

Secondary School

GCSE (and equivalent) Achievement and Attainment Tables

2009

Milton Keynes
826



department for
children, schools and families

Introduction

These Tables give information on the achievement and attainment of pupils in secondary schools, and how they compare with other schools in their local authority (LA) area and in England as a whole. There are two England averages based on all schools and on the maintained sector only including CTCs and Academies.

In addition to giving background information on each school, the Tables present:

- Contextual Value Added scores including English and maths bonuses (CVAEM) which measure the progress made by pupils from the end of Key Stage 2 (KS2) to the end of Key Stage (KS4) using their test and exam results. CVA takes into account the varying starting points of each pupil's KS2 test results, and also adjusts for factors which are outside a school's control (such as gender, mobility and levels of deprivation) that have been observed to impact on pupils results. The revision to the CVA measure is to take greater account of achievement in English and maths;
- Attainment in GCSEs (and equivalent qualifications) of pupils who were at the end of KS4 in the 2008/09 school year;
- Percentage of pupils at the end of KS4 who have made at least expected progress in English and separately in maths.

- A bar chart which shows how 5+ A*-C GCSE (and equivalent) including English and maths results for pupils at the end of KS4 in each school has changed each year since 2006;
- Persistent absence rates at KS4.

The information in these Tables only provides part of the picture of each school's and its pupils' achievements. Schools change from year to year and their future results may differ from those achieved by current pupils. Although CVA provides a fairer indication of a school's overall effectiveness, it cannot be used for year on year comparison of a school's performance. Attainment measures showing examination results continue to provide important information about school and pupils performance. The Tables should be considered alongside other important sources of information such as Ofsted reports and school prospectuses.

Parents may be interested to see the Ofsted report for a school. Ofsted school inspection reports can be obtained from Ofsted's website at www.ofsted.gov.uk or direct from the school on request. Maintained schools, Academies and City Technology Colleges must provide parents with prospectuses on request.

This booklet is one of a set of 152, covering each LA area in England. All secondary schools in the area are listed in alphabetical order, including:

- LA maintained schools;
- Academies;
- City Technology Colleges;
- Independent schools; and
- Special schools (for pupils with special educational needs requiring special teaching and facilities).

About These Tables

General

These Tables provide the exam results for secondary school pupils who are at the end of KS4. In the majority of schools, those pupils in Year 11 in the 2008/09 school year are at the end of KS4. For each local authority (LA), schools are listed alphabetically, with special schools shown separately 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 LA and national averages. You can also see, at a glance, how each school's results have changed over the past four years.

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 do 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 do better?

Choosing a school

If you are considering local secondary schools for your child, you will find helpful information in the Tables about the performance of schools in your area. However, the Tables provide only part of the picture of each school's overall achievements.

You can find more information in school prospectuses, by checking for reports of recent Ofsted inspections and, by visiting schools and talking to teachers.

The Key Stage 4 Achievement and Attainment Tables give more than one measure of a school's performance. These measures can be considered alongside each other when evaluating the performance of a school. The Tables show:

- Background information for each school including proportion of pupils with special educational needs (SEN);
- Cohort information for pupils at the end of KS4;
- GCSE (and equivalent) achievements of pupils at the end of KS4 including indicators for English, Mathematics, Science, and Modern Foreign Languages;
- KS2-KS4 CVA including English and maths;
- Percentage of pupils at the end of KS4 who have made at least expected progress in English and separately in maths and
- Information on persistent absence and overall absence rates.

The following section describes what is published for each school and explains how to interpret the information and what conclusions can be drawn from:

- the CVA including English and maths measure;
- the KS2 to KS4 English and maths progress measures;
- the pupils and qualifications reported;
- the results for pupils at the end of KS4;
- year on year comparisons; and
- absence records.

You will find more information on how CVA including English and maths is calculated; the National Curriculum; the National Qualifications Framework; adjustments to number of pupils on roll; and Special Educational Needs; in the 'More Information' section of this booklet.

Further technical detail on CVAEM is provided in the 'Technical Guide to Contextual Value Added 2008/2009 Model' and the 'Point scores for tests and examinations' publications at www.dcsf.gov.uk/performance/tables

The 'More Information' section also contains explanations of terms and abbreviations and where the information in these Tables comes from.

How to read the Tables

LOCAL AUTHORITY				Cohort Information for pupils at the end of Key Stage 4					GCSE and equivalent achievements of pupils at the end of Key Stage 4									
SCHOOLS				Number of pupils at the end of KS4	% of pupils at the end of KS4, aged 14 or under	% of pupils at the end of KS4, aged 15	Number and % of pupils at the end of KS4 with SEN		% of pupils achieving								Average total point score per pupil	
							with statements or supported at School Action Plus	without statements and supported at School Action	5 or more grades A*-C including English and maths GCSEs	English and maths Skills at Level 2	English and maths Skills at Level 1	Level 2 (5 or more grades A*-C)	Level 1 (5 or more grades A*-G)	Two grades A*-C in Science	A*-C GCSE or equivalent in a modern foreign language	A*-G short course or equivalent in a modern foreign language		At least one entry level qualification
Name of School				260	1%	99%	5	17	40%	80%	85%	50%	96%	35%	75%	92%	98%	290.8
Street Name																		
City/County																		
Postcode Tel: 0000 000000																		
IND																		
BOYS																		
10-18																		
							1.9%	6.5%										

See the 'Abbreviations and their meanings' section at the back of this booklet for explanations.

The number of pupils at the end of Key Stage 4 who were on roll in January 2009.

The percentage of pupils below the age of 15 on 31st August 2008 that have completed their compulsory schooling.

The percentage of pupils aged 15 on 31st August 2008 that have completed their compulsory schooling

An explanation of Special Educational Needs and School Action Plus can be found in the 'More Information' section at the back of this booklet

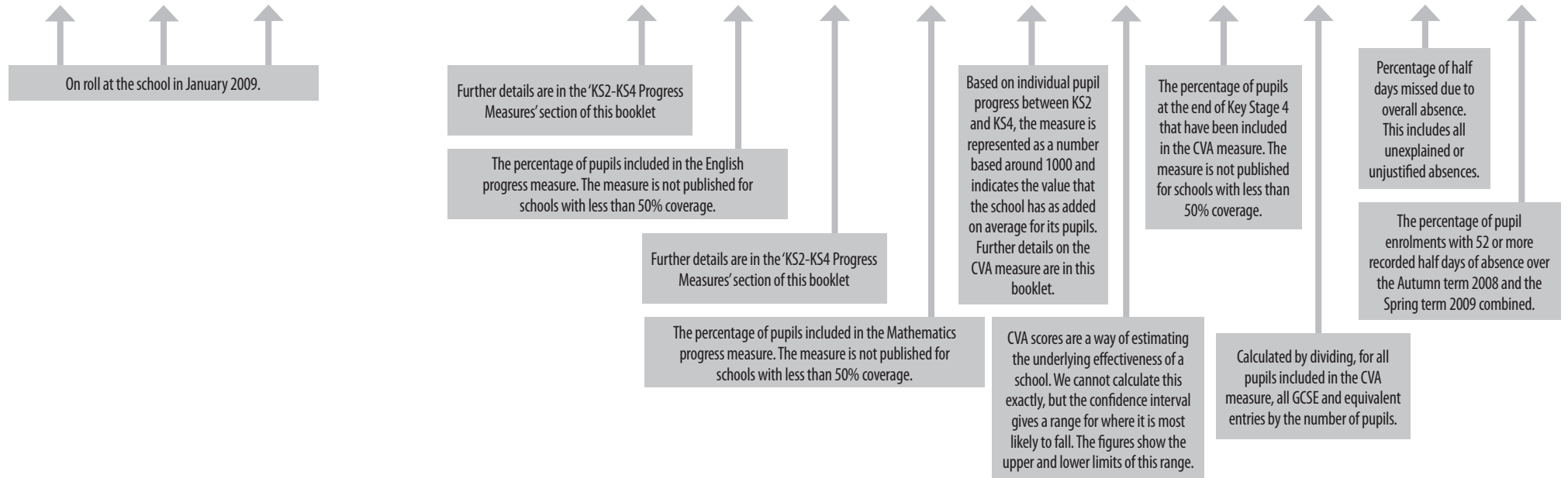
An explanation of School Action Plus can be found in the 'More Information' section at the back of this booklet

The percentage of pupils at the end of Key Stage 4 who have achieved the different levels of attainment as specified in the 'Results for Pupils at the end of Key Stage 4' section of this booklet.

