

# Secondary School

## GCSE (and equivalent) Achievement and Attainment Tables

**2009**

Birmingham  
330



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](http://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](http://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

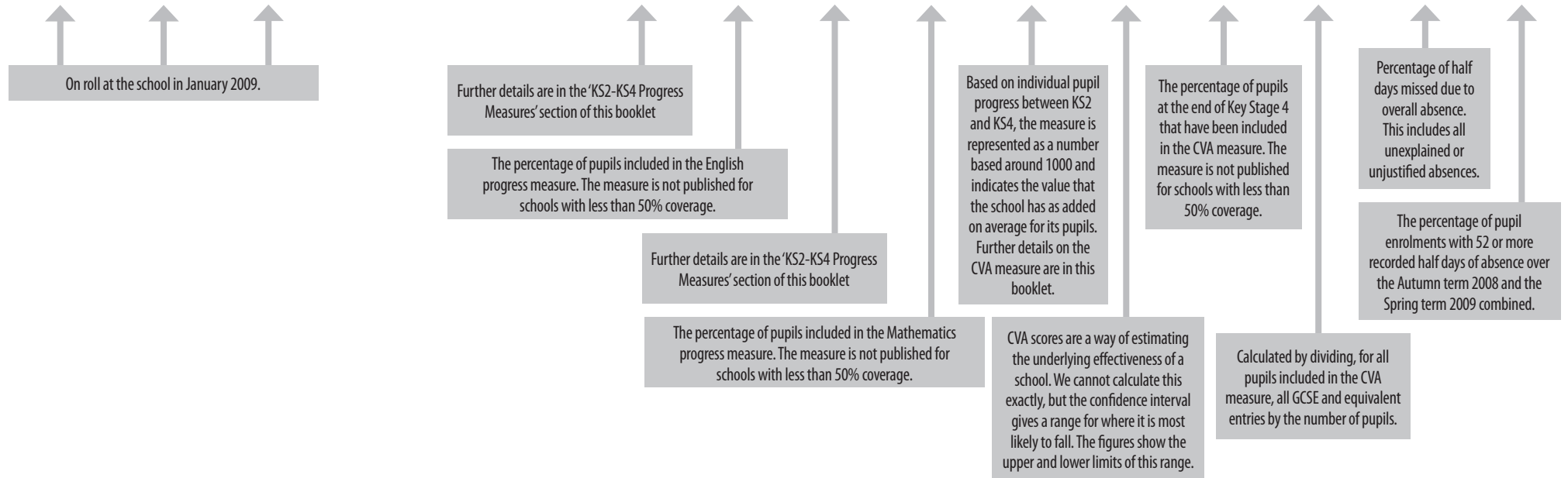
An explanation of School Action Plus can be found in the 'More Information' section at the back of this booklet

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](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

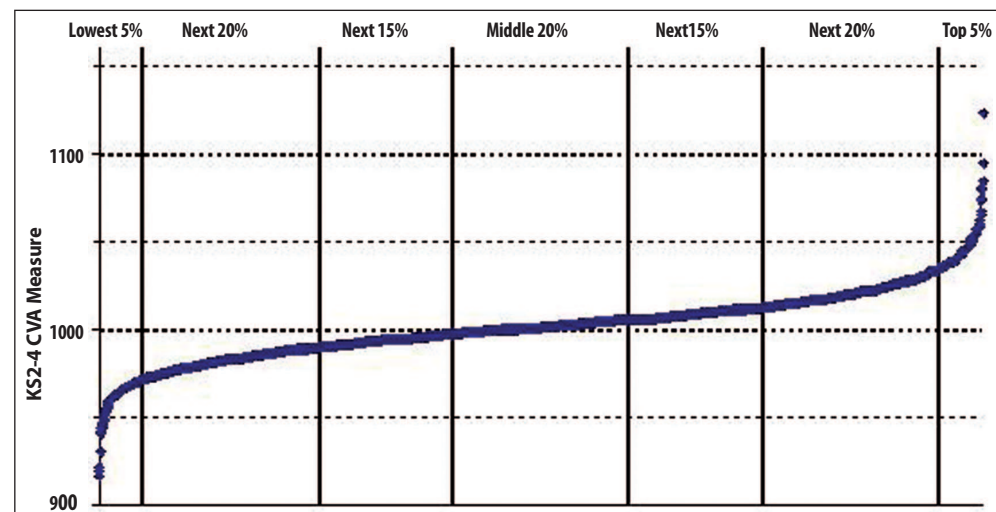
The CVA percentiles give the distribution of CVA EM scores and show where schools are placed nationally compared to other schools, based on the CVA measure. There are two versions, which allow comparisons against: all maintained mainstream schools and all special schools including non maintained special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

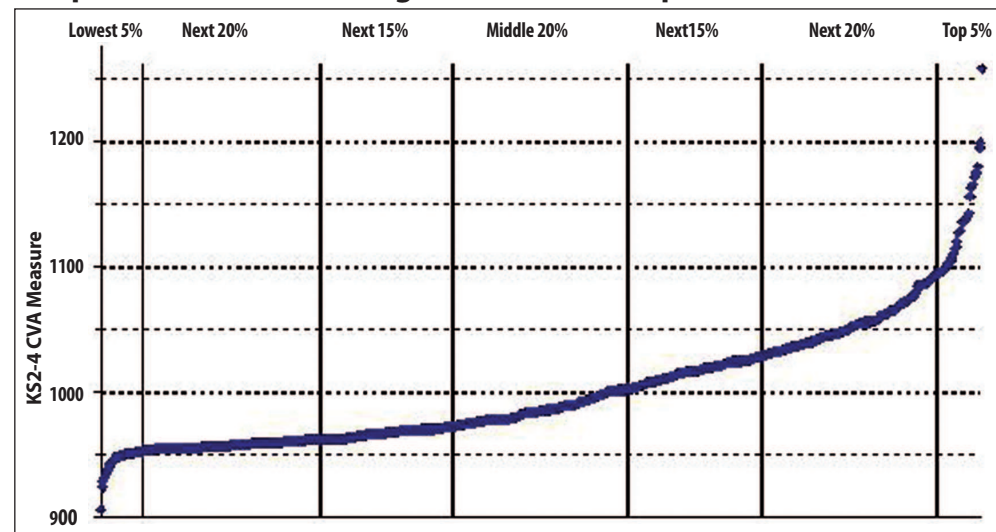
### 2009 KS2-KS4 CVA Percentiles

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](http://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](http://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

# BIRMINGHAM

## SCHOOLS

### Abbey College

10 St Paul's Square  
Birmingham West Midlands  
B3 1QU Tel: 0121 2367474

IND MIXED 14-19

### Al Huda Girls' School

74-76 Washwood Heath Road Saltley  
Birmingham West Midlands  
B8 1RD Tel: 0121 3288999

IND GIRLS 11-17

### Al-Burhan Grammar School

28a George Street Balsall Heath  
Birmingham West Midlands  
B12 9RG Tel: 0121 4405454

IND GIRLS 11-16

### Al-Furqan Community College

Reddings Lane Tyseley  
Birmingham West Midlands  
B11 3EY Tel: 0121 7778666

IND GIRLS 11-19

### Al-Hijrah Secondary School

Cherrywood Centre Burbidge Road Bordesley Green  
Birmingham West Midlands  
B9 4US Tel: 0121 7737979

VA (SC) COMP MIXED 11-16

### Al-Hira School

99-103 Clifton Road Balsall Heath  
Birmingham West Midlands  
B12 8SR Tel: 0121 4426775

IND BOYS 10-16

### The Alyssa School

Bibi House, 69-85 Whitmore Road Small Heath  
Birmingham  
B10 0NR Tel: 0121 7734332

IND MIXED 14-16

### Archbishop Ilsley Catholic School

Victoria Road Acocks Green  
Birmingham West Midlands  
B27 7XY Tel: 0121 7064200

VA (T) COMP MIXED 11-18

### Archway Academy

86 Watery Lane Middleway Bordesley  
Birmingham  
B9 4HN Tel: 0121 17721665

IND MIXED 14-19

### Local Authority (excluding independent schools)

### England (maintained schools only)

### England (including all 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										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			
				<	<	<	<	<	<	<	<	<	<	<	<	<	<
	10	N/A	N/A	0	0	15%	15%	85%	25%	85%	0%	10%	25%	100%			202.8
				0.0%	0.0%												
	10	N/A	N/A	<	<	<	<	<	<	<	<	<	<	<	<	<	<
				0	0	100%	100%	100%	100%	100%	72%	72%	100%	100%			621.7
	18	N/A	N/A	0	0												
				0.0%	0.0%												
	58	0%	100%	1	3	72%	74%	100%	81%	100%	78%	78%	98%	100%			404.7
				1.7%	5.2%												
	9	N/A	N/A	<	<	<	<	<	<	<	<	<	<	<	<	<	<
				0	0												
	39	N/A	N/A	0	0	-	-	-	-	-	-	-	-	-	-	-	-
				0.0%	0.0%												
	208	0%	100%	8	13	55%	58%	100%	75%	99%	54%	32%	64%	100%			413.2
				3.8%	6.3%												
	48	N/A	N/A	0	0	-	-	-	-	-	-	-	-	-	-	-	-
				0.0%	0.0%												
				11.8%	13.3%	47.7%	51.8%	93.5%	72.7%	93.6%	51.3%	24.7%	39.9%	98.7%			434.6
				10.8%	13.4%	50.7%	55.4%	94.5%	69.8%	93.6%	54.0%	28.4%	42.9%	99.5%			419.6
				10.0%	12.4%	49.8%	54.2%	90.8%	70.0%	92.3%	53.7%	31.6%	45.3%	98.9%			413.5

