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.

Hilbre High School (URN: 138355)
School performance summary 2018/2019

A glossary explaining terms used in this report is at the end of the printed version.
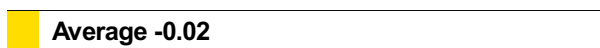
Key stage 4 headline measures

This is revised data for 2018/2019.

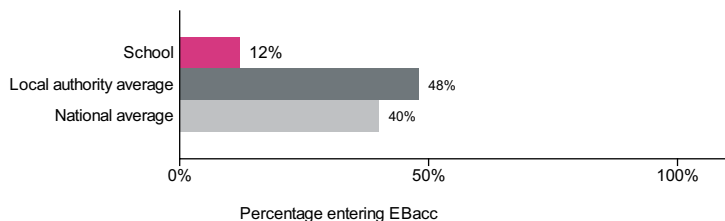## Progress 8

School

Pupils in Progress 8 cohort = 172

Pupils with adjusted scores = 2

Average -0.02

Confidence interval
-0.21 to 0.18

Percentage entering English Baccalaureate

Number of pupils = 179

Percentage entering EBacc
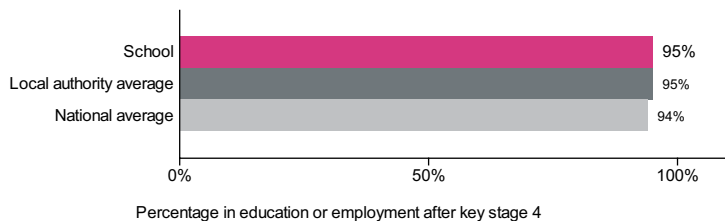
Percentage staying in education or entering employment after key stage 4

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

Number of pupils = 168

Percentage in education or employment after key stage 4

Percentage achieving grade 5 or above in English and maths

Number of pupils = 179
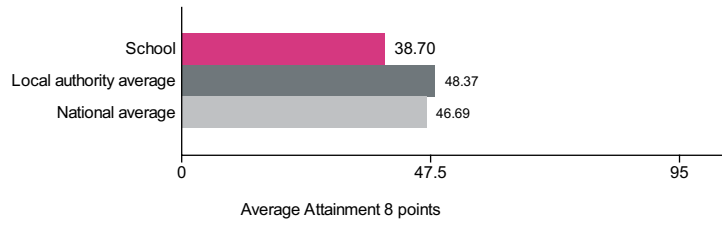
Percentage achieving grade 5 or above in English & maths

Attainment 8

Number of pupils = 179

	Average Attainment 8 points
School	38.70
Local authority average	48.37
National average	46.69

Average Attainment 8 points

English Baccalaureate average point score

Number of pupils = 179

	English Baccalaureate average point score
School	3.26
Local authority average	4.21
National average	4.07

English Baccalaureate average point score
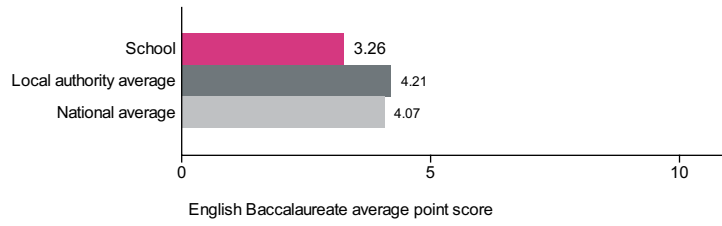
Key stage 4 disadvantaged

This is revised data for 2018/2019.

Progress 8 for disadvantaged pupils

Progress score for disadvantaged pupils	**-0.48**
Confidence interval	-0.88 to -0.07
Number of disadvantaged pupils	38
Disadvantaged pupils with adjusted scores	2
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

	2017		2018		2019	
Group	Non-dis	Dis	Non-dis	Dis	Non-dis	Dis
Number of pupils	106	52	120	39	134	38
Prior attainment (based on key stage 2 APS)	27.93	27.03	27.40	27.16	26.89	25.07

Progress 8 by prior attainment

Prior attainment	**Low**		**Middle**		**High**	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	35	13	106	20	31	5
Pupils with adjusted scores	0	0	2	2	0	0
Progress score	-0.14	-0.50	0.07	-0.68	-0.18	0.42
National average	-0.22	0.00	-0.02	0.17	0.01	0.12
Difference	0.08	-0.50	0.09	-0.85	-0.19	0.30
Confidence interval	-0.57 to 0.28	-1.20 to 0.20	-0.17 to 0.32	-1.25 to -0.12	-0.63 to 0.27	-0.71 to 1.54

Percentage of disadvantaged pupils entering English Baccalaureate
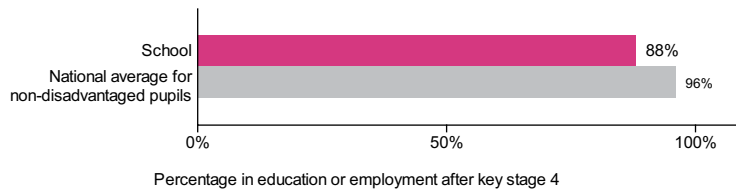
Number of disadvantaged pupils = 41

School 2%

National average for non-disadvantaged pupils 45%

Percentage entering EBacc
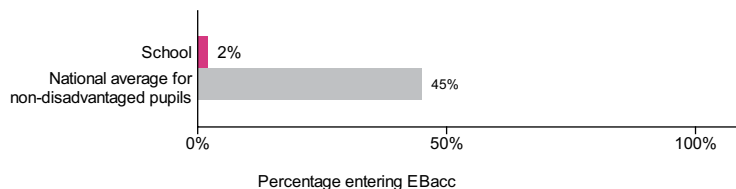
Prior attainment of pupils entering the English Baccalaureate

Prior attainment	**Low**		**Middle**		**High**	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	35	13	106	20	31	5
Percentage	8.57	0.00	12.26	5.00	12.90	0.00
National average	9.42	11.17	30.05	32.58	58.39	60.59
Difference	-0.84	-11.17	-17.78	-27.58	-45.48	-60.59

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 = 52

Percentage in education or employment after key stage 4

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

Number of disadvantaged pupils = 41

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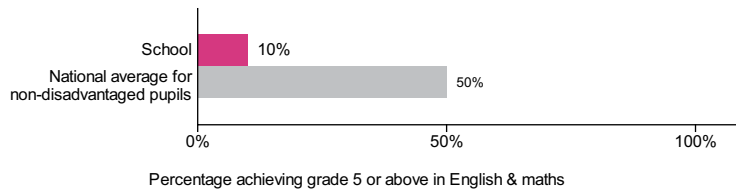
Prior attainment of pupils achieving grade 5 or above in English and maths

Prior attainment	**Low**		**Middle**		**High**	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	35	13	106	20	31	5
Percentage	2.86	0.00	23.58	5.00	67.74	60.00
National average	1.90	2.54	22.42	25.93	76.51	79.63
Difference	0.96	-2.54	1.17	-20.93	-8.77	-19.63

Attainment 8 for disadvantaged pupils

Number of disadvantaged pupils = 41

Average Attainment 8 points
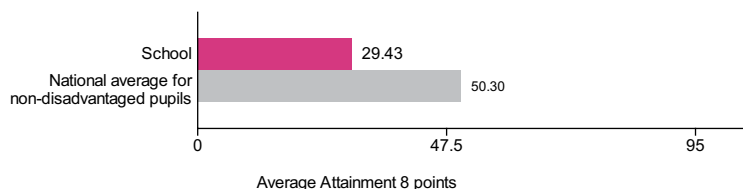
Attainment 8 by prior attainment

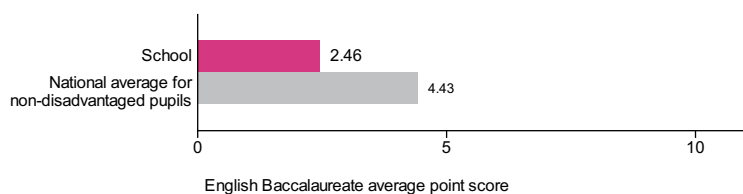| Prior attainment	Low		Middle		High	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	35	13	106	20	31	5
School	22.58	18.65	39.71	30.71	54.40	59.20
National average	21.16	23.81	40.05	42.22	60.86	62.36
Difference	1.42	-5.16	-0.34	-11.51	-6.46	-3.16

English Baccalaureate average point score for disadvantaged pupils

Number of disadvantaged pupils = 41

English Baccalaureate average point score

English Baccalaureate average point score by prior attainment

Prior attainment	Low		Middle		High	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	35	13	106	20	31	5
Average point score	1.78	1.42	3.34	2.60	4.64	5.03
National average	1.62	1.85	3.34	3.54	5.52	5.68
Difference	0.16	-0.43	0.01	-0.94	-0.88	-0.64

Key stage 4 results over 3 years

This is revised data for 2018/2019.

