

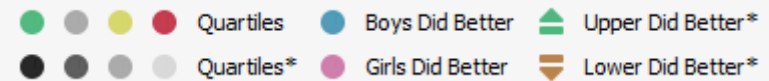
Avanti House School

Year 7, 8 and 9 Forecasts for End of the Year v2

Based on Progress Review 4 Moderated Assessments – **April 2016**

Year 9 Subjects - Forecast attainment

| Name | Entries | % L4 + | % L5 + | % L6 + | Residual | Distribution | APS | Gender | Range |
|-----------------------|---------|--------|--------|--------|----------|--------------|-------|--------|-------|
| Art | 97 | 100% | 98.97% | 85.57% | +0.27 | 2.85 | 40.90 | -2.93 | +0.18 |
| Citizenship | 97 | 100% | 100% | 95.88% | +0.26 | 2.45 | 40.81 | -0.18 | -0.11 |
| Dance | 97 | 98.97% | 97.94% | 89.69% | +0.14 | 2.21 | 40.11 | -1.41 | +0.06 |
| Design and Technology | 97 | 100% | 98.97% | 94.85% | +0.22 | 2.02 | 40.57 | -0.48 | -0.13 |
| Drama | 97 | 100% | 100% | 95.88% | +0.23 | 1.98 | 40.61 | -2.39 | -0.01 |
| English | 97 | 100% | 100% | 98.97% | +0.43 | 2.73 | 41.82 | -1.20 | -0.04 |
| French | 33 | 100% | 100% | 66.67% | -0.02 | 2.31 | 39.12 | -0.78 | +0.34 |
| Geography | 97 | 100% | 100% | 91.75% | +0.30 | 2.05 | 41.02 | -0.46 | +0.12 |
| History | 97 | 100% | 100% | 96.91% | +0.37 | 2.47 | 41.45 | -1.97 | +0.14 |
| ICT 1 | 97 | 100% | 100% | 78.35% | -0.27 | 2.00 | 37.62 | -0.01 | -0.27 |
| Maths | 97 | 100% | 100% | 94.85% | +0.78 | 5.05 | 43.95 | -0.47 | +0.61 |
| Music | 97 | 100% | 100% | 74.23% | -0.27 | 1.93 | 37.60 | -0.54 | -0.21 |
| PE | 97 | 100% | 100% | 76.29% | -0.24 | 1.75 | 37.80 | +0.51 | -0.16 |
| RE | 97 | 100% | 100% | 91.75% | +0.07 | 1.55 | 39.68 | -0.47 | -0.07 |
| Sanskrit | 97 | 43.3% | 0% | 0% | -2.73 | 16.35 | 22.90 | -0.19 | -0.33 |
| Science | 97 | 100% | 100% | 97.94% | +0.42 | 2.72 | 41.74 | +0.14 | -0.01 |
| Spanish | 64 | 100% | 100% | 89.06% | +0.04 | 1.94 | 39.50 | -2.28 | +0.20 |



Forecasts for the end of year 9 in core and humanities subjects are outstanding and well above national expectations. Even where there are more significant gender differentials (e.g. art, drama, Spanish) with girls attaining less impressively than boys, boys' attainment is excellent overall. (And the gender differentials are being tackled). In MFL forecasts are high considering the starting points of many children when they entered the school less than three years ago and in Sanskrit given one third of this year group studied no Sanskrit in year 8, forecasted attainment is commendable. The overwhelming majority of students who have attained a secure level 6 by the end of year 9 go on to secure A*-C (9-4) in that subject. With the exception of French and Sanskrit, this would indicate that learners in year 9 are on track to again secure outcomes placing the school in the top 10% of similar (and top 5% of all) schools nationally for attainment.

Year 9: English - Levels of Progress from Year 7 - current forecasts for the end of year 9

| | Key Stage 3 Grade | | | | | | | | | | | | | | | | | | 1 Levels | | | 2 Levels | | 3 Levels | | | | | | | | | |
|-------|-------------------|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----------|----|---|----------|----|----------|----|----|----|---------|---------|--------|---------|--------|---------|
| | Other | 1C | 1 | 1A | 2C | 2 | 2A | 3C | 3 | 3A | 4C | 4 | 4A | 5C | 5 | 5A | 6C | 6 | 6A | 7C | 7 | 7A | 8C | 8 | 8A | # | # | % | # | % | # | % | |
| Other | | | | | | | | | | | | | | | | | 6 | 4 | 5 | 1 | 2 | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| W | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 2C | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 2B | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 2A | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 3C | | | | | | | | | | | | | | | | | 1 | 1 | | | | | | | | | 2 | 2 | 100.00% | 2 | 100.00% | 2 | 100.00% |
| 3B | | | | | | | | | | | | | | | | | 1 | | | | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% |
| 3A | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 4C | | | | | | | | | | | | | | | | | 2 | 3 | 2 | | | | | | | | 7 | 7 | 100.00% | 7 | 100.00% | 0 | 0.00% |
| 4B | | | | | | | | | | | | | | | | 1 | | 2 | 10 | 4 | | | | | | | 17 | 17 | 100.00% | 16 | 94.12% | 4 | 23.53% |
| 4A | | | | | | | | | | | | | | | | | 1 | | 13 | 5 | 2 | 2 | | | | | 23 | 23 | 100.00% | 23 | 100.00% | 9 | 39.13% |
| 5C | | | | | | | | | | | | | | | | | | | 1 | 12 | 3 | 2 | | | | | 18 | 18 | 100.00% | 17 | 94.44% | 0 | 0.00% |
| 5B | | | | | | | | | | | | | | | | | | | | | 3 | 4 | 1 | | 2 | | 10 | 10 | 100.00% | 10 | 100.00% | 2 | 20.00% |
| 5A | | | | | | | | | | | | | | | | | | | | | | | 1 | | | | 1 | 1 | 100.00% | 1 | 100.00% | 0 | 0.00% |
| # | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 5 | 6 | 26 | 24 | 9 | 6 | 0 | 2 | 0 | 79 | 79 | 100.00% | 77 | 97.47% | 18 | 22.78% | |

Less Than Expected Progress
 Expected Progress
 Above Expected Progress
 Excluded

With 97.5% of students making 2 full levels of progress over KS3, this would indicate that a minimum of 97.5% of students would make three full levels (or expected) progress by the end of key stage 4. Similarly 23% of learners who have made 3 full levels of progress to date would comfortably go on to exceed expected progress, by the end of key stage 4. The national figure for this is 30% but a significant number of students go on at GCSE to make 2 or even 3 full levels of progress at KS4 rather than 1.