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
130	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	
130	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	
70	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	
126	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	
295	8 2.7%	5 1.7%					80%	93%	93%	97%	1002.0	1018.8 985.3	95%	9.8	6.3%	3.7%
33	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	
40	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	
1289	70 5.4%	78 6.1%					57%	96%	68%	99%	1001.0	1010.3 991.6	97%	10.7	7.1%	5.5%
152	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	
			40.8%	41.7%	45.5%	47.7%								7.6%	6.0%	
			44.0%	45.8%	48.2%	50.7%								7.3%	5.8%	
			45.6%	46.3%	47.6%	49.8%								7.3%	5.9%	

# BIRMINGHAM

## SCHOOLS

### The Arthur Terry School

Kittoe Road Four Oaks  
Sutton Coldfield West Midlands  
B74 4RZ Tel: 0121 3232221

CY COMP 11-18  
(A) MIXED ☉

### Aston Manor School

Phillips Street Aston  
Birmingham West Midlands  
B6 4PZ Tel: 0121 3598108

CY COMP 11-16  
(T,AL) MIXED

### Bartley Green School A Specialist Technology and Sports College

Adams Hill  
Birmingham West Midlands  
B32 3QJ Tel: 0121 4769246

FD COMP 11-16  
(T,Sp,LPS) MIXED

### Baverstock Foundation School and Specialist Sports College

501 Bells Lane Druids Heath  
Birmingham West Midlands  
B14 5TL Tel: 0121 4307924

FD COMP 11-18  
(Sp) MIXED ☉

### Beechwood School

524 Stratford Road Sparkhill  
Birmingham  
B11 4AJ Tel: 0121 7738356

IND MIXED 14-16  
R

### Birchfield Independent Girls' School

30 Beacon Hill Birchfield Aston  
Birmingham West Midlands  
B6 6JU Tel: 0121 3277707

IND GIRLS 11-17  
R

### Bishop Challoner Catholic College

Institute Road Kings Heath  
Birmingham West Midlands  
B14 7EG Tel: 0121 4444161

VA COMP 11-18  
(Sp,SC,LEPP,TS) MIXED ☉

### Bishop Vesey's Grammar School

Lichfield Road  
Sutton Coldfield West Midlands  
B74 2NH Tel: 0121 2505400

VA SEL 11-18  
(L,TS) BOYS ☉

### Bishop Walsh Catholic School

Wylde Green Road  
Sutton Coldfield West Midlands  
B76 1QT Tel: 0121 3513215

VA COMP 11-18  
(A,M&C) MIXED ☉

### Local Authority (excluding independent schools)

### England (maintained schools only)

### England (including all 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										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		
242	0%	99%	18 7.4%	48 19.8%	67%	67%	100%	85%	100%	64%	31%	41%	100%	471.8	
141	0%	100%	19 13.5%	11 7.8%	48%	55%	100%	71%	97%	32%	19%	28%	100%	418.9	
174	0%	100%	26 14.9%	31 17.8%	51%	56%	95%	90%	99%	57%	11%	18%	99%	550.6	
201	0%	100%	23 11.4%	37 18.4%	27%	37%	97%	45%	94%	21%	4%	11%	100%	346.2	
7	N/A	N/A	<	<	<	<	<	<	<	<	<	<	<	<	
30	N/A	N/A	0 0.0%	0 0.0%	57%	67%	93%	57%	93%	40%	57%	87%	100%	290.5	
172	0%	100%	7 4.1%	3 1.7%	69%	70%	94%	81%	96%	80%	18%	30%	98%	390.4	
123	0%	100%	1 0.8%	2 1.6%	98%	98%	100%	99%	100%	97%	83%	93%	100%	487.0	
150	0%	99%	6 4.0%	12 8.0%	73%	73%	98%	91%	99%	92%	29%	39%	99%	511.2	
<b>Local Authority (excluding independent schools)</b>			<b>11.8%</b>	<b>13.3%</b>	<b>47.7%</b>	<b>51.8%</b>	<b>93.5%</b>	<b>72.7%</b>	<b>93.6%</b>	<b>51.3%</b>	<b>24.7%</b>	<b>39.9%</b>	<b>98.7%</b>	<b>434.6</b>	
<b>England (maintained schools only)</b>			<b>10.8%</b>	<b>13.4%</b>	<b>50.7%</b>	<b>55.4%</b>	<b>94.5%</b>	<b>69.8%</b>	<b>93.6%</b>	<b>54.0%</b>	<b>28.4%</b>	<b>42.9%</b>	<b>99.5%</b>	<b>419.6</b>	
<b>England (including all schools)</b>			<b>10.0%</b>	<b>12.4%</b>	<b>49.8%</b>	<b>54.2%</b>	<b>90.8%</b>	<b>70.0%</b>	<b>92.3%</b>	<b>53.7%</b>	<b>31.6%</b>	<b>45.3%</b>	<b>98.9%</b>	<b>413.5</b>	

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
1568	95 6.1%	217 13.8%					78%	99%	79%	97%	1015.8	1024.5	98%	11.3	5.8%	3.0%
725	96 13.2%	74 10.2%					81%	84%	61%	84%	1026.9	1038.4	92%	10.9	8.1%	5.7%
899	121 13.5%	128 14.2%					69%	94%	59%	94%	1065.0	1075.1	98%	13.5	7.8%	7.6%
1272	124 9.7%	216 17.0%					35%	97%	22%	98%	962.5	1054.9	99%	10.1	9.5%	10.3%
10	<	<					Not published	Not published	Not published	Not published	Not published	Not published	Not published	Not published	Absence return not required	
195	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	
1145	68 5.9%	42 3.7%					72%	97%	72%	99%	993.4	1003.6	97%	9.4	6.6%	4.2%
916	6 0.7%	20 2.2%					98%	98%	98%	99%	998.4	1010.4	95%	9.8	4.4%	1.0%
991	30 3.0%	47 4.7%					72%	99%	77%	97%	1006.7	1017.5	99%	11.5	8.2%	5.8%
			40.8%	41.7%	45.5%	47.7%									7.6%	6.0%
			44.0%	45.8%	48.2%	50.7%									7.3%	5.8%
			45.6%	46.3%	47.6%	49.8%									7.3%	5.9%

# BIRMINGHAM

## SCHOOLS

### Bordesley Green Girls' School

Bordesley Green Road  
Birmingham West Midlands  
B9 4TR Tel: 0121 4641881

CY (B&E,AL) COMP GIRLS 11-16

### Bournville School and Sixth Form Centre

Griffins Brook Lane  
Birmingham West Midlands  
B30 1QJ Tel: 0121 4753881

CY (B&E,Mu,LEPP) COMP MIXED 11-18 ☉

### Broadway School

The Broadway Perry Barr  
Birmingham West Midlands  
B20 3DP Tel: 0121 4648834

CY (L) COMP MIXED 11-18 ☉

### Cardinal Wiseman Catholic Technology College

Old Oscott Hill Kingstanding  
Birmingham West Midlands  
B44 9SR Tel: 0121 3606383

VA (T) COMP MIXED 11-16

### Castle Vale Performing Arts College

Farnborough Road Castle Vale  
Birmingham West Midlands  
B35 7NL Tel: 0121 4646101

CY (A) COMP MIXED 11-16

### Cockshut Hill Technology College

Cockshut Hill Yardley  
Birmingham West Midlands  
B26 2HX Tel: 0121 4642122

CY (T) COMP MIXED 11-18 ☉

### The College High Specialist Arts School

395 College Road Erdington  
Birmingham West Midlands  
B44 0HF Tel: 0121 3731647

CY (A) COMP MIXED 11-16

### Colmers School - A Specialist Sports and Science College

Bristol Road South Rednal  
Birmingham West Midlands  
B45 9NY Tel: 0121 4531778

FD (Sp,SC) COMP MIXED 11-16

### Dame Elizabeth Cadbury Technology College

Woodbrooke Road Bournville  
Birmingham West Midlands  
B30 1UL Tel: 0121 4644040