Calculated by dividing the total number of points achieved by pupils at the end of Key Stage 4 by the total number of pupils at the end of Key Stage 4.

How to read the Tables

Background Information			Year on Year comparisons				KS2 - KS4 Progress Measure				Key Stage 2 to Key Stage 4 Contextual Value Added including English and maths				Absence	
Total number of pupils (all ages)	Total number and percentage of pupils with SEN		% of pupils at the end of KS4 achieving 5+A*-C (GCSE and equivalent) including English and maths GCSEs				English		Maths		Measure centred around 1000	Upper Lower	Coverage	Number of qualifications	Maintained mainstream schools only	
	with statements or supported at School Action Plus	without statements and supported at School Action	2006	2007	2008	2009	% of pupils making expected progress	% of pupils at end of KS4 included in the expected progress calculation	% of pupils making expected progress	% of pupils at end of KS4 included in the expected progress calculation	CVA measure based on progress between KS2 and KS4	Upper and lower limits of KS2-KS4 CVA Confidence Interval	% of pupils at the end of KS4 included in CVA calculation	Average number of qualifications taken by pupils in KS2-KS4 CVA calculation	Overall absence	Persistent absence
1318	19 1.4%	165 12.5%					45%	83%	25%	98%	997.2	1002.2 992.2	98%	8.4	1.5%	0.9%



KEY STAGE 2 to KEY STAGE 4 (KS2 - KS4) CONTEXTUAL VALUE ADDED MEASURE (CVA) Including English and Maths

A KS2-KS4 CVA measure was published for the first time in the 2006 Tables for all maintained mainstream schools, including Academies and CTCs and maintained special schools included in this publication. CVA is not published for independent schools because the Department does not collect from them the pupil level information needed to calculate CVA.

The 2008 Statement of Intent told schools that we intended to refine the Contextual Value Added measure to place a greater emphasis on progress in English and maths which is consistent with the emphasis we have given these subjects in other indicators.

The 2009 KS4 CVA EM model awards “bonuses” for attainment in English and maths. This change is about giving recognition for all levels of achievement in English and maths - not just A* to C grades. The way in which “bonuses” fit with the refined CVA EM model will reward schools for progress it makes for any of its pupils - whether that is at the lower or higher end of the ability scale. The Technical Guide to CVA with English and maths provides more information.

What is Contextual Value Added?

The examination results attained by pupils provide important information about the performance of a school – for example, the number getting five

good GCSEs or equivalent tells us how many are well prepared for advanced levels of study. But we know that every child is different and each will have their own learning needs: some will have to do a lot of catching up to get five GCSEs or equivalent; for others seven or eight good grades will be relatively easily attained; and for some (perhaps with significant special educational needs) one or two qualifications might be a huge achievement. We therefore also measure the progress made by pupils from one stage of their education to the next.

When comparing the performance of schools it is important to recognise the progress they have helped pupils make. Simple Value Added (VA), which was first published in the Achievement and Attainment Tables between 2002 and 2005, did this by comparing the qualifications achieved in Year 11 against a pupil’s starting point (or prior attainment) – the results attained in the KS2 tests in Year 6.

CVA is not very different from simple VA. The basic principle of measuring progress from the KS2 test to qualifications attained at KS4 remains the same. However, a number of other factors which are outside a school’s control, such as gender, special educational needs, movement between schools, and family circumstances, are also known to affect pupils’ performance. CVA therefore goes a step further than simple VA by

taking these factors into account and thus gives a much fairer measure of the effectiveness of a school. That means that comparisons against other schools are more meaningful, for example, when comparing the performance of a school in a leafy suburb against the performance of one in an inner city area – both of which might face quite different challenges. **But because a school’s CVA score is relative to each year’s national picture, their score for one year is not comparable with its score the year before.**

Calculating Contextual Value Added Measure.

We base each pupil’s CVA score on a comparison between their GCSE (and equivalent) outcomes and the typical performance of pupils with similar characteristics and similar results at KS2 for KS2 - KS4 CVA. In 2009 the outcome measure used has changed to place greater emphasis on attainment in each of English and maths. The new outcome measure is the capped best 8 GCSE (and equivalent) points plus a separate bonus for achievement in each of English and maths. If their GCSE (and equivalent) results are better than the average achieved by similar pupils, the CVA will be positive; if they do less well, it will be negative. All individual pupils’ scores, positive and negative, are added together and an average produced for the school. That average is then adjusted to account for the number of pupils in the year group to

give the school level CVA score. This score is then presented as a number based around 1000. This indicates the value the school has added on average for its pupils, given what is known about the circumstances of its pupil intake.

A more detailed explanation of the statistical model and the calculations used to produce the CVA measures can be found in the 'Technical Guide to Contextual Value Added 2007/2008 Model' publication

http://www.dcsf.gov.uk/performance/tables/schools_08/documents.shtml A detailed explanation of how to work out a pupil's best eight results and bonuses in English and maths can be found in the 'More Information' section of this booklet.

Interpretation of a school's Contextual Value Added score including English and maths.

The CVA section of this publication shows, for each school:

- the KS2 - KS4 CVA EM score;
- a coverage indicator;
- the upper and lower limits of a 95% confidence interval; and
- the average number of qualifications taken by pupils included in the CVA EM calculation.

The coverage indicator shows the percentage of pupils at the end of KS4 included in the CVA EM calculation. This might not be 100% because we do not have prior attainment for some pupils (e.g. the KS2 test results) – for example, because they were previously educated outside England. If the coverage is very low (below 50%) then the CVA

score is not published because it does not properly represent the effectiveness of the school.

The CVA EM measure is shown as a score based around 1000. Scores above 1000 represent schools where pupils on average made more progress than similar pupils nationally, while scores below 1000 represent schools where pupils made less progress.

What a school's Contextual Value Added measure tells you

The CVA EM measure gives the best indication in these Tables of schools' overall effectiveness. However, the significance that can be attached to any particular school's CVA measure depends, among other things, on the number of pupils included in the CVA EM calculation. The smaller the number of pupils, the less confidence can be placed on the CVA EM measure as an indicator of whether the effectiveness of a school is significantly above or below average.

Confidence Intervals

The CVA EM measure is a statistical means of assessing the relative effectiveness of a school's or pupil's progress between KS2 and KS4.

CVA EM is, however, based on a given set of pupils' results for a particular test or examination paper on a particular day. A school could have been equally effective and yet the same set of pupils might have achieved different results on the day. The school would almost certainly have shown slightly different results with a different set of

pupils, even with the same levels of prior attainment. Hence, although the CVA is based on all pupils in the school cohort, not just a sample of them, this degree of uncertainty should be taken into account if interpreting the figures as estimates of a school's effectiveness.

The uncertainty of a CVA EM score as a measure of school effectiveness can be presented as a *confidence interval (CI)*. This is a range of scores within which we can be statistically confident that the "true" school effectiveness will lie. The degree of significance that can be attached to a school's CVA EM measure depends, among other things, on the number of pupils included in the calculation. The CVA EM methodology produces a 95% CI to show the range within which we can be confident the CVA EM measure represents the overall effectiveness of a school at KS4. If a school cohort is large the width of the CI will be small, but if a school cohort is small the CI will be wide.

