

SCHOOL AND COLLEGE PERFORMANCE TABLES

STATEMENT OF INTENT – 2013

Overview

This Statement:

- Sets out the Department's intentions on the content of the 2013 school and college performance tables which we plan to publish in mid-December 2013 (for primary schools) and late January 2014 (for secondary schools and colleges).
- Includes annexes which list in full the planned content of the 2013 tables and highlights those indicators that are new for this year.

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SUMMARY OF CHANGES TO THE 2013 SCHOOL AND COLLEGE PERFORMANCE TABLES

INTRODUCTION

1. Performance tables continue to sit at the heart of the accountability framework. They focus the debate on standards and strengthen the accountability of schools and colleges.
2. The tables also provide a reliable and accessible source of comparative information on pupil attainment and progress, absence, workforce and finance, and are a key element of our transparency agenda.
3. We will continue to publish most data in December (for primary schools) and late January (for secondary schools and colleges), information which isn't ready for publication on these dates will be released as it becomes available.
4. This document sets out changes planned for this year's tables. The annexes list all the information we intend to publish, highlighting new measures.

CLOSING THE GAP

5. In 2011 and 2012 we published measures to show the attainment and progress of disadvantaged pupils compared with others. This year we plan to continue to publish these measures but they will be re-named from "Narrowing the Gap" to 'Closing the Gap' measures to more accurately reflect the Government's intentions to raise attainment and progress of disadvantaged pupils to the same level as others without any drop in overall standards.
6. In addition, this year, we will introduce three year averages for headline key stage 2 (KS2) and key stage 4 (KS4) attainment and progress measures relating to all pupils and, separately, to disadvantaged pupils and others. This will have the added benefit of enabling us to publish figures for schools with small cohorts whose figures have previously been suppressed in performance tables.
7. We will also illustrate the gap for both attainment and progress measures between disadvantaged and other pupils for each school, and show this in relation to national figures.

SIMILAR SCHOOLS

8. On 15 July 2013, we publish an additional measure, based on 2012 data, in both the KS2 and KS4 performance tables to show how schools compared to others with similar intakes.
9. The new measures are designed to give more information on the context schools are working in and help schools identify local schools working in similar circumstances that they can collaborate with and learn from.

10. Each school is placed within a unique group based upon pupil level prior attainment and then the actual headline measures shown (level 4+ at KS2 and the percentage achieving 5+ A*-C including English and Maths at KS4), for each school in the group. These are then ranked accordingly, showing each school's position within their similar schools group. For KS2, schools are based in groups of 125 and for KS4, groups of 55. It additionally presents information on the school's average level (KS2) or average grade per pupil based on their best 8 results (KS4).
11. We will continue to publish this information in the 2013 performance tables,

EDUCATION DESTINATIONS

12. On 20 June 2013, we published Education Destination Measures for those pupils after completing KS4. These show the percentage of students continuing their education in school, further education or sixth form college, and the percentage training through an apprenticeship.
13. The data in performance tables relate to those young people who completed KS4 in 2009/10 and are based on:
 - a. Education destinations in the year after the young person has left compulsory schooling (i.e. academic age 16);
 - b. Participation in education in all of the first two terms (defined as October to March) of the year after the young person left KS4.
14. We will continue to publish this information and will include the education destinations of those who completed KS4 in 2010/11 in the 2013 tables.
15. At the same time, education and employment destinations data for both KS4 and KS5 students were published as experimental statistics in a Statistical First Release, which can be found [here](#). Further breakdowns of the data based on student characteristics will be published in a Statistical First Release (experimental statistics) on 23 July 2013.
16. We will continue to evaluate both the KS5 and employment destinations measures as part of our aim to include in future performance tables.

PRIMARY SCHOOL TABLES

Replacing reporting of English levels

17. In line with our commitment to implement recommendations made in the Bew 'Review of Key Stage 2 Testing, Assessment & Accountability', we will no longer combine reading national curriculum test and writing teacher assessment results to produce an overall English level. Instead, we will report

separately on reading and writing results and will replace the percentage achieving level 4 or above in English and maths measure. The attainment combined measure we have already announced will be used in floor standards for 2013 i.e. the percentage achieving level 4+ in reading, writing and maths.

