

---

## Hampshire

# Fischer Family Trust Supplement to the PANDA

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

## Introduction

---

The analyses included in this file 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 (using Census and other data)

This file is split into 5 sections:

Introduction	Includes brief summary of key features for each type of report.
Overall Analysis	Contextual Value Added KS2->KS3->KS4 Value Added Summary KS2->KS3->KS4
Key Stage 2 to 4	Significant Areas (Grid) Significant Areas (Summary)
Key Stage 2 to 3	Significant Areas (Grid) Significant Areas (Summary)
Key Stage 3 to 4	Significant Areas (Grid) Significant Areas (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).

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

Analyses included in this booklet are:

Analysis	KS24	KS23	KS34	Summary
Contextual VA	Yes	Yes	Yes	Overview of VA over last recent years using two indicators for each key stage combination (KS23, KS34 and KS24).  Enables view of VA for the same cohort moving through each key stage.  Shows VA as a percentile rank and highlights where performance is significantly different to that 'expected' from a comparison with the progress of 'similar pupils in similar schools'.
Value Added Summary	Yes	Yes	Yes	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)	Yes	Yes	Yes	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)	Yes	Yes	Yes	Detailed report showing value-added for each of the last three years and combined, including an analysis by gender and by gender and prior attainment.
Estimates	Yes	Yes	Yes	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.

The analysis shows, for each indicator, the LA's value-added ranked against all LAs nationally. The figures are shown as a percentile rank, with 1 for the highest value-added scores and 100 for the lowest. Differences are highlighted where significant (to 95% confidence limits, taking account of the number of pupils).

**PA** **Matched Pupils: Value-Added (Percentile Ranks)**

KS3 Year	KS2 -> KS3		KS4 Year	KS3 -> KS4		KS2 -> KS4	
	% L5+ (EM)	Average Level (EMS)		Level 2 EM (5+A*-C)	Capped Points Score	Level 2 EM (5+A*-C)	Capped Points Score
2003/04	28	31	2005/06	32	47	21	28
2004/05	32	34	2006/07	38	56	27	33
2005/06	37	38	2007/08	37	66	24	45
2006/07	53	51					

**SX** **Matched Pupils: Value-Added (Percentile Ranks)**

KS3 Year	KS2 -> KS3		KS4 Year	KS3 -> KS4		KS2 -> KS4	
	% L5+ (EM)	Average Level (EMS)		Level 2 EM (5+A*-C)	Capped Points Score	Level 2 EM (5+A*-C)	Capped Points Score
2003/04	49	63	2005/06	45	49	61	57
2004/05	61	75	2006/07	48	53	69	69
2005/06	64	74	2007/08	44	55	58	61
2006/07	85	90					

Significantly higher than expected       Significantly lower than expected

The analysis is based upon pupils aged 15 and/or those in Year 11. Indicators for Key Stage 4 (KS4) are based upon attainment in approved qualifications at Level 1 and Level 2. See guidance notes for further details. Value-added calculations take into account each pupil's prior attainment (test and teacher assessment results), together with a range of pupil and school contextual indicators including gender, ethnicity and SEN stage. The PA model uses attainment, gender and age only. The SX model uses all factors.

KS2 -> KS3

		English Level 5+				English Level 6+				English Mean Level			
Pupils		Percentile Rank				Percentile Rank				Percentile Rank			
Total	Match	Act	Raw	PA	SX	Act	Raw	PA	SX	Act	Raw	PA	SX
2004/05	14595 14247	79%	31	48	74	39%	32	43	75	5.6	29	42	69
2005/06	15394 14997	79%	24	37	53	38%	32	48	75	5.6	29	44	60
2006/07	14659 14240	79%	33	56	82	36%	31	49	84	5.6	31	51	83
3 Years Combined		79%	28	47	73	38%	30	48	87	5.6	29	47	80
3 Year Trend		--	--	↑↓	↑↓	--	--		↓	--	--	↓	↓

KS2 -> KS3

		Mathematics Level 5+				Mathematics Level 6+				Mathematics Mean Level			
Pupils		Percentile Rank				Percentile Rank				Percentile Rank			
Total	Match	Act	Raw	PA	SX	Act	Raw	PA	SX	Act	Raw	PA	SX
2004/05	14595 14247	79%	24	25	54	59%	23	25	60	6.1	25	31	70
2005/06	15394 14997	82%	25	38	63	63%	24	36	69	6.2	28	39	81
2006/07	14659 14240	80%	28	42	72	60%	35	52	89	6.1	33	55	91
3 Years Combined		80%	24	36	65	60%	26	37	75	6.1	28	44	84
3 Year Trend		--	--	↓	↓	--	--	↓	↓	--	--	↓↓	↓↓

KS2 -> KS3

		Science Level 5+				Science Level 6+				Science Mean Level			
Pupils		Percentile Rank				Percentile Rank				Percentile Rank			
Total	Match	Act	Raw	PA	SX	Act	Raw	PA	SX	Act	Raw	PA	SX
2004/05	14595 14247	77%	20	18	59	43%	22	28	77	5.7	22	26	70
2005/06	15394 14997	79%	18	27	66	48%	20	29	78	5.8	19	30	73
2006/07	14659 14240	79%	21	36	72	45%	31	47	94	5.8	25	44	86
3 Years Combined		78%	20	24	65	45%	23	31	85	5.8	21	29	77
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. It's possible that in each separate year value-added is not significant, but over the three years it is due to the number of pupils.

KS2 -> KS3

			English and Maths Level 5+				English 2 Levels Progress				Mathematics 2 Levels Progress			
Pupils			Percentile Rank				Percentile Rank				Percentile Rank			
Total	Match		Act	Raw	PA	SX	Act	Raw	PA	SX	Act	Raw	PA	SX
2004/05	14595	14247	72%	26	32	61	30%	49	53	73	60%	26	28	69
2005/06	15394	14997	73%	24	37	64	32%	42	51	71	66%	31	39	72
2006/07	14659	14240	73%	32	53	85	28%	47	51	83	60%	38	51	91
3 Years Combined			73%	25	42	75	30%	42	53	85	62%	31	42	81
3 Year Trend			--	--	↓	↓	--	--		↓	--	--	↓	↓

KS2 -> KS4

			% Level 2 (5+ A*-C Passes)				% Level 1 (5+ A*-G Passes)				Points Score Capped			
Pupils			Percentile Rank				Percentile Rank				Percentile Rank			
Total	Match		Act	Raw	PA	SX	Act	Raw	PA	SX	Act	Raw	PA	SX
2005/06	14738	14318	61%	25	36	71	93%	19	20	43	303	23	28	57
2006/07	14477	14037	62%	28	51	79	93%	28	37	53	306	25	33	69
2007/08	14482	14009	67%	30	53	71	94%	22	38	47	314	26	45	61
3 Years Combined			63%	26	46	76	93%	20	32	46	307	24	35	64
3 Year Trend			--	--	↓	↓	--	--	↓		--	--	↓	

KS2 -> KS4

			% Level 2 inc EM (5+ A*-C Passes)				% Level 1 inc EM (5+ A*-G Passes)				Points Score			
Pupils			Percentile Rank				Percentile Rank				Percentile Rank			
Total	Match		Act	Raw	PA	SX	Act	Raw	PA	SX	Act	Raw	PA	SX
2005/06	14738	14318	50%	21	21	61	91%	15	22	37	377	23	34	50
2006/07	14477	14037	51%	20	27	69	92%	22	26	50	384	26	40	50
2007/08	14482	14009	54%	20	24	58	93%	17	27	35	400	30	52	45
3 Years Combined			52%	21	24	64	92%	16	26	42	387	26	46	47
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. It's possible that in each separate year value-added is not significant, but over the three years it is due to the number of pupils.

KS3 -> KS4

	Pupils		% Level 2 (5+ A*-C Passes)				% Level 1 (5+ A*-G Passes)				Points Score Capped			
			Act	Percentile Rank			Act	Percentile Rank			Act	Percentile Rank		
				Raw	PA	SX		Raw	PA	SX		Raw	PA	SX
2005/06	14738	14512	61%	24	63	66	93%	18	41	48	303	23	47	49
2006/07	14477	14233	63%	28	67	75	93%	26	46	52	306	25	56	53
2007/08	14482	14186	67%	32	71	67	94%	21	48	44	315	25	66	55
3 Years Combined			64%	26	70	69	93%	19	49	46	308	24	59	51
3 Year Trend			--	--	↓		--	--			--	--	↓	

KS3 -> KS4

	Pupils		% Level 2 inc EM (5+ A*-C Passes)				% Level 1 inc EM (5+ A*-G Passes)				Points Score			
			Act	Percentile Rank			Act	Percentile Rank			Act	Percentile Rank		
				Raw	PA	SX		Raw	PA	SX		Raw	PA	SX
2005/06	14738	14512	50%	20	32	45	91%	14	35	42	377	21	51	46
2006/07	14477	14233	51%	20	38	48	92%	19	35	42	385	25	57	39
2007/08	14482	14186	54%	20	37	44	93%	17	35	31	402	29	65	42
3 Years Combined			52%	20	35	46	92%	16	38	36	388	26	61	40
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. It's possible that in each separate year value-added is not significant, but over the three years it is due to the number of pupils.

**KS2 to KS4  
Value Added (Significant Areas)**

*Hampshire (850)*



2006-2008

Pupil Group	Pupils	Threshold (%)			% including EM		Points		Average Grade #			
		KS2 Match	5+ A*/A	Level 2 (5+A*-C)	Level 1 (5+A*-G)	Level 2 (5+A*-C)	Level 1 (5+A*-G)	Total	Capped	English	Maths	Science
ALL PUPILS	42441	↑	↓							↑		↑
Girls	20545	↑			↑					↑		
Girls - Lower	5742				↑	↓						
Girls - Middle	7293											
Girls - Upper	7510	↑				↑				↑		↑
Boys	21896									↑		↑
Boys - Lower	7030											↑
Boys - Middle	7347		↑	↓						↑		↑
Boys - Upper	7519									↑		
Without FSM	40082	↑								↑		↑
With FSM	2359											
No SEN	34605	↑	↑		↑					↑		↑
SEN Action	4152			↑↓		↑		↓	↓			↑
SEN Action Plus	2500											
SEN Statement	1184			↑		↑		↑	↑		↑	
White	40377	↑								↑		↑
Black Caribbean	164	↓										
Black African	116											
Indian	118											
Pakistani	27											
Bangladeshi	65											
Other Asian	203		↓			↓			↓			↓
Chinese	83											
Any Other	236	↓										
No Information	737		↓			↓						↓
Looked After - Yes	247											

The report is based upon value-added data over a 3 year period. The value-added calculation 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  
 Significantly lower than expected

↑ Improving (relative to LAs nationally)  
↓ Declining (relative to LAs nationally)

↑↑ Improving both years  
↓↓ 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.

# Based on GCSE/GNVQ only, where A\*=8... G=1

FFT SX Model

## KS2 to KS4 Value Added (Significant Areas Summary)

Hampshire (850)

### % Level 2

#### (5+ A\*-C Passes)

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	14315	14034	14006	42441	61%	62%	67%	63%	-2.1%	-3.0%	-2.2%	-2.4%	↓
Girls	6885	6831	6785	20545	66%	67%	71%	68%	-1.9%	-2.7%	-2.0%	-2.2%	
Girls - Lower	1918	1908	1906	5742	22%	24%	29%	25%	-5.1%	-5.9%	-5.5%	-5.5%	
Girls - Middle	2401	2457	2430	7293	71%	72%	78%	74%	-2.1%	-3.1%	-1.8%	-2.4%	
Girls - Upper	2566	2466	2449	7510	95%	95%	97%	96%	0.6%	0.2%	0.6%	0.4%	
Boys	7430	7203	7221	21896	57%	58%	63%	59%	-2.3%	-3.2%	-2.4%	-2.6%	
Boys - Lower	2394	2305	2312	7030	15%	16%	20%	17%	-4.3%	-5.8%	-6.0%	-5.4%	
Boys - Middle	2445	2433	2461	7347	60%	62%	72%	64%	-3.4%	-4.9%	-1.9%	-3.4%	↑
Boys - Upper	2591	2465	2448	7519	92%	93%	95%	93%	0.6%	0.9%	0.5%	0.7%	

### % Level 2 inc EM

#### (5+ A\*-C Passes)

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	14315	14034	14006	42441	50%	51%	54%	52%	-0.6%	-0.9%	-0.2%	-0.6%	
Girls	6885	6831	6785	20545	54%	55%	58%	56%	-0.8%	-0.9%	0.3%	-0.5%	↑
Girls - Lower	1918	1908	1906	5742	7%	9%	11%	9%	-2.7%	-2.8%	-1.0%	-2.2%	↑
Girls - Middle	2401	2457	2430	7293	53%	55%	59%	56%	-0.1%	-0.5%	0.5%	0.0%	
Girls - Upper	2566	2466	2449	7510	90%	92%	94%	92%	0.0%	0.2%	1.1%	0.4%	
Boys	7430	7203	7221	21896	46%	47%	50%	48%	-0.5%	-0.9%	-0.6%	-0.7%	
Boys - Lower	2394	2305	2312	7030	6%	6%	7%	6%	-1.5%	-1.3%	-1.3%	-1.4%	
Boys - Middle	2445	2433	2461	7347	43%	44%	50%	46%	-0.6%	-1.2%	-0.5%	-0.8%	
Boys - Upper	2591	2465	2448	7519	87%	87%	89%	88%	0.6%	-0.4%	0.0%	0.1%	