A school level CVA EM measure must always be interpreted alongside the confidence interval.

Schools where the lower limit of the CI is above 1000 represent schools where pupils on average made significantly more progress than pupils nationally, while schools where the upper limit of the CI is below 1000 represent schools where pupils made significantly less progress.

Examples for KS2 - KS4 CVA EM:

- a measure of 995.3 with a CI between 1007.5 and 983.1 means the progress made by pupils in the school's KS4 cohort is not significantly different from the national average;

- a measure of 1023.7 with a CI between 1032.1 and 1015.3 means the progress made by pupils in the school's KS4 cohort is significantly above the national average;
- a measure of 987.6 with a CI between 997.3 and 977.9 means the progress made by pupils in the school's KS4 cohort is significantly below the national average.

Contextual Value Added Percentiles

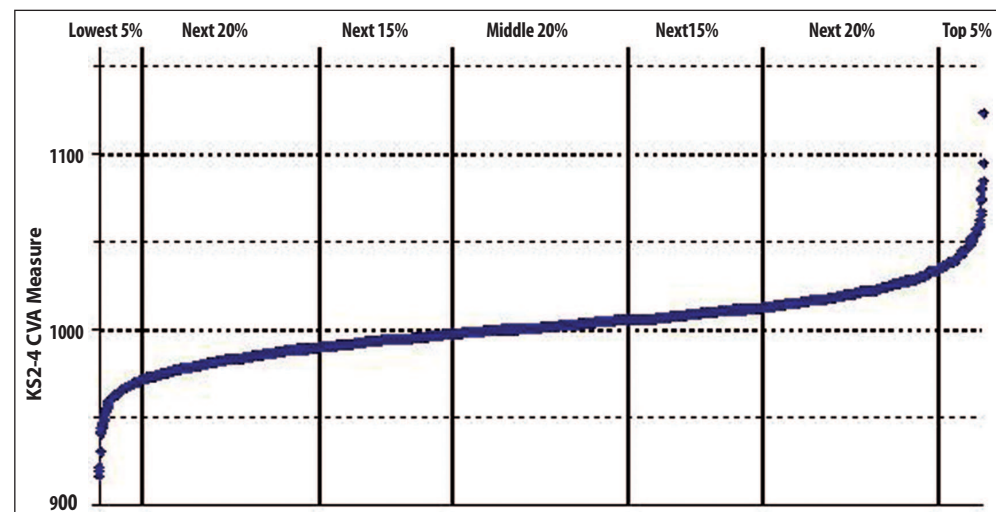
The CVA percentiles give the distribution of CVA EM scores and show where schools are placed nationally compared to other schools, based on the CVA measure. There are two versions, which allow comparisons against: all maintained mainstream schools and all special schools including non maintained special schools.

Key Stage 2 to Key Stage 4 CVA including English and mathematics measure (centred around 1000)		
Profiles		Percentiles
All Maintained Mainstream Schools	All Special Schools	
1035.0 and above	1095.6 and above	Top 5% of schools nationally
1012.4 to 1034.9	1028.7 to 1095.5	Next 20% of schools nationally
1005.3 to 1012.3	1002.9 to 1028.6	Next 15% of schools nationally
997.4 to 1005.2	972.5 to 1002.8	Middle 20% of schools nationally
990.0 to 997.3	962.1 to 972.4	Next 15% of schools nationally
971.5 to 989.9	953.0 to 962.0	Next 20% of schools nationally
971.4 and below	952.9 and below	Bottom 5% of schools nationally

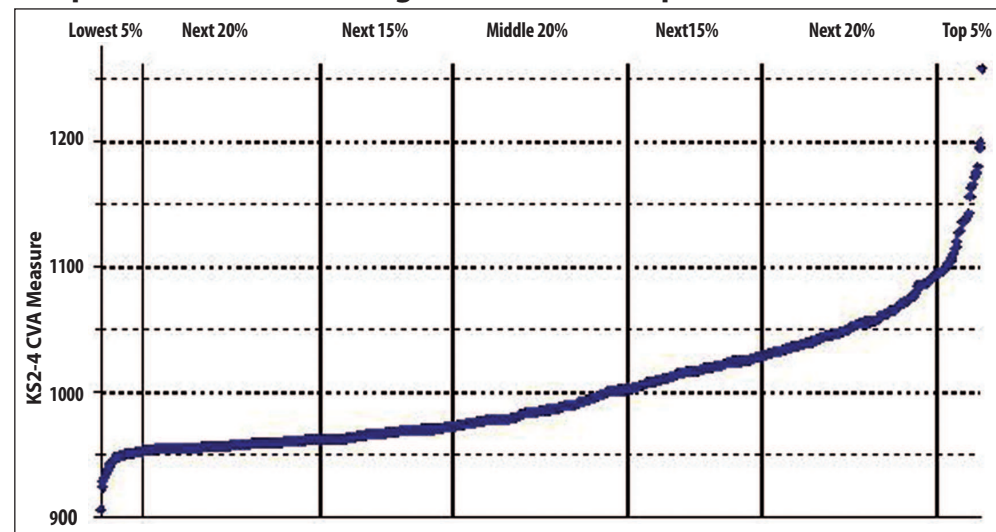
2009 KS2-KS4 CVA Percentiles

Snake plots are a useful way of presenting percentiles. The following plots simply repeat the information shown in the tables above but in a way that enable national distribution to be more easily understood.

All maintained mainstream schools



All special schools (including non maintained special schools)



KS2-KS4 Progress Measures

National targets require schools to ensure that a specified percentage of pupils make at least expected progress in English and, separately, in maths between the end of KS2 and the end of KS4. The measure of expected progress is built on the principle that pupils achieving a level 4 in English or in maths by the end of KS2 should be expected to achieve at least a C grade GCSE in that subject.

The chart shows how numerical and alphabetical-coded levels at KS2 are mapped to GCSE grades in English or maths to determine whether a pupil can be included in the progress measure and, if included in the measure, whether or not they have made at least expected progress. The measure of expected progress is built on the principle that pupils achieving a level 4 in English or in maths by the end of KS2 should be expected to achieve at least a C grade GCSE in that subject.

- Pupils who have not been entered for GCSEs or are ungraded will be deemed as not having made expected progress, regardless of their starting point.
- Pupils attaining level 5 at KS2 are expected to attain at least a grade B GCSE. Given that level 5 is the highest National Curriculum level at which a pupil can be assessed, all pupils attaining grades A*-B will be deemed to have made the expected progress – whether or not their prior attainment is known.

- Pupils attaining level 2 at KS2 are expected to attain a grade E GCSE. Therefore, pupils known to be assessed at level 2 or below at KS2 – namely those with a 'B' (working below

the level assessed by the tests) or 'N' (no test level awarded) will be deemed to have made expected progress if they attain a grade A*-E at GCSE.

Measuring expected progress in English KS2-4 (The same table can be applied to progress in maths)

		GCSE Grade									
		No KS4 Result	U	G	F	E	D	C	B	A	A*
KS2 Test Level	Other level or no prior available	Expected progress not made	Expected progress not made	Not included	Not included	Not included	Not included	Not included	Expected progress made	Expected progress made	Expected progress made
	B,N	Expected progress not made	Expected progress not made	Not included	Not included	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	2	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	3	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	4	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	5	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made

Pupils and Qualifications Reported

Reporting at the end of KS4

All performance data published in the Tables are based on the achievements of pupils at the end of KS4. Results for 15 year olds who are not at the end of KS4 are no longer published in the Tables.

The Achievement and Attainment Tables will now show a year on year comparison of the proportion of pupils attaining 5+ A* - C GCSEs (or equivalent) including English & maths GCSEs for all pupils at the end of their KS4 programme of study. In most schools this will cover all pupils in Year 11 classes. But, although most pupils at the end of KS4 are aged 15 at the start of the school year, in some schools there are younger and older pupils in this year group, as different pupils progress at different rates.

