

STANDARDS AND QUALITY IN EDUCATION IN HILLINGDON 2013/2014

Cabinet Member	Councillor David Simmonds
Cabinet Portfolios	Deputy Leader of the Council Education and Children's Services
Officer Contact	Daniel Kennedy, Residents Services
Papers with report	Appendix 1 - Further information about Looked After Children

HEADLINE INFORMATION

Purpose of report	This report provides Cabinet with an overview of the standard and quality of education across Hillingdon schools for local residents. The report focuses on attainment and achievement for the academic year 2013/14. Overall, results have improved and attainment for pupils in Hillingdon continues to rise throughout the key stages. Results remain either in line with or above national results in most subject areas. To ensure standards continue to rise, the report identifies further areas for action with schools.
Contribution to our plans and strategies	Putting our Residents First: Our People; Our Built Environment Ensuring every child in Hillingdon has access to a high quality school place as close to home as possible is central to putting our residents first.
Financial Cost	There are no direct financial implications arising from this report.
Relevant Policy Overview Committee	Children, Young People and Learning Policy Overview Committee
Ward(s) affected	All

RECOMMENDATION

That Cabinet:

1. Note the key findings set out in the report which identifies improvements in many of the key stages in education for Hillingdon's residents and;
2. Endorse the priorities for further action to ensure standards in education continue to rise.

INFORMATION

Reasons for recommendation

To provide Cabinet with an overview of school performance in the Borough which underpins the role of the Local Authority to challenge performance where required.

Alternative options considered / risk management

None.

Comments of Policy Overview Committee(s)

None at this stage. The report is scheduled for presentation to the Children, Young People and Learning Policy Overview Committee in February 2015.

Summary

3. Ofsted inspection outcomes are generally positive and reflect the good quality of education provided by Hillingdon schools. The main findings from the review of schools performance for the academic year 2013/14 are:
 - Overall, results have improved and attainment for pupils in Hillingdon continues to rise throughout the key stages. Results overall remain either in line with or above national results. There have been a number of changes in the national assessment frameworks which means reliable comparison with previous years has not always been possible.
 - Ofsted assessments show that 76% of secondary pupils and 81% of primary pupils attended a school in Hillingdon which was judged as 'good' or 'outstanding'. This is on par with the national average.
 - For Looked After Children, due to changes in the national assessment framework at key stage 4 it is not possible at this stage to make comparisons to previous years performance. Targeted action is being taken to raise standards.
 - Special Educational Needs – outcomes for pupils in general show positive progress against peers.
 - Success rates of pupils in Hillingdon's Adult Learning Services continue to remain high at 87%, and above or equal to the national average.
4. The remainder of the report provides further information about the outcomes achieved at the different education stages.

Putting Our Residents First – Raising Standards in Education

5. Putting residents first is central to the work of Hillingdon Council. This includes ensuring that every child in Hillingdon has access to a high quality school place as close to home as possible. Hillingdon Council has delivered a significant primary school places expansion programme in recent years to meet the rising demand for school places; totalling £150m, the largest in London. Significant investment by the Local Authority in new and modern education buildings and facilities is providing the high quality learning environment that children need in Hillingdon for the best start in life.
6. The Council recognises that access to the very best education opportunities for Hillingdon's children and young people, from early years onwards, ensures the Borough remains a

popular and desirable place of choice for families who are attracted to the area by the positive reputation of Hillingdon's schools.

7. The education landscape has been changing nationally and locally. There is now a diverse range of providers in Hillingdon offering opportunities to children and young people from early years through to adulthood. Schools operate within a framework of autonomy and have the primary responsibility for their own performance. Schools are also responsible for deploying school improvement resources to support their continuous self-improvement and form part of a wider school community to raise standards in education across all schools in Hillingdon.
8. The Council has a particular role to play in promoting high standards for all pupils, including vulnerable pupils. This includes:
 - collating and analysing the performance for all publicly funded schools in Hillingdon to identify those at risk and those in need of additional support (i.e. managing intelligence on school performance).
 - monitoring and challenging the performance of individual schools for all pupils, specific groups of pupils and individual pupils. This includes reviewing school improvement plans and monitoring the progress of these plans.
 - adopting a brokerage role for schools to access support from other schools.
 - issuing warning notices and recommending intervention action for community schools where required to drive up standards. This action is usually recommended as a last resort.
9. For Academies and Free Schools the Local Authority has limited powers to intervene, but if necessary, can refer concerns to the new Regional Schools Commissioner and / or the Secretary of State for Education.