### % Level 1

#### (5+ A\*-G Passes)

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	14315	14034	14006	42441	93%	93%	94%	93%	0.4%	0.1%	0.1%	0.1%	
Girls	6885	6831	6785	20545	95%	94%	95%	95%	0.6%	0.1%	0.0%	0.2%	
Girls - Lower	1918	1908	1906	5742	85%	85%	86%	85%	3.0%	2.2%	1.0%	2.0%	
Girls - Middle	2401	2457	2430	7293	97%	97%	98%	97%	-0.3%	-0.8%	-0.7%	-0.6%	
Girls - Upper	2566	2466	2449	7510	99%	99%	100%	99%	-0.4%	-0.5%	-0.1%	-0.4%	
Boys	7430	7203	7221	21896	91%	91%	92%	91%	0.2%	0.1%	0.3%	0.1%	
Boys - Lower	2394	2305	2312	7030	77%	79%	81%	79%	1.6%	1.9%	1.9%	1.6%	
Boys - Middle	2445	2433	2461	7347	96%	95%	97%	96%	-0.3%	-1.3%	-0.5%	-0.8%	↓
Boys - Upper	2591	2465	2448	7519	99%	99%	99%	99%	-0.6%	-0.3%	-0.4%	-0.5%	

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

## KS2 to KS4 Value Added (Significant Areas Summary)

Hampshire (850)

### % Level 1 inc EM (5+ A\*-G Passes)

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	14315	14034	14006	42441	91%	92%	93%	92%	0.8%	0.7%	0.8%	0.7%	
Girls	6885	6831	6785	20545	94%	93%	95%	94%	1.2%	0.6%	0.7%	0.8%	
Girls - Lower	1918	1908	1906	5742	84%	83%	85%	84%	5.4%	3.3%	3.1%	3.8%	↓
Girls - Middle	2401	2457	2430	7293	96%	96%	97%	97%	-0.3%	-0.3%	-0.5%	-0.4%	
Girls - Upper	2566	2466	2449	7510	99%	99%	100%	99%	-0.5%	-0.7%	0.0%	-0.5%	↑
Boys	7430	7203	7221	21896	89%	90%	92%	90%	0.5%	0.8%	0.9%	0.7%	
Boys - Lower	2394	2305	2312	7030	74%	77%	79%	76%	2.3%	3.8%	3.7%	3.1%	
Boys - Middle	2445	2433	2461	7347	94%	94%	96%	95%	-0.1%	-1.0%	-0.4%	-0.6%	
Boys - Upper	2591	2465	2448	7519	98%	99%	99%	99%	-0.6%	-0.3%	-0.4%	-0.4%	

### Points Score

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	14315	14034	14006	42441	377	384	400	387	0.2	-0.9	-0.5	-0.5	
Girls	6885	6831	6785	20545	396	404	417	406	0.1	0.0	-1.7	-0.5	
Girls - Lower	1918	1908	1906	5742	259	269	280	269	-4.2	-4.7	-8.5	-6.0	
Girls - Middle	2401	2457	2430	7293	391	397	408	399	-2.6	-5.2	-8.6	-5.4	
Girls - Upper	2566	2466	2449	7510	504	516	532	517	5.9	8.7	10.3	8.5	
Boys	7430	7203	7221	21896	359	366	385	369	0.3	-1.8	0.7	-0.4	
Boys - Lower	2394	2305	2312	7030	226	233	248	235	-0.2	-2.0	-4.0	-2.5	
Boys - Middle	2445	2433	2461	7347	358	365	389	370	-5.8	-9.1	-4.0	-6.5	
Boys - Upper	2591	2465	2448	7519	482	490	510	494	6.5	5.6	9.8	7.5	

### Points Score Capped

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	14315	14034	14006	42441	303	306	314	307	-1.1	-2.2	-1.7	-1.8	
Girls	6885	6831	6785	20545	316	318	325	320	-1.7	-2.5	-2.6	-2.4	
Girls - Lower	1918	1908	1906	5742	225	230	238	231	0.3	-1.1	-3.1	-1.6	
Girls - Middle	2401	2457	2430	7293	319	320	326	321	-0.8	-2.4	-3.5	-2.2	
Girls - Upper	2566	2466	2449	7510	382	385	392	386	-4.2	-3.7	-1.3	-3.2	↑
Boys	7430	7203	7221	21896	291	294	304	296	-0.5	-1.8	-0.8	-1.3	
Boys - Lower	2394	2305	2312	7030	200	205	216	206	2.3	0.3	0.0	0.5	
Boys - Middle	2445	2433	2461	7347	297	300	314	303	-1.4	-3.3	-0.8	-2.1	
Boys - Upper	2591	2465	2448	7519	368	371	379	373	-2.3	-2.4	-1.6	-2.1	

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

2005-2007



Pupil Group	Pupils	Summary		English				Mathematics				Science			
		KS2 Match	Mean (EMS)	L5+ (EM)	Mean Level	% L5+	% L6+	%2Lev Prog	Mean Level	% L5+	% L6+	%2Lev Prog	Mean Level	% L5+	% L6+
ALL PUPILS	43479	↓	↓	↓	↑↓	↓	↓	↓↓	↓	↓	↓	↓	↓	↓	↓
Girls	21174	↓						↓		↓	↓	↓	↓		↓
Girls - Lower	5925		↓												
Girls - Middle	7534	↓				↓		↓↓		↓	↓	↓			↓
Girls - Upper	7715	↓						↓			↓				↓
Boys	22305	↓	↑↓	↓	↑↓	↓	↓	↓		↓	↓	↓	↓		↓
Boys - Lower	7189	↓	↓	↓	↓		↑			↓				↓	
Boys - Middle	7443	↓	↑↓	↓	↑↓			↓				↓	↑		↓
Boys - Upper	7673	↓		↓↓		↓	↓	↓			↓	↓			↓
Without FSM	40362	↓	↓	↓	↑↓	↓	↓	↓↓		↓	↓	↓	↓	↓	↓
With FSM	3117									↓	↓			↓	↓
No SEN	35742	↓	↓	↓	↑↓	↓	↓	↓↓		↓	↓	↓	↓		↓
SEN Action	4516	↓	↓	↓	↓		↓	↓		↓			↓	↓	↓
SEN Action Plus	2051	↓	↓					↓						↓	
SEN Statement	1170	↑					↑	↑			↑				
White	41344	↓	↓	↓	↑↓	↓	↓	↓↓	↓	↓	↓	↓	↓	↓	↓
Black Caribbean	153														
Black African	132	↑	↑	↑	↑		↑	↑		↑	↑↓				
Indian	139														
Pakistani	30														
Bangladeshi	60														
Other Asian	235		↓				↑			↓	↓				↑
Chinese	88					↑	↑								
Any Other	236					↑					↑				
No Information	902			↑									↓	↓	
Looked After - Yes	186						↑								

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

## KS2 to KS3 Value Added (Significant Areas Summary)

Hampshire (850)

### English and Maths Level 5+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	
ALL PUPILS	14245	14995	14239	43479	72%	73%	73%	73%	0.0%	0.5%	-0.8%	-0.1%	↓
Girls	6957	7247	6970	21174	77%	78%	77%	77%	0.5%	-0.3%	-0.4%	-0.1%	
Girls - Lower	1955	2003	1967	5925	30%	32%	31%	31%	0.5%	-1.6%	-1.8%	-1.0%	↓
Girls - Middle	2458	2616	2460	7534	90%	91%	91%	91%	0.4%	-0.3%	-0.1%	0.0%	
Girls - Upper	2544	2628	2543	7715	100%	100%	100%	100%	0.6%	0.6%	0.4%	0.5%	
Boys	7288	7748	7269	22305	68%	69%	68%	69%	-0.4%	1.2%	-1.2%	-0.1%	↑↓
Boys - Lower	2349	2466	2374	7189	22%	22%	23%	22%	-1.9%	-0.9%	-3.1%	-2.0%	↓
Boys - Middle	2455	2608	2380	7443	82%	84%	82%	83%	-0.3%	3.6%	-0.8%	0.9%	↑↓
Boys - Upper	2484	2674	2515	7673	98%	98%	98%	98%	0.7%	0.8%	0.2%	0.6%	

### English and Maths Level 6+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	
ALL PUPILS	14245	14995	14239	43479	35%	35%	33%	34%	-0.7%	-0.1%	-1.2%	-0.7%	↓
Girls	6957	7247	6970	21174	40%	42%	39%	40%	-2.0%	-1.0%	-2.4%	-1.8%	↓
Girls - Lower	1955	2003	1967	5925	1%	2%	2%	2%	-2.1%	-1.9%	-1.6%	-1.8%	
Girls - Middle	2458	2616	2460	7534	28%	31%	26%	28%	-4.8%	-2.7%	-5.9%	-4.4%	↓
Girls - Upper	2544	2628	2543	7715	81%	84%	81%	82%	0.7%	1.3%	0.4%	0.8%	
Boys	7288	7748	7269	22305	30%	29%	28%	29%	0.6%	0.7%	-0.1%	0.4%	
Boys - Lower	2349	2466	2374	7189	1%	0%	1%	1%	-0.9%	-1.0%	-0.7%	-0.9%	
Boys - Middle	2455	2608	2380	7443	19%	18%	16%	18%	0.1%	0.9%	0.1%	0.4%	
Boys - Upper	2484	2674	2515	7673	69%	67%	64%	66%	2.6%	2.1%	0.3%	1.7%	

### Average Level (En, Ma, Sc)

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	
ALL PUPILS	14245	14995	14239	43479	5.8	5.9	5.8	5.8	-0.03	-0.03	-0.06	-0.04	↓
Girls	6957	7247	6970	21174	5.8	5.9	5.9	5.9	-0.03	-0.04	-0.06	-0.04	↓
Girls - Lower	1955	2003	1967	5925	4.7	4.7	4.7	4.7	-0.02	-0.02	-0.03	-0.03	
Girls - Middle	2458	2616	2460	7534	5.8	5.9	5.9	5.9	-0.04	-0.05	-0.08	-0.05	↓
Girls - Upper	2544	2628	2543	7715	6.7	6.9	6.8	6.8	-0.04	-0.04	-0.06	-0.05	↓
Boys	7288	7748	7269	22305	5.7	5.8	5.8	5.8	-0.02	-0.01	-0.06	-0.03	↓
Boys - Lower	2349	2466	2374	7189	4.6	4.6	4.6	4.6	-0.01	0.00	-0.03	-0.02	↓
Boys - Middle	2455	2608	2380	7443	5.8	5.9	5.8	5.8	-0.03	-0.01	-0.07	-0.03	↓
Boys - Upper	2484	2674	2515	7673	6.7	6.8	6.8	6.8	-0.02	-0.03	-0.07	-0.04	↓

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 5+**

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	
ALL PUPILS	14245	14995	14239	<b>43479</b>	79%	79%	79%	<b>79%</b>	-1.0%	0.0%	-1.4%	<b>-0.8%</b>	↑↓
Girls	6957	7247	6970	<b>21174</b>	86%	86%	86%	<b>86%</b>	-0.8%	-0.2%	-0.7%	<b>-0.5%</b>	
Girls - Lower	1955	2003	1967	<b>5925</b>	56%	56%	57%	<b>56%</b>	-3.0%	-1.4%	-3.0%	<b>-2.5%</b>	
Girls - Middle	2458	2616	2460	<b>7534</b>	95%	95%	96%	<b>95%</b>	-0.2%	0.0%	0.2%	<b>0.0%</b>	
Girls - Upper	2544	2628	2543	<b>7715</b>	100%	100%	100%	<b>100%</b>	0.4%	0.5%	0.3%	<b>0.4%</b>	
Boys	7288	7748	7269	<b>22305</b>	73%	72%	72%	<b>73%</b>	-1.2%	0.2%	-2.2%	<b>-1.1%</b>	↑↓
Boys - Lower	2349	2466	2374	<b>7189</b>	33%	30%	33%	<b>32%</b>	-2.3%	-1.0%	-4.1%	<b>-2.4%</b>	↓
Boys - Middle	2455	2608	2380	<b>7443</b>	85%	86%	85%	<b>85%</b>	-1.7%	1.1%	-2.4%	<b>-0.9%</b>	↑↓
Boys - Upper	2484	2674	2515	<b>7673</b>	98%	98%	98%	<b>98%</b>	0.2%	0.2%	-0.2%	<b>0.1%</b>	

**English Level 6+**

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	
ALL PUPILS	14245	14995	14239	<b>43479</b>	39%	38%	36%	<b>38%</b>	-1.5%	-1.4%	-2.4%	<b>-1.8%</b>	↓
Girls	6957	7247	6970	<b>21174</b>	46%	47%	44%	<b>46%</b>	-2.1%	-1.6%	-2.6%	<b>-2.1%</b>	
Girls - Lower	1955	2003	1967	<b>5925</b>	6%	5%	5%	<b>5%</b>	-2.0%	-2.0%	-1.6%	<b>-1.9%</b>	
Girls - Middle	2458	2616	2460	<b>7534</b>	39%	40%	35%	<b>38%</b>	-3.5%	-2.2%	-4.8%	<b>-3.5%</b>	↓
Girls - Upper	2544	2628	2543	<b>7715</b>	84%	85%	82%	<b>84%</b>	-0.7%	-0.7%	-1.4%	<b>-0.9%</b>	
Boys	7288	7748	7269	<b>22305</b>	32%	31%	29%	<b>31%</b>	-1.0%	-1.3%	-2.1%	<b>-1.5%</b>	↓
Boys - Lower	2349	2466	2374	<b>7189</b>	2%	2%	2%	<b>2%</b>	-0.2%	-0.1%	-0.1%	<b>-0.1%</b>	
Boys - Middle	2455	2608	2380	<b>7443</b>	23%	20%	19%	<b>21%</b>	-1.0%	-0.7%	-1.3%	<b>-1.0%</b>	
Boys - Upper	2484	2674	2515	<b>7673</b>	69%	67%	64%	<b>67%</b>	-1.7%	-2.9%	-4.8%	<b>-3.1%</b>	↓