FD (T) COMP MIXED 11-18 ☉

### Local Authority (excluding independent schools)

### England (maintained schools only)

### England (including all 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										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		
				19	21	43%	49%	95%	71%	98%	42%	56%	93%	100%	484.4	
	125	0%	100%	15.2%	16.8%											
				19	19	46%	46%	96%	82%	94%	21%	18%	73%	99%	454.1	
	203	0%	100%	9.4%	9.4%											
				22	42	38%	39%	91%	64%	91%	33%	30%	78%	100%	405.9	
	202	0%	99%	10.9%	20.8%											
				4	9	43%	43%	88%	65%	92%	63%	4%	5%	100%	377.3	
	115	0%	100%	3.5%	7.8%											
				29	56	22%	28%	98%	62%	96%	24%	0%	5%	100%	409.0	
	152	0%	100%	19.1%	36.8%											
				18	20	30%	33%	89%	58%	89%	47%	1%	9%	96%	374.0	
	245	0%	100%	7.3%	8.2%											
				18	4	27%	45%	89%	69%	95%	15%	6%	12%	100%	370.3	
	177	0%	100%	10.2%	2.3%											
				27	63	54%	54%	96%	78%	95%	44%	24%	38%	99%	454.2	
	198	0%	99%	13.6%	31.8%											
				17	13	35%	36%	90%	53%	89%	49%	3%	47%	99%	356.3	
	108	0%	100%	15.7%	12.0%											
				11.8%	13.3%	47.7%	51.8%	93.5%	72.7%	93.6%	51.3%	24.7%	39.9%	98.7%	434.6	
				10.8%	13.4%	50.7%	55.4%	94.5%	69.8%	93.6%	54.0%	28.4%	42.9%	99.5%	419.6	
				10.0%	12.4%	49.8%	54.2%	90.8%	70.0%	92.3%	53.7%	31.6%	45.3%	98.9%	413.5	



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
612	126 20.6%	72 11.8%					58%	93%	72%	92%	1016.5	1028.6	94%	12.7	8.2%	6.0%
1246	86 6.9%	133 10.7%					56%	97%	64%	98%	1000.3	1009.8	97%	11.5	8.2%	7.9%
1147	126 11.0%	296 25.8%					55%	95%	49%	89%	973.8	983.4	95%	11.6	10.5%	9.0%
599	44 7.3%	52 8.7%					80%	94%	44%	96%	998.4	1010.8	95%	10.4	9.3%	8.8%
832	132 15.9%	124 14.9%					32%	97%	28%	95%	1024.1	1034.9	99%	11.4	10.6%	10.8%
1446	130 9.0%	153 10.6%					64%	97%	30%	96%	965.6	1013.4	98%	10.4	8.6%	8.3%
937	117 12.5%	125 13.3%					47%	83%	31%	83%	1008.9	1019.7	84%	9.8	8.4%	8.4%
1028	152 14.8%	209 20.3%					68%	97%	66%	95%	1029.7	1039.3	97%	11.6	8.4%	7.6%
594	97 16.3%	94 15.8%					47%	87%	38%	94%	1002.3	1015.1	94%	9.8	8.1%	7.3%
			40.8%	41.7%	45.5%	47.7%									7.6%	6.0%
			44.0%	45.8%	48.2%	50.7%									7.3%	5.8%
			45.6%	46.3%	47.6%	49.8%									7.3%	5.9%

# BIRMINGHAM

## SCHOOLS

### Darul Uloom Islamic High School

521-527 Coventry Road Small Heath  
Birmingham West Midlands  
B10 0LL Tel: 0121 7726408

IND BOYS 11-19

### Egbaston High School for Girls

Westbourne Road Egbaston  
Birmingham West Midlands  
B15 3TS Tel: 0121 4545831

IND GIRLS 2-19  
⊙

### Elmhurst School for Dance in Association with Birmingham Royal Ballet

247 Bristol Road Egbaston  
Birmingham West Midlands  
B5 7UH Tel: 0121 4726655

R IND MIXED 11-19  
⊙

### The Enta Academy

21-23 Princip Street Aston  
Birmingham  
B4 6LE Tel: 0121 3596776

R IND MIXED 14-16

### Fairfax School

Fairfax Road  
Sutton Coldfield West Midlands  
B75 7JT Tel: 0121 3781288

FD COMP 11-18  
(B&E) MIXED ⊙

### Four Dwellings High School

Dwellings Lane Quinton  
Birmingham West Midlands  
B32 1RJ Tel: 0121 4220131

CY COMP 11-16  
(SC) MIXED

### Frankley Community High School

New Street Frankley  
Birmingham West Midlands  
B45 0EU Tel: 0121 4649901

CY COMP 11-16  
MIXED

### Future First

Hockley Port, All Saints Street Hockley  
Birmingham West Midlands  
B18 7RL Tel: 0121 5514837

IND MIXED 14-16

### George Dixon International School and Sixth Form Centre

City Road Egbaston  
Birmingham West Midlands  
B17 8LF Tel: 0121 6754488

FD COMP 11-18  
(M&C) MIXED ⊙

### Local Authority (excluding independent schools)

### England (maintained schools only)

### England (including all 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									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		
	9	N/A	N/A	<	<	<	<	<	<	<	<	<	<	<	<	<
	81	N/A	N/A	0	0	99%	99%	100%	100%	100%	98%	93%	100%	100%	532.0	
	16	N/A	N/A	0	0	94%	94%	100%	100%	100%	50%	81%	100%	100%	482.2	
	11	N/A	N/A	0	0	-	-	-	-	-	-	-	-	-	-	
	216	0%	99%	12	7	56%	59%	97%	69%	96%	50%	43%	84%	99%	439.8	
	122	0%	100%	29	11	29%	29%	92%	57%	89%	38%	22%	70%	98%	374.8	
	66	2%	98%	1	8	21%	24%	92%	76%	92%	48%	8%	9%	98%	395.2	
	16	N/A	N/A	0	0	0%	13%	38%	0%	0%	0%	0%	0%	69%	37.7	
	183	0%	98%	7	21	41%	41%	79%	63%	93%	19%	16%	20%	99%	351.8	
				11.8%	13.3%	47.7%	51.8%	93.5%	72.7%	93.6%	51.3%	24.7%	39.9%	98.7%	434.6	
				10.8%	13.4%	50.7%	55.4%	94.5%	69.8%	93.6%	54.0%	28.4%	42.9%	99.5%	419.6	
				10.0%	12.4%	49.8%	54.2%	90.8%	70.0%	92.3%	53.7%	31.6%	45.3%	98.9%	413.5	

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
120	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	
987	0 0.0%	0 0.0%	95%	100%	100%	99%	Not published	Not published	Not published	Not published	Not published	Not published	Not published	Not published	Absence return not required	
190	0 0.0%	0 0.0%	48%	95%	68%	94%	Not published	Not published	Not published	Not published	Not published	Not published	Not published	Not published	Absence return not required	
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	
1365	111 8.1%	73 5.3%	63%	64%	64%	56%	66%	97%	64%	97%	987.0	996.2	11.2	6.8%	5.6%	
665	106 15.9%	83 12.5%	14%	19%	21%	29%	47%	95%	38%	96%	1007.3	1019.2	10.3	7.5%	7.0%	
430	52 12.1%	76 17.7%	13%	16%	11%	21%	46%	92%	34%	88%	1029.8	1045.7	10.6	11.5%	14.6%	
17	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	
1054	69 6.5%	128 12.1%	36%	34%	21%	41%	50%	82%	70%	79%	1024.1	1035.7	9.5	7.5%	6.6%	
			40.8%	41.7%	45.5%	47.7%								7.6%	6.0%	
			44.0%	45.8%	48.2%	50.7%								7.3%	5.8%	
			45.6%	46.3%	47.6%	49.8%								7.3%	5.9%	

# BIRMINGHAM

## SCHOOLS

### Golden Hillock School. A Specialist College for Sport

Golden Hillock Road Sparkhill  
Birmingham West Midlands  
B11 2QG Tel: 0121 7738156

CY COMP  
(Sp,A) MIXED 11-16

### Great Barr School

Aldridge Road Great Barr  
Birmingham West Midlands  
B44 8NU Tel: 0121 3666611

FD COMP  
(SC) MIXED 11-18  
⊙

### Greenspring Training

176 Camp Lane Raleigh Industrial Estate Handsworth  
Birmingham  
B21 8JA Tel: 0121 15512202

IND MIXED 14-19

### Hall Green School

Southam Road Hall Green  
Birmingham West Midlands  
B28 0AA Tel: 0121 6288787

FD COMP  
(A) MIXED 11-16

### Hamstead Hall Community Learning Centre

Craythorne Avenue Handsworth Wood  
Birmingham West Midlands  
B20 1HL Tel: 0121 3867510

CY COMP  
(Sp,M&C,LEPP) MIXED 11-18  
⊙

### Handsworth Grammar School

Grove Lane Handsworth  
Birmingham West Midlands  
B21 9ET Tel: 0121 5542794

VA SEL  
(M&C) BOYS 11-18  
⊙

### Handsworth Wood Girls' Visual and Performing Arts Specialist College and Sixth Form Centre

Church Lane Handsworth  
Birmingham West Midlands  
B20 2HL Tel: 0121 5548122

CY COMP  
(A) GIRLS 11-18  
⊙

### Harborne Hill School

Harborne Road Edgbaston  
Birmingham West Midlands  
B15 3JL Tel: 0121 4642737

CY COMP  
MIXED 11-16

### Heartlands Academy

Gt Francis Street Nechells  
Birmingham West Midlands  
B7 4QR Tel: 0121 4643931

AC COMP  
MIXED 11-18  
⊙

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
164	0%	100%	20 12.2%	5 3.0%
417	0%	100%	36 8.6%	79 18.9%
10	N/A	N/A	<	<
180	0%	100%	16 8.9%	50 27.8%
185	0%	100%	16 8.6%	2 1.1%
138	0%	100%	4 2.9%	6 4.3%
119	0%	100%	7 5.9%	33 27.7%
91	0%	97%	10 11.0%	39 42.9%
Not Applicable. School opened after January 2009.				
Local Authority (excluding independent schools)			11.8%	13.3%
England (maintained schools only)			10.8%	13.4%
England (including all schools)			10.0%	12.4%