Year 9 English: Levels of Progress - DISADVANTAGED (PP) - Current Forecasts for the end of Year 9

| | Key Stage 3 Grade | | | | | | | | | | | | | | | | | | | | 1 Levels | | | 2 Levels | | 3 Levels | | | | | | |
|-------|-------------------|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|----------|----|----|----------|----|----------|---|---------|---|---------|---|---------|
| | Other | 1C | 1 | 1A | 2C | 2 | 2A | 3C | 3 | 3A | 4C | 4 | 4A | 5C | 5 | 5A | 6C | 6 | 6A | 7C | 7 | 7A | 8C | 8 | 8A | # | # | | % | # | % | # |
| Other | | | | | | | | | | | | | | | | | 1 | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| W | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 2C | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 2B | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 2A | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 3C | | | | | | | | | | | | | | | | | 1 | | | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% |
| 3B | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 3A | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 4C | | | | | | | | | | | | | | | | | | 1 | | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 0 | 0.00% |
| 4B | | | | | | | | | | | | | | | | | | | 1 | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 4A | | | | | | | | | | | | | | | | | | | 1 | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 0 | 0.00% |
| 5C | | | | | | | | | | | | | | | | | | | | 2 | | | | | | 2 | 2 | 100.00% | 2 | 100.00% | 0 | 0.00% |
| # | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 5 | 5 | 100.00% | 5 | 100.00% | 1 | 20.00% |

Less Than Expected Progress
 Expected Progress
 Above Expected Progress
 Excluded

There are no gaps in the progress being made by Disadvantaged Pupils compared to non-disadvantaged both within the school and nationally.

Year 9: English - Progress - SEN(D) - Current Forecasts for the end of Year 9

| | Key Stage 3 Grade | | | | | | | | | | | | | | | | | | | | 1 Levels | | 2 Levels | | 3 Levels | | | | | | | |
|-------|-------------------|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|----------|----|----------|---|----------|---|---|---------|---|---------|---|---------|
| | Other | 1C | 1 | 1A | 2C | 2 | 2A | 3C | 3 | 3A | 4C | 4 | 4A | 5C | 5 | 5A | 6C | 6 | 6A | 7C | 7 | 7A | 8C | 8 | 8A | # | # | % | # | % | # | % |
| Other | | | | | | | | | | | | | | | | | | 2 | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| W | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 2C | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 2B | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 2A | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 3C | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% |
| 3B | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% |
| 3A | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 4C | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 0 | 0.00% |
| 4B | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 0 | 0.00% |
| 4A | | | | | | | | | | | | | | | | | | | | | | | | | | 2 | 2 | 100.00% | 2 | 100.00% | 1 | 50.00% |
| 5C | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 0 | 0.00% |
| # | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 7 | 7 | 100.00% | 7 | 100.00% | 3 | 42.86% |

Less Than Expected Progress
 Expected Progress
 Above Expected Progress
 Excluded

There are no gaps in the progress being made by SEN Pupils compared to non-SEN both within the school and nationally. Indeed, the small number of SEN student in this sample are performing overall, better than their non-SEN counterparts for progress.

Year 9: Mathematics - Progress - Current Forecasts for the end of year 9

| | Key Stage 3 Grade | | | | | | | | | | | | | | | | | | 1 Levels | | 2 Levels | | 3 Levels | | | | | | | | | | |
|-------|-------------------|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----------|----|----------|----|----------|---|----|----|----|--------|---------|--------|---------|--------|--------|
| | Other | 1C | 1 | 1A | 2C | 2 | 2A | 3C | 3 | 3A | 4C | 4 | 4A | 5C | 5 | 5A | 6C | 6 | 6A | 7C | 7 | 7A | 8C | 8 | 8A | # | # | % | # | % | # | % | |
| Other | | | | | | | | | | | | | | | 2 | 1 | 4 | 3 | 1 | 1 | 2 | 3 | | 1 | | 1 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| W | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 2C | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 2B | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 2A | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 3C | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 3B | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 3A | | | | | | | | | | | | | | | 1 | 1 | 1 | | 1 | | | | | | | | 4 | 4 | 100.00% | 4 | 100.00% | 2 | 50.00% |
| 4C | | | | | | | | | | | | | | | | | 1 | 1 | | | | | | | | | 2 | 2 | 100.00% | 2 | 100.00% | 0 | 0.00% |
| 4B | | | | | | | | | | | | | | | | | 1 | | 3 | 1 | | | | | | | 5 | 5 | 100.00% | 5 | 100.00% | 1 | 20.00% |
| 4A | | | | | | | | | | | | | | | | | 3 | 3 | 5 | 2 | 3 | 1 | | | | | 17 | 17 | 100.00% | 17 | 100.00% | 6 | 35.29% |
| 5C | | | | | | | | | | | | | | | | | | 2 | 1 | 4 | 2 | 4 | 2 | | | | 15 | 15 | 100.00% | 12 | 80.00% | 2 | 13.33% |
| 5B | | | | | | | | | | | | | | | | | | 3 | 2 | 2 | 1 | 3 | 4 | 1 | 3 | | 19 | 19 | 100.00% | 14 | 73.68% | 8 | 42.11% |
| 5A | | | | | | | | | | | | | | | | | | | | | | | 2 | 1 | 3 | 1 | 7 | 7 | 100.00% | 7 | 100.00% | 5 | 71.43% |
| 6C | | | | | | | | | | | | | | | | | | | | | | | | 1 | 1 | 1 | 3 | 3 | 100.00% | 3 | 100.00% | 0 | 0.00% |
| 6B | | | | | | | | | | | | | | | | | | | | | | | | 2 | 2 | 3 | 7 | 7 | 100.00% | 7 | 100.00% | 0 | 0.00% |
| # | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 6 | 9 | 12 | 9 | 6 | 10 | 10 | 8 | 8 | 80 | 79 | 98.75% | 71 | 88.75% | 24 | 30.00% | |

