

FAMILY AND CHILDREN'S SERVICES POLICY AND PERFORMANCE

GCSE and A Level examination results, 2007



THE ROYAL BOROUGH OF
**KENSINGTON
AND CHELSEA**

S14/2007 November 2007

FAMILY AND CHILDREN'S SERVICES POLICY AND PERFORMANCE

GCSE AND A LEVEL EXAMINATION RESULTS, 2007

Research Report S14/2007

This research report presents an analysis of GCSE and A Level examination results in the Royal Borough of Kensington and Chelsea in 2007. Results are compared with statistical neighbours and the national averages, and with previous years.

GCSE results are presented overall and by subject, and are examined by pupil background characteristics and prior achievement on entry and at Key Stage 3.

A and AS Levels for 2007 are presented overall and by subject.

Further
information
available from:
Telephone:

Janine Anderson or Diana Hall

0207 361 3339 or 0207 598 4815

Policy and Performance welcomes your comments on this and other reports, and any suggestions for future research.

GCSE AND A LEVEL EXAMINATION RESULTS, 2007

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GCSE AND A LEVEL EXAMINATION RESULTS, 2007

1. INTRODUCTION

National reporting format

- 1.1. This report presents the provisional GCSE, A Level and equivalent results for students in maintained schools in Kensington and Chelsea in 2007.
- 1.2. As in previous years, the DCSF publication of results for individual schools in 2007 will include the percentage of students:

- achieving 5 or more GCSEs at Grade A*-C (and equivalent) including *English and mathematics*,
- achieving Level 2 in functional *English and mathematics*,
- achieving Level 1 in functional *English and mathematics*,
- achieving 5 or more GCSEs at Grade A*-C (and equivalent),
- achieving 5 or more GCSEs at Grade A*-G (and equivalent), and
- with at least one qualification.

In addition, this will also include:

- the average total point score per student¹,
 - a comparison of the percentage of students achieving 5 or more GCSEs at Grade A*-C (and equivalent) in 2004, 2005, 2006 and 2007, and
 - a comparison of the percentage of students achieving 5 or more GCSEs at Grade A*-C (and equivalent) including *English and mathematics* in 2004, 2005, 2006 and 2007.
- 1.3. In 2007, the DCSF will introduce a new indicator showing the percentage of students achieving two or more Grades A*-C (or equivalent) which cover the Key Stage 4 *science* programme of study. The aim of the indicator is to encourage take up of science and improve performance so that more students progress to study A level *Physics, Chemistry, Biology* or *Applied Science* and other substantial advanced level qualifications.
- 1.4 In October 2006, the Secretary of State requested a review of languages, due to the recent fall in the numbers of students taking languages at GCSE. One outcome of the review was a recommendation that two performance indicators for languages be included in the Key Stage 4 tables. Therefore, the Secretary of State proposes to publish the following two languages indicators in the 2008 Key Stage 4 tables:

¹ See Table 1 for details of how GCSE and equivalent point scores are created.

- the percentage of students at the end of Key Stage 4 who have achieved at least one full GCSE (or equivalent) at Grade A*-C in a *modern foreign language*, and
- the percentage of students at the end of Key Stage 4 who have achieved at least one short course GCSE (or equivalent) at Grade A*-G in a *modern foreign language*.

1.5 In January 2004, Ministers signaled their intention that a sophisticated value added methodology needed to be used for all Departmental and Ofsted purposes. In response, a Contextualised Value Added (CVA) measure has been developed which adjusts predicted achievement to take account of not only prior attainment, but also a range of other factors observed to impact on performance which are outside a school's control. These factors include prior attainment, gender, ethnicity, age in year, SEN status, free school meals status, first language, whether a student is or has been in care, mobility and a rating from the Income Deprivation Affecting Children Index (IDACI). As a consequence, in addition to the Key Stage 2-4 CVA measure included in the Key Stage 4 tables in 2006, there will also be a Key Stage 3-4 CVA measure in the 2007 tables.

1.6 Since 2006, the Post 16 the tables have included a point score² for all Level 3 (A/AS Level and equivalent) qualifications for students age 16-18 reaching the end of two years of study. A post-16 value added measure, first piloted in 2006, identified the need for further refinements and another pilot will be conducted in 2007, with a view to the full introduction of a Post 16 contextual value-added measure in 2008.

Presentation of the Royal Borough's results

1.7 This report presents the 2007 GCSE examination results for students attending the Royal Borough of Kensington and Chelsea's four secondary schools and the preliminary Advanced Level and equivalent results for the two schools which have a sixth form³.

² See Table 18 for details of how A Level and equivalent point scores are created.

³ The results are compiled from data supplied by the National Consortium of Examination Results (NCER), which annually aggregates the GCSE results from all examining boards for participating authorities in England. Figures are provisional, collated before checking procedures carried out by schools have been completed and approved by the DCSF; additionally, schools can apply to the DCSF for permission to exclude those students who spoke English as an Additional Language and who arrived recently from abroad from their published results. Schools have notified the LA of these students, and their results have been discounted; however, the DCSF still has to approve these changes.