Ofsted Inspections of Schools

10. During the academic year 2014 eighteen state funded schools in Hillingdon (including Academies and one new Studio College) were inspected by Ofsted (Office for Standards in Education). Ofsted award schools a performance judgement from inspections using a four point assessment scale (1) outstanding, 2) good, 3) requires improvement and 4) inadequate).
11. The overall effectiveness of twelve of the eighteen schools inspected in 2014 was deemed to be outstanding or good with six judged as 'requiring improvement'. None were judged as inadequate. Overall, the percentage of schools judged to be 'good' or 'outstanding' in Hillingdon is on par with the national position of schools judged by Ofsted (see table 1 below).

Table 1: Summary of Schools in Hillingdon by Ofsted Judgement
(Figures for the number of schools are in brackets)

Ofsted Judgements from School Inspections									
	1) Outstanding		2) Good		3) Satisfactory or Requires Improvement		4) Inadequate		
	National*	LBH	National*	LBH	National*	LBH	National*	LBH	
Primary	17%	19.7% (13)	64%	60.5% (40)	18% for categories 3 and 4	(13) 19.7%	See category 3	0	
Secondary	21%	26.3% (5)	49%	47.4% (9)	23%	26.3% (5)	6%	0	
TOTAL (all schools)	-	21.2% (18)	-	57.6% (49)	-	21.2% (18)	-	0	

*Figures for national Ofsted results are for the period ending 31 August 2014.

Monitoring and Challenging the Performance of Individual Schools

12. As part of the statutory responsibilities placed on Hillingdon Council to monitor the performance of individual schools and support schools to raise their standards, the Local Authority commissioned a programme of school performance reviews of all community schools (excluding Academies and Free Schools). The programme of reviews commenced in September 2014 to complete 40 reviews by the end of the first year. By the end of the autumn term 14 schools were reviewed and received reports. These 14 reviews are being used by the respective Governing Body and the Head Teacher of individual schools to develop targeted improvement plans where these are required.
13. During the last year it has been necessary for Hillingdon Council to commence intervention action in three schools where education standards have not improved. In one instance a warning notice has been issued and in another two cases applications have been submitted to the Department for Education to set up Interim Executive Boards (IEB). Both IEBs were approved and are in place for the schools in question. The Boards are actively progressing the necessary action to raise standards in the two schools.
14. As a priority for the coming year officers will be working closely with schools to define and ensure understanding of roles and responsibilities to drive up school standards and agree with schools a school-led framework for school improvement.

Overview of School Performance – 2013/14

A. Foundation Stage (age 3 to 5):

15. The Foundation Stage assessments were changed in 2013. The year 2014 was therefore the first year where it has been possible to draw comparisons with the previous year's performance under the new system. Overall, performance for the seven key subjects shows improvement across all areas, but remains below the national and outer London averages. In some subjects, Early Years providers in Hillingdon are now very close to achieving the average for outer London and nationally.
16. The assessment at the Foundation Stage is based entirely on teacher assessments. Officers from the Local Authority have been working with staff in early years settings to

improve the way in which assessments are conducted, which has directly raised standards. During 2013/14 the moderation focus was on mathematics, which has improved by 14 points. For 2014/15 the focus will initially be on literacy.

Priorities for Foundation Stage

- To continue to support Teachers in making secure and consistent judgements against national standards through rigorous moderation. The initial focus will be on literacy.
- Narrowing the gap between the attainment of boys and girls to address the difference between Hillingdon's performance and national performance.

Table 2: Performance at Foundation Stage - Percentage of Overall Teacher Assessments (Difference in performance to 2013 shown in brackets)

SUBJECT	HILLINGDON		NATIONAL		OUTER LONDON	
	2013	2014	2013	2014	2013	2014
Communication & Language	64	69 (+5)	72	77 (+5)	72	78 (+6)
Physical Development	77	83 (+6)	83	86 (+3)	83	86 (+3)
Personal Social & Emotional Development	71	78 (+7)	76	81 (+5)	77	82 (+5)
Literacy	58	65 (+7)	61	66 (+5)	62	68 (+6)
Mathematics	55	69 (+14)	66	72 (+6)	67	74 (+7)
Understanding the World	67	77 (+10)	75	80 (+5)	75	80 (+5)
Arts/Design & Making	72	82 (+10)	78	83 (+5)	78	83 (+5)