**English Mean Level**

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	
ALL PUPILS	14245	14995	14239	<b>43479</b>	5.6	5.6	5.6	<b>5.6</b>	-0.03	-0.02	-0.05	<b>-0.03</b>	↓
Girls	6957	7247	6970	<b>21174</b>	5.8	5.8	5.8	<b>5.8</b>	-0.04	-0.03	-0.05	<b>-0.04</b>	
Girls - Lower	1955	2003	1967	<b>5925</b>	4.8	4.8	4.8	<b>4.8</b>	-0.04	-0.02	-0.04	<b>-0.03</b>	
Girls - Middle	2458	2616	2460	<b>7534</b>	5.8	5.8	5.8	<b>5.8</b>	-0.05	-0.04	-0.07	<b>-0.05</b>	
Girls - Upper	2544	2628	2543	<b>7715</b>	6.5	6.6	6.5	<b>6.5</b>	-0.03	-0.03	-0.04	<b>-0.03</b>	
Boys	7288	7748	7269	<b>22305</b>	5.4	5.4	5.3	<b>5.4</b>	-0.01	-0.01	-0.06	<b>-0.03</b>	↓
Boys - Lower	2349	2466	2374	<b>7189</b>	4.3	4.3	4.3	<b>4.3</b>	-0.03	-0.01	-0.06	<b>-0.04</b>	↓
Boys - Middle	2455	2608	2380	<b>7443</b>	5.5	5.5	5.5	<b>5.5</b>	-0.01	0.01	-0.05	<b>-0.02</b>	↓
Boys - Upper	2484	2674	2515	<b>7673</b>	6.3	6.3	6.2	<b>6.3</b>	0.01	-0.03	-0.06	<b>-0.03</b>	↓↓

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 5+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	
ALL PUPILS	14245	14995	14239	43479	79%	82%	80%	80%	-0.1%	-0.3%	-0.7%	-0.4%	↓
Girls	6957	7247	6970	21174	80%	82%	80%	81%	0.2%	-0.6%	-0.6%	-0.4%	
Girls - Lower	1955	2003	1967	5925	37%	40%	38%	39%	-0.2%	-1.9%	-2.4%	-1.5%	
Girls - Middle	2458	2616	2460	7534	93%	95%	94%	94%	0.4%	-0.4%	0.1%	0.0%	
Girls - Upper	2544	2628	2543	7715	100%	100%	100%	100%	0.2%	0.1%	0.1%	0.1%	
Boys	7288	7748	7269	22305	79%	82%	80%	80%	-0.3%	0.0%	-0.8%	-0.4%	
Boys - Lower	2349	2466	2374	7189	39%	46%	44%	43%	-1.1%	-0.7%	-2.2%	-1.4%	
Boys - Middle	2455	2608	2380	7443	95%	97%	95%	96%	0.1%	0.5%	-0.2%	0.1%	
Boys - Upper	2484	2674	2515	7673	100%	100%	100%	100%	0.1%	0.0%	0.1%	0.1%	

Mathematics Level 6+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	
ALL PUPILS	14245	14995	14239	43479	59%	63%	60%	60%	-0.5%	-0.6%	-2.1%	-1.1%	↓
Girls	6957	7247	6970	21174	58%	62%	58%	59%	-0.4%	-1.0%	-2.4%	-1.2%	↓
Girls - Lower	1955	2003	1967	5925	8%	10%	9%	9%	0.4%	0.4%	-0.2%	0.2%	
Girls - Middle	2458	2616	2460	7534	58%	65%	58%	60%	-1.9%	-3.0%	-6.2%	-3.7%	↓
Girls - Upper	2544	2628	2543	7715	97%	98%	97%	97%	0.4%	0.0%	-0.4%	0.0%	
Boys	7288	7748	7269	22305	59%	64%	61%	61%	-0.5%	-0.3%	-1.9%	-0.9%	↓
Boys - Lower	2349	2466	2374	7189	11%	14%	12%	12%	0.5%	0.1%	-2.4%	-0.6%	↓
Boys - Middle	2455	2608	2380	7443	66%	75%	70%	70%	-2.1%	-1.3%	-3.3%	-2.2%	
Boys - Upper	2484	2674	2515	7673	98%	99%	99%	98%	0.1%	0.3%	0.0%	0.1%	

Mathematics Mean Level

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	
ALL PUPILS	14245	14995	14239	43479	6.1	6.2	6.1	6.1	-0.02	-0.04	-0.07	-0.04	↓↓
Girls	6957	7247	6970	21174	6.0	6.2	6.1	6.1	-0.02	-0.04	-0.07	-0.04	↓
Girls - Lower	1955	2003	1967	5925	4.6	4.7	4.7	4.7	-0.01	-0.02	-0.03	-0.02	
Girls - Middle	2458	2616	2460	7534	6.0	6.1	6.1	6.1	-0.01	-0.05	-0.09	-0.05	↓↓
Girls - Upper	2544	2628	2543	7715	7.2	7.3	7.3	7.3	-0.04	-0.04	-0.08	-0.05	↓
Boys	7288	7748	7269	22305	6.1	6.2	6.2	6.2	-0.02	-0.04	-0.07	-0.04	↓
Boys - Lower	2349	2466	2374	7189	4.7	4.8	4.8	4.7	-0.01	-0.01	-0.04	-0.02	
Boys - Middle	2455	2608	2380	7443	6.1	6.3	6.2	6.2	-0.03	-0.05	-0.07	-0.05	↓
Boys - Upper	2484	2674	2515	7673	7.3	7.5	7.4	7.4	-0.03	-0.05	-0.09	-0.06	↓

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

## KS2 to KS3 Value Added (Significant Areas Summary)

Hampshire (850)

### Science Level 5+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	
ALL PUPILS	14245	14995	14239	43479	77%	79%	79%	78%	-0.4%	-0.7%	-1.1%	-0.7%	↓
Girls	6957	7247	6970	21174	77%	79%	79%	78%	-0.5%	-1.2%	-1.3%	-1.0%	
Girls - Lower	1955	2003	1967	5925	34%	36%	39%	37%	-2.0%	-3.8%	-4.0%	-3.3%	
Girls - Middle	2458	2616	2460	7534	88%	91%	90%	89%	-0.5%	-0.6%	-0.8%	-0.6%	
Girls - Upper	2544	2628	2543	7715	100%	100%	100%	100%	0.5%	0.2%	0.3%	0.3%	
Boys	7288	7748	7269	22305	77%	79%	79%	78%	-0.2%	-0.3%	-1.0%	-0.5%	
Boys - Lower	2349	2466	2374	7189	41%	41%	43%	42%	0.2%	-2.0%	-2.7%	-1.5%	↓
Boys - Middle	2455	2608	2380	7443	90%	94%	92%	92%	-1.1%	0.9%	-0.4%	-0.2%	↑
Boys - Upper	2484	2674	2515	7673	99%	100%	99%	100%	0.2%	0.2%	0.0%	0.1%	

### Science Level 6+

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	
ALL PUPILS	14245	14995	14239	43479	43%	48%	45%	45%	-1.8%	-1.4%	-3.2%	-2.1%	↓
Girls	6957	7247	6970	21174	41%	46%	45%	44%	-1.8%	-2.0%	-3.1%	-2.3%	↓
Girls - Lower	1955	2003	1967	5925	3%	3%	5%	4%	-0.2%	-0.8%	-0.2%	-0.4%	
Girls - Middle	2458	2616	2460	7534	29%	37%	34%	33%	-2.8%	-3.9%	-5.3%	-4.0%	↓
Girls - Upper	2544	2628	2543	7715	82%	89%	86%	86%	-2.2%	-0.9%	-3.1%	-2.1%	↓
Boys	7288	7748	7269	22305	44%	49%	45%	46%	-1.7%	-0.8%	-3.2%	-1.9%	↓
Boys - Lower	2349	2466	2374	7189	5%	6%	7%	6%	-0.4%	-0.1%	-0.3%	-0.3%	
Boys - Middle	2455	2608	2380	7443	37%	45%	39%	41%	-3.7%	-2.4%	-5.8%	-3.9%	↓
Boys - Upper	2484	2674	2515	7673	87%	92%	87%	89%	-0.8%	0.2%	-3.5%	-1.4%	↓

### Science Mean Level

Category	Pupils				Actual				Est/Act Difference				3 years Sig/Trend
	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	2005	2006	2007	3 yrs	
ALL PUPILS	14245	14995	14239	43479	5.7	5.8	5.8	5.8	-0.03	-0.03	-0.06	-0.04	↓
Girls	6957	7247	6970	21174	5.7	5.8	5.8	5.8	-0.04	-0.05	-0.06	-0.05	↓
Girls - Lower	1955	2003	1967	5925	4.6	4.6	4.7	4.7	-0.02	-0.03	-0.02	-0.02	
Girls - Middle	2458	2616	2460	7534	5.6	5.8	5.7	5.7	-0.04	-0.05	-0.08	-0.06	↓
Girls - Upper	2544	2628	2543	7715	6.5	6.7	6.7	6.6	-0.05	-0.04	-0.07	-0.06	
Boys	7288	7748	7269	22305	5.7	5.8	5.8	5.8	-0.02	-0.01	-0.05	-0.03	↓
Boys - Lower	2349	2466	2374	7189	4.7	4.7	4.8	4.7	0.00	-0.01	-0.01	-0.01	
Boys - Middle	2455	2608	2380	7443	5.7	5.9	5.8	5.8	-0.04	-0.01	-0.07	-0.04	↓
Boys - Upper	2484	2674	2515	7673	6.7	6.8	6.7	6.7	-0.02	-0.01	-0.07	-0.03	↓

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

**KS3 to KS4  
Value Added (Significant Areas)**

**Hampshire (850)**

**2006-2008**

Pupil Group	Pupils	Threshold (%)			% including EM		Points		2L Progress		Average Grade #		
		KS3 Match	5+ A*/A	Level 2 (5+A*-C)	Level 1 (5+A*-G)	Level 2 (5+A*-C)	Level 1 (5+A*-G)	Total	Cap	EN	MA	EN	MA
ALL PUPILS	43018	↑	■		□	□	□		↑	↓	↑	□	□
Girls	20799	↑	■		□	□	↓			↓	□	□	
Girls - Lower	4998		■	□	■	□	■			↓	□	□	□
Girls - Middle	7502	■	↑	■	□		■		■	■		□	□
Girls - Upper	8299	↑	□		□		↓			↓	■	↓	↑↓
Boys	22219	■	■			□				□	↑	□	□
Boys - Lower	6332		↓	□	■	□		□	↑	□	↑	↑	□
Boys - Middle	7797	■	■	■	□		■		■	■		□	□
Boys - Upper	8090	■	□	■		■	□	■	■	□	■		■
Without FSM	40650	↑	■		□	□	□		↑	↓	↑	□	□
With FSM	2368		■				■					↑	□
No SEN	35065	↑	■	□	□	□	□		↑	↓	↑	□	
SEN Action	4209	□	■	↑		□	↓	↓		□	□	↑	↑↓
SEN Action Plus	2464		■	■		■	↓	↓	□	↓		□	
SEN Statement	1280	□	↓	↑		■	↑	↑	□	↓	↑	□	□
White	40745	↑	■	□	□	□	□			↑↓	↑	↑	□
Black Caribbean	176												
Black African	155												
Indian	138				□		↓			□		□	
Pakistani	29				↓	↓							↓
Bangladeshi	67		■										
Other Asian	291								↓				↑
Chinese	119	↑		↑						□			
Any Other	274	↓							↑				
No Information	744		↓		↓	↓							■
Looked After - Yes	252		■	■		■	■	■			■	■	

The report is based upon value-added data over a 3 year period. The value-added calculation 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.

# Based on GCSE/GNVQ only, where A\*=8... G=1

FFT SX Model

## KS3 to KS4 Value Added (Significant Areas Summary)

Hampshire (850)

### % Level 2

#### (5+ A\*-C Passes)

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	14511	14230	14183	<b>43018</b>	61%	63%	67%	<b>64%</b>	-1.6%	-2.2%	-2.2%	<b>-2.0%</b>	
Girls	6966	6928	6859	<b>20799</b>	66%	67%	71%	<b>68%</b>	-1.4%	-2.0%	-1.8%	<b>-1.7%</b>	
Girls - Lower	1604	1657	1727	<b>4998</b>	11%	14%	19%	<b>14%</b>	-3.4%	-3.4%	-5.6%	<b>-4.2%</b>	
Girls - Middle	2564	2533	2394	<b>7502</b>	66%	69%	78%	<b>71%</b>	-2.9%	-4.5%	-2.1%	<b>-3.2%</b>	↑
Girls - Upper	2798	2738	2738	<b>8299</b>	98%	98%	99%	<b>98%</b>	1.2%	1.1%	1.0%	<b>1.1%</b>	
Boys	7545	7302	7324	<b>22219</b>	57%	58%	63%	<b>59%</b>	-1.9%	-2.4%	-2.5%	<b>-2.3%</b>	
Boys - Lower	2103	2128	2078	<b>6332</b>	6%	9%	10%	<b>8%</b>	-3.1%	-3.3%	-5.9%	<b>-4.1%</b>	↓
Boys - Middle	2681	2535	2570	<b>7797</b>	56%	60%	69%	<b>62%</b>	-4.1%	-5.0%	-3.8%	<b>-4.3%</b>	
Boys - Upper	2761	2639	2676	<b>8090</b>	96%	96%	98%	<b>97%</b>	1.2%	0.9%	1.3%	<b>1.1%</b>	

