

## Bath & North East Somerset Council

MEETING:	Early Years, Children and Youth Policy Development & Scrutiny Panel	
MEETING DATE:	28 <sup>th</sup> November 2011	AGENDA ITEM NUMBER
TITLE:	School Performance Data	
WARD:	ALL	
<b>AN OPEN PUBLIC ITEM</b>		
<b>List of attachments to this report:</b>		
<ul style="list-style-type: none"><li>• Appendix 1 Early Years Foundation Stage</li><li>• Appendix 2 Provisional performance in 2011 at Key Stage 1, 2, 4 and Post 16</li><li>• Appendix 3 Glossary of terms</li></ul>		

### 1 THE ISSUE

1.1 This report sets out the headlines of pupil performance in 2011 at ages 5, 7, 11, 16 and 18. Currently the data for Key Stage 4 and Post 16 is provisional. Performance figures for all key stages are provided within the attachment to this report. A glossary setting out national expectations for each key stage is also attached.

### 2 RECOMMENDATION

The Policy Development & Scrutiny panel is asked to:

2.1 Note that pupils in Foundation stage, key stages 1, 2 and 4 continue to attain well compared with other local authorities and beyond national expectations on all measures. Post 16 results 2011 show a significant improvement on the previous two years and this year provisional data indicates students' attainment is above the national figures on two key indicators.

**2.2** Commend schools and Local Authority staff for their continuing high quality work and high standards achieved.

**2.4** Agree that raising the achievement of particular underperforming groups of pupils and improving pupil progress are priorities for Local Authority support and challenge to schools and settings.

### **3 FINANCIAL IMPLICATIONS**

There are no financial implications arising directly as a result of this report.

### **4 THE REPORT**

#### **4.1 Early Years Foundation Stage**

##### **Summary Overview**

The majority of children continue to attain securely within the Early Learning Goals and achieve good outcomes across all areas of learning. Targeted support and intervention has resulted in improved outcomes particularly for the most vulnerable children, especially in their communication language and literacy skills.

#### **4.2 Early Years Foundation Stage 2011**

- The proportion of 5 year olds scoring the LA threshold target of 78 points and 6+ in all scales in communication language and literacy and personal social and emotional development has increased to 58.2% compared to 56% in 2010.
- Very good progress has been made in narrowing the gap between the lowest attaining 20% of children and their peers. This is now 28.2% compared to 29% in 2010.

##### **Priorities**

- Continue to embed developments in communication language and literacy and personal social and emotional development.
- Narrowing the gap for vulnerable children remains a priority.
- Boy's attainment.

## 4.3 Key Stage 1

### Summary Overview

Children in Key Stage 1 continue to attain well and results remain significantly above those nationally and are the highest in the South West.

#### Level 2 +

#### **By the end of Key Stage nationally, children are expected to achieve Level 2 +**

- Compared to the equivalent final 2010 results, the overall percentages achieving Level 2 + have remained the same in reading (91%), increased by 1 percentage point in writing (88%) and 1 percentage point in mathematics (94%).
- Girls outperform boys across all areas but the gap has narrowed in writing by 4%, in mathematics by 2% and widened slightly in reading.

#### Level 2b+

#### **The local expectation and priority has been to increase the proportion of pupils attaining the more secure level of 2b +**

- This remains a priority as outcomes are overall the same as last year. The greatest gap is between boys and girls attainment in writing at 15%, the same as the national gap.

#### Level 3

- At Level 3 outcomes are significantly above those nationally. Reading is a particular strength (42% girls attained level 3). Whilst writing results are comparatively high, it as a local priority to improve the proportion reaching this higher level.

#### Priorities

- To increase the proportion of pupils attaining Level 2b+.
- To support schools in meeting testing and assessment procedures for early reading.
- To improve writing outcomes particularly at Level 3.
- To maintain the focus on narrowing the gap for vulnerable pupils.

## 4.4 Key Stage 2

### Summary Overview

**Comparison to 2011 results should be interpreted with caution as only 33 schools administered 2010 tests.**

- Results are above those nationally on every measure.

### **Key indicators at the end of Key Stage 2 are percentages attaining Level 4+ in:**

1. English and mathematics combined.
2. Percentage making 2 levels progress from KS 1 – 2 in English.
3. Percentage making 2 levels progress from KS1 – 2 in mathematics.