B. Key Stage 1 (age 5 to 7):

17. At key stage 1, pupils are expected to achieve a Level 2 assessment. For the specific areas of assessment analysis shows:

- Reading - the proportion of pupils attaining Level 2 or above has remained at the same level as last year whilst the proportion of pupils attaining Level 3 or above has continued to improve and is above the national and outer London averages.
- Writing - the proportion of pupils attaining level 2 or above has improved to above national averages and is in-line with the outer London averages. The proportion of pupils attaining Level 3 or above is better than last year, is above the national average but below the outer London averages.
- Maths - the proportion of pupils attaining Level 2 or above has improved compared to the previous year and remains above the national and outer London averages.
- Phonics - 77% of pupils are working at the desired phonics level which is 6% better than last year and is above the national average (74%) and in line with the outer London average (77%).

Priorities for Key Stage 1

- Further detailed analysis shows some differences in attainment across specific pupil groups, including differences between boys and girls. Therefore a priority is to continue to narrow the gap between boys and girls in relevant areas;
- Continue to maintain the improvement and remain above the national average in all areas.

Table 3: Performance at Key Stage 1 (percentage of pupils)

(Difference in performance from 2013 shown in brackets)

SUBJECT	LEVEL	HILLINGDON		NATIONAL		OUTER LONDON	
		2013	2014	2013	2014	2013	2014
Reading	2+	91	91 (-)	89	90 (+1)	90	90 (-)
Reading	3+	31	33 (+2)	29	31 (+2)	30	32 (+2)
Writing	2+	85	87 (+2)	85	86 (+1)	86	87 (+1)
Writing	3+	15	17 (+2)	15	16 (+1)	16	18 (+2)
Maths	2+	92	93 (+1)	91	92 (+1)	92	92 (-)
Maths	3+	26	28 (+2)	23	24 (+1)	25	27 (+2)

C. Key Stage 2 (age 7 to 11):

18. At key stage 2, pupils are expected to achieve a Level 4 assessment. 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 key stage 2 should be expected to achieve at least a 'C' grade GCSE in that subject. The key stage 2 tests were changed in 2013. The English test was replaced by Reading, Writing and Grammar, Punctuation and Spelling (GPS). 2014 is the first year it has been possible to compare the results with previous years. Overall, results for Hillingdon schools show continued improvements in 2014 compared to previous years and in all subject areas exceed or equal the national average. For the specific areas of assessment:

- Reading – the proportion of pupils attaining level 4 has improved over the last year and remains above the national position and matches the average performance for pupils attending schools in outer London. Almost 9 out of every 10 pupils in Hillingdon are achieving the required standard.
- Writing – the share of pupils attaining level 4 or higher has markedly improved over the last year, and is above the national and outer London average.
- Maths – The proportion of pupils attaining level 4 or above is slightly better than last year. Performance is above the national average and is in line with outer London averages. The proportion of pupils attaining Level 5 or above is the same as last year and above national averages but just below the outer London average.
- Grammar, Punctuation and Spelling - the proportion of pupils attaining level 4 is above the national position and matches the average performance for pupils attending schools in outer London.

Priorities for Key Stage 2

- Continue to target and challenge schools to increase achievement at key stage 2 to be above the national average for all areas.

Table 4 – Performance at Key Stage 2 (percentage of pupils)
(Difference in performance from 2013 shown in brackets)

SUBJECT	LEVEL	HILLINGDON		NATIONAL		OUTER LONDON	
		2013	2014	2013	2014	2013	2014
Reading	4+	87	89 (+2)	86	88 (+2)	86	89 (+3)
Reading	4B+***	76	78 (+2)	75	78 (+3)	76	79 (+3)
Reading	5+	43	49 (+6)	45	49 (+4)	45	51 (+6)
Writing (TA*)	4+	84	88 (+4)	83	85 (+2)	84	86 (+2)
Writing (TA*)	5+	29	33 (+4)	30	33 (+3)	32	38 (+6)
Maths	4+	87	88 (+1)	85	85 (-)	86	88 (+2)
Maths	4B+	77	79 (+2)	73	75 (+2)	77	79 (+2)
Maths	5+	46	46 (-)	41	42 (+1)	46	47 (+1)
GPS**	4+	78	80 (+2)	73	76 (+3)	78	80 (+2)
GPS**	4B+	70	73 (+3)	64	68 (+4)	70	73 (+3)
GPS**	5+	53	58 (+5)	47	52 (+5)	54	59 (+5)