- 1.8 Kensington and Chelsea schools are compared with national data and with statistical neighbours⁴ where results are available. A value-added analysis from Key Stage 2 and from Key Stage 3 to GCSE is presented for 2007, as in previous years. Kensington and Chelsea GCSE results for 2007 are also contextualised on a local and national basis by student background factors.
- 1.9 The Pupil Referral Unit is not subject to statutory reporting, and is not included within the borough averages, nor discussed further within this report. However, 27 students attempted a total of 103 full GCSEs, 36 (35%) of which were awarded Grades A*-C, and 95 (92%) Grades A*-G. A total of 26 students gained a GCSE in English with 22 in *mathematics*. Other major subjects included *art and design* (13 passes) and *science single award* (19 passes). In addition to full GCSEs, the following courses were passed by students at the Pupil Referral Unit: 9 GCSE short courses in *ICT*, 8 VRQ Level 1 and 11 VRQ Level 2 courses in *preparation for employment*, 1 ELQ Band A course in *numeracy*, 29 ELQ Band C courses (12 in *art and design*, 8 in *history* and 9 in other subjects), 1 ELQ Band D course in *preparation for employment* and 1 GCSE *science* double award.

2. THE CURRICULUM

The Key Stage 4 curriculum

- 2.1 Since September 2005, the Key Stage 4 statutory requirements have been:
- a small core of compulsory subjects: *English, ICT, mathematics* and *science*,
 - compulsory areas of learning: *careers education, citizenship, physical education, religious education, sex education* and *work-related learning (including enterprise education)*, and
 - entitlement areas: *the arts and the humanities, design and technology* and *modern foreign languages*.
- 2.2 Changes to the *science* programme of study were implemented from September 2006. A new *science* programme of study will be essential for all students and compulsory triple, double and single GCSE *science* awards are accessible through an integrated matrix of papers and assessment.

⁴ These are the ten LAs designated closest to Kensington and Chelsea for the purpose of statistically benchmarking progress based on the five ECM outcomes. The model is based on a regression analysis using 22 variables which best correlated to outcomes. Of these, 1 was a SLASC variable (free meal entitlement in LA maintained schools), 1 was a DVLA variable, 1 an income variable and 19 census variables (of which 8 were based on the ethnicity of the resident population). Using the NFER model all LAs have ten statistical neighbours; Kensington and Chelsea only has one neighbour deemed to be "Close" (**Westminster**), four neighbours deemed to be "Somewhat Close" (**Wandsworth, Hammersmith and Fulham, Camden** and **City of London**) and five neighbours who are deemed to be "Not Close" (**Islington, Barnet, Richmond Upon Thames, Merton** and **Greenwich**). Even neighbours who are designated as "Not Close" are deemed a better comparison to Kensington and Chelsea than other LAs not included according to the model. However, it should be noted that pupils in Kensington and Chelsea maintained schools are not representative of the local population; it is estimated that over half of the resident population go to independent schools.

Royal Borough provision at Key Stage 4

- 2.3 All of the secondary schools are now specialist colleges. Sion Manning is a specialist college for the visual arts, Cardinal Vaughan is a specialist college for mathematics and computing, St Thomas More is a specialist college for modern foreign languages and Holland Park is a specialist college for the humanities. Parkwood Hall School is currently applying to be a specialist college for the performing arts. The nature of each school's specialism shapes the curriculum that is offered to the students; for example, at St Thomas More all students are required to study a modern foreign language to GCSE.
- 2.4 All four secondary schools in the Royal Borough include in their core curriculum courses leading to qualifications in *English*, *mathematics* and *science* although schools are increasingly broadening their curriculum to ensure that young people are given the opportunity to study appropriate courses. In September, both Holland Park and St Thomas More introduced BTEC courses into their Key Stage 4 curriculum.
- 2.5 Increasingly, Key Stage 4 students are following courses at sixth form and FE colleges and with training providers. Students from St Thomas More, Sion Manning and Holland Park are attending either St Charles Sixth Form College, Hammersmith and West London College or Kensington and Chelsea College to follow NVQ courses in *hair and beauty*, *catering* and *childcare*. During the last academic year, Holland Park School was involved in a very successful pilot of the new ASDAN Certificate of Personal Effectiveness (COPE). As a result, 179 students achieved this award which is equivalent to a GCSE Grade B.
- 2.6 Students' choices are based on their interests and strengths, prior attainment and career aspirations. All four schools offer a guidance framework that ensures a broad and balanced experience. Schools have an options guidance programme for Year 9 students based within a wider careers programme. They introduce students to a range of progression opportunities and may involve them in career action planning. Students' decisions are informed by an awareness of the different contexts for post-16 learning and the progression routes open to them. In the two 11-16 schools, this involves close links with sixth form and other further education colleges.
- 2.7 Work-related learning became statutory in September 2006, and is part of the curriculum in all secondary schools in the Royal Borough. A statutory requirement for work-related learning and a non-statutory framework sets out the minimum experience that schools should provide for work-related learning. All students in Year 10 complete a period of work experience.
- 2.8 Developing enterprise capability is a key part of work-related learning programmes. This entitlement should provide all Key Stage 4 students with the equivalent of five days' activity focused on enterprise capability — innovation, creativity, risk-management and risk-taking, and a can-do attitude and the drive to make ideas happen - supported by financial

capability and economic and business understanding. Schools are developing their own innovative responses to this statutory duty.

