>

School sixth form

Pupils in sustained education at a state-funded school sixth form.

Sixth form college

Pupils in sustained education at a sixth form college.

Other education destinations

Includes pupils staying for 2 terms in:

- higher education institutions (universities)
- special schools and special post-16 institutions
- alternative provision
- independent schools or colleges

Also includes pupils who moved between different types of education provider. [More information](#).

<https://www.gov.uk/government/publications/destination-measures-for-key-stage-4-and-16-to-18-students>

Not recorded in a sustained destination

Pupils finishing key stage 4 who did not stay in education or employment for at least 2 terms. They may have:

- been enrolled on a course or been in employment for part of this time, but not sustained this activity (for example, dropped out)
- have claimed out-of-work benefits in the year
- been reported as NEET (not in education, employment or training) by their local authority.

[More information](#).

<https://www.gov.uk/government/publications/destination-measures-for-key-stage-4-and-16-to-18-students>

Activity not captured

Pupils finishing key stage 4 who had no activity the following year captured in our data sources. Possible reasons for this could be that the young person was:

- not in education, employment or training (NEET)
- living, working or studying overseas
- attending a Scottish, Welsh or Northern Irish school or college
- undertaking activity other than paid employment or study in the UK not successfully matched to a record in our data sources. [More information.](#)

<https://www.gov.uk/government/publications/destination-measures-for-key-stage-4-and-16-to-18-students>

Percentage achieving grade 4 or above in English and maths

This tells you the percentage of pupils who achieved grade 5 or above in the [2017 reformed English and maths GCSEs](#).

Reformed GCSEs are graded 1 (low) to 9 (high). Grade 5 in the new grading is a similar level of achievement to a high grade C or a low grade B in the old grading.

<https://www.gov.uk/education/gcse-changes-and-reforms>

Attainment 8

Schools get a score based on how well pupils have performed in up to 8 qualifications, which include English, maths, 3 English Baccalaureate qualifications including combined science (double award), the single sciences (biology, chemistry and physics), computer science, history, geography and languages, and 3 other additional approved qualifications.

English element

Based on the highest point score in a pupil's English Baccalaureate English language or English literature qualification. This will be double weighted provided a pupil has taken both qualifications. The lower grade can count in the 'open' element of subjects (not in the EBacc element).

Maths element

This is the point score of the pupil's English Baccalaureate maths qualification and is double weighted.

English Baccalaureate element

This includes the 3 highest point scores from any of the English Baccalaureate qualifications in combined science (double award), the single sciences (biology, chemistry and physics), computer science, history, geography, and languages.

For more information see the [list of qualifications that count in the English Baccalaureate](#).

<https://www.gov.uk/government/collections/school-and-college-performance-measures>

Open element

The 3 highest point scores in any 3 other subjects. These include English language or literature (if not counted in the English slot), further GCSE qualifications (including English Baccalaureate subjects) or any other non-GCSE qualifications on the DfE approved list.

[Read more about the open element.](#)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/783865/Secondary_accountability_measures_guidance.pdf

EBacc average point score

The EBacc APS calculates a pupil's average point scores across the 5 pillars of the English Baccalaureate, allocating points to a pupil's best grades and dividing by 6 (the science grades count in 2 pillars, meaning a total of 6 pillars) to create an average point score per pupil. This measure is an average across the subjects (i.e. we divide the total by 6) and so is on a different scale to Attainment 8 which we calculate by simply awarding points score across 8 qualifications (without dividing the total).

This measure is based on the better result of either English language or English literature when both subjects are taken, maths, the best 2 results from the single sciences (3 out of 4 must be taken), or results from the combined science, the better result from either geography or history and the best result in languages.

For more information about how we calculate the EBacc average point score [view the Secondary Accountability Measures guide](#).

<https://www.gov.uk/government/publications/progress-8-school-performance-measure>

English Baccalaureate subject pillar

The denominator used for the individual subject pillars is the total cohort, not just those entered for that subject.

Progress 8 scatter plot

Progress 8 score

This score shows how much progress pupils at this school made between the end of key stage 2 and the end of key stage 4, compared to pupils across England who got similar results at the end of key stage 2. This is based on results in up to 8 qualifications, which include English, maths, 3 [English Baccalaureate qualifications](#) including sciences, computer science, history, geography and languages, and 3 other additional [approved qualifications](#).