### **Key Points**

- Attainment in English and mathematics combined at Level 4+ is 77%, 3 percentage points above national outcomes. Higher attaining pupils have achieved well, 24% gaining Level 5, 3% above national outcomes.
- English remains a strength results being above those nationally. 85% have attained Level 4+ and 35% Level 5. The gap between boys and girls remains at 7% compared to 9% nationally.
- Girls outperform boys in all aspects of English, particularly in writing.
- Results in mathematics at Level 4+ have fallen by 3 percentage points since 2009 whilst remaining above the national average by 2%. Whilst boys perform slightly better than girls at Level 4+, they do so significantly at Level 5 with 44% attaining this higher level (compared to 37% nationally).

### **Progress from Key Stage 1 – 2**

- The proportion making at least 2 levels progress from Key Stage 1 to 2 in English is 85% (83% nationally).
- In mathematics 83% make expected progress (82% nationally).

### **Science**

- Outcomes in Science are measured by teacher assessment. Reflecting the national picture, outcomes are the same as last year (87.2%). Similarly Level 5 assessments are the same as last year (40%) whereas nationally there has been a decline of 2%.

### **Vulnerable groups**

#### **At Key Stage 2, the gaps in attainment at Level 4+ in English and mathematics combined are as follows:**

- Free School Meals (FSM) attainment gap is 30.5% having narrowed slightly by 1 percentage point since 2009. Progress of FSM pupils is closer to that of non-FSM pupils with a difference of 3%.
- Black and Minority Ethnic (BME) attainment gap between this group of pupils and all pupilsoverall is 8.6%, the greatest being between those of mixed ethnicity and all pupils. Numbers are low and results are analysed by individual school and pupil.
- A priority is to improve standards in progress for pupils from dual heritage backgrounds.

## **Children in Care**

**Small cohorts of children in care at Key Stage 2 lead to significant variations year on year.**

- 2 out of 4 pupils reached Level 4+ in English and mathematics. Progress from previous key stage is good, all 4 pupils made 2 or more levels progress in English and 3 pupils made 2 more levels progress in mathematics.

## **Key Stage 2 Priorities**

- To narrow the attainment gap for specific groups of pupils.
- To improve outcomes for pupils from dual heritage backgrounds.
- To support and challenge schools in improving pupil progress from Key Stage 1 -2.
- To improve outcomes in mathematics.

## **All Primary Schools**

- There are no schools identified by DfE as causing concern although the LA has identified 13 schools for priority and targeted support.
- There are no schools in OFSTED categories of notice to improve or special measures.

## **4.5Key Stage 4**

**ALL THE DATA BELOW IS PROVISIONAL AND TAKEN FROM STATISTICAL FIRST RELEASE. NOT ALL DATA FOR KS4 AND 5 IS AVAILABLE UNTIL EITHER LATE 2011 OR EARLY 2012**

### **Summary overview**

- **Provisional data** from the DfE for GCSE results show another increase in the proportion of pupils achieving 5+A\*-C grades in any subject and 5+ A\*-C grades including English and Mathematics has also increased for schools within Bath and North East Somerset.

### **Key points**

- Young people have again enjoyed success in relation to the measure of 5+ A\*-C including English and mathematics. 64% of all pupils achieved this target compared with a national figure of 58.3% and 57.5% in the South West. This represents a 3.3 increase on 2010 and the fourth year in succession that the measure has increased. The increase in the 5+A\*-C figure with and without English and maths of 80.9% has increased by 3.5% this year. This is the fifth year an increase has taken place. These latest performance measures show we are performing better than all other LAs in the South West for 5 A\*-C figure and only the Isles of Scilly out-perform the LA for 5A\*-C including English and maths.
- Only one school in the LA is performing below the floor target of 35%. A priority still remains to reduce the achievement gap between the 5+A\*-C figure with and

without English and maths ensuring that even more young people include English and maths in their GCSE successes.