Which qualifications are reported?

All qualifications have value in their own right as part of a fully-rounded educational experience and as a pathway towards further learning and employment. By recognising in the KS4 Tables all approved pre 16 qualifications, not just GCSEs, we ensure that schools receive full recognition of their efforts to broaden the curriculum opportunities available to their pupils in the 14-19 phase of education.

These Tables report achievements in all qualifications approved for pupils of compulsory school age: Entry Level Qualifications; GCSEs; Level 2 Vocationally Related Qualifications; NVQs; and Functional Skills. AS Levels and Advanced Free Standing Mathematics and the Asset Language Level 3 qualifications taken early will also be counted.

Qualifications that are not accredited by the Qualification and Curriculum Development Agency (QCDA) or approved by the Secretary of State for Children, Schools and Families for school age use (e.g. International GCSEs) are not reported in the Achievement and Attainment Tables. Information on all accredited qualifications approved by the Secretary of State can be found at the QCDA website at: www.ndaq.org.uk

Counting a wider range of qualifications

Prior to 2004, the Tables only counted GCSEs and GNVQs in the performance indicators. In order to report a wider range of qualifications, QCA now QCDA assigned points to all qualifications approved for use pre-16 on a scale equivalent to GCSEs. The point scoring system developed by QCA is designed for use as a means of measuring school performance. It allows the reporting of different types of qualifications at an equitable basis. It is not designed to allow judgements to be made about the value of different qualifications.

QCA assigned each qualification a threshold contribution figure expressed as a percentage as well as a point score:

- five GCSEs at A*-C (and equivalent) contribute 100% to the level 2 threshold; and
- five GCSEs at A*-G (and equivalent) contribute 100% to the level 1 threshold.

Using this formula, a GCSE A*-C is equal to one fifth, or 20% of the level 2 threshold. In the same way, all qualifications included in the KS4 Tables have been assigned a percentage contribution to the level 1 and 2 thresholds.

Examples of qualifications and their threshold contribution and points allocation can be found in the 'Point scores for tests and examinations' publication on the website at www.dcsf.gov.uk/performance/tables

Results For Pupils At The End Of Key Stage 4

The 2009 Tables will report

English and mathematics indicators

■ Percentage of pupils achieving 5 or more GCSEs grades A*-C (or equivalent) including English and mathematics GCSEs.

This key indicator shows the percentage of pupils at the end of Key Stage 4 achieving 5 or more GCSEs (or equivalent) at grades A*-C including English and mathematics GCSEs.

To be counted in the indicator pupils must have achieved at least the equivalent of three GCSEs at grade C and above and at least grades A*-C in:

- GCSE English or English Language; and
- GCSE mathematics; or Additional mathematics; or
- AS English/AS mathematics results obtained in KS4, where pupils have not first taken the GCSE, will be included in the indicator relating to 5 or more GCSEs at A*-C (or equivalent) including English and mathematics.

GCSE English Literature and GCSE Statistics are not included in the English and mathematics indicators.

■ Percentage of pupils achieving English and mathematics Skills at Level 2

This shows the percentage of pupils achieving good grades in English, mathematics literacy and numeracy – even though some may not have achieved the equivalent of five good GCSEs or good GCSEs in English and mathematics.

To be counted in the indicator pupils must have achieved:

- GCSE English or English Language at grade A*-C; or
- Level 2 Functional Skill in English; or
- Level 2 Key Skill in Communication; or
- Level 2 Basic Skill in Literacy; or
- AS English.

And

- GCSE mathematics at grade A*-C; or
- Level 2 Functional Skill in mathematics; or
- Level 2 Key Skill in Application of Number; or
- Level 2 Basic Skill in Numeracy; or
- AS Mathematics.

■ Percentage of pupils achieving English and mathematics skills at Level 1

This shows the proportion of pupils achieving Level 1 English and mathematics, literacy and numeracy – even though some may not have achieved the equivalent of 5 GCSEs.

To be counted in the indicator the pupil must have achieved:

- GCSE English or English Language at grades A*-G; or
- Level 1 Functional Skill English; or
- Level 1 Key Skill in Communication; or
- Level 1 Basic Skill in Literacy; or
- AS English.

And

- GCSE mathematics at grades A*-G; or
- Level 1 Functional Skill Mathematics; or
- Level 1 Key Skill in Application of Number; or
- Level 1 Basic Skill in Numeracy; or
- AS mathematics.

■ Percentage of pupils making expected progress between KS2 and KS4 in English and (separately) in maths

National targets require schools to ensure that a specified percentage of pupils make at least expected progress in English and, separately, in maths between the end of KS2 and the end of KS4. The measure of expected progress is built on the principle that pupils achieving a level 4 in English or in maths by the end of KS2 should be expected to achieve at least a C grade GCSE in that subject.

In the Tables, we will show the percentage of pupils making expected progress in each subject and also the proportion of pupils in KS4 who could be included in this measure.

Science Indicator

■ Percentage of pupils achieving at least two GCSEs at grades A*-C and equivalent.

To be counted in the indicator the pupil must have achieved grades A*-C in:

- GCSE Science ('core') and GCSE Additional Science; or
- GCSE Science ('core') and GCSE Additional Applied Science; or
- GCSE Applied Science Double Award; or
- GCSE Science and GCSE Environmental and Land-based Science; or
- Level 2 BTEC First Certificates and First Diplomas in Applied Science at pass, merit and distinction; or
- OCR Level 2 National Awards and National Certificates in Science at pass, merit and distinction; or
- Intermediate Science GNVQ; or
- Pupils will have to have taken GCSEs in all three of Physics, Chemistry and Biology, but to be counted need only have attained grades A*-C in at least two of the disciplines.
- Pupils who have taken GCSEs and/or GCE AS levels early in all three of Physics, Chemistry and Biology will also be counted, but need only have attained GCSE grades A*-C and/or GCE AS grades A-E in at least two of the disciplines.
- Until they are phased out, GCSEs covering the old Key Stage 4 programme of study (Double Science, Physics, Chemistry and Biology, Applied Science Double Award) will count.

Only these combinations will count in the indicator – others may be taken but must be in addition, rather than instead of these combinations

Modern Foreign Languages Indicators

■ Percentage of pupils at the end of KS4 who have achieved at least one full GCSE (or equivalent) at grade A*-C in a modern language.

■ Percentage of pupils at the end of KS4 who have achieved at least one short course GCSE (or equivalent) at grade A*-G in a modern language.

To be counted in the indicators pupils must have achieved:

- Any Level 1 or Level 2 modern foreign language qualification approved for use pre-16, e.g. GCSEs, the Language Ladder/Asset Language qualifications or NVQ language units which will count towards a language qualification; or
- AS taken early; or
- Level 3 Asset Language qualifications taken early.

Classical languages, British sign languages, any English for Speakers of Other languages (ESOL) and qualifications reflecting a study of literature and/or culture are not included in the indicators.

A list of the qualifications included in the KS4 English, maths, science and modern languages indicators is available on the Achievement and Attainment Tables Checking website at: <https://www.aatchecking.com/>

The Tables continue to report:

■ Percentage of pupils achieving 5 or more GCSEs grades A*-C, (and equivalent)

This shows the proportion of pupils in a school who have achieved the equivalent of five good GCSE grades and have attained the level necessary to proceed to advanced levels of study.

■ Percentage of pupils achieving 5 or more GCSEs grades A*-G, (and equivalent)

This shows the proportion of pupils who have achieved the equivalent of five GCSE pass grades.

■ Percentage of pupils achieving at least one qualification

This shows the proportion of pupils in a school who have achieved a pass grade in at least one entry level qualification.

Average total point score per pupil

The average total point score provides a fuller picture of the achievements of pupils of all abilities. Two schools with similar percentages of pupils achieving Level 2 or Level 1 thresholds may have different average point scores.

