

**Secondary School  
GCSE (and equivalent)**

Performance Tables

**2014**



Department  
for Education

Warrington  
877

# About These Tables

## General

The secondary school performance tables provide information on the school performance for pupils at the end of key stage 4 of the national curriculum.

The national curriculum key stage 4 test results are provided in the performance tables. The coverage of schools includes state funded schools (excluding hospital schools, pupil referral units and alternative provision) and all independent schools in England. For each local authority (LA) area, schools are listed alphabetically, with special schools shown in a separate section at the end of each list.

If your child already attends a school listed in the tables, you may be interested to see how its results compare with other schools in the area, and with the Local Authority (LA) and national averages. LA averages exclude independent schools; but we publish two national averages – one with, and one without independent schools.

You may want to discuss the results with teachers at your child's school – how do they feel the school is performing, and what plans they have to improve levels of achievement? How can you support the work of the school? What more can you do to help your own child improve and reach his/her full potential?

You can find contextual information, such as school finance, school workforce data, pupil characteristics, pupil absence data, Ofsted ratings and education destination measures of pupils who left secondary education presented alongside each school on the performance tables website.

## Major reforms that affect 2014 performance measure

There are two major reforms that have an impact on the 2013/14 GCSE and equivalent results. It is important to be aware of these reforms when looking at the latest results on the performance tables and making any comparison to previous year's data. These changes only apply to figures shown for 2013/14.

### *Reform of vocational qualifications*

The recommendations adopted from Professor Alison Wolf's review of vocational Education (The Wolf Report 2011) take effect for the first time in the calculation of the data underpinning the performance tables. These include:

- only include qualifications in performance measures which meet the new quality criteria. This has led to the removal of around 3,000 unique qualifications from the performance measures between 2012/13 and 2013/14. A full list of the qualifications

that can count in 2013/14 performance measures can be found on the performance tables website under the discounting section.

- adjust the associated point scores for non-GCSEs so that no qualification will count as larger than one GCSE in size. For example, where a BTEC may have previously counted as four GCSEs it will now be reduced to the equivalence of a single GCSE in its contribution to performance measures
- restrict the number of non-GCSE qualifications that count in performance measures at two per pupil

Professor Alison Wolf's full report can be found at [www.gov.uk/government/publications/review-of-vocational-education-the-wolf-report](http://www.gov.uk/government/publications/review-of-vocational-education-the-wolf-report)

### *Introduction of early entry policy*

In the past, school performance measures have been calculated using the best result that a pupil achieved in a subject, regardless of the number of times they may have been entered for it.

In September 2013, to address the significant increase in early entries, the department announced that only the first result a pupil achieved would count in performance measures from 2013/14. This new rule came into effect immediately with regard to English

# About These Tables

Baccalaureate (EBacc) subjects, which are; English, mathematics, two sciences, history or geography (referred to as humanities), and an ancient or modern foreign language. The early entry policy will be expanded to apply to all subjects in 2014/15. This new rule only affects a school's performance measure calculations; pupils will still be accredited with every grade achieved, regardless of the number of entries.

Further guidance on the new early entry policy and its application to the calculation of performance measures can be found under the discounting guidance section of the performance tables website.

## Choosing a school

If using the performance tables to inform your choice of school, be aware that they give only part of the picture of each school and its pupils' achievements. Schools change from year to year and their future results may differ from those achieved by current pupils.

You should also look at more than one performance measure to get an idea of how latest results for different schools compare. For example, while figures for the percentage of pupils achieving 5 A\* to C GCSE's (or equivalent) including English and mathematics gives an indication of pupils' achievements at the end of compulsory secondary education (key stage 4), it doesn't tell you how far they have progressed from their starting point.

Expected progress and value added measures give you information to consider alongside attainment data, and an explanation of both can be found in the user guidance section of the website at [www.education.gov.uk/schools/performance/documents.html](http://www.education.gov.uk/schools/performance/documents.html)

You should also consider the data in the performance tables and this booklet alongside other important sources of information, such as Ofsted reports, visits to the school itself and talking to teachers. Ofsted school inspection reports can be obtained from either the bottom of each school's page on the performance tables website, [www.gov.uk](http://www.gov.uk), or direct from the school on request.

## Expected levels of secondary school performance (floor standards)

The government assesses mainstream state funded secondary schools with at least 11 pupils, performance against 'floor standards'. Considered against these, a school would be seen as underperforming if;

- fewer than 40% of pupils achieving five or more GCSEs at grade A\*-C or equivalent, including GCSEs in both English and mathematics
- the school has a below median score for the percentage of pupils making expected progress between key stage 2 and key stage 4 in English
- the school has a below median score for the percentage of pupils making expected progress between key stage 2 and key stage 4 in mathematics

The median school score for pupils making expected progress in English is 74%.

The median school score for pupils making expected progress in mathematics is 67%.

# Pupils and Qualifications Reported in the Tables

## **Reporting at the end of key stage 4**

The performance tables report on attainment and progress of pupils at the end of their key stage 4 programme of study. In most schools this will cover all pupils in year 11 classes. But, although most pupils at the end of key stage 4 are aged 15 at the start of the school year, in some schools there are both younger and older pupils in this year group, as different pupils progress at different rates.

## **Pupils excluded from calculation of performance tables figures**

The government accepts that pupils are unlikely to be able to show what they can do in tests until they have improved their English language skills and are more familiar with the curriculum in this country. Therefore, we accept schools' requests to remove pupils from our calculation of results where their first language is not English and they have been admitted to the school in the 2012/13 or 2013/14 school year from particular countries outside the United Kingdom.

These pupils do not count towards the school's results but are included in national level figures.

## **Which qualifications are reported?**

These tables include achievements in all qualifications regulated for teaching at key stage 4 by the Office of Qualifications and Examinations Regulation (Ofqual) and are on the list of approved qualifications for 2014.

Qualifications that are not on the list are not reported in the performance tables. The list of approved qualifications for 2014 can be found on the performance tables website under the discounting section.

# How to Read the Tables

Key Stage 4 2014 v0.2										
SCHOOLS										
Sir John Nelthorpe School - A Specialist Technology College for Science, Mathematics and Computing										
Grammar School Road										
Briqa										
VC COMP 11-19										
MK5 6EX Tel: 01908 831112										
Denomination MIXED ◆										
Pupils in cohort	Year on year comparisons				English Baccalaureate			Basics	Progress measures	
	% achieving 5+ A*-C GCSEs (or equivalent) including English and maths				Prior attainment band based on KS2 results	Number of entries and % (as % of cohort)	% cohort achieving	% achieving A*-C grades in both English and maths GCSEs	% making expected progress in English	% making expected progress in maths
2011	2012	2013	2014*							
263	53%	59%	61%	65%	All	35 (14%)	8%	65%	81%	63%
					Low	0 (0%)	0%	8%	46%	17%
					Middle	13 (9%)	4%	71%	46%	72%
					High	22 (34%)	23%	98%	92%	82%

See the section on Low, Middle and High Attainers for further information.

Low, middle and high attainers entered for the required range of GCSE subjects to qualify for the English Baccalaureate.