In a small number of cases, pupils can have extremely negative progress scores that disproportionately affect a school's progress score. To reduce the impact of these extreme scores, we set a limit on how negative a pupil's progress score can be when calculating the school average. This will normally apply to 1 or 2 pupils per school, if any.

Where a pupil's score is more negative than this minimum value, an adjusted score will replace the pupil's original progress score for the purpose of calculating a school's overall progress average.

For further information, see the [technical guidance](#).

<https://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc>

<https://www.gov.uk/government/publications/key-stage-4-qualifications-discount-codes-and-point-scores>

<https://www.gov.uk/government/publications/progress-8-school-performance-measure>

Progress 8 English element

Based on the highest point score in a pupil's English Baccalaureate English language or English literature qualification. This will be double weighted provided a pupil has taken both qualifications. The lower grade can count in the 'open' element of subjects (not in the EBacc element).

Progress 8 maths element

This is the point score of the pupil's English Baccalaureate maths qualification and is double weighted.

Progress 8 EBacc element

This includes the 3 highest point scores from any of the English Baccalaureate qualifications in combined science (double award), the single sciences (biology, chemistry and physics), computer science, history, geography, and languages. For more information see the [list of qualifications that count in the English Baccalaureate](#).

<https://www.gov.uk/government/collections/school-and-college-performance-measures>

Progress 8 open element

The 3 highest point scores in any 3 other subjects. These include English language or literature (if not counted in the English slot), further GCSE qualifications (including English Baccalaureate subjects) or any other non-GCSE qualifications on the DfE approved list. [Read more about the open element](#).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/783865/Secondary_accountability_measures_guidance.pdf

Highlight pupils by

This highlight will show you either all pupils or your filter selections, broken down by your highlight selection (for example, male and female pupils). If you want to only see a particular selection of pupils (for example, male pupils only), use the filter options below.

Number of pupils

Points on the scatter plot may overlap when 2 or more pupils' performance is similar. To view them more easily, use the 'Zoom in' tool above the scatter plot.

If you click on a point that overlaps with similar scores, you can scroll through these pupils' details by using the 'Next' prompt.

Please use the pupil list report as an alternative view of this pupil data.

Key stage 2 prior attainment - overall

The average of the pupil's key stage 2 English and maths results, [in fine graded levels](#).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/872997/Secondary_accountability_measures_guidance_February_2020_3.pdf

Attainment 8 scatter plot

Attainment 8 overall

Schools get a score based on how well pupils have performed in up to 8 qualifications, which include English, maths, 3 English Baccalaureate qualifications including combined science (double award), the single sciences (biology, chemistry and physics), computer science, history, geography and languages, and 3 other additional approved qualifications.

Attainment 8 English element

Based on the highest point score in a pupil's English Baccalaureate English language or English literature qualification. This will be double weighted provided a pupil has taken both qualifications. The lower grade can count in the 'open' element of subjects (not in the EBacc element).

Attainment 8 maths element

This is the point score of the pupil's English Baccalaureate maths qualification and is double weighted.

Attainment 8 EBacc element

This includes the 3 highest point scores from any of the English Baccalaureate qualifications in combined science (double award), the single sciences (biology, chemistry and physics), computer science, history, geography, and languages. For more information see the [list of qualifications that count in the English Baccalaureate](#).

<https://www.gov.uk/government/collections/school-and-college-performance-measures>

Attainment 8 open element

The 3 highest point scores in any 3 other subjects. These include English language or literature (if not counted in the English slot), further GCSE qualifications (including English Baccalaureate subjects) or any other non-GCSE qualifications on the DfE approved list. [Read more about the open element](#).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/872997/Secondary_accountability_measures_guidance_February_2020_3.pdf

Key stage 2 prior attainment - overall

The average of the pupil's maths and English scores at the end of primary school. [Read more about prior attainment](#).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/872997/Secondary_accountability_measures_guidance_February_2020_3.pdf

Key stage 2 prior attainment in English

The pupil's English score at the end of primary school. [Read more about prior attainment](#).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/872997/Secondary_accountability_measures_guidance_February_2020_3.pdf

Key stage 2 prior attainment in maths

The pupil's maths score at the end of primary school. [Read more about prior attainment](#).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/872997/Secondary_accountability_measures_guidance_February_2020_3.pdf

Highlight pupils by

This highlight will show you either all pupils or your filter selections, broken down by your highlight selection (for example, male and female pupils). If you want to only see a particular selection of pupils (for example, male pupils only), use the filter options below.