- The gap between the proportion of boys and girls achieving 5+ A\*-C including English and maths has widened to 7.8% from 4.6% in 2010 and 5% in 2009. This is against a national gap of 7.6% and 7.8% for South West this year. It is important to note that boys in B&NES outperform boys in all other LAs in the South West and the girls are only outperformed by girls in the Isles of Scilly for this indicator.
- There has been a percentage increase again this year in the proportion of young people achieving 5 or more A\* - C grades at GCSEs from 77.5% (2010) to 80.9% (2011)/ Nationally the figures 78.8% in the South West 76.4%. Boys have improved their performance by 0.6% to 75.8% and girls by 6.5% to 85.7% exceeding both the figures for the South West LAs and national figures.
- Students attained 96.1% 5 A\*-G grades compared to 95.3% in the South West and nationally 93.1%.
- A new measure now includes 5 A\*-G including English and Maths. Students in Bath and NE Somerset attained 95.1% compared to 94.8% for the South West and 91.6% nationally.
- Both boys and girls in Bath and NE Somerset are outperforming students nationally on all measures.
- Looked after children achieving 5 A\*-C GCSEs at KS4 including English and Maths: 18% (2 out of 11 pupils), these outcomes are above the national average for Children in Care. Progress at KS4: 55% made 3 or more levels of progress in English but just 36% made 3 or more levels of progress in maths. The one to one tuition programme made a significant difference to pupils – all pupils who received one to one tuition achieved good grades for them – this will be extended for 2012.

### **Expected levels of Progress: Provisional data**

- Progress levels are taken from Key Stage 2 to 4 at 3 levels of progress in both English and maths. There has been an increase in both English and maths. 78% of students achieved 3 levels of progress in English (75% 2010) the highest percentage in the South West and 68.2% achieved 3 levels of progress in maths (66% 2010) the third highest in the South West.

### **English Baccalaureate**

- This new measure of performance identifies English, mathematics, science, a modern or classical language, and either history or geography as qualifying subjects. For all schools 22.7 per cent of students were entered for all of the subject areas of the English Baccalaureate and 16.5 per cent passed every subject area with grades A\* to C. In the South West 23.6% of students were entered and 16.4% passed with grades A\*-C and in Bath and NE Somerset 31.2% of students were entered with 22.9% of those students achieving A\* to C in all subjects.

#### Priorities for Key Stage 4

- Improving rates of progress.
- To continue to narrow the gap for vulnerable groups.
- Raising still further the proportion of young people achieving 5 or more GCSEs at A\*-C with English and mathematics.

#### 4.6 Post 16: Attainment: Provisional data

- 1 Post 16 Level 3 QCDA points scores are as follows over the last 3 years:

Indicator	2009	2010	2011
Points per learner	<b>695/721</b>	<b>696/732</b>	<b>748/733</b>
Points per exam entry	<b>212/208</b>	<b>214/214</b>	<b>219/216</b>

Figures in italics are national figures those in bold LA

The average point score per student provides a measure of the average number of A level equivalent studied and the grades achieved. The more qualifications undertaken by a student and the higher the grades achieved, the higher the average point score per student. However, the average point score per examination gives an indication of the average A level grade achieved by students at an institution. The higher the grade, the higher the points score per examination entry. Neither performance indicator should be considered in isolation.

QCDA tariff: the following table should be used in conjunction with the table above. It can be seen that the average Level 3 point score is equivalent to grade C. This average attainment is the same nationally.

Grade	Size	Points
general/applied A level		
A	1	270
B	1	240
C	1	210
D	1	180
E	1	150

- There has been a significant increase in the average points per learner this year and a continued increase in the average points per exam entry. The LA has outperformed 11 other LAs in the South West for average points per learner and 13 LAs in the South West in terms of average points per entry.
- **The following table shows the performance of boys and girls:**

Breakdown Boys/Girls Attainment Results			
Indicator	BOYS	GIRLS	ALL
Points per learner	<b>737/716</b>	<b>757/748</b>	<b>748/733</b>
Points per exam entry	<b>215/212</b>	<b>233/219</b>	<b>219/216</b>

Figures in italics are national figures those in bold LA

- Both boys and girls have outperformed students in other LAs in the South West by the following - boys rank 5th and girls rank 3rd.

**Priorities for Post 16:**

- Securing provision for 100% of the cohort from 16-18 in line with the raising of the participation age.
- Raising achievement, expressed in students' progress made from 16 to 18.
- Developing the mix and balance of provision across the area and meeting the economic and employability demands of the local, regional and national communities by ensuring young people have the skills and attributes to succeed and be productive.
- Improving the quality and consistency of teaching and learning.
- Closing the attainment gap at levels 2 and 3.
- Meeting the needs of all vulnerable young people.
- Achieving low NEET numbers.

**Attendance 2010-11 Confirmation from DfE awaited**

- Provisional data indicates that overall secondary attendance has risen in 2010-11 From 90.95% to 93.17%.
- Primary school attendance has risen from 93.67% to 95.17%.
- Special school attendance has decreased in 2010-11 from 84.33% to 83.56%.
- There is no longer a government target for persistent absence as the DfE abolished the Persistent Absence category target from September 2010.