Progress 8

	2017	2018	2019
Number of pupils	158	159	172
Pupils with adjusted scores	N/A	4	2
School progress score	-0.30	-0.41	-0.02
Confidence interval	-0.49 to -0.11	-0.61 to -0.21	-0.21 to 0.18
Progress banding	🟧 Below average	🟧 Below average	🟨 Average
Local authority average	0.01	0.03	0.01
National average	-0.03	-0.02	-0.03

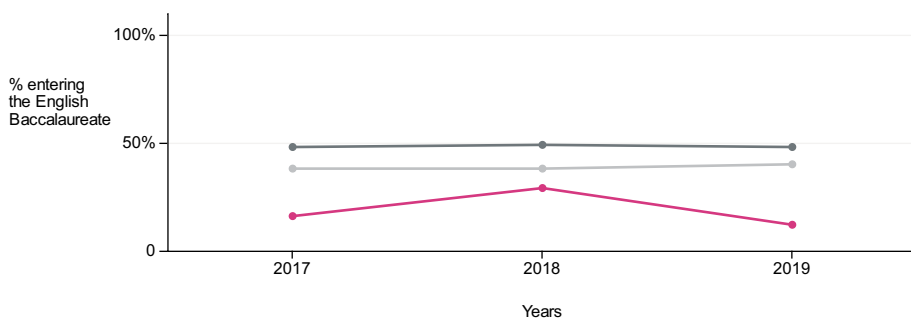## Percentage entering English Baccalaureate

Number of pupils in 2017 = 168
Number of pupils in 2018 = 170
Number of pupils in 2019 = 179

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

	2017	2018	2019
Number of pupils	168	170	179
School	26%	23%	27%
Local authority average	44%	46%	46%
National average	43%	43%	43%

Attainment 8

Number of pupils in 2017 = 168
Number of pupils in 2018 = 170
Number of pupils in 2019 = 179

Legend: ■ School ■ Local authority (Wirral) ■ National

Average Attainment 8 points

	2017	2018	2019
School	40.01	38.04	38.70
Local authority	48.14	48.76	48.37
National	46.29	46.53	46.69

Years
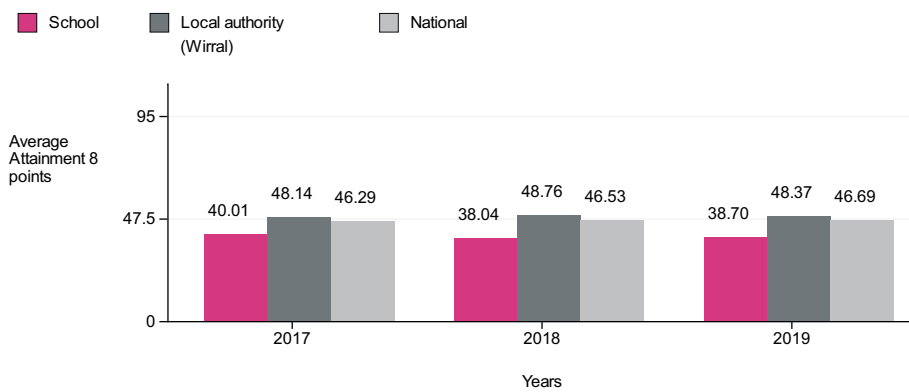
English Baccalaureate average point score

	2017 % of pupils achieving the EBacc at 9-5 / A*-C	2018 EBacc Average point score	2019 EBacc Average point score
Number of pupils	168	170	179
School	4%	3.19	3.26
Local authority average	28%	4.27	4.21
National average	21%	4.04	4.07

Key stage 4 headline reports

Progress 8 by pupil group

Breakdown	Cohort	Progress 8 adjusted score		Progress 8 unadjusted score		English element		Maths element		English Baccalaureate element		Open element	
		School	National	School	National	School	National	School	National	School	National	School	National
All pupils	172	-0.02	-0.03	-0.02	-0.03	-0.01	-0.04	-0.02	-0.02	0.19	-0.03	-0.22	-0.04
Male	106	-0.09	-0.27	-0.09	-0.28	-0.27	-0.45	0.12	-0.02	0.23	-0.20	-0.41	-0.42
Female	66	0.10	0.22	0.10	0.22	0.40	0.39	-0.24	-0.02	0.14	0.14	0.07	0.35
Disadvantaged	38	-0.48	0.13	-0.48	0.12	-0.45	0.11	-0.42	0.11	-0.24	0.14	-0.79	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	34	-0.51	0.12	-0.51	0.11	-0.38	0.10	-0.50	0.11	-0.23	0.13	-0.88	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	2	-0.90	-0.02	-0.90	-0.02	-1.27	-0.03	-0.39	-0.02	-0.62	-0.02	-1.27	-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	134	0.12	0.13	0.12	0.12	0.11	0.11	0.09	0.11	0.31	0.14	-0.06	0.12
SEN EHCP	11	-0.04	-0.03	-0.04	-0.03	-0.43	-0.04	-0.19	-0.02	0.07	-0.03	0.19	-0.04
SEN support	22	-0.59	-0.03	-0.59	-0.03	-0.83	-0.04	-0.24	-0.02	-0.22	-0.03	-1.03	-0.04
No SEN	139	0.08	0.07	0.08	0.07	0.15	0.08	0.03	0.05	0.27	0.06	-0.13	0.08
Non-mobile	169	-0.02	0.00	-0.02	-0.01	-0.01	-0.01	-0.02	0.00	0.19	0.00	-0.24	-0.01
English first language	171	-0.01	-0.03	-0.01	-0.03	-0.01	-0.04	-0.02	-0.02	0.20	-0.03	-0.22	-0.04
English additional language	1	-0.89	-0.03	-0.89	-0.03	-0.78	-0.04	-0.42	-0.02	-1.03	-0.03	-1.12	-0.04
Prior attainment													
Low overall	35	-0.14	-0.22	-0.14	-0.22	-0.16	-0.26	-0.19	-0.15	-0.04	-0.20	-0.19	-0.26
Middle overall	106	0.07	-0.02	0.07	-0.02	0.04	-0.02	0.07	-0.01	0.32	-0.02	-0.15	-0.02
High overall	31	-0.18	0.01	-0.18	0.00	-0.04	0.00	-0.12	0.00	0.02	0.00	-0.51	0.00
Reading low	29	-0.37	-0.17	-0.37	-0.17	-0.44	-0.29	-0.27	0.05	-0.22	-0.15	-0.53	-0.27
Reading middle	93	0.08	-0.02	0.08	-0.02	0.04	-0.09	0.11	0.09	0.26	-0.01	-0.08	-0.05
Reading high	50	0.00	-0.01	0.00	-0.02	0.13	0.05	-0.11	-0.13	0.30	-0.02	-0.31	0.02
Maths low	45	0.05	-0.26	0.05	-0.26	0.12	-0.20	-0.16	-0.37	0.14	-0.25	0.04	-0.24
Maths middle	95	0.02	0.00	0.02	-0.01	-0.02	0.03	0.03	-0.06	0.30	-0.01	-0.24	0.01
Maths high	32	-0.21	0.02	-0.21	0.01	-0.19	-0.06	0.03	0.12	-0.06	0.02	-0.54	-0.03