The average total point score is calculated by dividing the total number of points achieved by pupils at the end of KS4 by the number of pupils on roll at the end of KS4.

The average point score published here includes all of each pupil's GCSE (and equivalent) qualifications, not just the best eight.

Year On Year Comparisons

The Tables also show a time series in the form of a bar chart. This shows the proportion of pupils at the end of KS4 who have achieved 5 or more GCSE (and equivalent) grades A-C including GCSEs in both English and mathematics in each year from 2006 onwards allowing you to compare the results for a school over the past four years.

What the year on year comparisons tell you

From the bar charts, you can see the history of a school's results, and whether they have stayed at the same level over time. Because each year group is made up of different pupils, with different prior attainment and other characteristics, results may fluctuate from year to year for reasons to do with the pupils rather than the school. Small fluctuations from year to year are unlikely to be significant, particularly if the school's year group is small.

The year on year comparisons data for 2009 include all the results achieved by pupils in their last year of compulsory schooling, even if some or

all of those results were obtained in earlier years. Early-taken results are credited to the school where the pupil is on roll at the time of statutory school-leaving age.

The Tables show the levels of overall and persistent absence for day pupils of compulsory school age (age 5 to 15 at the start of the academic year 2008/09).

Absence Records

The Tables show the levels of overall and persistent absence for day pupils of compulsory school age (age 5 to 15 at the start of the academic year 2008/09).

Overall absence is the percentage of possible half-days recorded under any combination of the following attendance codes (or the sum of authorised and unauthorised absences for schools which do not report absence by reason):

I – Authorised absence due to illness (NOT medical or dental etc. appointments)

M – Authorised absence due to medical/dental appointments

R – Authorised absence due to religious observance

S – Authorised absence due to study leave

T – Authorised absence due to traveller absence

H – Authorised absence due to agreed family holiday

F – Authorised absence due to agreed extended family holiday

E – Authorised absence as pupils is excluded, with no alternative provision made

C – Authorised absence as pupils is absent due to other authorised circumstances

G – Unauthorised absence as pupils is on a family holiday, not agreed, or is taking days in excess of an agreed family holiday

U – Unauthorised absence as pupils arrived after registers closed

O – Unauthorised absence as pupils missed sessions for an unauthorised absence not covered by any other code/description

N – Unauthorised absence as pupils missed sessions for a reason that has not yet been provided

Persistent absence is the percentage of pupils enrolments equalling or exceeding the threshold number of half-day absences (set to equal 20% of the national average number of possible half-day sessions) over the Autumn and Spring terms combined. The persistent absence threshold for Autumn and Spring 2008/09 is 52 or more half-day sessions.

Boarding enrolments are not included. Enrolments for whom zero possible sessions were recorded are not included. The first and second columns show:

- the percentage of half days missed due to overall absence
- the percentage of pupils enrolments with 52 or more half days of absence

If we have not received complete information from a school, 'Valid data were not returned' is shown in the relevant columns. If we have agreed to suppress information from a school due to data quality issues, 'Valid data were not returned' is shown in the relevant columns. 'Not applicable' applies to boarding schools with no day pupils. In the case of schools that are part boarding, the published statistics relate only to the school's day pupils and may not represent the levels of absence in the school as a whole.

There may be inconsistencies for some schools in the figures for the number of pupils on roll on 15 January 2009 and the number of pupil's enrolments underlying the persistent absence figure. This is because they have been calculated in different ways and serve different purposes.

School and College
Achievement and Attainment Tables

MILTON KEYNES

SCHOOLS

Bury Lawn School

Soskin Drive Stantonbury Fields
Milton Keynes Buckinghamshire
MK14 6DP Tel: 01908 574740

IND MIXED 1-19

Citischool

332 Witan Gate West
Milton Keynes Buckinghamshire
MK9 1EJ Tel: 01908 209940

IND MIXED 14-16

Denbigh School

Burchard Crescent Shenley Church End
Milton Keynes Buckinghamshire
MK5 6EX Tel: 01908 505030

FD COMP 11-19
(T) MIXED ☉

Extended Training

Milton Keynes Christian Foundation Foundation House The Square Wolverton
Milton Keynes Buckinghamshire
MK12 5HX Tel: 01908 8311112

IND MIXED 14-16

Hazeley School

Emperor Drive Hazeley
Milton Keynes Buckinghamshire
MK8 0PT Tel: 01908 555620

FD COMP 11-19
(SC) MIXED ☉

Leon School and Sports College

Fern Grove Bletchley
Milton Keynes Buckinghamshire
MK2 3HQ Tel: 01908 624720

FD COMP 11-19
(Sp) MIXED ☉

Lord Grey School

Rickley Lane Bletchley
Milton Keynes Buckinghamshire
MK3 6EW Tel: 01908 626110

FD COMP 11-19
(LH) MIXED ☉

Milton Keynes Academy

Fulwoods Drive Leadean Hall
Milton Keynes Buckinghamshire
MK6 5LA Tel: 01908 341700

AC COMP 11-18
MIXED ☉

Milton Keynes Wheelright Motor Project (closed)

7-8 Hollin Lane Stacey Bushes
Milton Keynes Buckinghamshire
MK12 6HT Tel: 01908 314111

IND BOYS 14-16

Local Authority (excluding independent schools)

England (maintained schools only)

England (including all schools)

Cohort Information for pupils at the end of Key Stage 4

Number of pupils at the end of KS4	% of pupils at the end of KS4, aged 14 or under	% of pupils at the end of KS4, aged 15	Number and % of pupils at the end of KS4 with SEN	
			with statements or supported at School Action Plus	without statements and supported at School Action
28	N/A	N/A	0	0
			0.0%	0.0%
27	N/A	N/A	0	0
			0.0%	0.0%
202	0%	100%	22	51
			10.9%	25.2%
10	N/A	N/A	<	<
			<	<
145	0%	100%	9	5
			6.2%	3.4%
99	0%	100%	18	12
			18.2%	12.1%
222	0%	97%	35	39
			15.8%	17.6%
Not Applicable. School opened after January 2009.				
8	N/A	N/A	<	<
			<	<
			11.1%	13.1%
			10.8%	13.5%
			10.0%	12.4%

GCSE and equivalent achievements of pupils at the end of Key Stage 4

% of pupils achieving										Average total point score per pupil
5 or more grades A*-C including English and maths GCSEs	English and maths Skills at Level 2	English and maths Skills at Level 1	Level 2 (5 or more grades A*-C)	Level 1 (5 or more grades A*-G)	Two grades A*-C in Science	A*-C GCSE or equivalent in a modern foreign language	A*-G short course or equivalent in a modern foreign language	At least one entry level qualification		
43%	46%	100%	50%	100%	18%	25%	75%	100%	327.1	
0%	0%	22%	0%	11%	0%	0%	0%	100%	58.6	
59%	76%	99%	77%	100%	67%	39%	74%	100%	493.6	
<	<	<	<	<	<	<	<	<	<	
60%	63%	99%	66%	97%	52%	21%	46%	100%	406.4	
22%	31%	88%	55%	87%	25%	3%	6%	99%	374.0	
28%	40%	96%	38%	89%	33%	36%	64%	100%	287.4	
<	<	<	<	<	<	<	<	<	<	
48.0%	53.5%	95.5%	69.5%	94.7%	54.0%	26.7%	44.6%	99.2%	429.7	
50.7%	55.4%	94.5%	69.8%	93.6%	54.0%	28.4%	42.9%	99.5%	419.7	
49.8%	54.2%	90.8%	70.0%	92.3%	53.7%	31.7%	45.3%	98.9%	413.6	