GCSE and equivalent achievements of pupils at the end of Key Stage 4										Average total point score per pupil
% of pupils achieving										
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		
38%	38%	90%	73%	93%	62%	21%	28%	99%		415.1
40%	41%	95%	67%	94%	82%	4%	9%	99%		378.1
<	<	<	<	<	<	<	<	<	<	<
57%	64%	98%	72%	97%	59%	45%	67%	99%		406.6
62%	63%	94%	76%	96%	36%	25%	36%	100%		429.0
93%	96%	100%	93%	99%	86%	62%	83%	100%		501.5
44%	45%	98%	81%	97%	76%	20%	29%	100%		479.7
34%	41%	91%	85%	93%	38%	13%	15%	98%		466.6
47.7%	51.8%	93.5%	72.7%	93.6%	51.3%	24.7%	39.9%	98.7%		434.6
50.7%	55.4%	94.5%	69.8%	93.6%	54.0%	28.4%	42.9%	99.5%		419.6
49.8%	54.2%	90.8%	70.0%	92.3%	53.7%	31.6%	45.3%	98.9%		413.5

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
843	127 15.1%	182 21.6%					48%	96%	51%	97%	991.9	1002.4	96%	11.6	7.9%	4.7%
2353	162 6.9%	423 18.0%					57%	96%	40%	96%	975.2	968.5	98%	10.3	8.5%	8.2%
11	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	
896	89 9.9%	102 11.4%					66%	99%	57%	97%	978.9	988.8	99%	9.9	7.0%	4.1%
1171	122 10.4%	70 6.0%					72%	98%	76%	98%	984.9	994.7	97%	10.8	6.4%	4.4%
949	17 1.8%	42 4.4%					91%	99%	85%	99%	977.8	989.1	97%	11.6	5.5%	1.8%
698	28 4.0%	237 34.0%					73%	83%	63%	81%	1005.9	1018.8	85%	12.6	8.2%	7.1%
526	59 11.2%	84 16.0%					55%	80%	38%	76%	1020.5	1035.6	77%	12.7	7.6%	4.5%
Not Applicable. School opened after January 2009.																
			40.8%	41.7%	45.5%	47.7%									7.6%	6.0%
			44.0%	45.8%	48.2%	50.7%									7.3%	5.8%
			45.6%	46.3%	47.6%	49.8%									7.3%	5.9%

# BIRMINGHAM

## SCHOOLS

### The Heartlands High School (closed)

Great Francis Street Nechells  
Birmingham West Midlands  
B7 4QR Tel: 0121 4643931

CY COMP  
(Sp) MIXED 11-16

### Highclare School

10 Sutton Road Erdington  
Birmingham West Midlands  
B23 6QL Tel: 0121 3737400

IND GIRLS 2-19  
⊙

### Hillcrest School A Specialist Maths and Computing College and Sixth Form Centre

Stonehouse Lane  
Birmingham West Midlands  
B32 3AE Tel: 0121 4643172

CY COMP  
(M&C) GIRLS 11-18  
⊙

### Hodge Hill Girls' School

Bromford Road  
Birmingham West Midlands  
B36 8EY Tel: 0121 4643094

CY COMP  
(M&C) GIRLS 11-16

### Hodge Hill Sports and Enterprise College

Bromford Road Hodge Hill  
Birmingham West Midlands  
B36 8HB Tel: 0121 4647500

CY COMP  
(Sp) MIXED 11-16

### Holte School

Wheeler Street Lozells  
Birmingham West Midlands  
B19 2EP Tel: 0121 5237321

CY COMP  
(A) MIXED 11-16

### Holy Trinity Catholic Media Arts College

Oakley Road Small Heath  
Birmingham West Midlands  
B10 0AX Tel: 0121 7720184

VA COMP  
(A) MIXED 11-16

### Holyhead School

Milestone Lane Handsworth  
Birmingham West Midlands  
B21 0HN Tel: 0121 5231960

FD COMP  
(B&E,TS) MIXED 11-16

### The International School and Community College, East Birmingham

Gressel Lane Tile Cross  
Birmingham West Midlands  
B33 9UF Tel: 0121 4649600

CY COMP  
(B&E) MIXED 11-18  
⊙

### Local Authority (excluding independent schools)

### England (maintained schools only)

### England (including all 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										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							
				11	34																
				9.5%	29.3%	41%	41%	97%	61%	100%	41%	18%	23%	100%	404.0						
				0	0																
				0.0%	0.0%	94%	94%	100%	100%	100%	100%	92%	92%	100%	445.8						
				9	21																
				7.4%	17.2%	41%	43%	97%	78%	96%	38%	39%	93%	98%	527.4						
				13	18																
				9.6%	13.3%	54%	54%	93%	75%	100%	33%	39%	53%	100%	463.4						
				20	14																
				10.0%	7.0%	31%	65%	96%	86%	93%	57%	6%	8%	99%	475.2						
				23	32																
				14.0%	19.5%	40%	40%	100%	74%	99%	43%	19%	31%	100%	450.5						
				26	13																
				21.8%	10.9%	49%	82%	94%	66%	92%	39%	2%	3%	97%	357.8						
				51	24																
				26.3%	12.4%	48%	51%	97%	75%	99%	44%	13%	13%	100%	419.1						
				18	24																
				11.8%	15.7%	24%	24%	94%	59%	88%	46%	3%	5%	100%	382.5						
				11.8%	13.3%	47.7%	51.8%	93.5%	72.7%	93.6%	51.3%	24.7%	39.9%	98.7%	434.6						
				10.8%	13.4%	50.7%	55.4%	94.5%	69.8%	93.6%	54.0%	28.4%	42.9%	99.5%	419.6						
				10.0%	12.4%	49.8%	54.2%	90.8%	70.0%	92.3%	53.7%	31.6%	45.3%	98.9%	413.5						



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
653	68 10.4%	154 23.6%					76%	61%	77%	76%	1056.9	1071.5 1042.4	66%	10.8	7.9%	4.6%
699	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	
680	48 7.1%	75 11.0%					57%	88%	57%	88%	1017.6	1030.4 1004.9	84%	12.8	7.7%	4.2%
697	78 11.2%	90 12.9%					90%	96%	63%	94%	1014.3	1025.7 1003.0	98%	11.9	8.4%	5.4%
1174	113 9.6%	129 11.0%					49%	85%	44%	87%	1039.6	1049.6 1029.6	88%	11.7	9.4%	10.0%
922	154 16.7%	269 29.2%					58%	88%	75%	85%	1033.6	1044.2 1023.0	94%	11.9	5.9%	3.6%
593	105 17.7%	67 11.3%					74%	91%	59%	97%	1003.3	1015.4 991.2	98%	9.3	8.9%	9.1%
1026	280 27.3%	230 22.4%					90%	97%	55%	95%	1010.3	1019.9 1000.7	97%	10.5	6.8%	4.3%
911	116 12.7%	115 12.6%					45%	84%	35%	88%	987.5	998.6 976.4	91%	11.1	10.8%	12.3%
			40.8%	41.7%	45.5%	47.7%								7.6%	6.0%	
			44.0%	45.8%	48.2%	50.7%								7.3%	5.8%	
			45.6%	46.3%	47.6%	49.8%								7.3%	5.9%	

# BIRMINGHAM

## SCHOOLS

### Jamia Islamia Birmingham

Islamic College Fallows Road Sparkbrook  
Birmingham West Midlands  
B11 1PL Tel: 0121 7726400

IND MIXED 11-19

### John Willmott School

Reddicap Heath Road  
Sutton Coldfield West Midlands  
B75 7DY Tel: 0121 3781946

CY (T) COMP MIXED 11-18

### King Edward VI Aston School

Frederick Road Aston  
Birmingham West Midlands  
B6 6DJ Tel: 0121 3271130

VA (Sp,LPS) SEL BOYS 11-18

### King Edward VI Camp Hill School for Boys

Vicarage Road Kings Heath  
Birmingham West Midlands  
B14 7QJ Tel: 0121 4443188

VA (SC,AL,H) SEL BOYS 11-18

### King Edward VI Camp Hill School for Girls

Vicarage Road Kings Heath  
Birmingham West Midlands  
B14 7QJ Tel: 0121 4442150

VA (M&C,L) SEL GIRLS 11-18

### King Edward VI Five Ways School

Scotland Lane Bartley Green  
Birmingham West Midlands  
B32 4BT Tel: 0121 4753535