Less Than Expected Progress
 Expected Progress
 Above Expected Progress
 Excluded

With 88.75% of students making 2 full levels of progress over KS3, this would indicate that a *minimum* of 88.75% of students would make three full levels (or expected) progress by the end of key stage 4. Progress in mathematics is typically non-linear and it would be expected that well over 90% of students will go on to make 3 or more full levels (Expected) progress in mathematics from this year group. Compared to around 60% nationally, this would be similar to the previous year and represent excellent outcomes.

Similarly 30% of learners who have made 3 full levels of progress to date would comfortably go on to exceed expected progress, by the end of key stage 4. The national figure for this is 35% but a significant number of students go on at GCSE to make 2 or even 3 full levels of progress at KS4 rather than 1.

Year 9: Mathematics - Progress - Current Forecasts DISADVANTAGED - for end of Year 9

| | Key Stage 3 Grade | | | | | | | | | | | | | | | | | | | | 1 Levels | | | 2 Levels | | 3 Levels | | | | | | | | |
|-------|-------------------|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|----------|----|----|----------|----|----------|---|---------|---|---------|---|---------|---|--------|
| | Other | 1C | 1 | 1A | 2C | 2 | 2A | 3C | 3 | 3A | 4C | 4 | 4A | 5C | 5 | 5A | 6C | 6 | 6A | 7C | 7 | 7A | 8C | 8 | 8A | # | # | % | # | % | # | % | | |
| Other | | | | | | | | | | | | | | | | | 1 | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| W | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 2C | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 2B | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 2A | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 3C | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 3B | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 3A | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | | |
| 4C | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 4B | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 4A | | | | | | | | | | | | | | | | | | | | | | | | | | 2 | 2 | 100.00% | 2 | 100.00% | 0 | 0.00% | | |
| 5C | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | 1 | 100.00% | 0 | 0.00% | 0 | 0.00% | | |
| 5B | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | | |
| # | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 5 | 5 | 100.00% | 4 | 80.00% | 2 | 40.00% |

Less Than Expected Progress
 Expected Progress
 Above Expected Progress
 Excluded

There are no gaps in the forecasts for disadvantaged students and progress in year 9 mathematics and they are set to exceed national expectations by some margin. Numbers are very small for statistical validity.

Year 9 Mathematics: Progress - Current Forecasts (SEN(D)) for the end of year 9

| | Key Stage 3 Grade | | | | | | | | | | | | | | | | | | | | 1 Levels | | 2 Levels | | 3 Levels | | | | | | | | |
|-------|-------------------|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|----------|----|----------|---|----------|---|---|---------|---------|--------|---------|-------|-------|
| | Other | 1C | 1 | 1A | 2C | 2 | 2A | 3C | 3 | 3A | 4C | 4 | 4A | 5C | 5 | 5A | 6C | 6 | 6A | 7C | 7 | 7A | 8C | 8 | 8A | # | # | % | # | % | # | % | |
| Other | | | | | | | | | | | | | | | | | 1 | 1 | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| W | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 2C | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 2B | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 2A | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 3C | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 3B | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 3A | | | | | | | | | | | | | | | 1 | 1 | | | | | | | | | | | 2 | 2 | 100.00% | 2 | 100.00% | 0 | 0.00% |
| 4C | | | | | | | | | | | | | | | | | 1 | | | | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 0 | 0.00% |
| 4B | | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 0 | 0.00% |
| 4A | | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 0 | 0.00% |
| 5C | | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 0 | 0.00% |
| 5B | | | | | | | | | | | | | | | | | 1 | | | | | | | | | | 1 | 1 | 100.00% | 0 | 0.00% | 0 | 0.00% |
| # | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 7 | 7 | 100.00% | 6 | 85.71% | 0 | 0.00% | |

Less Than Expected Progress
 Expected Progress
 Above Expected Progress
 Excluded

There are no gaps in the forecasts for SEN(D) students and progress in year 9 mathematics and they are set to exceed national expectations for expected progress by some considerable margin. The proportion currently on track to exceed expected progress is low – though as indicated above, progress is non-linear in mathematics and a high proportion will go on to secure another 2 full levels of progress over key stage 4. Numbers are very small for statistical validity.