- 2.9 In response to the national developments, all four schools are involved in the development of the borough's 14-19 provision. This involves the participation of the headteacher, or nominated deputy headteacher, in a termly 14 – 19 Partnership Meeting and Delivery Group meeting. Participation in these groups is essential since they are shaping the curriculum offer for 2013 when every young person attending the four secondary schools will be entitled to study any of the 17 diplomas currently being developed.

The 16+ Curriculum

- 2.10 There are two main types of Post-16 qualifications:
- The **Advanced Subsidiary (AS)** is the three-unit General Certificate of Education (GCE). It provides progression between GCSE at level 2 and the full A level. It is both the first half of an A level and a qualification in its own right. All A level specifications include an AS.
 - The **A level** is the six-unit GCE. It consists of the **AS** and a further three units called the **A2**, usually studied in the second year.
- 2.11 Other qualifications include the Advanced Extension Award, Key skills qualifications, NVQs and BTECs which are awarded to students who provide evidence of competence in an occupational area. Revised vocational A levels have been introduced in September 2007, emphasising work-related contexts.

Royal Borough provision at 16+

- 2.12 Holland Park School and Cardinal Vaughan Memorial School both cater for the full 11 to 19 age range. Each has a large sixth form with approximately 200 students at Holland Park and 360 students at Cardinal Vaughan. While the majority of students in each sixth form have progressed through the school, each school admits students from other schools into the sixth form.
- 2.13 At Holland Park, a significant number of students new to the country with English as a second language are admitted. This produces a sixth form with a comprehensive range of ability and the courses on offer include those leading to qualifications below level three as well as advanced level courses. At Cardinal Vaughan, girls are admitted to the sixth form, and the curriculum on offer is mainly for students wishing to follow an academic route to higher education or employment. Students at Sion Manning and St. Thomas More transfer to another school at 16 with a significant number from both schools transferring to the St. Charles RC Sixth Form College in the Royal Borough.
- 2.14 Both schools provide students with the opportunity to study up to five subjects at AS level in Year 12. Most students select four AS subjects, a few selected five. In the second sixth form year, the established pattern is for students to reduce to three subjects at A2 level.

3. SUMMARY OF RESULTS

GCSE results

Borough level results

Students achieving five or more⁵ Grades A*-C⁶

- 3.1. In 2007, 69% of students achieved 5+ GCSEs at Grade A*-C; this percentage had increased from 63% in 2006, was considerably above the national average for maintained schools (59%), and exceeded the target (65%).
- 3.2. 57% of students achieved 5+ GCSEs at Grade A*-C *including English and mathematics*; this percentage had increased from 54% in 2006. This percentage was also well above the 2007 national average for maintained schools (45%)⁷ and above or the same as the percentages for eight statistical neighbours (below only Barnet, with 58%).

Average Point Score

- 3.3. The 2007 average point score for Kensington and Chelsea was 410.4. This had increased from 394.2 in 2006, was above the 2007 national average (371.2), and exceeded the borough target (380.0).

School level results

- 3.4. At **Holland Park**, 52% of students achieved 5+ Grades A*-C *including English and mathematics*, a substantial increase from 40% in 2006. By subject, the proportion of students achieving Grades A*-C rose in *English* (from 62% in 2006 to 70% in 2007), in *mathematics* (from 51% to 58%) and in *science* (from 39% to 57%).
- 3.5. At **St Thomas More**, 49% of students achieved 5+ Grades A*-C *including English and mathematics*, a slight decrease from 50% in 2006. By subject, the proportion of students achieving Grades A*-C rose in *English* (from 68% in 2006 to 72% in 2007), in *mathematics* (from 54% to 58%) and in *science* (from 62% to 63%).
- 3.6. At **Sion Manning**, 43% of students achieved 5+ Grades A*-C *including English and mathematics*, a decrease from 54% in 2006. By subject, the

⁵ 5+ A*-C equivalences includes: half GCSEs (counted as a half of one GCSE at Grades A*-C), Double Vocational GCSEs (counted as 2 GCSEs at Grades A*-C), AS Levels (AS Level Grades A-E counted as 2 GCSEs at Grades A*-C). VRQ Level 2 qualifications count as GCSE at Grades A*-C, as do other general qualifications at Level 2. VRQ Level 1 do not contribute to 5+ GCSEs at Grades A*-C, although they count towards 5+ Grades A*-G. ELQ Band C qualifications do not contribute to 5+ GCSEs at any grade.

⁶ Results for 11 students at Parkwood Hall are included in the Royal Borough averages but are not shown individually due to the small number of eligible students in this school

⁷ The source for national indicators and statistical neighbours is DCFS "GCSE and equivalent results in England, 2006/2007 (provisional)", published October 2007, for maintained schools only, and national comparative figures for individual subjects are derived from the Joint Council for Qualifications, and include students in independent schools.

proportion of students achieving Grades A*-C fell in *English* (from 69% in 2006 to 59% in 2007), in *mathematics* (from 63% to 45%) and in *science* (from 63% to 57%).

- 3.7. At **Cardinal Vaughan** 93% of students achieved 5+ Grades A*-C including *English* and *mathematics*, an increase from 91% in 2006. By subject, the proportion of students achieving Grades A*-C rose in *mathematics* (from 95% in 2006 to 98% in 2007), remained the same in *English* (97% in both years), but fell slightly in *science* (from 97% to 96%).