Number of pupils

Points on the scatter plot may overlap when 2 or more pupils' performance is similar. To view them more easily, use the 'Zoom in' tool above the scatter plot.

If you click on a point that overlaps with similar scores, you can scroll through these pupils' details by using the 'Next' prompt.

Please use the pupil list report as an alternative view of this pupil data.

Attainment 8 overall

Schools get a score based on how well pupils have performed in up to 8 qualifications, which include English, maths, 3 English Baccalaureate qualifications in combined science (double award), the single sciences (biology, chemistry and physics), computer science, history, geography and languages, and 3 other additional approved qualifications.

Key stage 4 additional reports

Percentage achieving grade 4 or above in English and maths

This tells you the percentage of pupils who achieved grade 4 or above in the [2017 reformed English and maths GCSEs](#).

Reformed GCSEs are graded 1 (low) to 9 (high). Grade 4 in the new grading is a similar level of achievement to a grade C in the old grading.

<https://www.gov.uk/education/gcse-changes-and-reforms>

Percentage of pupils achieving EBacc at grade 5/C or above

This is the percentage of pupils who achieved the [English Baccalaureate](#) (EBacc) at a grade 5 or above in English and maths, and at a grade 5/C or above in the following subject areas: sciences, a language, and either history or geography.

The English Baccalaureate is not a test or qualification; it is a measure used to provide information about a particular range of qualifications. A pupil is considered to have 'entered' for the English Baccalaureate if they entered for qualifications in English, maths, sciences, a language and either history or geography.

<https://www.gov.uk/government/publications/english-baccalaureate-ebacc>

Percentage of cohort

These percentages are based on all key stage 4 pupils.

Percentage of entries

These percentages are based only on those pupils who entered for the qualification in these subjects (science, languages and humanities).

Percentage of pupils achieving EBacc at grade 4/C or above

This is the percentage of pupils who achieved the [English Baccalaureate](#) (EBacc) at a grade 4 or above in English and maths, and at a grade 4/C or above in the following subject areas: sciences, a language, and either history or geography.

The English Baccalaureate is not a test or qualification; it is a measure used to provide information about a particular range of qualifications. A pupil is considered to have 'entered' for the English Baccalaureate if they entered for qualifications in English, maths, sciences, a language and either history or geography.

<https://www.gov.uk/government/publications/english-baccalaureate-ebacc>

Percentage of cohort

These percentages are based on all key stage 4 pupils.

Percentage of entries

These percentages are based only on those pupils who entered for the qualification in these subjects (science, languages and humanities).

English Baccalaureate by subject area, value added

This report shows how pupils' attainment at key stage 4 in English Baccalaureate subject groups compares to pupils across England with a similar starting point at the end of key stage 2. 'Value added' shows how well a pupil has progressed when compared with pupils with a similar test level.

Entries and points

This report shows the average number of qualifications entered and the average points per qualification.

Relative performance indicators by subject

Indicators in this report are calculated based on qualifications that count in School Performance Tables (SPT). These include level 3 qualifications, such as graded music, some vocational and technical qualifications at levels 1 and 2, as well as GCSEs and AS qualifications.

Qualifications taken privately have been included and are counted at the school the pupil was on roll at in the January census.

School average

This is the school's average point score in this subject. Point scores are based on a scale which gives, for example, 9 points for a grade 9, 8 points for a grade 8 and 7 points for a grade 7 in reformed GCSEs. Pupils with only one entry over all subjects are excluded. The entry with the highest point score is used for pupils with more than one entry in the same subject.

<https://www.gov.uk/education/gcse-changes-and-reforms>

School average in all other subjects

This is the school average of average point scores per pupil across all subjects excluding the subject of this row, for pupils with an entry in the subject of this row. Point scores are based on a scale which gives, for example, 9 points for a grade 9, 8 points for a grade 8 and 7 points for a grade 7 in the reformed GCSEs.

<https://www.gov.uk/education/gcse-changes-and-reforms>

School difference

This is the school's average point score for each subject minus its average point score for all of the other subjects. This allows us to compare performance in a particular subject against performance in all of the other subjects. Point scores are based on a scale which gives, for example, 9 points for a grade 9, 8 points for a grade 8 and 7 points for a grade 7 in reformed GCSEs.

