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**Hampshire**

**Fischer Family Trust  
Supplement to the PANDA**

*This booklet contains a sub-set of reports from  
the  
FFT Analyses to Support Self-Evaluation.*

### Key Stage 1 Analyses

This report is part of a booklet initially designed for Primary schools to support Self-Evaluation. The reports, as a whole, are designed to promote discussion, evaluation and to inform planning and target setting. They are not, however, intended to provide a complete picture of all possible attainment and progress measures and should, therefore, be used along with other information.

In the case of KS1, prior-attainment data is not collected nationally so it is not possible to provide a value-added analysis. What we aim to do here is to analyse KS1 outcomes taking into account a range of measures at both pupil- and school level. These include:

#### Pupil characteristics:

- Gender and Age
- Mobility (time when they joined current school)
- Ethnicity, SEN Stage and EAL Status
- Free School Meals (FSM) entitlement

#### School Context Measures:

- % of pupils entitled to FSM
- Socio-Economic measure derived from Geodemographic data which is available for each pupil's postcode and averaged for all pupils in the school

The analysis aims to provide, for a range of subject indicators and pupil groupings, an indication of whether attainment is significantly above, in line with or significantly below what might be 'expected' if attainment had been average for the context.

We would always advise that reports should be used carefully and conclusions compared with other data. Given that the KS1 analyses are contextual (and not value-added) we would advise even greater caution. If, for example, ALL of the report shows attainment as being significantly above or significantly below then two conclusions are possible:

- Attainment is much better or lower than expected from the context
- This cohort had prior-attainment much higher or lower than is normal from the context and pupils have made average progress.

In such cases, additional information will be needed to arrive at an appropriate conclusion.

If, however, there is significant variation – particularly across different subject indicators for the same group of pupils – then this is more meaningful because prior-attainment is the same for the group across all subjects.

Despite these 'caveats' we have included these reports because feedback from users has been positive and, where they have been able to compare the outcomes with locally-developed value-added analyses, there has been a high degree of consistency.

If you have any questions or feedback you should discuss these with your LA's Fischer Family Trust (FFT) project contact.

2006-2008



Pupil Group	Pupils KS1 Match	Average Level				Reading			Writing			Mathematics		
		All	En	Ma	Sc	L2+	L2B+	3+	2+	2B+	3+	2+	2B+	3+
ALL PUPILS	40515	↑	↑	↑	↑	↑	↑	↑	↑↑	↑	↑			↑
Girls	19636	↑	↑	↑	↑	↑		↑	↑	↑	↑	↑		↑
Boys	20879	↑	↑	↑	↑			↑		↑	↑	↑		↑
Without FSM	36851	↑	↑	↑	↑	↑	↑	↑↑	↑	↑	↑	↑		↑
With FSM	3645	↑	↑	↑	↑			↑	↑	↑		↑		
No SEN	30479	↑	↑	↑	↑			↑		↑	↑			↑
SEN Action	6831	↑	↑	↑		↑		↑	↑	↑	↑	↑		↑
SEN Action Plus	2514	↑	↑			↑	↑		↑			↑		
SEN Statement	672	↑	↑		↑									
White	38044	↑	↑	↑	↑	↑	↑	↑	↑	↑↑	↑	↑		↑
Black Caribbean	242													
Black African	224													
Indian	228				↑									↑
Pakistani	64													↓
Bangladeshi	80													
Other Asian	586													
Chinese	90							↓						
Any Other	512			↑				↑			↑			
No Information	426					↓			↓		↑			
Looked After - Yes	149							↑						

The report is based upon contextualised estimates over a 3 year period. The report provides an evaluation of KS1 outcomes taking into account a range of pupil and school context factors (gender, age, ethnicity, SEN stage, mobility). Pupil prior-attainment is not used, and so it is NOT a value-added analysis. Indicators used are: Overall NC level for all subjects, and also English, Maths and Science separately; L2+ - % attaining level 2 or higher; L2B+ - % attaining level 2B or higher; L3+ - % attaining level 3 or higher. These are shown for a range of groups (see notes for details of groupings).

The report highlights groups where outcomes:

- are significantly high or low, when averaged over the 3 year period for one or more of the subject indicators
- have changed significantly during the last 3 years.

Where the number of pupils in a group is below 10 the report shows ONLY the number of pupils.

	Significantly higher than expected	↑	Improving (relative to LAs nationally)	↑↑	Improving both years
	Significantly lower than expected	↓	Declining (relative to LAs nationally)	↓↓	Declining both years
				↑↓	Varying over three years

To aid legibility, arrows are shown as white when the outcomes are significantly low - they have the same meaning as when coloured black. A single arrow indicates a significant change over the 3 years. A double arrow indicates significant change both years.

Average Level (En, Ma, Sc)		Pupils				Actual				Est/Act Difference				3 years
Category	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	Sig/Trend	
ALL PUPILS	13970	13376	13169	40515	2.6	2.6	2.6	2.6	-0.02	0.01	0.01	0.00	↑	
Girls	6712	6509	6415	19636	2.6	2.7	2.7	2.7	-0.03	0.00	0.00	-0.01	↑	
Boys	7258	6867	6754	20879	2.5	2.6	2.6	2.6	-0.01	0.01	0.01	0.00	↑	

English Mean Level		Pupils				Actual				Est/Act Difference				3 years
Category	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	Sig/Trend	
ALL PUPILS	13970	13376	13169	40515	2.5	2.6	2.6	2.5	-0.02	0.01	0.01	0.00	↑	
Girls	6712	6509	6415	19636	2.6	2.7	2.7	2.7	-0.03	0.01	0.01	0.00	↑	
Boys	7258	6867	6754	20879	2.4	2.5	2.5	2.4	-0.02	0.01	0.02	0.00	↑	

Mathematics Level 2+		Pupils				Actual				Est/Act Difference				3 years
Category	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	Sig/Trend	
ALL PUPILS	13970	13376	13169	40515	92%	93%	92%	92%	0.0%	0.9%	0.5%	0.5%	↑	
Girls	6712	6509	6415	19636	93%	94%	93%	93%	0.1%	1.1%	0.4%	0.5%	↑	
Boys	7258	6867	6754	20879	90%	91%	90%	91%	-0.2%	0.8%	0.6%	0.4%	↑	

Mathematics Level 2B+		Pupils				Actual				Est/Act Difference				3 years
Category	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	Sig/Trend	
ALL PUPILS	13970	13376	13169	40515	76%	77%	76%	76%	-0.1%	0.4%	0.0%	0.1%		
Girls	6712	6509	6415	19636	76%	78%	77%	77%	-0.9%	0.2%	-0.4%	-0.4%		
Boys	7258	6867	6754	20879	75%	76%	76%	76%	0.6%	0.6%	0.4%	0.6%		

Mathematics Level 3+		Pupils				Actual				Est/Act Difference				3 years
Category	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	Sig/Trend	
ALL PUPILS	13970	13376	13169	40515	23%	24%	24%	24%	-2.1%	-0.9%	-0.3%	-1.1%	↑	
Girls	6712	6509	6415	19636	20%	21%	22%	21%	-2.2%	-1.5%	-0.7%	-1.5%	↑	
Boys	7258	6867	6754	20879	25%	27%	27%	26%	-2.0%	-0.4%	0.1%	-0.8%	↑	

Mathematics Mean Level		Pupils				Actual				Est/Act Difference				3 years
Category	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	Sig/Trend	
ALL PUPILS	13970	13376	13169	40515	2.6	2.7	2.7	2.7	-0.02	0.00	0.00	-0.01	↑	
Girls	6712	6509	6415	19636	2.6	2.7	2.7	2.7	-0.03	-0.01	-0.01	-0.01	↑	
Boys	7258	6867	6754	20879	2.6	2.7	2.7	2.7	-0.01	0.01	0.01	0.00	↑	

Science Mean Level		Pupils				Actual				Est/Act Difference				3 years
Category	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	Sig/Trend	
ALL PUPILS	13970	13376	13169	40515	2.7	2.7	2.7	2.7	0.05	0.07	0.07	0.07	↑	
Girls	6712	6509	6415	19636	2.7	2.7	2.7	2.7	0.04	0.06	0.06	0.05	↑	
Boys	7258	6867	6754	20879	2.7	2.7	2.7	2.7	0.06	0.09	0.08	0.08	↑	

The report is based upon contextualised estimates over a 3 year period. The report provides an evaluation of KS1 outcomes taking into account a range of pupil and school context factors (gender, age, ethnicity, SEN stage, mobility). Pupil prior-attainment is not used, and so it is NOT a value-added analysis. Indicators used are: Overall NC level for all subjects, and also English, Maths and Science separately; L2+ - % attaining level 2 or higher; L2B+ - % attaining level 2B or higher; L3+ - % attaining level 3 or higher. These are shown for a range of groups (see notes for details of groupings).

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

Reading Level 2+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	13970	13376	13169	40515	86%	87%	87%	87%	0.0%	1.2%	0.7%	0.6%	↑
Girls	6712	6509	6415	19636	90%	91%	91%	91%	-0.1%	1.4%	1.0%	0.8%	↑
Boys	7258	6867	6754	20879	82%	83%	83%	83%	0.1%	1.1%	0.4%	0.5%	

Reading Level 2B+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	13970	13376	13169	40515	73%	75%	75%	74%	-0.3%	0.8%	0.4%	0.3%	↑
Girls	6712	6509	6415	19636	79%	80%	80%	80%	-0.5%	0.6%	0.6%	0.2%	
Boys	7258	6867	6754	20879	68%	70%	69%	69%	0.0%	0.9%	0.3%	0.4%	

Reading Level 3+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	13970	13376	13169	40515	29%	32%	32%	31%	-0.2%	2.0%	2.9%	1.5%	↑
Girls	6712	6509	6415	19636	35%	37%	37%	36%	-0.1%	2.1%	3.0%	1.6%	↑
Boys	7258	6867	6754	20879	24%	27%	27%	26%	-0.4%	1.9%	2.7%	1.4%	↑

Writing Level 2+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	13970	13376	13169	40515	84%	85%	84%	84%	0.6%	1.9%	1.4%	1.3%	↑
Girls	6712	6509	6415	19636	89%	90%	89%	89%	0.5%	1.9%	1.2%	1.2%	↑
Boys	7258	6867	6754	20879	79%	80%	79%	79%	0.7%	1.9%	1.7%	1.4%	

Writing Level 2B+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	13970	13376	13169	40515	62%	62%	63%	62%	-1.7%	-0.4%	0.7%	-0.5%	↑↑
Girls	6712	6509	6415	19636	71%	71%	71%	71%	-1.1%	-0.2%	0.7%	-0.2%	↑
Boys	7258	6867	6754	20879	53%	54%	55%	54%	-2.2%	-0.6%	0.6%	-0.8%	↑

Writing Level 3+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	13970	13376	13169	40515	11%	12%	13%	12%	-5.4%	-2.8%	-2.1%	-3.4%	↑
Girls	6712	6509	6415	19636	16%	16%	16%	16%	-6.7%	-3.7%	-3.1%	-4.5%	↑
Boys	7258	6867	6754	20879	7%	8%	9%	8%	-4.1%	-1.8%	-1.1%	-2.4%	↑

The report is based upon contextualised estimates over a 3 year period. The report provides an evaluation of KS1 outcomes taking into account a range of pupil and school context factors (gender, age, ethnicity, SEN stage, mobility). Pupil prior-attainment is not used, and so it is NOT a value-added analysis. Indicators used are: Overall NC level for all subjects, and also English, Maths and Science separately; L2+ - % attaining level 2 or higher; L2B+ - % attaining level 2B or higher; L3+ - % attaining level 3 or higher. These are shown for a range of groups (see notes for details of groupings).