Background Information			Year on Year comparisons				KS2-KS4 Progress Measure				Key Stage 2 to Key Stage 4 Contextual Value Added including English and maths				Absence	
Total number of pupils (all ages)	Total number and % of pupils with SEN		% of pupils at the end of KS4 achieving 5+A*-C (GCSE and equivalent) including English and maths GCSEs				English		Maths		Measure centred around 1000	Upper Lower	Coverage	Number of qualifications	Maintained mainstream schools only	
	with statements or supported at School Action Plus	without statements and supported at School Action	2006	2007	2008	2009	% of pupils making expected progress	% of pupils at end of KS4 included in the expected progress calculation	% of pupils making expected progress	% of pupils at end of KS4 included in the expected progress calculation	CVA measure based on progress between KS2 and KS4	Upper and lower limits of KS2-KS4 CVA Confidence Interval	% of pupils at the end of KS4 included in CVA calculation	Average number of qualifications taken by pupils in KS2-KS4 CVA calculation	Overall absence	Persistent absence
236	0 0.0%	0 0.0%					Not published	Not published	Not published	Not published	Not published	Not published	Not published	Not published	Absence return not required	
37	0 0.0%	0 0.0%	N/A				Not published	Not published	Not published	Not published	Not published	Not published	Not published	Not published	Absence return not required	
1381	88 6.4%	158 11.4%					73%	95%	60%	95%	1004.6	1014.2 995.1	95%	11.8	5.9%	4.0%
19	0 0.0%	0 0.0%	N/A				Not published	Not published	Not published	Not published	Not published	Not published	Not published	Not published	Absence return not required	
842	51 6.1%	51 6.1%					83%	91%	66%	88%	1000.8	1012.5 989.1	86%	10.1	5.6%	3.2%
755	138 18.3%	110 14.6%					43%	93%	30%	87%	1006.7	1019.9 993.5	96%	10.5	10.5%	11.4%
1364	173 12.7%	194 14.2%					51%	88%	50%	91%	972.9	982.1 963.7	93%	8.0	7.5%	4.7%
Not Applicable. School opened after January 2009.																
14	0 0.0%	0 0.0%	N/A				Not published	Not published	Not published	Not published	Not published	Not published	Not published	Not published	Absence return not required	
			38.7%	39.6%	42.1%	48.0%									6.7%	4.9%
			44.0%	45.8%	48.2%	50.7%									7.3%	5.9%
			45.6%	46.3%	47.6%	49.8%									7.3%	5.9%

MILTON KEYNES

SCHOOLS

						Cohort Information for pupils at the end of Key Stage 4					GCSE and equivalent achievements of pupils at the end of Key Stage 4									
						Number of pupils at the end of KS4	% of pupils at the end of KS4, aged 14 or under	% of pupils at the end of KS4, aged 15	Number and % of pupils at the end of KS4 with SEN		% of pupils achieving									
with statements or supported at School Action Plus	without statements and supported at School Action	5 or more grades A*-C including English and maths GCSEs	English and maths Skills at Level 2	English and maths Skills at Level 1	Level 2 (5 or more grades A*-C)				Level 1 (5 or more grades A*-G)	Two grades A*-C in Science	A*-C GCSE or equivalent in a modern foreign language	A*-G short course or equivalent in a modern foreign language	At least one entry level qualification							
Oakgrove School						142	0%	100%	4	9	61%	61%	99%	73%	96%	62%	18%	25%	100%	402.0
Venturer Gate Middleton Milton Keynes Buckinghamshire MK10 9JQ Tel: 01908 545300	FD (H)	COMP MIXED	11-19	2.8%	6.3%															
Ousedale School						330	0%	99%	15	34	61%	71%	100%	70%	100%	42%	38%	54%	100%	420.7
The Grove Newport Pagnell Buckinghamshire MK16 0BJ Tel: 01908 210203	FD (T)	COMP MIXED	11-19	4.5%	10.3%															
The Radcliffe School						132	0%	100%	29	33	44%	45%	97%	76%	95%	38%	19%	37%	100%	459.3
Aylesbury Street West Wolverton Milton Keynes Buckinghamshire MK12 5BT Tel: 01908 682222	FD	COMP MIXED	11-19	22.0%	25.0%															
St Paul's Catholic School						247	0%	100%	18	34	58%	58%	98%	79%	99%	48%	44%	92%	99%	507.6
Phoenix Drive Leadenhall Milton Keynes Buckinghamshire MK6 5EN Tel: 01908 669735	VA (SC,L,TS)	COMP MIXED	11-19	7.3%	13.8%															
Shenley Brook End School						238	0%	100%	11	22	65%	66%	100%	95%	100%	63%	38%	48%	100%	581.9
Walbank Grove Shenley Brook End Milton Keynes Buckinghamshire MK5 7ZT Tel: 01908 520264	FD (M&C,SC)	COMP MIXED	11-19	4.6%	9.2%															
Sir Frank Markham Community School (closed)						182	0%	97%	26	21	18%	35%	93%	74%	96%	99%	16%	35%	99%	421.2
Woughton Campus Chaffron Way Milton Keynes Buckinghamshire MK6 5EH Tel: 01908 607416	CY	COMP MIXED	11-19	14.3%	11.5%															
Stantonbury Campus						452	0%	100%	48	48	38%	38%	94%	60%	95%	48%	9%	12%	99%	366.1
Purbeck Stantonbury Milton Keynes Buckinghamshire MK14 6BN Tel: 01908 324400	FD (A,AL,M&C)	COMP MIXED	11-19	10.6%	10.6%															
Walton High						204	0%	100%	8	39	64%	64%	99%	90%	99%	85%	35%	46%	100%	540.6
Fyfield Barrow Walnut Tree Milton Keynes Buckinghamshire MK7 7WH Tel: 01908 677954	FD (B&E,LEPP,YST,TS)	COMP MIXED	11-19	3.9%	19.1%															
Local Authority (excluding independent schools)									11.1%	13.1%	48.0%	53.5%	95.5%	69.5%	94.7%	54.0%	26.7%	44.6%	99.2%	429.7
England (maintained schools only)									10.8%	13.5%	50.7%	55.4%	94.5%	69.8%	93.6%	54.0%	28.4%	42.9%	99.5%	419.7
England (including all schools)									10.0%	12.4%	49.8%	54.2%	90.8%	70.0%	92.3%	53.7%	31.7%	45.3%	98.9%	413.6

Background Information			Year on Year comparisons				KS2-KS4 Progress Measure				Key Stage 2 to Key Stage 4 Contextual Value Added including English and maths				Absence	
Total number of pupils (all ages)	Total number and % of pupils with SEN		% of pupils at the end of KS4 achieving 5+A*-C (GCSE and equivalent) including English and maths GCSEs				English		Maths		Measure centred around 1000	Upper Lower	Coverage	Number of qualifications	Maintained mainstream schools only	
	with statements or supported at School Action Plus	without statements and supported at School Action	2006	2007	2008	2009	% of pupils making expected progress	% of pupils at end of KS4 included in the expected progress calculation	% of pupils making expected progress	% of pupils at end of KS4 included in the expected progress calculation	CVA measure based on progress between KS2 and KS4	Upper and lower limits of KS2-KS4 CVA Confidence Interval	% of pupils at the end of KS4 included in CVA calculation	Average number of qualifications taken by pupils in KS2-KS4 CVA calculation	Overall absence	Persistent absence
813	41 5.0%	122 15.0%					71%	99%	70%	96%	980.1	991.5	94%	9.9	5.4%	2.9%
2010	81 4.0%	100 5.0%					79%	97%	78%	96%	1007.4	1014.9	98%	10.5	5.7%	2.5%
893	98 11.0%	257 28.8%					72%	85%	57%	89%	1045.4	1057.4	89%	11.2	9.0%	8.5%
1650	82 5.0%	61 3.7%					77%	94%	76%	94%	1014.3	1023.1	92%	12.8	5.0%	2.7%
1450	68 4.7%	103 7.1%					83%	93%	71%	95%	1023.6	1032.6	92%	13.9	5.3%	3.5%
1084	258 23.8%	202 18.6%					41%	81%	37%	81%	1038.6	1049.2	85%	11.7	9.0%	8.6%
2544	274 10.8%	256 10.1%					59%	90%	44%	92%	988.3	994.8	93%	9.7	8.0%	6.7%
1434	71 5.0%	204 14.2%					85%	94%	74%	93%	1021.4	1031.1	93%	12.5	5.5%	2.5%
			38.7%	39.6%	42.1%	48.0%								6.7%	4.9%	
			44.0%	45.8%	48.2%	50.7%								7.3%	5.9%	
			45.6%	46.3%	47.6%	49.8%								7.3%	5.9%	

