Wallington County Grammar School

Inspection Dashboard

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The inspection dashboard is designed to show at a glance how well previous cohorts demonstrated characteristics of good or better performance. It contains a brief overview of published data for the last three years. Note that the major changes to KS4 performance measures in 2014 render comparison with prior years impossible. It shows progress first, including from the main starting points.

It includes the key groups: disadvantaged pupils, those who have special educational needs (SEN), girls and boys. Achievement of disadvantaged pupils is compared with the national performance of other (non-disadvantaged) pupils. Cohort sizes are shown; data for very small groups should be treated with caution.

The front page summarises strengths and weaknesses based on only the 2015 data shown in the dashboard. The strengths give an indication of some features of good or better performance in 2015, highlighting consistency across starting points, subjects or groups.

Strengths in 2015

- Overall KS4 value added was significantly above average.
- KS4 value added was significantly above average in nearly all (4 out of 5) subject areas.
- Overall KS4 value added was broadly average or above for disadvantaged pupils and those who have special educational needs.
- From each starting point, the proportions of KS4 pupils making and exceeding expected progress in English & in mathematics were above national figures.
- From each starting point, the proportion of disadvantaged KS4 pupils making and exceeding expected progress in English & in mathematics at least matched that of other pupils nationally.
- Disadvantaged KS4 pupils had an average point score equal to or above the national score for other pupils overall, in English & mathematics.
- The proportion of disadvantaged KS4 pupils that attained 5ACEM was equal to or above the national figure for other pupils.
- The proportion of disadvantaged KS4 pupils that attained the EBacc was equal to or above the national figure for other pupils.
- Attendance was high (in the highest 10% of all mainstream schools nationally).
- Persistent absence was below average.
- No group had low attendance (in the lowest 10% of all mainstream schools nationally).

2015		
National Floor Standards		**School**
5A*-C with E&M	**40%**	**100%**
EP in English	**73%**	**98%**
EP in Mathematics	**68%**	**99%**
Floor standards met?	✓	

Weaknesses in 2015

- No weaknesses were identified in this dataset

Where a group is identified as in the lowest 10%, it has been compared with the lowest 10% of schools based on the figures for all pupils, and not the figures for the group nationally.

16 to 19 study programmes inspection dashboard

The 16 to 19 study programmes inspection dashboard is designed to show at a glance how well previous cohorts demonstrated characteristics of good or better performance in level 3 qualifications and in GCSE English and mathematics. This release is produced for all providers of level 3 qualifications using data supplied by the Department for Education (DfE), although the interim retention measure and some of the context data are currently available for only school sixth forms. It shows unamended progress and attainment data except for interim minimum standards data, which are amended. The GCSE English and mathematics data will be available in a later release and further level 3 vocational data are planned.

The dashboard contains a brief overview of published data for learners at the end of 16 to 19 study programmes, provided for the last three years, where available. It is additional to the fuller data already available to providers. It shows progress first, including from different starting points, alongside which retention should be considered.

It includes the key groups: learners who were eligible for free school meals (FSM) or children looked after (CLA) when in Year 11, females and males. Cohort sizes are shown; data for very small groups should be treated with caution. National figures in the red bars at the top of charts are for all state funded schools and colleges unless otherwise stated.

The FSM/CLA group is learners for whom the pupil premium provided support when they were in Year 11, because they had been eligible for free school meals at any point in the last six years or were in care. Attainment data for this group and value added (VA) data for the FSM part of this group are provided from 2014. Learners for whom FSM or FSM/CLA status in Year 11 is not known are included in charts for all learners but not in charts for the groups: FSM, FSM/CLA, non-FSM and non-FSM/CLA, so totals for cohorts or entries may differ.

The front page summarises strengths and weaknesses based on only the 2015 data shown in the dashboard. The strengths give an indication of some features of good or better performance in 2015 across qualification types, subjects, starting points and groups. The weaknesses highlight particularly low progress in comparison with all 16 to 19 providers in qualification types, by groups and in A-level subjects.

Strengths in 2015

- Value added was significantly above average for the qualification types: academic, GCE A level.
- For FSM learners, value added was significantly above average for the qualification type: GCE A level.
- Academic value added was significantly above average for learners with prior attainment grade: B.

Weaknesses in 2015

- No weaknesses were identified in this dataset

Where a FSM or gender group is identified as in the lowest 10%, it has been compared with the lowest 10% of all providers based on the figures for all learners, and not the figures for the group nationally.

Wallington County Grammar School
Expected progress and more than expected progress

Charts show whether school proportions are close to national (within one pupil from it) by giving the number of pupils represented by the gap.

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All pupils — % of cohort displayed 86

National ▬▬ **Prior attainment:** ■ Level 3 ■ Level 4 ■ Level 5

English expected progress

	2013			2014			2015		
In gap	-	4	20	-	6	19	-	4	21
Cohort	0	15	96	0	22	93	0	14	100

Levels shown: 100% (Level 4) / 100% (Level 5) 2013; 100% / 99% 2014; 100% / 98% 2015

English more than expected progress

	2013			2014			2015		
In gap	-	10	44	-	15	45	-	10	38
Cohort	0	15	96	0	22	93	0	14	100

Levels shown: 100% / 89% 2013; 100% / 91% 2014; 100% / 76% 2015

All pupils — % of cohort displayed 86

National ▬▬ **Prior attainment:** ■ Level 3 ■ Level 4 ■ Level 5

Mathematics expected progress

	2013			2014			2015		
In gap	-	1	17	-	0	24	-	0	22
Cohort	0	6	105	0	2	113	0	1	113

Levels shown: 100% / 98% 2013; 100% / 100% 2014; 100% / 99% 2015

Mathematics more than expected progress

	2013			2014			2015		
In gap	-	4	46	-	1	54	-	0	56
Cohort	0	6	105	0	2	113	0	1	113

Levels shown: 100% / 94% 2013; 100% / 94% 2014; 100% / 98% 2015

Wallington County Grammar School
Closing the gaps

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Charts show gaps between disadvantaged and other pupils (nationally and in the school). Bars extending to the right show positive gaps, with disadvantaged above other, while those to the left show negative gaps. Figures in brackets are the number (n) of pupils.

🔴 **Disadvantaged were well below other pupils nationally in 2015***   🟡 **Disadvantaged were at or above other pupils nationally in 2015**

Disadvantaged and other — % of cohort displayed 86

English expected progress

Prior Att.	Year	Other % (n)	Within school gap	Dis % (n)	Gap between disadvantaged and national other	National other %	
L3	2015	- (0)		- (0)		68	
	2014	- (0)		- (0)		66	
	2013	- (0)		- (0)		61	
L4	2015	100 (13)	0%	100 (1)	26%	74	🟡
	2014	100 (21)	0%	100 (1)	25%	75	
	2013	100 (14)	0%	100 (1)	25%	75	
L5	2015	98 (93)	2%	100 (7)	21%	79	🟡
	2014	99 (87)	1%	100 (6)	20%	80	
	2013	100 (90)	0%	100 (6)	19%	81	

English more than expected progress

Prior Att.	Year	Other % (n)	Within school gap	Dis % (n)	Gap between disadvantaged and national other	National other %	
L3	2015	- (0)		- (0)		28	
	2014	- (0)		- (0)		27	
	2013	- (0)		- (0)		23	
L4	2015	100 (13)	0%	100 (1)	69%	31	🟡
	2014	100 (21)	0%	100 (1)	67%	33	
	2013	100 (14)	0%	100 (1)	70%	30	
L5	2015	74 (93)	26%	100 (7)	60%	40	🟡
	2014	91 (87)	9%	100 (6)	56%	44	
	2013	88 (90)	12%	100 (6)	55%	45	

Disadvantaged and other — % of cohort displayed 86

Mathematics expected progress

Prior Att.	Year	Other % (n)	Within school gap	Dis % (n)	Gap between disadvantaged and national other	National other %	
L3	2015	- (0)		- (0)		50	
	2014	- (0)		- (0)		46	
	2013	- (0)		- (0)		50	
L4	2015	100 (1)		- (0)		74	
	2014	100 (1)	0%	100 (1)	26%	74	
	2013	100 (6)		- (0)		81	
L5	2015	99 (105)	1%	100 (8)	18%	82	🟡
	2014	100 (107)	0%	100 (6)	20%	80	
	2013	98 (98)	2%	100 (7)	16%	84	

Mathematics more than expected progress

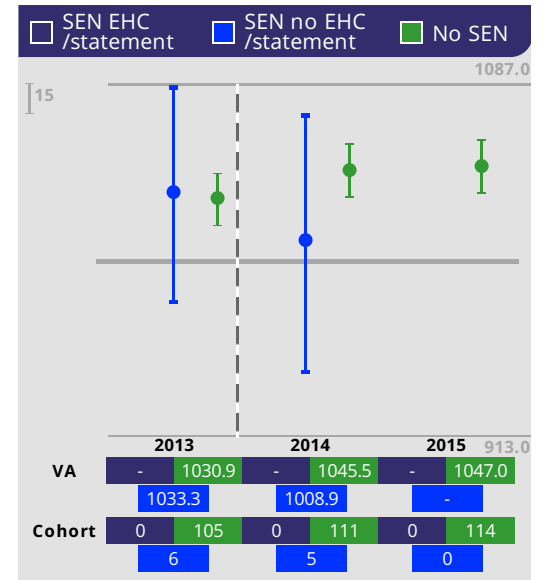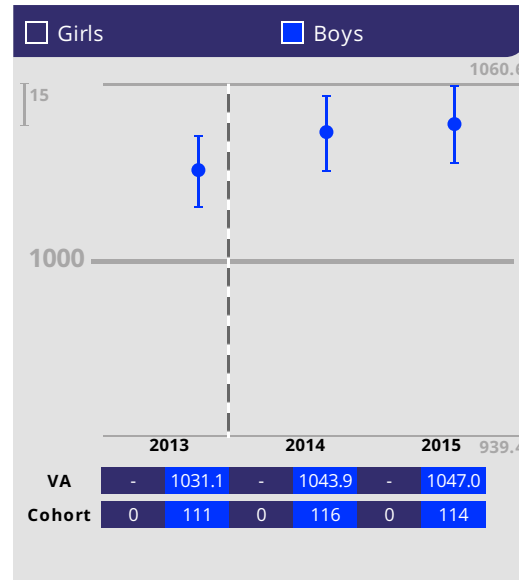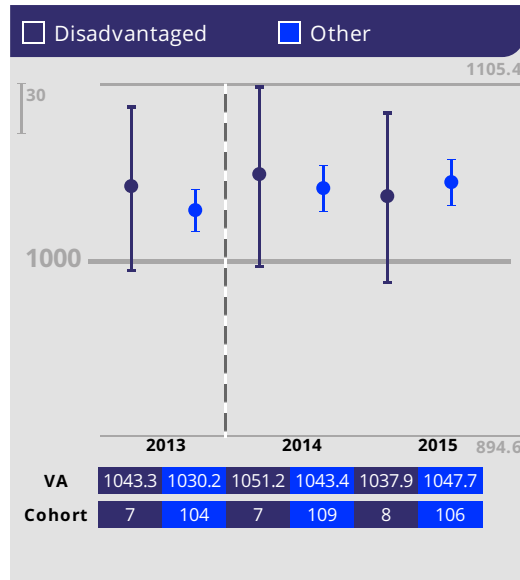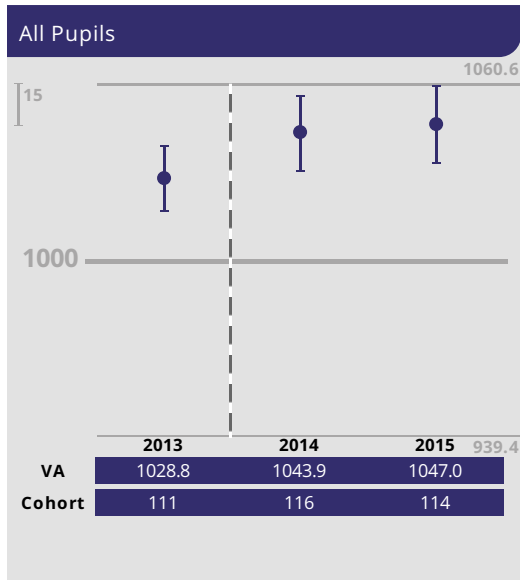| Prior Att.	Year	Other % (n)	Within school gap	Dis % (n)	Gap between disadvantaged and national other	National other %	
L3	2015	- (0)		- (0)		23	
	2014	- (0)		- (0)		23	
	2013	- (0)		- (0)		27	
L4	2015	100 (1)		- (0)		26	
	2014	100 (1)	0%	100 (1)	76%	24	
	2013	-		- (0)		29	
L5	2015	99 (105)	-11%	88 (8)	37%	51	🟡
	2014	93 (107)	7%	100 (6)	51%	49	
	2013	94 (98)	6%	100 (7)	47%	53	