VA (H,SC) SEL MIXED 11-18

### King Edward VI Handsworth School

Rose Hill Road  
Birmingham West Midlands  
B21 9AR Tel: 0121 5542342

VA (A,SC) SEL GIRLS 11-18

### King Edward VI High School for Girls

Edgbaston Park Road  
Birmingham West Midlands  
B15 2UB Tel: 0121 4721834

IND GIRLS 11-18

### King Edward's School

Edgbaston Park Road  
Birmingham West Midlands  
B15 2UA Tel: 0121 4721672

IND BOYS 11-18

### Local Authority (excluding independent schools)

### England (maintained schools only)

### England (including all 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										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									
				0	0																		
	16	N/A	N/A	0.0%	0.0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	125.8				
	184	0%	98%	12	18	6.5%	9.8%	48%	60%	97%	70%	96%	73%	8%	10%	99%	426.1						
	104	0%	100%	0	7	0.0%	6.7%	100%	100%	100%	100%	100%	98%	77%	100%	100%	637.0						
	93	0%	100%	0	3	0.0%	3.2%	100%	100%	100%	100%	100%	100%	100%	100%	100%	597.6						
	128	0%	100%	2	2	1.6%	1.6%	100%	100%	100%	100%	100%	99%	94%	98%	100%	673.8						
	157	0%	100%	0	2	0.0%	1.3%	99%	100%	100%	99%	100%	99%	57%	71%	100%	697.6						
	151	0%	100%	0	0	0.0%	0.0%	99%	99%	99%	99%	99%	99%	95%	99%	100%	571.7						
	76	N/A	N/A	0	0	0.0%	0.0%	0%	0%	0%	100%	100%	0%	99%	99%	100%	514.1						
	119	N/A	N/A	0	0	0.0%	0.0%	1%	1%	1%	98%	98%	0%	97%	97%	99%	328.2						
				11.8%	13.3%	47.7%	51.8%	93.5%	72.7%	93.6%	51.3%	24.7%	39.9%	98.7%	434.6								
				10.8%	13.4%	50.7%	55.4%	94.5%	69.8%	93.6%	54.0%	28.4%	42.9%	99.5%	419.6								
				10.0%	12.4%	49.8%	54.2%	90.8%	70.0%	92.3%	53.7%	31.6%	45.3%	98.9%	413.5								

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
148	0	0					Not published	Not published	Not published	Not published	Not published	Not published	Not published	Not published	Absence return not required	
1179	75	112					63%	96%	54%	96%	994.4	1004.2	98%	11.1	8.3%	6.2%
757	4	53					99%	100%	96%	100%	1001.9	1014.8	96%	12.9	3.9%	0.6%
703	5	25					100%	100%	100%	100%	1016.4	1030.2	93%	11.0	3.7%	0.2%
867	4	4					100%	99%	98%	98%	1006.0	1017.9	95%	12.9	4.0%	1.0%
1140	1	5					100%	100%	94%	100%	1009.1	1019.7	97%	13.9	4.1%	1.4%
907	2	0					99%	99%	95%	99%	993.9	1005.0	93%	11.1	4.0%	0.7%
552	0	0					Not published	Not published	Not published	Not published	Not published	Not published	Not published	Not published	Absence return not required	
842	0	0					Not published	Not published	Not published	Not published	Not published	Not published	Not published	Not published	Absence return not required	
			40.8%	41.7%	45.5%	47.7%								7.6%	6.0%	
			44.0%	45.8%	48.2%	50.7%								7.3%	5.8%	
			45.6%	46.3%	47.6%	49.8%								7.3%	5.9%	

# BIRMINGHAM

## SCHOOLS

### Kings Heath Boys Mathematics and Computing College

Hollybank Road  
Birmingham West Midlands  
B13 0RJ Tel: 0121 4644454  
CY (M&C) COMP BOYS 11-16

### King's Norton Boys' School

Northfield Road  
Birmingham West Midlands  
B30 1DY Tel: 0121 6280010  
FD (SC) COMP BOYS 11-18 ☉

### Kings Norton Girls' School and Language College

Selly Oak Road  
Birmingham West Midlands  
B30 1HW Tel: 0121 6751305  
FD (L,Sp,LEPP) COMP GIRLS 11-18 ☉

### Kings Norton High School

Shannon Road Kings Norton  
Birmingham West Midlands  
B38 9DE Tel: 0121 4594451  
CY COMP MIXED 11-16

### Kingsbury School and Sports College

Kingsbury Road Erdington  
Birmingham West Midlands  
B24 8RE Tel: 0121 3731080  
CY (Sp) COMP MIXED 11-16

### The Lighthouse Group (TLG) Centre

c/o Salvation Army, Gladstone Street Aston  
Birmingham  
B6 7NY Tel: 0121 3143443  
IND MIXED 12-16 R

### Lordswood Boys' School

Hagley Road  
Birmingham West Midlands  
B17 8BJ Tel: 0121 4642837  
CY (Sp) COMP BOYS 11-18 ☉

### Lordswood Girls' School and The Sixth Form Centre, Harborne A Specialist Media Arts College

Knightlow Road Harborne  
Birmingham West Midlands  
B17 8QB Tel: 0121 4292838  
FD (A,AL) COMP GIRLS 11-18 ☉

### Mander Portman Woodward Independent College

17 - 18 Greenfield Crescent Edgbaston  
Birmingham West Midlands  
B15 3AU Tel: 0121 4549637  
IND MIXED 14-19 ☉

### 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
103	0%	100%	23 22.3%	35 34.0%
121	0%	100%	7 5.8%	12 9.9%
149	0%	99%	6 4.0%	4 2.7%
93	0%	97%	22 23.7%	14 15.1%
170	0%	100%	23 13.5%	8 4.7%
2	N/A	N/A	<	<
120	0%	100%	16 13.3%	18 15.0%
127	0%	100%	3 2.4%	8 6.3%
11	N/A	N/A	0 0.0%	0 0.0%
			<b>11.8%</b>	<b>13.3%</b>
			<b>10.8%</b>	<b>13.4%</b>
			<b>10.0%</b>	<b>12.4%</b>

## 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		
33%	34%	90%	76%	93%	22%	12%	14%	96%	383.5	
55%	55%	96%	71%	98%	36%	20%	38%	99%	468.2	
73%	74%	98%	78%	92%	68%	52%	87%	99%	418.9	
23%	68%	92%	71%	91%	83%	8%	8%	96%	433.8	
22%	26%	95%	55%	90%	19%	5%	7%	99%	369.3	
<	<	<	<	<	<	<	<	<	<	
31%	35%	96%	63%	90%	36%	21%	84%	99%	382.4	
50%	50%	99%	87%	100%	61%	46%	48%	100%	628.9	
45%	55%	100%	64%	100%	64%	0%	64%	100%	319.6	
<b>47.7%</b>	<b>51.8%</b>	<b>93.5%</b>	<b>72.7%</b>	<b>93.6%</b>	<b>51.3%</b>	<b>24.7%</b>	<b>39.9%</b>	<b>98.7%</b>	<b>434.6</b>	
<b>50.7%</b>	<b>55.4%</b>	<b>94.5%</b>	<b>69.8%</b>	<b>93.6%</b>	<b>54.0%</b>	<b>28.4%</b>	<b>42.9%</b>	<b>99.5%</b>	<b>419.6</b>	
<b>49.8%</b>	<b>54.2%</b>	<b>90.8%</b>	<b>70.0%</b>	<b>92.3%</b>	<b>53.7%</b>	<b>31.6%</b>	<b>45.3%</b>	<b>98.9%</b>	<b>413.5</b>	

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
588	103 17.5%	165 28.1%					43%	92%	59%	85%	1028.8	1042.2	90%	9.9	9.0%	7.2%
742	62 8.4%	82 11.1%					73%	88%	60%	98%	997.7	1009.7	98%	12.0	7.3%	7.1%
930	22 2.4%	30 3.2%					87%	95%	78%	98%	990.1	1001.0	98%	9.6	6.7%	6.8%
406	88 21.7%	57 14.0%					30%	83%	42%	87%	1012.3	1026.4	88%	11.1	9.3%	9.2%
877	105 12.0%	88 10.0%					41%	95%	22%	93%	982.5	992.7	98%	10.1	9.2%	8.9%
3	<	<	N/A				Not published	Not published	Not published	Not published	Not published	Not published	Not published	Not published	Absence return not required	
705	79 11.2%	94 13.3%					45%	92%	46%	95%	973.6	985.9	93%	10.8	11.7%	15.3%
863	12 1.4%	78 9.0%					88%	98%	45%	98%	1021.6	1033.3	99%	14.7	6.1%	2.5%
97	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	
			40.8%	41.7%	45.5%	47.7%									7.6%	6.0%
			44.0%	45.8%	48.2%	50.7%									7.3%	5.8%
			45.6%	46.3%	47.6%	49.8%									7.3%	5.9%

# BIRMINGHAM

## SCHOOLS

### Moseley School A Language College

College Road Moseley  
Birmingham West Midlands  
B13 9LR Tel: 0121 6786400

CY COMP  
(L) MIXED 11-18  
⊙

### Ninestiles School

Hartfield Crescent Acocks Green  
Birmingham West Midlands  
B27 7QG Tel: 0121 6281311