GCSE contextualised results

Prior achievement

- 3.8. 65% of pupils in Kensington and Chelsea who achieved a Level 5 in English at Key Stage 3 progressed to a Grade C; this was lower for mathematics (30%) and science (50%), although above the national averages for all three subjects. Progress from individual levels of achievement at **Key Stage 3** varied by subject and by starting point for individual schools.

Student characteristics

- 3.9. There were significant differences in achievement related to students' entitlement to free school meals and SEN Code of Practice. By ethnic group, "**Black-Caribbean**" and "**Mixed-White/Black-Caribbean**" students were performing below the rest of the cohort as measured by average performance score, but after allowing for other factors of disadvantage this was no longer the case. Students' attendance was also strongly related to achievement.

A Levels and equivalencies⁸

- 3.10. For A/AS Levels and equivalencies in 2007, the provisional average point score was 650.5 for **Holland Park** (an increase from 619.3 in 2006) and 849.9 at **Cardinal Vaughan** (an increase from 812.9). The 2007 national average was 726.3⁹.

Level 3 completion and progression to H.E.

- 3.11. 95% of students at Holland Park and 94% of students at Cardinal Vaughan who started a two year Level 3 programme in September 2005 completed in Summer 2007; 84% of Level 3 completers progressed to H.E. at Holland Park, with 94% at Cardinal Vaughan.

⁸ 2007 results report the sum achievements of 16, 17 and 18 year olds after two years of advanced level study.

⁹ Source: DCFS "GCE/VCE A/AS examination results in England, 2006/2007 (provisional)", published October 2007.

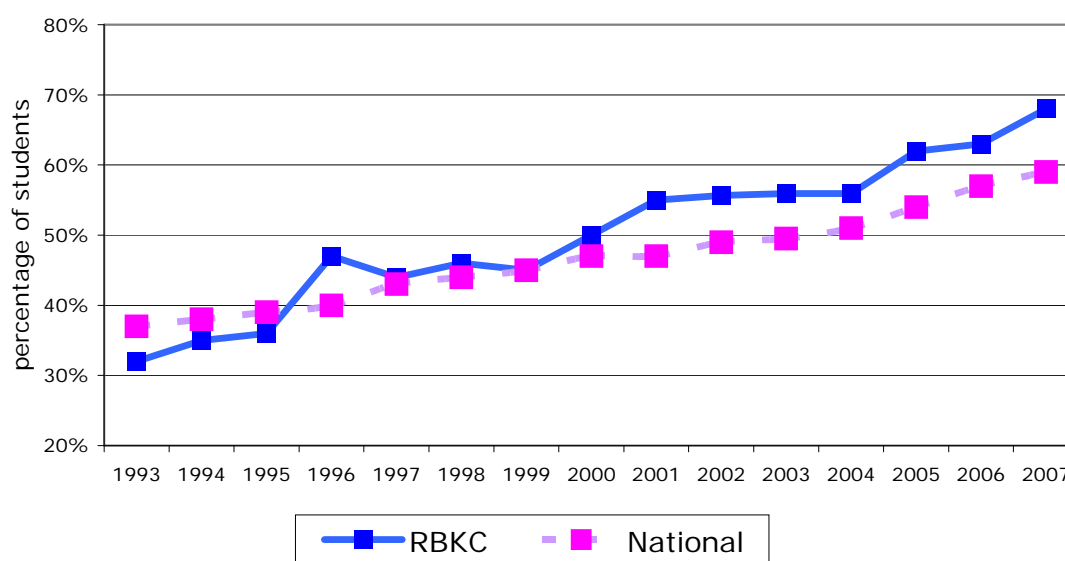
4. OVERALL RESULTS

Students achieving five or more Grades A*-C

- 4.1. In 2007, 69% of students achieved 5+ GCSEs at Grade A*-C; this had increased from 63% in 2006, and compared to a national average for 2007 for maintained schools of 59%. Since 1993, achievement in the Royal Borough's schools for 5+ Grades A*-C has improved from five percentage points below nationally to ten percentage points above.