Percentage entering English Baccalaureate by pupil group

		English Baccalaureate			English			Mathematics			Science			Languages			Humanities		
Breakdown	Cohort	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	179	21	12	40	172	96	96	172	96	97	170	95	96	55	31	47	119	66	81
Male	111	10	9	34	107	96	95	107	96	97	104	94	95	30	27	40	78	70	79
Female	68	11	16	46	65	96	97	65	96	98	66	97	97	25	37	54	41	60	83
Disadvantaged	41	1	2	45	38	93	97	38	93	98	36	88	97	9	22	51	21	51	84
Like-for-like				27			92			94			91			34			72
Ever 6 FSM	35	1	3	44	33	94	97	33	94	98	33	94	97	8	23	51	18	51	83
Like-for-like				28			92			94			91			34			73
Children looked after	4	0	0	40	4	100	96	4	100	97	2	50	96	1	25	47	2	50	81
Like-for-like				13			73			82			72			17			48
Other	138	20	14	45	134	97	97	134	97	98	134	97	97	46	33	51	98	71	84
SEN EHCP	12	1	8	40	8	67	96	8	67	97	8	67	96	1	8	47	7	58	81
SEN support	22	0	0	40	21	95	96	21	95	97	20	91	96	2	9	47	13	59	81
No SEN	145	20	14	44	143	99	98	143	99	99	142	98	98	52	36	51	99	68	85
Non-mobile	173	21	12	41	167	97	96	167	97	98	167	97	96	54	31	47	115	66	81
English first language	175	20	11	40	168	96	96	168	96	97	168	96	96	52	30	47	117	67	81
English additional language	4	1	25	40	4	100	96	4	100	97	2	50	96	3	75	47	2	50	81
Prior attainment																			
Low overall	35	3	9	9	31	89	81	31	89	85	31	89	80	4	11	14	19	54	56
Middle overall	106	13	12	30	103	97	97	103	97	99	103	97	97	32	30	36	76	72	82
High overall	31	4	13	58	31	100	99	31	100	100	31	100	99	17	55	65	18	58	88
Reading low	29	1	3	10	25	86	79	25	86	83	25	86	79	1	3	15	14	48	55
Reading middle	93	10	11	29	91	98	97	91	98	99	91	98	97	28	30	35	66	71	81
Reading high	50	9	18	55	49	98	99	49	98	99	49	98	99	24	48	61	33	66	88
Maths low	45	6	13	11	40	89	82	40	89	86	40	89	82	7	16	16	27	60	60
Maths middle	95	7	7	32	93	98	97	93	98	99	93	98	97	27	28	38	66	69	82
Maths high	32	7	22	57	32	100	99	32	100	100	32	100	99	19	59	64	20	63	88

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
Percentage of pupils staying in education or entering employment after key stage 4 by pupil group									
		Cohort	168	113	55	52	116	23	145
Percentage of pupils staying in education or entering employment after key stage 4	Overall % going to sustained education or employment / training	School %	95	96	95	88	98	83	97
		National %	94	93	95	96	96	90	95
	Education	School %	85	83	87	73	90	74	86
		National %	87	85	89	89	89	82	87
	Apprenticeships	School %	4	5	0	6	3	0	4
		National %	4	5	3	5	5	4	4
	Employment	School %	7	7	7	10	6	9	7
		National %	3	4	3	3	3	4	3
Staying in education	Further education college or other FE provider	School %	28	25	35	25	29	13	30
		National %	37	39	35	34	34	51	35
	School sixth form	School %	57	58	53	48	60	61	56
		National %	37	35	40	42	42	17	41
	Sixth form college	School %	0	0	0	0	0	0	0
		National %	11	9	12	11	11	5	12
	Other education destinations	School %	0	0	0	0	0	0	0
		National %	2	2	2	2	2	9	1
Destination not recorded or captured	Not recorded in a sustained destination	School %	4	4	4	8	2	9	3
		National %	5	6	4	3	3	9	4
	Activity not captured	School %	1	1	2	4	0	9	0
		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	179	172	27	43
Male	111	107	26	40
Female	68	65	29	47
Disadvantaged	41	38	10	50 Like-for-like 25
Ever 6 FSM	35	33	11	50 Like-for-like 25
Children looked after	4	4	0	44 Like-for-like 10
Other	138	134	33	50
SEN EHCP	12	8	8	43
SEN support	22	21	14	43
No SEN	145	143	31	48
Non-mobile	173	167	28	44
English first language	175	168	27	43
English additional language	4	4	50	43
Prior attainment				
Low overall	35	31	3	2
Middle overall	106	103	24	22
High overall	31	31	68	77
Reading low	29	25	0	4
Reading middle	93	91	24	24
Reading high	50	49	50	67
Maths low	45	40	7	2
Maths middle	95	93	25	25
Maths high	32	32	63	76

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	179	38.70	46.69	8.57	9.95	7.26	9.06	11.36	13.47	11.51	14.21
Male	111	38.23	44.02	8.09	9.08	7.62	9.02	11.54	12.91	10.98	13.01
Female	68	39.47	49.47	9.35	10.85	6.68	9.11	11.07	14.06	12.37	15.45
Disadvantaged	41	29.43	50.30	6.78	10.61	5.61	9.80	8.63	14.67	8.41	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	35	30.99	50.09	7.31	10.57	5.66	9.76	9.29	14.60	8.74	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	4	16.25	46.91	3.50	9.99	5.00	9.11	4.00	13.54	3.75	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	138	41.46	50.30	9.10	10.61	7.75	9.80	12.17	14.67	12.43	15.22
SEN EHCP	12	24.38	46.69	5.00	9.95	3.83	9.06	7.08	13.47	8.46	14.21
SEN support	22	28.85	46.69	6.18	9.95	5.82	9.06	8.77	13.47	8.08	14.21
No SEN	145	41.38	49.86	9.23	10.58	7.77	9.69	12.11	14.45	12.28	15.13
Non-mobile	173	39.24	47.28	8.69	10.07	7.34	9.17	11.52	13.64	11.68	14.41
English first language	175	38.86	46.69	8.62	9.95	7.25	9.06	11.42	13.47	11.58	14.21
English additional language	4	31.75	46.69	6.50	9.95	8.00	9.06	9.00	13.47	8.25	14.21
Prior attainment											
Low overall	35	22.58	21.16	5.37	5.02	3.49	3.43	6.03	5.43	7.69	7.27
Middle overall	106	39.71	40.05	8.79	8.90	7.43	7.55	11.62	11.02	11.86	12.58
High overall	31	54.40	60.86	11.68	12.51	10.90	12.23	16.61	18.16	15.21	17.96
Reading low	29	19.82	21.65	4.69	4.93	3.24	3.86	5.38	5.62	6.51	7.24
Reading middle	93	38.73	39.54	8.58	8.65	7.25	7.64	11.12	10.90	11.79	12.35
Reading high	50	50.18	57.92	10.96	12.14	9.60	11.35	15.36	17.12	14.26	17.30
Maths low	45	27.13	22.61	6.49	5.52	4.18	3.43	7.36	5.83	9.11	7.83
Maths middle	95	39.82	41.04	8.78	9.15	7.49	7.66	11.79	11.34	11.75	12.88
Maths high	32	52.59	60.42	11.13	12.29	10.88	12.35	15.84	18.02	14.74	17.76