FD COMP  
(T,ALLEPP) MIXED 11-18  
⊙

### Park View School

Naseby Road Alum Rock  
Birmingham West Midlands  
B8 3HG Tel: 0121 4644209

CY COMP  
(B&E) MIXED 11-16

### Perry Beeches School

Beeches Road  
Birmingham West Midlands  
B42 2PY Tel: 0121 3604242

CY COMP  
(T) MIXED 11-16

### Plantsbrook School

Upper Holland Road  
Sutton Coldfield West Midlands  
B72 1RB Tel: 0121 3627310

CY COMP  
(T,Mu) MIXED 11-18  
⊙

### The Priory School

Sir Harry's Road Edgbaston  
Birmingham West Midlands  
B15 2UR Tel: 0121 4404103

IND MIXED 2-16

### Queensbridge School

Queensbridge Road Moseley  
Birmingham West Midlands  
B13 8QB Tel: 0121 4645566

CY COMP  
(ALPS) MIXED 11-16

### Sahaara

73 Alum Rock Road Saitley  
Birmingham  
B8 1LY Tel: 0121 3284998

IND MIXED 11-16

### St Alban's Academy

Angelina Street  
Birmingham West Midlands  
B12 0UU Tel: 0121 4647811

AC COMP  
MIXED 11-18  
⊙

### 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
242	0%	100%	24 9.9%	92 38.0%
251	0%	100%	26 10.4%	32 12.7%
119	0%	100%	16 13.4%	8 6.7%
165	0%	100%	19 11.5%	16 9.7%
204	0%	100%	13 6.4%	20 9.8%
16	N/A	N/A	0 0.0%	0 0.0%
128	0%	100%	21 16.4%	12 9.4%
7	N/A	N/A	< <	< <
Not Applicable. School opened after January 2009.				
			11.8%	13.3%
			10.8%	13.4%
			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		
33%	45%	94%	47%	93%	34%	35%	81%	98%	317.4	
51%	51%	92%	72%	87%	36%	10%	14%	97%	372.5	
48%	49%	93%	61%	92%	46%	14%	47%	100%	351.1	
64%	68%	100%	92%	95%	93%	11%	13%	100%	547.9	
61%	62%	97%	80%	98%	63%	60%	90%	100%	439.9	
69%	69%	100%	94%	100%	50%	56%	56%	100%	445.2	
30%	34%	97%	69%	96%	34%	14%	37%	100%	460.0	
<	<	<	<	<	<	<	<	<	<	
47.7%	51.8%	93.5%	72.7%	93.6%	51.3%	24.7%	39.9%	98.7%	434.6	
50.7%	55.4%	94.5%	69.8%	93.6%	54.0%	28.4%	42.9%	99.5%	419.6	
49.8%	54.2%	90.8%	70.0%	92.3%	53.7%	31.6%	45.3%	98.9%	413.5	



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
1361	123 9.0%	432 31.7%					57%	86%	49%	88%	963.8	972.9	89%	9.0	6.9%	5.1%
1375	154 11.2%	196 14.3%					78%	95%	58%	92%	996.9	1005.4	98%	9.1	8.2%	9.1%
604	80 13.2%	77 12.7%					58%	87%	82%	90%	1005.4	1017.6	95%	9.3	8.5%	7.1%
876	126 14.4%	72 8.2%					73%	97%	56%	96%	1025.9	1036.2	99%	13.0	6.2%	3.0%
1258	93 7.4%	144 11.4%					84%	99%	64%	97%	1011.3	1020.6	99%	10.2	5.5%	4.1%
351	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	
660	102 15.5%	104 15.8%					53%	88%	41%	80%	1024.1	1036.2	90%	12.6	7.4%	3.8%
7	< <	< <	N/A				Not published	Not published	Not published	Not published	Not published	Not published	Not published	Not published	Absence return not required	
Not Applicable. School opened after January 2009.																
			40.8%	41.7%	45.5%	47.7%									7.6%	6.0%
			44.0%	45.8%	48.2%	50.7%									7.3%	5.8%
			45.6%	46.3%	47.6%	49.8%									7.3%	5.9%

# BIRMINGHAM

## SCHOOLS

### St Albans CoFE Specialist Engineering College (closed)

Angelina Street Highgate  
Birmingham West Midlands  
B12 0UU Tel: 0121 4647811

VA (E) COMP MIXED 11-16

### St Edmund Campion Catholic School

Sutton Road Erdington  
Birmingham West Midlands  
B23 5XA Tel: 0121 4647700

VA (L) COMP MIXED 11-18 ☉

### St George's School Edgbaston

31 Calthorpe Road  
Birmingham West Midlands  
B15 1RX Tel: 0121 6250398

IND MIXED 2-18 ☉

### St James College

St James House St James Place  
Birmingham West Midlands  
B7 4JE Tel: 0121 3333001

IND MIXED 14-16 R

### St John Wall Catholic School - A Specialist Humanities College

Oxhill Road Handsworth  
Birmingham West Midlands  
B21 8HH Tel: 0121 5541825

VA (H) COMP MIXED 11-16

### St Paul's

Hertford Street Balsall Heath  
Birmingham  
B12 8NJ Tel: 0121 4644376

IND MIXED 9-19 R

### St Paul's School for Girls

Vernon Road Edgbaston  
Birmingham West Midlands  
B16 9SL Tel: 0121 4540895

VA (M&C,SC) COMP GIRLS 11-18 ☉

### St Thomas Aquinas Catholic School

Wychall Lane Kings Norton  
Birmingham West Midlands  
B38 8AP Tel: 0121 4644643

VA (M&C) COMP MIXED 11-18 ☉

### Saltley School and Specialist Science College

Belchers Lane Bordesley Green  
Birmingham West Midlands  
B9 5RX Tel: 0121 4641801

CY (SC) COMP MIXED 11-16

### Local Authority (excluding independent schools)

### England (maintained schools only)

### England (including all schools)

## Cohort Information for pupils at the end of Key Stage 4

## 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										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							
				11	37																
	78	0%	100%	14.1%	47.4%	31%	33%	96%	76%	96%	81%	26%	50%	99%	430.5						
				7	15																
	141	0%	100%	5.0%	10.6%	43%	43%	94%	58%	93%	33%	9%	52%	97%	366.6						
				0	0																
	47	N/A	N/A	0.0%	0.0%	68%	72%	96%	79%	100%	45%	23%	23%	100%	338.3						
				<	<																
	9	N/A	N/A	<	<	<	<	<	<	<	<	<	<	<	<						
				10	50																
	124	0%	98%	8.1%	40.3%	33%	48%	97%	62%	96%	38%	10%	13%	100%	408.4						
				0	0																
	20	N/A	N/A	0.0%	0.0%	0%	20%	65%	35%	65%	0%	0%	0%	95%	215.2						
				8	6																
	148	0%	99%	5.4%	4.1%	68%	68%	100%	84%	100%	51%	31%	36%	100%	427.9						
				10	29																
	194	0%	99%	5.2%	14.9%	51%	52%	98%	66%	98%	49%	23%	47%	99%	404.3						
				42	12																
	186	0%	100%	22.6%	6.5%	37%	41%	96%	75%	97%	62%	24%	43%	100%	472.5						
				11.8%	13.3%	47.7%	51.8%	93.5%	72.7%	93.6%	51.3%	24.7%	39.9%	98.7%	434.6						
				10.8%	13.4%	50.7%	55.4%	94.5%	69.8%	93.6%	54.0%	28.4%	42.9%	99.5%	419.6						
				10.0%	12.4%	49.8%	54.2%	90.8%	70.0%	92.3%	53.7%	31.6%	45.3%	98.9%	413.5						

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
433	146 33.7%	145 33.5%					70%	69%	79%	74%	1048.3	1064.2	80%	11.4	8.9%	5.6%
954	61 6.4%	121 12.7%					51%	98%	51%	98%	977.9	989.0	98%	10.0	8.6%	7.4%
350	8 2.3%	14 4.0%					Not published	Not published	Not published	Not published	Not published	Not published	Not published	Not published	Absence return not required	
12	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	
630	56 8.9%	229 36.3%					56%	87%	60%	88%	1016.9	1029.4	86%	10.5	6.7%	3.8%
60	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	
968	32 3.3%	36 3.7%					84%	95%	76%	97%	1006.3	1017.5	94%	9.9	5.9%	2.8%
1235	77 6.2%	150 12.1%					63%	95%	61%	98%	994.9	1004.5	97%	10.2	7.0%	5.7%
936	207 22.1%	133 14.2%					54%	92%	51%	92%	1027.7	1037.6	96%	12.2	8.6%	7.5%
			40.8%	41.7%	45.5%	47.7%								7.6%	6.0%	
			44.0%	45.8%	48.2%	50.7%								7.3%	5.8%	
			45.6%	46.3%	47.6%	49.8%								7.3%	5.9%	