Figure 1

Students achieving 5+ A*-C GCSEs, 1993-2007



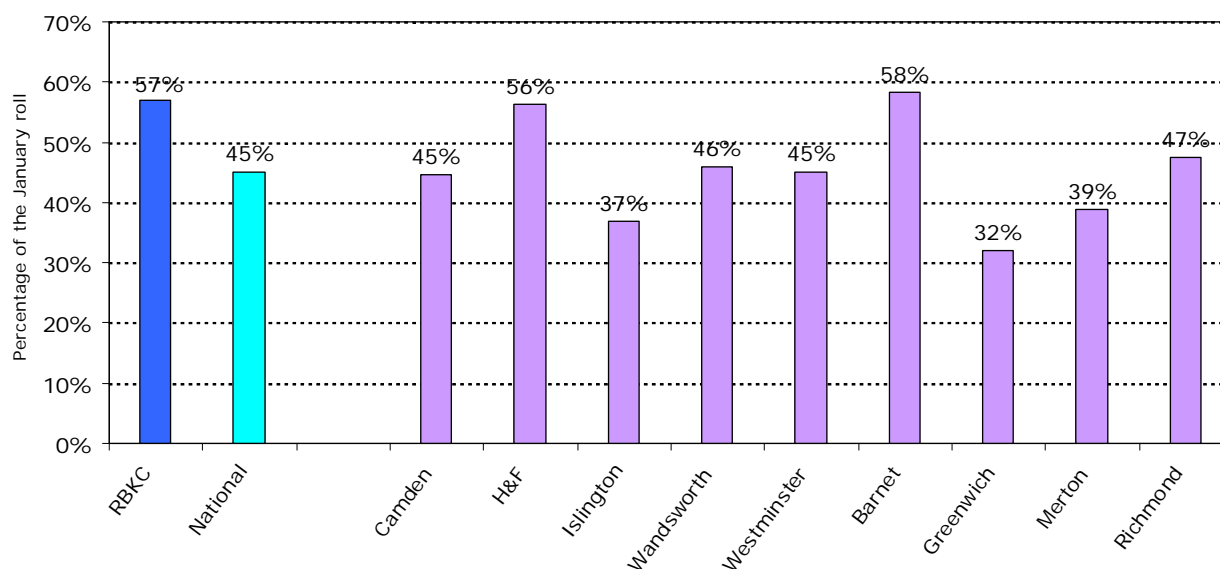
- 4.2. 57% of students achieved 5+ GCSEs at Grade A*-C *including English and mathematics*; this percentage had increased from 54% in 2006 and was also well above the 2007 national average (45%); see Table 1 for further detail.
- 4.3. The proportion of students achieving at least Level 1 and at least Level 2 in '*functional English and mathematics*' (i.e. GCSE or equivalent skill in English and mathematics without necessarily having to gain the equivalent of five GCSEs) was 95% and 57% respectively in 2007, compared with 91% and 50% nationally.

Comparison with statistical neighbours

- 4.4. The percentage of students achieving 5+ GCSEs at Grade A*-C including *English and mathematics* (57%) was above or the same as the percentages for eight statistical neighbours (below only Barnet, with 58%).

Figure 2

**Kensington and Chelsea and national benchmarks, 2007
5+ GCSEs at Grade A*-C (inc Eng/maths)**



Targets

- 4.5. All schools are required to set and publish targets each year. In 2007, the overall target for the Royal Borough in the proportion of students achieving 5 or more Grades A*-C was exceeded, as was the point score target. Holland Park met all three targets; all schools met their point score target. Figure 3 below shows all targets and results for 2006 and 2007.

Figure 3

	Indicator	2006 result	2006 Target	met?	2007 result	2007 Target	met?
Holland Park	5A* - C	53	43	✓	66	50	✓
	5A* - C (with Eng/math)	40	-		52	40	✓
	av.pt.sc	365.3	291.0	✓	402.8	295.0	✓
Cardinal Vaughan	5A* - C	95	98	x	96	98	x
	5A* - C (with Eng/math)	91	-		93	93	✓
	av.pt.sc	552.8	485.0	✓	549.7	512.0	✓
Sion Manning	5A* - C	60	68	x	56	55	✓
	5A* - C (with Eng/math)	54	-		43	53	x
	av.pt.sc	347.8	336.0	✓	350.9	334.0	✓
St Thomas More	5A* - C	58	66	x	66	67	x
	5A* - C (with Eng/math)	50	-		49	60	x
	av.pt.sc	368.4	375.0	x	384.0	370.0	✓
RBK&C	5A* - C	63	64	x	69	65	✓
	5A* - C (with Eng/math)	54	-		57	-	-
	av.pt.sc	394.2	395.0	x	410.4	380.0	✓

The number of students entered for GCSE

- 4.6. As a context to discussing achievement, Figure 4 indicates the changes in school rolls and the numbers of papers attempted in each school over the past two years; this includes entry equivalences for papers other than full GCSE¹⁰. In 2007, 5961 GCSEs or equivalences were entered by 598 students, an average of 10.0 papers per student and an increase from 9.9 in 2006. Entries per student were similar in 2007 to 2006 in St Thomas More, Sion Manning and Cardinal Vaughan; entries per student at Holland Park rose from 10.0 in 2006 to 10.3 in 2007.

Figure 4

Roll	Roll:			Papers:			Ratio:	
	2006	2007	% diff	2006	2007	% diff	2006	2007
Holland Park	228	230	1%	2296	2375	17%	10.0	10.3
St Thomas More	121	128	6%	1176	1239	6%	9.7	9.7
Sion Manning	111	112	1%	973	996	1%	8.8	8.9
Cardinal Vaughan	117	117	0%	1357	1352	4%	11.6	11.6
Total	586	598	2%	5801	5961	9%	9.9	10.0

GCSE and equivalent entries

- 4.7. Of the 5961 GCSE or equivalences entered in 2007, 4720 were GCSE full courses in specific subjects, 262 were GCSE short courses and 235 vocational double awards; see Figure 5 below for all qualification types.