Pupils achieving the English Baccalaureate by obtaining A\*-C grades in the required range of GCSE subjects.

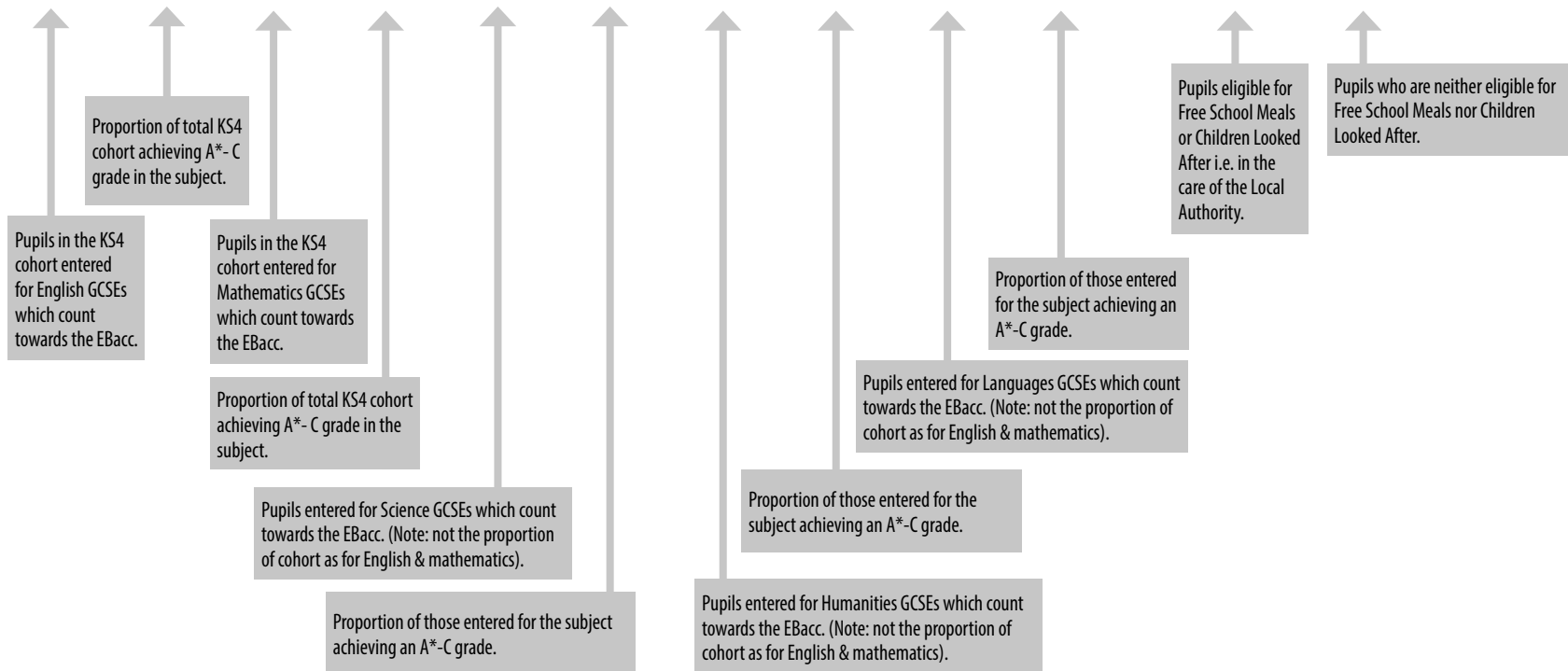
Pupils who have made at least expected levels of progress in English between KS2 and KS4.

Pupils who have made at least expected levels of progress in Mathematics between KS2 and KS4.

# How to Read the Tables

EBacc subject areas									
English		Maths		Science		Humanities		Languages	
Number and % of entries (as % of cohort)	% cohort achieving	Number and % of entries (as % of cohort)	% cohort achieving	Number and % of entries (as % of cohort)	% entries achieving	Number and % of entries (as % of cohort)	% entries achieving	Number and % of entries (as % of cohort)	% entries achieving
81 (31%)	30%	264 (100%)	69%	116 (44%)	86%	143 (54%)	52%	104 (40%)	46%

Disadvantaged pupils				
Total number and % of disadvantaged pupils in cohort	Total number and % of other pupils in cohort	% achieving 5+ A*-C GCSEs (or equivalent) including English and maths		Gap (in percentage points) in achievement between disadvantaged pupils and others
		Disadvantaged pupils	Other pupils	
52 (20%)	212 (81%)	52%	72%	20



# How to Read the Tables

	Value added (best 8)			Average Point Score		Average Grade	
	KS2-4 VA Score	Upper and lower confidence intervals	% of pupils included in calculation (coverage)	Prior attainment band based on KS2 results	Average point score per pupil (best 8)	Prior attainment band based on KS2 results	Average grade per pupil per qualification (GCSEs and equivalents)
<b>Sir John Nelthorpe School - A Specialist Technology College for Science, Mathematics and Computing</b>	1000.0	1000.5 999.5	95%	All Low Middle High	372.1 337.0 367.2 406.0	Low Middle High	F- F+ E

↑  
Calculated by dividing the total points achieved by pupils for their best 8 results (all qualifications) by the total number of pupils at the end of KS4.

↑  
This represents the average grade achieved per GCSE entry per pupil as a grade.

# How to Read the Tables

Information about pupils at the end of key stage 4										
Number of pupils on roll at end of KS4	Average number of qualifications entered per pupil (GCSEs and equivalents)	Number and % of boys	Number and % of girls	Number and % of KS4 pupils with English as an Additional Language	Number and % of KS4 pupils with statements of SEN or School Action Plus	Number and % of non-mobile pupils	Number and % who were below expected level at end of KS2 ( Low )	Number and % who were at expected level at end of KS2 ( Middle )	Number and % who were above expected level at end of KS2 ( High )	Average KS2 point score (all pupils)
263	15.1	131 50%	132 50%	6 2.3%	21 8.0%	5 50%	52 20%	146 56%	65 25%	27.0

↑  
Pupils who were at the end of KS4 and on roll in January 2013.

↑  
Pupils whose first language is not English.

↑  
Pupils on roll at the school with statements of SEN or supported at School Action Plus. A statement describes any learning difficulties that the pupil has and specifies the extra help they need. Around 9% of pupils nationally have statements or receive provision at the school action plus level (around 3% have statements and 6% are at school action plus).

↑ ↑ ↑  
Pupils who were low, middle and high attainers at the end of KS2.

↑  
Key Stage 2 Average Points Score of pupils in the KS4 cohort.