18. As a consequence of no longer producing an English level, we have modified the expected progress and value added (VA) measures. We will produce a combined KS1-KS2 VA measure alongside separate expected progress and VA measures for each of reading, writing and maths.
19. The KS2 average points score (APS) attainment measure will be calculated as follows:

$$\frac{((\text{reading} + \text{writing})/2 + \text{maths})}{2}$$

Grammar, Punctuation and Spelling (GPS) tests

20. GPS tests were conducted for the first time in 2013. We will show in the tables, the distribution of levels achieved in these new tests in the same way as for reading, writing and maths. In this first year of their operation, results of GPS tests will not be included in the calculation of other measures in 2013, such as, value added and the average points score.

Level 6 tests

21. 2012 was the first year that schools could enter pupils for externally marked level 6 tests and we chose to only include these results in the calculation of expected progress and value added measures. In 2013, we will additionally publish school-level information on the proportion of pupils achieving level 6 in each of reading, writing, GPS and maths.

Achievement of a “good” level 4

22. On 5 March 2013, the Schools Minister, David Laws announced an [increase in primary school floor standards](#) for 2014. At the same time, he said that we would publish a new indicator in the 2013 performance tables showing the proportion of pupils at the end of KS2 achieving a “good” level 4. This will be until the current system of levels is discontinued in 2016.
23. The 2013 tables will therefore show the proportion of pupils achieving a level 4B or above in each of reading and maths and a combined measure showing the proportion achieving level 4B+ in reading and maths along with a level 4+ in writing.

See **Annex A** for full details of what will be published in the 2013 Primary School Tables.

SECONDARY SCHOOL TABLES

24. In addition to the new Closing the Gap measures described in paragraphs 5 to 7, we will be publishing a school level average grade per pupil measure (based on their best 8 results).

See **Annex B** for full details of what will be published in the 2013 Secondary School Tables.

16 – 18 TABLES

25. Building on from cohort changes last year, the 2013 performance tables will report vocational and academic performance separately. Therefore, results for A levels with other KS5 equivalences will no longer be published. This means we will publish three performance categories which will report results for A levels; A level and other advanced academic qualifications; and advanced vocational qualifications. These indicators will show the proportion of students at each school or college studying these qualifications.
26. As a result of the cohort changes summarised above, the average point score per student will count students in terms of their full-time equivalent, so schools and colleges with students that take both academic and vocational qualifications will not be disadvantaged. For context, the number of full-time equivalent students will be reflected under cohort information for each performance category. These amendments will mean that the time series data will no longer be published.
27. The 16-18 performance tables will also include value added results for A levels; A level and other advanced academic qualifications; and advanced vocational qualifications. The release of these data for the 2013 tables is subject to further analysis.
28. In view of the Government's guidance on *Study Programmes for 16-19 Year olds* we are committed to publishing the results obtained in English and maths by students who failed to achieve English and maths GCSE at A*-C at KS4. These new indicators are subject to further exploratory work and will be published as experimental statistics with a view to including them within future performance tables.
29. For future years and in line with our aims of securing full participation and raising attainment post-16, we will work to develop measures that capture student retention and achievement below advanced level, taking care to ensure that indicators are comparable across 16-18 providers.

See **Annex C** for full details of what will be published in the 2013 16-18 School and College Tables.

CONTENT OF 2013 PRIMARY PERFORMANCE TABLES:

KS2 cohort information	<ul style="list-style-type: none"> • number of pupils on roll aged 10 as at 31 August 2012 • number of eligible pupils on roll at the time of test • number and % of eligible pupils split by gender • number and % of eligible pupils with Statements of SEN or supported at School Action Plus • number and % of disadvantaged pupils (those eligible for free school meals at any time during the past 6 years and Children Looked After continuously for 6 months+) • number and percentage of “other” pupils (i.e. other than disadvantaged pupils) • number and % of non-mobile pupils (those who have been in the school throughout Yrs 5 & 6) • number and % of pupils with English as an additional language • number and % who started key stage below expected level • number and % who started key stage at expected level • number and % who started key stage above expected level • key stage 1 average point score of cohort
Progress measures	<p>Reading NEW</p> <ul style="list-style-type: none"> • % eligible pupils making at least the expected level of progress in reading between KS1 and KS2 • % pupils included in the reading progress measure (coverage) <p>Writing NEW</p> <ul style="list-style-type: none"> • % eligible pupils making at least the expected level of progress in writing between KS1 and KS2 • % pupils included in the writing progress measure (coverage) <p>Maths</p> <ul style="list-style-type: none"> • % eligible pupils making at least the expected level of progress in maths between KS1 and KS2 • % pupils included in the maths progress measure (coverage) <p><i>Three year averages to be presented for each of the above measures – for all eligible pupils and for disadvantaged and other pupils.</i> NEW</p> <p><i>Results also to be shown for:</i></p> <ul style="list-style-type: none"> ○ <i>disadvantaged pupils and others</i>