Figure 5

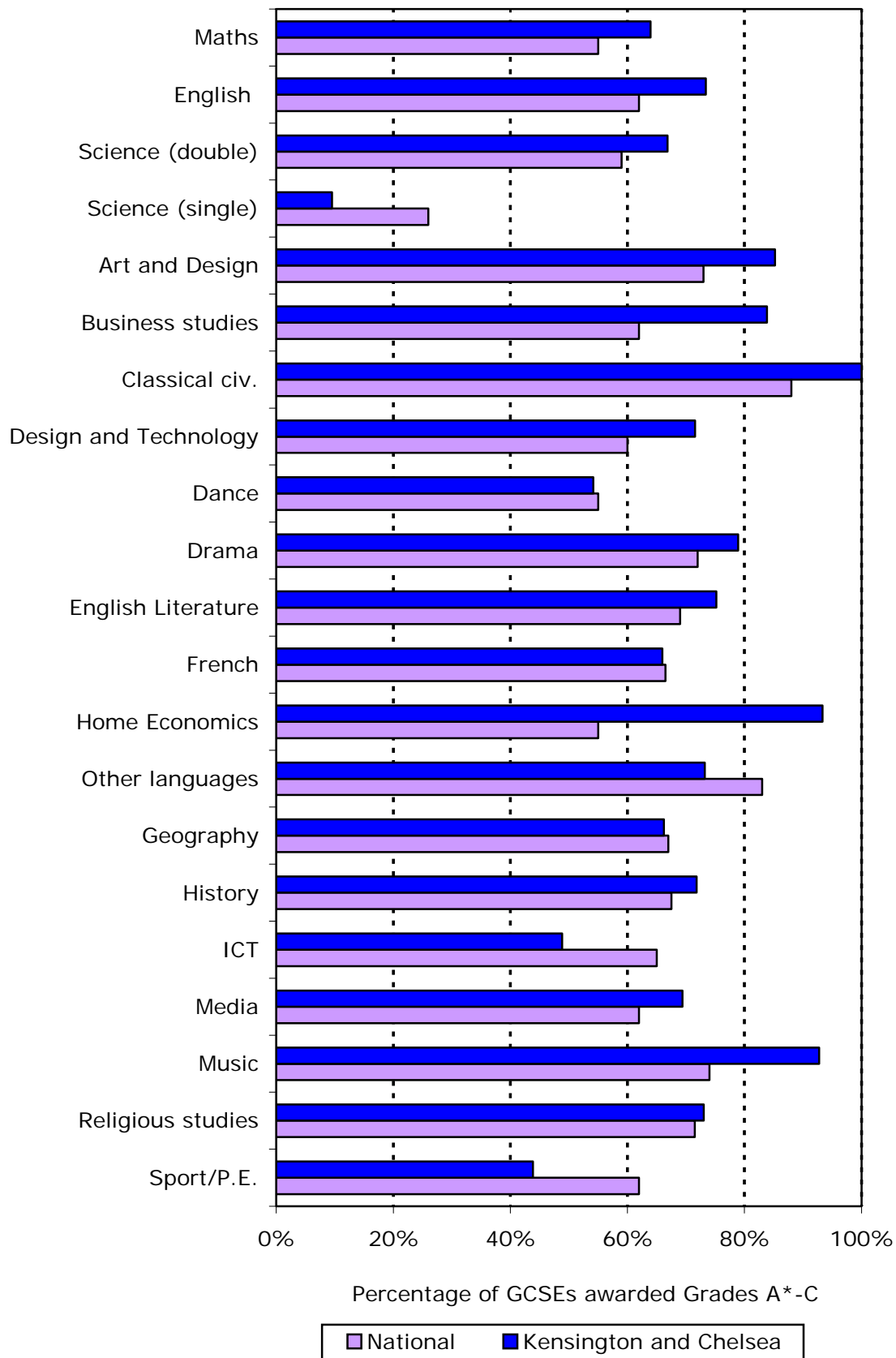
2007 Entries:	GCSE Full	GCSE Short	ELQ Band C	Vocational Double	Level 1 Quals	Level 2 Quals	AS	Total equivalencies
Holland Park	1574	230		71	112	295	1	2375
St Thomas More	1212	1			1	9	4	1239
Sion Manning	873	21	3	27	30	6	15	996
Cardinal Vaughan	1061	10	1	137	5		4	1352
Total	4720	262	4	235	148	310	24	5961

- 4.8. Royal Borough performance was above the national average in most subjects, including *English, mathematics* and *science (double)* although particularly below in *science (single), ICT and sport/P.E studies*; see Figure 6 below.

¹⁰ Entry equivalences are as follows for 2007: Full GCSE=1, Half GCSE=0.5, Double Vocational=2, ELQ Band C=1, and AS Level =2. VRQ Levels 1 and 2, and other general qualifications at Levels 1 and 2, vary according to the specific qualification.