# English and mathematics in performance tables

Achievement of English and mathematics GCSEs are key requirements of the following headline performance measures:

- 5 A\* to C grade GCSE (or equivalent) including English & mathematics GCSE
- the English progress measure
- the mathematics progress measure
- the English Baccalaureate
- percentage of pupils achieving an A\* to C grade in both English and mathematics

For each of these measures, the qualifications which meet the criteria to count towards the measure as English or as mathematics are:

## **English:**

- achieved an A\* to C grade GCSE or
- entered both English language and English literature GCSEs or level 1 / level 2 certificates, achieving at least a C grade in the English language GCSE and an A\* to G grade or U in the English literature GCSE or
- obtained AS level English language

## **Mathematics:**

- achieved an A\* to C grade in GCSE mathematics or level 1 / level 2 certificate or
- achieved an A\* to C grade in GCSE additional mathematics or
- entered both GCSE applications of mathematics and GCSE methods in mathematics and achieved A\* to C in either or
- obtained AS level mathematics or
- AQA level 2 certificate in further mathematics

A complete list of the qualifications which count towards these performance measures as English or mathematics can be found in English Baccalaureate list which can be found in the user guide section of the performance tables website under secondary and then methodology and technical guides.

# Description of measures in these tables

Please note all measures are subject to capping if non GCSEs have been taken. For further information on capping please see the capping guidance under the discounting section of the performance tables website.

## **Percentage of pupils achieving 5 A\* to C grade GCSEs (or equivalent) including English & mathematics GCSEs**

This indicator shows the percentage of pupils at the end of key stage 4 achieving five or more GCSEs (or equivalent) at grades A\* to C including English and mathematics GCSEs.

To be counted in the indicator pupils must have achieved at least the equivalent of three GCSEs (or equivalent) at grade C or above and also GCSEs in English and mathematics.

We have presented these figures over a four year period, however, the major reforms implemented in 2014 makes meaningful comparison between years difficult.

## **English Baccalaureate**

The English Baccalaureate (EBacc) is not a qualification in its own right. It has been established to provide information to parents, and others, about the achievements of pupils in a core set of academic subjects which are shown to enhance pupils' chances of progressing onto further study.

To meet EBacc criteria, a pupil must have obtained a grade A\* to C GCSE in English, mathematics, two sciences, history or geography (referred to as humanities), and an ancient or modern foreign language. AS levels taken in the relevant subject before the end of key stage 4 will also count towards the EBacc. A detailed list of the GCSEs that count towards the EBacc can be found in the user guide section of the performance tables website under secondary and then methodology and technical guides.

We break figures down into EBacc subject areas in the following way:

- For English and for mathematics – we give the percentage of pupils at the end of key stage 4 entered for and achieving A\* to C grade GCSEs (achievements are shown as a percentage of cohort as we'd expect all pupils to be entered for these subjects)
- For each of science, languages and humanities – we give the percentage of end of key stage 4 pupils entered for the subject, then the percentage of those entered who achieved an A\* to C grade (achievements are shown as a percentage of those entered, rather than of the key stage 4 cohort, as it isn't mandatory to enter all pupils for GCSEs in these subjects).

## **Key stage 2 - key stage 4 pupil progress measure**

The measure of expected progress is built on the principle that pupils achieving a level 4 in English or in mathematics by the end of key stage 2 should be expected to achieve at least a C grade GCSE in that subject. On that basis, a pupil at level 3 at the end of key stage 2 should be achieving at least a grade D; a pupil at level 5 should achieve at least a grade B and so on.

These measures show the proportion of pupils who, by the end of key stage 4, have made at least expected progress. We also show the percentage of pupils at the end of key stage 4 included in our calculations, this is useful because, for example, some pupils may not have been in the country to sit key stage 2 tests and will therefore not be included in the measure.

### **Disadvantaged pupils**

This group covers pupils who have been eligible for free school meals (FSM) at any time in the last 6 years and children who are in care (Children Looked After (CLA)). Evidence shows that there is a gap in the level of achievement and progress made by pupils in this group compared with others. For that reason, the government introduced the pupil premium. This is additional funding which schools receive for disadvantaged pupils, to support their work to close the gap between disadvantaged and other pupil's performance.

You can find information on the pupil premium at [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings)

### **Achievements and progress of pupils with different levels of prior attainment**

Pupils have different levels of ability and these measures highlight any differences in the performance of pupils who, at the end of key stage 2, were low attaining, high attaining or performing at expected levels (called middle attainers in tables). We show results separately for each of these groups of pupils, alongside the results for all pupils in the cohort and the national average.

### **Prior attainment definitions are based on the key stage 2 test results attained by pupils:**

- low attaining – those below level 4 in the key stage 2 tests
- middle attaining – those at level 4 in the key stage 2 tests
- high attaining - those above level 4 in the key stage 2 tests

If there is no prior attainment, we will exclude a pupil from any of the prior attainment groups. This effects the cohort calculation.

### **Non-mobile pupils**

Schools in some areas have a high level of pupil mobility ie pupils who don't stay in the same school throughout their secondary education.

The 'non-mobile' pupil performance measures take some account of this. They report on attainment and progress of children at the end of key stage 4 who have been in the school throughout both year 10 and year 11. For schools with high levels of mobility, this gives an indication of how well they support those pupils who have been with them for a more prolonged period of time.

### **Value Added**

Value Added (VA) is a measure of the progress students make between different stages of education in relation to their peers nationally. We look at the progress each pupil makes between key stage 2 and key stage 4 and compare that with progress made by pupils nationally who, according to key stage 2 tests, were of the same ability at that time.

The school level VA scores are centred around 1000. This means that a school with a VA score of over 1000 is, generally speaking, helping its pupils make more progress than the average for pupils with similar prior attainment. If a school has a score of less than 1000, its pupils may still be making progress, but not as many are making similar or better progress than children who ended key stage 2 at the same level. Please note that there have been some changes made to the methodology in this years tables. Further information on the VA model can be found under the secondary section of the user guidance on the performance tables website.

**Average Point Score per Pupil ('best eight')**

Points and thresholds are allocated by the department to qualifications for use in performance measures. These are designed to provide an indication of the degree of successful attainment for a qualification in relation to other qualifications within the existing National Frameworks.

The average total point score provides a full picture of the achievements of pupils of all abilities. Two schools with similar percentages of pupils achieving 5 A\* to C grade GCSEs or equivalent thresholds may have different average point scores. This measure is calculated by dividing the total number of points achieved by pupils in their best eight qualifications by the number of pupils on roll at the end of key stage 4.

Further information on point scores can be found in the Points Score document under the user guidance section of the performance tables website.

**Average grade per exam entry**

This measure reflects the quality of results achieved by pupils in each prior attainment category, presenting the average in a way which may be more meaningful to some readers than a points score.

**Average grade per pupil indicator**

The average grade per pupil indicator is based on the school's total average point score per pupil capped at the best 8 qualifications.