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

**What does the report contain?**

The aim of this report is to provide a summary of those areas where, over a 3 year period, outcomes are significant in terms of either the overall score over the 3 years combined or the rate of change relative to national norms.

The analysis uses a contextualised outcomes model and, in effect, compares the attainment of pupils in the school with that of similar pupils in similar schools nationally. The analysis can show a range of pupil groups:

- all pupils, boys and girls;
- each pupil's entitlement to Free School Meals;
- each pupil's SEN Stage;
- ten groupings based upon each pupil's ethnicity (see appendix for details).

A pupil group is shown ONLY where:

- achievement is significantly higher or lower than expected
- achievement is significantly improving or declining in relation to national norms

For each combination of a pupil grouping and indicator, a coloured / shaded box indicates that the overall (3 year) score is significant and an arrow indicates that the trend is significant.

	Significantly higher than 'expected'
	Significantly lower than 'expected'
↑↑	Improving both years
↑	Improving
↓	Declining
↓↓	Declining both years
↑↓	Varying

**What factors should be taken into account when using this analysis?**

The report shows all groupings present in the school. Outcomes are not highlighted for small groups of pupils – the default minimum is 10 pupils over the three years – the only data shown for this group will be the number of pupils. Where a group has more than the default minimum numbers of pupils but no sections are highlighted this means that none of the scores or trends for this group are significant i.e. their outcomes are broadly consistent with those for similar pupils in similar schools nationally.

Where there are differences between overall (NC level) and threshold (L2+, L2B+, 3+) measures this could indicate that:

- a substantial proportion of pupils may be achieving just above or just below the mark required to achieve a particular level
- the school may be concentrating its efforts on borderline pupils to the detriment of higher or lower attaining pupils.

## KS1 -> KS2 Reports

The analyses included in this section are intended to support detailed and diagnostic self-evaluation. They are based upon value-added models which take account of a range of pupil- and school-level indicators, including:

- Pupil prior-attainment
- Variation between prior-attainment in different subjects
- Gender
- Month of Birth
- Free School Meals Entitlement
- Ethnicity
- SEN Stage
- Mobility
- Geodemographic Data (Census and other data)

Key Stage 1 to 2	Introduction
Includes brief summary of key features for each type of report.	Value Added Summary KS1 to KS2 Significant Areas (Grid) Significant Areas (Summary) Estimates Summary
Guidance Notes	Details relating to each of the analyses. The notes are generic (the format for three of the analyses is the same for each Key Stage, specific details relating to the Key Stage are included on the actual report). Glossary of terms used in the analyses and guidance notes. Brief summary of value-added models which form the basis of the analyses.

Please note that:

The reports provide VALUE-ADDED analyses and are based, therefore, only upon those pupils for whom prior-attainment data is available from the previous key stage. Overall figures for attainment may differ from published whole-school data which includes all pupils.

The reports included in this booklet, together with the value-added models used to develop the analyses, continue to be reviewed and developed. Please bear this in mind if you are comparing the information included here with a previous version.

The analyses provide a detailed view of performance and progress in terms of core subjects and overall indicators. They are not intended to cover all aspects of pupils' academic attainment.

Analyses included in this section are:

Analysis	Summary
Value Added Summary	Provides a summary, over a 3 year period, using a range of indicators, covering: <ul style="list-style-type: none"><li>- Attainment</li><li>- Pupil Progress (Value-Added)</li></ul>
Significant Areas (Grid)	Highlights those aspects of performance where: <ul style="list-style-type: none"><li>- Value-added is significantly high or low when averaged over a 3 year period</li><li>- Value-added has changed significantly within the last 3 years</li></ul>
Significant Areas (Summary)	Value-added for each year and for 3 years, including an analysis by gender, and by gender and prior attainment.
Estimates	Includes estimates for future years which takes account of the prior-attainment of pupils in each cohort, the school's context and the school's value-added performance in the previous 3 years.

### Accuracy and Feedback

Whilst considerable effort has been made to ensure that the analyses are based upon accurate and reliable data there may be instances where the source data is inaccurate. Feedback on any significant errors, together with suggestions for improvement of the analyses, will be welcomed.

If you have any questions or feedback you should discuss these with your LA's Fischer Family Trust (FFT) project contact.

Pupils	English Level 4+				English Level 5+				English Mean Level					
	Total Match	Act	Percentile Rank			Act	Raw	PA	SX	Act	Raw	PA	SX	
			Raw	PA	SX									
2005/06	14287	13770	82%	33	71	85	36%	21	57	79	4.5	24	67	85
2006/07	14226	13670	83%	29	71	74	38%	16	46	63	4.6	22	67	73
2007/08	14348	13774	84%	32	79	73	32%	27	77	82	4.6	28	78	81
3 Years Combined			83%	29	76	79	35%	22	61	73	4.6	24	71	79
3 Year Trend			--	--		↑	--	--	↓	↓	--	--	↓	↑

Pupils	Mathematics Level 4+				Mathematics Level 5+				Mathematics Mean Level					
	Total Match	Act	Percentile Rank			Act	Raw	PA	SX	Act	Raw	PA	SX	
			Raw	PA	SX									
2005/06	14287	13770	78%	39	88	91	35%	24	83	92	4.6	30	85	89
2006/07	14226	13670	80%	31	81	81	35%	23	80	83	4.6	25	81	84
2007/08	14348	13774	81%	38	90	86	33%	30	89	91	4.6	28	88	85
3 Years Combined			79%	36	87	87	35%	26	87	92	4.6	26	86	87
3 Year Trend			--	--	↓	↑	--	--	↓		--	--	↓	↑

Pupils	Science Level 4+				Science Level 5+				Science Mean Level					
	Total Match	Act	Percentile Rank			Act	Raw	PA	SX	Act	Raw	PA	SX	
			Raw	PA	SX									
2005/06	14287	13770	91%	14	34	59	51%	13	34	65	4.9	11	35	65
2006/07	14226	13670	91%	17	45	50	51%	19	66	70	4.9	16	57	65
2007/08	14348	13774	91%	26	73	68	48%	22	71	72	4.9	20	71	69
3 Years Combined			91%	16	53	56	50%	18	58	71	4.9	15	55	67
3 Year Trend			--	--	↓	↓	--	--	↓		--	--	↓↓	↓

**21** Significantly higher than expected

**89** Significantly lower than expected

↑ Improving (relative to LAs nationally)

↓ Declining (relative to LAs nationally)

-- No trend calculated

Cases where the PA or SX value-added score is significant (to 95% confidence limits) are highlighted

↑↑ Improving both years

↓↓ Declining both years

↑↓ Varying over three years

Indicators are shown as a Percentile Rank where 1 = Highest value-added, 100 = Lowest value-added

The percentile rank and significance for the three years combined are based on the total number of matched pupils, and their overall value-added. Where there are large numbers of pupils, even small differences can be highlighted as significant.

	Pupils		English and Maths Level 4+				English 2 Levels Progress				Mathematics 2 Levels Progress				
			Total	Match	Percentile Rank			Act	Percentile Rank			Act	Percentile Rank		
					Act	Raw	PA		SX	Raw	PA		SX	Raw	PA
2005/06	14287	13770	72%	34	85	92	80%	73	67	83	73%	73	87	92	
2006/07	14226	13670	75%	30	79	82	84%	55	58	63	75%	67	80	86	
2007/08	14348	13774	76%	34	86	82	80%	84	77	78	76%	83	89	89	
3 Years Combined			74%	31	84	88	81%	72	66	78	75%	78	86	89	
3 Year Trend			--	--	↓		--	--	↑↓	↑↓	--	--	↓	↑	

**21** Significantly higher than expected

**89** Significantly lower than expected

↑ Improving (relative to LAs nationally)

↓ Declining (relative to LAs nationally)

-- No trend calculated

Cases where the PA or SX value-added score is significant (to 95% confidence limits) are highlighted

↑↑ Improving both years

↓↓ Declining both years

↑↓ Varying over three years

Indicators are shown as a Percentile Rank where 1 = Highest value-added, 100 = Lowest value-added

The percentile rank and significance for the three years combined are based on the total number of matched pupils, and their overall value-added. Where there are large numbers of pupils, even small differences can be highlighted as significant.