<https://www.gov.uk/education/gcse-changes-and-reforms>

Relative performance indicator

This is the 'School difference' minus the 'National difference' and shows how pupils' results in one subject compare with their average attainment in other subjects, against performance at a national level. This provides an indication of relative strengths and weaknesses of pupils' performance by subject.

National average

This is the national average point score in this subject. Point scores are based on a scale which gives, for example, 9 points for a grade 9, 8 points for a grade 8 and 7 points for a grade 7 in the reformed GCSEs. Pupils with only one entry over all subjects are excluded. The entry with the highest point score is used for pupils with more than one entry in the same subject.

<https://www.gov.uk/education/gcse-changes-and-reforms>

National average in all other subjects

This is the national average of average point scores per pupil across all subjects excluding the subject of this row, for pupils with an entry in the subject of this row. Point scores are based on a scale which gives, for example, 9 points for a grade 9, 8 points for a grade 8 and 7 points for a grade 7 in the reformed GCSEs.

<https://www.gov.uk/education/gcse-changes-and-reforms>

National difference

This is the difference between the average point score for each subject nationally minus the average point score for all of the other subjects. This allows us to compare performance in a particular subject against performance in all of the other subjects. Point scores are based on a scale which gives, for example, 9 points for a grade 9, 8 points for a grade 8 and 7 points for a grade 7 in the reformed GCSEs.

<https://www.gov.uk/education/gcse-changes-and-reforms>

Entries and attainment by subject

Indicators in this report are calculated based on qualifications that count in School Performance Tables (SPT). These include level 3 qualifications, such as graded music, some vocational and technical qualifications at levels 1 and 2, as well as GCSEs and AS qualifications.

Qualifications taken privately have been included and are counted at the school the pupil was on roll at in the January census.

National average

The data used for the national comparator is all state-funded schools in England. These include academies, free schools, local authority maintained schools, special schools, FE colleges with 14-16 provision, city technology colleges, UTCs and studio schools.

Cumulative distribution

These fields show the percentage of pupils who achieved a certain number of points or above in each subject.

%achieving 7 points or above

Equivalent to an unreformed GCSE grade A or above.

%achieving 4 points or above

Equivalent to an unreformed GCSE grade C or above.

%achieving 1 point or above

Equivalent to an unreformed GCSE grade G or above.

%achieving 0 points

Equivalent to unclassified or failing grade.

Average point score

These figures indicate how well a school helps all of its pupils to meet their potential. Read more about average point scores.

<https://www.gov.uk/government/publications/progress-8-school-performance-measure>

Allkeystage4pupilgroupreports

National average

The data used for the national comparator is all state-funded schools in England. These include academies, free schools, local authority maintained schools, special schools, FE colleges with 14-16 provision, city technology colleges, UTCs and studio schools.

Male

The national comparator used in this row is the national average for male pupils.

Male (only for the 'Percentage of pupils staying in education or entering employment after key stage 4 by pupil group' report)

The national comparator used in this column is the national average for male pupils.

Female

The national comparator used in this row is the national average for female pupils.

Female (only for the 'Percentage of pupils staying in education or entering employment after key stage 4 by pupil group' report)

The national comparator used in this column is the national average for female pupils.

Disadvantaged (default)

Pupils may be defined as disadvantaged if:

- they are known to have been eligible for free school meals in the past 6 years, or
- they are recorded as having been looked after for at least one day, or
- they are recorded as having been adopted from care

The national comparator for this row is the national average for non-disadvantaged children.

Disadvantaged (like-for-like)

Pupils may be defined as disadvantaged if:

- they are known to have been eligible for free school meals in the past 6 years, or
- they are recorded as having been looked after for at least one day, or
- they are recorded as having been adopted from care

The comparator for this row is the national average for disadvantaged pupils. This is different to the default DfE national comparator.

Disadvantaged (only for the 'Percentage of pupils staying in education or entering employment after key stage 4 by pupil group' report)

Pupils may be defined as disadvantaged if:

- they are known to have been eligible for free school meals in the past 6 years, or
- they are recorded as having been looked after for at least one day, or
- they are recorded as having been adopted from care

The national comparator for this column is the national average for non-disadvantaged children.

Ever 6 FSM (default)

Pupils known to have been eligible for free school meals in any of the previous 6 academic years, as well as those first known to be eligible in January of the year this data covers.