# Warrington

## SCHOOLS

	Pupils in cohort	Year on year comparisons				English Baccalaureate			Basics	Progress measures	
		% achieving 5+ A*-C GCSEs or equivalent including English and maths				Prior attainment band based on KS2 results	Number of entries and % (as % of cohort)	% cohort achieving	% achieving A*-C grades in both English and maths GCSEs	% making expected progress in English	% making expected progress in maths
		2011	2012	2013	2014						
<b>Beamont Collegiate</b>						All	24 (14%)	10%	38%	54%	57%
Long Lane Orford Warrington WA2 8PX Tel: 01925 579500 Does not apply	AC COMP	MIXED 11-16	168			Low	0 (0%)	0%	0%	41%	28%
						Middle	14 (13%)	7%	37%	52%	57%
						High	10 (40%)	36%	88%	80%	92%
						All	83 (40%)	24%	64%	75%	77%
<b>Birchwood Community High School</b>						All	83 (40%)	24%	64%	75%	77%
Brock Road Birchwood Warrington WA3 7PT Tel: 01925 853500 Does not apply	ACC COMP	MIXED 11-19	210	61%	53%	Low	3 (14%)	0%	5%	41%	41%
						Middle	31 (28%)	10%	58%	74%	76%
						High	48 (66%)	55%	96%	89%	89%
						All	132 (43%)	33%	70%	78%	69%
<b>Bridgewater High School</b>						All	132 (43%)	33%	70%	78%	69%
Broomfields Road Appleton Warrington WA4 3AE Tel: 01925 263919 Does not apply	CY COMP	MIXED 11-18	309	80%	81%	Low	1 (4%)	0%	0%	35%	13%
						Middle	45 (30%)	15%	57%	72%	64%
						High	85 (65%)	61%	97%	93%	84%
						All	73 (45%)	23%	71%	93%	64%
<b>Cardinal Newman Catholic High School</b>						All	73 (45%)	23%	71%	93%	64%
Bridgewater Avenue Latchford Warrington WA4 1RX Tel: 01925 635556 Roman Catholic	VA COMP	MIXED 11-16	164	63%	57%	Low	0 (0%)	0%	6%	81%	6%
						Middle	25 (28%)	8%	69%	93%	66%
						High	48 (87%)	55%	96%	95%	78%
						All	117 (55%)	37%	67%	70%	67%
<b>Culcheth High School</b>						All	117 (55%)	37%	67%	70%	67%
Warrington Road Culcheth Warrington WA3 5HH Tel: 01925 767587 Does not apply	CY COMP	MIXED 11-18	212	77%	75%	Low	0 (0%)	0%	0%	50%	25%
						Middle	40 (39%)	14%	49%	63%	55%
						High	75 (77%)	63%	93%	79%	83%
						All					
<b>The Future Tech Studio</b>						All					
Winwick Road Warrington WA2 8QA Tel: Unknown	FSS COMP	MIXED 14-19				Low					
						Middle					
						High					
						All					
<b>Great Sankey High School</b>						All	56 (19%)	16%	59%	76%	70%
Barrow Hall Lane Great Sankey Warrington WA5 3AA Tel: 01925 724118 Does not apply	ACC COMP	MIXED 11-18	297	71%	77%	Low	0 (0%)	0%	2%	60%	30%
						Middle	15 (11%)	7%	49%	67%	65%
						High	41 (37%)	34%	95%	92%	92%
						All					
<b>King's Leadership Academy Warrington</b>						All					
Seymour Drive Warrington WA1 3TT Tel: 01925 850824 Unknown	F COMP	MIXED 11-18		N/A	N/A	Low					
						Middle					
						High					
						All					
<b>Local Authority (state-funded schools only)</b>						All	42.4%	25.0%	58.1%	71.4%	64.4%
						Low	4.2%	0.0%	1.7%	44.1%	22.4%
						Middle	34.3%	11.7%	48.3%	67.0%	61.9%
						High	69.4%	54.6%	94.1%	88.3%	83.0%
						All	38.7%	24.2%	58.9%	71.6%	65.5%
<b>England (state-funded schools only)</b>						All	38.7%	24.2%	58.9%	71.6%	65.5%
						Low	4.0%	0.6%	6.5%	48.5%	26.4%
						Middle	31.5%	12.7%	54.5%	70.2%	65.3%
						High	68.8%	55.0%	93.8%	85.6%	84.7%
						All					
<b>England (all schools)</b>						All	36.3%	22.9%	55.5%		

EBacc subject areas										Disadvantaged pupils				
English		Maths		Science		Humanities		Languages		Total number and % of disadvantaged pupils in cohort	Total number and % of other pupils in cohort	% achieving 5+A*-C GCSEs (or equivalent) including English and maths		Gap (in percentage points) in achievement between disadvantaged pupils and others
Number and % of entries (as % of cohort)	% cohort achieving	Number and % of entries (as % of cohort)	% cohort achieving	Number and % of entries (as % of cohort)	% entries achieving	Number and % of entries (as % of cohort)	% entries achieving	Number and % of entries (as % of cohort)	% entries achieving			Disadvantaged pupils	Other pupils	
166 (99%)	45%	167 (99%)	54%	72 (43%)	89%	71 (42%)	58%	26 (15%)	81%	75 45%	93 55%	25%	47%	-22
208 (99%)	73%	209 (100%)	77%	178 (85%)	71%	144 (69%)	73%	111 (53%)	61%	36 17%	174 83%	36%	69%	-33
296 (96%)	78%	307 (99%)	73%	260 (84%)	74%	254 (82%)	81%	145 (47%)	79%	41 13%	268 87%	37%	73%	-37
164 (100%)	91%	164 (100%)	73%	103 (63%)	74%	117 (71%)	44%	79 (48%)	71%	40 24%	124 76%	45%	73%	-28
212 (100%)	74%	212 (100%)	77%	190 (90%)	63%	187 (88%)	64%	129 (61%)	72%	24 11%	188 89%	25%	71%	-46
296 (100%)	70%	296 (100%)	69%	72 (24%)	96%	231 (78%)	71%	190 (64%)	57%	31 10%	266 90%	29%	60%	-31
97.2%	69.0%	98.2%	68.0%	69.5%	68.0%	74.6%	64.2%	52.8%	66.5%	20.3%	79.7%	27.7%	63.0%	-35.3
96.1%	68.8%	97.7%	67.7%	68.7%	72.3%	64.6%	66.5%	50.5%	68.9%	26.9%	73.1%	36.5%	64.0%	-27.5
91.1%	65.5%	93.5%	65.0%	65.2%	73.0%	63.8%	68.6%	50.8%	71.1%					

	Value added (best 8)			Average point score		Average grade	
	KS2-4 VA Score	Upper and lower confidence intervals	% of pupils included in calculation (coverage)	Prior attainment band based on KS2 results	Average point score per pupil (best 8)	Prior attainment band based on KS2 results	Average grade per pupil per qualification (GCSEs and equivalents)
<b>Beamont Collegiate</b>	991.4	1002.7 980.1	96%	All Low Middle High	287.1 194.8 297.4 373.6	Low Middle High	D- C- B
<b>Birchwood Community High School</b>	998.3	1008.3 988.3	98%	All Low Middle High	322.7 214.2 307.9 381.5	Low Middle High	D- C B
<b>Bridgewater High School</b>	995.1	1003.3 986.8	98%	All Low Middle High	334.1 167.2 312.8 393.7	Low Middle High	E C B+
<b>Cardinal Newman Catholic High School</b>	1013.5	1024.8 1002.1	98%	All Low Middle High	332.7 226.6 322.0 383.1	Low Middle High	E C- B-
<b>Culcheth High School</b>	995.5	1005.5 985.6	99%	All Low Middle High	341.5 220.4 311.2 383.3	Low Middle High	E+ C- B
<b>The Future Tech Studio</b>				All Low Middle High		Low Middle High	
<b>Great Sankey High School</b>	1007.8	1016.2 999.5	99%	All Low Middle High	325.2 221.5 303.5 393.3	Low Middle High	D- C- B+
<b>King's Leadership Academy Warrington</b>				All Low Middle High		Low Middle High	
<b>Local Authority (state-funded schools only)</b>				All Low Middle High	314.3 179.2 301.9 384.4		
<b>England (state-funded schools only)</b>				All Low Middle High	310.4 186.4 304.7 386.2		
<b>England (all schools)</b>				All	302.9		