	<ul style="list-style-type: none"> ○ <i>low, middle and high attainers</i> ○ <i>pupils with English as an additional language</i> ○ <i>separately for boys and girls</i> ○ <i>non-mobile pupils</i>
KS2 results	<p>Reading test, Writing Teacher Assessment and Maths test</p> <ul style="list-style-type: none"> • % eligible pupils achieving level 4+ in all three • % eligible pupils achieving level 4B+ in reading and maths tests and Level 4+ in Writing NEW <p><i>Three year averages to be presented for the above measure – for all eligible pupils and for disadvantaged and “other” pupils. NEW</i></p> <ul style="list-style-type: none"> • % eligible pupils achieving level 5+ in all three • % eligible pupils achieving level 3 or below in all three <p><i>Results also to be shown for:</i></p> <ul style="list-style-type: none"> • <i>disadvantaged pupils and others</i> • <i>low, middle and high attainers</i> • <i>pupils with English as an additional language</i> • <i>separately for boys and girls</i> • <i>non-mobile pupils</i> <p>Reading - calculated from reading test</p> <ul style="list-style-type: none"> • % of eligible pupils achieving level 6 NEW • % eligible pupils achieving level 5+ • % eligible pupils achieving level 4B+ NEW • % eligible pupils achieving level 4+ • % eligible pupils achieving level 3 or below • % eligible pupils who were absent or unable to access the test <p><i>Results also to be shown (at level 4+ and level 4B+) for:</i></p> <ul style="list-style-type: none"> ○ <i>disadvantaged pupils and others</i> ○ <i>low, middle and high attainers</i> <p>Writing teacher assessment</p> <ul style="list-style-type: none"> • % of eligible pupils achieving level 6 NEW • % eligible pupils achieving level 5+ • % eligible pupils achieving level 4+ • % eligible pupils achieving level 3 or below • % eligible pupils for whom no teacher assessment was conducted <p><i>Level 4+ results also to be shown for: NEW</i></p> <ul style="list-style-type: none"> ○ <i>disadvantaged pupils and others</i> ○ <i>low, middle and high attainers</i>

	<p>Grammar, Punctuation and Spelling test ↻ NEW</p> <ul style="list-style-type: none"> • % of eligible pupils achieving level 6 • % eligible pupils achieving level 5+ • % eligible pupils achieving level 4+ • % eligible pupils achieving level 3 or below • % eligible pupils who were absent or unable to access the test <p><i>Results also to be shown for:</i> ↻ NEW</p> <ul style="list-style-type: none"> ○ <i>disadvantaged pupils and others</i> ○ <i>low, middle and high attainers</i> <p>Maths test</p> <ul style="list-style-type: none"> • % of pupils achieving level 6 ↻ NEW • % eligible pupils achieving level 5+ • % eligible pupils achieving level 4B+ ↻ NEW • % eligible pupils achieving level 4+ • % eligible pupils achieving level 3 or below • % eligible pupils who were absent or unable to access the test <p><i>Results also to be shown for:</i></p> <ul style="list-style-type: none"> ○ <i>disadvantaged pupils and others</i> ○ <i>low, middle and high attainers</i> <p>Average point score ↻ CHANGE IN METHODOLOGY</p>
<p>Value Added measure</p>	<ul style="list-style-type: none"> • KS1-2 VA score ↻ CHANGE IN METHODOLOGY • confidence intervals • % of pupils included in calculation (coverage) <p><i>Results also to be shown for:</i></p> <ul style="list-style-type: none"> ○ <i>disadvantaged pupils and others</i> ○ <i>low, middle and high attainers</i> <p>Reading</p> <ul style="list-style-type: none"> • KS1-2 reading VA score ↻ NEW • confidence intervals <p>Writing</p> <ul style="list-style-type: none"> • KS1-2 writing VA score ↻ NEW • confidence intervals <p>Maths</p> <ul style="list-style-type: none"> • KS1-2 maths VA score • confidence intervals