English Baccalaureate average point score by pupil group

Breakdown	Cohort	English Baccalaureate			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	179	21	3.26	4.07	172	4.28	4.96	172	3.63	4.53	170	3.94	4.50	55	1.43	2.28	119	2.31	3.68
Male	111	10	3.25	3.84	107	4.05	4.52	107	3.81	4.51	104	4.03	4.38	30	1.26	1.84	78	2.30	3.40
Female	68	11	3.27	4.32	65	4.68	5.41	65	3.34	4.56	66	3.79	4.63	25	1.71	2.74	41	2.32	3.97
Disadvantaged	41	1	2.46	4.43	38	3.39	5.29	38	2.80	4.90	36	3.10	4.87	9	1.12	2.58	21	1.27	4.09
			Like-for-like	3.08		Like-for-like	4.03		Like-for-like	3.51		Like-for-like	3.47		Like-for-like	1.45		Like-for-like	2.54
Ever 6 FSM	35	1	2.62	4.41	33	3.66	5.27	33	2.83	4.88	33	3.34	4.85	8	1.20	2.56	18	1.34	4.06
			Like-for-like	3.10		Like-for-like	4.06		Like-for-like	3.53		Like-for-like	3.49		Like-for-like	1.47		Like-for-like	2.56
Children looked after	4	0	1.38	4.09	4	1.75	4.98	4	2.50	4.55	2	1.13	4.52	1	1.00	2.29	2	0.75	3.70
			Like-for-like	1.93		Like-for-like	2.66		Like-for-like	2.38		Like-for-like	2.27		Like-for-like	0.64		Like-for-like	1.38
Other	138	20	3.49	4.43	134	4.55	5.29	134	3.88	4.90	134	4.19	4.87	46	1.52	2.58	98	2.62	4.09
SEN EHCP	12	1	1.97	4.07	8	2.50	4.96	8	1.92	4.53	8	2.54	4.50	1	0.33	2.28	7	2.00	3.68
SEN support	22	0	2.40	4.07	21	3.09	4.96	21	2.91	4.53	20	3.23	4.50	2	0.41	2.28	13	1.55	3.68
No SEN	145	20	3.49	4.38	143	4.61	5.28	143	3.88	4.85	142	4.16	4.80	52	1.68	2.54	99	2.45	4.00
Non-mobile	173	21	3.30	4.13	167	4.35	5.02	167	3.67	4.58	167	4.00	4.56	54	1.46	2.30	115	2.33	3.75
English first language	175	20	3.26	4.07	168	4.31	4.96	168	3.62	4.53	168	3.97	4.50	52	1.38	2.28	117	2.33	3.68
English additional language	4	1	2.92	4.07	4	3.25	4.96	4	4.00	4.53	2	2.50	4.50	3	3.75	2.28	2	1.50	3.68
Prior attainment																			
Low overall	35	3	1.78	1.62	31	2.69	2.48	31	1.74	1.72	31	2.33	1.95	4	0.37	0.49	19	1.23	1.15
Middle overall	106	13	3.34	3.34	103	4.40	4.44	103	3.72	3.78	103	3.99	3.75	32	1.36	1.39	76	2.61	2.92
High overall	31	4	4.64	5.52	31	5.84	6.25	31	5.45	6.12	31	5.76	6.00	17	2.84	3.50	18	2.19	5.22
Reading low	29	1	1.57	1.68	25	2.34	2.43	25	1.62	1.93	25	2.17	2.02	1	0.07	0.54	14	1.03	1.15
Reading middle	93	10	3.22	3.30	91	4.29	4.31	91	3.62	3.82	91	3.86	3.73	28	1.29	1.37	66	2.37	2.82
Reading high	50	9	4.32	5.20	49	5.48	6.06	49	4.80	5.67	49	5.21	5.65	24	2.46	3.21	33	2.76	4.96
Maths low	45	6	2.18	1.74	40	3.24	2.73	40	2.09	1.71	40	2.71	2.05	7	0.58	0.53	27	1.76	1.35
Maths middle	95	7	3.34	3.44	93	4.39	4.56	93	3.75	3.83	93	4.04	3.83	27	1.31	1.50	66	2.49	3.07
Maths high	32	7	4.54	5.48	32	5.56	6.14	32	5.44	6.18	32	5.52	5.99	19	2.97	3.45	20	2.25	5.11

Key stage 4 Progress 8 scatter plot by disadvantaged

This is revised data for 2018/2019.

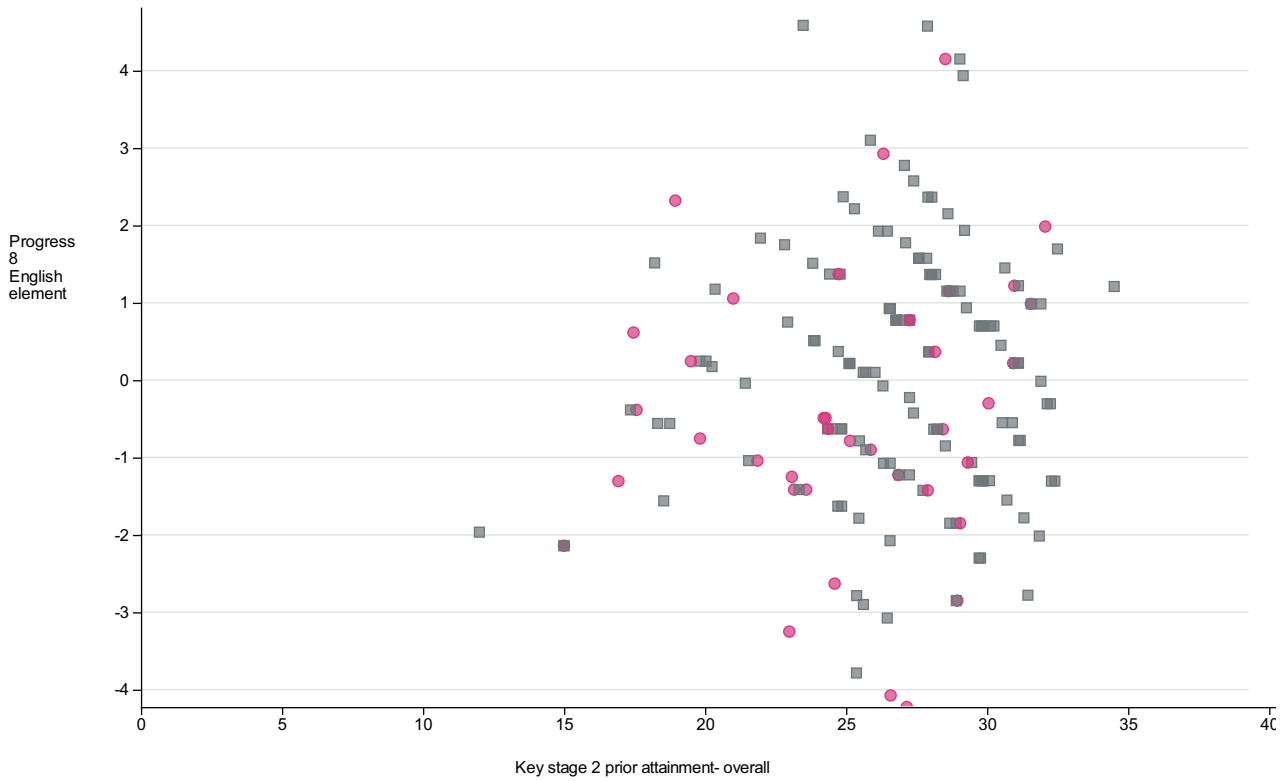Number of pupils =   172

● Disadvantaged   ■ Non disadvantaged
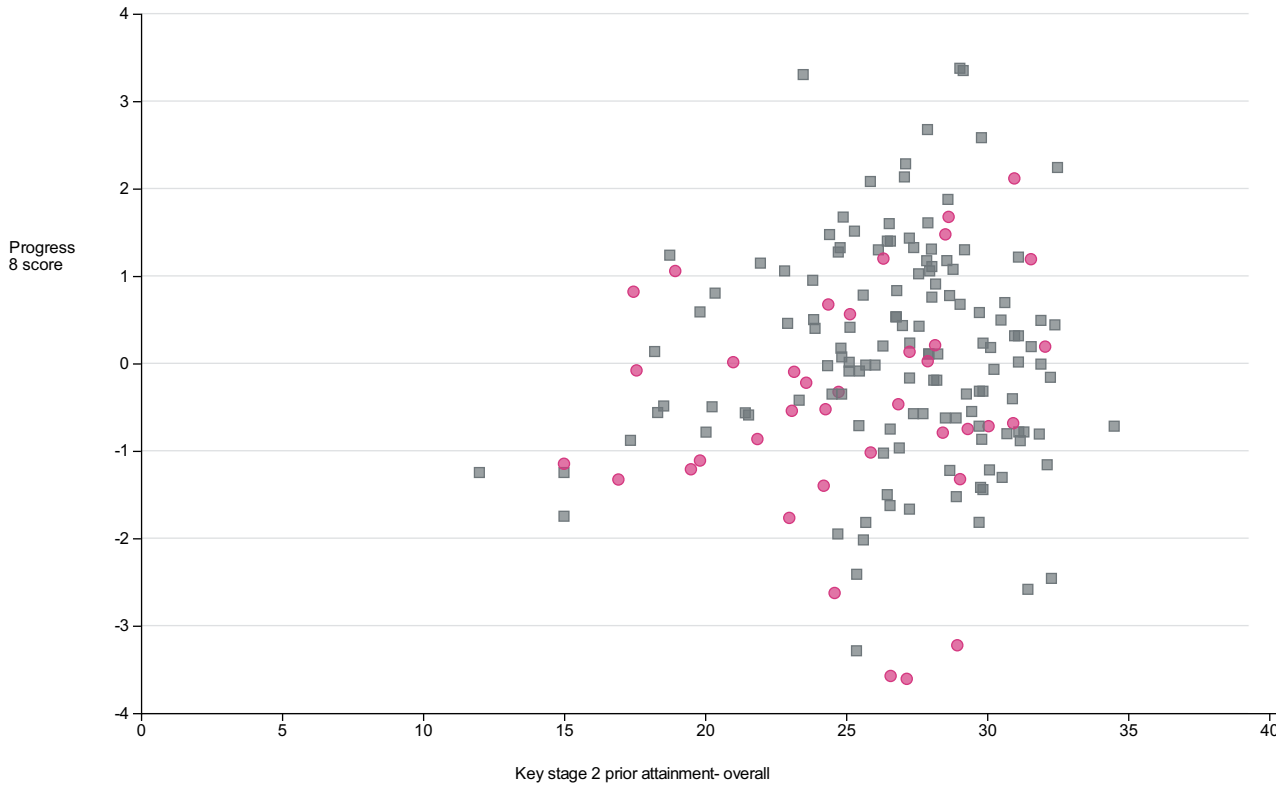
Key stage 4 Progress 8 English element scatter plot by disadvantaged

This is revised data for 2018/2019.