MILTON KEYNES

SPECIAL SCHOOLS

The Gatehouse School

Crosslands Stantonbury
Milton Keynes Buckinghamshire
MK14 6AX Tel: 01908 313903

CYS N/A
(SEN BES) BOYS

11-16

The Redway School

Farmborough Netherfield
Milton Keynes Buckinghamshire
MK6 4HG Tel: 01908 206400

CYS N/A
MIXED

2-19

Slated Row School

Old Wolverton Road Wolverton
Milton Keynes Buckinghamshire
MK12 5NJ Tel: 01908 316017

CYS N/A
MIXED

4-19

The Walnuts School

Admiral Drive Hazeley
Milton Keynes Buckinghamshire
MK8 0PU Tel: 01908 563885

CYS N/A
(SEN C&I) MIXED

4-19

White Spire School

Rickley Lane Bletchley
Milton Keynes Buckinghamshire
MK3 6EW Tel: 01908 373266

CYS N/A
MIXED

5-19

Cohort Information for pupils at the end of Key Stage 4

GCSE and equivalent achievements of pupils at the end of Key Stage 4

	Number of pupils at the end of KS4	% of pupils at the end of KS4, aged 14 or under	% of pupils at the end of KS4, aged 15	Number and % of pupils at the end of KS4 with SEN		% of pupils achieving										
				with statements or supported at School Action Plus	without statements and supported at School Action	5 or more grades A*-C including English and maths GCSEs	English and maths Skills at Level 2	English and maths Skills at Level 1	Level 2 (5 or more grades A*-C)	Level 1 (5 or more grades A*-G)	Two grades A*-C in Science	A*-C GCSE or equivalent in a modern foreign language	A*-G short course or equivalent in a modern foreign language	At least one entry level qualification	Average total point score per pupil	
	9	<	<			<	<	<	<	<	<	<	<	<	<	<
	3	<	<			<	<	<	<	<	<	<	<	<	<	<
	9	<	<			<	<	<	<	<	<	<	<	<	<	<
	7	<	<			<	<	<	<	<	<	<	<	<	<	<
	22	0%	100%			0%	0%	0%	0%	0%	0%	0%	0%	95%	88.7	
Local Authority (excluding independent schools)				11.1%	13.1%	48.0%	53.5%	95.5%	69.5%	94.7%	54.0%	26.7%	44.6%	99.2%	429.7	
England (maintained schools only)				10.8%	13.5%	50.7%	55.4%	94.5%	69.8%	93.6%	54.0%	28.4%	42.9%	99.5%	419.7	
England (including all schools)				10.0%	12.4%	49.8%	54.2%	90.8%	70.0%	92.3%	53.7%	31.7%	45.3%	98.9%	413.6	

More Information

Small School Suppression

Where schools have 10 or less pupils in the indicators, their results will not be published and instead will be shown as N/A (not applicable) in this year's tables.

More information on CVA Calculations

Pupils included

The KS2 - KS4 CVA measure is based on the results achieved by pupils:

- who were at the end of KS4 (i.e. Year 11) during the 2008/2009 school year;
- were on the school roll on 15 January 2009; and
- for whom we were able to match prior attainment in their KS2 tests.

Calculation of a school's coverage percentage

This shows the proportion of pupils included in the KS2 - KS4 CVA calculations. For example, if a school had 11 pupils at the end of KS4 on roll but only six of them were included in the CVA measure, then the actual number of pupils included in the CVA score would be 6. The coverage in this example would be:

$$(6 / 11) \times 100 = 55\%$$

Average number of qualifications taken by pupils in the CVA calculation

This shows the average number of approved qualifications taken by each pupil included in the CVA calculation. It has been calculated by dividing the total number of examinations taken by each pupil by the number of pupils included in the calculation. The total number of examinations has been determined using the equivalence between a GCSE and other qualifications.

For example, a school has 11 pupils who are included in the calculation and the number of examinations taken by each of the pupils is as follows:

Pupils	Equivalent number of GCSEs
1	8
2	9
3	10
4	6
5	8
6	8.5
7	8
8	10
9	9.5
10	4.5
11	7

The calculation in this example for the average number of GCSE (and equivalent) examinations taken by pupils would be:

$$(8 + 9 + 10 + 6 + 8 + 8.5 + 8 + 10 + 9.5 + 4.5 + 7) / 11 = 8.04545$$

This would be rounded to 8.0 using normal rounding conventions.

National contextual value added score

For statistical reasons, the average CVA of all schools nationally is not necessarily exactly 1000. Therefore, to avoid misunderstanding by those who are unfamiliar with CVA we have not published a national CVA in the Tables.

Calculation of capped point score

The KS4 Achievement and Attainment Tables includes all approved qualifications in Entry Level, Level 1 and Level 2 and AS Levels Advanced Free Standing Mathematics and Asset Language Ladder Level 3 qualifications taken early. A capped point score is calculated, at the best eight GCSEs or equivalent. The following three steps (and examples below) describe this procedure:

Step One (see Example 1.0)

Qualifications are compared to the size of a GCSE to determine a volume indicator (i.e. how many GCSEs is a qualification worth). For example, a GCSE in vocational subjects (Double Award) is twice the size of a GCSE so would have a volume indicator of 2.0, a short course GCSE would be 0.5.

Example 1.0 - Pupils results

Qualification	Grade	Volume Indicator	Total Points
GCSE	A*	1.0	58
GCSE	E	1.0	28
GCSE	C	1.0	40
GCSE Short Course	A	0.5	26
GCSE in vocational subjects (Double Award)	B	2.0	92
City & Guilds Level 2 Certificate in Vehicle Fitting Operations	Pass	5.0	230
Total		10.5	474

Step Two (see Example 1.1)

The total points value for each qualification is divided by the volume indicator to arrive at a standardised points figure. For example, a GCSE in vocational subjects (Double Award) at grade B has 92 points. To arrive at the standardised points figure, we would divide 92 points by the GCSE Double Award volume indicator of 2.0 (i.e. $92 \div 2.0 = 46$). The standardised points are 46.

Qualifications are then sorted in descending order based on their standardised points.

Example 1.1 - Pupils results in descending order

Qualification	Grade	Volume Indicator	Total Points	Standardised Points
GCSE	A*	1.0	58	58
GCSE Short Course	A	0.5	26	52
City & Guilds Level 2 Certificate in Vehicle Fitting Operations	Pass	5.0	230	46
GCSE in vocational subjects (Double Award)	B	2.0	92	46
GCSE	C	1.0	40	40
GCSE	E	1.0	28	28

Step Three (see Example 1.2)

Once qualifications are ranked, the volume indicators should be summed until a cap of 8.0 is reached. The total points for qualifications included in the cap should then be summed to arrive at the capped point score.

N.B. The process allows for fractions of qualifications to be included in the cap should a particular qualification extend beyond the cap.

Example 1.2 - Pupils results capped at 8

Qualification	Grade	Volume Indicator	Cumulative	Total points
GCSE	A*	1.0	1.0	58
GCSE Short Course	A	0.5	$1.0+0.5=1.5$	26
City & Guilds Level 2 Certificate in Vehicle Fitting Operations	Pass	5.0	$1.5+5.0=6.5$	230
GCSE in vocational subjects (Double Award)	B	2.0	$6.5+2.0=8.5$	75% of 92=69**
GCSE	C	1.0	$8.5+1.0=9.5$	
GCSE	E	1.0	$9.5+1.0=10.5$	
Total (capped)		8.0		383

The total capped point score becomes (58 + 26 + 230 + 69 = 383).