*TA refers to teachers' assessment of writing

**GPS = Grammar, Punctuation and Spelling

*** 4B is defined as a "good level 4"

D. Key Stage 4 (age 14 to 16):

19. During the academic year 2013/14, significant national reforms were introduced which affected the results of key stage 4 assessments. The main reason for this can be attributed to early entry and vocational qualification reforms which impact on the way qualifications contribute to performance table measures. Not only were the range of subjects which attract points reduced, but some subjects which previously equated to two or more GCSEs were capped at one award. In addition, the points from subsequent re-sits resulting from early entry to exams have been limited to the first entry for assessment only. The collective impact of these reforms has reduced the potential average points scores on which performance tables are constructed. During this time, the exams framework moved away from modular qualifications to "end-only" exams and this has resulted in changes to the taught curriculum and transitional arrangements.

20. As a result of these collective changes, it is not accurate to directly compare 2014 key stage 4 results with previous years. The following table summarises the performance at key stage 4 and for completeness the results from the key stage 4 assessments in 2013 have been retained and included for ease of reference.

21. At key stage 4 a key benchmark of performance is the percentage of pupils attaining at least five GCSEs at grades A*-C. Overall, a higher share of pupils attending a Hillingdon school in 2014 achieved the benchmark compared to the average across the country.

Table 5 – Performance at Key Stage 4 (percentage of pupils)

SUBJECTS	HILLINGDON		NATIONAL		OUTER LONDON	
	2013	2014	2013	2014	2013	2014
Percentage of pupils attaining at least 5 A* - C Grades	86	68	81	63	84.5	71
Percentage of pupils attaining at least 5 A* - C Grades (inc English and Maths)	61	58	58.5	52.5	65.5	61.5
Percentage of pupils making expected progress in English	73.5	72.5	71	71	78	78
Percentage of pupils making expected progress in Maths	74	69	72	65	78.5	72

Priorities for Key Stage 4

- Supporting the two remaining LA Secondary Schools for which the LA retains responsibility (i.e. non Academies).
- Supporting LA schools to move from 'requiring improvement' to 'good' in the Ofsted ratings.

E. Key Stage 5 (Age 16 to 19):

22. At key stage 5 there are two main national indicators of performance:

- The average point score per student (based on cumulative performance in GCSE/ A/AS and key skills examinations – usually over 2 years).
- The average point score per examination entry (based on cumulative performance in GCSE/A/AS and key skills examinations – usually over 2 years).

23. The average point score per student has shown significant falls both in Hillingdon, outer London and nationally. The average point score per examination entry is slightly down in Hillingdon for 2014, leaving it just below both outer London and national averages.

Table 6 - Key Stage 5 Summary (Difference in performance from 2013 shown in brackets)

SUBJECTS	HILLINGDON		NATIONAL		OUTER LONDON	
	2013	2014	2013	2014	2013	2014
Average point score per student	710	624 (-86)	724	680 (-44)	705.5	689 (-16.5)
Average point score per entry	208	203.5 (-4.5)	213	213.5 (+0.5)	211.5	212 (+0.5)

F. Looked After Children (LAC):

24. From reviewing the attainment of those children looked after continuously for 12 months for the year 2013/14 the findings show at key stage 4, the percentage of children looked after achieving A*-C in all subjects was 14.3% in 2014. The percentage achieving 5+ A*-C including English and Mathematics was 7.1%. Due to the impact of the national reform of the key stage 4 assessments, it is difficult at this stage to draw reliable comparisons to previous years. Targeted checks are being made on schools to ensure looked after children receive the additional support they need to raise attainment. Further information about the attainment of looked after children can be found in appendix 1 and will also be reported separately to Hillingdon's Corporate Parenting Board.

Priorities

- Ensure every looked after child has an up-to-date Personal Education Plan setting out the targeted support needed for the young person to improve their education outcomes.
- All action plans are regularly reviewed and progress checked to ensure looked after children receive the support that has been agreed.

Table 7 – Looked After Children Key Stage 4 Summary

KS4 Attainment	2013-14
A* - C in English and Mathematics	7.1%
5 + GCSEs A* - C including English and Mathematics GCSEs	7.1%
5 + GCSE's A* - C or equivalent – all subjects	14.3%

G. Special Education Needs (SEN):

25. In line with the Children and Families Act 2014 from September 2014 onwards the SEN statements are being replaced by Education, Health and Care Plans (EHC). The new Plans will be phased in over a three and a half year transition period. The School Action and School Action Plus categories will be combined for reporting purposes into an SEN support category in 2014/15, although SEN statements will remain for the time being. This will make comparisons with previous performance more difficult as the changeover happens. Work to implement these changes is well advanced in Hillingdon.
26. For key stages 1, 2 and 4, analysis of attainment for children and young people with additional support needs shows that good progress has been made across most groups, with notable improvements at key stage 1 and key stage 4. Progress from year to year will, however, depend on the specific needs of children. Pupil progress is based on a range of factors e.g. pupil prior attainment, gender, month of birth and other pupil and school

contextual factors. The tables below provide further information about progress at the different key stages.

