

Statutory Performance Data

Please see the document 'Analysis of assessment data from CASPA, Early Years Foundation Stage, Accreditation & Progression Guidance' which details the progress our learners made over the last academic year.

Key Stage 2 (2017-2018)

The % of learners achieving the expected standard in reading, writing and mathematics	LA – 64%	KLS – 0% England Average – 64%
Average progress in reading		-9.5 Well below average
Average progress in writing		-8.8 Well below average
Average progress in mathematics		-7.6 Well below average
% of learners achieving a high level of attainment in reading, writing and mathematics	LA – 9%	KLS – 0% England Average – 10%
Average scaled score in reading	LA –	KLS – No data available England Average –
Average scaled score in mathematics	LA – 104	KLS – 91 England Average – 104

Key Stage 4 (2018 Provisional)

Progress 8 score		-1.37 Well below average
Attainment 8 score	LA – 48.0	KLS – 0.2 England Average – 44.3
% of learners achieving a strong pass in English and mathematics (up until January 2018 this was a 'good' pass)	LA – 45.1%	KLS – 0% England Average – 39.9%
% of learners achieving the EBacc	LA – 34.3%	KLS – 0% England Average – 35.1%
Details of learner destinations	LA – 96%	KLS – 100% England Average – 94% Please see the document 'Analysis of assessment data from CASPA, Early Years Foundation Stage, Accreditation & Progression Guidance' for further details.

Key Stage 5

The progress learners have made in English and maths	Please see the document 'Analysis of assessment data from CASPA, Early Years Foundation Stage, Accreditation & Progression Guidance'.
The progress learners have made compared with learners across England, shown separately for A levels, academic, applied general and tech level qualifications	Please see the document 'Analysis of assessment data from CASPA, Early Years Foundation Stage, Accreditation & Progression Guidance'.
The average grade your learners get in KS5, shown separately for A levels, academic, applied general and tech level qualifications.	Please see the document 'Analysis of assessment data from CASPA, Early Years Foundation Stage, Accreditation & Progression Guidance'.
Student 'retention', shown separately for each qualification type.	Please see the document 'Analysis of assessment data from CASPA, Early Years Foundation Stage, Accreditation & Progression Guidance'.
Details of learner destinations	Please see the document 'Analysis of assessment data from CASPA, Early Years Foundation Stage, Accreditation & Progression Guidance'.