The national comparator used in this row is the national average for children who are not eligible for free school meals.

Ever 6 FSM (like-for-like)

Pupils known to have been eligible for free school meals in any of the previous 6 academic years, as well as those first known to be eligible in January of the year this data covers.

The comparator for this row is the national average for Ever 6 FSM pupils. This is different to the default DfE national comparator.

Children looked after (default)

This means children looked after by local authority for at least 1 day during the year and aged 4-15 as at 31 August. It excludes children looked after under an agreed series of short placements and also those who were on remand/committed for trial or sentence and accommodated by the local authority.

Small CLA cohorts in most schools mean you should treat this data with caution, in particular when comparing against national benchmarks. Also, note that ASP uses a different definition for the CLA national average compared to other [DfE statistical publications](#) covering attainment of looked after children.

The national comparator used in this row is the national average for pupils in state-funded schools who have not been looked after for 1 day for the year in question. Note that 'not looked after children' in this case will include pupils who may have been looked after previously but were not looked after for at least 1 day in the year in question as well have pupils who have never been looked after.

<https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-las-31-march-2018>

Children looked after (like-for-like)

This means children looked after by local authority for at least 1 day during the year and aged 4-15 as at 31 August. It excludes children looked after under an agreed series of short placements and also those who were on remand/committed for trial or sentence and accommodated by the local authority.

Small CLA cohorts in most schools mean you should treat this data with caution, in particular when comparing against national benchmarks. Also, note that ASP uses a different definition for the CLA national average compared to other [DfE statistical publications](#) covering attainment of looked after children.

The national comparator used in this row is the national average for pupils in state-funded schools who have been looked after for at least 1 day for the year in question. This is different to the default DfE national comparator.

<https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-las-31-march-2018>

Other (default)

Non-disadvantaged children.

The national comparator used in this row is the national average for non-disadvantaged children.

Other (like-for-like)

Non-disadvantaged children.

In this like-for-like view of the data, the national comparator used in this row remains the national average for non-disadvantaged children

Other (only for the 'Percentage of pupils staying in education or entering employment after key stage 4 by pupil group' report)

Non-disadvantaged children.

The national comparator used in this column is the national average for non-disadvantaged children.

Switch comparator

This button changes your view of disadvantaged pupils' data and its component measures Ever 6 FSM and CLA to a 'like-for-like' comparator based on the national average for each cohort of pupils.

This is different from the default DfE national comparator, which is the national average for non-disadvantaged, non-Ever 6 FSM and non-CLA pupils.

Like-for-like national average

The comparators for disadvantaged pupils, Ever 6 FSM and CLA pupils are the national averages for disadvantaged pupils, Ever 6 FSM and CLA pupils.

This is different from the default DfE national comparator, which is the national average for non-disadvantaged, non-Ever 6 FSM and non-CLA.

The comparator for other pupils remains as non-disadvantaged pupils nationally.

SEN EHCP

This refers to pupils with Special Educational Needs (SEN) who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. There's a formal assessment to decide if a pupil needs an education, health and care plan (EHCP).

The national comparator used in this row is the national average for all pupils.

SEN support

This is when the school gives children extra or different help from its usual curriculum. Outside specialists may advise or support the class teacher and SEN coordinator.

The national comparator used in this row is the national average for all pupils.

SEN (only for the 'Percentage of pupils staying in education or entering employment after key stage 4 by pupil group' report)

Includes SEN pupils with an education, health and care plan and SEN support pupils.

The national comparator used in this column is the national average for all pupils.

No SEN

Pupils with no Special Educational Needs.

The national comparator used in this row is the national average for all pupils with no SEN.

No SEN (only for the 'Percentage of pupils staying in education or entering employment after key stage 4 by pupil group' report)

Pupils with no Special Educational Needs and those whose SEN provision could not be determined.

The national comparator used in this column is the national average for pupils with no SEN and those whose SEN provision could not be determined.

Non-mobile

Pupils who were on the school roll for the whole of years 10 and 11.

The national comparator used in this row is the national average for pupils on the school roll for the whole of years 10 and 11.

English first language

This refers to children who were initially exposed to English during early development and continue to be exposed to English in the home or in the community.

The national comparator used in this row is the national average for all pupils.

English additional language

This refers to children who were initially exposed to a non-English language during early development and continue to be exposed to this language in the home or in the community.