# BIRMINGHAM

## SCHOOLS

### Selly Park Technology College for Girls

5 Selly Park Road Selly Park  
Birmingham West Midlands  
B29 7PH Tel: 0121 4721238  
CY (T,RATL) COMP GIRLS 11-16

### Sheldon Heath Community Arts College

Sheldon Heath Road Sheldon  
Birmingham West Midlands  
B26 2RZ Tel: 0121 4644428  
CY (A) COMP MIXED 11-18 ☉

### Shenley Academy

Shenley Lane Northfield  
Birmingham West Midlands  
B29 4HE Tel: 0121 4645191  
AC COMP MIXED 11-19 ☉

### Shenley Court Specialist Arts College and Sixth Form Centre (closed)

Shenley Lane  
Birmingham West Midlands  
B29 4HE Tel: 0121 4645191  
CY (A) COMP MIXED 11-18 ☉

### Small Heath School

Muntz Street Small Heath  
Birmingham West Midlands  
B10 9RX Tel: 0121 4647997  
FD (T,RATL) COMP MIXED 11-18 ☉

### Sporting Edge Independent School

St George's Church Centre Bridge Street West Newtown  
Birmingham West Midlands  
B19 2YX Tel: 01213 13337325  
IND MIXED 14-16

### Stockland Green Technology College

Slade Road Erdington  
Birmingham West Midlands  
B23 7JH Tel: 0121 3734807  
CY (T) COMP MIXED 11-16

### Sutton Coldfield Grammar School for Girls

Jockey Road  
Sutton Coldfield West Midlands  
B73 5PT Tel: 0121 3541479  
CY (SC,LPS) SEL GIRLS 11-18 ☉

### Swanshurst School

Brook Lane Billesley  
Birmingham West Midlands  
B13 0TW Tel: 0121 4642400  
CY (SC,TS) COMP GIRLS 11-19 ☉

### 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
140	0%	100%	6 4.3%	6 4.3%
194	0%	100%	3 1.5%	9 4.6%
Not Applicable. School opened after January 2009.				
182	0%	100%	31 17.0%	20 11.0%
214	0%	100%	25 11.7%	57 26.6%
9	N/A	N/A	<	<
116	0%	100%	29 25.0%	27 23.3%
151	0%	100%	1 0.7%	5 3.3%
286	0%	100%	19 6.6%	60 21.0%
			<b>11.8%</b>	<b>13.3%</b>
			<b>10.8%</b>	<b>13.4%</b>
			<b>10.0%</b>	<b>12.4%</b>

## 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	
66%	66%	99%	91%	99%	39%	43%	56%	100%	544.9
41%	41%	89%	72%	96%	16%	8%	10%	99%	426.5
Not Applicable.									
25%	30%	92%	51%	94%	8%	8%	9%	100%	362.0
42%	42%	98%	63%	97%	52%	38%	68%	100%	410.6
<	<	<	<	<	<	<	<	<	<
30%	30%	84%	84%	91%	73%	0%	0%	97%	473.7
100%	100%	100%	100%	100%	100%	100%	100%	100%	612.8
49%	55%	99%	86%	99%	80%	35%	55%	100%	481.1
<b>47.7%</b>	<b>51.8%</b>	<b>93.5%</b>	<b>72.7%</b>	<b>93.6%</b>	<b>51.3%</b>	<b>24.7%</b>	<b>39.9%</b>	<b>98.7%</b>	<b>434.6</b>
<b>50.7%</b>	<b>55.4%</b>	<b>94.5%</b>	<b>69.8%</b>	<b>93.6%</b>	<b>54.0%</b>	<b>28.4%</b>	<b>42.9%</b>	<b>99.5%</b>	<b>419.6</b>
<b>49.8%</b>	<b>54.2%</b>	<b>90.8%</b>	<b>70.0%</b>	<b>92.3%</b>	<b>53.7%</b>	<b>31.6%</b>	<b>45.3%</b>	<b>98.9%</b>	<b>413.5</b>

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
699	38 5.4%	37 5.3%					85%	98%	78%	93%	1038.2	1049.5	97%	12.7	8.2%	5.2%
1099	44 4.0%	156 14.2%					55%	93%	47%	95%	1014.3	1024.0	97%	11.6	6.8%	4.2%
Not Applicable. School opened after January 2009.																
913	173 18.9%	128 14.0%					52%	92%	32%	88%	1003.2	1013.5	91%	10.2	7.7%	4.1%
1325	135 10.2%	255 19.2%					62%	94%	65%	97%	998.0	1007.1	100%	11.1	5.7%	1.3%
11	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	
621	168 27.1%	91 14.7%					38%	99%	50%	92%	1034.6	1046.8	98%	12.3	9.1%	8.8%
1014	7 0.7%	27 2.7%					99%	99%	99%	100%	1002.1	1013.3	91%	11.8	3.7%	0.8%
1763	100 5.7%	248 14.1%					72%	95%	58%	90%	1015.7	1023.7	97%	11.8	8.6%	6.2%
			40.8%	41.7%	45.5%	47.7%								7.6%	6.0%	
			44.0%	45.8%	48.2%	50.7%								7.3%	5.8%	
			45.6%	46.3%	47.6%	49.8%								7.3%	5.9%	

# BIRMINGHAM

## SCHOOLS

### Turves Green Boys' School

Turves Green Northfield  
Birmingham West Midlands CY COMP 11-16  
B31 4BS Tel: 0121 6754129 (T,H) BOYS

### Turves Green Girls' School and Technology College

Turves Green Northfield  
Birmingham West Midlands CY COMP 11-16  
B31 4BP Tel: 0121 4648346 (T) GIRLS

### Ward End Community College

962-968 Alum Rock Road Ward End  
Birmingham West Midlands IND GIRLS 14-19  
B8 2LS Tel: 0121 7897060

### Washwood Heath Technology College

Burney Lane Stechford  
Birmingham West Midlands CY COMP 11-18  
B8 2AS Tel: 0121 6757272 (T) MIXED

### Waverley School

Hob Moor Road Small Heath  
Birmingham West Midlands CY COMP 11-16  
B10 9BT Tel: 0121 4641780 (H) MIXED

### Wheeler Lane Technology College

Wheeler Lane Kings Heath  
Birmingham West Midlands CY COMP 11-16  
B13 0SF Tel: 0121 4442864 (T) BOYS

### Woodstock Girls' School

11 - 15 Woodstock Road Moseley  
Birmingham West Midlands IND GIRLS 11-16  
B13 9BB Tel: 0121 14496690

### Yardleys School

Reddings Lane Tyseley  
Birmingham West Midlands CY COMP 11-16  
B11 3EY Tel: 0121 4646821 (SC) MIXED

## 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										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		
123	0%	99%	6 4.9%	7 5.7%	46%	48%	90%	55%	93%	29%	8%	24%	98%	329.3	
142	0%	100%	18 12.7%	19 13.4%	30%	30%	96%	76%	99%	35%	11%	24%	100%	499.7	
7	N/A	N/A	<	<	<	<	<	<	<	<	<	<	<	<	
255	0%	99%	10 3.9%	18 7.1%	33%	36%	94%	80%	94%	7%	14%	20%	99%	424.7	
142	0%	100%	10 7.0%	28 19.7%	42%	45%	99%	91%	99%	75%	8%	10%	100%	487.9	
120	1%	99%	18 15.0%	20 16.7%	48%	76%	100%	83%	98%	83%	15%	45%	100%	577.8	
21	N/A	N/A	0 0.0%	0 0.0%	33%	33%	90%	52%	90%	38%	67%	90%	95%	278.8	
175	0%	100%	46 26.3%	45 25.7%	43%	44%	94%	87%	95%	63%	7%	11%	99%	533.2	
<b>Local Authority (excluding independent schools)</b>			<b>11.8%</b>	<b>13.3%</b>	<b>47.7%</b>	<b>51.8%</b>	<b>93.5%</b>	<b>72.7%</b>	<b>93.6%</b>	<b>51.3%</b>	<b>24.7%</b>	<b>39.9%</b>	<b>98.7%</b>	<b>434.6</b>	
<b>England (maintained schools only)</b>			<b>10.8%</b>	<b>13.4%</b>	<b>50.7%</b>	<b>55.4%</b>	<b>94.5%</b>	<b>69.8%</b>	<b>93.6%</b>	<b>54.0%</b>	<b>28.4%</b>	<b>42.9%</b>	<b>99.5%</b>	<b>419.6</b>	
<b>England (including all schools)</b>			<b>10.0%</b>	<b>12.4%</b>	<b>49.8%</b>	<b>54.2%</b>	<b>90.8%</b>	<b>70.0%</b>	<b>92.3%</b>	<b>53.7%</b>	<b>31.6%</b>	<b>45.3%</b>	<b>98.9%</b>	<b>413.5</b>	