** Only an additional 1.5 is needed to reach the cap of 8.0 (i.e. 75% of this qualification is required). Therefore only 75% of the points for that qualification will be included in the capped point score.

The National Curriculum

Year Group	Reception	1 2	3 4 5 6	7 8 9	10 11
Age of pupils at end of year	5	6 7	8 9 10 11	12 13 14	15 16
Key Stage	FOUNDATION STAGE	KEY STAGE 1	KEY STAGE 2	KEY STAGE 3	KEY STAGE 4

Pupils aged 5 to 18 in state schools must be taught the National Curriculum. This is divided into four 'Key Stages' that generally depend on children's ages.

National Qualifications Framework

The National Qualifications Framework (NQF) and Qualifications Credit Framework (QCF) sets out the levels at which qualifications can be recognised. For information on qualifications that have been accredited by QCDA and approved by the Secretary of State can be found on:

www.ndaq.org.uk

Adjustments to number of pupils on roll

The results for some schools have been adjusted. Some schools requested that pupils recently admitted from overseas with little or no English be discounted from the figures. This has been agreed where the pupil was admitted to the

school in the 2007/08 or 2008/09 school year from outside the United Kingdom and their first language is not English. The Government accepts that these pupils are unlikely to be able to show what they can do in examinations until they have improved their English language skills and are more familiar with the school curriculum in this country.

Some schools have had their results adjusted if they admitted a pupil who was permanently excluded from another school in the 2007/08 or 2008/09 school year. Pupils admitted to a maintained school following permanent exclusion from another maintained school are not counted in the number of pupils at the end of KS4 on roll, but any results achieved by these pupils do contribute towards the school's figures. This is part of the Government's policy to encourage schools to admit pupils permanently excluded from elsewhere so that they can continue their education.

Special Educational Needs (SEN)

Children have SEN if they have a learning difficulty which calls for a special educational provision to be made for them. (See paragraph 1.3 of the SEN Code of Practice at:

www.teachernet.gov.uk/wholeschool/sen

The Achievement and Attainment Tables will show the following special educational needs (SEN) groups:

- Total pupils with SEN on a school's roll; and
- Total pupils with SEN in the cohort being reported on (i.e. the examination/text year group).

The information reported for each group of pupils will be split into the following categories:

- The number (and percentage) with statements or supported at school action plus; and
- The number (and percentage) supported at school action.

Special Educational Codes

School Action

The triggers for intervention through school action could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment; and
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

School Action Plus

The triggers under school action plus could be that, despite receiving an individualised programme and/or concentrated support under School Action, the pupils:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of pupils of a similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme;
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service; and
- has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

Abbreviations and their Meanings

TYPE OF INSTITUTION

AC **Academy**, publicly funded independent schools offering free education to pupils of all abilities, established by sponsors from business, faith or voluntary groups working in partnership with central Government and local education partners.

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

CY **Community school** maintained by the local authority (LA). The LA is the admissions authority - it has main responsibility for deciding arrangements for admitting pupils.

CYS **Community special school**, maintained by the LA, which is specially organised to make special educational provision for pupils with special educational needs.

FD **Foundation school** maintained by the LA. Some may have a foundation (generally religious) which appoints some - but not most - of the governing body. The governing body is the admissions authority.

FDS

Foundation special school, maintained by the LA, which is specially organised to make special educational provision for pupils with special educational needs.

IND

Registered independent school, normally charge fees.

INDSS

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

NMSS

Non-maintained special school approved by the Secretary of State under the Education Act 1996, which is specially organised to make special educational provision for pupils with special educational needs.

VA

Voluntary aided school maintained by the LA, with a foundation (generally religious) that appoints most of the governing body. The governing body is the admission authority.

VC

Voluntary controlled school maintained by the LA, with a foundation (generally religious) that appoints some - but not most - of the governing body. The LA is the admission authority.

ADMISSIONS BASIS

COMP **Comprehensive** - takes all pupils, usually regardless of their ability, aptitude or whether they have been selected for a place at a selective school, includes schools operating pupils banding admission arrangements.

MOD **Modern** - takes pupils regardless of their ability or aptitude, including those who have not been selected for a place at a local selective school.

SEL **Selective** - admits pupils wholly or mainly with reference to ability. These schools are formally designated as grammar schools.

N/A **Not Applicable** - takes pupils regardless of ability or aptitude.

We do not publish the admissions basis for independent schools.

**SPECIALIST SCHOOL TYPES
(designated under the Specialist
Schools programme)**

A	Arts
B&E	Business & Enterprise
E	Engineering
H	Humanities
L	Languages
M&C	Mathematics & Computing
Mu	Music
Sc	Science
Sp	Sports
T	Technology
SEN	Special Educational Needs (SEN) and Inclusion (special schools can choose to specialise in one of the four areas of the SEN code of practice.)
SEN C&I	SEN Specialism - Communication and Interaction
SEN C&L	SEN Specialism - Cognition and Learning
SEN BES	SEN Specialism - Behaviour, emotional and social difficulties
SEN S&P	SEN Specialism - Sensory and/or Physical Needs
AL	Applied Learning (only available in combination with one of the other specialisms)

In addition to the specialist school types listed above, following a successful re-designation specialist schools, if they meet a range of criteria are invited to take on an additional specialism and become part of the High Performing Specialist Schools Programme. The specialisms schools are invited to follow are:

LEPP	Leading Edge Partnership Programme
LPS	Leadership Partner School
RAP	Raising Achievement Partnership
RATL	Raising Achievement Transform Learning
TS	Training School
YST	YST School Consultant Programme
AL	Applied Learning
L	Languages
M&C	Mathematics & Computing

Please note that schools may have more than two specialisms (e.g. main specialism, second specialism, leading edge partnership programme, training school status).

Specialist School status does not apply to independent schools.

OTHER ABBREVIATIONS

LA	Local Authority
GCSE	General Certificate of Secondary Education
NVQ	National Vocational Qualifications at Levels 1 and 2
VRQ	Vocationally Related Qualifications at Levels 1 and 2
Entry Level	Achievement below Level 1
AS	Advanced Subsidiary - Level 3 qualification
R	The school has not confirmed that it has checked the examination results and background information.
◆	Member of sixth form centre/consortium
⊙	The school has pupils aged 16-18. Relevant results are in the Key Stage 5 Tables.
#	Contextual Value Added measure has been suppressed because coverage is less than 50%
<	Data suppressed as the school has 10 or fewer pupils in a particular denominator for the indicator. Results are not shown because of the risk of an individual pupil's results being identified.
N/A	Not available/Not applicable
NE	Not Entered

About these Tables

How the Tables were compiled

Results for pupils at the end of KS4 came from the awarding bodies concerned, and were also checked with schools. The schools themselves provided results on graded exams.

Results were checked or provided by schools in early October. Some reviews requested by schools of grades awarded to pupils were not completed in time to affect the information included in these Tables on publication. It is therefore possible that, for some schools, the published information would have been different had the results of the reviews been available earlier. If you have an interest in a particular school's results, you should check with the school.

Information about contextual factors used in the CVA measure, overall and persistent pupil's absence and background information (such as the school name and address) was provided and checked by schools.

If the school did not confirm that it had checked its examination results or background information, the initial 'R' appears after its age range. Schools that have closed during or after the end of the 2008/09 school year are included in the Tables and are identified in their entry by having (closed) after the school name.

How to get more information

If you have specific questions about a school's performance, you should contact the school or local authority concerned.

If you have a more general query about the Tables themselves, then send your query to: **mailbox.performancedatateam@dcf.gov.uk**

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