Year 8 Subjects - Attainment Summary

| Name | Entries | % L4 + | % L5 + | % L6 + | Residual | Distribution | APS | Gender | Range |
|-----------------------|---------|--------|--------|--------|----------|--------------|-------|--------|-------|
| Art | 152 | 99.34% | 52.63% | 5.26% | -0.72 | 4.43 | 30.61 | -2.12 | -0.06 |
| Citizenship | 152 | 100% | 100% | 82.89% | +0.63 | 3.76 | 38.66 | -1.49 | +0.10 |
| Dance | 152 | 94.08% | 38.16% | 0% | -0.99 | 5.96 | 28.95 | -1.26 | -0.20 |
| Design and Technology | 152 | 100% | 99.34% | 76.32% | +0.33 | 2.09 | 36.86 | -0.17 | -0.12 |
| Drama | 152 | 100% | 96.71% | 26.32% | -0.04 | 2.05 | 34.64 | -2.26 | -0.14 |
| English | 152 | 100% | 99.34% | 80.92% | +0.64 | 3.88 | 38.75 | -1.74 | +0.17 |
| Geography | 152 | 100% | 98.68% | 76.97% | +0.62 | 3.85 | 38.62 | -0.88 | +0.27 |
| History | 152 | 99.34% | 98.03% | 81.58% | +0.63 | 3.91 | 38.66 | -1.44 | +0.20 |
| ICT 1 | 152 | 100% | 98.03% | 75% | +0.30 | 2.06 | 36.72 | -0.10 | -0.07 |
| Maths | 152 | 100% | 99.34% | 79.61% | +0.99 | 5.99 | 40.87 | -1.36 | +0.62 |
| Music | 152 | 100% | 91.45% | 1.97% | -0.43 | 2.93 | 32.32 | -0.35 | -0.32 |
| PE | 152 | 100% | 49.34% | 0% | -0.77 | 4.71 | 30.26 | +0.29 | -0.37 |
| RE | 152 | 99.34% | 99.34% | 71.71% | +0.51 | 3.23 | 37.96 | -1.08 | +0.20 |
| Sanskrit | 152 | 39.47% | 0% | 0% | -1.87 | 11.21 | 23.70 | -0.58 | -0.33 |
| Science | 152 | 100% | 98.03% | 88.16% | +0.77 | 4.65 | 39.50 | +0.05 | -0.03 |
| Spanish | 152 | 96.71% | 66.45% | 7.89% | -0.61 | 4.01 | 31.20 | -1.46 | +0.12 |

At the end of year 8, those students who are secure at level 5c or above usually go on to secure C or higher (new grades 4/5 or higher) at GCSE in that subject and those who are secure at level 6c usually go on to secure B or higher (5/6 or higher). Progress is not linear in all subjects and particularly so in those where motor skills (gross or fine) are being developed (art, PE, dance) or where the key stage 2 curriculum was under provided for (e.g. Modern Foreign Languages). This cohort is looking to attain similar outcomes to the two above them. Again, where there appears to be a significant gender differential, (art, drama), boys are still attaining high outcomes.

Year 8 English - Progress - Sub-levels of Progress Forecast for end of Year 8

| | Key Stage 3 Grade | | | | | | | | | | | | | | | | | | | | 4 Sub Levels | | | 5 Sub Levels | | 6 Sub Levels | | 7 Sub Levels | | 8 Sub Levels | | 9 Sub Levels | | | | | | | | |
|-------|-------------------|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|----|----|----|--------------|----|----|--------------|----|--------------|-----|--------------|---------|--------------|---------|--------------|---------|-------|---------|-------|---------|-------|---------|-------|
| | Other | 1C | 1 | 1A | 2C | 2 | 2A | 3C | 3 | 3A | 4C | 4 | 4A | 5C | 5 | 5A | 6C | 6 | 6A | 7C | 7 | 7A | 8C | 8 | 8A | # | # | % | # | % | # | % | # | % | # | % | # | % | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| W | | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| 2C | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| 2B | | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 0 | 0.00% | 0 | 0.00% | |
| 2A | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| 3C | | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 0 | 0.00% | 0 | 0.00% | |
| 3B | | | | | | | | | | | | | | | | | | | | | | | | | | | 2 | 2 | 100.00% | 2 | 100.00% | 2 | 100.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| 3A | | | | | | | | | | | | | | | | | | | | | | | | | | | 3 | 3 | 100.00% | 3 | 100.00% | 2 | 66.67% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| 4C | | | | | | | | | | | | | | | | | | | | | | | | | | | 11 | 11 | 100.00% | 10 | 90.91% | 4 | 36.36% | 1 | 9.09% | 0 | 0.00% | 0 | 0.00% | |
| 4B | | | | | | | | | | | | | | | | | | | | | | | | | | | 15 | 15 | 100.00% | 13 | 86.67% | 3 | 20.00% | 2 | 13.33% | 0 | 0.00% | 0 | 0.00% | |
| 4A | | | | | | | | | | | | | | | | | | | | | | | | | | | 26 | 25 | 96.15% | 20 | 76.92% | 5 | 19.23% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| 5C | | | | | | | | | | | | | | | | | | | | | | | | | | | 39 | 38 | 97.44% | 25 | 64.10% | 5 | 12.82% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| 5B | | | | | | | | | | | | | | | | | | | | | | | | | | | 17 | 16 | 94.12% | 10 | 58.82% | 2 | 11.76% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| 5A | | | | | | | | | | | | | | | | | | | | | | | | | | | 2 | 2 | 100.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| # | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 5 | 11 | 21 | 30 | 33 | 15 | 2 | 0 | 0 | 0 | 0 | 118 | 115 | 97.46% | 86 | 72.88% | 26 | 22.03% | 6 | 5.08% | 1 | 0.85% | 1 | 0.85% | | |

Less Than Expected Progress
 Expected Progress
 Above Expected Progress
 Excluded

A minimum of four sub-levels of progress would reflect expected progress (and if maintained, translate into at least expected (3 full levels of) progress over the two key stages. Early though it is, year 8, in English are therefore on course for close to 100% expected progress by the end of key stage 4. Around 50% of students have secured an average of 5.5 sub-levels of progress; a good predictor, at the end of year 8 for those that go on to achieve better than expected progress by the end of year 11. As in earlier years, such levels of progress are considerably above national expectations with trajectories placing the school broadly in the top 10% of similar and top 5% of all schools nationally (FFT SSE10 and FFT SSE5).