Table 8 – Education Outcomes for Children with Special Needs

8a. SEN KS1 (scores for reading, writing and maths)

Pupils	Actual Results			Pupil Progress		
	Avg Point Score	% Level 2+	% level 3+	Average Point Score	% level 2+	% level 3+
School Action (318)	13.1	60%	0%	+0.0	+1%	0%
School Action+ (245)	13.0	55%	3%	+0.2	+2%	+1%
Statement (93)	7.6	23%	2%	-0.1	+6%	+2%

8b. SEN KS2 (scores for reading, writing and maths)

Pupils	Actual Results			Pupil Progress		
	Average Point Score	% level 4+	% level 5+	Average Point Score	% level 4+	% level 5+
School Action (345)	25.2	47%	1%	-0.1	-3%	-2%
School Action + (213)	24.5	40%	5%	+0.4	+4%	+1%
Statement (101)	16.6	10%	4%	+0.8	-2%	+2%

8c. SEN KS4 (5 GCSEs A*-C)

Pupils	Actual Results			Pupil Progress		
	% 5+ A*-C Eng and Maths GCSE	Avg point score best 8*	% EBacc**	%5+ A*-C Eng and Maths GCSE	Avg point score best 8*	% EBacc**
School Action (324)	30%	254	7%	-1%	-4	-0%
School Action + (122)	30%	226	2%	+4%	-8	-2%
Statement (112)	11%	108	2%	+2%	-5	+0%

*Average Point Scores are the total points achieved by pupils in their best 8 GCSEs (or equivalents).

**English Baccalaureate

H. Hillingdon Adult Learning Service:

27. The Hillingdon Adult Learning Service provides opportunities for adults to learn new skills which align to Hillingdon's priorities and those of the Department of Business, Innovation and Skills. The service is subject to Ofsted inspections and is graded as 'good'.
28. Overall, the service continues to deliver positive outcomes for Hillingdon residents with a high proportion of learners achieving their expected learning aims, and consistently above average. The following table summarises the key outcomes.

Table 9 – Hillingdon Adult Learning Outcomes

Key Performance Indicator	2011/12	2012/13	2013/14	2013/14 comparison to Provider Group average	2013/14 comparison to National average
Success Rates %	88%	89%	87%	83.6%	84.6%
Retention Rate %	93%	93%	92%	92%	92%
Achievement Rate %	94%	95%	95%	91%	92%

Notes:

Success rates: the proportion of enrolled learners who successfully achieve their aims.

Retention rates: the proportion of enrolled learners who are retained until the course ends.

Achievement rates: the proportion of retained learners who successfully achieve their aims.

I. School Attendance and Exclusions

29. The times that children are absent from school can have a detrimental impact on their learning outcomes. Levels of attendance and exclusions from schools are closely monitored to ensure children remain in education and standards are being met.

Attendance

30. In the period 2013-14, attendance for key stage 1 pupils was 95%, 96% for key stage 2 pupils and 95% for key stage 4 pupils. These levels of attendance are consistently above the Ofsted thresholds. Ofsted thresholds for 2012-13 were 93.72% in primary schools and 92.46% in secondary schools. Attendance is closely monitored.

Exclusions

31. The latest comparable data available for school exclusions is for the period 2012-13. The next available data set will be collected from the January 2015 School Census. In Hillingdon during 2012-13, there were 5 permanent exclusions for assaults against another pupil, 8 permanent exclusions for persistent disruptive behaviour and 8 permanent exclusions for 'other' unspecified reasons. In Hillingdon levels of permanent exclusion are slightly above national and outer London levels at secondary school stages.