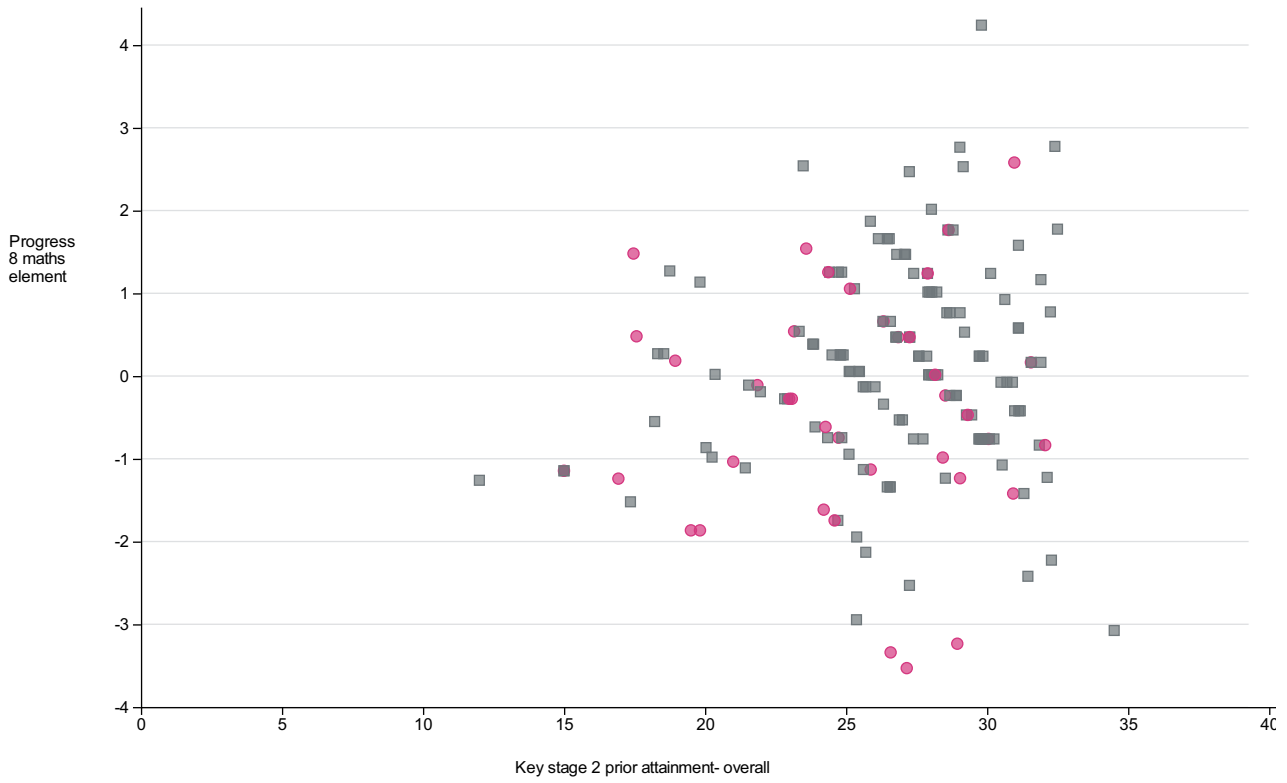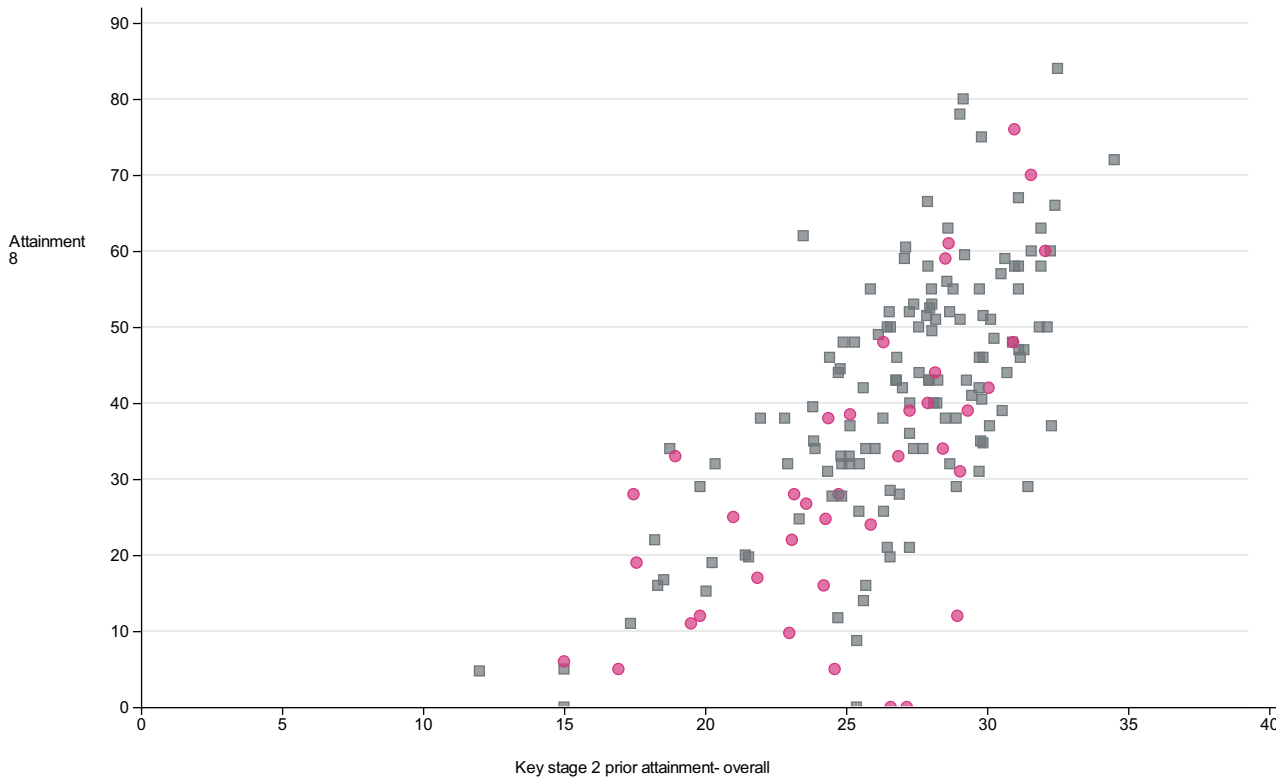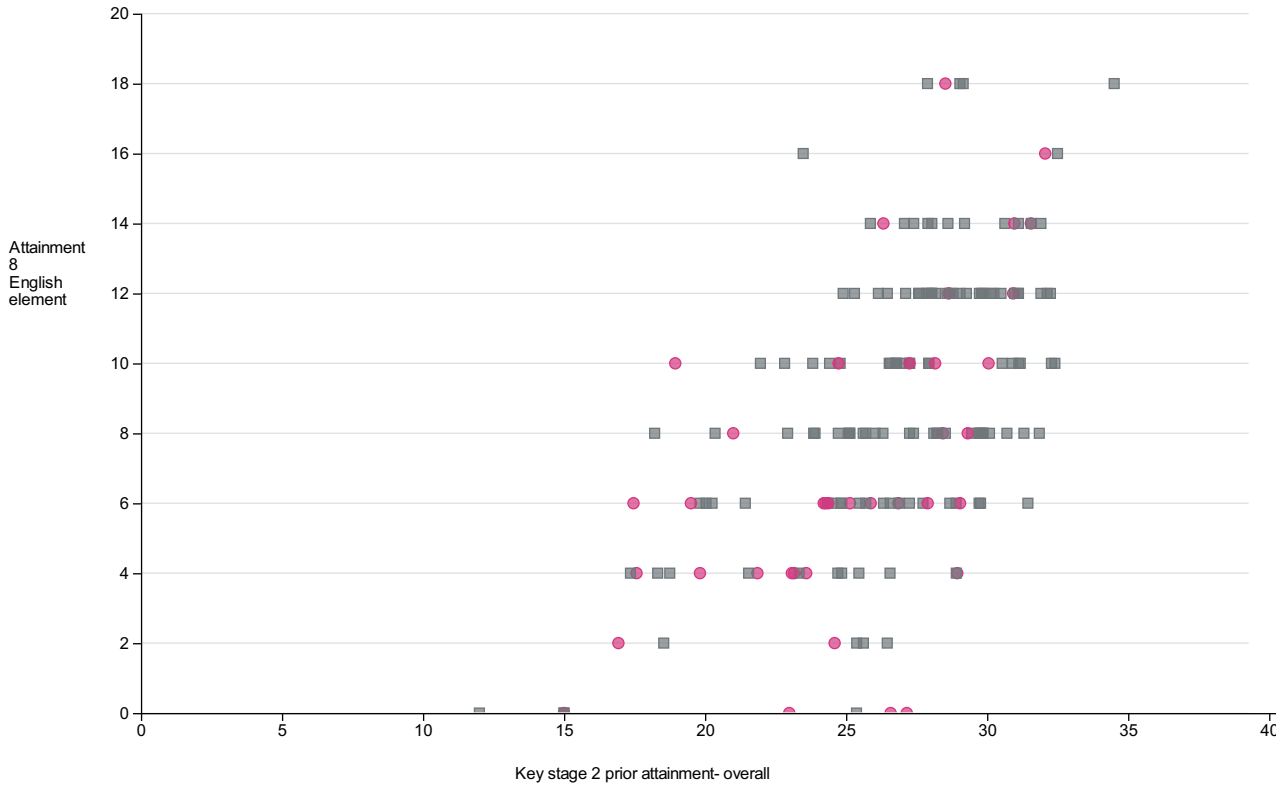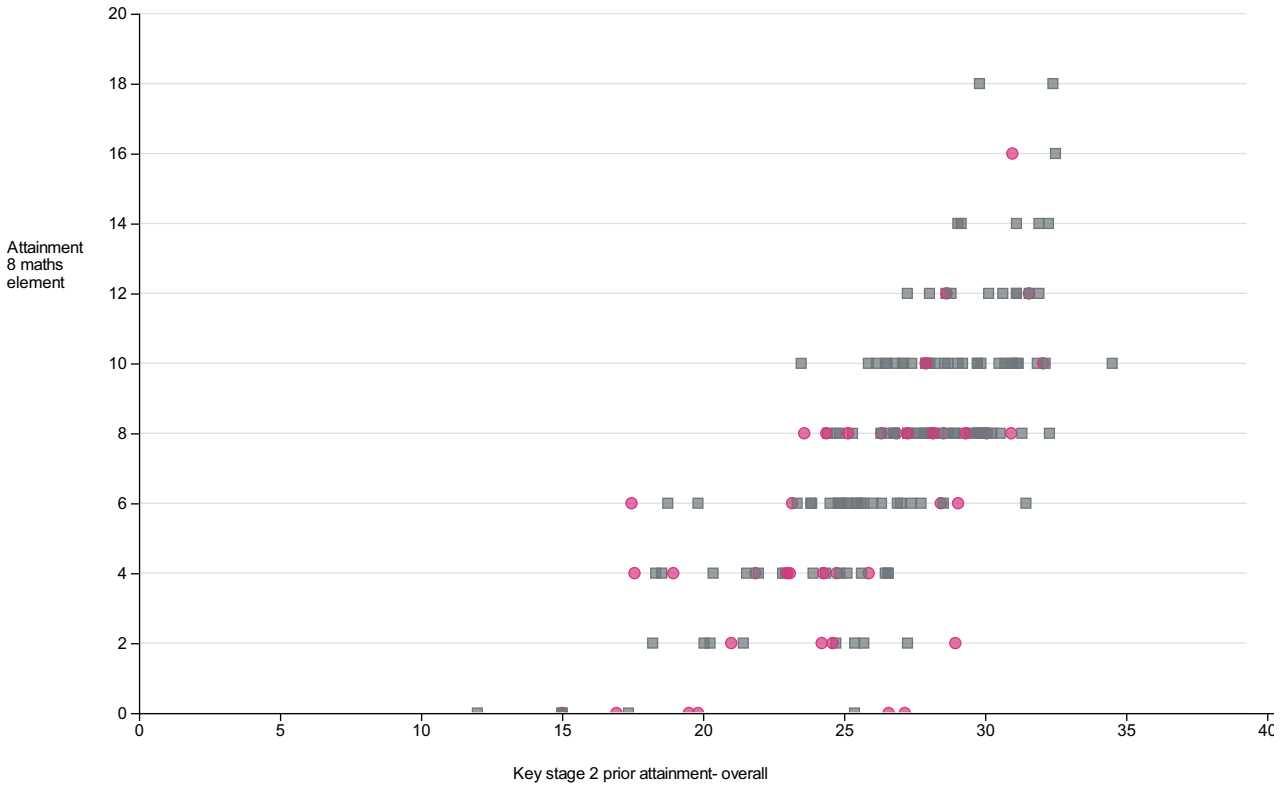Number of pupils =   172