KS1 to KS2  
Value Added (Significant Areas)

Hampshire (850)



2006-2008

Pupil Group	Pupils	Summary		English				Mathematics				Science		
		KS1 Match	Mean (EMS)	L4+ (EM)	Mean Level	% L4+	% L5+	%2Lev Prog	Mean Level	% L4+	% L5+	%2Lev Prog	Mean Level	% L4+
ALL PUPILS	41201			↑	↑	↓	↑↓	↑	↑		↑	↓	↓	
Girls	20124	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑		↓	
Girls - Lower	5108	↑	↑↓				↑	↑↓	↑↓		↑↓	↑↓	↑↓	
Girls - Middle	7069	↑		↑		↑	↑↓	↑		↑	↑			
Girls - Upper	7947													
Boys	21077					↓						↓		
Boys - Lower	6705													
Boys - Middle	6375					↓								
Boys - Upper	7997	↓				↓	↓					↓		↓
Without FSM	37736	↑↓		↑	↑	↑↓	↑↓	↑			↑	↓	↓	
With FSM	3465										↑			
No SEN	32453		↑	↑	↑	↑↓	↑↓	↑	↑		↑			
SEN Action	5341							↑	↓	↑	↓			
SEN Action Plus	2444		↓						↓			↓	↓	
SEN Statement	963		↓				↑		↓	↓	↑			↓
White	38798			↑	↑	↓	↑↓	↑	↑		↑	↓	↓	
Black Caribbean	211										↑			↓
Black African	147									↓				
Indian	133							↑			↑		↑	
Pakistani	53						↑							
Bangladeshi	73					↓	↑						↑	
Other Asian	323													
Chinese	88									↓				
Any Other	348				↑									
No Information	970			↑					↑					
Looked After - Yes	220			↑										

The report is based upon value-added data over a 3 year period. The value-added calculation uses the FFT 'SX' model which takes account of pupil characteristics (prior attainment, gender, age, ethnicity, SEN stage, mobility) and school context factors. These are shown for a range of groups. The number of pupils in each group may not equal the total number of pupils over the three years if context data is missing. The report highlights groups where value-added:

- is significantly high or low, when averaged over the 3 year period for one or more of the subject indicators
- has changed significantly during the last 3 years.

Where the number of pupils in a group is below 10 the report shows ONLY the number of pupils - value added is not shown.

	Significantly higher than expected	↑	Improving (relative to LAs nationally)	↑↑	Improving both years
	Significantly lower than expected	↓	Declining (relative to LAs nationally)	↓↓	Declining both years
		↑↓	Varying over three years		

To aid legibility, arrows are shown as white where the value-added score is significantly low - they have the same meaning as when coloured black. A single arrow indicates a significant change in value-added over the 3 years. A double arrow indicates significant change in value-added both years.

FFT SX Model

English and Maths Level 4+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	13767	13667	13757	41191	72%	75%	76%	74%	-1.9%	-1.2%	-1.4%	-1.5%	
Girls	6733	6594	6795	20122	74%	76%	77%	76%	-1.2%	0.0%	-0.7%	-0.6%	↑
Girls - Lower	1812	1661	1634	5107	28%	32%	31%	30%	-4.3%	-1.1%	-4.5%	-3.3%	↑↓
Girls - Middle	2337	2254	2477	7068	82%	82%	85%	83%	-1.2%	-0.6%	0.0%	-0.6%	
Girls - Upper	2584	2679	2684	7947	98%	99%	98%	98%	0.9%	1.2%	0.9%	1.0%	
Boys	7034	7073	6962	21069	71%	73%	74%	73%	-2.5%	-2.4%	-2.1%	-2.3%	
Boys - Lower	2228	2281	2193	6702	29%	32%	34%	31%	-5.1%	-4.9%	-5.5%	-5.1%	
Boys - Middle	2134	2106	2132	6372	82%	84%	85%	84%	-3.9%	-3.9%	-2.5%	-3.4%	
Boys - Upper	2672	2686	2637	7995	98%	99%	99%	99%	0.7%	0.9%	1.0%	0.9%	

English and Maths Level 5+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	13767	13667	13757	41191	24%	25%	21%	23%	-1.4%	-1.2%	-1.8%	-1.4%	
Girls	6733	6594	6795	20122	25%	26%	22%	24%	-2.7%	-1.7%	-2.5%	-2.3%	
Girls - Lower	1812	1661	1634	5107	1%	1%	0%	1%	-0.8%	-0.6%	-0.8%	-0.8%	
Girls - Middle	2337	2254	2477	7068	9%	10%	8%	9%	-4.5%	-1.7%	-3.1%	-3.1%	↑
Girls - Upper	2584	2679	2684	7947	57%	55%	49%	54%	-2.3%	-2.3%	-3.1%	-2.6%	
Boys	7034	7073	6962	21069	23%	24%	20%	23%	-0.1%	-0.7%	-1.0%	-0.6%	
Boys - Lower	2228	2281	2193	6702	0%	1%	0%	0%	-0.6%	-0.8%	-0.8%	-0.7%	
Boys - Middle	2134	2106	2132	6372	9%	10%	7%	9%	-2.7%	-3.1%	-3.4%	-3.1%	
Boys - Upper	2672	2686	2637	7995	54%	56%	46%	52%	2.4%	1.3%	0.8%	1.5%	

Average Level (En, Ma, Sc)

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	13767	13667	13767	41201	4.7	4.7	4.7	4.7	-0.03	-0.02	-0.03	-0.03	
Girls	6733	6594	6797	20124	4.7	4.7	4.7	4.7	-0.04	-0.02	-0.03	-0.03	↑
Girls - Lower	1812	1661	1635	5108	3.9	4.0	3.9	3.9	-0.06	-0.02	-0.05	-0.05	↑
Girls - Middle	2337	2254	2478	7069	4.7	4.7	4.7	4.7	-0.04	-0.01	-0.02	-0.02	↑
Girls - Upper	2584	2679	2684	7947	5.2	5.2	5.2	5.2	-0.01	-0.02	-0.02	-0.02	
Boys	7034	7073	6970	21077	4.6	4.6	4.6	4.6	-0.02	-0.02	-0.03	-0.02	
Boys - Lower	2228	2281	2196	6705	3.9	3.9	3.9	3.9	-0.03	-0.02	-0.03	-0.03	
Boys - Middle	2134	2106	2135	6375	4.7	4.7	4.7	4.7	-0.04	-0.04	-0.03	-0.04	
Boys - Upper	2672	2686	2639	7997	5.2	5.2	5.2	5.2	0.00	-0.01	-0.02	-0.01	↓

This report highlights areas where pupil progress is significantly different to 'expected'. The analysis is based upon a Contextual Value-Added approach which takes into account each pupil's prior-attainment and a range of pupil and school context factors. In effect, the analysis compares the progress made by each pupil with that made by 'similar pupils in similar schools'.

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

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

Uses FFT SX Model

English Level 4+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	13767	13667	13761	41195	82%	83%	84%	83%	-1.5%	-0.8%	-0.9%	-1.0%	↑
Girls	6733	6594	6795	20122	87%	88%	89%	88%	-1.3%	-0.5%	-0.5%	-0.8%	↑
Girls - Lower	1812	1661	1634	5107	57%	59%	58%	58%	-6.2%	-4.0%	-4.4%	-4.9%	
Girls - Middle	2337	2254	2477	7068	96%	96%	96%	96%	0.2%	0.9%	0.6%	0.6%	
Girls - Upper	2584	2679	2684	7947	100%	100%	100%	100%	0.7%	0.6%	0.7%	0.7%	
Boys	7034	7073	6966	21073	77%	79%	80%	79%	-1.6%	-1.1%	-1.2%	-1.3%	
Boys - Lower	2228	2281	2194	6703	41%	45%	45%	44%	-3.8%	-2.9%	-4.0%	-3.5%	
Boys - Middle	2134	2106	2133	6373	89%	91%	91%	90%	-1.9%	-1.3%	-0.7%	-1.3%	
Boys - Upper	2672	2686	2639	7997	99%	99%	99%	99%	0.6%	0.6%	0.6%	0.6%	

English Level 5+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	13767	13667	13761	41195	36%	38%	32%	35%	-0.9%	-0.1%	-1.5%	-0.8%	↓
Girls	6733	6594	6795	20122	42%	45%	40%	42%	-1.7%	0.2%	-0.8%	-0.8%	↑
Girls - Lower	1812	1661	1634	5107	5%	6%	4%	5%	-0.2%	0.5%	0.5%	0.2%	
Girls - Middle	2337	2254	2477	7068	30%	33%	27%	30%	-5.7%	-1.3%	-2.9%	-3.3%	↑
Girls - Upper	2584	2679	2684	7947	79%	79%	73%	77%	0.9%	1.1%	0.3%	0.8%	
Boys	7034	7073	6966	21073	30%	32%	25%	29%	-0.2%	-0.4%	-2.1%	-0.9%	↓
Boys - Lower	2228	2281	2194	6703	2%	3%	1%	2%	0.2%	0.3%	-0.3%	0.1%	
Boys - Middle	2134	2106	2133	6373	19%	21%	14%	18%	-0.7%	-1.0%	-3.1%	-1.6%	↓
Boys - Upper	2672	2686	2639	7997	62%	65%	54%	60%	-0.2%	-0.5%	-2.8%	-1.2%	↓

English Mean Level

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	13767	13667	13761	41195	4.5	4.6	4.6	4.6	-0.03	-0.02	-0.02	-0.02	↑
Girls	6733	6594	6795	20122	4.7	4.7	4.7	4.7	-0.03	-0.01	-0.02	-0.02	↑
Girls - Lower	1812	1661	1634	5107	3.9	3.9	4.0	3.9	-0.06	-0.04	-0.04	-0.04	
Girls - Middle	2337	2254	2477	7068	4.7	4.7	4.7	4.7	-0.04	-0.01	-0.01	-0.02	↑
Girls - Upper	2584	2679	2684	7947	5.2	5.2	5.1	5.2	0.00	0.00	-0.01	-0.01	
Boys	7034	7073	6966	21073	4.4	4.5	4.4	4.4	-0.03	-0.02	-0.03	-0.03	
Boys - Lower	2228	2281	2194	6703	3.6	3.7	3.7	3.7	-0.07	-0.05	-0.05	-0.05	
Boys - Middle	2134	2106	2133	6373	4.5	4.5	4.5	4.5	-0.03	-0.02	-0.03	-0.02	
Boys - Upper	2672	2686	2639	7997	5.0	5.0	5.0	5.0	-0.01	-0.01	-0.02	-0.01	

This report highlights areas where pupil progress is significantly different to 'expected'. The analysis is based upon a Contextual Value-Added approach which takes into account each pupil's prior-attainment and a range of pupil and school context factors. In effect, the analysis compares the progress made by each pupil with that made by 'similar pupils in similar schools'.