KS2 Teacher Assessments	<p>English</p> <ul style="list-style-type: none"> • % eligible pupils achieving level 6 <i>NEW</i> • % eligible pupils achieving level 5 + • % eligible pupils achieving level 4 + • % eligible pupils achieving level 3 or below • % eligible pupils for whom no TA has been conducted <p>Reading</p> <ul style="list-style-type: none"> • % eligible pupils achieving level 6 • % eligible pupils achieving level 5 + • % eligible pupils achieving level 4 + • % eligible pupils achieving level 3 or below • % eligible pupils for whom no TA has been conducted <p>Writing - see “KS2 results” section</p> <p>Maths</p> <ul style="list-style-type: none"> • % eligible pupils achieving level 6 • % eligible pupils achieving level 5+ • % eligible pupils achieving level 4+ • % eligible pupils achieving level 3 or below • % eligible pupils for whom no TA has been conducted <p>Science</p> <ul style="list-style-type: none"> • % eligible pupils achieving level 6 • % eligible pupils achieving level 5 + • % eligible pupils achieving level 4 + • % eligible pupils achieving level 3 or below • % eligible pupils for whom no TA has been conducted
Absence	<ul style="list-style-type: none"> • % overall absence • % persistent absence
School workforce	<ul style="list-style-type: none"> • number of teachers • number of teaching assistants • number of support staff • pupil to teacher ratio • mean salary (£s)
Finance	<p>Income (per pupil)</p> <ul style="list-style-type: none"> • grant funding • self-generated income • total income <p>Expenditure (per pupil)</p> <ul style="list-style-type: none"> • teaching staff • supply teachers • education support staff • learning resources (not ICT) • ICT learning resources

	<ul style="list-style-type: none"> • bought in professional services • back office (including staff costs) • catering (including staff costs) • premises (including staff costs) • other staff costs • energy • other expenditure • total expenditure <p>Academies</p> <ul style="list-style-type: none"> • academies' Annual Reports & Financial Statements • link to Academies' spend data
Ofsted	<ul style="list-style-type: none"> • Ofsted judgement – overall grade • date of latest inspection • link to inspection report
Other Information about the School	<ul style="list-style-type: none"> • name, address and telephone number • head teacher's name • school type and category • gender of intake • admission basis • denomination • age range • school's unique reference number (URN)
School population	<ul style="list-style-type: none"> • number of pupils on roll of all ages • number and % of pupils split by gender • % of pupils on roll who have Statements of Special Educational Need or are on School Action Plus • % of pupils on roll with English as an additional language • % of pupils on roll receiving free school meals • number and % of pupils eligible for free school meals at any time during the past 6 years • confirmation that the school has checked its data

CONTENT OF 2013 SECONDARY PERFORMANCE TABLES:

KS4 cohort information	<ul style="list-style-type: none"> • number of pupils on roll at end of KS4 • number and % of KS4 pupils with statements of SEN or supported at School Action Plus • number and % of disadvantaged pupils (those eligible for free school Meals at any time during the past 6 years and Children Looked After) • number and % of “other” pupils (i.e. other than disadvantaged pupils) • number and % of non-mobile pupils (those who have been in the school throughout Years 10 & 11) • number and % of eligible pupils split by gender • number and % of KS4 pupils with English as an additional language • number and % who started key stage below expected level • number and % who started key stage at expected level • number and % who started key stage above expected level • KS2 Average Points Score of cohort.
Progress measures	<p>English</p> <ul style="list-style-type: none"> • % pupils making at least the expected level of progress in English between KS2 and KS4 • % pupils included in the English progress measure (coverage) <p>Maths</p> <ul style="list-style-type: none"> • % pupils making at least the expected level of progress in maths between KS2 and KS4 • % pupils included in the maths progress measure (coverage) <p><i>Three year averages to be presented for each of the above measures – for all pupils and for disadvantaged and “other” pupils.</i> • NEW</p> <p><i>Results also to be shown for:</i></p> <ul style="list-style-type: none"> ○ <i>disadvantaged pupils and others</i> ○ <i>low, middle and high attainers</i> ○ <i>pupils with English as an additional language</i> ○ <i>separately for boys and girls</i> ○ <i>non-mobile pupils</i>
GCSE or equivalent achievements	<ul style="list-style-type: none"> • % pupils attaining 5+ GCSEs at A*-C (or equivalent) including English and maths GCSEs: for 2010, 2011, 2012 and 2013.