Disadvantaged   Non disadvantaged

Progress 8 English element

Key stage 2 prior attainment- overall

Key stage 4 Progress 8 maths element scatter plot by disadvantaged

This is revised data for 2018/2019.

Number of pupils =   172

Key stage 4 Attainment 8 scatter plot by disadvantaged

This is revised data for 2018/2019.

Number of pupils =   172

● Disadvantaged   ▪ Non disadvantaged

Key stage 2 prior attainment- overall

Key stage 4 Attainment 8 English element scatter plot by disadvantaged

This is revised data for 2018/2019.

Number of pupils =   172

● Disadvantaged   ■ Non disadvantaged

Attainment 8 English element (y-axis)

Key stage 2 prior attainment- overall (x-axis)

Key stage 4 Attainment 8 maths element scatter plot by disadvantaged

This is revised data for 2018/2019.

Number of pupils =   172

● Disadvantaged   ■ Non disadvantaged

Key stage 4 additional reports

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

Breakdown	Percentage achieving grade 4 or above in English and maths			
	Cohort	No. of Entries	School %	National %
All pupils	179	172	51	65
Male	111	107	52	61
Female	68	65	49	68
Disadvantaged	41	38	27	72 Like-for-like 45
Ever 6 FSM	35	33	31	71 Like-for-like 45
Children looked after	4	4	0	65 Like-for-like 23
Other	138	134	58	72
SEN EHCP	12	8	8	65
SEN support	22	21	27	65
No SEN	145	143	58	71
Non-mobile	173	167	53	66
English first language	175	168	51	65
English additional language	4	4	50	65
Prior attainment				
Low overall	35	31	3	8
Middle overall	106	103	54	53
High overall	31	31	97	93
Reading low	29	25	7	13
Reading middle	93	91	47	52
Reading high	50	49	84	87
Maths low	45	40	13	9
Maths middle	95	93	56	56
Maths high	32	32	91	92

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	179	3	2	17	81	45	61	55	31	49	56	33	47	28	51	54	30	25	50
Male	111	2	2	13	44	40	52	35	32	49	35	34	45	16	53	49	15	19	46
Female	68	1	1	21	37	54	69	20	29	50	21	32	49	12	48	59	15	37	54
Disadvantaged	41	0	0	21	12	29	67	5	12	56	6	17	53	6	67	57	2	10	56
				Like-for-like			Like-for-like			Like-for-like			Like-for-like			Like-for-like			Like-for-like
				7			42			30			29			42			31
Ever 6 FSM	35	0	0	20	12	34	67	5	14	56	6	18	53	6	75	57	2	11	56
				Like-for-like			Like-for-like			Like-for-like			Like-for-like			Like-for-like			Like-for-like
				7			43			30			29			43			31
Children looked after	4	0	0	17	0	0	61	0	0	49	0	0	47	0	0	54	0	0	50
				Like-for-like			Like-for-like			Like-for-like			Like-for-like			Like-for-like			Like-for-like
				2			22			14			16			32			19
Other	138	3	2	21	69	50	67	50	36	56	50	37	53	22	48	57	28	29	56
SEN EHCP	12	0	0	17	4	33	61	1	8	49	2	25	47	0	0	54	1	14	50
SEN support	22	0	0	17	5	23	61	4	18	49	3	15	47	1	50	54	0	0	50
No SEN	145	3	2	19	72	50	67	50	34	54	51	36	50	27	52	55	29	29	53
Non-mobile	173	3	2	18	80	46	62	55	32	50	56	34	47	28	52	54	30	26	51
English first language	175	2	1	17	79	45	61	53	30	49	55	33	47	27	52	54	29	25	50
English additional language	4	1	25	17	2	50	61	2	50	49	1	50	47	1	33	54	1	50	50
Prior attainment																			
Low overall	35	0	0	0	5	14	11	1	3	3	2	6	4	0	0	26	1	5	6
Middle overall	106	1	1	4	48	45	50	29	27	29	28	27	26	15	47	31	19	25	30
High overall	31	1	3	35	26	84	86	23	74	83	24	77	77	12	71	67	7	39	77
Reading low	29	0	0	1	3	10	11	0	0	7	2	8	6	0	0	30	1	7	7
Reading middle	93	0	0	5	40	43	46	25	27	32	23	25	27	11	39	32	13	20	28
Reading high	50	2	4	30	36	72	83	28	56	72	29	59	69	16	67	64	13	39	72
Maths low	45	0	0	0	11	24	16	3	7	2	5	13	4	1	14	22	2	7	8
Maths middle	95	1	1	6	45	47	52	27	28	30	29	31	28	14	52	35	18	27	34
Maths high	32	1	3	34	23	72	84	23	72	84	20	63	76	12	63	66	7	35	75