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

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

Uses FFT SX Model

**Mathematics Level 4+**

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	13767	13667	13762	41196	78%	80%	81%	79%	-2.1%	-1.4%	-1.8%	-1.8%	↑
Girls	6733	6594	6797	20124	76%	79%	79%	78%	-2.8%	-1.2%	-2.1%	-2.0%	↑
Girls - Lower	1812	1661	1635	5108	34%	39%	37%	37%	-6.8%	-2.9%	-6.9%	-5.6%	↑↓
Girls - Middle	2337	2254	2478	7069	84%	85%	87%	85%	-3.1%	-2.3%	-1.6%	-2.3%	
Girls - Upper	2584	2679	2684	7947	98%	99%	99%	99%	0.4%	0.8%	0.4%	0.5%	
Boys	7034	7073	6965	21072	79%	80%	82%	80%	-1.5%	-1.6%	-1.5%	-1.5%	
Boys - Lower	2228	2281	2194	6703	45%	48%	50%	47%	-3.3%	-3.4%	-3.8%	-3.5%	
Boys - Middle	2134	2106	2134	6374	90%	90%	92%	91%	-2.1%	-2.4%	-1.6%	-2.0%	
Boys - Upper	2672	2686	2637	7995	99%	100%	100%	99%	0.4%	0.6%	0.5%	0.5%	

**Mathematics Level 5+**

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	13767	13667	13762	41196	35%	35%	33%	35%	-2.5%	-1.8%	-2.4%	-2.2%	
Girls	6733	6594	6797	20124	31%	32%	29%	31%	-3.3%	-2.0%	-2.4%	-2.6%	↑
Girls - Lower	1812	1661	1635	5108	2%	2%	2%	2%	-0.4%	-0.2%	-0.4%	-0.3%	
Girls - Middle	2337	2254	2478	7069	16%	17%	15%	16%	-4.9%	-1.9%	-2.5%	-3.1%	↑
Girls - Upper	2584	2679	2684	7947	65%	63%	60%	63%	-3.9%	-3.2%	-3.6%	-3.6%	
Boys	7034	7073	6965	21072	39%	38%	37%	38%	-1.7%	-1.6%	-2.3%	-1.8%	
Boys - Lower	2228	2281	2194	6703	4%	4%	5%	4%	-0.1%	-0.2%	0.4%	0.1%	
Boys - Middle	2134	2106	2134	6374	28%	27%	25%	27%	-3.9%	-5.0%	-5.3%	-4.7%	
Boys - Upper	2672	2686	2637	7995	77%	76%	74%	76%	-1.3%	-0.1%	-2.1%	-1.1%	

**Mathematics Mean Level**

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	13767	13667	13762	41196	4.6	4.6	4.6	4.6	-0.05	-0.03	-0.04	-0.04	↑
Girls	6733	6594	6797	20124	4.5	4.6	4.5	4.5	-0.06	-0.03	-0.05	-0.05	↑
Girls - Lower	1812	1661	1635	5108	3.6	3.7	3.7	3.7	-0.09	-0.03	-0.07	-0.07	↑↓
Girls - Middle	2337	2254	2478	7069	4.5	4.5	4.5	4.5	-0.06	-0.02	-0.03	-0.04	↑
Girls - Upper	2584	2679	2684	7947	5.2	5.1	5.1	5.1	-0.04	-0.04	-0.04	-0.04	
Boys	7034	7073	6965	21072	4.6	4.6	4.6	4.6	-0.04	-0.04	-0.04	-0.04	
Boys - Lower	2228	2281	2194	6703	3.8	3.8	3.8	3.8	-0.04	-0.03	-0.04	-0.04	
Boys - Middle	2134	2106	2134	6374	4.7	4.7	4.7	4.7	-0.06	-0.06	-0.06	-0.06	
Boys - Upper	2672	2686	2637	7995	5.3	5.3	5.3	5.3	-0.02	-0.02	-0.03	-0.02	

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

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

Uses FFT SX Model

Science Level 4+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	13767	13667	13761	41195	91%	91%	91%	91%	0.1%	0.4%	-0.4%	0.0%	↓
Girls	6733	6594	6795	20122	91%	92%	91%	91%	-0.2%	0.5%	-0.8%	-0.2%	↓
Girls - Lower	1812	1661	1634	5107	70%	73%	70%	71%	-3.4%	-0.6%	-5.1%	-3.0%	↑↓
Girls - Middle	2337	2254	2477	7068	97%	97%	97%	97%	1.2%	1.0%	0.4%	0.8%	
Girls - Upper	2584	2679	2684	7947	100%	100%	100%	100%	0.8%	0.9%	0.7%	0.8%	
Boys	7034	7073	6966	21073	90%	91%	91%	91%	0.4%	0.2%	0.0%	0.2%	
Boys - Lower	2228	2281	2193	6702	73%	74%	73%	73%	0.0%	-0.4%	-1.8%	-0.7%	
Boys - Middle	2134	2106	2135	6375	97%	97%	97%	97%	0.5%	0.5%	1.0%	0.7%	
Boys - Upper	2672	2686	2638	7996	100%	100%	100%	100%	0.7%	0.6%	0.8%	0.7%	

Science Level 5+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	13767	13667	13761	41195	51%	51%	48%	50%	-0.4%	-0.9%	-1.2%	-0.8%	
Girls	6733	6594	6795	20122	51%	51%	49%	50%	-0.8%	-1.2%	-1.1%	-1.1%	
Girls - Lower	1812	1661	1634	5107	12%	13%	9%	11%	-1.4%	-0.7%	-2.5%	-1.5%	
Girls - Middle	2337	2254	2477	7068	44%	42%	40%	42%	-4.0%	-5.2%	-3.7%	-4.3%	
Girls - Upper	2584	2679	2684	7947	84%	83%	81%	82%	2.4%	1.9%	2.1%	2.1%	
Boys	7034	7073	6966	21073	52%	51%	48%	50%	0.1%	-0.6%	-1.2%	-0.6%	
Boys - Lower	2228	2281	2193	6702	15%	17%	15%	16%	0.9%	1.1%	1.1%	1.0%	
Boys - Middle	2134	2106	2135	6375	48%	46%	43%	46%	-4.2%	-6.6%	-4.9%	-5.2%	
Boys - Upper	2672	2686	2638	7996	85%	84%	80%	83%	2.9%	2.5%	0.1%	1.8%	↓

Science Mean Level

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	2006	2007	2008	3 yrs	
ALL PUPILS	13767	13667	13761	41195	4.9	4.9	4.9	4.9	0.00	-0.01	-0.01	-0.01	↓
Girls	6733	6594	6795	20122	4.9	4.9	4.9	4.9	-0.01	-0.01	-0.02	-0.01	
Girls - Lower	1812	1661	1634	5107	4.2	4.2	4.2	4.2	-0.04	0.00	-0.05	-0.03	↑↓
Girls - Middle	2337	2254	2477	7068	4.9	4.8	4.8	4.8	-0.01	-0.01	-0.02	-0.01	
Girls - Upper	2584	2679	2684	7947	5.3	5.3	5.3	5.3	0.00	-0.01	-0.01	-0.01	
Boys	7034	7073	6966	21073	4.9	4.8	4.8	4.9	0.01	-0.01	-0.01	0.00	↓
Boys - Lower	2228	2281	2193	6702	4.3	4.3	4.3	4.3	0.02	0.01	-0.01	0.01	
Boys - Middle	2134	2106	2135	6375	4.9	4.9	4.9	4.9	-0.02	-0.03	-0.01	-0.02	
Boys - Upper	2672	2686	2638	7996	5.3	5.3	5.3	5.3	0.02	0.00	-0.01	0.00	↓

This report highlights areas where pupil progress is significantly different to 'expected'. The analysis is based upon a Contextual Value-Added approach which takes into account each pupil's prior-attainment and a range of pupil and school context factors. In effect, the analysis compares the progress made by each pupil with that made by 'similar pupils in similar schools'.

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

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

Uses FFT SX Model

This report provides a summary of estimates based upon pupil prior-attainment and a range of pupil and school context factors. It shows, for each subject and each year, a total of 4 estimates. Three of these are based upon progress made, in previous years, by pupils nationally. All estimates are based upon calculations made using individual pupil data which are then aggregated for the whole cohort. The models used to generate these estimates are:

**Type A** Estimate based upon pupil prior-attainment, gender and month of birth. This provides an estimate of what might be expected if pupils were to make progress similar to that made, last year, by similar pupils nationally.

**Type B** Based upon the factors in the Type A estimate but adjusted for a range of school context indicators (%Free School Meals, Geodemographic data, Mean Level and Distribution of intake). This provides an estimate of what might be expected if pupils were to make progress similar to that made, last year, by similar pupils nationally taking account of school context.

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

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

		Estimate Range			
<b>Academic Year: 2007/08</b>		13788 pupils.			
English and Maths Level 4+	73%	74% (A)	75% (B)	81% (D)	
English and Maths Level 5+	26%	26% (A)	27% (B)	33% (D)	
English Level 4+	82%	82% (A)	83% (B)	87% (D)	
English Level 5+		37% (A)	38%	39% (B)	
English 2 Levels Progress	83%	83% (A)	84% (B)	88% (D)	
Mathematics Level 4+	79%	80% (A)	81% (B)	86% (D)	
Mathematics Level 5+	36%	38% (A)	39% (B)	45% (D)	
Mathematics 2 Levels Progress	76%	78% (A)	79% (B)	85% (D)	
Science Level 4+		90% (A)	90% (B)	91%	
Science Level 5+		51% (A)	53%	53% (B)	
<b>Academic Year: 2008/09</b>		13478 pupils.			
English and Maths Level 4+	71%	73% (A)	74% (B)	80% (D)	
English and Maths Level 5+	23%	24% (A)	25% (B)	30% (D)	
English Level 4+	81%	82% (A)	83% (B)	86% (D)	
English Level 5+	35%	35% (A)	36% (B)	42% (D)	
English 2 Levels Progress	82%	83% (A)	84% (B)	89% (D)	
Mathematics Level 4+	77%	79% (A)	80% (B)	85% (D)	
Mathematics Level 5+	33%	35% (A)	36% (B)	42% (D)	
Mathematics 2 Levels Progress	76%	78% (A)	79% (B)	86% (D)	
Science Level 4+		89% (A)	90%	90% (B)	
Science Level 5+		48% (A)	49%	50% (B)	

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

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

This report provides a summary of estimates based upon pupil prior-attainment and a range of pupil and school context factors. It shows, for each subject and each year, a total of 4 estimates. Three of these are based upon progress made, in previous years, by pupils nationally. All estimates are based upon calculations made using individual pupil data which are then aggregated for the whole cohort. The models used to generate these estimates are:

**Type A** Estimate based upon pupil prior-attainment, gender and month of birth. This provides an estimate of what might be expected if pupils were to make progress similar to that made, last year, by similar pupils nationally.