Information about pupils at the end of key stage 4

Number of pupils on roll at end of KS4	Average number of qualifications entered per pupil (GCSEs and equivalents)	Number and % of boys	Number and % of girls	Number and % of KS4 pupils with English as an Additional Language	Number and % of KS4 pupils with statements of SEN or School Action Plus	Number and % of non-mobile pupils	Number and % who were below expected level at end of KS2 (Low)	Number and % who were at expected level at end of KS2 (Middle)	Number and % who were above expected level at end of KS2 (High)	Average KS2 point score (all pupils)
168	7.8	83 49%	85 51%	12 7%	9 5%	165 98%	29 18%	107 66%	25 16%	26.7
210	8.6	101 48%	109 52%	5 2%	18 9%	207 99%	22 11%	111 54%	73 35%	28.4
309	8.8	166 54%	143 46%	4 1%	28 9%	299 97%	23 8%	148 49%	131 43%	29.2
164	10.3	80 49%	84 51%	6 4%	10 6%	159 97%	16 10%	89 56%	55 34%	28.2
212	9.5	106 50%	106 50%	4 2%	15 7%	208 98%	8 4%	103 49%	98 47%	29.4
297	8.3	143 48%	154 52%	18 6%	22 7%	294 99%	43 15%	141 48%	110 37%	28.0
	8.7	50.1%	49.9%	3.3%	9.4%	97.6%	12.2%	53.0%	34.9%	28.1
	8.9	51.0%	49.0%	13.5%	9.3%	97.0%	15.9%	51.7%	32.3%	27.6



# Warrington

## SCHOOLS

				Year on year comparisons				English Baccalaureate			Basics		Progress measures	
				% achieving 5+ A*-C GCSEs or equivalent including English and maths				Prior attainment band based on KS2 results	Number of entries and % (as % of cohort)		% cohort achieving	% achieving A*-C grades in both English and maths GCSEs	% making expected progress in English	% making expected progress in maths
				2011	2012	2013	2014							
<b>Lymm High School</b>				292		All	254	(87%)	38%	70%	76%	76%		
Oughttrington Lane Lymm WA13 0RB Tel: 01925 755458 None			ACC COMP			MIXED 11-18	Low	6	(30%)	0%	0%	50%	35%	
							Middle	134	(86%)	22%	57%	69%	73%	
							High	108	(97%)	68%	97%	89%	86%	
							All	113	(45%)	18%	48%	71%	56%	
<b>Penketh High School</b>				251		All	113	(45%)	18%	48%	71%	56%		
Heath Road Penketh Warrington WA5 2BY Tel: 01925 722298 Does not apply			ACC COMP			MIXED 11-18	Low	1	(3%)	0%	0%	35%	14%	
							Middle	50	(38%)	7%	39%	70%	57%	
							High	61	(82%)	49%	92%	92%	76%	
							All	93	(48%)	37%	60%	71%	66%	
<b>St Gregory's Catholic High School</b>				193		All	93	(48%)	37%	60%	71%	66%		
Cromwell Avenue Westbrook Warrington WA5 1HG Tel: 01925 574888 Roman Catholic			VA COMP			MIXED 11-16	Low	0	(0%)	0%	0%	21%	21%	
							Middle	33	(35%)	22%	41%	62%	60%	
							High	59	(72%)	61%	93%	90%	82%	
							All	35	(25%)	13%	31%	38%	40%	
<b>Sir Thomas Boteler Church of England High School</b>				138		All	138	(47%)	13%	31%	38%	40%		
Grammar School Road Latchford Warrington WA4 1JL Tel: 01925 636414 Church of England			VA COMP			MIXED 11-16	Low	1	(7%)	0%	0%	27%	0%	
							Middle	16	(20%)	4%	16%	29%	37%	
							High	18	(46%)	38%	77%	62%	62%	
							All	40	(32%)	17%	52%	88%	61%	
<b>University Academy Warrington</b>				124		All	124	(N/A)	17%	52%	88%	61%		
Insall Road Padgate Warrington WA2 0LN Tel: 01925 822632 Does not apply			AC COMP			MIXED 11-18	Low	0	(0%)	0%	9%	87%	39%	
							Middle	24	(31%)	9%	52%	84%	65%	
							High	16	(73%)	64%	100%	100%	68%	
							All							
<b>SPECIAL SCHOOLS</b>				1		All	SUPP	(SUPP)	SUPP	SUPP	NP	NP		
<b>Advanced Education - Kingsway</b> C/O Advanced Education, Tyldesley School, Shuttle Street			INDSPEC			MIXED 10-18	Low	NP	(NP)	NP	NP	NP	NP	
Tyldesley M29 8BS Tel: 01925 237580 Does not apply							Middle	NP	(NP)	NP	NP	NP	NP	
							High	NP	(NP)	NP	NP	NP	NP	
							All	SUPP	(SUPP)	SUPP	SUPP	NP	NP	
<b>Advanced Education - The Gables</b> C/O Advanced Education, Tyldesley School, Shuttle Street				1		All	SUPP	(SUPP)	SUPP	SUPP	NP	NP		
Tyldesley M29 8BS Tel: 01925 237580 None			INDSPEC			MIXED 10-18	Low	NP	(NP)	NP	NP	NP	NP	
							Middle	NP	(NP)	NP	NP	NP	NP	
							High	NP	(NP)	NP	NP	NP	NP	
							All							
<b>Local Authority (state-funded schools only)</b>				<b>64.3% 62.9% 65.7% 55.9%</b>				All	42.4%	25.0%	58.1%	71.4%	64.4%	
								Low	4.2%	0.0%	1.7%	44.1%	22.4%	
								Middle	34.3%	11.7%	48.3%	67.0%	61.9%	
								High	69.4%	54.6%	94.1%	88.3%	83.0%	
								All	38.7%	24.2%	58.9%	71.6%	65.5%	
<b>England (state-funded schools only)</b>				<b>58.2% 58.8% 60.6% 56.6%</b>				Low	4.0%	0.6%	6.5%	48.5%	26.4%	
								Middle	31.5%	12.7%	54.5%	70.2%	65.3%	
								High	68.8%	55.0%	93.8%	85.6%	84.7%	
<b>England (all schools)</b>				<b>59.0% 59.4% 59.2% 53.4%</b>				All	36.3%	22.9%	55.5%			