*well below means that the gap relates to three pupils or more
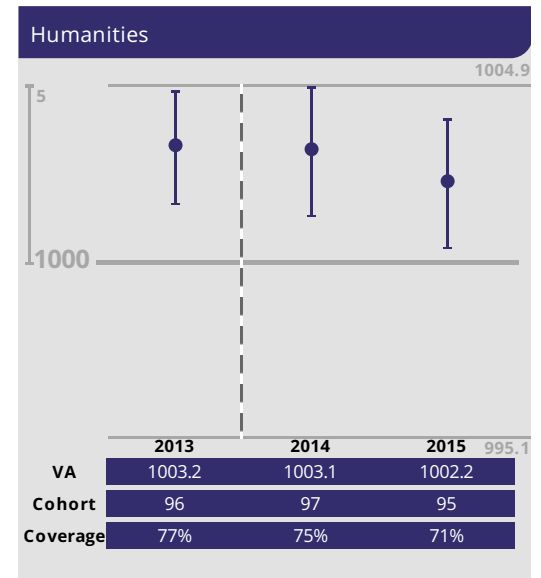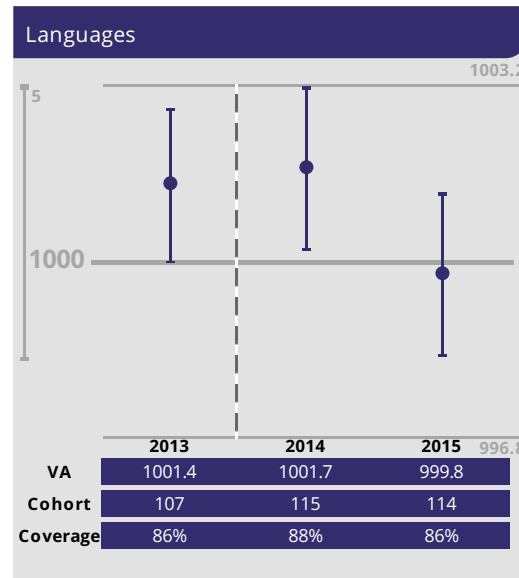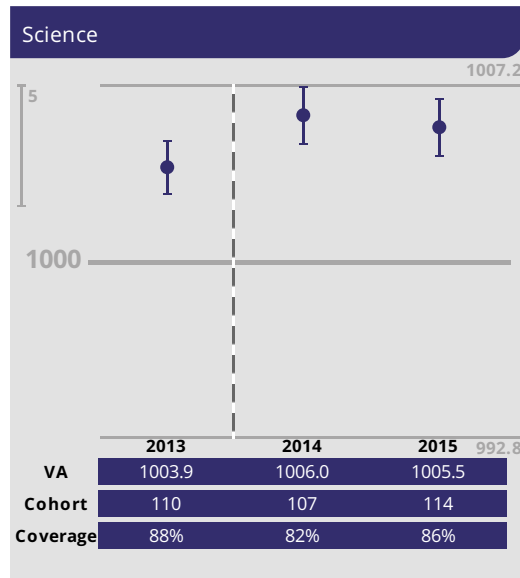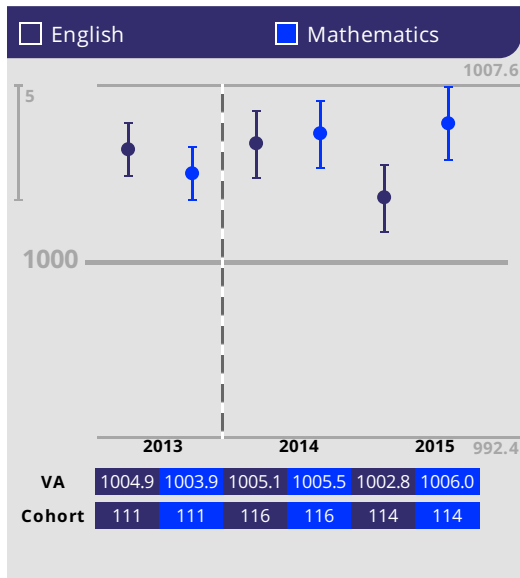
Wallington County Grammar School
Value added

The confidence interval is shown by the bar that stretches above and below the plotted VA score. Where the whole of the confidence interval is above the 1000 line, the VA is significantly above average (sig+). If it is wholly below the 1000 line, the VA is significantly below average (sig-). Otherwise, the VA is not significantly different from 1000, which can be described as broadly average. Each chart uses a different scale based on the widest confidence interval to be shown.

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Key Stage 4

Best 8

All Pupils

	2013	2014	2015
VA	1028.8	1043.9	1047.0
Cohort	111	116	114

Disadvantaged / Other

	2013		2014		2015	
VA	1043.3	1030.2	1051.2	1043.4	1037.9	1047.7
Cohort	7	104	7	109	8	106

Girls / Boys

	2013		2014		2015	
VA	-	1031.1	-	1043.9	-	1047.0
Cohort	0	111	0	116	0	114

SEN EHC /statement / SEN no EHC /statement / No SEN

	2013		2014		2015	
VA	-	1030.9	-	1045.5	-	1047.0
	1033.3		1008.9		-	
Cohort	0	105	0	111	0	114
	6		5		0	

Subject

English / Mathematics

	2013		2014		2015	
VA	1004.9	1003.9	1005.1	1005.5	1002.8	1006.0
Cohort	111	111	116	116	114	114

Science

	2013	2014	2015
VA	1003.9	1006.0	1005.5
Cohort	110	107	114
Coverage	88%	82%	86%

Languages

	2013	2014	2015
VA	1001.4	1001.7	999.8
Cohort	107	115	114
Coverage	86%	88%	86%

Humanities

	2013	2014	2015
VA	1003.2	1003.1	1002.2
Cohort	96	97	95
Coverage	77%	75%	71%

Wallington County Grammar School
Average point score

Statistically significant results are highlighted for all pupils, boys and girls. They are denoted by a green (sig+) or red (sig-) symbol.

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Best 8

All Pupils

Nat	338.3	306.9	308.6

	2013	2014	2015
APS	434.3	435.8	440.7
Cohort	125	130	133

Disadvantaged / Other

Nat	350.9	350.9	324.8	324.8	326.6	326.6

	2013		2014		2015	
APS	442.3	433.8	421.3	436.8	423.9	442.1
Cohort	7	118	8	122	10	123

Girls / Boys

Nat	350.6	326.5	321.2	293.2	322.2	295.5

	2013		2014		2015	
APS	-	434.3	-	435.8	-	440.7
Cohort	0	125	0	130	0	133

SEN EHC/statement / SEN no EHC/statement / No SEN

Nat	355.8	329.8	328.0

	2013			2014			2015		
APS	-	434.4	434.3	-	403.9	437.1	-	-	440.7
Cohort	0	7	118	0	5	125	0	0	133