**Type B** Based upon the factors in the Type A estimate but adjusted for a range of school context indicators (%Free School Meals, Geodemographic data, Mean Level and Distribution of intake). This provides an estimate of what might be expected if pupils were to make progress similar to that made, last year, by similar pupils nationally taking account of school context.

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

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

**Academic Year: 2009/10**

13669 pupils.

English and Maths Level 4+	69%	71%	(A)	72%	(B)	78%	(D)
English and Maths Level 5+	21%	22%	(A)	23%	(B)	28%	(D)
English Level 4+	79%	80%	(A)	81%	(B)	85%	(D)
English Level 5+	32%	32%	(A)	34%	(B)	40%	(D)
English 2 Levels Progress	81%	82%	(A)	83%	(B)	88%	(D)
Mathematics Level 4+	75%	77%	(A)	78%	(B)	83%	(D)
Mathematics Level 5+	30%	32%	(A)	33%	(B)	39%	(D)
Mathematics 2 Levels Progress	76%	78%	(A)	79%	(B)	85%	(D)
Science Level 4+		88%	(A)	89%	(B)	92%	(D)
Science Level 5+		46%	(A)	47%	(B)	55%	(D)

**Academic Year: 2010/11**

13052 pupils.

English and Maths Level 4+	70%	72%	(A)	73%	(B)	79%	(D)
English and Maths Level 5+	22%	23%	(A)	24%	(B)	29%	(D)
English Level 4+	80%	81%	(A)	82%	(B)	86%	(D)
English Level 5+	34%	34%	(A)	35%	(B)	41%	(D)
English 2 Levels Progress	81%	82%	(A)	83%	(B)	88%	(D)
Mathematics Level 4+	76%	78%	(A)	79%	(B)	84%	(D)
Mathematics Level 5+	31%	33%	(A)	34%	(B)	40%	(D)
Mathematics 2 Levels Progress	76%	78%	(A)	79%	(B)	85%	(D)
Science Level 4+		89%	(A)	90%	(B)	93%	(D)
Science Level 5+		47%	(A)	48%	(B)	56%	(D)

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

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

This report provides a summary of estimates based upon pupil prior-attainment and a range of pupil and school context factors. It shows, for each subject and each year, a total of 4 estimates. Three of these are based upon progress made, in previous years, by pupils nationally. All estimates are based upon calculations made using individual pupil data which are then aggregated for the whole cohort. The models used to generate these estimates are:

**Type A** Estimate based upon pupil prior-attainment, gender and month of birth. This provides an estimate of what might be expected if pupils were to make progress similar to that made, last year, by similar pupils nationally.

**Type B** Based upon the factors in the Type A estimate but adjusted for a range of school context indicators (%Free School Meals, Geodemographic data, Mean Level and Distribution of intake). This provides an estimate of what might be expected if pupils were to make progress similar to that made, last year, by similar pupils nationally taking account of school context.

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

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

**Academic Year: 2011/12**

12969 pupils.

English and Maths Level 4+	70%	71%	(A)	72%	(B)	79%	(D)
English and Maths Level 5+	22%	23%	(A)	24%	(B)	29%	(D)
English Level 4+	80%	81%	(A)	82%	(B)	86%	(D)
English Level 5+	34%	34%	(A)	35%	(B)	41%	(D)
English 2 Levels Progress	81%	82%	(A)	83%	(B)	88%	(D)
Mathematics Level 4+	76%	77%	(A)	78%	(B)	84%	(D)
Mathematics Level 5+	31%	33%	(A)	34%	(B)	40%	(D)
Mathematics 2 Levels Progress	76%	78%	(A)	79%	(B)	85%	(D)
Science Level 4+		89%	(A)	89%	(B)	90%	(D)
Science Level 5+		47%	(A)	48%	(B)	49%	(D)

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

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

### **What does the report contain?**

The report provides a summary, for each year and over 3 years in total, and is divided into 3 sections:

- 'raw' results, summarising the outcomes and the school's position in relation to all maintained schools nationally;
- 'adjusted' results, providing an indication of pupil progress (value-added).

'Adjusted' (value-added) scores are shown in terms of comparison with:

- PA - the performance of similar pupils nationally (prior attainment)
- SX - the performance of similar pupils in similar schools (prior attainment and school context)

'Raw' and 'Adjusted' scores are shown as PERCENTILE RANKS where 1 represents the highest and 100 the lowest. A school with a rank of 50 is performing at a similar level to the national average.

Statistical significance is a calculation which takes into account (a) the value-added score and (b) the number of pupils on which this is based. Where a value-added score is significant the percentile rank is highlighted, indicating that pupil progress is significantly higher or lower than 'expected'.

The analysis also provides an indication of trends in value-added scores, with an arrow indicating that value-added has either significantly improved (an up arrow) or declined (a down arrow). A double arrow indicates a continuous rate of increase or decline.

### **What factors should be taken into account when using this analysis?**

When looking at trends, remember that an arrow indicates improvement or decline relative to all maintained schools. If no arrow is shown this means the value-added score has, in the main, kept pace with the average performance of all schools – it does not necessarily mean that there has not been any improvement.

The '3 Years Combined' figures are based upon combining the individual pupil data over a 3 year period. The percentile rank is based upon the overall value-added score; it is not simply the average of the three individual percentile ranks.

**What does the report contain?**

The aim of this report is to provide a summary of those areas where, over a 3 year period, value-added is significant in terms of either the overall score over the 3 years combined or the rate of change relative to national norms.

The analysis uses a contextual value-added model and, in effect, compares the progress of pupils in the school with that of similar pupils in similar schools nationally. The analysis can show a range of pupil groups:

- all pupils, boys and girls, further divided into Upper, Middle and Lower bands based upon prior-attainment;
- each pupil's entitlement to Free School Meals;
- each pupil's SEN Stage;
- ten groupings based upon each pupil's ethnicity (see appendix for details).

A pupil group is shown ONLY where:

- progress (value-added) is significantly higher or lower than expected
- value-added is significantly improving or declining in relation to national norms

For each combination of a pupil grouping and indicator, a coloured / shaded box indicates that the overall (3 year) value-added score is significant and an arrow indicates that the trend (change in value-added) is significant.

	Significantly higher than 'expected'
	Significantly lower than 'expected'
↑↑	Improving both years
↑	Improving
↓	Declining
↓↓	Declining both years
↑↓	Varying

**What factors should be taken into account when using this analysis?**

The report shows all groupings present in the school. Value-added scores are not highlighted for small groups of pupils – the default minimum is 10 pupils over the three years – the only data shown for this group will be the number of pupils. Where a group has more than the default minimum numbers of pupils but no sections are highlighted this means that none of the value-added scores or trends for this group are significant i.e. their progress is broadly consistent with that for similar pupils in similar schools nationally.

Where there are differences between overall (NC level) and threshold (L4+, L5+) measures this could indicate that:

- a substantial proportion of pupils may be achieving just above or just below the mark required to achieve a particular level
- the school may be concentrating its efforts on borderline pupils to the detriment of higher or lower attaining pupils.

### **What does the report contain?**

This report provides a summary of estimates covering indicators which will need to be considered as part of the statutory target-setting process.

The aim is to provide a range of estimates, based upon the prior-attainment and other details of the pupils in each year group, showing the overall performance likely if pupils make progress similar to that of:

- similar pupils nationally;
- similar pupils in schools working in similar contexts;
- pupils in schools with similar contexts where the overall value-added performance would place them in the top quartile of schools.

These three figures are presented in order (from lowest to highest) for 3 indicators and for each year where matched data is available.

Also shown is a figure based upon the school's own value-added performance using the PA model in the relevant subject / indicator averaged over the past 3 years. If, for example, the 'PA' estimate was 65% and the school's PA value-added score over the past 3 years was +3% (i.e. 3% higher than estimates) then the school estimate would be 68%.

The school estimate indicates, therefore, what might be expected of the cohort if pupils make the same progress as that of similar pupils in previous years in the school.

### **What factors should be taken into account when using this analysis?**

Pupils not matched to prior attainment are not included in this analysis. In schools with high levels of mobility, the cohort may have changed significantly since the PLASC return upon which the analyses are based was collected.

Analysis of reports or datafiles showing individual pupil estimates (available in the more detailed analyses provided through the FFT Data Analysis project) will help to take these factors into account. In schools working in areas with a high degree of disadvantage, the 'D' estimate may be lower than the 'A' estimate. This is because the 'D' estimate is based upon an increase of the 'B' estimate by an amount similar to the value-added performance of schools at the 25th percentile (using the SE model) in previous years.

The estimates are based upon the progress made by pupils in previous years. They do not, therefore, incorporate any improvement (in value-added terms). Where schools are improving rapidly, the estimate based upon the school's average value-added over the previous 3 years will be lower than what might be achieved if progress consistent with the last year was to be achieved.

The model used to calculate Type B and D estimates takes into account the school context. It does not, however, currently take into account factors such as pupil ethnicity, EAL and mobility – which are included in the value-added analyses shown in previous sections. Including such factors in estimates could be regarded as having dangers in terms of 'labelling' certain categories of pupils as under-achieving.

**Estimates are not targets – they provide a starting point for discussion which leads to the setting of targets.**

## Key Terms

Categories	
All Pupils	Total number of pupils with VA scores (i.e. data for both 'input' and 'output' key stages). (Note: pupils Disapplied for all NC subjects are not included).
Boys/Girls Upper	Upper ability boys/girls performance. The ability banding given to a pupil is based on their attainment in the previous key stage test/tasks
Boys/Girls Middle	Middle ability boys/girls performance. The ability banding given to a pupil is based on their attainment in the previous key stage test/tasks
Boys/Girls Lower	Lower ability boys/girls performance. The ability banding given to a pupil is based on their attainment in the previous key stage test/tasks

White	Ethnicity groupings (Derived from PLASC data)
Black Caribbean	
Black African	
Indian	
Pakistani	
Bangladeshi	
Other Asian	
Chinese	
Any Other	
No Information	

FSM - Yes	Pupils entitled to Free School Meals
FSM - No	Pupils not entitled to Free School Meals
SEN - A	Pupils whose Special Educational Needs are being addressed through school action
SEN - P	Pupils whose Special Educational Needs are being addressed through school action plus
SEN - S	Pupils with statements of SEN
SEN - N	Pupils without Special Educational Needs

Looked After - Yes	Pupils In Care
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Value Added (Significant Areas)	
Pup (3Yr)	Total number of pupils matched over a 3 year period.
Threshold	A type of indicator where performance is measured in terms of the number or % of pupils achieving at or above a given level (e.g. L4+, L5+)

### ***What does the report contain?***

This report is similar to the ‘Significant Areas – Grid’ but shows the data in terms of textual comments instead of a visual approach.