EBacc subject areas										Disadvantaged pupils				
English		Maths		Science		Humanities		Languages		Total number and % of disadvantaged pupils in cohort	Total number and % of other pupils in cohort	% achieving 5+A*-C GCSEs (or equivalent) including English and maths		Gap (in percentage points) in achievement between disadvantaged pupils and others
Number and % of entries (as % of cohort)	% cohort achieving	Number and % of entries (as % of cohort)	% cohort achieving	Number and % of entries (as % of cohort)	% entries achieving	Number and % of entries (as % of cohort)	% entries achieving	Number and % of entries (as % of cohort)	% entries achieving			Disadvantaged pupils	Other pupils	
290 (99%)	75%	292 (100%)	82%	258 (88%)	64%	286 (98%)	55%	269 (92%)	63%	33 11%	259 89%	45%	68%	-23
241 (96%)	65%	243 (97%)	57%	192 (76%)	55%	183 (73%)	60%	116 (46%)	47%	65 26%	186 74%	26%	53%	-27
187 (97%)	73%	188 (97%)	73%	134 (69%)	96%	152 (79%)	80%	115 (60%)	83%	23 12%	170 88%	17%	66%	-49
136 (99%)	39%	134 (97%)	51%	131 (95%)	21%	92 (67%)	41%	40 (29%)	68%	52 38%	86 62%	12%	36%	-25
123 (99%)	77%	123 (99%)	58%	81 (65%)	74%	77 (62%)	48%	49 (40%)	76%	39 31%	85 69%	33%	53%	-20
SUPP (SUPP)	SUPP	SUPP (SUPP)	SUPP	SUPP (SUPP)	SUPP	SUPP (SUPP)	SUPP	SUPP (SUPP)	SUPP	NP NP	NP NP	NP	NP	NP
SUPP (SUPP)	SUPP	SUPP (SUPP)	SUPP	SUPP (SUPP)	SUPP	SUPP (SUPP)	SUPP	SUPP (SUPP)	SUPP	NP NP	NP NP	NP	NP	NP
97.2%	69.0%	98.2%	68.0%	69.5%	68.0%	74.6%	64.2%	52.8%	66.5%	20.3%	79.7%	27.7%	63.0%	-35.3
96.1%	68.8%	97.7%	67.7%	68.7%	72.3%	64.6%	66.5%	50.5%	68.9%	26.9%	73.1%	36.5%	64.0%	-27.5
91.1%	65.5%	93.5%	65.0%	65.2%	73.0%	63.8%	68.6%	50.8%	71.1%					

	Value added (best 8)			Average point score		Average grade	
	KS2-4 VA Score	Upper and lower confidence intervals	% of pupils included in calculation (coverage)	Prior attainment band based on KS2 results	Average point score per pupil (best 8)	Prior attainment band based on KS2 results	Average grade per pupil per qualification (GCSEs and equivalents)
<b>Lymm High School</b>	998.0	1006.5 989.5	98%	All Low Middle High	330.4 200.4 305.9 384.9	Low Middle High	E C- B
<b>Penketh High School</b>	981.8	991.1 972.6	96%	All Low Middle High	294.5 172.8 290.1 376.9	Low Middle High	F+ C- B
<b>St Gregory's Catholic High School</b>	1006.9	1017.3 996.5	98%	All Low Middle High	340.0 185.0 322.9 392.2	Low Middle High	D- C B+
<b>Sir Thomas Boteler Church of England High School</b>	935.2	947.5 922.9	99%	All Low Middle High	265.9 154.4 251.0 342.1	Low Middle High	F D- C+
<b>University Academy Warrington</b>	1008.7	1021.7 995.7	98%	All Low Middle High	299.5 210.4 301.8 383.5	Low Middle High	D- C- B
<b>Advanced Education - Kingsway</b>	NP	NP NP	NP	All Low Middle High	SUPP NP NP NP	Low Middle High	NP NP NP
<b>Advanced Education - The Gables</b>	NP	NP NP	NP	All Low Middle High	SUPP NP NP NP	Low Middle High	NP NP NP
<b>Local Authority (state-funded schools only)</b>				All Low Middle High	314.3 179.2 301.9 384.4		
<b>England (state-funded schools only)</b>				All Low Middle High	310.4 186.4 304.7 386.2		
<b>England (all schools)</b>				All	302.9		

Information about pupils at the end of key stage 4

Number of pupils on roll at end of KS4	Average number of qualifications entered per pupil (GCSEs and equivalents)	Number and % of boys	Number and % of girls	Number and % of KS4 pupils with English as an Additional Language	Number and % of KS4 pupils with statements of SEN or School Action Plus	Number and % of non-mobile pupils	Number and % who were below expected level at end of KS2 (Low)	Number and % who were at expected level at end of KS2 (Middle)	Number and % who were above expected level at end of KS2 (High)	Average KS2 point score (all pupils)
292	9.3	143 49%	149 51%	4 1%	30 10%	291 100%	20 7%	155 54%	111 39%	28.8
251	8.6	112 45%	139 55%	7 3%	20 8%	241 96%	37 15%	130 54%	74 31%	27.7
193	9.5	102 53%	91 47%	12 6%	6 3%	192 99%	14 7%	94 49%	82 43%	28.9
138	8.1	65 47%	73 53%	6 4%	12 9%	132 96%	15 11%	82 60%	39 29%	28.0
124	8.6	70 56%	54 44%	1 1%	12 10%	120 97%	23 19%	77 63%	22 18%	26.5
1	SUPP	SUPP SUPP	SUPP SUPP	NP NP		NP NP	NP NP	NP NP	NP NP	NP
1	SUPP	SUPP SUPP	SUPP SUPP	NP NP		NP NP	NP NP	NP NP	NP NP	NP
	8.7	50.1%	49.9%	3.3%	9.4%	97.6%	12.2%	53.0%	34.9%	28.1
	8.9	51.0%	49.0%	13.5%	9.3%	97.0%	15.9%	51.7%	32.3%	27.6