The national comparator used in this row is the national average for all pupils.

Prior attainment

Low overall

Pupils who achieved below level 4 in the key stage 2 tests.

The school's performance for pupils with low prior attainment overall is compared with the national figure for low prior attainment overall.

Middle overall

Pupils who achieved level 4 in the key stage 2 tests.

The school's performance for pupils with middle prior attainment overall is compared with the national figure for middle prior attainment overall.

High overall

Pupils who achieved above level 4 in the key stage 2 tests.

The school's performance for pupils with high prior attainment overall is compared with the national figure for high prior attainment overall.

Reading low

Pupils who achieved below level 4 in the key stage 2 tests.

The national comparator used for this row is the national figure for low prior attainment in reading.

Reading middle

Pupils who achieved level 4 in the key stage 2 tests.

The national comparator used for this row is the national figure for middle prior attainment in reading.

Reading high

Pupils who achieved above level 4 in the key stage 2 tests.

The national comparator used for this row is the national figure for high prior attainment in reading.

Maths low

Pupils who achieved below level 4 in the key stage 2 tests.

The national comparator used for this row is the national figure for low prior attainment in maths.

Maths middle

Pupils who achieved level 4 in the key stage 2 tests.

The national comparator used for this row is the national figure for middle prior attainment in maths.

Maths high

Pupils who achieved above level 4 in the key stage 2 tests.

The national comparator used for this row is the national figure for high prior attainment in maths.

Absence

Absence

For schools which opened or closed part way through this period, their absence information will be based on a shorter period.

The national comparators shown are based on a breakdown of state-funded primary, state-funded secondary and special schools, in line with statistical releases on absence.

Read more about the methodology used for compiling absence statistics.

<https://www.gov.uk/government/publications/absence-statistics-guide>

National average

The national comparator used for primary schools is all state-funded mainstream primary schools in England. The national comparator used for secondary schools is all state-funded mainstream secondary schools in England. The national comparator for special schools used here is the national average for special schools. Included in these are academies, free schools and local authority maintained schools. Special schools also include non-maintained special schools.

Male

The national comparator used in this row is the national average for male pupils.

Female

The national comparator used in this row is the national average for female pupils.

Ever 6 FSM

Pupils known to have been eligible for free school meals in any of the previous 6 academic years, as well as those first known to be eligible in January of the year this data covers.

The national comparator used in this row is the national average for children who are eligible for free school meals.

Non-Ever 6 FSM

Pupils who were not eligible for free school meals in any of the previous 6 academic years.

The national comparator used in this row is the national average for children who are not eligible for free school meals.

SEN EHCP

This refers to pupils with Special Educational Needs (SEN) who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. There's a formal assessment to decide if a pupil needs an education, health and care plan (EHCP).

The national comparator used in this row is the national average for pupils with an EHCP.

SEN support

This is when the school gives children extra or different help from its usual curriculum. Outside specialists may advise or support the class teacher and SEN coordinator.

The national comparator used in this row is the national average for pupils with SEN support.

No SEN

Pupils with no Special Educational Needs.

The national comparator used in this row is the national average for pupils with no SEN.

English first language

This refers to children who were initially exposed to English during early development and continue to be exposed to English in the home or in the community.

The national comparator used in this row is the national average for pupils with English as their first language.

English additional language

This refers to children who were initially exposed to a non-English language during early development and continue to be exposed to this language in the home or in the community.

The national comparator used in this row is the national average for pupils with English as an additional language.

Absence – 3 year trends

For schools which opened or closed part way through this period, their absence information will be based on a shorter period.

Read more about the methodology used for compiling absence statistics.

<https://www.gov.uk/government/publications/absence-statistics-guide>

National average

The national comparator used for primary schools is all state-funded mainstream primary schools in England. The national comparator used for secondary schools is all state-funded mainstream secondary schools in England. The national comparator for special schools used here is the national average for special schools. Included in these are academies, free schools and local authority maintained schools. Special schools also include non-maintained special schools.

Exclusions

Exclusions

For schools which opened or closed part way through this period, their exclusions information will be based on a shorter period.

The national comparators shown are based on a breakdown of state-funded primary, state-funded secondary and special schools, in line with statistical releases on exclusions.

Read more about the methodology used for compiling exclusion statistics.