The analysis is based upon similar principles in that it shows pupil groupings where:

- progress (value-added) is significantly higher or lower than expected over the three years combined;
- value-added is improving or declining in relation to national norms.

Groupings are shown ONLY where:

- overall value-added or the 3 year trend is significant;
- the number of pupils is 30 or more over three years;

The reports are organised into sections for each subject.

### ***What factors should be taken into account when using this analysis?***

The report will not necessarily show all pupil groupings. If a grouping is not shown then this means that the value-added score or trend is not significant i.e. the pupils concerned are making, overall, progress which is consistent with that of similar pupils in similar schools nationally.

Where there are differences between overall (NC level) and threshold (L4+, L5+) measures this could indicate that:

- a substantial proportion of pupils may be achieving just above or just below the mark required to achieve a particular level
- the school may be concentrating its efforts on borderline pupils to the detriment of higher or lower attaining pupils.

**Indicator: English and Maths Level 4+**

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Steady	Girls - Upper	7947	98.3%	98.6%	98.4%	0.9%	1.2%	0.9%
Steady	Boys - Upper	7995	98.3%	98.7%	98.6%	0.7%	0.9%	1.0%

**Indicator: English and Maths Level 4+**

Significance - Over 3 Years Combined: Significantly below

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Declining	SEN Action Plus	2441	20.9%	21.7%	21.7%	-2.2%	-3.4%	-6.4%
Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Improving	Girls	20122	73.6%	76.4%	77.2%	-1.2%	0.0%	-0.7%
Improving	No SEN	32447	84.6%	86.7%	89.2%	-1.2%	-0.4%	0.2%
Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Steady	ALL PUPILS	41191	72.5%	74.5%	75.7%	-1.9%	-1.2%	-1.4%
Steady	Boys	21069	71.4%	72.7%	74.1%	-2.5%	-2.4%	-2.1%
Steady	Boys - Lower	6702	28.7%	31.9%	33.8%	-5.1%	-4.9%	-5.5%
Steady	Boys - Middle	6372	82.4%	83.9%	85.4%	-3.9%	-3.9%	-2.5%
Steady	Without FSM	37729	74.9%	77.0%	77.8%	-1.7%	-1.0%	-1.4%
Steady	With FSM	3462	46.8%	47.0%	51.6%	-3.4%	-3.4%	-2.3%
Steady	SEN Action	5340	30.1%	33.3%	34.8%	-6.7%	-6.1%	-8.8%
Steady	White	38789	72.7%	74.7%	75.6%	-1.8%	-1.1%	-1.5%
Steady	Any Other	347	67.0%	72.6%	78.9%	-6.3%	-7.0%	-0.1%
Steady	No Information	970	64.1%	70.1%	71.8%	-5.0%	-4.1%	-1.4%
Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Varying	Girls - Lower	5107	28.1%	32.3%	31.1%	-4.3%	-1.1%	-4.5%

**Indicator: English and Maths Level 4+**

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Declining	SEN Statement	963	14.8%	13.7%	13.6%	3.6%	1.4%	-0.9%

This report highlights areas where pupil progress is significantly different to 'expected'. The analysis is based upon a Contextual Value-Added approach which takes into account each pupil's prior-attainment and a range of pupil and school context factors. In effect, the analysis compares the progress made by each pupil with that made by 'similar pupils in similar schools'.

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

Significantly higher than 'expected'

Significantly lower than 'expected'

Uses FFT SX Model

**Indicator: English and Maths Level 5+**

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Steady	Boys - Upper	7995	53.7%	55.6%	46.3%	2.4%	1.3%	0.8%

**Indicator: English and Maths Level 5+**

Significance - Over 3 Years Combined: Significantly below

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Declining	SEN Action	5340	1.6%	2.3%	1.1%	-0.7%	-0.4%	-1.2%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Improving	Girls - Middle	7068	8.6%	10.4%	7.8%	-4.5%	-1.7%	-3.1%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Steady	ALL PUPILS	41191	24.2%	25.1%	21.1%	-1.4%	-1.2%	-1.8%
Steady	Girls	20122	25.0%	25.9%	22.4%	-2.7%	-1.7%	-2.5%
Steady	Girls - Lower	5107	0.6%	0.7%	0.4%	-0.8%	-0.6%	-0.8%
Steady	Girls - Upper	7947	56.9%	54.6%	49.1%	-2.3%	-2.3%	-3.1%
Steady	Boys	21069	23.4%	24.3%	19.9%	-0.1%	-0.7%	-1.0%
Steady	Boys - Lower	6702	0.5%	0.6%	0.3%	-0.6%	-0.8%	-0.8%
Steady	Boys - Middle	6372	9.4%	10.2%	7.3%	-2.7%	-3.1%	-3.4%
Steady	Without FSM	37729	25.8%	26.7%	22.5%	-1.3%	-1.1%	-1.7%
Steady	With FSM	3462	6.7%	7.6%	5.5%	-1.7%	-1.9%	-2.2%
Steady	No SEN	32447	30.0%	31.0%	26.8%	-1.6%	-1.4%	-2.0%
Steady	White	38789	24.4%	25.0%	21.1%	-1.2%	-1.2%	-1.8%
Steady	No Information	970	15.9%	22.0%	15.7%	-5.0%	-2.5%	-3.3%

**Indicator: English and Maths Level 5+**

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Declining	Bangladeshi	73	4.8%	25.0%	0.0%	-0.8%	7.5%	-17.0%

This report highlights areas where pupil progress is significantly different to 'expected'. The analysis is based upon a Contextual Value-Added approach which takes into account each pupil's prior-attainment and a range of pupil and school context factors. In effect, the analysis compares the progress made by each pupil with that made by 'similar pupils in similar schools'.

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

Significantly higher than 'expected'

Significantly lower than 'expected'

Uses FFT SX Model

**Indicator: English Level 4+**

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Steady	Girls - Middle	7068	95.5%	96.2%	96.1%	0.2%	0.9%	0.6%
Steady	Girls - Upper	7947	99.8%	99.8%	99.8%	0.7%	0.6%	0.7%
Steady	Boys - Upper	7997	98.8%	99.1%	98.9%	0.6%	0.6%	0.6%
Steady	SEN Statement	963	18.1%	18.1%	20.1%	3.0%	2.1%	1.4%

**Indicator: English Level 4+**

Significance - Over 3 Years Combined: Significantly below

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Improving	ALL PUPILS	41195	82.0%	83.4%	84.0%	-1.5%	-0.8%	-0.9%
Improving	Girls	20122	86.8%	88.2%	88.5%	-1.3%	-0.5%	-0.5%
Improving	Without FSM	37732	84.0%	85.7%	85.9%	-1.4%	-0.6%	-0.8%
Improving	White	38792	82.2%	83.6%	83.9%	-1.4%	-0.7%	-1.0%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Steady	Girls - Lower	5107	56.9%	58.6%	58.5%	-6.2%	-4.0%	-4.4%
Steady	Boys	21073	77.5%	79.0%	79.6%	-1.6%	-1.1%	-1.2%
Steady	Boys - Lower	6703	41.0%	44.8%	45.4%	-3.8%	-2.9%	-4.0%
Steady	Boys - Middle	6373	88.7%	90.5%	90.8%	-1.9%	-1.3%	-0.7%
Steady	With FSM	3463	61.1%	58.7%	63.1%	-2.3%	-3.0%	-2.1%
Steady	SEN Action	5340	44.6%	50.4%	52.9%	-8.3%	-5.8%	-8.2%
Steady	SEN Action Plus	2442	28.1%	30.1%	33.1%	-1.9%	-2.6%	-3.6%
Steady	No Information	970	75.9%	80.3%	80.4%	-3.9%	-2.6%	-1.2%

**Indicator: English Level 4+**

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Improving	No SEN	32450	93.7%	94.5%	95.6%	-0.4%	0.1%	0.5%
Improving	Any Other	348	79.0%	83.9%	87.9%	-6.4%	-3.3%	1.3%

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

Uses FFT SX Model

**Indicator: English Level 5+**

Significance - Over 3 Years Combined: Significantly below

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Declining	ALL PUPILS	41195	35.7%	38.0%	32.3%	-0.9%	-0.1%	-1.5%
Declining	Boys	21073	29.7%	31.6%	24.9%	-0.2%	-0.4%	-2.1%
Declining	Boys - Middle	6373	18.6%	20.8%	13.6%	-0.7%	-1.0%	-3.1%
Declining	Boys - Upper	7997	61.7%	64.6%	53.5%	-0.2%	-0.5%	-2.8%
Declining	White	38792	36.0%	38.0%	32.2%	-0.7%	-0.1%	-1.5%
Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
Improving	Girls	20122	41.9%	44.8%	39.8%	-1.7%	0.2%	-0.8%
Improving	Girls - Middle	7068	29.7%	33.3%	27.3%	-5.7%	-1.3%	-2.9%
Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
Steady	With FSM	3463	13.3%	14.9%	11.8%	-0.9%	-1.0%	-1.3%
Steady	No Information	970	22.9%	32.2%	23.5%	-7.6%	-3.4%	-5.7%
Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
Varying	Without FSM	37732	37.7%	40.1%	34.1%	-0.9%	0.0%	-1.5%
Varying	No SEN	32450	43.9%	46.6%	40.6%	-1.3%	-0.2%	-1.8%

**Indicator: English Level 5+**

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Declining	Bangladeshi	73	9.5%	32.1%	8.3%	-1.7%	5.0%	-19.3%

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Significantly lower than 'expected'

Uses FFT SX Model

**Indicator: English Mean Level**

Significance - Over 3 Years Combined: Significantly below

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Improving	ALL PUPILS	41195	4.53	4.58	4.56	-0.03	-0.02	-0.02
Improving	Girls	20122	4.67	4.71	4.70	-0.03	-0.01	-0.02
Improving	Girls - Middle	7068	4.69	4.71	4.71	-0.04	-0.01	-0.01
Improving	Without FSM	37732	4.58	4.63	4.61	-0.03	-0.01	-0.02
Improving	No SEN	32450	4.78	4.82	4.81	-0.02	-0.01	-0.01
Improving	White	38792	4.54	4.58	4.56	-0.03	-0.02	-0.03
Improving	No Information	970	4.33	4.51	4.44	-0.14	-0.05	-0.07