Year 8 English - Progress - Current Forecasts (DISADVANTAGED) for the end of Year 8

| | Key Stage 3 Grade | | | | | | | | | | | | | | | | | | 4 Sub Levels | | | 5 Sub Levels | | 6 Sub Levels | | 7 Sub Levels | | 8 Sub Levels | | 9 Sub Levels | | | | | | | | | |
|-------|-------------------|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|---|--------------|----|---|--------------|----|--------------|----|--------------|---|--------------|---------|--------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|
| | Other | 1C | 1 | 1A | 2C | 2 | 2A | 3C | 3 | 3A | 4C | 4 | 4A | 5C | 5 | 5A | 6C | 6 | 6A | 7C | 7 | 7A | 8C | 8 | 8A | # | # | % | # | % | # | % | # | % | # | % | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| W | | | | | | | | | | | | | | | | | 1 | | | | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 2C | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 2B | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 2A | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 3C | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 3B | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 3A | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 4C | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 4B | | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 4A | | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | 1 | 100.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 5C | | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 5B | | | | | | | | | | | | | | | | | | | | | | | | | | | 2 | 2 | 100.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| # | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 5 | 83.33% | 2 | 33.33% | 1 | 16.67% | 1 | 16.67% | 1 | 16.67% | 1 | 16.67% | |

Less Than Expected Progress
 Expected Progress
 Above Expected Progress
 Excluded

Whilst there appears to be a small gap in attainment for disadvantaged year 8 students in English, the cohort is very small and not statistically significant where only one student has not made 4 sub-levels of progress over the two years. All of these data are Progress Review 4 round (April 2016). It is highly likely that this student is now attaining at 6b in English for PR5. Furthermore with such levels of overall attainment in this cohort there is unlikely to be a gap between disadvantaged year 8 (Avanti House) and national other.

Year 8 English - Progress - Current Forecasts (SEN(D)) for the end of Year 8

| | Key Stage 3 Grade | | | | | | | | | | | | | | | | | | 4 Sub Levels | | 5 Sub Levels | | 6 Sub Levels | | 7 Sub Levels | | 8 Sub Levels | | 9 Sub Levels | | | | | | | | | |
|-------|-------------------|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|---|--------------|----|--------------|----|--------------|---|--------------|---|--------------|---------|--------------|---------|---------|---------|-------|---------|-------|-------|-------|-------|
| | Other | 1C | 1 | 1A | 2C | 2 | 2A | 3C | 3 | 3A | 4C | 4 | 4A | 5C | 5 | 5A | 6C | 6 | 6A | 7C | 7 | 7A | 8C | 8 | 8A | # | # | % | # | % | # | % | # | % | # | % | | |
| Other | | | | | | | | | | | | | | 1 | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| W | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 2C | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 2B | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 0 | 0.00% | 0 | 0.00% |
| 2A | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 3C | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 3B | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 3A | | | | | | | | | | | | | | | | | | | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| 4C | | | | | | | | | | | | | | | | | | | | | | | | | | 2 | 2 | 100.00% | 2 | 100.00% | 1 | 50.00% | 1 | 50.00% | 0 | 0.00% | 0 | 0.00% |
| # | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 100.00% | 4 | 100.00% | 3 | 75.00% | 2 | 50.00% | 0 | 0.00% | 0 | 0.00% |

Less Than Expected Progress
 Expected Progress
 Above Expected Progress
 Excluded

There is no gap in attainment for SEN(D) year 8 students in English. They are all making excellent and mostly better than expected progress.

Year 8 Mathematics - Progress - Current Forecasts for the end of Year 8

| | Key Stage 3 Grade | | | | | | | | | | | | | | | | | | 4 Sub Levels | | 5 Sub Levels | | 6 Sub Levels | | 7 Sub Levels | | 8 Sub Levels | | 9 Sub Levels | | | | | | | | | | | | | | | |
|-------|-------------------|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|----|--------------|----|--------------|----|--------------|---|--------------|-----|--------------|---------|--------------|---------|----|---------|---|---------|---|---------|---|---------|---|---------|---|-------|---|-------|
| | Other | 1C | 1 | 1A | 2C | 2 | 2A | 3C | 3 | 3A | 4C | 4 | 4A | 5C | 5 | 5A | 6C | 6 | 6A | 7C | 7 | 7A | 8C | 8 | 8A | # | # | % | # | % | # | % | # | % | # | % | | | | | | | | |
| Other | | | | | | | | | | | | | 1 | | 3 | 3 | 6 | 3 | 5 | 2 | 2 | 5 | 4 | | | 9 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | | | |
| W | | | | | | | | | | | | | | | 1 | | | | | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | | | | |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 2C | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 2B | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 2A | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 3C | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 3B | | | | | | | | | | | | | | | | | | | | | | | | | | 4 | 4 | 100.00% | 4 | 100.00% | 1 | 25.00% | 1 | 25.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 3A | | | | | | | | | | | | | | | | | | | | | | | | | | 2 | 2 | 100.00% | 1 | 50.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 4C | | | | | | | | | | | | | | | | | | | | | | | | | | 8 | 8 | 100.00% | 5 | 62.50% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 4B | | | | | | | | | | | | | | | | | | | | | | | | | | 9 | 8 | 88.89% | 3 | 33.33% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 4A | | | | | | | | | | | | | | | | | | | | | | | | | | 21 | 18 | 85.71% | 15 | 71.43% | 7 | 33.33% | 1 | 4.76% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 5C | | | | | | | | | | | | | | | | | | | | | | | | | | 18 | 17 | 94.44% | 9 | 50.00% | 7 | 38.89% | 2 | 11.11% | 1 | 5.56% | 0 | 0.00% | 0 | 0.00% | | | | |
| 5B | | | | | | | | | | | | | | | | | | | | | | | | | | 24 | 23 | 95.83% | 11 | 45.83% | 5 | 20.83% | 3 | 12.50% | 2 | 8.33% | 1 | 4.17% | | | | | | |
| 5A | | | | | | | | | | | | | | | | | | | | | | | | | | 10 | 8 | 80.00% | 7 | 70.00% | 5 | 50.00% | 1 | 10.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | | | |
| 6C | | | | | | | | | | | | | | | | | | | | | | | | | | 13 | 10 | 76.92% | 8 | 61.54% | 2 | 15.38% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | | | |
| 6B | | | | | | | | | | | | | | | | | | | | | | | | | | 5 | 5 | 100.00% | 4 | 80.00% | 2 | 40.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | | | |
| 6A | | | | | | | | | | | | | | | | | | | | | | | | | | 3 | 1 | 33.33% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | | | |
| # | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 7 | 13 | 9 | 16 | 23 | 14 | 7 | 20 | 11 | 3 | 0 | 127 | 105 | 82.68% | 68 | 53.54% | 30 | 23.62% | 9 | 7.09% | 4 | 3.15% | 2 | 1.57% | | | | | | |