	<p><i>Three year averages to be presented for the above measure – for all eligible pupils and for disadvantaged and “other” pupils. NEW</i></p> <p><i>2013 results also to be shown for:</i></p> <ul style="list-style-type: none"> ○ <i>disadvantaged pupils and others</i> ○ <i>low, middle and high attainers</i> ○ <i>pupils with English as an additional language</i> ○ <i>separately for boys and girls</i> ○ <i>non-mobile pupils</i> <ul style="list-style-type: none"> ● % pupils attaining 5+ GCSEs at A*-C including English and maths GCSEs (excluding equivalences) ● % pupils attaining 5+ GCSEs at A*-C (or equivalent) ● % pupils attaining 5+ GCSEs at A*-G (or equivalent) ● % pupils with at least one qualification ● downloadable information in spreadsheet format on the results in individual GCSEs and other qualifications.
<p>English Baccalaureate (EBacc)</p>	<ul style="list-style-type: none"> ● number and % of cohort entered for EBacc ● % of cohort achieving the EBacc ● number and % achieving A*-G grades in all EBacc subjects <p><i>Results also to be shown for:</i></p> <ul style="list-style-type: none"> ○ <i>disadvantaged pupils and others</i> ○ <i>low, middle and high attainers</i> ○ <i>pupils with English as an additional language</i> ○ <i>separately for boys and girls</i> ○ <i>non-mobile pupils.</i>
<p>EBacc subject areas</p>	<ul style="list-style-type: none"> ● number and % entered for English ● % cohort attaining A*-C in English ● English value added score & confidence intervals ● % included in English VA calculation (coverage) ● number and % entered for maths ● % cohort attaining A* -C in maths ● maths value added score & confidence intervals ● % included in maths VA calculation (coverage) ● number and % entered for two sciences ● % entered attaining A* -C in two sciences ● science Value Added score & confidence intervals ● % included in science VA calculation (coverage) ● number and % entered for a language ● % entered attaining A* -C in a language ● languages value added score & confidence intervals ● % included in languages VA calculation (coverage) ● number and % entered for a humanities subject ● % entered attaining A* -C in a humanities subject ● humanities Value Added score & confidence intervals ● % included in humanities VA calculation (coverage)

	<p><i>Value Added scores for EBacc subject areas also shown for:</i></p> <ul style="list-style-type: none"> ○ <i>disadvantaged pupils and others</i> ○ <i>low, middle and high attainers</i>
The Basics	<ul style="list-style-type: none"> • % pupils attaining A*-C grades in English and maths <p><i>Results also to be shown for:</i></p> <ul style="list-style-type: none"> ○ <i>disadvantaged pupils and others</i> ○ <i>low, middle and high attainers</i> ○ <i>pupils with English as an additional language</i> ○ <i>separately for boys and girls</i> ○ <i>non-mobile pupils</i> • % pupils attaining English and maths skills at Level 2 • % pupils attaining English and maths skills at Level 1
Value Added measure (capped at best 8 GCSEs or equivalent)	<ul style="list-style-type: none"> • KS2-4 VA score • confidence intervals • % of pupils included in calculation (coverage) <p><i>Results also to be shown for:</i></p> <ul style="list-style-type: none"> ○ <i>disadvantaged pupils and others</i> ○ <i>low, middle and high attainers</i>
Averages: qualifications per pupil, point scores, average grades	<ul style="list-style-type: none"> • average number of qualifications per pupil • average number of GCSEs per pupil • APS per pupil (capped at best 8) • APS per pupil (GCSEs only) • APS per pupil (uncapped) • Average grade per pupil (capped at best 8) ◆ NEW <p><i>Results also to be shown for:</i></p> <ul style="list-style-type: none"> ○ <i>disadvantaged pupils and others</i> ○ <i>low, middle and high attainers</i> ○ <i>(APS) pupils with English as an additional language</i> <p><i>Low, Medium and High only</i></p> <ul style="list-style-type: none"> • average grade per entry (all qualifications) • average grade per entry (GCSEs only)
Absence	<ul style="list-style-type: none"> • % overall absence • % persistent absence
School workforce	<ul style="list-style-type: none"> • number of teachers • number of teaching assistants • number of support staff • pupil to teacher ratio • mean salary (£s)
Finance	<p>Income (per pupil)</p> <ul style="list-style-type: none"> • grant funding • self-generated income