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Steady	Girls - Lower	5107	3.94	3.94	3.96	-0.06	-0.04	-0.04
Steady	Boys	21073	4.40	4.45	4.44	-0.03	-0.02	-0.03
Steady	Boys - Lower	6703	3.61	3.68	3.71	-0.07	-0.05	-0.05
Steady	Boys - Middle	6373	4.49	4.55	4.52	-0.03	-0.02	-0.03
Steady	Boys - Upper	7997	5.00	5.04	4.97	-0.01	-0.01	-0.02
Steady	With FSM	3463	3.99	3.99	4.05	-0.06	-0.05	-0.04
Steady	SEN Action	5340	3.80	3.88	3.95	-0.08	-0.06	-0.07
Steady	SEN Action Plus	2442	3.37	3.43	3.52	-0.10	-0.10	-0.11
Steady	Any Other	348	4.49	4.63	4.66	-0.12	-0.07	-0.01

**Indicator: English Mean Level**

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Improving	Looked After - Yes	220	3.62	3.40	3.73	0.06	-0.10	0.08

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Significantly higher than 'expected'

Significantly lower than 'expected'

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**Indicator: English 2 Levels Progress**

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Steady	Girls - Upper	7947	84.9%	84.7%	78.2%	1.9%	0.9%	0.4%
Steady	Indian	133	88.6%	92.7%	82.5%	5.4%	7.3%	4.1%
Steady	Other Asian	323	91.3%	92.9%	90.2%	3.3%	4.8%	2.3%

**Indicator: English 2 Levels Progress**

Significance - Over 3 Years Combined: Significantly below

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Improving	Girls	20125	83.0%	85.7%	82.2%	-1.5%	0.1%	-1.0%
Improving	Girls - Lower	5108	75.6%	81.6%	82.0%	-5.0%	-0.6%	-1.6%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Steady	Boys	21082	77.0%	82.4%	78.6%	-1.4%	-0.6%	-1.5%
Steady	Boys - Lower	6708	70.5%	77.1%	78.8%	-1.5%	-1.0%	-0.3%
Steady	Boys - Middle	6375	82.7%	87.7%	86.0%	-2.8%	-1.5%	-1.4%
Steady	With FSM	3465	72.2%	75.3%	76.2%	-2.5%	-2.0%	-1.4%
Steady	SEN Action	5342	70.5%	78.7%	76.9%	-4.2%	-2.3%	-4.6%
Steady	SEN Action Plus	2446	60.9%	68.2%	69.5%	-3.2%	-2.0%	-3.7%
Steady	Any Other	348	79.0%	83.9%	80.6%	-6.3%	-3.5%	-1.0%
Steady	No Information	970	78.3%	80.7%	82.0%	-3.8%	-4.4%	-0.7%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Varying	ALL PUPILS	41207	80.0%	84.0%	80.4%	-1.4%	-0.3%	-1.2%
Varying	Girls - Middle	7070	86.6%	89.9%	86.8%	-2.7%	-0.5%	-2.1%
Varying	Without FSM	37742	80.7%	84.8%	80.8%	-1.3%	-0.1%	-1.2%
Varying	No SEN	32456	83.8%	87.0%	82.6%	-0.7%	0.2%	-0.7%
Varying	White	38804	79.9%	84.0%	80.2%	-1.4%	-0.2%	-1.3%

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Significantly lower than 'expected'

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**Indicator: English 2 Levels Progress**

Significance - Over 3 Years Combined: Within expected range

<u>Value-added - Trend</u>	<u>Category</u>	<u>Pup (3 Yr)</u>	<u>Actual</u>			<u>Est/Act Difference</u>		
			<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Declining	Boys - Upper	7999	78.0%	82.7%	72.4%	-0.2%	0.6%	-2.6%

<u>Value-added - Trend</u>	<u>Category</u>	<u>Pup (3 Yr)</u>	<u>Actual</u>			<u>Est/Act Difference</u>		
			<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Improving	SEN Statement	963	43.8%	50.5%	60.2%	-7.4%	-1.1%	6.6%
Improving	Pakistani	53	80.0%	66.7%	93.8%	-2.6%	-13.4%	14.6%
Improving	Bangladeshi	73	71.4%	92.9%	75.0%	-13.5%	4.2%	-9.4%

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**Uses FFT SX Model**

**Indicator: Mathematics Level 4+**

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Steady	Girls - Upper	7947	98.5%	98.8%	98.6%	0.4%	0.8%	0.4%
Steady	Boys - Upper	7995	99.3%	99.6%	99.5%	0.4%	0.6%	0.5%

**Indicator: Mathematics Level 4+**

Significance - Over 3 Years Combined: Significantly below

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Declining	SEN Action	5341	45.7%	49.6%	50.1%	-3.9%	-3.0%	-6.6%
Declining	SEN Action Plus	2442	36.1%	37.5%	36.6%	0.4%	-0.6%	-4.7%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Improving	ALL PUPILS	41196	77.6%	79.5%	80.5%	-2.1%	-1.4%	-1.8%
Improving	Girls	20124	76.0%	78.9%	79.4%	-2.8%	-1.2%	-2.1%
Improving	No SEN	32450	87.3%	89.2%	91.4%	-2.2%	-1.3%	-0.7%
Improving	White	38794	77.9%	79.7%	80.6%	-2.0%	-1.3%	-1.8%
Improving	No Information	970	70.0%	76.7%	79.2%	-5.2%	-3.7%	-0.3%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Steady	Girls - Middle	7069	83.7%	84.6%	86.6%	-3.1%	-2.3%	-1.6%
Steady	Boys	21072	79.1%	80.1%	81.6%	-1.5%	-1.6%	-1.5%
Steady	Boys - Lower	6703	44.5%	47.7%	50.2%	-3.3%	-3.4%	-3.8%
Steady	Boys - Middle	6374	90.0%	90.4%	91.7%	-2.1%	-2.4%	-1.6%
Steady	Without FSM	37732	79.7%	81.7%	82.3%	-1.9%	-1.3%	-1.8%
Steady	With FSM	3464	54.8%	56.2%	61.5%	-4.2%	-2.8%	-1.5%
Steady	Any Other	347	73.3%	77.4%	81.3%	-5.7%	-6.1%	-2.2%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Varying	Girls - Lower	5108	34.2%	39.1%	37.2%	-6.8%	-2.9%	-6.9%

**Indicator: Mathematics Level 4+**

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Declining	SEN Statement	963	20.8%	18.4%	20.1%	4.2%	1.5%	-0.6%
Declining	Chinese	88	100.0%	96.3%	83.9%	4.0%	1.8%	-7.2%

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Uses FFT SX Model

**Indicator: Mathematics Level 5+**

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Declining	SEN Statement	963	6.0%	6.9%	3.3%	2.0%	2.4%	-0.4%

**Indicator: Mathematics Level 5+**

Significance - Over 3 Years Combined: Significantly below

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Improving	Girls	20124	31.0%	32.1%	29.2%	-3.3%	-2.0%	-2.4%
Improving	Girls - Middle	7069	15.9%	17.0%	14.6%	-4.9%	-1.9%	-2.5%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Steady	ALL PUPILS	41196	35.1%	35.2%	33.4%	-2.5%	-1.8%	-2.4%
Steady	Girls - Upper	7947	65.1%	63.4%	59.5%	-3.9%	-3.2%	-3.6%
Steady	Boys	21072	39.0%	38.1%	37.5%	-1.7%	-1.6%	-2.3%
Steady	Boys - Middle	6374	28.4%	26.6%	25.4%	-3.9%	-5.0%	-5.3%
Steady	Boys - Upper	7995	76.8%	76.2%	74.4%	-1.3%	-0.1%	-2.1%
Steady	Without FSM	37732	37.1%	37.3%	35.2%	-2.5%	-1.6%	-2.3%
Steady	With FSM	3464	13.6%	12.9%	13.1%	-2.8%	-3.3%	-2.7%
Steady	No SEN	32450	42.4%	42.3%	41.1%	-3.1%	-2.5%	-3.0%
Steady	White	38794	35.3%	35.2%	33.5%	-2.4%	-1.8%	-2.3%
Steady	Any Other	347	30.0%	33.9%	35.0%	-6.7%	-4.6%	-5.7%
Steady	No Information	970	27.1%	33.5%	23.9%	-4.9%	-1.7%	-6.3%

**Indicator: Mathematics Level 5+**

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Declining	Black African	147	36.8%	32.7%	20.0%	10.8%	5.0%	-8.0%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Improving	SEN Action	5341	6.6%	8.5%	7.2%	-1.0%	0.8%	-0.2%

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Uses FFT SX Model

**Indicator: Mathematics Mean Level**

Significance - Over 3 Years Combined: Significantly below

<u>Value-added - Trend</u>	<u>Category</u>	<u>Pup (3 Yr)</u>	<u>Actual</u>			<u>Est/Act Difference</u>		
			<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Improving	ALL PUPILS	41196	4.57	4.59	4.58	-0.05	-0.03	-0.04
Improving	Girls	20124	4.51	4.55	4.53	-0.06	-0.03	-0.05
Improving	Girls - Middle	7069	4.48	4.50	4.49	-0.06	-0.02	-0.03
Improving	Without FSM	37732	4.62	4.64	4.63	-0.05	-0.03	-0.04
Improving	No SEN	32450	4.79	4.81	4.82	-0.05	-0.04	-0.04
Improving	SEN Action	5341	3.84	3.93	3.95	-0.06	-0.02	-0.06
Improving	White	38794	4.57	4.59	4.58	-0.05	-0.03	-0.04

<u>Value-added - Trend</u>	<u>Category</u>	<u>Pup (3 Yr)</u>	<u>Actual</u>			<u>Est/Act Difference</u>		
			<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Steady	Girls - Upper	7947	5.16	5.14	5.10	-0.04	-0.04	-0.04
Steady	Boys	21072	4.62	4.62	4.63	-0.04	-0.04	-0.04
Steady	Boys - Lower	6703	3.75	3.80	3.84	-0.04	-0.03	-0.04
Steady	Boys - Middle	6374	4.65	4.66	4.67	-0.06	-0.06	-0.06
Steady	Boys - Upper	7995	5.31	5.30	5.26	-0.02	-0.02	-0.03
Steady	With FSM	3464	3.99	4.00	4.07	-0.08	-0.07	-0.04
Steady	SEN Action Plus	2442	3.60	3.61	3.64	-0.04	-0.05	-0.09
Steady	Any Other	347	4.49	4.58	4.58	-0.12	-0.10	-0.11
Steady	No Information	970	4.39	4.53	4.45	-0.10	-0.06	-0.09