### % Level 2 inc EM

#### (5+ A\*-C Passes)

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	14511	14230	14183	<b>43018</b>	50%	51%	54%	<b>52%</b>	0.5%	0.4%	0.3%	<b>0.4%</b>	
Girls	6966	6928	6859	<b>20799</b>	54%	56%	58%	<b>56%</b>	0.5%	0.4%	0.8%	<b>0.6%</b>	
Girls - Lower	1604	1657	1727	<b>4998</b>	1%	2%	3%	<b>2%</b>	-0.7%	-0.9%	-1.3%	<b>-1.0%</b>	
Girls - Middle	2564	2533	2394	<b>7502</b>	43%	47%	54%	<b>48%</b>	0.5%	0.5%	2.1%	<b>1.0%</b>	
Girls - Upper	2798	2738	2738	<b>8299</b>	95%	96%	97%	<b>96%</b>	1.2%	1.0%	1.0%	<b>1.1%</b>	
Boys	7545	7302	7324	<b>22219</b>	46%	47%	50%	<b>48%</b>	0.5%	0.5%	-0.2%	<b>0.3%</b>	
Boys - Lower	2103	2128	2078	<b>6332</b>	1%	1%	2%	<b>1%</b>	-0.6%	-0.2%	-0.8%	<b>-0.5%</b>	
Boys - Middle	2681	2535	2570	<b>7797</b>	36%	39%	43%	<b>39%</b>	1.6%	1.7%	0.1%	<b>1.1%</b>	
Boys - Upper	2761	2639	2676	<b>8090</b>	91%	92%	94%	<b>92%</b>	0.2%	-0.2%	0.1%	<b>0.0%</b>	

### % Level 1

#### (5+ A\*-G Passes)

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	14511	14230	14183	<b>43018</b>	93%	93%	94%	<b>93%</b>	0.1%	0.2%	0.1%	<b>0.1%</b>	
Girls	6966	6928	6859	<b>20799</b>	95%	95%	95%	<b>95%</b>	0.2%	0.2%	0.1%	<b>0.1%</b>	
Girls - Lower	1604	1657	1727	<b>4998</b>	80%	81%	84%	<b>82%</b>	1.6%	1.9%	1.2%	<b>1.4%</b>	
Girls - Middle	2564	2533	2394	<b>7502</b>	98%	98%	98%	<b>98%</b>	-0.1%	-0.6%	-0.5%	<b>-0.5%</b>	
Girls - Upper	2798	2738	2738	<b>8299</b>	100%	100%	100%	<b>100%</b>	-0.2%	0.0%	-0.1%	<b>-0.1%</b>	
Boys	7545	7302	7324	<b>22219</b>	91%	91%	93%	<b>91%</b>	0.0%	0.2%	0.1%	<b>0.0%</b>	
Boys - Lower	2103	2128	2078	<b>6332</b>	72%	75%	77%	<b>74%</b>	1.2%	1.5%	1.1%	<b>1.0%</b>	
Boys - Middle	2681	2535	2570	<b>7797</b>	97%	97%	98%	<b>97%</b>	-0.6%	-0.4%	-0.5%	<b>-0.6%</b>	
Boys - Upper	2761	2639	2676	<b>8090</b>	99%	100%	100%	<b>99%</b>	-0.3%	-0.1%	-0.1%	<b>-0.2%</b>	

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

## KS3 to KS4 Value Added (Significant Areas Summary)

Hampshire (850)

### % Level 1 inc EM (5+ A\*-G Passes)

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	14511	14230	14183	<b>43018</b>	91%	92%	93%	<b>92%</b>	0.6%	0.9%	0.8%	<b>0.7%</b>	
Girls	6966	6928	6859	<b>20799</b>	94%	93%	95%	<b>94%</b>	0.9%	0.7%	0.8%	<b>0.7%</b>	
Girls - Lower	1604	1657	1727	<b>4998</b>	79%	78%	83%	<b>80%</b>	4.1%	3.1%	3.5%	<b>3.5%</b>	
Girls - Middle	2564	2533	2394	<b>7502</b>	97%	97%	98%	<b>97%</b>	0.0%	-0.2%	-0.1%	<b>-0.2%</b>	
Girls - Upper	2798	2738	2738	<b>8299</b>	99%	100%	100%	<b>100%</b>	-0.2%	0.1%	0.0%	<b>-0.1%</b>	
Boys	7545	7302	7324	<b>22219</b>	89%	90%	92%	<b>90%</b>	0.4%	1.1%	0.8%	<b>0.6%</b>	
Boys - Lower	2103	2128	2078	<b>6332</b>	69%	73%	75%	<b>72%</b>	2.0%	3.8%	3.3%	<b>2.8%</b>	
Boys - Middle	2681	2535	2570	<b>7797</b>	96%	96%	97%	<b>96%</b>	0.0%	0.1%	-0.2%	<b>-0.1%</b>	
Boys - Upper	2761	2639	2676	<b>8090</b>	99%	99%	100%	<b>99%</b>	-0.5%	-0.2%	-0.1%	<b>-0.3%</b>	

### Points Score

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	14511	14230	14183	<b>43018</b>	377	385	402	<b>388</b>	2.4	2.7	0.4	<b>1.8</b>	
Girls	6966	6928	6859	<b>20799</b>	397	405	418	<b>407</b>	2.9	4.1	0.1	<b>2.4</b>	↓
Girls - Lower	1604	1657	1727	<b>4998</b>	223	237	255	<b>238</b>	-6.2	-0.4	-7.1	<b>-4.9</b>	
Girls - Middle	2564	2533	2394	<b>7502</b>	377	386	402	<b>388</b>	-2.8	-4.7	-7.0	<b>-4.8</b>	
Girls - Upper	2798	2738	2738	<b>8299</b>	514	523	536	<b>524</b>	13.5	15.0	10.8	<b>13.4</b>	↓
Boys	7545	7302	7324	<b>22219</b>	359	366	386	<b>370</b>	1.9	1.4	0.7	<b>1.1</b>	
Boys - Lower	2103	2128	2078	<b>6332</b>	196	209	222	<b>208</b>	2.5	3.0	-2.7	<b>0.3</b>	
Boys - Middle	2681	2535	2570	<b>7797</b>	350	361	379	<b>363</b>	-6.9	-5.6	-7.4	<b>-6.9</b>	
Boys - Upper	2761	2639	2676	<b>8090</b>	493	499	520	<b>504</b>	10.0	6.8	11.0	<b>9.5</b>	

### Points Score Capped

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	14511	14230	14183	<b>43018</b>	303	306	315	<b>308</b>	0.5	0.4	-0.7	<b>-0.1</b>	
Girls	6966	6928	6859	<b>20799</b>	316	319	326	<b>320</b>	0.2	0.4	-1.0	<b>-0.2</b>	
Girls - Lower	1604	1657	1727	<b>4998</b>	200	208	222	<b>210</b>	-0.9	2.1	-1.5	<b>-0.4</b>	
Girls - Middle	2564	2533	2394	<b>7502</b>	311	314	323	<b>316</b>	1.0	-0.9	-1.5	<b>-0.5</b>	
Girls - Upper	2798	2738	2738	<b>8299</b>	388	390	395	<b>391</b>	0.1	0.7	-0.2	<b>0.1</b>	
Boys	7545	7302	7324	<b>22219</b>	291	295	305	<b>297</b>	0.7	0.4	-0.5	<b>-0.1</b>	
Boys - Lower	2103	2128	2078	<b>6332</b>	178	187	197	<b>187</b>	4.2	4.1	0.7	<b>2.4</b>	
Boys - Middle	2681	2535	2570	<b>7797</b>	294	299	310	<b>301</b>	-0.6	-0.8	-1.4	<b>-1.1</b>	
Boys - Upper	2761	2639	2676	<b>8090</b>	375	377	385	<b>379</b>	-0.7	-1.5	-0.7	<b>-1.0</b>	

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 2 Levels Progress

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	14511	14230	14183	43018	58%	59%	62%	59%	-0.9%	0.3%	0.1%	-0.2%	↑
Girls	6966	6928	6859	20799	64%	64%	66%	64%	-0.6%	0.5%	0.1%	0.0%	
Girls - Lower	1604	1657	1727	4998	39%	37%	38%	37%	0.2%	2.4%	-0.1%	0.8%	
Girls - Middle	2564	2533	2394	7502	62%	64%	66%	64%	-1.7%	-0.9%	-0.4%	-1.0%	
Girls - Upper	2798	2738	2738	8299	79%	82%	82%	81%	0.0%	0.7%	0.7%	0.5%	
Boys	7545	7302	7324	22219	53%	54%	58%	55%	-1.2%	0.0%	0.0%	-0.4%	
Boys - Lower	2103	2128	2078	6332	29%	30%	33%	30%	0.2%	3.6%	2.2%	1.9%	↑
Boys - Middle	2681	2535	2570	7797	53%	52%	58%	54%	-1.8%	-1.3%	-1.5%	-1.6%	
Boys - Upper	2761	2639	2676	8090	73%	74%	77%	74%	-1.6%	-1.5%	-0.2%	-1.1%	

Mathematics 2 Levels Progress

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	14511	14230	14183	43018	30%	31%	25%	28%	0.9%	1.7%	0.5%	1.0%	↓
Girls	6966	6928	6859	20799	33%	34%	26%	31%	1.4%	2.0%	0.0%	1.0%	↓
Girls - Lower	1604	1657	1727	4998	16%	17%	14%	15%	3.2%	5.5%	2.1%	3.7%	↓
Girls - Middle	2564	2533	2394	7502	28%	29%	24%	27%	-2.0%	-2.1%	-1.8%	-2.0%	
Girls - Upper	2798	2738	2738	8299	47%	48%	37%	44%	3.4%	3.6%	0.3%	2.2%	↓
Boys	7545	7302	7324	22219	27%	28%	23%	26%	0.5%	1.4%	0.9%	0.9%	
Boys - Lower	2103	2128	2078	6332	14%	15%	14%	14%	2.8%	3.9%	4.4%	3.7%	
Boys - Middle	2681	2535	2570	7797	23%	25%	20%	23%	-2.4%	-1.2%	-0.9%	-1.5%	
Boys - Upper	2761	2639	2676	8090	42%	43%	33%	39%	1.7%	2.0%	-0.2%	1.0%	

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

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>						13819 pupils.
English and Maths Level 5+	74% (A)		75% (B)	76%	78% (D)	
English and Maths Level 6+	37% (A)	39%	39% (B)		44% (D)	
English Level 5+	80% (A)	81%	81% (B)		84% (D)	
English Level 6+	41% (A)	41%	43% (B)		48% (D)	
English 2 Levels Progress	32% (A)	32%	35% (B)		40% (D)	
Mathematics Level 5+	83% (A)	84%	84% (B)		86% (D)	
Mathematics Level 6+	65% (A)	66%	66% (B)		69% (D)	
Mathematics 2 Levels Progress	67% (A)	69%	70% (B)		74% (D)	
Science Level 5+	80% (A)		81% (B)	82%	84% (D)	
Science Level 6+	50% (A)	51%	52% (B)		56% (D)	
<b>Academic Year: 2008/09</b>						13499 pupils.
English and Maths Level 5+	73% (A)		75% (B)	75%	78% (D)	
English and Maths Level 6+	39% (A)	40%	40% (B)		45% (D)	
English Level 5+	80% (A)	80%	81% (B)		83% (D)	
English Level 6+	42% (A)	43%	44% (B)		49% (D)	
English 2 Levels Progress	31% (A)	31%	34% (B)		39% (D)	
Mathematics Level 5+	82% (A)	83%	84% (B)		86% (D)	
Mathematics Level 6+	65% (A)	66%	66% (B)		69% (D)	
Mathematics 2 Levels Progress	68% (A)	70%	70% (B)		74% (D)	
Science Level 5+	79% (A)	81%	81% (B)		84% (D)	
Science Level 6+	50% (A)	52%	53% (B)		57% (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.

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**

13516 pupils.

English and Maths Level 5+	75% (A)	41%	76% (B)	77%	79% (D)
English and Maths Level 6+	39% (A)	41%	41% (B)		46% (D)
English Level 5+	81% (A)	81%	82% (B)		84% (D)
English Level 6+	43% (A)	43%	45% (B)		50% (D)
English 2 Levels Progress	30% (A)	30%	33% (B)		38% (D)
Mathematics Level 5+	84% (A)	85%	85% (B)		87% (D)
Mathematics Level 6+	66% (A)	67%	68% (B)		71% (D)
Mathematics 2 Levels Progress	69% (A)	71%	71% (B)		75% (D)
Science Level 5+	81% (A)		83% (B)	83%	85% (D)
Science Level 6+	51% (A)	52%	53% (B)		57% (D)

**Academic Year: 2010/11**

13727 pupils.

English and Maths Level 5+	73% (A)	36%	74% (B)	75%	78% (D)
English and Maths Level 6+	34% (A)	36%	36% (B)		41% (D)
English Level 5+	79% (A)	80%	81% (B)		83% (D)
English Level 6+	38% (A)	38%	40% (B)		45% (D)
English 2 Levels Progress	27% (A)	27%	29% (B)		35% (D)
Mathematics Level 5+	83% (A)	84%	84% (B)		86% (D)
Mathematics Level 6+	64% (A)	65%	66% (B)		69% (D)
Mathematics 2 Levels Progress	64% (A)	66%	67% (B)		71% (D)
Science Level 5+	82% (A)		83% (B)	83%	86% (D)
Science Level 6+	51% (A)	53%	54% (B)		58% (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.

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.