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	179	14	8	25	114	64	76	102	57	70	102	60	65	45	82	70	60	50	63
Male	111	7	6	20	67	60	69	66	59	69	67	64	64	26	87	65	35	45	59
Female	68	7	10	30	47	69	83	36	53	71	35	53	67	19	76	75	25	61	66
Disadvantaged	41	1	2	29	15	37	82	16	39	77	15	42	71	9	100	73	4	19	69
				Like-for-like 13			Like-for-like 59			Like-for-like 51			Like-for-like 47			Like-for-like 58			Like-for-like 44
Ever 6 FSM	35	1	3	29	15	43	81	15	43	76	15	45	71	8	100	73	4	22	68
				Like-for-like 13			Like-for-like 60			Like-for-like 52			Like-for-like 47			Like-for-like 58			Like-for-like 44
Children looked after	4	0	0	25	0	0	76	1	25	70	0	0	66	1	100	70	0	0	63
				Like-for-like 5			Like-for-like 36			Like-for-like 30			Like-for-like 31			Like-for-like 46			Like-for-like 31
Other	138	13	9	29	99	72	82	86	62	77	87	65	71	36	78	73	56	57	69
SEN EHCP	12	1	8	25	4	33	76	2	17	70	3	38	65	1	100	70	4	57	63
SEN support	22	0	0	25	8	36	76	9	41	70	9	45	65	2	100	70	4	31	63
No SEN	145	13	9	28	102	70	82	91	63	76	90	63	69	42	81	71	52	53	66
Non-mobile	173	14	8	26	113	65	77	102	59	71	100	60	66	44	81	70	59	51	63
English first language	175	13	7	25	112	64	76	100	57	70	100	60	65	42	81	70	59	50	63
English additional language	4	1	25	25	2	50	76	2	50	70	2	100	65	3	100	70	1	50	63
Prior attainment																			
Low overall	35	0	0	1	11	31	27	2	6	12	2	6	11	2	50	35	4	21	12
Middle overall	106	10	9	11	70	66	72	67	63	61	66	64	51	24	75	50	42	55	47
High overall	31	3	10	46	30	97	95	30	97	96	30	97	92	17	100	82	10	56	87
Reading low	29	0	0	1	6	21	26	3	10	18	4	16	16	0	0	39	3	21	14
Reading middle	93	5	5	11	60	65	69	53	57	60	50	55	50	20	71	50	31	47	44
Reading high	50	8	16	41	45	90	93	43	86	90	44	90	86	23	96	79	22	67	83
Maths low	45	3	7	1	19	42	33	8	18	10	10	25	13	5	71	34	12	44	17
Maths middle	95	5	5	13	63	66	73	60	63	63	57	61	54	20	74	54	34	52	50
Maths high	32	5	16	45	29	91	93	31	97	96	31	97	91	18	95	81	10	50	85

English Baccalaureate by subject area, value added

		Science			Languages			Humanities		
Breakdown	Cohort	VA cohort	School	National	VA cohort	School	National	VA cohort	School	National
All pupils	179	165	0.29	0.00	53	0.48	0.00	113	-0.09	0.00
Male	111	101	0.39	-0.08	29	0.50	-0.38	74	-0.33	-0.26
Female	68	64	0.14	0.08	24	0.44	0.29	39	0.36	0.25
Disadvantaged	41	35	0.03	0.12	8	0.94	0.05	19	-0.41	0.15
				Like-for-like			Like-for-like			Like-for-like
				-0.35			-0.19			-0.47
Ever 6 FSM	35	32	-0.02	0.12	8	0.94	0.04	17	-0.36	0.14
				Like-for-like			Like-for-like			Like-for-like
				-0.34			-0.19			-0.47
Children looked after	4	2	-0.51	0.01	0	N/A	0.00	1	-1.25	0.00
				Like-for-like			Like-for-like			Like-for-like
				-0.59			-0.62			-0.77
Other	138	130	0.36	0.12	45	0.39	0.05	94	-0.02	0.15
SEN EHCP	12	7	0.93	0.00	1	0.37	0.00	6	1.26	0.00
SEN support	22	20	0.15	0.00	2	0.08	0.00	13	-0.52	0.00
No SEN	145	138	0.28	0.03	50	0.49	0.02	94	-0.11	0.03
Non-mobile	173	163	0.28	0.01	53	0.48	0.00	111	-0.10	0.02
English first language	175	164	0.30	0.00	52	0.50	0.00	113	-0.09	0.00
English additional language	4	1	-0.89	0.00	1	-0.71	0.00	0	N/A	0.00
Prior attainment										
Low overall	35	31	0.17	0.00	4	-0.09	0.00	19	0.18	0.00
Middle overall	106	103	0.35	0.00	32	0.62	0.00	76	0.20	-0.01
High overall	31	31	0.22	0.01	17	0.33	0.00	18	-1.58	0.01
Reading low	29	25	0.09	0.10	1	-1.46	0.16	14	0.09	0.02
Reading middle	93	91	0.29	0.03	28	0.50	-0.03	66	0.03	-0.06
Reading high	50	49	0.39	-0.04	24	0.53	0.00	33	-0.39	0.04
Maths low	45	40	0.38	-0.10	7	0.30	-0.16	27	0.60	0.02
Maths middle	95	93	0.30	-0.01	27	0.65	0.03	66	0.09	0.03
Maths high	32	32	0.14	0.04	19	0.29	-0.01	20	-1.59	-0.04

Entries and points

Key stage 4 entries and points			
Breakdown	Cohort	Average number of qualifications entered	Average points per qualification
All pupils	179	7.61	3.98
Male	111	7.74	3.87
Female	68	7.41	4.17
Disadvantaged	41	6.76	3.28
Ever 6 FSM	35	6.86	3.43
Children looked after	4	6.00	1.81
Other	138	7.87	4.16
SEN EHCP	12	5.42	3.48
SEN support	22	6.77	3.15
No SEN	145	7.92	4.12
Non-mobile	173	7.68	4.01
English first language	175	7.62	3.99
English additional language	4	7.50	3.53
Prior attainment			
Low overall	35	6.63	2.54
Middle overall	106	7.72	4.02
High overall	31	8.48	5.19
Reading low	29	6.28	2.32
Reading middle	93	7.77	3.86
Reading high	50	8.16	4.96
Maths low	45	6.71	3.08
Maths middle	95	7.77	3.99
Maths high	32	8.53	5.00