Less Than Expected Progress
 Expected Progress
 Above Expected Progress
 Excluded

A minimum of four sub-levels of progress would reflect expected progress (and if maintained, translate into at least expected (3 full levels of) progress over the two key stages. Early though it is, year 8, in mathematics are therefore on course for over 80% expected progress by the end of key stage 4. Around 40% of students have secured an average of 5.5 sub-levels of progress; a good predictor, at the end of year 8 for those that go on to achieve better than expected progress by the end of year 11. Progress is not linear in mathematics and we anticipate well over 90% of this cohort to go on to make expected and well over 40% to make better than expected progress.

Year 8 Mathematics - Progress - Current Forecasts (DISADVANTAGED) for the end of Year 8

| | Key Stage 3 Grade | | | | | | | | | | | | | | | | | | 4 Sub Levels | | | 5 Sub Levels | | 6 Sub Levels | | 7 Sub Levels | | 8 Sub Levels | | 9 Sub Levels | | | | | | | | | | |
|-------|-------------------|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|---|--------------|----|---|--------------|----|--------------|----|--------------|---|--------------|---------|--------------|---------|---------|---------|--------|---------|--------|---------|--------|---------|-------|
| | Other | 1C | 1 | 1A | 2C | 2 | 2A | 3C | 3 | 3A | 4C | 4 | 4A | 5C | 5 | 5A | 6C | 6 | 6A | 7C | 7 | 7A | 8C | 8 | 8A | # | # | % | # | % | # | % | # | % | # | % | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| W | | | | | | | | | | | | | | | 1 | | | | | | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| 2C | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| 2B | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| 2A | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| 3C | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| 3B | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| 3A | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| 4C | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| 4B | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| 4A | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 5C | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| 5B | | | | | | | | | | | | | | | | | | | | | | | | | | | 3 | 2 | 66.67% | 1 | 33.33% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| 5A | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| 6C | | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| # | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 6 | 4 | 66.67% | 3 | 50.00% | 2 | 33.33% | 1 | 16.67% | 1 | 16.67% | 1 | 16.67% | | |

Less Than Expected Progress
 Expected Progress
 Above Expected Progress
 Excluded

Whilst there appears to be a small gap in attainment for disadvantaged year 8 students in mathematics, the cohort is very small and not statistically significant where only two students are currently not forecast to make expected progress in mathematics. All of these data are Progress Review 4 round (April 2016). It is possible that at least one of these student is now attaining at EP (7b) in mathematics for PR5.

Furthermore with such levels of overall attainment in this cohort there is unlikely to be a gap between disadvantaged year 8 (Avanti House) and national other.

Year 8 Mathematics - Progress - Current Forecasts (SEN(D)) for the end of Year 8

| | Key Stage 3 Grade | | | | | | | | | | | | | | | | | | | | 4 Sub Levels | | 5 Sub Levels | | 6 Sub Levels | | 7 Sub Levels | | 8 Sub Levels | | 9 Sub Levels | | | | | | | |
|-------|-------------------|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|--------------|----|--------------|---|--------------|---|--------------|---------|--------------|---------|--------------|--------|---|--------|---|-------|---|-------|
| | Other | 1C | 1 | 1A | 2C | 2 | 2A | 3C | 3 | 3A | 4C | 4 | 4A | 5C | 5 | 5A | 6C | 6 | 6A | 7C | 7 | 7A | 8C | 8 | 8A | # | # | % | # | % | # | % | # | % | # | % | | |
| Other | | | | | | | | | | | | | | | 1 | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| W | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 2C | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 2B | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 2A | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 3C | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 3B | | | | | | | | | | | | | | | | | | | | | | | | | | 2 | 2 | 100.00% | 2 | 100.00% | 1 | 50.00% | 1 | 50.00% | 0 | 0.00% | 0 | 0.00% |
| 3A | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 4C | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 4B | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 4A | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| # | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 3 | 75.00% | 3 | 75.00% | 1 | 25.00% | 1 | 25.00% | 0 | 0.00% | 0 | 0.00% |

Less Than Expected Progress
 Expected Progress
 Above Expected Progress
 Excluded

Whilst there appears to be a small gap in attainment for SEN(D) for year 8 students in mathematics, the cohort is very small and not statistically significant with only one student currently not forecast to make expected progress in mathematics.

Furthermore with such levels of overall attainment in this cohort there is unlikely to be a gap between disadvantaged year 8 (Avanti House) and national other.