		<b>Estimate Range</b>			
<b>Academic Year: 2007/08</b>		Number of pupils from KS2: 13857 (from KS3: 14054)			
% Level 2 (5+ A*-C Passes)	from Y6	62% (A)	<b>63%</b>	65% (B)	70% (D)
	from Y9	<b>66%</b>		68% (B)	72% (D)
% Level 2 inc EM (5+ A*-C Passes)	from Y6	49% (A)	<b>51%</b>	52% (B)	57% (D)
	from Y9	54% (A)	<b>55%</b>	55% (B)	59% (D)
% Level 1 (5+ A*-G Passes)	from Y6	91% (A)		92% (B)	<b>92%</b>
	from Y9	93% (A)		93% (B)	<b>93%</b>
Points Score Capped	from Y6	301 (A)	<b>306</b>	308 (B)	319 (D)
	from Y9	314 (A)	<b>315</b>	315 (B)	324 (D)
English 2 Levels Progress	from Y9	68% (A)	<b>69%</b>	70% (B)	75% (D)
Mathematics 2 Levels Progress	from Y9	30% (A)		32% (B)	<b>32%</b>
<b>Academic Year: 2008/09</b>		Number of pupils from KS2: 13689 (from KS3: 13913)			
% Level 2 (5+ A*-C Passes)	from Y6	63% (A)	<b>63%</b>	66% (B)	70% (D)
	from Y9	<b>64%</b>		67% (B)	71% (D)
% Level 2 inc EM (5+ A*-C Passes)	from Y6	50% (A)	<b>52%</b>	53% (B)	58% (D)
	from Y9	52% (A)	<b>53%</b>	53% (B)	57% (D)
% Level 1 (5+ A*-G Passes)	from Y6	91% (A)		92% (B)	<b>92%</b>
	from Y9	93% (A)		93% (B)	<b>93%</b>
Points Score Capped	from Y6	303 (A)	<b>306</b>	310 (B)	321 (D)
	from Y9	<b>310</b>		312 (B)	321 (D)
English 2 Levels Progress	from Y9	<b>66%</b>		68% (B)	74% (D)
Mathematics 2 Levels Progress	from Y9	31% (A)	<b>31%</b>	32% (B)	40% (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.

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**

Number of pupils from KS2: 13803 (from KS3: 13517)

% Level 2 (5+ A*-C Passes)	from Y6	65%	(A)	65%	68%	(B)	72%	(D)
	from Y9	66%	(A)		69%	(B)	73%	(D)
% Level 2 inc EM (5+ A*-C Passes)	from Y6	52%	(A)	55%	55%	(B)	60%	(D)
	from Y9	55%	(A)	56%	57%	(B)	61%	(D)
% Level 1 (5+ A*-G Passes)	from Y6	91%	(A)		92%	(B)	93%	(D)
	from Y9	94%	(A)		94%	(B)	94%	(D)
Points Score Capped	from Y6	307	(A)	311	314	(B)	325	(D)
	from Y9	314	(A)		316	(B)	325	(D)
English 2 Levels Progress	from Y9	64%	(A)	65%	66%	(B)	73%	(D)
Mathematics 2 Levels Progress	from Y9	41%	(A)	42%	43%	(B)	51%	(D)

**Academic Year: 2010/11**

Number of pupils from KS2: 13499

% Level 2 (5+ A*-C Passes)	from Y6	65%	(A)	65%	68%	(B)	72%	(D)
% Level 2 inc EM (5+ A*-C Passes)	from Y6	53%	(A)	56%	56%	(B)	60%	(D)
% Level 1 (5+ A*-G Passes)	from Y6	91%	(A)		92%	(B)	93%	(D)
Points Score Capped	from Y6	309	(A)	313	316	(B)	327	(D)

**Academic Year: 2011/12**

Number of pupils from KS2: 13516

% Level 2 (5+ A*-C Passes)	from Y6	66%	(A)	66%	69%	(B)	73%	(D)
% Level 2 inc EM (5+ A*-C Passes)	from Y6	54%	(A)	57%	57%	(B)	61%	(D)
% Level 1 (5+ A*-G Passes)	from Y6	92%	(A)		93%	(B)	93%	(D)
Points Score Capped	from Y6	311	(A)	315	318	(B)	328	(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.

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: 2012/13**

Number of pupils from KS2: 13727

% Level 2 (5+ A*-C Passes)	from Y6	64%	(A)	65%	67%	(B)	72%	(D)
% Level 2 inc EM (5+ A*-C Passes)	from Y6	50%	(A)	53%	53%	(B)	58%	(D)
% Level 1 (5+ A*-G Passes)	from Y6	91%	(A)		92%	(B)	93%	(D)
Points Score Capped	from Y6	304	(A)	308	312	(B)	322	(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 include?**

The report is based upon value-added analysis which takes into account both pupil prior attainment and a range of pupil- and school-context measures.

It provides a summary showing trends in contextual value-added over a 5 year period covering both KS3 and KS4. The analysis is based upon 2 indicators for each key stage combination (KS24, KS23 and KS34):

- L5+ EM is based upon the % of pupils who attain level 5 or higher in both English and Maths.
- Overall Points Score is based upon the average (mean) level achieved in the core subjects. This uses a 'fine grade' derived from the test mark where available.
- 5 or more A\*C is the % of pupils with 5 or more GCSE or equivalent passes at grade C or higher, which includes all level 2 qualifications approved for pre-16.
- Capped Points Score is the GCSE or equivalent points score for the best 8 subjects.

The number shown for each indicator is a Percentile Rank. This is calculated by ordering all maintained secondary schools nationally and assigning each a rank from 1 to 100 with 1 being the highest value-added score and 100 the lowest. Where value-added is significant (to 95% confidence limits) the percentile rank number is highlighted using a coloured box. Some versions of the report show the value-added score using a prior attainment model (PA), and a contextual value-added model based on prior attainment plus school and pupil contextual factors (SX).

In England, the report also shows the actual %5+ A\*-C attainment from the Achievement and Attainment tables, highlighting this where it is below 30%, and the % of pupils who are not entered for a GCSE or equivalent qualification. Because the FFT analyses are based on the number of pupils aged 15 and/or those in Year 11, an FFT actual is bracketed where it is more than 1% different to the AAT figure. Where the % on 'non-entries' is unusually high or low (based upon the school's %FSM figure) this is highlighted.

The data is presented so that trends can be examined, for the same cohort of pupils, by working across, to look at the overall KS2 to KS4 performance and see, within this, the contribution of KS3 and KS4.

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

The value-added scores used to generate the percentile ranks for KS4 are based upon pupils entered for one or more GCSE or equivalent examinations. It is important, therefore, to also look at the column showing the % of pupils not entered – and whether this is higher or lower than is typical for 'similar' schools.

Where mobility is high there might be significant changes in terms of the cohort population and prior-attainment between KS3 and KS4.

Percentile ranks of greater than 25 or less than 75 are, in all but the largest schools, rarely significant (in terms of statistical confidence limits). A change, for example, from a rank of 40 to 60 represents a relatively small change in value-added and should not be regarded as indicating an issue. A trend, though, from 20 to 40 to 60 to 80 over 4 years would be highly significant.

### **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 (up arrow) or declined (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 (e.g. NC level or Points Score) and threshold (e.g. L5+, 5A\*C) 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

<b>Categories</b>	
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
<b>Value Added (Significant Areas)</b>	
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. L5+, 5A*C)
5A*C(EM)	School's performance in regard to the % of matched pupils achieving 5 or more GCSE or equivalent A* - C grades, including English and Mathematics
5A*G(EM)	School's performance in regard to the % of matched pupils achieving 5 or more GCSE or equivalent A* - G grades, including English and Mathematics
Avg	Mean Grade across all GCSE results (A*=8... G=1)
PT	Uncapped GCSE or equivalent Points Score (A*=8... G=1)
PTC	Capped GCSE or equivalent Points Score (A*=8... G=1)
Total	Uncapped GCSE or equivalent Points Score (new scale)
Cap	Capped GCSE or equivalent Points Score (new scale)

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

This report is similar to ‘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 at KS3 or each indicator at KS4.

### ***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.

Where there are differences between overall (e.g. NC level or Points Score) and threshold (e.g. L5+, 5A\*C) 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: % Level 2 inc EM (5+ A\*-C Passes)**

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	20545	54.2%	55.3%	57.9%	-0.8%	-0.9%	0.3%
Improving	Girls - Lower	5742	7.4%	8.7%	11.2%	-2.7%	-2.8%	-1.0%
Improving	No SEN	34605	58.3%	60.0%	64.0%	-0.8%	-1.2%	-0.1%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Steady	ALL PUPILS	42441	50.0%	51.0%	53.7%	-0.6%	-0.9%	-0.2%
Steady	Boys	21896	46.1%	46.9%	49.7%	-0.5%	-0.9%	-0.6%
Steady	Boys - Lower	7030	5.5%	6.2%	7.4%	-1.5%	-1.3%	-1.3%
Steady	Without FSM	40082	51.8%	52.8%	55.3%	-0.7%	-0.9%	-0.3%
Steady	White	40377	50.2%	51.3%	54.0%	-0.7%	-0.8%	-0.1%
Steady	Looked After - Yes	247	6.0%	10.4%	10.3%	-5.5%	-3.7%	-1.8%

**Indicator: % Level 2 inc EM (5+ A\*-C Passes)**

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	No Information	737	48.9%	36.7%	36.5%	3.4%	-6.8%	-5.6%

**Indicator: % Level 1 (5+ A\*-G Passes)**

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 - Lower	5742	85.0%	85.4%	86.0%	3.0%	2.2%	1.0%
Steady	Boys - Lower	7030	77.0%	78.6%	80.7%	1.6%	1.9%	1.9%
Steady	No SEN	34605	97.0%	97.3%	97.6%	0.7%	0.6%	0.3%
Steady	White	40377	93.2%	93.5%	94.2%	0.8%	0.5%	0.4%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Varying	SEN Action	4152	85.0%	85.7%	91.0%	4.7%	1.9%	4.1%

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: % Level 1 (5+ A\*-G Passes)**

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	Boys - Middle	7347	95.8%	95.2%	96.9%	-0.3%	-1.3%	-0.5%
Improving	SEN Statement	1184	39.8%	41.8%	48.3%	-7.8%	-8.6%	-2.5%
Steady	Girls - Middle	7293	97.4%	96.9%	97.5%	-0.3%	-0.8%	-0.7%
Steady	Girls - Upper	7510	99.1%	99.1%	99.6%	-0.4%	-0.5%	-0.1%
Steady	Boys - Upper	7519	98.6%	99.1%	99.1%	-0.6%	-0.3%	-0.4%
Steady	SEN Action Plus	2500	63.5%	66.1%	68.7%	-7.3%	-5.0%	-7.4%
Steady	Looked After - Yes	247	59.0%	59.7%	65.5%	-13.0%	-12.7%	-7.4%

**Indicator: Points Score Capped**

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Improving	SEN Statement	1184	140.13	142.93	159.80	25.16	23.14	32.59
Steady	Indian	118	368.80	363.31	352.25	19.82	11.15	1.65

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: Points Score Capped**

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 - Upper	7510	381.82	384.80	391.84	-4.18	-3.65	-1.29
Steady	ALL PUPILS	42441	302.94	305.75	314.42	-1.11	-2.17	-1.68
Steady	Girls	20545	316.18	318.22	325.14	-1.75	-2.51	-2.58
Steady	Girls - Middle	7293	318.55	319.69	325.97	-0.76	-2.43	-3.49
Steady	Boys	21896	290.68	293.92	304.34	-0.52	-1.84	-0.82
Steady	Boys - Middle	7347	296.96	300.13	313.99	-1.39	-3.35	-0.84
Steady	Boys - Upper	7519	368.13	371.39	378.54	-2.33	-2.37	-1.56
Steady	Without FSM	40082	307.66	310.53	318.61	-1.36	-2.30	-1.82
Steady	No SEN	34605	326.03	330.35	339.64	-2.22	-2.63	-1.93
Steady	SEN Action Plus	2500	166.54	172.26	184.61	-6.06	-4.36	-12.88
Steady	White	40377	304.43	307.44	315.91	-0.84	-1.57	-1.30
Steady	No Information	737	288.00	271.14	282.68	-1.44	-10.56	-9.24
Steady	Looked After - Yes	247	165.51	169.79	187.37	-23.26	-27.69	-8.63

**Indicator: % 5+ A\*-A Passes**

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	SEN Action Plus	2500	1.3%	0.8%	0.8%	0.8%	0.4%	0.1%
Steady	SEN Statement	1184	1.0%	1.3%	2.1%	0.3%	0.7%	1.0%

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: % 5+ A\*-A Passes**

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	Black Caribbean	164	6.9%	3.9%	3.6%	-0.9%	-2.4%	-10.2%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Improving	ALL PUPILS	42441	13.0%	13.7%	14.4%	-2.1%	-1.4%	-1.2%
Improving	Girls	20545	15.5%	16.4%	17.0%	-2.8%	-1.6%	-1.5%
Improving	Girls - Upper	7510	37.3%	41.0%	42.7%	-5.6%	-2.4%	-2.7%
Improving	Without FSM	40082	13.7%	14.4%	15.1%	-2.2%	-1.5%	-1.3%
Improving	No SEN	34605	15.4%	16.5%	17.7%	-2.6%	-1.8%	-1.7%
Improving	White	40377	13.0%	13.7%	14.4%	-2.2%	-1.4%	-1.2%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Steady	Girls - Lower	5742	0.1%	0.4%	0.2%	-0.4%	-0.1%	-0.1%
Steady	Girls - Middle	7293	4.5%	4.2%	4.3%	-1.7%	-2.0%	-1.5%
Steady	Boys	21896	10.7%	11.2%	12.0%	-1.4%	-1.2%	-1.0%
Steady	Boys - Lower	7030	0.1%	0.0%	0.1%	-0.2%	-0.2%	-0.1%
Steady	Boys - Middle	7347	2.0%	2.4%	2.3%	-1.3%	-1.0%	-1.1%
Steady	Boys - Upper	7519	28.7%	30.2%	32.9%	-2.6%	-2.4%	-1.7%

**Indicator: % 5+ A\*-A Passes**

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	Any Other	236	21.8%	12.8%	12.5%	4.3%	-6.8%	-7.0%