<u>Value-added - Trend</u>	<u>Category</u>	<u>Pup (3 Yr)</u>	<u>Actual</u>			<u>Est/Act Difference</u>		
			<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Varying	Girls - Lower	5108	3.62	3.68	3.66	-0.09	-0.03	-0.07

**Indicator: Mathematics Mean Level**

Significance - Over 3 Years Combined: Within expected range

<u>Value-added - Trend</u>	<u>Category</u>	<u>Pup (3 Yr)</u>	<u>Actual</u>			<u>Est/Act Difference</u>		
			<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Improving	Indian	133	4.80	5.09	4.81	-0.09	0.14	-0.01

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

Uses FFT SX Model

**Indicator: Mathematics 2 Levels Progress**

Significance - Over 3 Years Combined: Significantly below

<u>Value-added - Trend</u>	<u>Category</u>	<u>Pup (3 Yr)</u>	<u>Actual</u>			<u>Est/Act Difference</u>		
			<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Declining	SEN Action	5342	54.5%	59.0%	58.2%	-3.3%	-1.4%	-5.8%

<u>Value-added - Trend</u>	<u>Category</u>	<u>Pup (3 Yr)</u>	<u>Actual</u>			<u>Est/Act Difference</u>		
			<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Improving	ALL PUPILS	41207	72.6%	75.5%	75.6%	-3.0%	-1.7%	-2.6%
Improving	Girls	20125	70.0%	74.0%	74.0%	-3.9%	-1.8%	-2.9%
Improving	Girls - Middle	7070	78.9%	82.4%	84.6%	-4.5%	-2.9%	-2.2%
Improving	Without FSM	37742	74.1%	76.6%	76.5%	-2.7%	-1.7%	-2.6%
Improving	With FSM	3465	56.1%	62.9%	64.9%	-6.7%	-2.5%	-2.8%
Improving	No SEN	32456	78.0%	80.2%	81.1%	-3.0%	-1.9%	-2.1%
Improving	White	38804	72.6%	75.4%	75.5%	-3.0%	-1.8%	-2.5%

<u>Value-added - Trend</u>	<u>Category</u>	<u>Pup (3 Yr)</u>	<u>Actual</u>			<u>Est/Act Difference</u>		
			<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Steady	Girls - Upper	7947	77.6%	79.2%	77.6%	-2.7%	-1.9%	-2.9%
Steady	Boys	21082	75.0%	76.8%	77.1%	-2.2%	-1.7%	-2.3%
Steady	Boys - Lower	6708	57.9%	62.8%	65.3%	-3.3%	-1.6%	-2.3%
Steady	Boys - Middle	6375	83.7%	84.9%	85.3%	-3.7%	-4.3%	-3.9%
Steady	SEN Action Plus	2446	50.1%	56.5%	53.8%	-2.7%	-1.4%	-4.3%
Steady	Any Other	348	71.0%	79.0%	73.4%	-6.5%	-3.9%	-5.6%
Steady	No Information	970	68.3%	75.7%	72.9%	-5.7%	-2.0%	-2.3%

<u>Value-added - Trend</u>	<u>Category</u>	<u>Pup (3 Yr)</u>	<u>Actual</u>			<u>Est/Act Difference</u>		
			<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Varying	Girls - Lower	5108	47.9%	54.2%	51.9%	-4.8%	-0.1%	-4.0%

**Indicator: Mathematics 2 Levels Progress**

Significance - Over 3 Years Combined: Within expected range

<u>Value-added - Trend</u>	<u>Category</u>	<u>Pup (3 Yr)</u>	<u>Actual</u>			<u>Est/Act Difference</u>		
			<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Improving	SEN Statement	963	41.3%	50.2%	54.3%	-5.0%	1.5%	2.9%
Improving	Black Caribbean	211	65.2%	63.5%	78.9%	-3.4%	-11.1%	2.8%
Improving	Indian	133	74.3%	87.8%	86.0%	-10.0%	7.1%	1.0%

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Significantly higher than 'expected'

Significantly lower than 'expected'

Uses FFT SX Model

**Indicator: Science Level 4+**

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Steady	Girls - Middle	7068	97.0%	96.9%	96.5%	1.2%	1.0%	0.4%
Steady	Girls - Upper	7947	99.9%	99.9%	99.9%	0.8%	0.9%	0.7%
Steady	Boys - Middle	6375	96.8%	97.0%	97.5%	0.5%	0.5%	1.0%
Steady	Boys - Upper	7996	99.7%	99.7%	99.9%	0.7%	0.6%	0.8%
Steady	No SEN	32450	96.3%	97.0%	97.2%	0.3%	0.6%	0.4%

**Indicator: Science Level 4+**

Significance - Over 3 Years Combined: Significantly below

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Steady	With FSM	3460	75.1%	74.9%	78.1%	-1.7%	-1.2%	-0.8%
Steady	SEN Action	5341	76.2%	77.8%	78.1%	-1.5%	-1.8%	-3.7%
Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
Varying	Girls - Lower	5107	69.8%	72.8%	69.6%	-3.4%	-0.6%	-5.1%

**Indicator: Science Level 4+**

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Declining	ALL PUPILS	41195	90.6%	91.3%	91.0%	0.1%	0.4%	-0.4%
Declining	Girls	20122	90.8%	92.1%	91.4%	-0.2%	0.5%	-0.8%
Declining	Without FSM	37735	92.0%	92.8%	92.2%	0.3%	0.5%	-0.3%
Declining	SEN Action Plus	2442	64.4%	66.1%	65.2%	1.1%	1.4%	-3.3%
Declining	White	38792	90.7%	91.3%	90.9%	0.2%	0.3%	-0.4%
Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
Improving	Indian	133	85.7%	100.0%	96.5%	-7.6%	4.0%	2.6%
Improving	Bangladeshi	73	76.2%	96.4%	87.5%	-8.4%	12.4%	0.3%

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Uses FFT SX Model

**Indicator: Science Level 5+**

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Declining	Boys - Upper	7996	84.8%	84.0%	79.7%	2.9%	2.5%	0.1%
Declining	SEN Statement	962	11.5%	9.3%	5.9%	5.1%	2.3%	-1.1%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Steady	Girls - Upper	7947	84.2%	82.6%	80.8%	2.4%	1.9%	2.1%
Steady	Boys - Lower	6702	15.4%	16.8%	14.9%	0.9%	1.1%	1.1%
Steady	Other Asian	323	73.9%	57.6%	58.3%	11.1%	5.4%	4.7%

**Indicator: Science Level 5+**

Significance - Over 3 Years Combined: Significantly below

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Steady	ALL PUPILS	41195	51.3%	51.0%	48.4%	-0.4%	-0.9%	-1.2%
Steady	Girls	20122	50.9%	51.0%	48.8%	-0.8%	-1.2%	-1.1%
Steady	Girls - Lower	5107	11.9%	12.5%	9.1%	-1.4%	-0.7%	-2.5%
Steady	Girls - Middle	7068	44.2%	41.8%	40.3%	-4.0%	-5.2%	-3.7%
Steady	Boys	21073	51.6%	51.0%	48.0%	0.1%	-0.6%	-1.2%
Steady	Boys - Middle	6375	47.9%	45.9%	43.0%	-4.2%	-6.6%	-4.9%
Steady	Without FSM	37735	53.6%	53.5%	50.7%	-0.3%	-0.7%	-1.0%
Steady	With FSM	3460	25.5%	23.9%	22.9%	-1.4%	-3.4%	-3.4%
Steady	No SEN	32450	60.0%	59.5%	57.9%	-0.8%	-1.5%	-1.4%
Steady	White	38792	51.6%	51.0%	48.5%	-0.2%	-1.0%	-1.1%
Steady	No Information	970	40.5%	49.7%	38.8%	-6.4%	-0.8%	-6.5%

**Indicator: Science Level 5+**

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Declining	Black Caribbean	211	45.5%	31.1%	46.5%	1.2%	-13.3%	0.0%

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Uses FFT SX Model

**Indicator: Science Mean Level**

Significance - Over 3 Years Combined: Significantly below

<u>Value-added - Trend</u>	<u>Category</u>	<u>Pup (3 Yr)</u>	<u>Actual</u>			<u>Est/Act Difference</u>		
			<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Declining	ALL PUPILS	41195	4.86	4.85	4.86	0.00	-0.01	-0.01
Declining	Without FSM	37735	4.91	4.90	4.90	0.00	0.00	-0.01
Declining	White	38792	4.87	4.86	4.86	0.00	-0.01	-0.01

<u>Value-added - Trend</u>	<u>Category</u>	<u>Pup (3 Yr)</u>	<u>Actual</u>			<u>Est/Act Difference</u>		
			<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Steady	Girls	20122	4.86	4.87	4.87	-0.01	-0.01	-0.02
Steady	Girls - Middle	7068	4.86	4.84	4.85	-0.01	-0.01	-0.02
Steady	Boys - Middle	6375	4.89	4.87	4.89	-0.02	-0.03	-0.01
Steady	With FSM	3460	4.40	4.37	4.42	-0.03	-0.04	-0.03
Steady	No SEN	32450	5.03	5.02	5.04	-0.01	-0.01	-0.01
Steady	SEN Statement	962	3.39	3.28	3.31	0.00	-0.08	-0.09
Steady	No Information	970	4.72	4.81	4.76	-0.08	-0.03	-0.06

<u>Value-added - Trend</u>	<u>Category</u>	<u>Pup (3 Yr)</u>	<u>Actual</u>			<u>Est/Act Difference</u>		
			<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Varying	Girls - Lower	5107	4.21	4.24	4.20	-0.04	0.00	-0.05

**Indicator: Science Mean Level**

Significance - Over 3 Years Combined: Within expected range

<u>Value-added - Trend</u>	<u>Category</u>	<u>Pup (3 Yr)</u>	<u>Actual</u>			<u>Est/Act Difference</u>		
			<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Declining	Boys	21073	4.86	4.84	4.85	0.01	-0.01	-0.01
Declining	Boys - Upper	7996	5.34	5.30	5.29	0.02	0.00	-0.01
Declining	SEN Action Plus	2442	4.19	4.19	4.18	0.03	0.00	-0.05

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