# Warrington

## SPECIAL SCHOOLS

				Year on year comparisons				English Baccalaureate			Basics	Progress measures																																			
				% achieving 5+ A*-C GCSEs or equivalent including English and maths				Prior attainment band based on KS2 results	Number of entries and % (as % of cohort)	% cohort achieving	% achieving A*-C grades in both English and maths GCSEs	% making expected progress in English	% making expected progress in maths																																		
				2011	2012	2013	2014																																								
<b>Advanced Education - Willoughby School</b> C/O Advanced Education, Tyldesley School, Shuttle Street				INDSPEC	MIXED	10-18	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	All	SUPP	(SUPP)	SUPP	SUPP	NP	NP																							
Tyldesley M29 8BS Tel: 01925 237580																		Low	NP	(NP)	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP										
Does not apply																		High	NP	(NP)	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP									
<b>Chaigeley School</b>				NMSS	MIXED	8-16	10	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%																						
Lymm Road Thelwall																										Low	NP	(NP)	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP		
Warrington WA4 2TE Tel: 01925 752357																										Middle	NP	(NP)	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	
Does not apply				High	NP	(NP)	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP																						
<b>Cornerstones</b>				INDSPEC	MIXED	7-19	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A																					
Willow Tree Park Beech House																											All	NE	(NE)	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE
Booths Lane Lymm WA13 0GH Tel: 0192 5750249																											Low	NP	(NP)	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Does not apply				Middle	NP	(NP)	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP																						
<b>Fox Wood Special School</b>				CYS	MIXED	4-19	2	0%	0%	N/A	N/A	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%																						
Chatfield Drive Birchwood																										All	SUPP	(SUPP)	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP		
Warrington WA3 6QW Tel: 01925 851393																										Low	SUPP	(SUPP)	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP
Does not apply				Middle	SUPP	(SUPP)	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP																						
<b>Grappenhall Hall School</b>				CYS	MIXED	9-16	23	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%																						
Church Lane Grappenhall																										All	0	(0%)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Warrington WA4 3EU Tel: 01925 263895																										Low	0	(0%)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Does not apply				Middle	0	(0%)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%																						
<b>Green Lane Community Special School</b>				CYS	MIXED	4-18	19	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%																						
Green Lane Padgate																										All	0	(0%)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Warrington WA1 4JL Tel: 01925 480128																										Low	0	(0%)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Does not apply				Middle	NE	(NE)	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE																						
				High	NE	(NE)	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE																						
<b>Local Authority (state-funded schools only)</b>								<b>64.3% 62.9% 65.7% 55.9%</b>				All	42.4%	25.0%	58.1%	71.4%	64.4%																														
												Low	4.2%	0.0%	1.7%	44.1%	22.4%																														
												Middle	34.3%	11.7%	48.3%	67.0%	61.9%																														
												High	69.4%	54.6%	94.1%	88.3%	83.0%																														
<b>England (state-funded schools only)</b>								<b>58.2% 58.8% 60.6% 56.6%</b>				All	38.7%	24.2%	58.9%	71.6%	65.5%																														
												Low	4.0%	0.6%	6.5%	48.5%	26.4%																														
												Middle	31.5%	12.7%	54.5%	70.2%	65.3%																														
												High	68.8%	55.0%	93.8%	85.6%	84.7%																														
<b>England (all schools)</b>								<b>59.0% 59.4% 59.2% 53.4%</b>				All	36.3%	22.9%	55.5%																																

EBacc subject areas										Disadvantaged pupils				
English		Maths		Science		Humanities		Languages		Total number and % of disadvantaged pupils in cohort	Total number and % of other pupils in cohort	% achieving 5+A*-C GCSEs (or equivalent) including English and maths		Gap (in percentage points) in achievement between disadvantaged pupils and others
Number and % of entries (as % of cohort)	% cohort achieving	Number and % of entries (as % of cohort)	% cohort achieving	Number and % of entries (as % of cohort)	% entries achieving	Number and % of entries (as % of cohort)	% entries achieving	Number and % of entries (as % of cohort)	% entries achieving			Disadvantaged pupils	Other pupils	
SUPP (SUPP)	SUPP	SUPP (SUPP)	SUPP	SUPP (SUPP)	SUPP	SUPP (SUPP)	SUPP	SUPP (SUPP)	SUPP	NP	NP	NP	NP	NP
0 (0%)	0%	9 (90%)	0%	0 (0%)	NE	0 (0%)	NE	0 (0%)	NE	NP	NP	NP	NP	NP
NE (NE)	NE	NE (NE)	NE	NE (NE)	NE	NE (NE)	NE	NE (NE)	NE	NP	NP	NP	NP	NP
SUPP (SUPP)	SUPP	SUPP (SUPP)	SUPP	SUPP (SUPP)	SUPP	SUPP (SUPP)	SUPP	SUPP (SUPP)	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP
15 (65%)	0%	22 (96%)	9%	0 (0%)	NE	0 (0%)	NE	0 (0%)	NE	17 74%	6 26%	0%	0%	
1 (5%)	5%	2 (11%)	0%	0 (0%)	NE	0 (0%)	NE	0 (0%)	NE	9 47%	10 53%	0%	0%	
97.2%	69.0%	98.2%	68.0%	69.5%	68.0%	74.6%	64.2%	52.8%	66.5%	20.3%	79.7%	27.7%	63.0%	-35.3
96.1%	68.8%	97.7%	67.7%	68.7%	72.3%	64.6%	66.5%	50.5%	68.9%	26.9%	73.1%	36.5%	64.0%	-27.5
91.1%	65.5%	93.5%	65.0%	65.2%	73.0%	63.8%	68.6%	50.8%	71.1%					

	Value added (best 8)			Average point score		Average grade	
	KS2-4 VA Score	Upper and lower confidence intervals	% of pupils included in calculation (coverage)	Prior attainment band based on KS2 results	Average point score per pupil (best 8)	Prior attainment band based on KS2 results	Average grade per pupil per qualification (GCSEs and equivalents)
<b>Advanced Education - Willoughby School</b>	NP	NP NP	NP	All Low Middle High	SUPP NP NP NP	Low Middle High	NP NP NP
<b>Chaigeley School</b>	765.0	810.4 719.6	NP	All Low Middle High	46.7 NP NP NP	Low Middle High	NP NP NP
<b>Cornerstones</b>	NP	NP NP	NP	All Low Middle High	NE NP NP NP	Low Middle High	NP NP NP
<b>Fox Wood Special School</b>	SUPP	SUPP SUPP	SUPP	All Low Middle High	SUPP SUPP SUPP SUPP	Low Middle High	SUPP SUPP SUPP
<b>Grappenhall Hall School</b>	851.9	883.2 820.6	91%	All Low Middle High	95.7 100.5 89.3 NE	Low Middle High	E- E- NE
<b>Green Lane Community Special School</b>	859.3	892.2 826.4	100%	All Low Middle High	28.6 28.6 NE NE	Low Middle High	F+ NE NE
<b>Local Authority (state-funded schools only)</b>				All Low Middle High	314.3 179.2 301.9 384.4		
<b>England (state-funded schools only)</b>				All Low Middle High	310.4 186.4 304.7 386.2		
<b>England (all schools)</b>				All	302.9		

Information about pupils at the end of key stage 4

Number of pupils on roll at end of KS4	Average number of qualifications entered per pupil (GCSEs and equivalents)	Number and % of boys	Number and % of girls	Number and % of KS4 pupils with English as an Additional Language	Number and % of KS4 pupils with statements of SEN or School Action Plus	Number and % of non-mobile pupils	Number and % who were below expected level at end of KS2 (Low)	Number and % who were at expected level at end of KS2 (Middle)	Number and % who were above expected level at end of KS2 (High)	Average KS2 point score (all pupils)
1	SUPP	SUPP SUPP	SUPP SUPP	NP NP		NP NP	NP NP	NP NP	NP NP	NP
10	2.3	8 80%	2 20%	NP NP		NP NP	NP NP	NP NP	NP NP	NP
7	NE	7 100%	0 0%	NP NP		NP NP	NP NP	NP NP	NP NP	NP
2	SUPP	SUPP SUPP	SUPP SUPP	SUPP SUPP		SUPP SUPP	SUPP SUPP	SUPP SUPP	SUPP SUPP	SUPP
23	3.4	20 87%	3 13%	0 0%		18 78%	14 67%	7 33%	0 0%	22.5
19	0.8	10 53%	9 47%	0 0%		18 95%	19 100%	0 0%	0 0%	12.7
	8.7	50.1%	49.9%	3.3%	9.4%	97.6%	12.2%	53.0%	34.9%	28.1
	8.9	51.0%	49.0%	13.5%	9.3%	97.0%	15.9%	51.7%	32.3%	27.6



# Glossary

## **Type of school or college**

### **Academy**

Academies are state funded schools that are independent of local authorities. Academies are primarily all-ability schools and benefit from greater freedoms and flexibilities which help them to innovate and raise standards.