Year 7 Attainment - Subject Summary (Forecasts end of year 7)

| Name | Entries | % L4 + | % L5 + | % L6 + | Residual | Distribution | APS | Gender | Range |
|-----------------------|---------|--------|--------|--------|----------|--------------|-------|--------|-------|
| Art | 134 | 90.3% | 0% | 0% | -0.80 | 4.98 | 26.25 | -1.81 | -0.35 |
| Citizenship | 134 | 98.51% | 96.27% | 49.25% | +0.78 | 4.72 | 35.64 | -1.62 | +0.07 |
| Dance | 134 | 67.91% | 0% | 0% | -1.07 | 6.58 | 24.66 | -1.00 | -0.26 |
| Design and Technology | 134 | 95.52% | 90.3% | 38.81% | +0.48 | 3.48 | 33.93 | -0.63 | +0.21 |
| Drama | 134 | 77.61% | 0% | 0% | -0.81 | 4.99 | 26.22 | -1.04 | -0.15 |
| English | 134 | 97.76% | 96.27% | 48.51% | +0.73 | 4.51 | 35.42 | -1.06 | +0.02 |
| Geography | 134 | 97.76% | 92.54% | 47.01% | +0.65 | 4.22 | 34.87 | -1.17 | +0.22 |
| History | 134 | 98.51% | 97.76% | 46.27% | +0.74 | 4.58 | 35.49 | -1.33 | +0.08 |
| ICT 1 | 134 | 96.27% | 88.81% | 35.07% | +0.37 | 3.13 | 33.27 | -0.71 | +0.35 |
| Maths | 134 | 99.25% | 94.03% | 64.18% | +1.03 | 6.28 | 37.25 | -0.26 | +0.38 |
| Music | 134 | 97.76% | 17.91% | 0% | -0.45 | 2.94 | 28.37 | -0.74 | -0.20 |
| PE | 134 | 99.25% | 14.93% | 0% | -0.46 | 3.15 | 28.30 | -0.77 | -0.44 |
| RE | 134 | 97.76% | 94.78% | 51.49% | +0.72 | 4.58 | 35.39 | -0.88 | +0.18 |
| Sanskrit | 134 | 49.25% | 0% | 0% | -1.29 | 7.73 | 23.34 | -1.27 | -0.15 |
| Science | 134 | 96.27% | 92.54% | 39.55% | +0.49 | 3.64 | 33.82 | -0.48 | +0.20 |
| Spanish | 134 | 58.21% | 0.75% | 0% | -1.07 | 6.51 | 24.66 | -1.35 | -0.25 |

At the end of year 7, those students who are secure at level 4a or above usually go on to secure C or higher (new grades 4/5 or higher) at GCSE in that subject and those who are secure at level 5b usually go on to secure B or higher (5/6 or higher). Progress is not linear in all subjects and particularly so in those where motor skills (gross or fine) are being developed (art, PE, dance) or where the key stage 2 curriculum was under provided for (e.g. Modern Foreign Languages). Although this is very early days and the attainment on entry was lower than for other year groups, this cohort is looking to attain similar outcomes to the three above them. Again, where there appears to be a significant gender differential, (art, drama), boys are still attaining high outcomes compared to national.

Attainment towards the end of year 7 in core subjects of English and mathematics is excellent, as it is in science, PRE and the humanities. Girls are attaining higher than boys, in line with national across KS3 and 4, but not statistically significantly so (highest being an APS of 1.81 in art [if this pattern continued - 0.3 of a GCSE grade])

Year 7 English: Progress - Current Forecasts for the end of Year 7

| | Key Stage 3 Grade | | | | | | | | | | | | | | | | | | 1 Sub Level | | 2 Sub Levels | | 3 Sub Levels | | 4 Sub Levels | | 5 Sub Levels | | 6 Sub Levels | | 7 Sub Levels | | 8 Sub Levels | | 9 Sub Levels | | | | | | | | | | | | | | |
|-------|-------------------|----|---|----|----|---|----|----|---|----|----|---|----|----|---|----|----|----|-------------|----|--------------|----|--------------|---|--------------|-----|--------------|--------|--------------|--------|--------------|--------|--------------|--------|--------------|-------|---------|-------|---------|-------|-------|-------|-------|-------|-------|---|-------|---|-------|
| | Other | 1C | 1 | 1A | 2C | 2 | 2A | 3C | 3 | 3A | 4C | 4 | 4A | 5C | 5 | 5A | 6C | 6 | 6A | 7C | 7 | 7A | 8C | 8 | 8A | # | % | # | % | # | % | # | % | # | % | # | % | # | % | | | | | | | | | | |
| Other | | | | 1 | | | 1 | | | 1 | | | | | 3 | 5 | 1 | 1 | | | | | | | | 1 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | | | | |
| W | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 2C | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 2B | | | | | | | | | | | | | | | 1 | | | | | | | | | | | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 2A | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 3C | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 3B | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 3A | | | | | | | | | | | | | | | 1 | 1 | | | | | | | | | | 2 | 200.00% | 2 | 100.00% | 2 | 100.00% | 2 | 100.00% | 1 | 50.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 4C | | | | | | | | | | | | | | | 1 | 2 | 2 | 1 | | | | | | | | 6 | 100.00% | 6 | 100.00% | 5 | 83.33% | 3 | 50.00% | 1 | 16.67% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 4B | | | | | | | | | | | | | | | 1 | 4 | 5 | 2 | | | | | | | | 12 | 100.00% | 12 | 100.00% | 11 | 91.67% | 7 | 58.33% | 2 | 16.67% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 4A | | | | | | | | | | | | | | | 1 | 1 | 19 | 7 | | | | | | | | 29 | 100.00% | 28 | 96.55% | 27 | 93.10% | 8 | 27.59% | 1 | 3.45% | 1 | 3.45% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 5C | | | | | | | | | | | | | | | 1 | 1 | 12 | 26 | 1 | | | | | | | 41 | 97.56% | 39 | 95.12% | 27 | 65.85% | 1 | 2.44% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 5B | | | | | | | | | | | | | | | 1 | | 3 | 13 | 7 | 4 | | | | | | 28 | 96.43% | 24 | 85.71% | 11 | 39.29% | 4 | 14.29% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 5A | | | | | | | | | | | | | | | | | | | | | | | | | | 2 | 100.00% | 2 | 100.00% | 1 | 50.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| # | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 7 | 9 | 40 | 48 | 9 | 6 | 0 | 0 | 0 | 0 | 0 | 122 | 119 | 97.54% | 114 | 93.44% | 85 | 69.67% | 26 | 21.31% | 6 | 4.92% | 2 | 1.64% | 1 | 0.82% | 0 | 0.00% | 0 | 0.00% | | | | | |