**Indicator: English Mean GCSE Grade**

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 - Lower	5742	3.55	3.58	3.68	0.08	0.05	0.09
Steady	Boys - Lower	7030	2.84	2.92	2.99	0.04	0.10	0.09
Steady	SEN Action	4152	3.25	3.41	3.61	0.09	0.06	0.09
Steady	SEN Statement	1184	1.42	1.59	1.73	0.12	0.24	0.28
Steady	Indian	118	5.60	5.73	5.43	0.23	0.27	0.09

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 Mean GCSE Grade**

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 - Upper	7510	6.27	6.27	6.41	-0.07	-0.08	0.01
Improving	Boys - Upper	7519	5.78	5.84	5.93	-0.08	-0.04	0.00
Improving	No SEN	34605	5.14	5.20	5.32	-0.04	-0.02	0.03
Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Steady	Chinese	83	5.48	5.66	5.54	-0.29	-0.38	-0.11
Steady	Looked After - Yes	247	2.48	2.62	2.76	-0.39	-0.25	-0.09

**Indicator: English Mean GCSE Grade**

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	ALL PUPILS	42441	4.74	4.77	4.87	-0.02	0.00	0.03
Improving	Girls	20545	5.10	5.10	5.19	-0.01	-0.02	0.03
Improving	Boys	21896	4.41	4.47	4.57	-0.02	0.01	0.04
Improving	Boys - Middle	7347	4.50	4.55	4.70	-0.02	-0.01	0.05
Improving	Without FSM	40082	4.82	4.85	4.94	-0.02	-0.01	0.03
Improving	White	40377	4.76	4.80	4.89	-0.02	0.00	0.03

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: Mathematics Mean GCSE Grade**

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Improving	SEN Statement	1184	1.58	1.63	1.85	0.18	0.18	0.31
Value-added - Trend	Category	Pup (3 Yr)	2006	2007	2008	2006	2007	2008
Steady	ALL PUPILS	42441	4.58	4.65	4.72	0.04	0.04	0.05
Steady	Girls	20545	4.64	4.71	4.75	0.03	0.04	0.05
Steady	Girls - Lower	5742	2.84	2.90	2.92	0.12	0.11	0.12
Steady	Girls - Middle	7293	4.60	4.67	4.75	0.06	0.06	0.07
Steady	Boys	21896	4.53	4.60	4.70	0.05	0.05	0.05
Steady	Boys - Lower	7030	2.77	2.84	2.96	0.10	0.12	0.16
Steady	Boys - Middle	7347	4.60	4.67	4.83	0.06	0.06	0.05
Steady	Without FSM	40082	4.66	4.73	4.79	0.03	0.04	0.04
Steady	With FSM	2359	3.25	3.23	3.54	0.12	0.11	0.20
Steady	No SEN	34605	4.97	5.06	5.17	0.03	0.02	0.03
Steady	SEN Action	4152	3.05	3.34	3.42	0.11	0.17	0.15
Steady	White	40377	4.59	4.67	4.74	0.04	0.05	0.05
Steady	Indian	118	6.03	5.81	5.54	0.43	0.22	0.08

**Indicator: Mathematics Mean GCSE Grade**

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	Girls - Upper	7510	6.01	6.13	6.18	-0.07	-0.04	-0.03
Steady	Boys - Upper	7519	6.08	6.17	6.21	-0.01	-0.03	-0.04
Steady	Looked After - Yes	247	2.27	2.31	2.29	-0.28	-0.37	-0.18

**Indicator: Mathematics Mean GCSE Grade**

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	Other Asian	203	5.38	5.56	5.37	-0.03	0.28	-0.29

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: Science Mean GCSE Grade**

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Improving	Boys	21896	4.41	4.43	4.97	0.01	0.00	0.06
Improving	Boys - Lower	7030	2.76	2.78	3.31	0.08	0.08	0.15
Improving	SEN Action	4152	3.02	3.11	3.85	0.15	0.05	0.19

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Steady	Girls - Lower	5742	2.84	2.82	3.37	0.09	0.03	0.08
Steady	With FSM	2359	3.14	3.04	3.79	0.16	0.07	0.18
Steady	SEN Statement	1184	1.82	1.92	2.25	0.39	0.44	0.51

**Indicator: Science Mean GCSE Grade**

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 - Upper	7510	5.82	5.92	6.35	-0.17	-0.08	-0.09
Improving	Without FSM	40082	4.54	4.55	5.07	-0.03	-0.02	0.02
Improving	No SEN	34605	4.84	4.87	5.43	-0.04	-0.04	-0.01

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Steady	Girls	20545	4.51	4.52	5.03	-0.04	-0.03	-0.01
Steady	Boys - Upper	7519	5.92	5.94	6.40	-0.06	-0.06	-0.05
Steady	No Information	737	4.13	3.93	4.39	-0.13	-0.16	-0.15

**Indicator: Science Mean GCSE Grade**

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	ALL PUPILS	42441	4.46	4.47	5.00	-0.01	-0.02	0.02
Improving	Boys - Middle	7347	4.44	4.45	5.12	0.01	-0.01	0.08
Improving	White	40377	4.48	4.49	5.03	-0.02	-0.02	0.03

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		
			2005	2006	2007	2005	2006	2007
Steady	Girls - Upper	7715	99.6%	99.8%	99.6%	0.6%	0.6%	0.4%
Steady	Boys - Upper	7673	98.3%	98.2%	98.1%	0.7%	0.8%	0.2%
Steady	SEN Statement	1170	9.6%	13.1%	12.0%	0.5%	3.2%	0.4%
Steady	Chinese	88	94.5%	91.7%	96.6%	0.7%	8.0%	9.8%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Varying	Boys - Middle	7443	82.1%	84.4%	82.3%	-0.3%	3.6%	-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		
			2005	2006	2007	2005	2006	2007
Declining	Girls - Lower	5925	30.4%	31.5%	30.8%	0.5%	-1.6%	-1.8%
Declining	Boys - Lower	7189	21.9%	21.9%	23.0%	-1.9%	-0.9%	-3.1%
Declining	SEN Action	4516	28.8%	28.7%	28.3%	-1.0%	-2.7%	-4.5%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Steady	With FSM	3117	40.6%	45.1%	42.3%	-2.1%	-0.6%	-2.2%
Steady	No Information	902	58.2%	64.3%	62.2%	-5.1%	-4.1%	-2.1%

**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		
			2005	2006	2007	2005	2006	2007
Declining	ALL PUPILS	43479	72.3%	73.4%	72.6%	0.0%	0.5%	-0.8%
Declining	Without FSM	40362	74.9%	75.6%	74.8%	0.2%	0.6%	-0.7%
Declining	No SEN	35742	82.3%	83.6%	83.5%	0.1%	0.7%	-0.3%
Declining	SEN Action Plus	2051	21.3%	24.4%	24.8%	0.5%	1.4%	-2.3%
Declining	White	41344	72.6%	73.6%	73.0%	0.1%	0.6%	-0.8%
Declining	Other Asian	235	87.3%	84.0%	78.5%	4.2%	-4.9%	2.9%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Improving	Black African	132	71.7%	72.1%	66.0%	-5.5%	8.7%	-0.2%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Varying	Boys	22305	68.2%	69.2%	68.4%	-0.4%	1.2%	-1.2%

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 6+**

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Declining	SEN Statement	1170	3.2%	5.3%	3.3%	1.4%	2.9%	1.1%
Value-added - Trend	Category	Pup (3 Yr)	2005	2006	2007	2005	2006	2007
Steady	Boys	22305	29.9%	29.2%	27.6%	0.6%	0.7%	-0.1%
Steady	Boys - Upper	7673	68.5%	66.7%	63.9%	2.6%	2.1%	0.3%

**Indicator: English and Maths Level 6+**

Significance - Over 3 Years Combined: Significantly below

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Declining	ALL PUPILS	43479	34.8%	35.4%	33.2%	-0.7%	-0.1%	-1.2%
Declining	Girls	21174	40.0%	42.0%	39.0%	-2.0%	-1.0%	-2.4%
Declining	Girls - Middle	7534	27.9%	31.0%	25.7%	-4.8%	-2.7%	-5.9%
Declining	Without FSM	40362	36.8%	37.1%	34.8%	-0.5%	-0.1%	-1.3%
Declining	No SEN	35742	41.3%	42.0%	39.8%	-0.8%	-0.2%	-1.4%
Declining	White	41344	35.0%	35.5%	33.3%	-0.5%	0.0%	-1.3%
Value-added - Trend	Category	Pup (3 Yr)	2005	2006	2007	2005	2006	2007
Steady	Girls - Lower	5925	1.2%	1.7%	1.8%	-2.1%	-1.9%	-1.6%
Steady	Boys - Lower	7189	0.8%	0.4%	0.7%	-0.9%	-1.0%	-0.7%
Steady	No Information	902	25.0%	27.2%	26.1%	-4.1%	-4.2%	-0.9%

**Indicator: English and Maths Level 6+**

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Improving	With FSM	3117	10.2%	12.8%	11.3%	-2.2%	-0.3%	0.4%
Improving	Chinese	88	54.2%	58.3%	48.3%	-10.8%	5.2%	7.3%

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 5+**

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Steady	Girls - Upper	7715	99.7%	99.9%	99.7%	0.4%	0.5%	0.3%
Steady	SEN Statement	1170	13.6%	16.1%	16.4%	1.7%	3.9%	1.5%

**Indicator: English Level 5+**

Significance - Over 3 Years Combined: Significantly below

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Declining	Boys - Lower	7189	33.4%	30.2%	32.7%	-2.3%	-1.0%	-4.1%
Declining	SEN Action	4516	41.7%	38.3%	39.1%	-0.9%	-3.8%	-6.2%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Steady	Girls	21174	85.7%	85.9%	86.2%	-0.8%	-0.2%	-0.7%
Steady	Girls - Lower	5925	55.9%	55.9%	56.9%	-3.0%	-1.4%	-3.0%
Steady	With FSM	3117	51.3%	52.7%	52.2%	-3.0%	-1.0%	-2.7%
Steady	Bangladeshi	60	60.0%	78.3%	63.8%	-14.4%	-6.4%	-6.7%
Steady	No Information	902	67.8%	72.3%	69.7%	-5.1%	-2.8%	-2.2%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Varying	ALL PUPILS	43479	79.1%	78.9%	79.1%	-1.0%	0.0%	-1.4%
Varying	Boys	22305	72.9%	72.4%	72.3%	-1.2%	0.2%	-2.2%
Varying	Boys - Middle	7443	85.0%	85.9%	84.5%	-1.7%	1.1%	-2.4%
Varying	Without FSM	40362	81.4%	81.0%	81.0%	-0.8%	0.1%	-1.4%
Varying	No SEN	35742	88.5%	88.7%	89.3%	-1.2%	0.3%	-0.9%
Varying	White	41344	79.4%	79.1%	79.4%	-0.9%	0.1%	-1.5%

**Indicator: English Level 5+**

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Improving	Black African	132	76.9%	79.1%	78.0%	-10.9%	3.5%	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 Level 6+**

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Steady	SEN Action Plus	2051	4.4%	7.0%	5.9%	0.7%	1.4%	0.8%
Steady	SEN Statement	1170	3.8%	6.0%	4.3%	1.6%	3.2%	1.6%

**Indicator: English Level 6+**

Significance - Over 3 Years Combined: Significantly below

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Declining	ALL PUPILS	43479	38.9%	38.3%	36.3%	-1.5%	-1.4%	-2.4%
Declining	Girls - Middle	7534	39.3%	39.8%	35.3%	-3.5%	-2.2%	-4.8%
Declining	Boys	22305	32.0%	30.6%	29.0%	-1.0%	-1.3%	-2.1%
Declining	Boys - Upper	7673	69.4%	67.0%	64.3%	-1.7%	-2.9%	-4.8%
Declining	Without FSM	40362	40.9%	40.1%	38.0%	-1.5%	-1.5%	-2.5%
Declining	No SEN	35742	46.0%	45.3%	43.4%	-1.8%	-1.8%	-2.9%
Declining	White	41344	39.1%	38.4%	36.5%	-1.3%	-1.3%	-2.5%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Steady	Girls	21174	46.1%	46.6%	44.0%	-2.1%	-1.6%	-2.6%
Steady	Girls - Lower	5925	5.8%	5.1%	5.1%	-2.0%	-2.0%	-1.6%
Steady	Girls - Upper	7715	83.6%	84.8%	82.5%	-0.7%	-0.7%	-1.4%
Steady	Boys - Middle	7443	22.7%	20.5%	18.8%	-1.0%	-0.7%	-1.3%
Steady	No Information	902	27.8%	30.9%	28.6%	-6.0%	-4.5%	-2.1%

**Indicator: English Level 6+**

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Improving	Chinese	88	54.0%	58.3%	48.3%	-15.3%	2.3%	2.3%
Improving	Any Other	236	44.7%	40.7%	38.7%	-2.9%	-10.3%	1.8%

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 Mean Level**

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Steady	SEN Statement	1170	3.20	3.31	3.28	0.05	0.15	0.07

**Indicator: English Mean Level**

Significance - Over 3 Years Combined: Significantly below

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Declined both years	Boys - Upper	7673	6.30	6.27	6.22	0.01	-0.03	-0.06

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Declining	ALL PUPILS	43479	5.59	5.59	5.56	-0.03	-0.02	-0.05
Declining	Boys	22305	5.40	5.37	5.34	-0.01	-0.01	-0.06
Declining	Boys - Lower	7189	4.33	4.26	4.29	-0.03	-0.01	-0.06
Declining	Boys - Middle	7443	5.52	5.49	5.45	-0.01	0.01	-0.05
Declining	Without FSM	40362	5.66	5.65	5.61	-0.03	-0.02	-0.06
Declining	No SEN	35742	5.86	5.86	5.84	-0.03	-0.02	-0.05
Declining	SEN Action	4516	4.59	4.58	4.57	-0.04	-0.05	-0.10
Declining	White	41344	5.60	5.59	5.57	-0.02	-0.02	-0.05