Subject

English - All Pupils

Nat	38.8	38.7	38.7

	2013	2014	2015
APS	54.0	53.6	51.3
Cohort	125	130	133

English Disadvantaged / Other

Nat	40.5	40.5	40.4	40.4	40.5	40.5

	2013		2014		2015	
APS	53.7	54.0	52.8	53.7	50.8	51.3
Cohort	7	118	8	122	10	123

Mathematics - All Pupils

Nat	38.8	38.0	38.3

	2013	2014	2015
APS	55.5	55.9	56.8
Cohort	125	130	133

Mathematics Disadvantaged / Other

Nat	40.9	40.9	40.1	40.1	40.6	40.6

	2013		2014		2015	
APS	57.1	55.4	55.8	55.9	54.4	57.0
Cohort	7	118	8	122	10	123

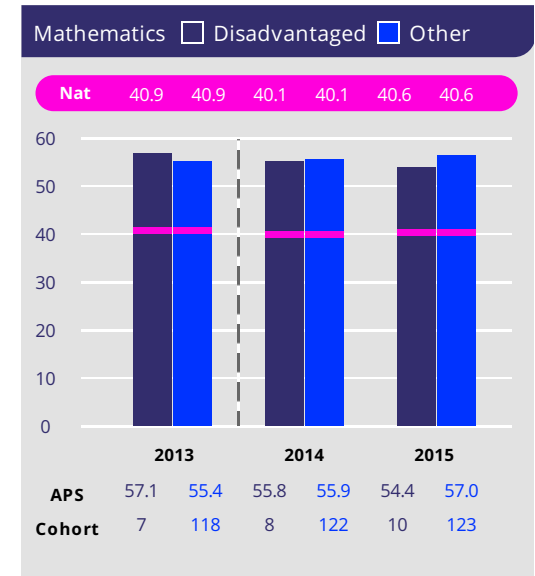# Wallington County Grammar School
Attainment thresholds
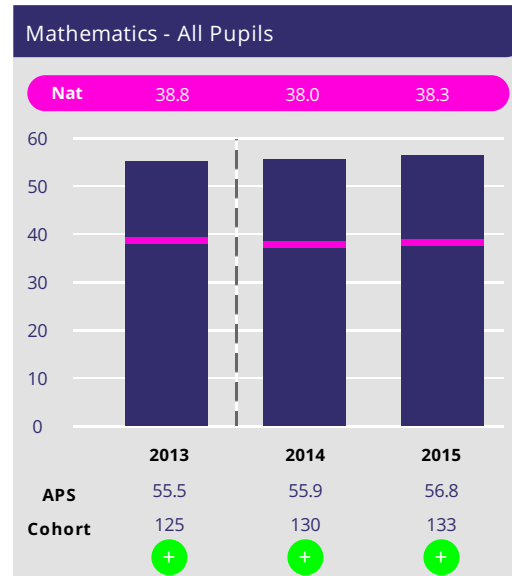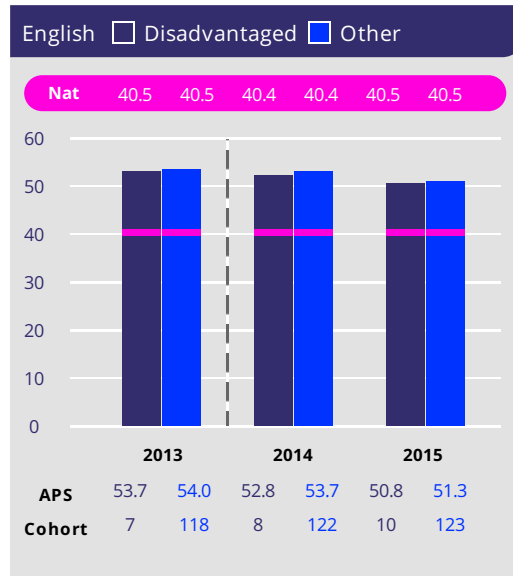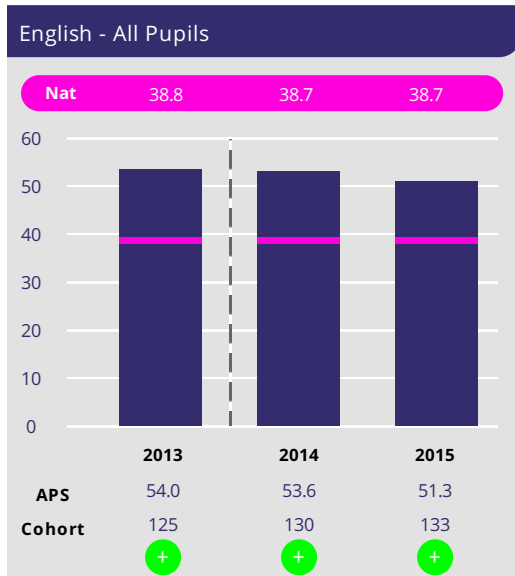
Statistically significant results are highlighted for all pupils, boys and girls. They are denoted by a green (sig+) or red (sig-) symbol.
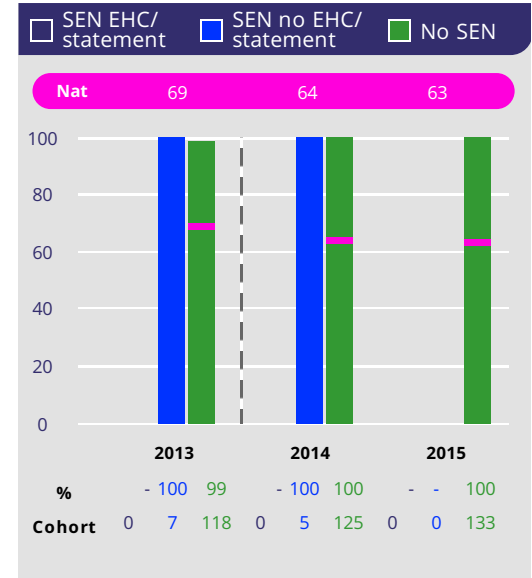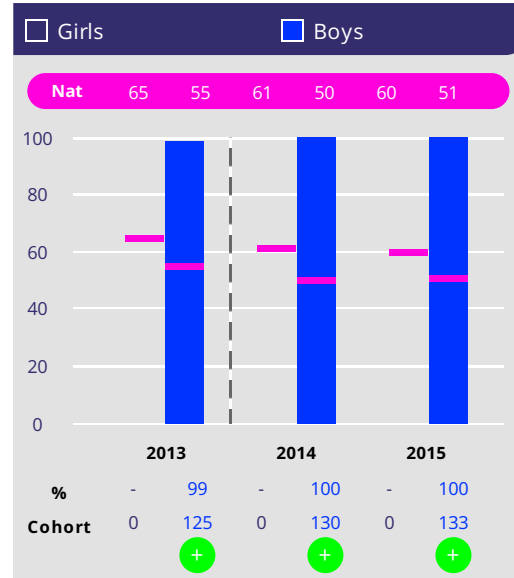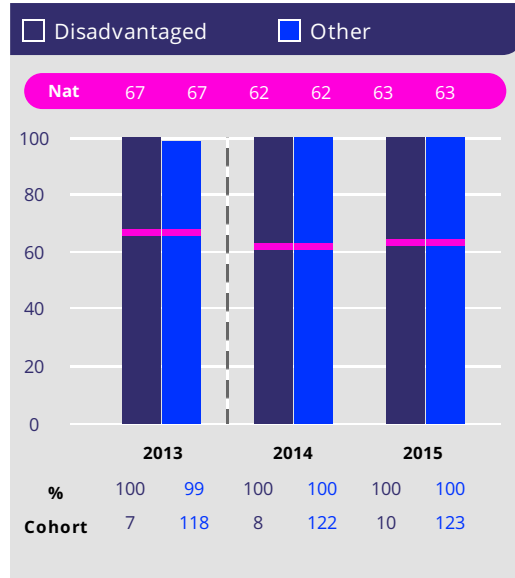
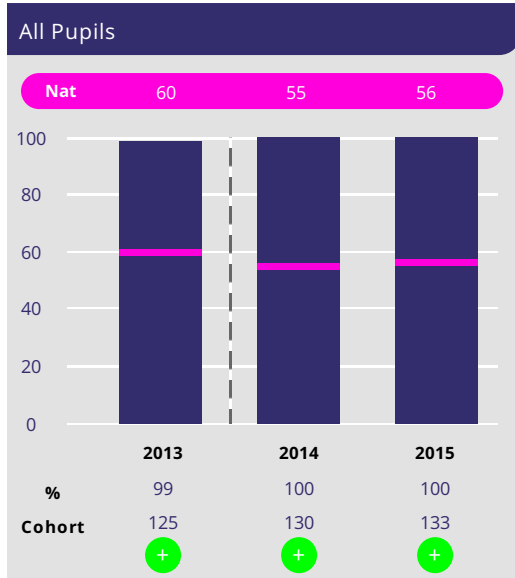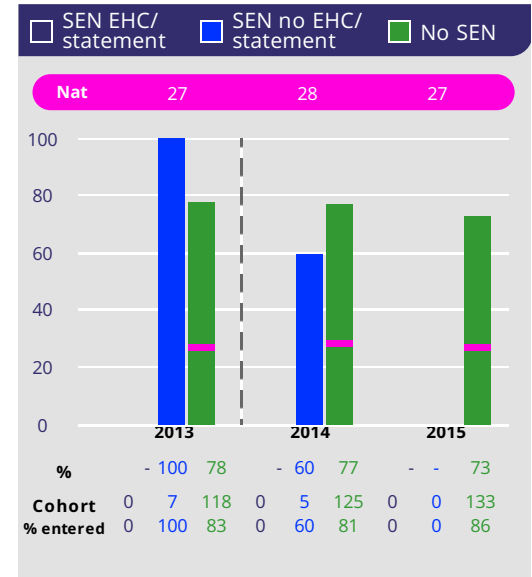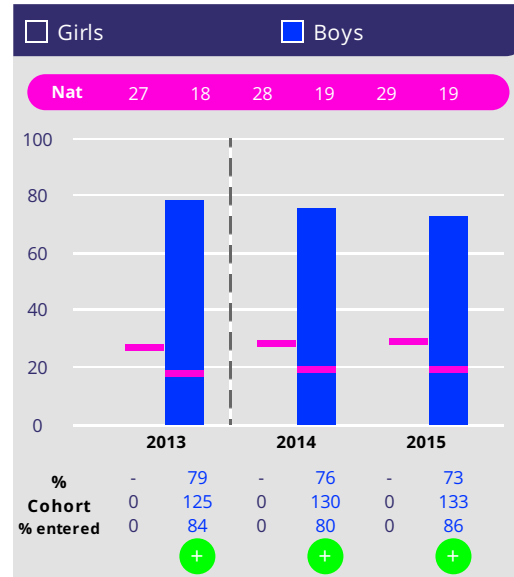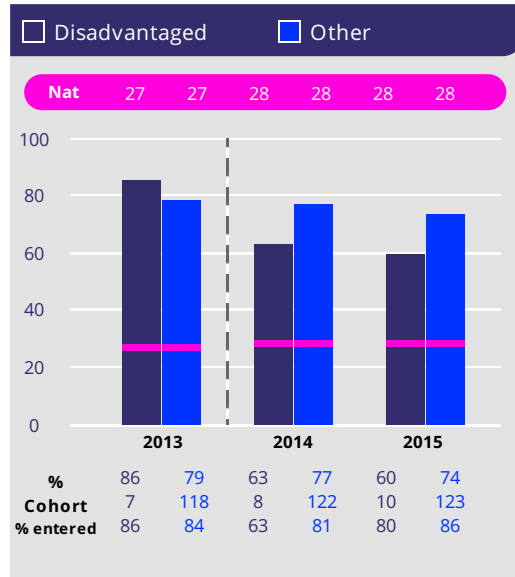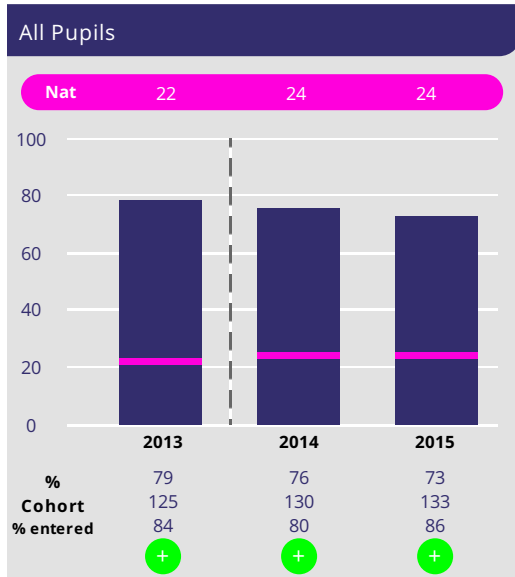## Percentage attaining 5 A* to C including English and Mathematics

All Pupils

Nat	60	55	56

	2013	2014	2015
%	99	100	100
Cohort	125	130	133
	+	+	+

Disadvantaged / Other

Nat	67	67	62	62	63	63

	2013		2014		2015	
%	100	99	100	100	100	100
Cohort	7	118	8	122	10	123

Girls / Boys

Nat	65	55	61	50	60	51

	2013		2014		2015	
%	-	99	-	100	-	100
Cohort	0	125	0	130	0	133
		+		+		+

SEN EHC/statement / SEN no EHC/statement / No SEN

Nat	69	64	63

	2013			2014			2015		
%	-	100	99	-	100	100	-	-	100
Cohort	0	7	118	0	5	125	0	0	133

Percentage attaining EBacc

All Pupils

Nat	22	24	24

	2013	2014	2015
%	79	76	73
Cohort	125	130	133
% entered	84	80	86
	+	+	+

Disadvantaged / Other

Nat	27	27	28	28	28	28

	2013		2014		2015	
%	86	79	63	77	60	74
Cohort	7	118	8	122	10	123
% entered	86	84	63	81	80	86

Girls / Boys

Nat	27	18	28	19	29	19

	2013		2014		2015	
%	-	79	-	76	-	73
Cohort	0	125	0	130	0	133
% entered	0	84	0	80	0	86
		+		+		+