Table 10 - Permanent Exclusions

Permanent Exclusions	State-funded Primary	State- funded Secondary	Special
England	0.02%	0.12%	0.07%
Outer London	0.01%	0.14%	0.07%
Hillingdon	0	0.15%	0

32. The proportion of fixed term exclusions was below average at primary level. At secondary stage the proportion of fixed term exclusions was above the average for outer London schools. The main reasons for fixed term exclusions included assault against another pupil, verbal/threatening behaviour, persistent disruptive behaviour and a high proportion for other

"unspecified" reasons. Over the coming year further analysis of exclusions will be undertaken and shared with schools to highlight any patterns or concerns.

Table 11 - Fixed Term Exclusions

Fixed term exclusions	State-funded Primary	State- funded Secondary	Special
England	0.88%	6.75%.	14.68%
Outer London	0.60%	6.12%	17.63%
Hillingdon	0.40%	6.35%	49.06%

Financial Implications

There are no financial implications arising from this report.

EFFECT ON RESIDENTS, SERVICE USERS & COMMUNITIES

What will be the effect of the recommendation?

The report presents a summary of education attainment and standards in Hillingdon schools and sets out priorities to continue to improve education for Hillingdon's residents.

Consultation Carried Out or Required

None required as the report is a summary of attainment and inspection evidence.

CORPORATE IMPLICATIONS

Corporate Finance

Corporate Finance has reviewed this report and confirms that there are no direct financial implications arising from the recommendations outlined above.

Legal

Under the Education Act 1996 (sections 13,13A and 14) the Council has statutory obligations to: ensure that efficient primary, secondary and further education is available to meet the needs of the local population; ensure that its education functions are discharged with a view to promoting high standards; ensure fair access to opportunity for education and learning, and promote the fulfilment of learning potential; and secure that sufficient schools, for providing primary and secondary education, are available for its area.

The report sets out in detail the high standards and quality of education in Hillingdon schools. There are no specific legal implications arising from the report.

BACKGROUND PAPERS

NIL

Appendix 1 - Additional Information for Looked After Children (LAC)

A. About the Looked After Children (LAC) Population:

	2012-13	2013-14
Current statutory school age LAC population	172	205
Total number of statutory school age children worked with during the academic year	262	266

B. Place of Education

	2012-13	2013-14
Number of statutory school age LAC educated within Hillingdon	99	121
Number of statutory school age LAC educated outside Hillingdon (as at 19.10.14)	78	84
Number of 17 and 18 year old LAC (as at 19.10.2014)	142	91
Non-Hillingdon LAC educated within Hillingdon (as at 19.10.2014)	152	274

C. LAC with Statements of SEN*

	Number of LAC aged 5- 18 with a Statement of SEN	Educated in Borough	Educated outside the Borough
2012-13	58	22	36
2013-14	59	23	36

D. Categories of SEN *

	BESD*	LD	ASD	SLD	PMLD	VI	Not Known
2012-13	30	18	5	3	1	1	0
2013-14	30	18	3	4	2	1	1

* BESD = Behaviour, emotional and social difficulty LD = Learning difficulty ASD = Autistic spectrum disorder SLD = Severe learning difficulty PMLD = Profound and multiple learning difficulties VI = visually impaired

*NB - from 2014/15 BESD will be replaced by a new category of "Social, emotional, and mental health difficulties".

E. Education data for LAC - Key Stage 2 attainment

Key Stage 2 Attainment - There was attainment data for 9 pupils. The available teacher assessment data showed: that for Maths and English 5 pupils achieved Level 5, 2 pupils achieved Level 3 and 2 pupils achieved level 2.

Key Stage 4 Attainment

KS4 Attainment	2013-14
A* - C in English and Mathematics	7.1%
5 + GCSEs A* - C including English and Mathematics GCSEs	7.1%
5 + GCSE's A* - C or equivalent – all subjects	14.3%

Of the KS4 Cohort:	2012-13 (Cohort: 39)	2013-14 (Cohort:28)
How many indigenous children?	67%	75%
How many are UAS/C have ESOL?	33%	25%
How many have a Statement of SEN	31%	39%
How many are male?	74%	57%
How many are female?	26%	43%
How many are educated outside the Borough?	64%	25%
How many are educated inside the Borough?	36%	75%

Reportable KS4 data	Actual number of pupils achieving at this level 2012-13	Actual number of pupils achieving at this level 2013-14
Achieved 5 GCSE's at A*- C or equivalent including English and Maths	4	2
Achieved 5 GCSE's at A*- C or equivalent	12	4
Achieved 5 GCSE's at A*- G or equivalent	14	10
Achieved 1 GCSE or equivalent	10	15
Sat 1 GCSE or equivalent	10	15
Did not take any GCSE or equivalent exams.	9	13