<https://www.gov.uk/government/publications/exclusions-statistics-guide>

National average

The national comparator used for primary schools is all state-funded mainstream primary schools in England. The national comparator used for secondary schools is all state-funded mainstream secondary schools in England. The national comparator for special schools used here is the national average for special schools. Included in these are academies, free schools and local authority maintained schools. Special schools also include non-maintained special schools.

Male

The national comparator used in this row is the national average for male pupils.

Female

The national comparator used in this row is the national average for female pupils.

Ever 6 FSM

Pupils known to have been eligible for free school meals in any of the previous 6 academic years, as well as those first known to be eligible in January of the year this data covers.

The national comparator used in this row is the national average for children who are eligible for free school meals.

Non-Ever 6 FSM

Pupils who were not eligible for free school meals in any of the previous 6 academic years.

The national comparator used in this row is the national average for children who are not eligible for free school meals.

SEN EHCP

This refers to pupils with Special Educational Needs (SEN) who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. There's a formal assessment to decide if a pupil needs an education, health and care plan (EHCP).

The national comparator used in this row is the national average for pupils with EHCP.

SEN support

This is when the school gives children extra or different help from its usual curriculum. Outside specialists may advise or support the class teacher and SEN coordinator.

The national comparator used in this row is the national average for pupils with SEN support.

No SEN

Pupils with no Special Educational Needs.

The national comparator used in this row is the national average for pupils with no SEN.

English first language

This refers to children who were initially exposed to English during early development and continue to be exposed to English in the home or in the community.

The national comparator used in this row is the national average for pupils with English as their first language.

English additional language

This refers to children who were initially exposed to a non-English language during early development and continue to be exposed to this language in the home or in the community.

The national comparator used in this row is the national average for pupils with English as an additional language.

Exclusions – 3 year trends

For schools which opened or closed part way through this period, their exclusions information will be based on a shorter period.

The national comparators shown are based on a breakdown of state-funded primary, state-funded secondary and special schools, in line with statistical releases on exclusions.

Read more about the methodology used for compiling exclusion statistics.

<https://www.gov.uk/government/publications/exclusions-statistics-guide>

National average

The national comparator used for primary schools is all state-funded mainstream primary schools in England. The national comparator used for secondary schools is all state-funded mainstream secondary schools in England. The national comparator for special schools used here is the national average for special schools. Included in these are academies, free schools and local authority maintained schools. Special schools also include non-maintained special schools.

School characteristics

Basic characteristics trends

Up to Key stage 5 basic characteristics trends

National average

The national comparator used for primary schools is all state-funded mainstream primary schools in England. The national comparator used for secondary schools is all state-funded mainstream secondary schools in England. For all-through schools, the national comparator is all state-funded mainstream secondary schools in England. The national comparator used for special schools is all state-funded special schools in England. 2017 and 2018 figures are not available as this is a new measure. Included in these are academies, free schools, local authority maintained schools and special schools.

Male

The national comparator used in this row is the national average for male pupils.

Female

The national comparator used in this row is the national average for female pupils.

Ever 6 FSM

Pupils known to have been eligible for free school meals in any of the previous 6 academic years, as well as those first known to be eligible in January of the year this data covers.

The national comparator used in this row is the national average for children who are eligible for free school meals.

Minority ethnic groups

Pupils who are not white British.

The national comparator used in this row is the national average for non-white British pupils.

SEN EHCP

This refers to pupils with Special Educational Needs (SEN) who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. There's a formal assessment to decide if a pupil needs an education, health and care plan (EHCP).

The national comparator used in this row is the national average for pupils with SEN with EHCP.

SEN support

This is when the school gives children extra or different help from its usual curriculum. Outside specialists may advise or support the class teacher and SEN coordinator.

The national comparator used in this row is the national average for pupils with SEN support.

English additional language

This refers to children who were initially exposed to a non-English language during early development and continue to be exposed to this language in the home or in the community.

The national comparator used in this row is the national average for pupils with English as an additional language.

Stability %

Stability is a measure of the percentage of students who were admitted to the school at the standard time of admission. The stability percentage is found by dividing pupils considered stable by all eligible pupils (pupils in years 1 to 11 and with current single or current main dual registration at the school).

The national comparator used in this row is the national average for stable pupils.

School deprivation indicator

Pupils living in an area of income deprived families.

The national comparator used in this row is the national average for pupils living in an area of income deprived families.