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Improving	No Information	902	5.23	5.38	5.22	-0.18	-0.11	-0.08

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Steady	Girls	21174	5.79	5.82	5.78	-0.04	-0.03	-0.05
Steady	Girls - Lower	5925	4.80	4.82	4.82	-0.04	-0.02	-0.04
Steady	Girls - Middle	7534	5.82	5.82	5.79	-0.05	-0.04	-0.07
Steady	Girls - Upper	7715	6.53	6.57	6.52	-0.03	-0.03	-0.04
Steady	With FSM	3117	4.76	4.77	4.76	-0.03	-0.04	-0.02

**Indicator: English Mean Level**

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Improving	Black African	132	5.58	5.52	5.54	-0.25	0.05	0.05

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 2 Levels Progress**

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Improving	SEN Statement	1170	16.5%	39.3%	31.7%	1.8%	13.6%	10.9%

**Indicator: English 2 Levels Progress**

Significance - Over 3 Years Combined: Significantly below

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Declining	ALL PUPILS	43479	30.4%	31.8%	28.4%	-2.2%	-1.7%	-2.8%
Declining	Boys	22305	26.6%	28.5%	25.8%	-1.6%	-1.0%	-2.7%
Declining	Boys - Upper	7673	35.3%	38.9%	33.4%	-0.2%	-1.2%	-3.6%
Declining	Without FSM	40362	31.2%	32.6%	28.9%	-2.2%	-1.6%	-3.0%
Declining	No SEN	35742	31.7%	33.2%	29.5%	-2.6%	-2.0%	-3.3%
Declining	SEN Action	4516	25.9%	23.4%	21.8%	-1.6%	-3.7%	-4.5%
Declining	White	41344	30.6%	31.8%	28.2%	-2.0%	-1.5%	-2.9%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Improving	Boys - Lower	7189	23.0%	24.4%	24.2%	-3.1%	-0.9%	-1.7%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Steady	Girls	21174	34.3%	35.3%	31.2%	-2.8%	-2.4%	-2.9%
Steady	Girls - Lower	5925	30.8%	27.8%	24.9%	-3.8%	-2.7%	-3.0%
Steady	Girls - Middle	7534	30.1%	31.4%	26.8%	-3.1%	-2.1%	-3.3%
Steady	Girls - Upper	7715	41.0%	44.9%	40.3%	-1.9%	-2.6%	-2.5%
Steady	Boys - Middle	7443	21.3%	21.7%	19.2%	-1.6%	-0.9%	-2.6%
Steady	With FSM	3117	20.5%	21.2%	22.0%	-2.9%	-2.4%	-0.4%
Steady	Pakistani	30	12.5%	28.6%	12.5%	-18.2%	-10.8%	-19.0%
Steady	Any Other	236	30.0%	32.5%	36.1%	-3.3%	-13.6%	-1.5%
Steady	No Information	902	23.4%	24.6%	28.2%	-6.5%	-6.3%	-2.8%

**Indicator: English 2 Levels Progress**

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Improving	Black African	132	25.6%	48.8%	34.0%	-12.9%	10.9%	0.1%
Improving	Other Asian	235	36.4%	37.9%	43.0%	1.3%	-9.1%	3.4%
Improving	Chinese	88	34.3%	66.7%	58.6%	-15.2%	18.0%	6.8%
Improving	Looked After - Yes	186	9.1%	19.4%	31.6%	-13.4%	-8.3%	5.2%

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: Mathematics Level 5+**

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Steady	Girls - Upper	7715	99.9%	99.9%	99.9%	0.2%	0.1%	0.1%

**Indicator: Mathematics Level 5+**

Significance - Over 3 Years Combined: Significantly below

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Declining	ALL PUPILS	43479	79.3%	81.8%	80.3%	-0.1%	-0.3%	-0.7%
Declining	White	41344	79.5%	82.0%	80.6%	0.0%	-0.2%	-0.6%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Steady	Girls	21174	80.0%	81.6%	80.5%	0.2%	-0.6%	-0.6%
Steady	Girls - Lower	5925	37.3%	40.4%	38.2%	-0.2%	-1.9%	-2.4%
Steady	Boys	22305	78.7%	81.9%	80.1%	-0.3%	0.0%	-0.8%
Steady	Boys - Lower	7189	39.4%	46.1%	43.8%	-1.1%	-0.7%	-2.2%
Steady	Without FSM	40362	81.4%	83.4%	82.1%	-0.1%	-0.4%	-0.7%
Steady	SEN Action	4516	43.7%	51.8%	47.8%	-2.0%	-1.3%	-2.6%
Steady	SEN Action Plus	2051	34.1%	41.5%	39.9%	-1.5%	0.1%	-3.0%
Steady	No Information	902	68.3%	74.3%	69.5%	-3.2%	-4.6%	-4.1%

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: Mathematics Level 6+**

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Steady	SEN Statement	1170	8.2%	11.9%	10.6%	1.0%	2.7%	0.3%

**Indicator: Mathematics Level 6+**

Significance - Over 3 Years Combined: Significantly below

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Declining	ALL PUPILS	43479	58.6%	62.7%	59.5%	-0.5%	-0.6%	-2.1%
Declining	Girls	21174	58.2%	61.6%	58.2%	-0.4%	-1.0%	-2.4%
Declining	Girls - Middle	7534	58.2%	65.1%	57.9%	-1.9%	-3.0%	-6.2%
Declining	Boys	22305	58.9%	63.8%	60.8%	-0.5%	-0.3%	-1.9%
Declining	Without FSM	40362	60.9%	64.7%	61.7%	-0.5%	-0.8%	-2.1%
Declining	No SEN	35742	67.2%	71.7%	68.6%	-0.7%	-0.9%	-2.3%
Declining	White	41344	58.7%	62.8%	59.8%	-0.4%	-0.6%	-2.1%
Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Steady	Boys - Middle	7443	65.8%	74.8%	69.8%	-2.1%	-1.3%	-3.3%
Steady	No Information	902	48.3%	53.7%	49.1%	-2.1%	-3.6%	-4.3%

**Indicator: Mathematics Level 6+**

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Declining	Boys - Lower	7189	10.7%	14.0%	11.9%	0.5%	0.1%	-2.4%
Declining	With FSM	3117	29.3%	37.0%	29.9%	0.4%	1.2%	-2.2%
Declining	SEN Action	4516	20.0%	23.8%	21.7%	0.4%	-0.2%	-1.8%
Declining	Other Asian	235	76.4%	73.6%	68.8%	7.3%	-5.6%	1.3%
Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Improving	Black African	132	51.1%	53.5%	46.0%	-7.2%	7.0%	-5.1%

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: Mathematics Mean Level**

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Improving	SEN Statement	1170	3.63	3.87	3.78	0.06	0.19	0.14

**Indicator: Mathematics Mean Level**

Significance - Over 3 Years Combined: Significantly below

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Declined both years	ALL PUPILS	43479	6.05	6.21	6.15	-0.02	-0.04	-0.07
Declined both years	Girls - Middle	7534	6.03	6.15	6.06	-0.01	-0.05	-0.09
Declined both years	Without FSM	40362	6.13	6.28	6.21	-0.03	-0.04	-0.07
Declined both years	No SEN	35742	6.35	6.50	6.46	-0.03	-0.05	-0.08
Declined both years	White	41344	6.06	6.21	6.15	-0.02	-0.04	-0.07

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Declining	Girls	21174	6.05	6.18	6.12	-0.02	-0.04	-0.07
Declining	Girls - Upper	7715	7.17	7.33	7.28	-0.04	-0.04	-0.08
Declining	Boys	22305	6.06	6.23	6.17	-0.02	-0.04	-0.07
Declining	Boys - Middle	7443	6.14	6.31	6.23	-0.03	-0.05	-0.07
Declining	Boys - Upper	7673	7.29	7.48	7.45	-0.03	-0.05	-0.09
Declining	SEN Action	4516	4.92	5.08	5.01	0.00	-0.04	-0.08

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Steady	Girls - Lower	5925	4.61	4.73	4.69	-0.01	-0.02	-0.03
Steady	Boys - Lower	7189	4.67	4.80	4.76	-0.01	-0.01	-0.04
Steady	Chinese	88	7.10	7.03	7.15	-0.20	-0.15	0.01
Steady	No Information	902	5.68	5.89	5.79	-0.13	-0.17	-0.11

**Indicator: Mathematics Mean Level**

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Declining	SEN Action Plus	2051	4.58	4.84	4.78	-0.02	0.01	-0.07

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Improving	Black African	132	5.91	5.96	5.83	-0.19	0.13	-0.05

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: Mathematics 2 Levels Progress**

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Improving	SEN Statement	1170	20.3%	37.5%	31.0%	2.7%	10.9%	5.5%

**Indicator: Mathematics 2 Levels Progress**

Significance - Over 3 Years Combined: Significantly below

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Declining	ALL PUPILS	43479	59.7%	66.2%	60.2%	-1.2%	-1.5%	-3.5%
Declining	Girls	21174	60.3%	66.7%	59.9%	-1.2%	-1.7%	-3.7%
Declining	Girls - Middle	7534	60.1%	66.7%	57.5%	-2.3%	-3.4%	-6.8%
Declining	Girls - Upper	7715	85.3%	89.9%	84.2%	-0.6%	-0.3%	-2.6%
Declining	Boys	22305	59.2%	65.8%	60.6%	-1.2%	-1.2%	-3.2%
Declining	Boys - Upper	7673	85.7%	89.1%	85.9%	0.1%	-0.8%	-2.8%
Declining	Without FSM	40362	61.7%	67.9%	62.1%	-1.3%	-1.6%	-3.4%
Declining	No SEN	35742	66.5%	72.8%	67.0%	-1.5%	-1.8%	-3.7%
Declining	White	41344	60.1%	66.3%	60.3%	-1.1%	-1.4%	-3.5%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Steady	Girls - Lower	5925	28.1%	36.2%	31.3%	-0.6%	-1.2%	-1.2%
Steady	Boys - Lower	7189	28.5%	36.6%	30.8%	-1.0%	-0.6%	-2.9%
Steady	Boys - Middle	7443	61.8%	69.4%	63.6%	-2.8%	-2.3%	-3.9%
Steady	SEN Action	4516	30.0%	37.7%	32.0%	-1.2%	-2.0%	-3.9%
Steady	No Information	902	47.2%	55.7%	50.9%	-5.4%	-8.1%	-6.8%

**Indicator: Mathematics 2 Levels Progress**

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Declining	With FSM	3117	35.3%	44.6%	34.9%	-0.2%	0.2%	-3.9%
Declining	Other Asian	235	74.5%	72.4%	72.0%	3.6%	-10.0%	0.8%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Improving	Any Other	236	62.9%	84.3%	61.4%	-5.9%	7.0%	-2.4%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Varying	Black African	132	46.2%	72.1%	54.0%	-13.3%	15.0%	-3.6%

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: Science Level 5+**

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Steady	Girls - Upper	7715	99.5%	99.7%	99.6%	0.5%	0.2%	0.3%
Steady	SEN Statement	1170	21.4%	22.9%	24.5%	5.1%	4.6%	3.1%

**Indicator: Science Level 5+**

Significance - Over 3 Years Combined: Significantly below

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Declining	ALL PUPILS	43479	77.1%	79.0%	78.8%	-0.4%	-0.7%	-1.1%
Declining	Boys - Lower	7189	40.5%	41.3%	43.4%	0.2%	-2.0%	-2.7%
Declining	Without FSM	40362	79.5%	80.9%	80.8%	-0.3%	-0.8%	-1.0%
Declining	SEN Action	4516	42.0%	43.7%	45.7%	-1.3%	-4.8%	-4.3%
Declining	White	41344	77.3%	79.2%	79.2%	-0.4%	-0.7%	-1.2%
Declining	No Information	902	70.3%	73.1%	66.8%	1.0%	-3.3%	-4.8%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Steady	Girls	21174	77.0%	78.8%	79.1%	-0.5%	-1.2%	-1.3%
Steady	Girls - Lower	5925	34.5%	36.0%	39.1%	-2.0%	-3.8%	-4.0%
Steady	Boys	22305	77.3%	79.3%	78.6%	-0.2%	-0.3%	-1.0%
Steady	No SEN	35742	85.4%	87.7%	87.4%	-0.6%	-0.4%	-0.8%

**Indicator: Science Level 5+**

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Declining	With FSM	3117	48.2%	54.7%	51.4%	-1.0%	0.6%	-2.6%
Declining	SEN Action Plus	2051	35.4%	36.7%	40.0%	2.7%	-0.7%	-2.8%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Improving	Boys - Middle	7443	90.0%	94.2%	91.6%	-1.1%	0.9%	-0.4%

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: Science Level 6+**

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Steady	SEN Statement	1170	7.2%	7.5%	7.5%	2.5%	1.3%	0.9%
Steady	Black African	132	43.6%	44.2%	44.0%	2.7%	10.8%	8.7%

**Indicator: Science Level 6+**

Significance - Over 3 Years Combined: Significantly below

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Declining	ALL PUPILS	43479	42.5%	47.6%	44.8%	-1.8%	-1.4%	-3.2%
Declining	Girls	21174	41.3%	46.4%	44.7%	-1.8%	-2.0%	-3.1%
Declining	Girls - Middle	7534	29.3%	36.6%	34.1%	-2.8%	-3.9%	-5.3%
Declining	Girls - Upper	7715	82.0%	88.9%	85.6%	-2.2%	-0.9%	-3.1%
Declining	Boys	22305	43.7%	48.8%	44.9%	-1.7%	-0.8%	-3.2%
Declining	Boys - Middle	7443	37.0%	45.5%	38.7%	-3.7%	-2.4%	-5.8%
Declining	Boys - Upper	7673	87.2%	91.7%	86.8%	-0.8%	0.2%	-3.5%
Declining	Without FSM	40362	44.6%	49.6%	46.7%	-1.8%	-1.6%	-3.3%
Declining	No SEN	35742	49.3%	55.3%	52.4%	-2.3%	-1.7%	-3.6%
Declining	White	41344	42.7%	47.8%	45.0%	-1.8%	-1.3%	-3.2%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Steady	Girls - Lower	5925	3.5%	3.4%	5.0%	-0.2%	-0.8%	-0.2%
Steady	No Information	902	32.0%	37.4%	33.4%	-4.4%	-6.7%	-7.5%