**Priorities for 2011-12 are:**

- To continue to support primary schools identified as having systemic persistent absent issues i.e. those with average attendance below 94%.
- Focusing a reduced workforce on primary schools to ensure schools have efficient procedures in place and early intervention is a priority.
- Ensuring cross border protocols remain in place and are effective in identifying Children Missing Education.



## Appendix 3

### GLOSSARY

#### **Attainment and Achievement**

- In considering pupil performance at either school or LA level there are two ways in which we look at it. These are:

#### **Attainment**

- Attainment describes the actual level or percentage reached e.g. 84% of pupils attained Level 4+ in English in Key Stage 2. The national tables of pupil performance show attainment.

#### **Achievement**

- Achievement describes the progress that pupils make from one key stage to the next.

#### **National age-related expectations**

- At Foundation and key stages 1, 2, 3 and 4 there are national expectations about the levels that pupils should reach by the end of that key stage.

#### **Foundation Stage**

- The expectation for the Foundation Stage is that children achieve at least 6+ in the Foundation Stage Profile across all areas of learning. In addition there is an expectation that children will achieve 6+ in on all the scales within Personal, Social & Emotional Development (PS&D) and Communications and Language and Literacy Development (CLLD) with overall total of 78 points.
- There is also a measure about reducing the percentage gap between the median score (for all pupils) and the mean score for the bottom 20% of pupils (equalities target).

#### **Key Stage 1**

- The national age-related expectation for Key Stage 1 is Level 2+ in reading, writing and mathematics. However, 2b+ is the more secure predictor of level 4+ at Key Stage 2 and is increasingly used as the national and local expectation.

#### **Key Stage 2**

- The national age-related expectation for 11 year olds is the percentage of pupils attaining Level 4+ in English, Level 4+ in mathematics and Level 4+ in English and mathematics combined.

## Appendix 1

### Foundation Stage Profile

NB: 2011 data is taken from the LA Target Areas report on Keypas

	% 78 Points and 6+ in PSED and CLLD	Ave Total FSP Score	% Equalities Gap
All Pupils (2010)	56.1	88	29.3
All Pupils (2011)	58.2	88.5	28.2

## Appendix 2

### Key Stage One - Teacher Assessments

**NB: 2011 National Data published on Statistical First Releases on 29th Sept**

**NB: 2011 National Data by Pupil Characteristics (FSM, SEN) not available until mid November 2011**

**NB: 2010 LA and National Data comes from Statistical First Releases (SFRs):**

<http://www.education.gov.uk/rsgateway/DB/SFR/s000968/index.shtml>

<http://www.education.gov.uk/rsgateway/DB/SFR/s000947/index.shtml>

Non SEN and BME national figures are not published directly as shown here but can be calculated from SFR data

2010 National Level 2+ figures for SEN/non-SEN calculated from table 2

2010 National Level 2+ figures for BME/non-BME calculated from table 3

#### READING

Year	LA Level 2+		National Level 2+		LA Level 2b+		National Level 2b+		LA Level 3+		National Level 3+	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
All	91	90.5	85	85	82	81.5	72	74	36	37.2	26	26
Boys	88	87.2	81	82	77	78.0	67	68	28	32.9	22	22
Girls	94	94.0	89	89	87	85.1	78	79	44	41.7	30	30
FSM	80	78.4	71.7	73		64.2	24.8	25		19.6	11.7	12
Non FSM	92	91.8	87.9	88		83.2	22.5	23		39.0	29	29
SEN		25.0	23.1			14.3				0.0		
Non SEN		91.7	86.0			82.7				37.8		
BME		85.5	84.2			79.3				31.0		
Non BME		91.0	85.1			81.7				38.0		
CIC		60.0				20.0				0.0		

#### WRITING

Year	LA Level 2+		National Level 2+		LA Level 2b+		National Level 2b+		LA Level 3+		National Level 3+	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
All	87	88.2	81	81	70	70.4	60	61	19	18.4	12	13
Boys	83	84.6	76	76	62	63.3	52	53	13	14.8	8	9
Girls	92	92.0	87	87	79	77.7	69	70	25	22.2	16	17
FSM	72	73.6	66.4	67		49.3	24.7	26		4.7	4.4	5
Non FSM	89	89.7	84.5	85		72.5	28.8	29		19.8	14.2	15
SEN		14.3	17.4			7.1				0.0		
Non SEN		89.5	82.3			71.5				18.7		
BME		84.8	80.2			69.7				17.2		
Non BME		88.6	81.5			70.4				18.6		
CIC		60.0				0.0				0.0		