Basic characteristics by national curriculum year group

Ever 6 FSM

Pupils known to have been eligible for free school meals in any of the previous 6 academic years, as well as those first known to be eligible in January of the year this data covers.

Minority ethnic groups

Pupils who are not white British.

English additional language

This refers to children who were initially exposed to a non-English language during early development and continue to be exposed to this language in the home or in the community.

All SEN

Includes SEN pupils with an education, health and care plan and SEN support pupils.

SEN EHCP

This refers to pupils with Special Educational Needs (SEN) who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. There's a formal assessment to decide if a pupil needs an education, health and care plan (EHCP).

SEN support

This is when the school gives children extra or different help from its usual curriculum. Outside specialists may advise or support the class teacher and SEN coordinator.

Post-compulsory

The post-compulsory stage is key stage 5 (16-18 provision).

Pre-compulsory

The pre-compulsory stage is nursery/ reception (Early years foundation stage profile level).

Prior attainment of pupils by year group

Prior attainment data

This data shows the previous key stage prior attainment for each school year. For example, the year 11 row shows the prior attainment of pupils at key stage 2, when they were in year 6.

National average

The data used for the national comparator is all state-funded schools in England. These include academies, free schools, local authority maintained schools and special schools.

Key stage 2 prior attainment by year group (years 10 and 11)

High overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 2. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 30 or higher. Read more about average point scores.

<https://www.gov.uk/government/publications/primary-school-accountability>

Middle overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 2. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 24 or higher and below 30. Read more about average point scores.

<https://www.gov.uk/government/publications/primary-school-accountability>

Low overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 2. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 24. Read more about average point scores.

<https://www.gov.uk/government/publications/primary-school-accountability>

Key stage 2 prior attainment by year group (years 7, 8 and 9)

Average scaled score

This score is an average for pupils in the school. The expected standard is a score of 100 or more. The higher standard is 110 or more. For a more detailed explanation, see Scaled scores at key stage 2.

<https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>

Achieving the expected standard

Pupils are meeting the expected standard if they achieve a scaled score of 100 or more in their reading and maths tests, and their teacher assesses them as 'working at the expected standard' or better in writing. For a more detailed explanation, see Scaled scores at key stage 2.

<https://www.gov.uk/guidance/understanding-scaled-scores-at-key-stage-2>

Achieving the expected standard

Pupils are meeting the expected standard if their teacher assesses them as 'working at the expected standard' or better in writing.

Key stage 1 prior attainment by year group

High overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. High prior attainers achieved an average point score of 18 or higher. Read more about average point scores.

<https://www.gov.uk/government/publications/primary-school-accountability>

Middle overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Middle prior attainers achieved an average point score of 12 or higher and below 18. Read more about average point scores.

<https://www.gov.uk/government/publications/primary-school-accountability>

Low overall

Prior attainment is the attainment level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12. Read more about average point scores.

<https://www.gov.uk/government/publications/primary-school-accountability>

Key stage 1 reading prior attainment by year group

Achieved greater depth

The pupil achieved a greater depth of reading, compared to the standard.

Achieving the expected standard

The pupil achieved or exceeded the expected standard of reading.

Working towards

The pupil exceeded the pre-key stage 1 standard of reading and was working towards the key stage 1 standard.

Foundations

The pupil achieved the pre-key stage 1 standard of reading.

Below pre-key stage 1

The pupil did not achieve the pre-key stage 1 standard of reading.

Key stage 1 writing prior attainment by year group

Achieved greater depth

The pupil achieved a greater depth of writing, compared to the standard.

Achieving the expected standard

The pupil achieved or exceeded the expected standard of writing.

Working towards

The pupil exceeded the pre-key stage 1 standard of writing and was working towards the key stage 1 standard.

Foundations

The pupil achieved the pre-key stage 1 standard of writing.

Below pre-key stage 1

The pupil did not achieve the pre-key stage 1 standard of writing.

Key stage 1 maths prior attainment by year group

Achieved greater depth

The pupil achieved a greater depth of maths, compared to the standard.

Achieving the expected standard

The pupil achieved or exceeded the expected standard of maths.

Working towards

The pupil exceeded the pre-key stage 1 standard of maths and was working towards the key stage 1 standard.

Foundations

The pupil achieved the pre-key stage 1 standard of maths.

Below pre-key stage 1

The pupil did not achieve the pre-key stage 1 standard of maths.