SEN EHC/statement / SEN no EHC/statement / No SEN

Nat	27	28	27

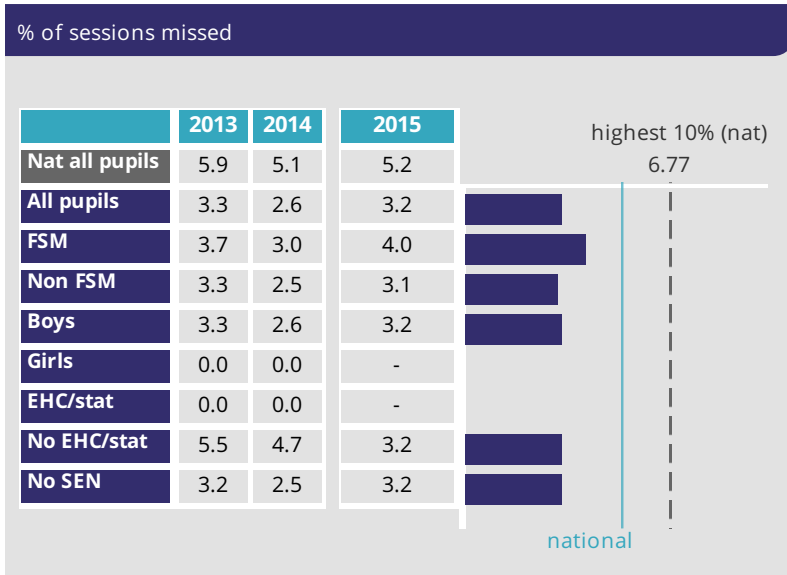|	2013			2014			2015		
%	-	100	78	-	60	77	-	-	73
Cohort	0	7	118	0	5	125	0	0	133
% entered	0	100	83	0	60	81	0	0	86

Wallington County Grammar School
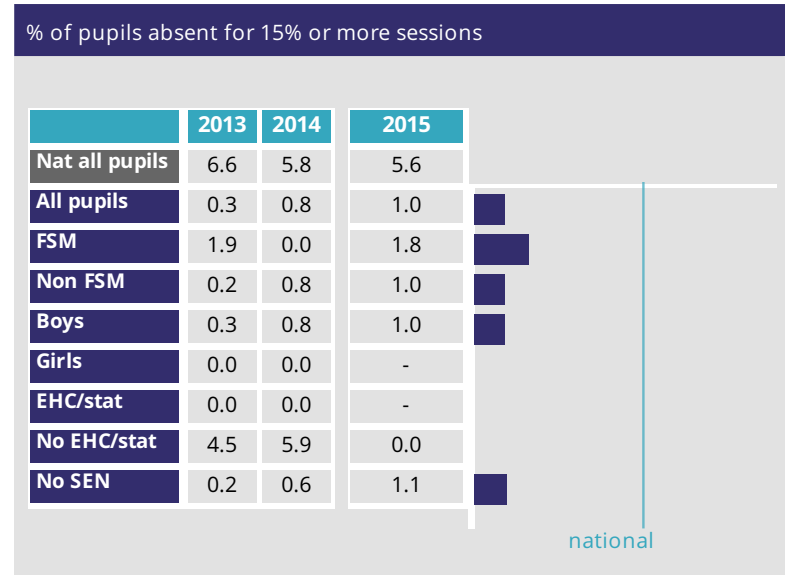## Absence, exclusions, destinations

On the absence chart, a line shows the highest 10% nationally to help identify groups with low attendance. Repeat exclusions show the percentage of pupils who were excluded more than once in the year. Destinations shown are those sustained in the year after pupils finished Key Stage 4. Exclusion and destination data relate to earlier years than other data. The group 'No EHC/stat' represents pupils with special educational needs who have no education, health and care plan or statement.
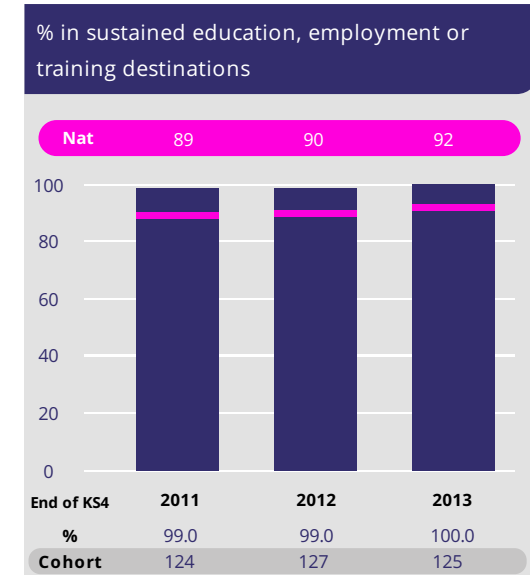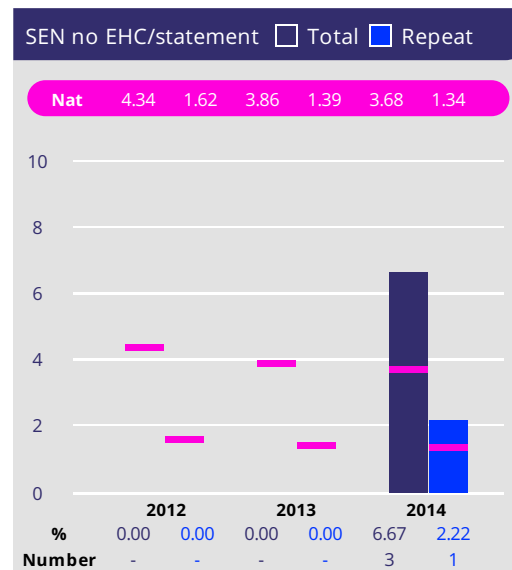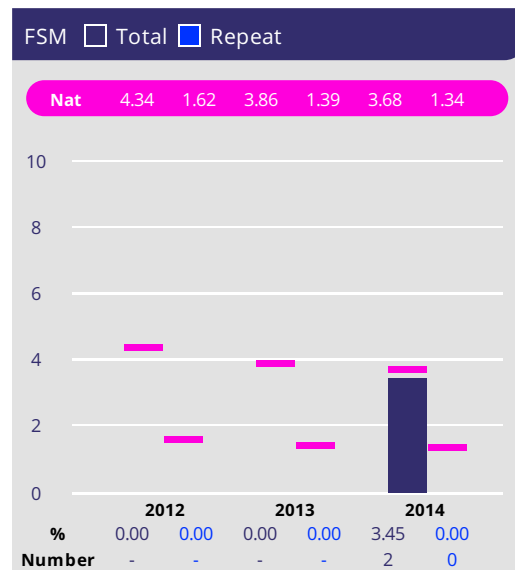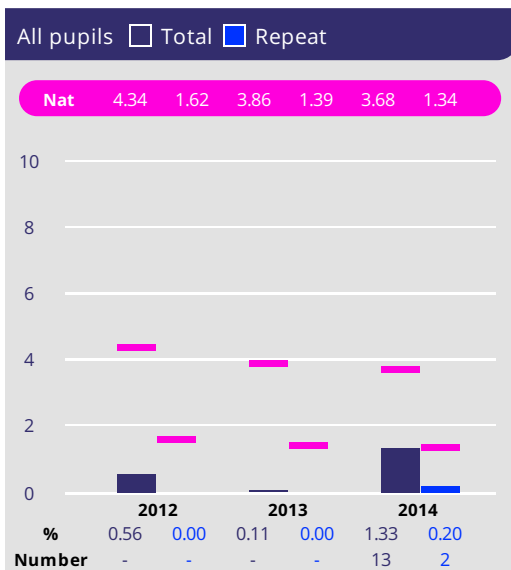
Absence

% of sessions missed

	2013	2014	2015	highest 10% (nat)
Nat all pupils	5.9	5.1	5.2	6.77
All pupils	3.3	2.6	3.2	
FSM	3.7	3.0	4.0	
Non FSM	3.3	2.5	3.1	
Boys	3.3	2.6	3.2	
Girls	0.0	0.0	-	
EHC/stat	0.0	0.0	-	
No EHC/stat	5.5	4.7	3.2	
No SEN	3.2	2.5	3.2	

national

Persistent absence

% of pupils absent for 15% or more sessions

	2013	2014	2015
Nat all pupils	6.6	5.8	5.6
All pupils	0.3	0.8	1.0
FSM	1.9	0.0	1.8
Non FSM	0.2	0.8	1.0
Boys	0.3	0.8	1.0
Girls	0.0	0.0	-
EHC/stat	0.0	0.0	-
No EHC/stat	4.5	5.9	0.0
No SEN	0.2	0.6	1.1

national

Destinations

% in sustained education, employment or training destinations

Nat	89	90	92

End of KS4	2011	2012	2013
%	99.0	99.0	100.0
Cohort	124	127	125

Fixed term exclusions % and number of pupils excluded

All pupils ☐ Total ■ Repeat

Nat	4.34	1.62	3.86	1.39	3.68	1.34

	2012		2013		2014	
%	0.56	0.00	0.11	0.00	1.33	0.20
Number	-	-	-	-	13	2

FSM ☐ Total ■ Repeat

Nat	4.34	1.62	3.86	1.39	3.68	1.34

	2012		2013		2014	
%	0.00	0.00	0.00	0.00	3.45	0.00
Number	-	-	-	-	2	0

SEN no EHC/statement ☐ Total ■ Repeat

Nat	4.34	1.62	3.86	1.39	3.68	1.34

	2012		2013		2014	
%	0.00	0.00	0.00	0.00	6.67	2.22
Number	-	-	-	-	3	1

Permanent exclusions

All pupils

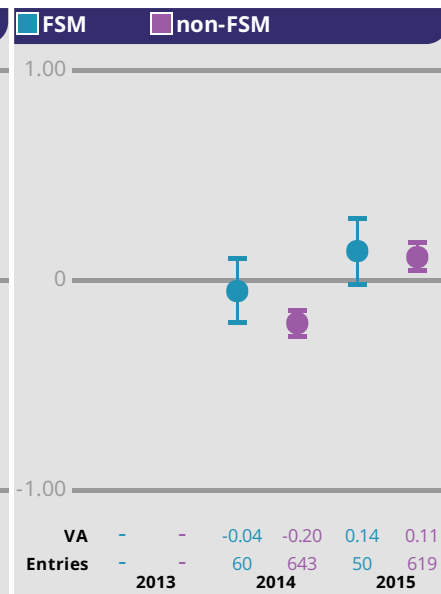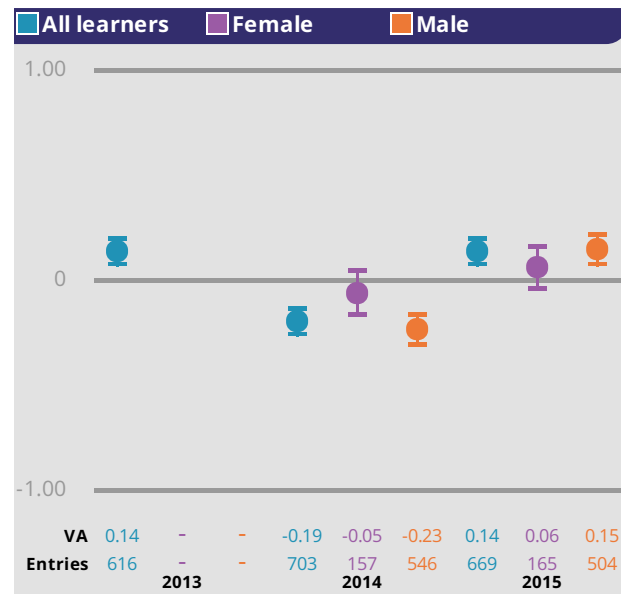**In 2014, 0 pupils were permanently excluded (below the national %)**

