

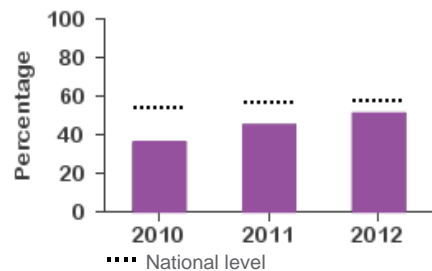
Sedgehill School (URN: 100743, DfE No.: 2094267) - Key Stage 4

How are pupils doing in exams? (Attainment)

Overall

In 2012, 51% of all pupils attained five GCSEs grade A*-C including English and mathematics. This is an increase of six percentage points since 2011.

Percentage of pupils who attained five GCSEs grade A*-C including English and mathematics



In 2012, the school's result was in the middle 20% of similar schools' results, and in the bottom 40% of all schools.

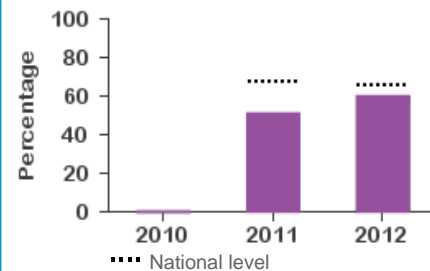
Comparison with other schools

Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

English

In 2012, 60% of all pupils attained grade A*-C in English (EBacc). This is an increase of nine percentage points since 2011.

Percentage of pupils who attained grade A*-C in English (EBacc)



In 2012, the school's result was in the middle 20% of similar schools' results, and in the bottom 40% of all schools.

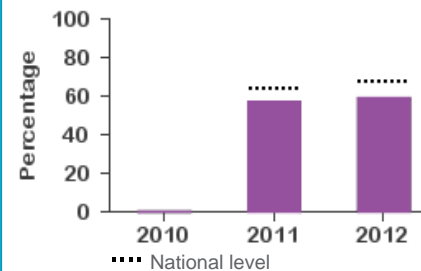
Comparison with other schools

Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

Mathematics

In 2012, 59% of all pupils attained grade A*-C in mathematics (EBacc). This is an increase of two percentage points since 2011.

Percentage of pupils who attained grade A*-C in mathematics (EBacc)



In 2012, the school's result was in the middle 20% of similar schools' results, and in the bottom 40% of all schools.

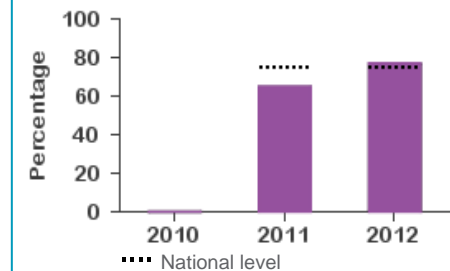
Comparison with other schools

Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

Science

In 2012, 77% of pupils entered attained grade A*-C in science (EBacc). This is an increase of 12 percentage points since 2011.

Percentage of pupils who attained grade A*-C in science (EBacc)



In 2012, the school's result was in the middle 20% of similar schools' results, and in the middle 20% of all schools.

Comparison with other schools

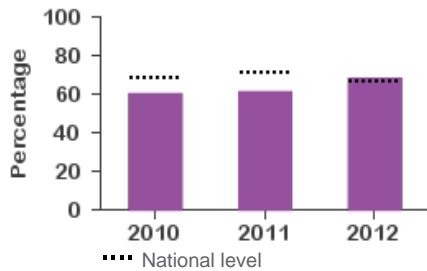
Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

Are pupils making progress?

English

In 2012, 68% of all pupils achieved expected progress in English. This is an increase of seven percentage points since 2011.

Percentage of pupils who achieved expected progress in English



In 2012, the school's result was in the middle 20% of similar schools' results, and in the middle 20% of all schools.

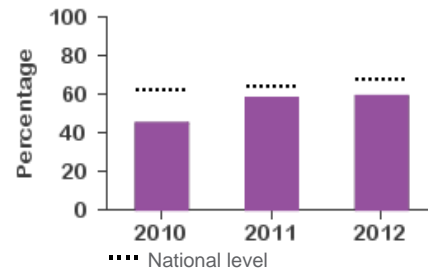
Comparison with other schools

Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

Mathematics

In 2012, 59% of all pupils achieved expected progress in mathematics. This is an increase of one percentage point since 2011.

Percentage of pupils who achieved expected progress in mathematics



In 2012, the school's result was in the bottom 40% of similar schools' results, and in the bottom 40% of all schools.

Comparison with other schools

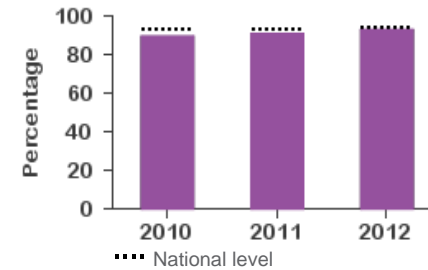
Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

How good is attendance?

Overall attendance

In 2012, the attendance rate at this school was 92.8%. The attendance rate has increased by 2.1 percentage points since 2011. The attendance rate is in the bottom 20% of all schools.