## MATHS

Year	LA Level 2+		National Level 2+		LA Level 2b+		National Level 2b+		LA Level 3+		National Level 3+	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
All	93	93.5	89	90	81	81.3	73	74	29	28.3	20	20
Boys	91	92.5	88	88	79	80.3	72	73	31	33.7	23	23
Girls	95	94.5	91	91	84	82.3	75	76	28	22.7	18	18
FSM	81	83.1	79.7	81		66.2	28.2	29		14.9	9.1	9
Non FSM	95	94.6	91.7	92		82.8	26.1	27		29.7	23.1	23
SEN		25.0	25.5			7.1				0.0		
Non SEN		94.7	90.6			82.6				28.8		
BME		91.0	87.3			78.6				20.7		
Non BME		93.7	90.0			81.5				29.2		
CIC		80.0				20.0				0.0		

## SCIENCE

Year	LA Level 2+		National Level 2+		LA Level 3+		National Level 3+	
	2010	2011	2010	2011	2010	2011	2010	2011
All	92	92.3	89	89	27	26.0	21	20
Boys	89	90.8	87	87	26	28.9	22	21
Girls	95	93.9	90	90	28	23.1	20	19
FSM	81	78.4	78.7	79		10.1	8.9	9
Non FSM	93	93.7	91.3	91		27.6	24	23
SEN		21.4	24.5			0.0		
Non SEN		93.6	90.1			26.5		
BME		86.2	85.2			18.6		
Non BME		92.9	90.0			26.7		
CIC		0.0				0.0		

## Key Stage Two - Tests

**NB: not all schools participated in tests in 2010 (33 out of 57 participated)**

Data sources and notes:

2010 LA and National figures come from Statistical First Releases (SFRs)

2011 National results come from SFRs and are interim

[DfE: Interim Results for Key Stage 2 & 3 National Curriculum Assessments in England, 2010/11](#)

[DfE: Key Stage 2 Attainment by Pupil Characteristics, in England 2009/10 \(provisional\)](#)

Non SEN and BME national figures are not published directly as shown here but can be calculated from SFR data

LA 2010 Data comes from access database that we used for 2010 analysis

### ENGLISH

Year	LA Level 4+		National Level 4+		LA Level 5+		National Level 5+	
	2010	2011	2010	2011	2010	2011	2010	2011
All	85	85	80.4	81	39.3	34.8	33	29
Boys	82	81.5	75.9	77	32.9	29	26	23
Girls	89	88.7	85.1	86	46.7	40.8	40	35
FSM	71	60.8	64.6		10.7	13.3		
Non FSM	87	87.6	83.6			37.1		
SEN	18	22.2	17.2			1.9		
Non SEN	87	87.2	82.6			35.9		
BME		79.5	80.2			28.1		
Non BME	84	85.6	80.6			35.3		

## MATHS

Year	LA Level 4+		National Level 4+		LA Level 5+		National Level 5+	
	2010	2011	2010	2011	2010	2011	2010	2011
All	85	81.8	80.1	80		39.3	34	35
Boys	85	82.1	80.3	80		43.8	36	37
Girls	85	81.5	79.3	80		34.7	32	33
FSM	69	60.1	66.0			22.2		
Non FSM	86	84.1	82.9			41.2		
SEN	14	29.6	20.0			5.6		
Non SEN	87	83.6	82.3			40.5		
BME		78.8	78.9			32.2		
Non BME	85	82.1	80.4			40		

## ENGLISH & MATHS COMBINED

Year	LA Level 4+		National Level 4+		LA Level 5+		National Level 5+	
	2010	2011	2010	2011	2010	2011	2010	2011
All	80	77	73.6	74		24.4	23	21
Boys	78	75.4	71.1	72		23.6		19
Girls	81	78.6	76.2	77		25.1		24
FSM	64	49.4	55.9			8.9		
Non FSM	81	79.9	77.2			26		
SEN	11	16.7	13.2			0		
Non SEN	81	79	75.7			25.2		
BME		69.2	72.9			17.1		
Non BME	78	77.8	73.9			24.9		

## Key Stage Two - Teacher Assessments

Data sources and notes:

2010 LA and National figures come from Statistical First Releases (SFRs)

2011 National results come from SFRs and are interim

[DfE: Interim Results for Key Stage 2 & 3 National Curriculum Assessments in England, 2010/11](#)

Attainment data by pupil characteristics is NOT available from SFRs for KS2 Teacher Assessments

### ENGLISH

Year	LA Level 4+		National Level 4+		LA Level 5+		National Level 5+	
	2010	2011	2010	2011	2010	2011	2010	2011
All		85.1	81	81		38	32	32
Boys		81.4	76	77		32.1	26	26
Girls		89.1	86	86		44.1	39	39
FSM		63.5				16.4		
Non FSM		87.5				40.3		
SEN		20				0		
Non SEN		87.4				39.3		
BME		79.6				30.6		
Non BME		85.8				38.6		

### MATHS

Year	LA Level 4+		National Level 4+		LA Level 5+		National Level 5+	
	2010	2011	2010	2011	2010	2011	2010	2011
All		84.8	81	82		40.4	35	35
Boys		85.3	81	81		44.6	37	37
Girls		84.3	82	82		36	33	33
FSM		64.8				20.8		
Non FSM		87				42.5		
SEN		27.3				3.6		
Non SEN		86.8				41.7		
BME		81.6				32		
Non BME		85				41.2		

## SCIENCE

Year	LA Level 4+		National Level 4+		LA Level 5+		National Level 5+	
	2010	2011	2010	2011	2010	2011	2010	2011
All		87.2	85	85		40.4	37	35
Boys		85.4	84	83		42.4	37	35
Girls		89.1	86	86		38.4	36	35
FSM		65.4				18.9		
Non FSM		89.6				42.7		
SEN		29.1				5.5		
Non SEN		89.2				41.6		
BME		80.3				31.3		
Non BME		87.9				41.2		

## ENGLISH & MATHS COMBINED

Year	LA Level 4+		National Level 4+		LA Level 5+		National Level 5+	
	2010	2011	2010	2011	2010	2011	2010	2011
All		80				28.8		
Boys		78.3				28.6		
Girls		81.7				29.1		
FSM		55.3				11.3		
Non FSM		82.6				30.7		
SEN		14.5				0		
Non SEN		82.2				29.8		
BME		74.8				21.1		
Non BME		80.5				29.5		



## Key Stage 4

Data sources and notes:

[DfE: GCSE and Equivalent Results in England, 2009/10 \(Revised\)](#)

National figures are for the maintained sector

[DfE: GCSE and Equivalent Attainment by Pupil Characteristics in England, 2009/10](#)

Some figures are rounded to the nearest whole number, others are provided to 1 decimal place

Non SEN and BME figures are not in the Statistical First Releases (SFR) as shown below but have been calculated from SFR data

Year	LA 5+ A*-C		National 5+ A*-C		LA 5+ A*-C (inc E&M)		National 5+ A*-C (inc E&M)		LA 5+ A*-G		National 5+ A*-G		LA 5+ A*-G (inc E&M)		National 5+ A*-G (inc E&M)	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
All	77.5		76.3		61.0		55.3		94.6		94.8		93.2		93.5	
Girls	79.2		80.1		63.0		59.1		95.2		96.0		94.3		94.8	
Boys	75.6		72.6		58.9		51.7		93.9		93.6		92.1		92.1	
FSM	54		58.6		34		31.2		86		87.4		84		84.5	
Non FSM	79		78.8		63		58.8		95		95.8		94		94.7	
SEN	16		20.2		9		7.3		54		49.4		47		42.3	
Non SEN	79.4		77.6		62.8		56.6		96.1		96.0		94.7		95.4	
BME	75.5		78.3				56.1				95.8				94.4	
Non BME	78		75.9		61		55.1		95		94.6		93		93.2	

## Post 16 Data

Data sources and notes:

**DfE: GCE/Applied GCE A/AS and Equivalent Examination Results in England, 2009/10 (Revised)**

<http://www.education.gov.uk/rsgateway/DB/SFR/s000986/index.shtml>  
and previous years' equivalent Statistical First Releases (SFRs)

National figures relate to maintained schools

	Ave Pt score per Student	National PPS	Ave Pt score per Entry	National PPE
2006	671.3	700.9	206.8	202.2
2007	684.5	711.2	205.7	203.6
2008	723.1	721.1	209.3	205.8
2009	694.5	721.1	212.2	208.3
2010	700.6	726.5	214.3	211.1
2011				