In comparison,

0 pupils were excluded in 2013

0 pupils were excluded in 2012
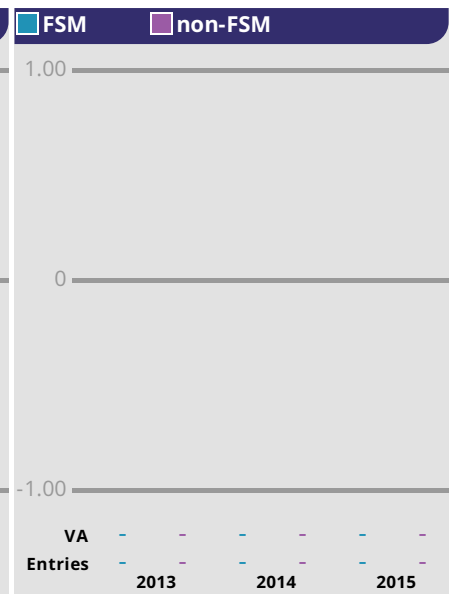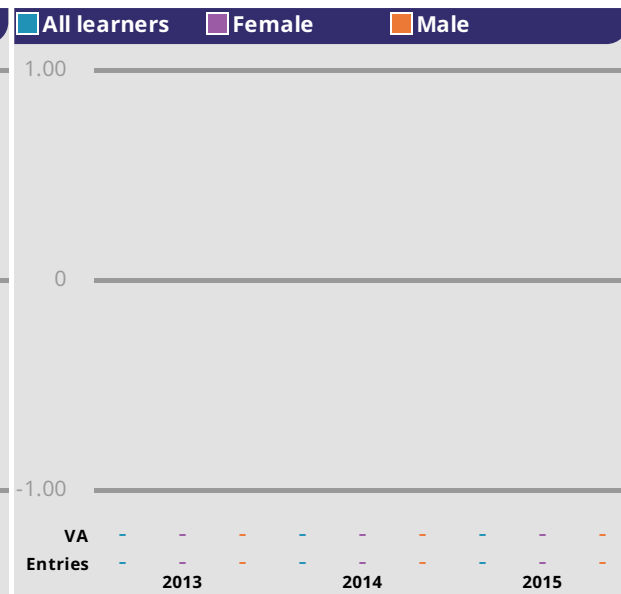
Wallington County Grammar School
Value added
Charts use level 3 VA data. The only AS levels included are those not continued to A2. In 2013, VA is available only for all learners. The confidence interval (CI) is shown by the bar above and below the plotted VA score. Where the whole CI is above the zero line, VA is significantly above average (sig+). If it is wholly below the zero line, VA is significantly below average (sig-). Otherwise, VA is not significantly different from average.

Academic

All learners | Female | Male

VA	0.14	-	-	-0.19	-0.05	-0.23	0.14	0.06	0.15
Entries	616	-	-	703	157	546	669	165	504
	2013			**2014**			**2015**		

FSM | non-FSM

VA	-	-	-0.04	-0.20	0.14	0.11
Entries	-	-	60	643	50	619
	2013		**2014**		**2015**	

Vocational

All learners | Female | Male

VA	-	-	-	-	-	-	-	-	-
Entries	-	-	-	-	-	-	-	-	-
	2013			**2014**			**2015**		

FSM | non-FSM

VA	-	-	-	-	-	-
Entries	-	-	-	-	-	-
	2013		**2014**		**2015**	

GCE A Level

All learners | Female | Male

VA	0.20	-	-	-0.04	0.05	-0.07	0.17	0.09	0.18
Entries	451	-	-	458	105	353	517	122	395
	2013			**2014**			**2015**		

FSM | non-FSM

VA	-	-	0.04	-0.05	0.18	0.14
Entries	-	-	39	419	40	477
	2013		**2014**		**2015**	

GCE AS Level

All learners | Female | Male

VA	0.03	-	-	-0.71	-0.42	-0.76	0.12	0.03	0.12
Entries	165	-	-	245	52	193	152	43	109
	2013			**2014**			**2015**		

FSM | non-FSM

VA	-	-	-0.30	-0.75	0.09	0.10
Entries	-	-	21	224	10	142
	2013		**2014**		**2015**	

Wallington County Grammar School
GCE A-level value added by subject

Subjects are shown in descending order of 2015 entries. For subject progress from different starting points see the scatterplots in the level 3 value added report.

Ofsted 16–19

Legend: 2013 2014 2015

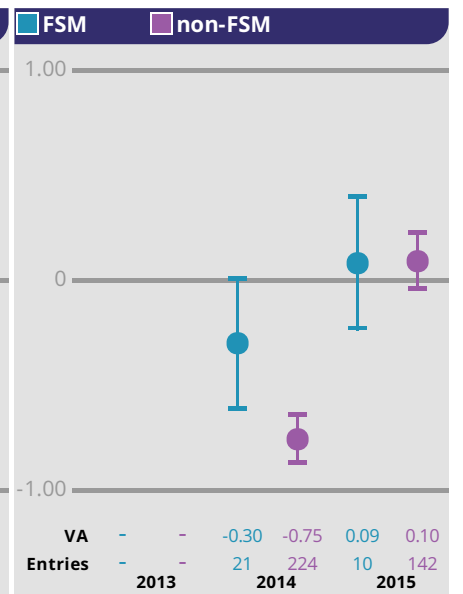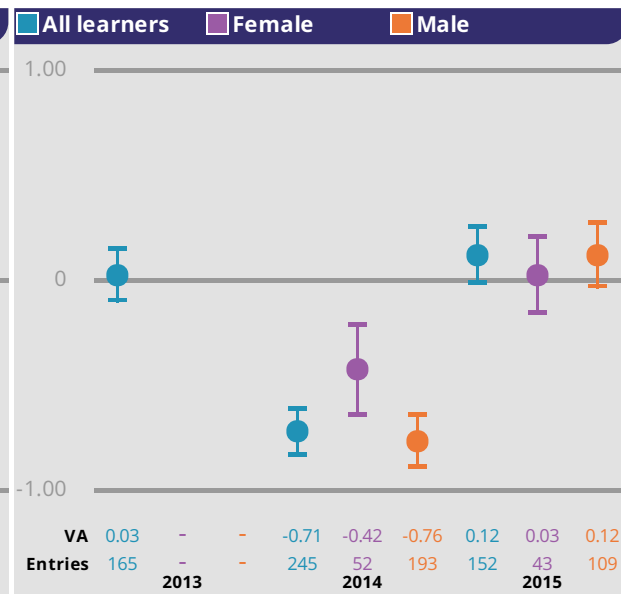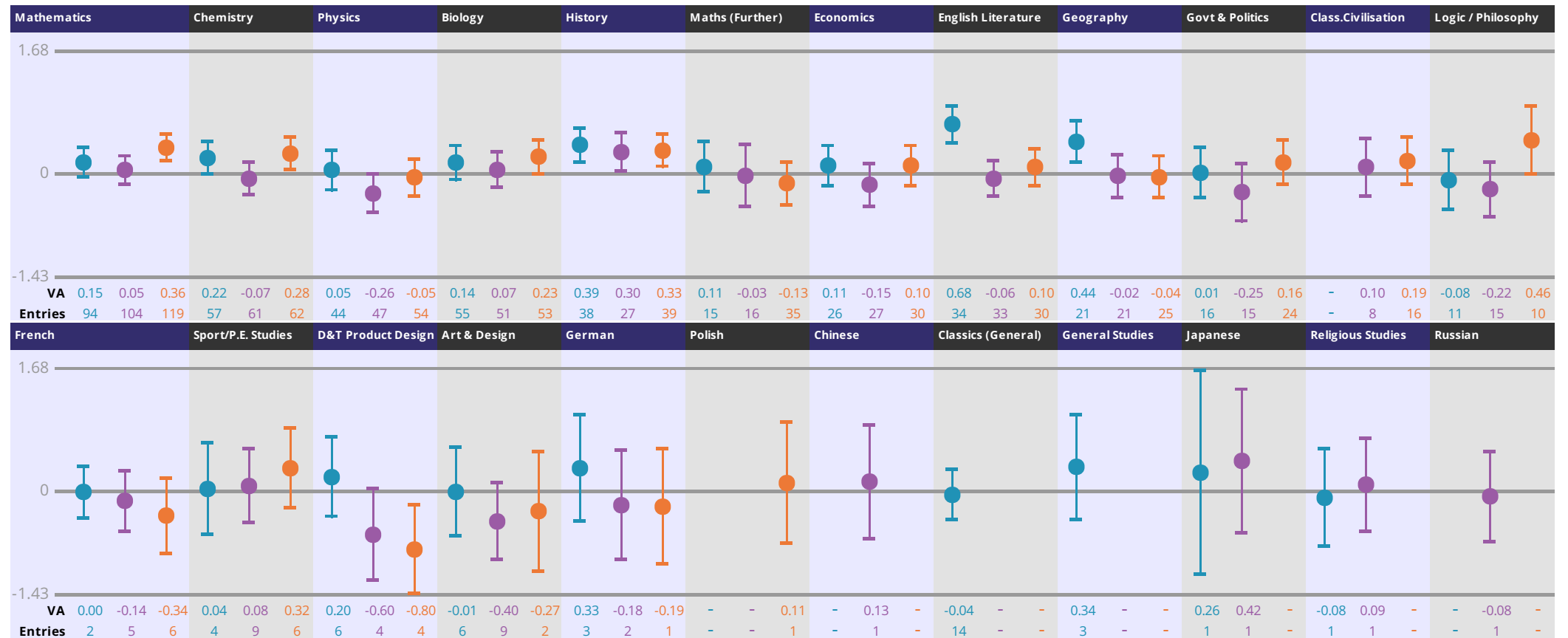|	Mathematics			Chemistry			Physics			Biology			History			Maths (Further)			Economics			English Literature			Geography			Govt & Politics			Class.Civilisation			Logic / Philosophy		
VA	0.15	0.05	0.36	0.22	-0.07	0.28	0.05	-0.26	-0.05	0.14	0.07	0.23	0.39	0.30	0.33	0.11	-0.03	-0.13	0.11	-0.15	0.10	0.68	-0.06	0.10	0.44	-0.02	-0.04	0.01	-0.25	0.16	-	0.10	0.19	-0.08	-0.22	0.46
Entries	94	104	119	57	61	62	44	47	54	55	51	53	38	27	39	15	16	35	26	27	30	34	33	30	21	21	25	16	15	24	-	8	16	11	15	10