Level of attendance at this school



Comparison with other schools

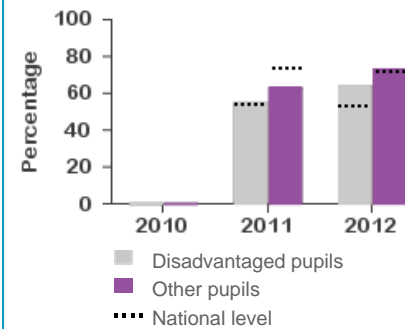
All schools	
Highest	
2nd quintile	
3rd quintile	
4th quintile	
Lowest	

Narrowing the gap between disadvantaged and other pupils

English Expected Progress

In 2012, 64% of disadvantaged pupils achieved expected progress, while 73% of other pupils achieved expected progress.

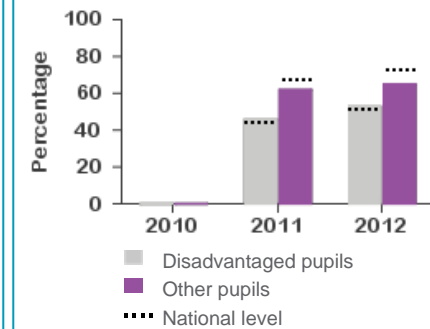
Percentage of pupils who achieved expected progress



Mathematics Expected Progress

In 2012, 53% of disadvantaged pupils achieved expected progress, while 65% of other pupils achieved expected progress.

Percentage of pupils who achieved expected progress



Explanatory notes

Data stage

Data will be published as unvalidated, validated and final. A footnote on the dashboard is used to specify which data are contained in the PDF.

Missing data

There are three explanations for why data are missing from the dashboard:

- Data are not available.
- Data are zero.
- Data have been suppressed due to small pupil numbers.

Information on the reasons behind missing data may be found later in this document or in the interactive version of the report where it can be accessed via the question mark symbol.

National levels

The national level for the attainment and narrowing the gap sections includes maintained state nursery, primary, middle and secondary schools (including academies), along with city technology colleges and special schools. The national level for attendance includes state nursery, primary, middle and secondary schools (including academies) and city technology colleges, but special schools are excluded.

Quintiles

Quintiles are used to split a dataset into five groups each representing 20% of the data. For the 'all schools' measure the quintiles are constructed using by ranking the results across all schools. For the 'similar schools' measure the quintiles are constructed by ranking the unique results within the grouping. The groups are not necessarily evenly split as there may be several identical scores in the dataset and these would be placed in the same quintile. The 'all schools' measure allows the user to view where, amongst all the maintained schools in England that offer the key stage of interest, the school of interest is ranked. The relative position of the school can be viewed as its quintile position, for example, schools in the 'middle 20%' are performing around average. The 'similar schools' measure shows the user where, amongst the results of the schools in the group, the result of the school is ranked. For a more detailed breakdown of these measures please see the guidance document.

All schools

The 'all schools' measure allows the user to view where the school of interest is ranked, compared with all the maintained schools in England that offer the key stage of interest. The relative position of the school can be viewed as its quintile position. For example, schools in the 'middle 20%' are performing around average. For a more detailed breakdown of this measure please see the guidance document.

Similar schools

The 'similar schools' measure groups schools together using their prior attainment score for the cohort. Each school has its own group, which includes the schools that are most similar to the school of interest in terms of their prior attainment score. For the Key Stage 4 cohort, their Key Stage 2 average prior attainment score is used; for the Key Stage 2 cohort, their Key Stage 1 average prior attainment score is used to group the schools. There is no similar school comparison for Key Stage 1 data.

Attainment

Overall attainment for Key Stage 4 presents the percentage of pupils achieving five A* to C grades at GCSE (and equivalent), including English and mathematics. The attainment section also presents data on the English Baccalaureate (EBacc) subjects of English, mathematics and science. The EBacc was introduced as a performance measure in 2010 (data exist for 2011 onwards) but is not a qualification in itself. The measure recognises where pupils have attained a C grade or better across a core of academic subjects - English, mathematics, humanities (history or geography), the sciences and a language. The EBacc consists of GCSEs and accredited iGCSEs but not equivalent exams. It is important to note that English and mathematics attainment is calculated as a proportion of the cohort, while science attainment is based on examination entries.

Expected progress

Expected progress refers to the percentage of pupils progressing through three national curriculum levels between the end of Key Stage 2 and the end of Key Stage 4. For example, pupils achieving a Level 4 in English or mathematics by the end of Key Stage 2 should be expected to achieve at least a C grade at GCSE in that subject by the end of Key Stage 4.

Attendance

Attendance data relate to the percentage of sessions (mornings and afternoons are classified as sessions) attended by the whole school, not just the key stage. Attendance is calculated as (100% - percentage of overall absence).

Narrowing the gap

Narrowing the gap measures compare the gap between the performance of pupils in the disadvantaged pupil category and those in the other pupil category. Disadvantaged pupils are those pupils who were eligible for free school meals at any point during the last six years and children looked after (for example, in the continuous care of the local authority for at least six months). Data for 2010 are not available, as the measure did not exist, while data for 2011 has been recalculated in line with the definition.