	<ul style="list-style-type: none"> total income <p>Expenditure (per pupil)</p> <ul style="list-style-type: none"> teaching staff supply teachers education support staff learning resources (not ICT) ICT learning resources bought in professional services back office (including staff costs) catering (including staff costs) premises (including staff costs) other staff costs energy other expenditure total expenditure <p>Academies</p> <ul style="list-style-type: none"> academies' Annual Reports & Financial Statements link to Academies' spend data
Education destinations of 2009/10 end of KS4 cohort	<ul style="list-style-type: none"> number of students total in a sustained education destination (in 2010/11) Percentage in any education destination: further education college other further education provider school sixth form sixth form college apprenticeships UK Higher Education institution education combination education destination not sustained activity not captured in data
Ofsted	<ul style="list-style-type: none"> Ofsted judgement – overall grade date of latest inspection link to inspection report
Other Information about the School	<ul style="list-style-type: none"> name, address and telephone number head teacher's name gender of intake school type and category denomination admissions basis age range whether the school has a sixth form school's unique reference number (URN)
School	<ul style="list-style-type: none"> number of pupils on roll of all ages

population	<ul style="list-style-type: none">• number and % of pupils split by gender• % of pupils on roll who have Statements of Special Educational Need or are on School Action Plus• % of pupils on roll with English as an additional language• % of pupils on roll receiving free school meals• number and % of pupils eligible for free school meals at any time during the past 6 years• confirmation that the school has checked its data
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CONTENT OF 2013 16 -18 PERFORMANCE TABLES:

KS5 cohort information	<ul style="list-style-type: none"> • number of students at end of KS5 • number of A level students at end of KS5 • number of A level full-time equivalent students at end of KS5 <i>NEW</i> • number of academic students at end of KS5 • number of academic full-time equivalent students at end of KS5 <i>NEW</i> • number of vocational students at end of KS5 <i>NEW</i> • number of vocational full-time equivalent students at end of KS5 <i>NEW</i> •
A levels	<p><i>Average point score measures</i></p> <ul style="list-style-type: none"> • average point score per A level student (full-time equivalent) <i>NEW</i> • average point score per A level entry <p><i>Threshold measures</i> <i>CHANGE IN METHODOLOGY</i></p> <ul style="list-style-type: none"> • % A level students achieving at least 3 A levels at A*-E • % A level students achieving at least 2 A levels at A*-E • % A level students achieving at least 1 A level at A*-E <p><i>AAB attainment measures</i></p> <ul style="list-style-type: none"> • % A level students achieving A levels at grades AAB or higher in at least 2 “facilitating subjects” • % A level students achieving A levels at AAB or higher in at least 3 “facilitating subjects” <p><i>Value Added measure</i> <i>NEW</i></p> <ul style="list-style-type: none"> • A level Value Added • confidence intervals
A level and other academic qualifications	<p><i>Average point score measures</i></p> <ul style="list-style-type: none"> • average point score per academic student (full-time equivalent) <i>NEW</i> • average point score per academic entry <p><i>Threshold measures</i> <i>CHANGE IN METHODOLOGY</i></p> <ul style="list-style-type: none"> • % of academic students achieving qualifications equivalent to at least 3 A levels at A*-E • % of academic students achieving qualifications equivalent to at least 2 A levels at A*-E • % of academic students achieving qualifications equivalent to at least 1 A level at A*-E

	<p><i>Value Added measure</i> NEW</p> <ul style="list-style-type: none"> • academic Value Added • confidence intervals
Vocational qualifications	<p><i>Average point score measures</i> NEW</p> <ul style="list-style-type: none"> • average point score per vocational student (full-time equivalent) • average point score per vocational entry <p><i>Threshold measures</i> NEW</p> <ul style="list-style-type: none"> • % of vocational students achieving at least 3 substantial vocational qualifications • % of vocational students achieving at least 2 substantial vocational qualifications • % of vocational students achieving at least 1 substantial vocational qualifications <p><i>Value added measure</i> NEW</p> <ul style="list-style-type: none"> • vocational Value Added • confidence intervals
Downloadable information	<ul style="list-style-type: none"> • Value Added score for each level 3 qualification type • Value Added confidence intervals • qualification and subject results for A levels and other level 3 qualifications • academic and vocational interim minimum standards
Ofsted	<ul style="list-style-type: none"> • Ofsted judgement – overall grade • date of latest inspection • link to inspection report
Other Information about the school or college	<ul style="list-style-type: none"> • name, address and telephone number • Headteacher/principal's name • gender of intake • school type and category • admissions basis • age range • the institution's unique reference number (URN) • number of pupils on roll aged 16-18 • confirmation that the institution has checked its data