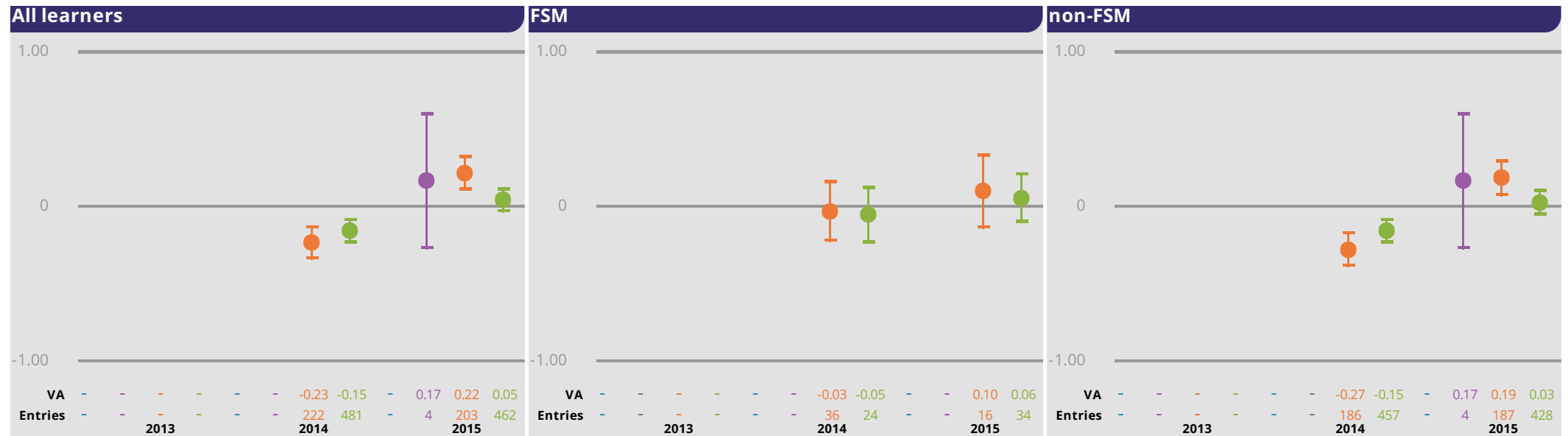|	French			Sport/P.E. Studies			D&T Product Design			Art & Design			German			Polish			Chinese			Classics (General)			General Studies			Japanese			Religious Studies			Russian		
VA	0.00	-0.14	-0.34	0.04	0.08	0.32	0.20	-0.60	-0.80	-0.01	-0.40	-0.27	0.33	-0.18	-0.19	-	-	0.11	-	0.13	-	-0.04	-	-	0.34	-	-	0.26	0.42	-	-0.08	0.09	-	-	-0.08	-
Entries	2	5	6	4	9	6	6	4	4	6	9	2	3	2	1	-	-	1	-	1	-	14	-	-	3	-	-	1	1	-	1	1	-	-	1	-

Wallington County Grammar School
Academic value added by prior attainment and destinations

VA data by prior attainment are not available for 2013. Destinations shown are those sustained in the year after learners finished their study programme having entered at least one level 3 qualification. Destination data relate to earlier years than other data and are from experimental statistics published by the DfE, so suppress numbers fewer than 6 and round numbers of learners to the nearest 10. Destinations of the FSM group are compared with the national figures for non-FSM learners.
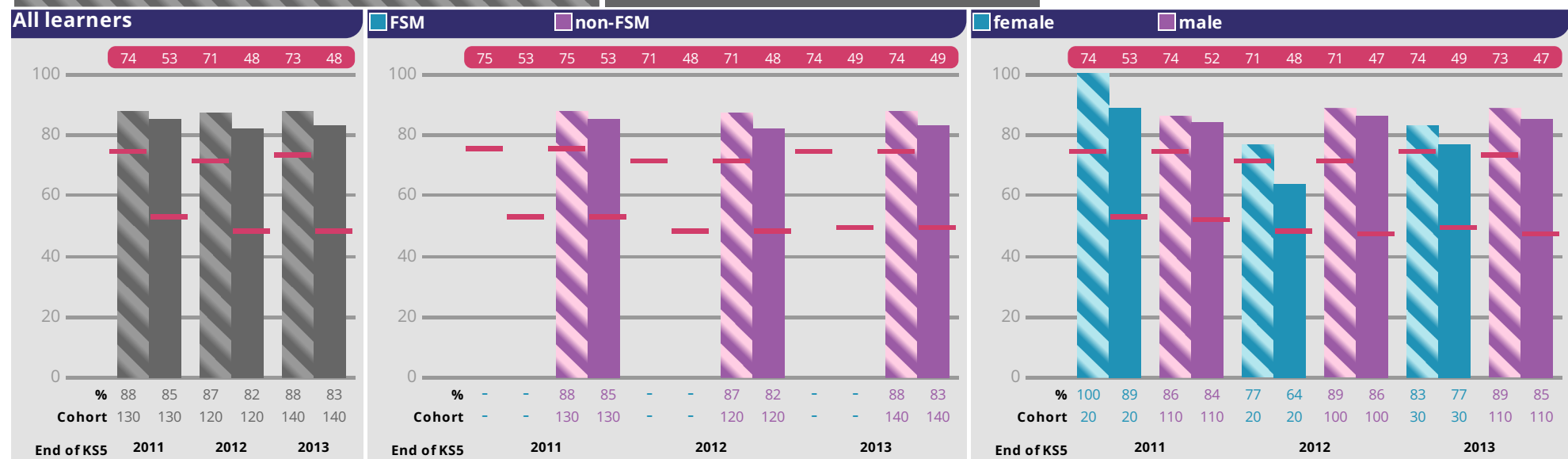
Academic value added by prior attainment

Prior attainment grade at GCSE and equivalent: | D or below | C | B | A and above

All learners

						2013				2014				2015
VA	-	-	-	-	-	-	-	-	-0.23	-0.15	-	0.17	0.22	0.05
Entries	-	-	-	-	-	-	-	-	222	481	-	4	203	462

FSM

						2013				2014				2015
VA	-	-	-	-	-	-	-	-	-0.03	-0.05	-	-	0.10	0.06
Entries	-	-	-	-	-	-	-	-	36	24	-	-	16	34

non-FSM

						2013				2014				2015
VA	-	-	-	-	-	-	-	-	-0.27	-0.15	-	0.17	0.19	0.03
Entries	-	-	-	-	-	-	-	-	186	457	-	4	187	428

Destinations

% in sustained education, employment or training desinations EET | % in sustained higher education destinations HEI

All learners

	2011		2012		2013	
	74	53	71	48	73	48
%	88	85	87	82	88	83
Cohort	130	130	120	120	140	140
End of KS5						

FSM | non-FSM

	2011		2012		2013	
	75	53	75	53	71	48	71	48	74	49	74	49
%	-	-	88	85	-	-	87	82	-	-	88	83
Cohort	-	-	130	130	-	-	120	120	-	-	140	140
End of KS5						

female | male

	2011		2012		2013	
	74	53	74	52	71	48	71	47	74	49	73	47
%	100	89	86	84	77	64	89	86	83	77	89	85
Cohort	20	20	110	110	20	20	100	100	30	30	110	110
End of KS5						

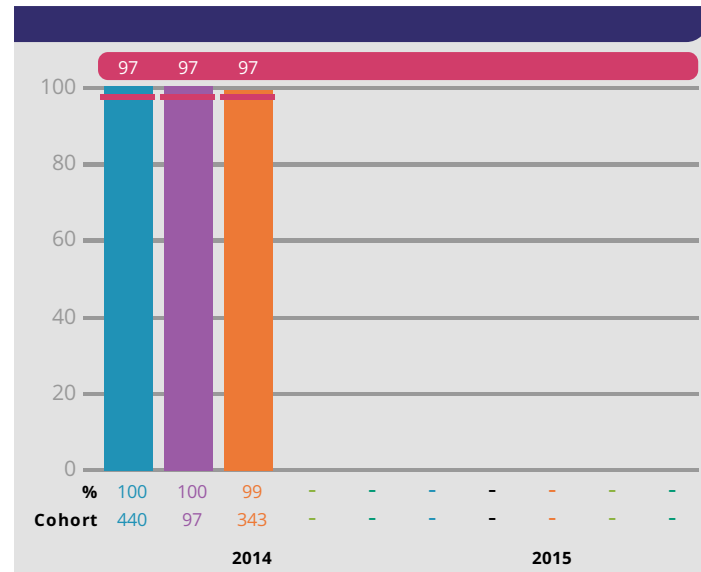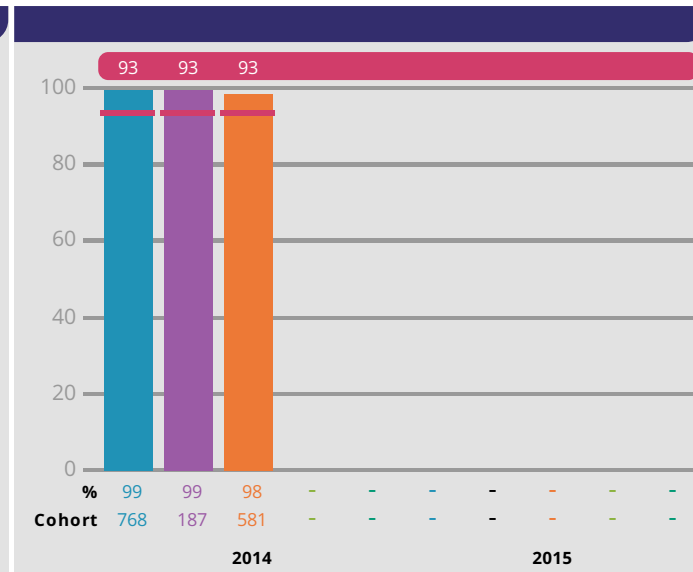# Wallington County Grammar School
Retention

Charts show experimental statistics for the interim retention measure for school sixth forms, using the national figures for school sixth forms published by the DfE. They are based on census data for aims due for completion in that year by learners aged 16 to 18. Data are not available for 2013 or for FSM in 2014. 2015 data will be shown in a later release. Retention for female and male groups is compared with the national figures for the same groups.
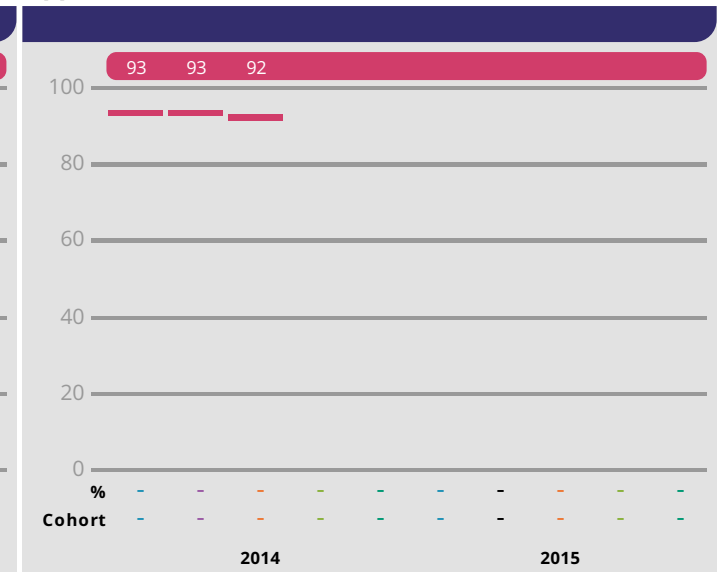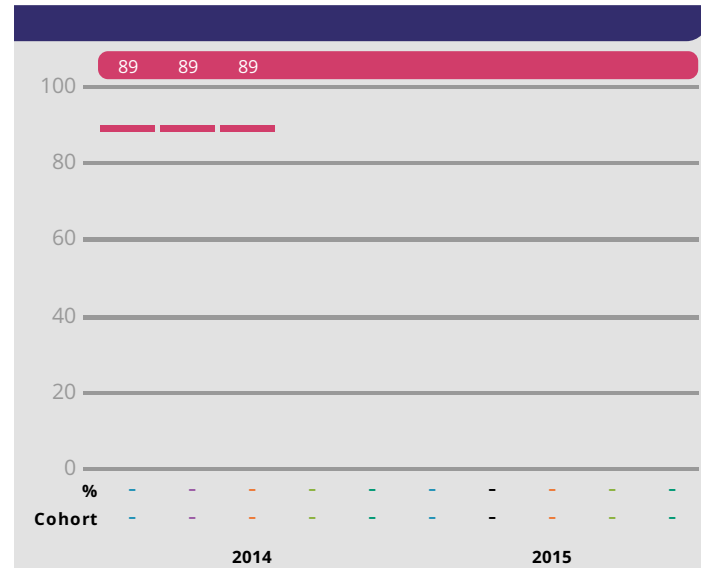
All **Female** **Male** **FSM** **non FSM**