**Indicator: Science Level 6+**

Significance - Over 3 Years Combined: Within expected range

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Declining	With FSM	3117	16.5%	22.9%	18.2%	-0.6%	1.3%	-1.7%
Declining	SEN Action	4516	11.5%	13.7%	12.1%	0.9%	0.6%	-1.5%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Improving	Other Asian	235	52.7%	57.5%	53.8%	0.3%	-5.9%	4.3%

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: Science Mean Level**

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Steady	SEN Statement	1170	3.84	3.96	3.91	0.08	0.18	0.12

**Indicator: Science Mean Level**

Significance - Over 3 Years Combined: Significantly below

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Declining	ALL PUPILS	43479	5.70	5.81	5.79	-0.03	-0.03	-0.06
Declining	Girls	21174	5.68	5.79	5.80	-0.04	-0.05	-0.06
Declining	Girls - Middle	7534	5.64	5.75	5.73	-0.04	-0.05	-0.08
Declining	Boys	22305	5.71	5.82	5.77	-0.02	-0.01	-0.05
Declining	Boys - Middle	7443	5.74	5.89	5.79	-0.04	-0.01	-0.07
Declining	Boys - Upper	7673	6.66	6.78	6.72	-0.02	-0.01	-0.07
Declining	Without FSM	40362	5.76	5.86	5.84	-0.03	-0.03	-0.06
Declining	No SEN	35742	5.93	6.04	6.02	-0.04	-0.03	-0.06
Declining	White	41344	5.70	5.81	5.79	-0.03	-0.03	-0.06
Declining	No Information	902	5.46	5.60	5.43	-0.04	-0.12	-0.13
Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2005	2006	2007	2005	2006	2007
Steady	Girls - Lower	5925	4.61	4.65	4.74	-0.02	-0.03	-0.02
Steady	Girls - Upper	7715	6.54	6.69	6.69	-0.05	-0.04	-0.07
Steady	SEN Action	4516	4.81	4.90	4.93	-0.02	-0.03	-0.05
Steady	Looked After - Yes	186	4.51	4.68	4.32	-0.08	-0.05	-0.17

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: % Level 2 inc EM (5+ A\*-C Passes)**

Significance - Over 3 Years Combined: Significantly above

<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	ALL PUPILS	43018	50.1%	51.2%	53.8%	0.5%	0.4%	0.3%
Steady	Girls	20799	54.2%	55.5%	58.1%	0.5%	0.4%	0.8%
Steady	Girls - Middle	7502	42.5%	47.1%	53.9%	0.5%	0.5%	2.1%
Steady	Girls - Upper	8299	95.4%	96.0%	96.7%	1.2%	1.0%	1.0%
Steady	Boys - Middle	7797	35.6%	38.5%	43.2%	1.6%	1.7%	0.1%
Steady	Without FSM	40650	51.9%	53.0%	55.5%	0.5%	0.5%	0.3%
Steady	No SEN	35065	58.5%	60.2%	64.1%	0.6%	0.5%	0.5%
Steady	White	40745	50.3%	51.5%	54.2%	0.4%	0.4%	0.4%
Steady	Indian	138	75.0%	81.4%	72.2%	6.1%	7.8%	3.1%

**Indicator: % Level 2 inc EM (5+ A\*-C Passes)**

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>
Steady	Girls - Lower	4998	1.2%	1.7%	2.6%	-0.7%	-0.9%	-1.3%
Steady	Boys - Lower	6332	0.6%	1.5%	1.6%	-0.6%	-0.2%	-0.8%

**Indicator: % Level 2 inc EM (5+ A\*-C Passes)**

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	No Information	744	48.9%	36.7%	36.5%	4.8%	-2.6%	-3.9%

**Indicator: % Level 1 (5+ A\*-G Passes)**

Significance - Over 3 Years Combined: Significantly above

<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 Action	4209	85.2%	85.8%	91.5%	3.8%	2.3%	4.2%
Steady	Girls - Lower	4998	80.2%	81.2%	84.1%	1.6%	1.9%	1.2%
Steady	Boys - Lower	6332	72.0%	74.9%	77.4%	1.2%	1.5%	1.1%
Steady	No SEN	35065	97.1%	97.5%	97.9%	0.6%	0.7%	0.2%
Steady	White	40745	93.1%	93.5%	94.3%	0.4%	0.5%	0.2%

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: % Level 1 (5+ A\*-G Passes)**

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	SEN Statement	1280	37.3%	41.3%	46.1%	-10.9%	-10.6%	-6.0%
Improving	Chinese	119	90.0%	100.0%	97.1%	-8.0%	0.9%	-1.1%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Steady	Girls - Middle	7502	97.9%	97.6%	98.3%	-0.1%	-0.6%	-0.5%
Steady	Boys - Middle	7797	96.6%	97.0%	97.7%	-0.6%	-0.4%	-0.5%
Steady	SEN Action Plus	2464	63.8%	66.6%	70.0%	-7.1%	-4.6%	-6.5%
Steady	Looked After - Yes	252	60.5%	57.7%	60.2%	-11.3%	-14.0%	-7.6%

**Indicator: Points Score Capped**

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Improving	SEN Statement	1280	134.38	141.19	153.37	21.00	22.12	25.74

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Steady	Boys - Lower	6332	177.63	187.14	197.41	4.18	4.14	0.68

**Indicator: Points Score Capped**

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	2464	167.76	173.60	187.92	-4.15	-1.46	-10.93

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Steady	Boys - Upper	8090	374.86	377.17	384.57	-0.67	-1.50	-0.69
Steady	Looked After - Yes	252	170.98	166.95	173.38	-14.31	-24.68	-3.01

**Indicator: % 5+ A\*-A Passes**

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 - Upper	8299	38.1%	40.6%	41.8%	-2.8%	-0.4%	-1.6%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Steady	Boys - Upper	8090	29.0%	30.7%	32.5%	-1.6%	-1.4%	-1.3%

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 Mean GCSE Grade**

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Improving	ALL PUPILS	43018	4.74	4.78	4.87	0.00	0.03	0.03
Improving	Boys - Lower	6332	2.50	2.68	2.71	0.05	0.17	0.09
Improving	Without FSM	40650	4.82	4.86	4.95	0.00	0.02	0.03
Improving	SEN Statement	1280	1.37	1.59	1.63	0.03	0.22	0.19
Improving	White	40745	4.76	4.80	4.89	-0.01	0.02	0.03

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Steady	Girls	20799	5.09	5.10	5.19	0.01	0.02	0.04
Steady	Girls - Lower	4998	3.15	3.27	3.42	0.04	0.14	0.12
Steady	SEN Action	4209	3.25	3.42	3.61	0.06	0.10	0.08

**Indicator: English Mean GCSE Grade**

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	Girls - Upper	8299	6.35	6.35	6.42	-0.02	-0.03	0.00
Steady	Boys - Upper	8090	5.88	5.92	6.00	-0.07	-0.05	-0.03
Steady	Looked After - Yes	252	2.52	2.53	2.54	-0.33	-0.28	0.02

**Indicator: English Mean GCSE Grade**

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	35065	5.15	5.20	5.32	-0.01	0.01	0.02

**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
Improving	Boys - Lower	6332	29.0%	29.9%	33.3%	0.2%	3.6%	2.2%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Steady	SEN Action Plus	2464	29.1%	26.3%	29.8%	4.6%	4.0%	3.7%
Steady	SEN Statement	1280	29.9%	23.3%	23.2%	2.7%	6.3%	6.3%

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 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>
Improving	No SEN	35065	63.5%	64.8%	68.4%	-1.5%	-0.2%	-0.2%

<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 - Middle	7502	62.0%	63.9%	66.2%	-1.7%	-0.9%	-0.4%
Steady	Boys - Middle	7797	52.6%	52.4%	58.2%	-1.8%	-1.3%	-1.5%
Steady	Boys - Upper	8090	72.5%	73.8%	77.0%	-1.6%	-1.5%	-0.2%

**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	Other Asian	291	66.2%	69.7%	64.4%	-1.3%	5.1%	-8.7%

<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	43018	58.3%	58.8%	61.7%	-0.9%	0.3%	0.1%
Improving	Without FSM	40650	59.6%	60.3%	62.9%	-0.9%	0.4%	0.0%

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: Mathematics Mean GCSE Grade**

Significance - Over 3 Years Combined: Significantly above

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Improving	Boys - Lower	6332	2.39	2.55	2.65	0.09	0.18	0.20
Improving	With FSM	2368	3.24	3.23	3.52	0.06	0.12	0.18
Improving	SEN Action	4209	3.07	3.35	3.44	0.10	0.20	0.19
Improving	White	40745	4.59	4.68	4.75	0.05	0.09	0.07

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Steady	ALL PUPILS	43018	4.58	4.66	4.74	0.06	0.09	0.07
Steady	Girls	20799	4.63	4.71	4.76	0.06	0.08	0.07
Steady	Girls - Lower	4998	2.43	2.51	2.62	0.12	0.16	0.16
Steady	Girls - Middle	7502	4.41	4.53	4.63	0.08	0.09	0.10
Steady	Boys	22219	4.53	4.61	4.71	0.06	0.09	0.08
Steady	Boys - Middle	7797	4.52	4.61	4.72	0.09	0.10	0.08
Steady	Without FSM	40650	4.66	4.74	4.81	0.06	0.09	0.07
Steady	No SEN	35065	4.98	5.07	5.18	0.05	0.07	0.05
Steady	SEN Action Plus	2464	2.54	2.53	2.73	0.05	0.13	0.06
Steady	SEN Statement	1280	1.49	1.61	1.74	0.12	0.14	0.17
Steady	Indian	138	5.95	5.84	5.57	0.33	0.20	0.04

**Indicator: Mathematics Mean GCSE Grade**

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	Looked After - Yes	252	2.30	2.23	2.06	-0.14	-0.35	-0.08

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: Mathematics 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
Declining	ALL PUPILS	43018	29.9%	31.0%	24.8%	0.9%	1.7%	0.5%
Declining	Girls	20799	32.6%	33.6%	26.5%	1.4%	2.0%	0.0%
Declining	Girls - Lower	4998	16.1%	17.3%	13.8%	3.2%	5.5%	2.1%
Declining	Girls - Upper	8299	46.7%	47.7%	37.0%	3.4%	3.6%	0.3%
Declining	Without FSM	40650	30.8%	31.8%	25.5%	1.0%	1.7%	0.5%
Declining	SEN Action Plus	2464	12.5%	14.2%	10.3%	2.1%	5.7%	2.3%
Declining	SEN Statement	1280	23.8%	14.6%	9.7%	15.1%	7.4%	2.7%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Steady	Boys	22219	27.5%	28.4%	23.2%	0.5%	1.4%	0.9%
Steady	Boys - Lower	6332	14.0%	14.8%	14.4%	2.8%	3.9%	4.4%
Steady	Boys - Upper	8090	42.1%	42.7%	33.1%	1.7%	2.0%	-0.2%
Steady	SEN Action	4209	17.5%	19.5%	16.9%	1.9%	3.6%	3.1%
Steady	Indian	138	67.5%	62.8%	53.7%	20.7%	14.8%	6.2%
Steady	Chinese	119	60.0%	75.0%	61.8%	6.4%	18.7%	11.2%

Value-added - Trend	Category	Pup (3 Yr)	Actual			Est/Act Difference		
			2006	2007	2008	2006	2007	2008
Varying	White	40745	29.8%	30.9%	24.6%	0.8%	1.6%	0.4%

**Indicator: Mathematics 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
Steady	Girls - Middle	7502	27.6%	29.2%	23.6%	-2.0%	-2.1%	-1.8%
Steady	Boys - Middle	7797	22.9%	25.0%	20.0%	-2.4%	-1.2%	-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: Science Mean GCSE Grade**

Significance - Over 3 Years Combined: Significantly above

<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	ALL PUPILS	43018	4.46	4.48	5.01	0.02	0.03	0.04
Steady	Girls - Lower	4998	2.39	2.43	3.06	0.11	0.10	0.12
Steady	Girls - Middle	7502	4.24	4.28	4.90	0.05	0.01	0.04
Steady	Boys	22219	4.42	4.43	4.98	0.03	0.04	0.06
Steady	Boys - Lower	6332	2.35	2.45	2.98	0.12	0.13	0.17
Steady	Boys - Middle	7797	4.35	4.40	5.03	0.04	0.06	0.10
Steady	Without FSM	40650	4.54	4.56	5.08	0.02	0.03	0.03
Steady	With FSM	2368	3.13	3.04	3.78	0.10	0.07	0.14
Steady	SEN Statement	1280	1.73	1.90	2.14	0.28	0.38	0.33
Steady	White	40745	4.48	4.50	5.04	0.02	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>
Varying	SEN Action	4209	3.03	3.11	3.85	0.16	0.09	0.20

**Indicator: Science Mean GCSE Grade**

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>
Steady	Boys - Upper	8090	6.06	6.07	6.49	-0.04	-0.04	-0.05
Steady	No Information	744	4.10	3.92	4.44	-0.11	-0.07	-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 - Upper	8299	5.96	6.03	6.42	-0.09	-0.01	-0.07

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