Figure 6

**Kensington and Chelsea - GCSEs 2007
Papers awarded Grades A*-C by subject**

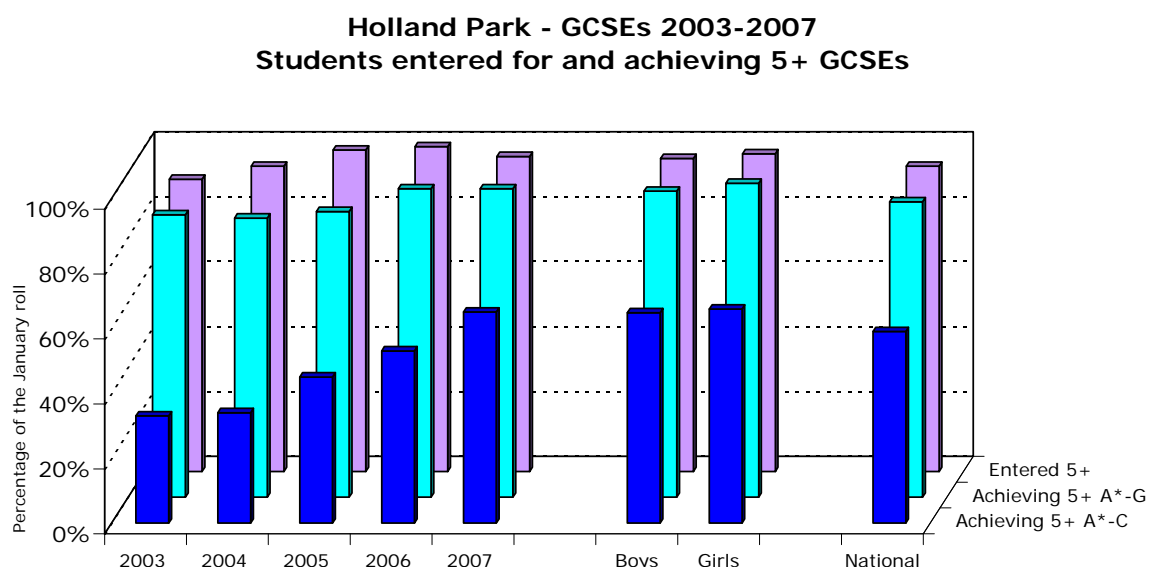


HOLLAND PARK

5. STUDENTS ENTERED FOR AND ACHIEVING FIVE OR MORE GCSEs

- 5.1. 66% of students (230 students on roll in January¹¹) at Holland Park achieved 5+ Grades A*-C, an increase of thirteen percentage points compared with 2006 (53%); this percentage was above the national average (59%). 52% of students achieved five or more including *mathematics* and *English*, compared to a national average of 45%.
- 5.2. 95% of students achieved 5+ Grades A*-G, the same as in 2006; this percentage was above the national average (91%). 95% of students achieved five or more including *mathematics* and *English*, compared to a national average of 89%.
- 5.3. More girls than boys achieved 5+ Grades A*-C (66%, compared with 65%). These percentages were above the national average for girls (64%) and boys (55%).
- 5.4. 3% of students on roll in January achieved no passes, compared with 2% in 2006. Achievement since 2003 is shown on Figure 7 below; see Table 1 for further detail.

Figure 7



¹¹

The January school roll consisted of 231 students; however, under the DCFS rules students can be removed from roll for the purposes of presenting examination results if they have left the country since January, or arrived from overseas since September 2005 whose first language is not English. This applied to 1 student in 2007.

6. STUDENT ACHIEVEMENT IN THE CORE SUBJECTS

- 6.1. The proportion of students achieving at least Level 1 and at least Level 2 in '*functional English and mathematics*' (i.e. GCSE or equivalent skill in English and mathematics without necessarily having to gain the equivalent of five GCSEs) was 95% and 52% respectively in 2007, compared with 91% and 50% nationally.
- 6.2. 55% of students achieved two GCSEs at Grades A*-C in the sciences; this was a new indicator for 2007. 25% achieved a Grade A*-C in a modern language (compared with 31% nationally) and 31% a Grade A*-G (compared with 46% nationally); see Table 2 for further detail.

7. GCSE GRADES BY SUBJECT

All subjects

- 7.1. Of the 1574 full GCSE papers entered by Holland Park students, 65% were awarded Grades A*-C, an increase from 53% in 2006. This percentage was above the national average (63%) and was higher for girls (68%) than boys (64%).

Mathematics

- 7.2. Of the 223 *mathematics* papers entered in 2007, 58% were awarded Grades A*-C, an increase from 51% in 2006. This percentage was above the national average (55%). The percentage of boys' papers awarded Grades A*-C (60%) was above that of girls' (56%).

English

- 7.3. Of the 223 *English* papers entered in 2007, 70% were awarded Grades A*-C, an increase from 62% in 2006. This percentage was above the national average. The percentage of girls' papers awarded Grades A*-C (73%) was above that of boys' (67%).

Science

- 7.4. 446 double award papers were entered in *science*. This means that 223 students were examined in the sciences leading to two GCSEs. Of these papers, 57% were awarded Grades A*-C, an increase from 39% in 2006. This percentage was below the national average (59%). The percentage of boys' papers awarded Grades A*-C (60%) was above that of girls' (53%).

Other subjects

Subjects improving, and above the national average

- 7.5. Achievement had improved, and was above the national average, in *art* (80% in 2007, an increase from 58% in 2006), *English Literature* (71%, an increase from 67%), *drama* (75%, an increase from 55%), *French* (75%, an increase from 61%), *media studies* (69%, an increase from 51%), *music* (80%, an increase from 34%), *Spanish* (86%, an increase from 67%) and *sport P.E studies* (63%, an increase from 39%).

Subjects declining, but above the national average

- 7.6. Achievement had declined, but was above the national average, in *dance* (71% in 2007, a decrease from 76% in 2006) and in *religious studies* (95%, a decrease from 100%).