GCE A level

	97	97	97						
%	100	100	99	-	-	-	-	-	-
Cohort	440	97	343	-	-	-	-	-	-
		2014				**2015**			

GCE AS level

	93	93	93						
%	99	99	98	-	-	-	-	-	-
Cohort	768	187	581	-	-	-	-	-	-
		2014				**2015**			

Applied GCE

	93	93	92						
%	-	-	-	-	-	-	-	-	-
Cohort	-	-	-	-	-	-	-	-	-
		2014				**2015**			

Other qualifications

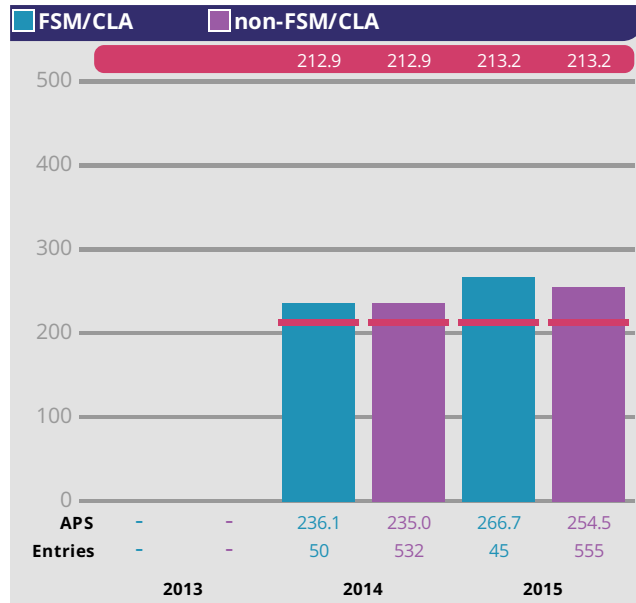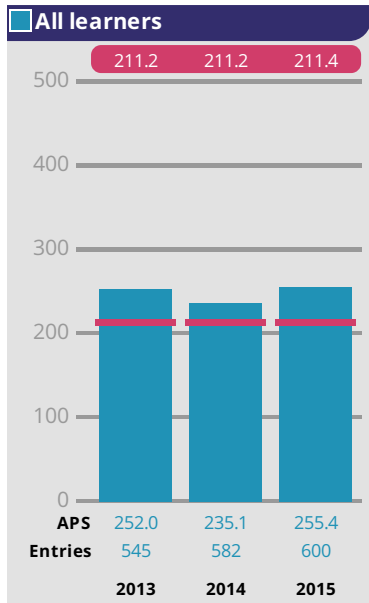|	89	89	89						
%	-	-	-	-	-	-	-	-	-
Cohort	-	-	-	-	-	-	-	-	-
		2014				**2015**			

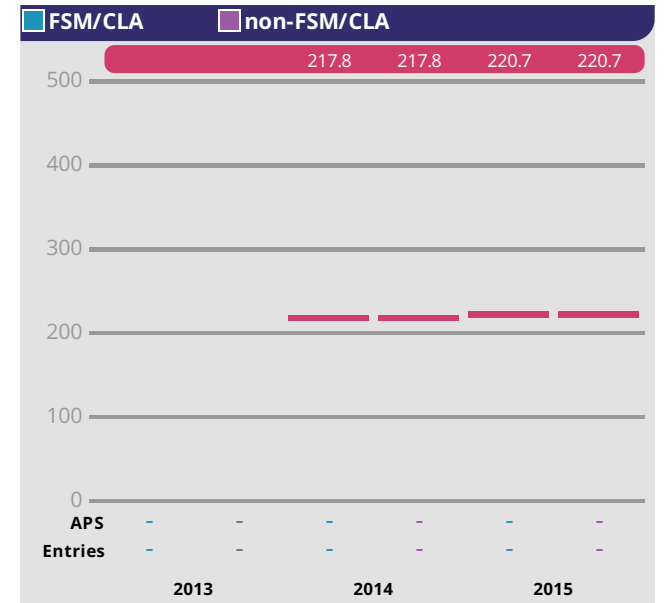# Wallington County Grammar School
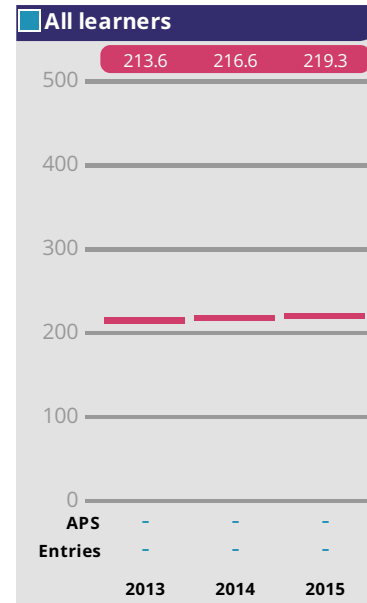
Attainment

Average point scores (APS) for FSM/CLA learners are compared with national figures for non-FSM/CLA. Percentages attaining AAB are of those who took at least one A-level qualification; prior attainment is at GCSE and equivalent. Interim minimum standards charts show the percentages of learners with APS per entry of at least 172 points in academic qualifications and 194 points in vocational qualifications. Black lines show the required 40% then 45%. For cohorts fewer than 11, NE (no entries) is shown.
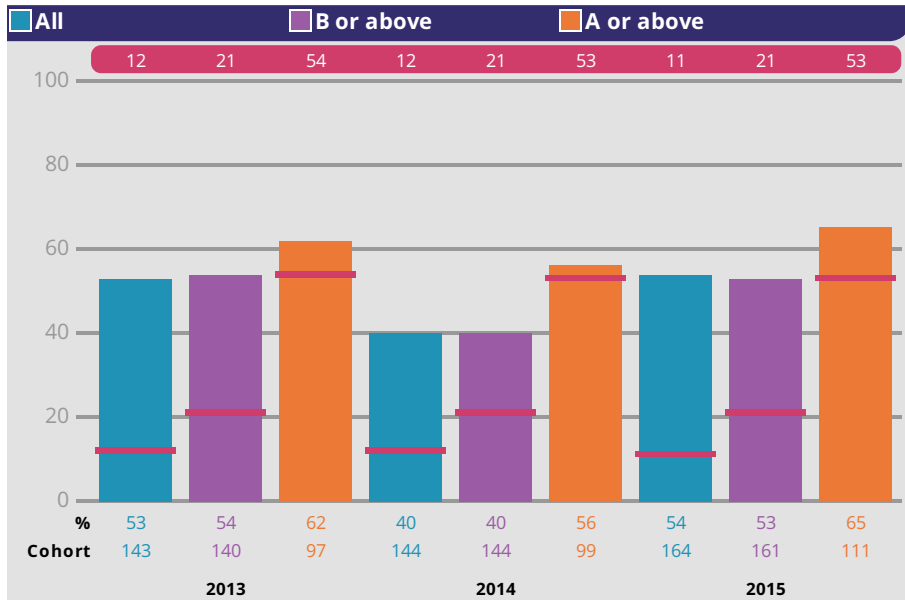
Ofsted
16–19

Average point score per entry
Academic

All learners		
211.2	211.2	211.4

APS	252.0	235.1	255.4
Entries	545	582	600
	2013	2014	2015

FSM/CLA		non-FSM/CLA			
		212.9	212.9	213.2	213.2

APS	-	-	236.1	235.0	266.7	254.5
Entries	-	-	50	532	45	555
	2013		2014		2015	

Vocational

All learners		
213.6	216.6	219.3

APS	-	-	-
Entries	-	-	-
	2013	2014	2015

FSM/CLA		non-FSM/CLA			
		217.8	217.8	220.7	220.7

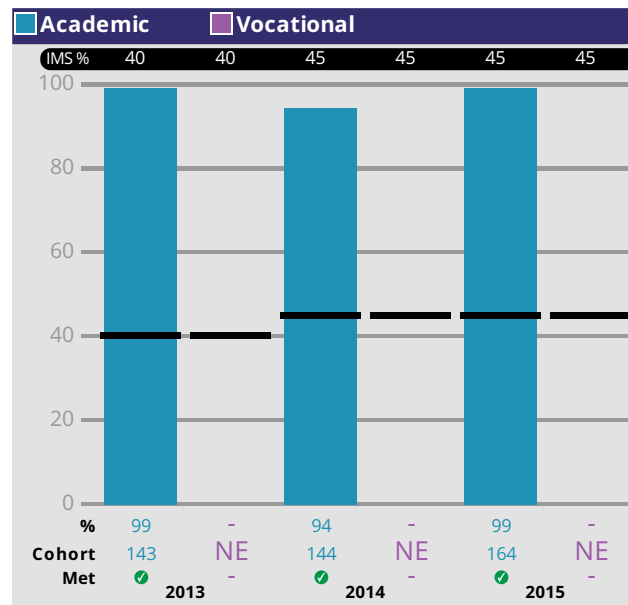| APS	-	-	-	-	-	-
Entries	-	-	-	-	-	-
	2013		2014		2015	

Percentage of A-level learners attaining AAB* by prior attainment

All		B or above		A or above				
12	21	54	12	21	53	11	21	53

%	53	54	62	40	40	56	54	53	65
Cohort	143	140	97	144	144	99	164	161	111
	2013			2014			2015		

*including in two facilitating subjects

Interim minimum standards

	Academic	Vocational			
IMS %	40	40	45	45	45	45

%	99	-	94	-	99	-
Cohort	143	NE	144	NE	164	NE
Met	✓	-	✓	-	✓	-
	2013		2014		2015	

Inspection dashboard validated and unvalidated (KS5) 2015, 18 March 2016   **Page 13**