Less Than Expected Progress
 Expected Progress
 Above Expected Progress
 Excluded

A minimum of two sub-levels of progress would reflect expected progress (and if maintained, translate into at least expected (3 full levels of) progress over the two key stages. Early though it is, year 7, in English are therefore on course for close to 100% expected progress by the end of key stage 4. Around 70% of students have secured an average of a full level of progress; a good predictor, at the end of year 7 for those that go on to achieve considerably higher than expected progress by the end of year 11. As in earlier years, such levels of progress are considerably above national expectations with trajectories placing the school broadly in the top 10% of similar and top 5% of all schools nationally (FFT SSE10 and FFT SSE5).

The data for disadvantaged and SEN(D) for year 7 are analysed in Progress Review 5, once both cohorts are fully finalised but early indications, as with all other year groups are that there are no gaps in progress.

Year 7 Mathematics: Progress - Current Forecasts for the end of Year 7

| | Key Stage 3 Grade | | | | | | | | | | | | | | | | 1 Sub Level | | 2 Sub Levels | | 3 Sub Levels | | 4 Sub Levels | | 5 Sub Levels | | 6 Sub Levels | | 7 Sub Levels | | 8 Sub Levels | | 9 Sub Levels | | | | | | | | | | | | | | | | |
|-------|-------------------|----|---|----|----|---|----|----|---|----|----|---|----|----|----|----|-------------|----|--------------|----|--------------|----|--------------|---|--------------|-----|--------------|-------|--------------|-------|--------------|-------|--------------|-------|---------|-------|---------|-------|---------|-------|---------|-------|-------|-------|-------|-------|-------|-------|-------|
| | Other | 1C | 1 | 1A | 2C | 2 | 2A | 3C | 3 | 3A | 4C | 4 | 4A | 5C | 5 | 5A | 6C | 6 | 6A | 7C | 7 | 7A | 8C | 8 | 8A | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | | | | | | | | |
| Other | | | | | | | | | 1 | 1 | | 1 | | 2 | 2 | 1 | 2 | 3 | | | | | | | 0 | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| W | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| 2C | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| 2B | | | | | | | | | | | | | | 1 | | | | | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 2A | | | | | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | |
| 3C | | | | | | | | | | | | | 1 | | | | | | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 3B | | | | | | | | | | | | | | | | | | | | | | | | | 2 | 2 | 100.00% | 2 | 100.00% | 2 | 100.00% | 2 | 100.00% | 1 | 50.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 3A | | | | | | | | | | | | | | | | | | | | | | | | | 2 | 2 | 100.00% | 2 | 100.00% | 1 | 50.00% | 1 | 50.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 4C | | | | | | | | | | | | | | | | | | | | | | | | | 1 | 1 | 100.00% | 1 | 100.00% | 1 | 100.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | |
| 4B | | | | | | | | | | | | | | | | | | | | | | | | | 11 | 11 | 100.00% | 11 | 100.00% | 8 | 72.73% | 3 | 27.27% | 1 | 9.09% | 1 | 9.09% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 4A | | | | | | | | | | | | | | | | | | | | | | | | | 30 | 30 | 100.00% | 30 | 100.00% | 27 | 90.00% | 13 | 43.33% | 2 | 6.67% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 5C | | | | | | | | | | | | | | | | | | | | | | | | | 24 | 24 | 100.00% | 24 | 100.00% | 19 | 79.17% | 8 | 33.33% | 2 | 8.33% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 5B | | | | | | | | | | | | | | | | | | | | | | | | | 20 | 19 | 95.00% | 18 | 90.00% | 14 | 70.00% | 4 | 20.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 5A | | | | | | | | | | | | | | | | | | | | | | | | | 6 | 6 | 100.00% | 6 | 100.00% | 3 | 50.00% | 2 | 33.33% | 1 | 16.67% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 6C | | | | | | | | | | | | | | | | | | | | | | | | | 10 | 10 | 100.00% | 10 | 100.00% | 8 | 80.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 6B | | | | | | | | | | | | | | | | | | | | | | | | | 10 | 9 | 90.00% | 7 | 70.00% | 1 | 10.00% | 1 | 10.00% | 1 | 10.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 6A | | | | | | | | | | | | | | | | | | | | | | | | | 3 | 3 | 100.00% | 2 | 66.67% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| # | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 2 | 5 | 9 | 22 | 26 | 23 | 11 | 16 | 3 | 0 | 1 | 0 | 0 | 121 | 119 | 98.35% | 115 | 95.04% | 86 | 71.07% | 34 | 28.10% | 8 | 6.61% | 2 | 1.65% | 1 | 0.83% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | | | |

■ Less Than Expected Progress
 ■ Expected Progress
 ■ Above Expected Progress
 ■ Excluded

A minimum of two sub-levels of progress would reflect expected progress (and if maintained, translate into at least expected (3 full levels of) progress over the two key stages. Early though it is, year 7, in mathematics are therefore on course for close to 100% expected progress by the end of key stage 4. Around 71% of students have secured an average of a full level of progress; a good predictor, at the end of year 7 for those that go on to achieve considerably higher than expected progress by the end of year 11. As in earlier years, such levels of progress are considerably above national expectations with trajectories placing the school broadly in the top 10% of similar and top 5% of all schools nationally (FFT SSE10 and FFT SSE5).

The data for disadvantaged and SEN(D) for year 7 are analysed in Progress Review 5, once both cohorts are fully finalised but early indications, as with all other year groups are that there are no gaps in progress.