Relative performance indicators by subject

This is revised data for 2018/19

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	69	3.6	4.0	-0.4	-0.9	5.0	4.5	0.5
Business studies	30	4.7	3.8	0.9	0.7	4.8	4.6	0.1
Health & social care	19	3.9	3.2	0.7	0.2	4.4	3.9	0.5
English language	172	4.1	3.8	0.2	0.1	4.7	4.7	0.1
English literature	172	4.0	3.9	0.1	0.0	4.8	4.7	0.1
Geography	73	3.7	3.8	-0.2	0.1	4.7	5.0	-0.2
History	59	3.1	4.1	-1.0	-0.7	4.6	5.0	-0.3
Religious studies	9	4.9	4.9	-0.1	-0.2	5.2	5.0	0.1
Applied information technology	30	2.4	3.4	-1.0	-0.5	3.6	4.2	-0.6
French	12	4.6	5.6	-1.0	-0.2	4.8	5.6	-0.8
Spanish	45	4.7	4.7	0.1	0.7	4.9	5.6	-0.6
Mathematics	172	3.8	3.9	-0.1	-0.1	4.7	4.6	0.0
Dance	10	3.6	3.5	0.1	0.1	4.9	4.9	0.0
Drama / performing arts	46	5.3	4.1	1.1	0.9	5.0	4.8	0.2
Music	20	5.0	4.8	0.1	0.0	5.4	5.3	0.1
Physical education	36	3.5	3.9	-0.4	-0.5	5.0	4.9	0.1
Home economics: food	29	3.8	3.3	0.5	0.2	4.6	4.2	0.3
Engineering	43	2.8	3.2	-0.4	-1.1	4.7	4.0	0.7
1 Biology	43	5.3	5.0	0.2	0.2	6.1	6.1	0.1
1 Chemistry	43	5.5	5.0	0.5	0.5	6.1	6.1	0.0
1 Physics	43	5.2	5.1	0.2	0.2	6.1	6.1	0.0
3 Double science	127	3.7	3.5	0.2	0.2	4.1	4.1	0.0
5 Computer science	22	4.3	4.8	-0.5	0.3	4.5	5.3	-0.8
Design & Technology	39	2.9	3.5	-0.6	-0.5	4.5	4.6	-0.1

Entries and attainment by subject

This is revised data for 2018/19

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	69	38.5	4.3	43.5	100.0	0.0	3.6
			National	109,821	18.2	22.2	75.0	99.6	0.4	5.0
Business studies	GCSE	1/2	School	21	11.7	14.3	61.9	95.2	4.8	4.3
			National	87,072	14.5	18.4	66.0	98.7	1.3	4.8
Business studies	Other	1/2	School	9	5.0	33.3	100.0	100.0	0.0	5.5
			National	31,180	5.2	31.4	87.2	98.4	1.6	4.8
Health & social care	Other	1/2	School	19	10.6	0.0	78.9	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	172	96.1	8.7	59.9	97.1	2.9	4.1
			National	555,286	92.3	17.7	71.0	99.0	1.0	4.7
English literature	GCSE	1/2	School	172	96.1	7.6	58.7	98.3	1.7	4.0
			National	543,068	90.2	20.4	73.8	98.3	1.7	4.8
Geography	GCSE	1/2	School	73	40.8	4.1	52.1	100.0	0.0	3.7
			National	250,501	41.6	24.8	65.5	98.3	1.7	4.7
History	GCSE	1/2	School	59	33.0	1.7	45.8	93.2	6.8	3.1
			National	260,876	43.3	24.9	63.8	97.0	3.0	4.6
Religious studies	GCSE	1/2	School	9	5.0	11.1	88.9	100.0	0.0	4.9
			National	224,191	37.2	30.8	72.7	98.5	1.5	5.2
Applied information technology	Other	2	School	30	16.8	6.7	46.7	46.7	53.3	2.4
			National	35,185	5.8	12.3	71.2	71.2	28.8	3.6
French	GCSE	1/2	School	12	6.7	8.3	75.0	100.0	0.0	4.6
			National	123,282	20.5	23.5	69.9	98.5	1.5	4.8
Spanish	GCSE	1/2	School	45	25.1	11.1	84.4	100.0	0.0	4.7
			National	98,417	16.4	26.3	69.9	98.2	1.8	4.9
Mathematics	GCSE	1/2	School	172	96.1	5.2	59.3	97.7	2.3	3.8
			National	551,316	91.6	20.7	71.7	98.2	1.8	4.7
Dance	GCSE	1/2	School	10	5.6	0.0	50.0	100.0	0.0	3.6
			National	9,167	1.5	23.6	71.8	99.3	0.7	4.9
Drama / performing arts	GCSE	1/2	School	46	25.7	17.4	89.1	100.0	0.0	5.3
			National	57,160	9.5	24.0	74.6	99.4	0.6	5.0
Music	GCSE	1/2	School	20	11.2	15.0	85.0	100.0	0.0	5.0
			National	34,476	5.7	32.1	75.8	99.1	0.9	5.4
Physical education	GCSE	1/2	School	36	20.1	2.8	47.2	97.2	2.8	3.5
			National	79,566	13.2	21.8	72.4	99.8	0.2	5.0
Home economics: food	GCSE	1/2	School	29	16.2	6.9	51.7	100.0	0.0	3.8
			National	45,053	7.5	17.9	64.5	99.3	0.7	4.6
Engineering	Other	1/2	School	43	24.0	0.0	46.5	100.0	0.0	2.8
			National	14,599	2.4	23.2	79.3	97.5	2.5	4.7
1 Biology	GCSE	1/2	School	43	24.0	14.0	93.0	100.0	0.0	5.3

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	
			National	160,958	26.7	43.6	90.6	99.4	0.6	6.1
1 Chemistry	GCSE	1/2	School	43	24.0	23.3	93.0	100.0	0.0	5.5
			National	157,794	26.2	44.5	90.4	99.4	0.6	6.1
1 Physics	GCSE	1/2	School	43	24.0	18.6	95.3	100.0	0.0	5.2
			National	156,810	26.1	44.3	91.1	99.4	0.6	6.1
3 Double science	GCSE	1/2	School	127	70.9	2.4	48.0	99.2	0.8	3.7
			National	386,757	64.3	7.6	55.7	98.0	2.0	4.1
5 Computer science	GCSE	1/2	School	22	12.3	9.1	59.1	100.0	0.0	4.3
			National	77,358	12.9	21.8	62.8	96.7	3.3	4.5
Design & Technology	GCSE	1/2	School	39	21.8	0.0	20.5	100.0	0.0	2.9
			National	88,370	14.7	19.7	63.6	98.4	1.6	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	

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	973	7.2	5.5	182	18.7	13.7
Male	592	6.4	5.5	95	16.0	13.7
Female	381	8.4	5.5	87	22.8	13.7
Ever 6 FSM	213	12.1	8.2	78	36.6	24.7
Non-Ever 6 FSM	754	5.7	4.5	102	13.5	9.1
SEN EHCP	57	7.8	8.6	16	28.1	23.7
SEN support	151	9.0	8.1	40	26.5	23.2
No SEN	765	6.8	5.1	126	16.5	11.9
English first language	963	7.2	5.7	182	18.9	14.3
English additional language	9	3.6	4.6	0	0.0	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)	922	6.8	5.4	953	6.9	5.5	973	7.2	5.5
Persistent absentees - absent for 10% or more sessions (number of enrolments is the number of enrolments who are persistent absentees)	180	19.5	13.5	192	20.1	13.9	182	18.7	13.7

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	1,041	950	1,122	961	1,109	978
Male %	63.8	50.2	62.8	50.2	62.6	50.2
Female %	36.2	49.8	37.2	49.8	37.4	49.8
Ever 6 FSM %	27.3	28.5	23.8	28.0	22.6	27.7
Minority ethnic groups %	4.6	29.5	4.5	30.6	4.7	31.8
SEN EHCP %	4.2	1.7	5.3	1.6	6.0	1.7
SEN support %	10.7	10.7	13.2	10.6	16.9	10.8
English additional language %	2.0	16.3	1.5	16.6	1.1	16.9
Stability %	91.3	91.5	91.6	91.5	93.5	91.6
School deprivation indicator	0.13	0.20	0.13	0.20	0.13	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.

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	146	73	27	N/A	6	2	15	5	10
11	180	62	38	20	6	2	19	7	12
10	191	66	34	20	5	1	15	5	9
9	184	63	37	28	3	1	23	6	17
8	205	56	44	22	4	0	25	4	20
7	203	59	41	23	5	0	37	8	29

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	26.5	29.1	-2.7	18	45	61	45	21	10
Year 10	27.2	29.1	-1.8	21	44	63	47	16	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	99.4	102.4	55	68	66	76	99.1	102.8	53	72
Year 8	101.1	103.8	64	74	68	78	100.2	104.0	64	77
Year 7	100.9	104.8	64	77	66	80	99.3	104.1	59	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.

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

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.

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.

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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.

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Attainment 8

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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.

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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.

Key stage 4 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.

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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.

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More information on statistical confidence

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Percentage entering English Baccalaureate

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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/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/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/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/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/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/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

All key stage 4 pupil group reports

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.

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.