Wallington County Grammar School
Context in 2015

Prior attainment for reading and writing in Years 7 and 8 is calculated using points equivalent to whole levels, while English and mathematics prior attainment is calculated using fine points scores. For % free school meals, % SEN and % girls, a red line shows the national f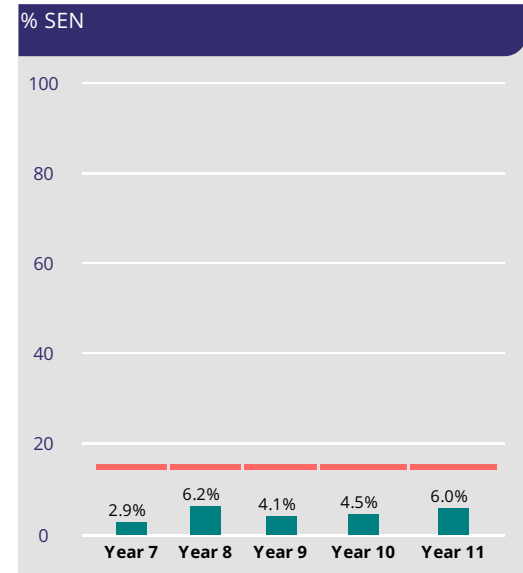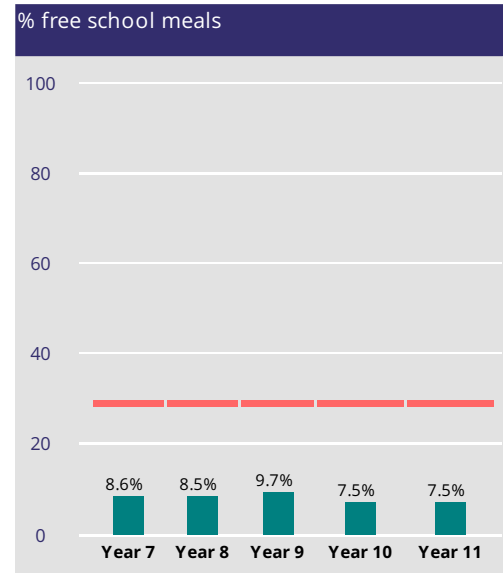igure for secondary schools overall, not for each year group. Progress measures for pupils whose KS2 prior attainment is based on teacher assessment should be interpreted with caution as it is not as fine grained as KS2 test results.
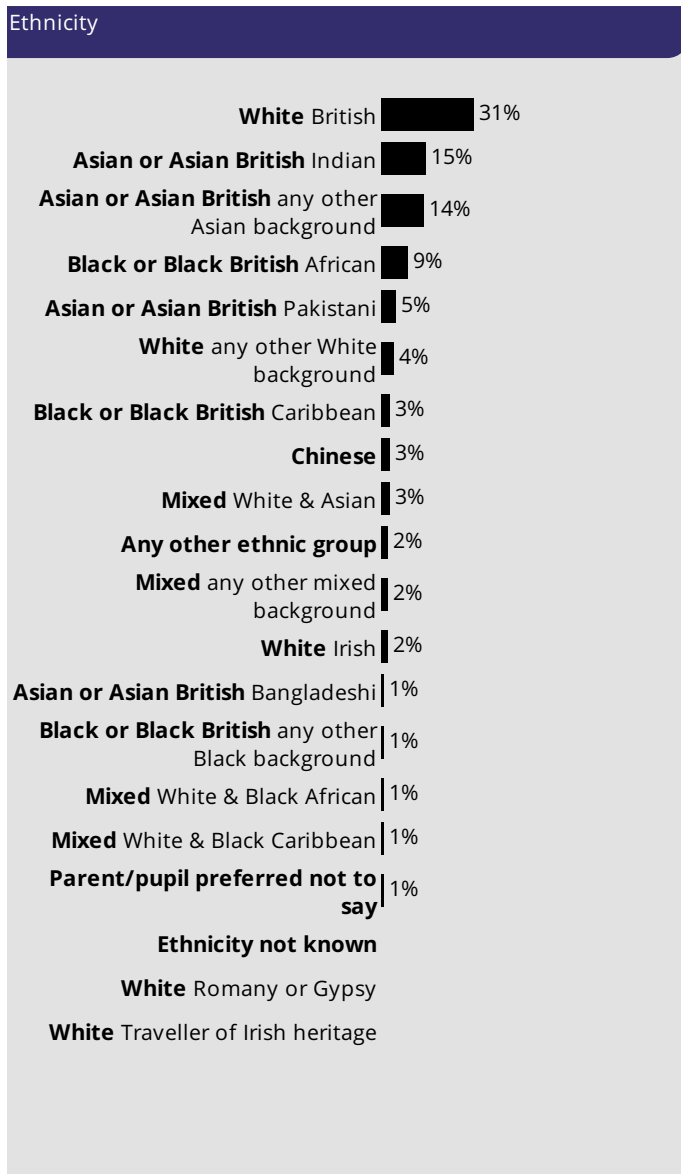
Number on roll: **682** in year 7 to 11

Ethnicity

White British	26.4%
Asian or Asian British any other Asian background	20.5%
Asian or Asian British Indian	15.3%
Black or Black British African	7.1%
Asian or Asian British Pakistani	6.5%
Mixed White & Asian	3.7%
White any other White background	3.3%
Chinese	3.1%
Mixed any other mixed background	3.1%
Black or Black British Caribbean	2.3%
Asian or Asian British Bangladeshi	1.6%
Black or Black British any other Black background	1.6%
White Irish	1.6%
Any other ethnic group	1.4%
Mixed White & Black African	1.0%
Mixed White & Black Caribbean	0.9%
Parent/pupil preferred not to say	0.6%
Ethnicity not known	0.1%
White Romany or Gypsy	
White Traveller of Irish heritage	

Prior attainment

Difference from the national APS

	Reading[1]/English[2]	Writing	Mathematics	% pupils with no prior attainment
Year 7[1]	3.9	4.3	9.2	12.1
Year 8[1]	3.9	4.1	9.0	11.5
Year 9[2]	3.9		7.1	13.1
Year 10[2]	3.7		6.2	9.7
Year 11[2]	4.3		6.0	14.3

% of Year 11 based on teacher assessment: **12.8%**

% girls

Year 7	Year 8	Year 9	Year 10	Year 11
0.0%	0.0%	0.0%	0.0%	0.0%

% first language not English

36.0

% stability

91.1

CLA pupils

Number on roll up to year 11: **2**

% free school meals

Year 7	Year 8	Year 9	Year 10	Year 11
8.6%	8.5%	9.7%	7.5%	7.5%

% SEN

Year 7	Year 8	Year 9	Year 10	Year 11
2.9%	6.2%	4.1%	4.5%	6.0%

Wallington County Grammar School
16 to 19 context in 2015

Prior attainment shows the APS for all KS4 qualifications taken by learners who entered at least one academic level 3 qualification and by learners who entered at least one vocational level 3 qualification. A red line shows the national APS for all such learners. The GCSE and equivalent grade distribution is for learners who entered at least one qualification at leve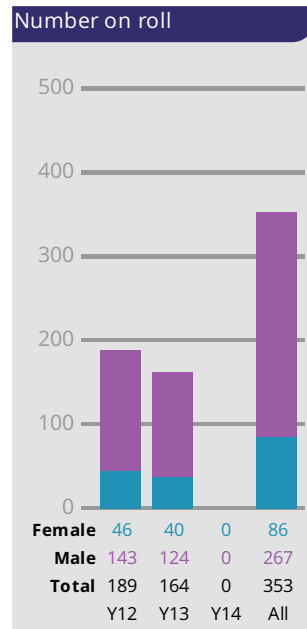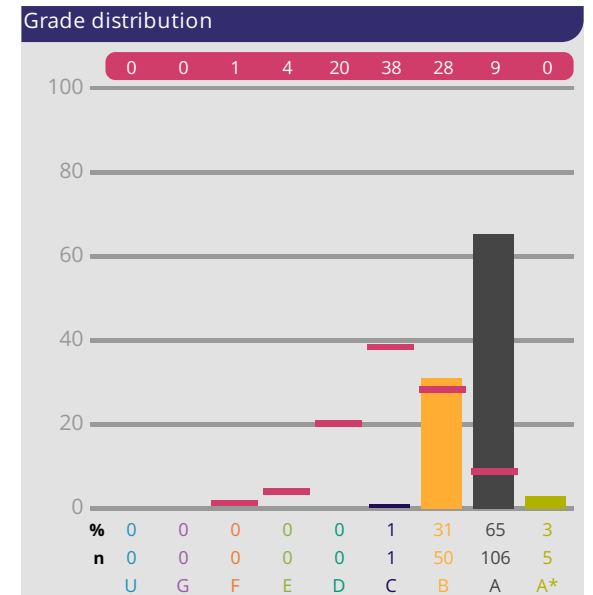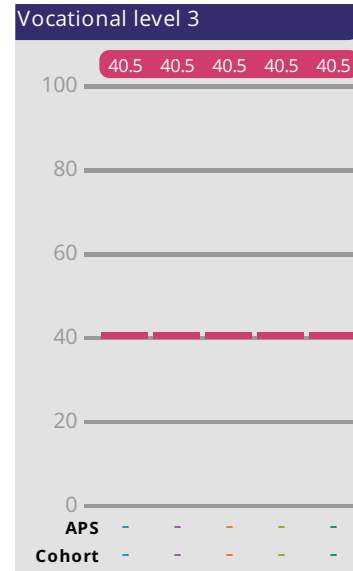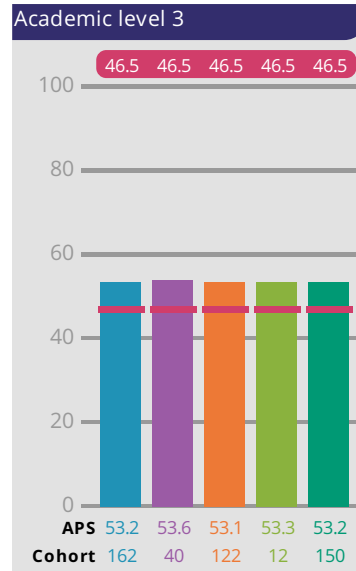l 3 or above. FSM/CLA figures are for the same cohort. Other context data are for Years 12 to 14 learners and shown for only school sixth forms.

Ofsted

Ethnicity

White British	31%
Asian or Asian British Indian	15%
Asian or Asian British any other Asian background	14%
Black or Black British African	9%
Asian or Asian British Pakistani	5%
White any other White background	4%
Black or Black British Caribbean	3%
Chinese	3%
Mixed White & Asian	3%
Any other ethnic group	2%
Mixed any other mixed background	2%
White Irish	2%
Asian or Asian British Bangladeshi	1%
Black or Black British any other Black background	1%
Mixed White & Black African	1%
Mixed White & Black Caribbean	1%
Parent/pupil preferred not to say	1%
Ethnicity not known	
White Romany or Gypsy	
White Traveller of Irish heritage	

Prior attainment in GCSE and equivalent

Legend: All learners | Female | Male | FSM | non-FSM

Academic level 3

National APS: 46.5 46.5 46.5 46.5 46.5

	All learners	Female	Male	FSM	non-FSM
APS	53.2	53.6	53.1	53.3	53.2
Cohort	162	40	122	12	150

Vocational level 3

National APS: 40.5 40.5 40.5 40.5 40.5

	All learners	Female	Male	FSM	non-FSM
APS	-	-	-	-	-
Cohort	-	-	-	-	-

Grade distribution

Red line values: 0 0 1 4 20 38 28 9 0

	U	G	F	E	D	C	B	A	A*
%	0	0	0	0	0	1	31	65	3
n	0	0	0	0	0	1	50	106	5

Number on roll

	Y12	Y13	Y14	All
Female	46	40	0	86
Male	143	124	0	267
Total	189	164	0	353

% of year group from provider

Y12 from provider	59.8%
Y13 from provider	100.0%

% FSM/CLA

7.3%

% SEN

4.5%

% first language not English

28.7%

Number of CLA learners: 0