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
629	20 3.2%	27 4.3%					76%	89%	40%	92%	982.7	994.6	97%	9.2	8.3%	7.7%
728	56 7.7%	86 11.8%					78%	99%	27%	96%	1034.4	1045.5	99%	12.3	8.3%	7.0%
7	<	<	N/A				Not published	Not published	Not published	Not published	Not published	Not published	Not published	Not published	Absence return not required	
1404	75 5.3%	229 16.3%					48%	88%	41%	89%	1006.5	1015.3	91%	11.1	10.8%	9.4%
788	67 8.5%	192 24.4%					75%	87%	78%	88%	1040.8	1052.1	94%	13.2	7.4%	2.3%
611	83 13.6%	147 24.1%					68%	95%	44%	93%	1049.3	1061.3	98%	14.9	7.3%	5.9%
100	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	
903	232 25.7%	243 26.9%					66%	92%	58%	90%	1045.3	1055.5	95%	13.5	7.4%	4.1%
			40.8%	41.7%	45.5%	47.7%								7.6%	6.0%	
			44.0%	45.8%	48.2%	50.7%								7.3%	5.8%	
			45.6%	46.3%	47.6%	49.8%								7.3%	5.9%	

# BIRMINGHAM

## SPECIAL SCHOOLS

### Baskerville School

Fellows Lane Harborne  
Birmingham West Midlands  
B17 9TS Tel: 0121 4273191

CYS (SC) N/A MIXED 11-19

### Birmingham Rathbone Society

Longmore House Cromer Road Moseley  
Birmingham West Midlands  
B12 9QP Tel: 0121 4491011

INDSS MIXED 14-16

### Braidwood School for the Deaf

Bromford Road  
Birmingham West Midlands  
B36 8AF Tel: 0121 4645558

CYS N/A MIXED 11-19

### Calthorpe School Sports College

Darwin Street Highgate  
Birmingham West Midlands  
B12 0TJ Tel: 0121 7734637

CYS (Sp,L,M&C) N/A MIXED 2-19

### The Collegiate Centre for Values Education for Life

51-54 Hockley Hill Hockley  
Birmingham West Midlands  
B18 5AQ Tel: 0121 5230222

INDSS MIXED 13-17

### Fox Hollies School and Performing Arts College

Highbury Community Campus Queensbridge Road Moseley  
Birmingham West Midlands  
B13 8QB Tel: 0121 4646566

CYS (A,LEPP) N/A MIXED 11-19

### Hallmoor School

Hallmoor Road Kitts Green  
Birmingham West Midlands  
B33 9QY Tel: 0121 7833972

CYS N/A MIXED 4-19

### Hunters Hill Technology College

Spirehouse Lane Blackwell  
Bromsgrove Worcestershire  
B60 1QD Tel: 0121 4451320

CYS (T,SEN BES) N/A MIXED 11-16

### Lindsworth School

Monyhull Hall Road Kings Norton  
Birmingham West Midlands  
B30 3QA Tel: 0121 6935363

CYS N/A MIXED 11-16

### Local Authority (excluding independent schools)

### England (maintained schools only)

### England (including all schools)

## Cohort Information for pupils at the end of Key Stage 4

## 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										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			
	8	<	<			<	<	<	<	<	<	<	<	<	<	<	<
	17	N/A	N/A			0%	0%	6%	0%	6%	0%	0%	0%	0%	6%	15.2	
	11	0%	100%			0%	0%	27%	27%	45%	0%	0%	0%	100%	255.1		
	14	0%	100%			0%	0%	0%	0%	0%	0%	0%	0%	29%	10.9		
	8	N/A	N/A			<	<	<	<	<	<	<	<	<	<	<	<
	8	<	<			<	<	<	<	<	<	<	<	<	<	<	<
	29	0%	100%			0%	0%	0%	0%	3%	0%	0%	0%	83%	37.3		
	22	0%	100%			0%	0%	14%	0%	5%	0%	0%	0%	95%	57.9		
	50	0%	100%			0%	4%	20%	2%	12%	0%	0%	0%	84%	57.6		
						11.8%	13.3%	47.7%	51.8%	93.5%	72.7%	93.6%	51.3%	24.7%	39.9%	98.7%	434.6
						10.8%	13.4%	50.7%	55.4%	94.5%	69.8%	93.6%	54.0%	28.4%	42.9%	99.5%	419.6
						10.0%	12.4%	49.8%	54.2%	90.8%	70.0%	92.3%	53.7%	31.6%	45.3%	98.9%	413.5



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
85			N/A	0%	0%	N/A	<	<	<	<	<	<	<	Absence return not required		
23			N/A	N/A	N/A	0%	Not published	Not published	Not published	Not published	Not published	Not published	Not published	Absence return not required		
58			8%	12%	0%	0%	27%	100%	29%	64%	<	<	<	Absence return not required		
286			0%	0%	0%	0%	0%	100%	0%	100%	<	<	<	Absence return not required		
22			0%	8%	0%	N/A	Not published	Not published	Not published	Not published	Not published	Not published	Not published	Absence return not required		
72			N/A	N/A	N/A	N/A	<	<	<	<	<	<	<	Absence return not required		
236			0%	0%	0%	0%	0%	100%	0%	100%	966.4	987.2	93%	2.4	Absence return not required	
109			0%	0%	0%	0%	0%	100%	0%	100%	968.6	992.1	96%	4.3	Absence return not required	
176			0%	2%	0%	0%	4%	100%	0%	98%	976.3	992.2	94%	3.1	Absence return not required	
			40.8%	41.7%	45.5%	47.7%								7.6%	6.0%	
			44.0%	45.8%	48.2%	50.7%								7.3%	5.8%	
			45.6%	46.3%	47.6%	49.8%								7.3%	5.9%	

# BIRMINGHAM

## SPECIAL 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										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							
<b>Mayfield School</b>				R																
Heathfield Road	Handsworth	CYS	N/A	3-19	13	0%	100%													
B19 1HJ Tel: 0121 4643354		(SEN C&L)	MIXED																	
<b>Oscott Manor School</b>				R																
Old Oscott Hill	Kingstanding	CYS	N/A	11-19	15	0%	27%													
B44 9SP Tel: 0121 3608222			MIXED																	
<b>Priestley Smith School</b>																				
Perry Beeches Campus	Beeches Road	CYS	N/A	2-17	10	<	<													
B42 2PY Tel: 0121 3253900			MIXED																	
<b>Queensbury School</b>																				
Wood End Road	Erdington	CYS	N/A	11-19	41	0%	98%													
B24 8BL Tel: 0121 3735731			MIXED																	
<b>Selly Oak Trust School</b>																				
Oak Tree Lane	Selly Oak	FDS	N/A	11-19	55	0%	95%													
B29 6HZ Tel: 0121 4720876		(SC)	MIXED																	
<b>Trade Based Training (closed)</b>				R																
Units 10,11 and 16	Stetchford Trading Estate	INDSS		14-16	55	N/A	N/A													
B33 8BU Tel: 0121 7896602			BOYS																	
<b>Victoria School</b>				R																
Bell Hill	Northfield	CYS	N/A	2-19	9	<	<													
B31 1LD Tel: 0121 4769478		(A)	MIXED																	
<b>Wilson Stuart School</b>																				
Perry Common Road	Erdington	CYS	N/A	2-19	10	<	<													
B23 7AT Tel: 0121 3734475		(Sp.AL)	MIXED																	
<b>Local Authority (excluding independent schools)</b>								11.8%	13.3%	47.7%	51.8%	93.5%	72.7%	93.6%	51.3%	24.7%	39.9%	98.7%	434.6	
<b>England (maintained schools only)</b>								10.8%	13.4%	50.7%	55.4%	94.5%	69.8%	93.6%	54.0%	28.4%	42.9%	99.5%	419.6	
<b>England (including all schools)</b>								10.0%	12.4%	49.8%	54.2%	90.8%	70.0%	92.3%	53.7%	31.6%	45.3%	98.9%	413.5	

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
161			N/A	N/A	N/A	N/A	Not entered	Not entered	Not entered	Not entered	Not entered	Not entered	Not entered	Not entered	Absence return not required	
57			N/A	N/A	N/A	N/A	Not entered	Not entered	Not entered	Not entered	<	<	<	<	Absence return not required	
49			N/A	N/A	N/A	N/A	<	<	<	<	<	<	<	<	Absence return not required	
242			0%	0%	0%	0%	19%	88%	11%	90%	1045.1	1062.8	93%	5.9	Absence return not required	
388			0%	0%	1%	4%	15%	96%	12%	89%	1086.8	1101.8	96%	8.7	Absence return not required	
62			N/A	N/A	N/A	N/A	Not published	Not published	Not published	Not published	Not published	Not published	Not published	Not published	Absence return not required	
166			N/A	N/A	0%	N/A	<	<	<	<	<	<	<	<	Absence return not required	
141			0%	11%	0%	N/A	<	<	<	<	<	<	<	<	Absence return not required	
			40.8%	41.7%	45.5%	47.7%									7.6%	6.0%
			44.0%	45.8%	48.2%	50.7%									7.3%	5.8%
			45.6%	46.3%	47.6%	49.8%									7.3%	5.9%

# 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
<b>Total</b>		<b>10.5</b>	<b>474</b>

### 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	$9.5+1.0=10.5$	
<b>Total (capped)</b>		<b>8.0</b>		<b>383</b>

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](http://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](http://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.gsi.gov.uk**

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