### **Academy Converter Mainstream**

Converter academies are schools that have become an academy in their own right, or as part of a trust with one or more schools

### **Academy Sponsor led Special School**

A special academy with a sponsor to provide support and to help to raise standards

### **City Technology College (CTC)**

City Technology College or City College for the Technology of the Arts, independent all-ability, non fee-paying school offering pupils the opportunity to study a curriculum geared, with the help of private sector sponsors, towards the world of work.

### **Community School**

Community Schools are maintained by the local authority (LA). The LA is the admissions authority i.e. it has main responsibility for deciding arrangements for admitting pupils.

### **Community Special School**

Community Special Schools are maintained by the LA, which are organised to make special educational provision for pupils with special educational needs (SEN).

### **Foundation School**

Foundation Schools are maintained by the LA. May have a foundation (generally religious) that appoints some – but not most – of the governing body. The governing body is the admissions authority, ie. determines its own admission arrangements

### **Foundation Special School**

Foundation Special Schools are maintained by the LA, which are specifically organised to make special educational provision for pupils with Special Education Needs(SEN).

### **Free Schools**

Free Schools are all-ability state-funded schools set up in response to what local people say they want and need in order to improve education for children in their community. They have the same legal requirements as academies and enjoy the same freedoms and flexibilities.

### **Free School – University Technology College**

University Technical Colleges (UTCs) are technical academies for 14-to 19-year-olds. They have university and employer sponsors and combine practical and academic studies.

### **Free School – Studio School**

Studio Schools are innovative schools for 14-to 19-year-olds, backed by local businesses and employers. They focus on equipping young people with a wide range of employability skills and a core of academic qualifications, delivered in a practical and project-based way.

### **16-19 Free School**

16-19 Free Schools enjoy the same freedoms as other free schools but are specifically for students within the 16-19 age range. They will often offer a specialised academic or vocational curriculum and can select students on GCSE grades or other criteria.

### **Further Education colleges**

Colleges in the Further Education sector are identified by their college type eg General Further Education College, Sixth Form College, Agriculture and Horticulture College etc.

### **Independent**

Registered independent school, normally charge fees

### **Independent Special School**

Independent school approved under the Education Act 1996 to take pupils who have statements of special educational needs.

### **MOD funded college**

College funded by the Ministry of Defence

### **Non-Maintained Special School**

Non-maintained special schools are approved by the Secretary of State under the Education Act 1996. They are specially organised to make special educational provision for pupils with special educational needs.

### **Special Academy**

Special Academies are Academies organised in such a way as to provide specific educational provision for pupils with special educational needs (SEN).

### **Special Free School**

Special free schools enjoy the same freedoms as other free schools but are specifically for children and young people with special educational needs or disabilities (SEN)

### **Voluntary Aided school**

Voluntary Aided schools are maintained by the LA, with a foundation (generally religious) that appoints most of the governing body. The governing body is the admissions authority

### **Voluntary Controlled school**

Voluntary Controlled schools are maintained by the LA, with a foundation (generally religious) which appoints some – but not most – of the governing body. The LA is the admissions authority.

### **Admissions basis for schools**

#### **Comprehensive**

Admits all pupils, usually regardless of their ability or aptitude; includes schools operating pupil ability banding admission arrangements.

#### **Modern**

A school which, like a comprehensive, admits pupils of any ability. However, a secondary modern school will have grammar schools in its area which admit most local high ability pupils, so may have a lower ability intake than comprehensive schools which are not in grammar school areas

#### **Selective**

Admits pupils wholly or mainly with reference to ability. These schools are formally designated as grammar schools.

#### **Not Applicable**

Admits pupils regardless of ability or aptitude.

### **Admissions basis for colleges**

#### **Not collected/applicable**

Further Education colleges admit students regardless of ability or aptitude.

# Glossary

## Abbreviations

<b>A/AS</b>	A level and Advanced Subsidiary - qualifications available in general and applied subjects.	<b>KS2</b>	Key stage 2. Externally marked tests are taken at the end of the key stage 2 programme of study, normally in Year 6 when children are 11 years old. Children have to be assessed at working at level 3 or above to take the tests. The subjects covered in tests are reading; mathematics; and (from 2013) grammar, punctuation and spelling. Results for writing are based on teacher assessment.	<b>NA</b>	Figures are either not available for the year in question, or the data field is not applicable to this school or college.
<b>BTEC</b>	Business and Technology Education Council.			<b>NE</b>	Not entered. The school or college has no students entered for the qualifications reported.
<b>CLA</b>	Children looked after			<b>NP</b>	Not published - indicating independent schools, for which we do not calculate VA or progress measures, and non-maintained special schools for whom we do not calculate KS2 -KS4 progress measures.
<b>EBacc</b>	English baccalaureate	<b>KS4</b>	GCSEs and equivalent qualifications are taken at the end of the key stage 4 programme of study, normally in year 11 when children are sixteen years old.	<b>NVQ</b>	National vocational qualifications at levels 1 and 2
<b>FSM</b>	Free school meals	<b>KS5</b>	These tables report the results of 16-18 year old students at the end of advanced level study, otherwise referred to as end of "key stage 5".	<b>SEN</b>	Special educational needs
<b>FTE</b>	Full-time equivalent - the headcount of full-time staff plus the proportion of the full-time hours worked by part-time teachers	<b>LA</b>	Local Authority.	<b>SUPP</b>	Information has been suppressed because the underlying numbers are too small.
<b>GCSE</b>	General certificate of secondary education	<b>LOWCOV</b>	Low coverage - shown for the VA measure and coverage indicator where schools have less than 50% of pupils included in calculation of the measure.	<b>URN</b>	Unique reference number – a school identifier
<b>KS1</b>	Key stage 1. Schools submit teacher assessments of pupils' levels in each subject, based on performance in various in-school tasks and tests. This is done at the end of the key stage 1 programme of study, normally in year 2 when children are seven years old.			<b>VA</b>	Value added
				◆	Feeder school or college for a sixth form centre or consortium.

## More information

### **How the Tables were compiled**

Results for pupils at the end of key stage 4 are supplied by awarding organisations. They were checked and, where appropriate, amended by schools in early October.

Individual pupil details were checked with schools in September 2014.

### **Publication of small numbers**

Where the results are based on a cohort of five or fewer students these results are suppressed to reduce the risk of individual students being identified from published data. This does not change our existing policy on consideration of schools' performance against floor standards which is not applied to cohorts of 10 or fewer pupils.

You can find more information on this policy under the rules on Publication of Small Numbers under the user guide section of the performance tables website.

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