Subjects improving, but below the national average

- 7.7. Achievement had improved, but was below the national average in *geography* (60% at Grades A*-C in 2007, an increase from 38% in 2006) and *history* (62%, an increase from 56%).

Subjects declining, and below the national average

- 7.8. There were no subjects in this category in 2007; all 2007 subject results are shown in Figures 8 and 9 below and in Tables 3 and 4.

Other qualifications

- 7.9. A total of 230 GCSE short courses were attempted, 199 in *religious studies* (65% at Grades A*-C) and 31 in *sport/P.E. studies* (68% at Grades A*-C).
- 7.10. 71 GCSE vocational double award qualifications were attempted, 21 in *leisure and tourism* (10% at Grades A*-C) and 50 in *business studies* (38% at Grades A*-C).
- 7.11. 179 VRQ Level 2 qualifications in *self development* were passed by students at Holland Park and 116 general qualifications in Applied ICT at Level 2. 8 VRQ Level 1 qualifications in *travel and tourism* were passed and 104 general qualifications in Applied ICT at Level 1 were attempted (of which 88 were graded). One AS Level in *Polish* was passed.

8. AVERAGE POINT SCORE

The Average Point Score for Holland Park students in 2007 was 402.8. This had increased from 365.3 in 2006, and compared to a national average of 371.2.

Figure 8

**Holland Park - GCSEs 2005-2007
Papers awarded Grades A*-C by subject**

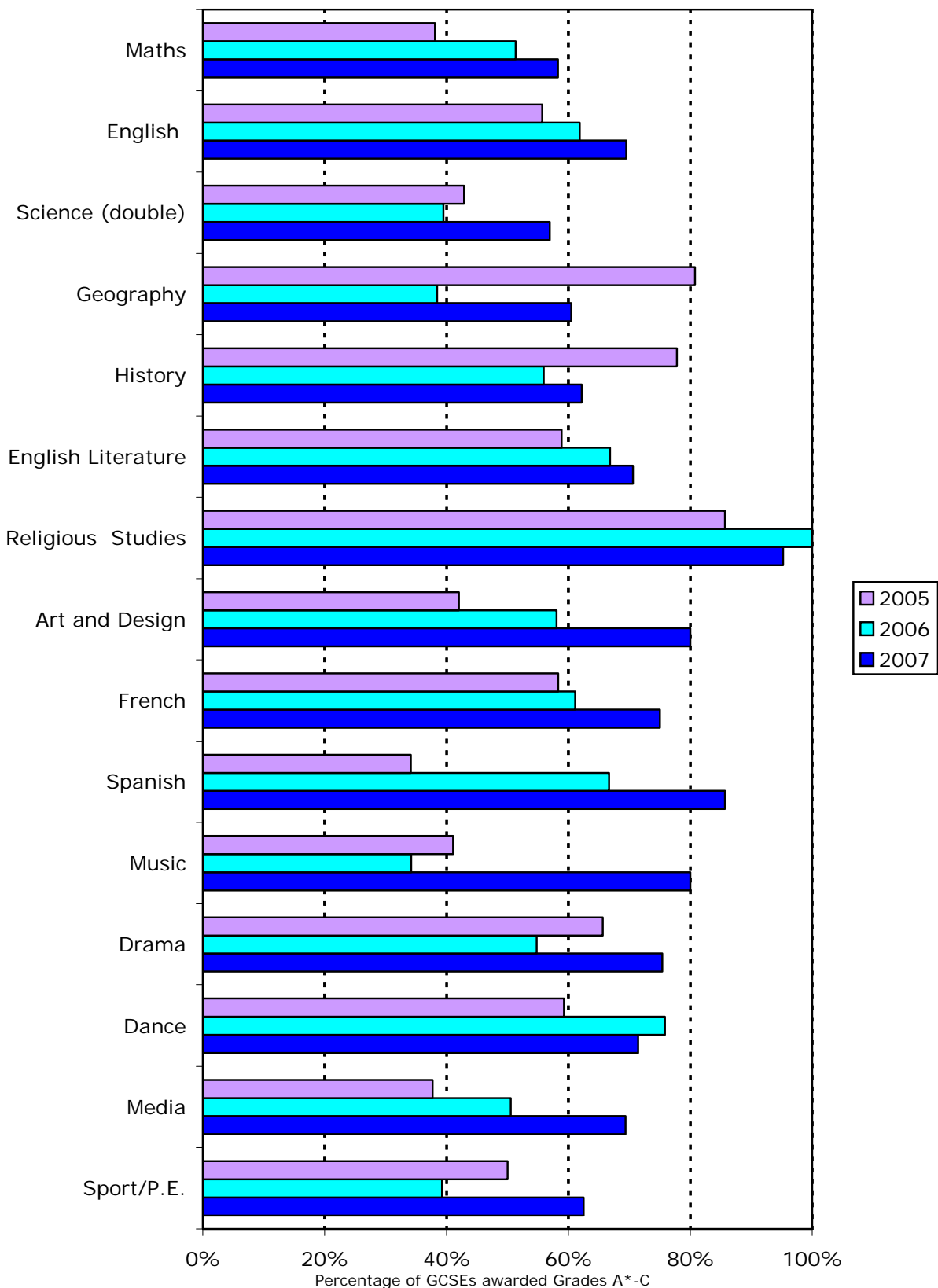
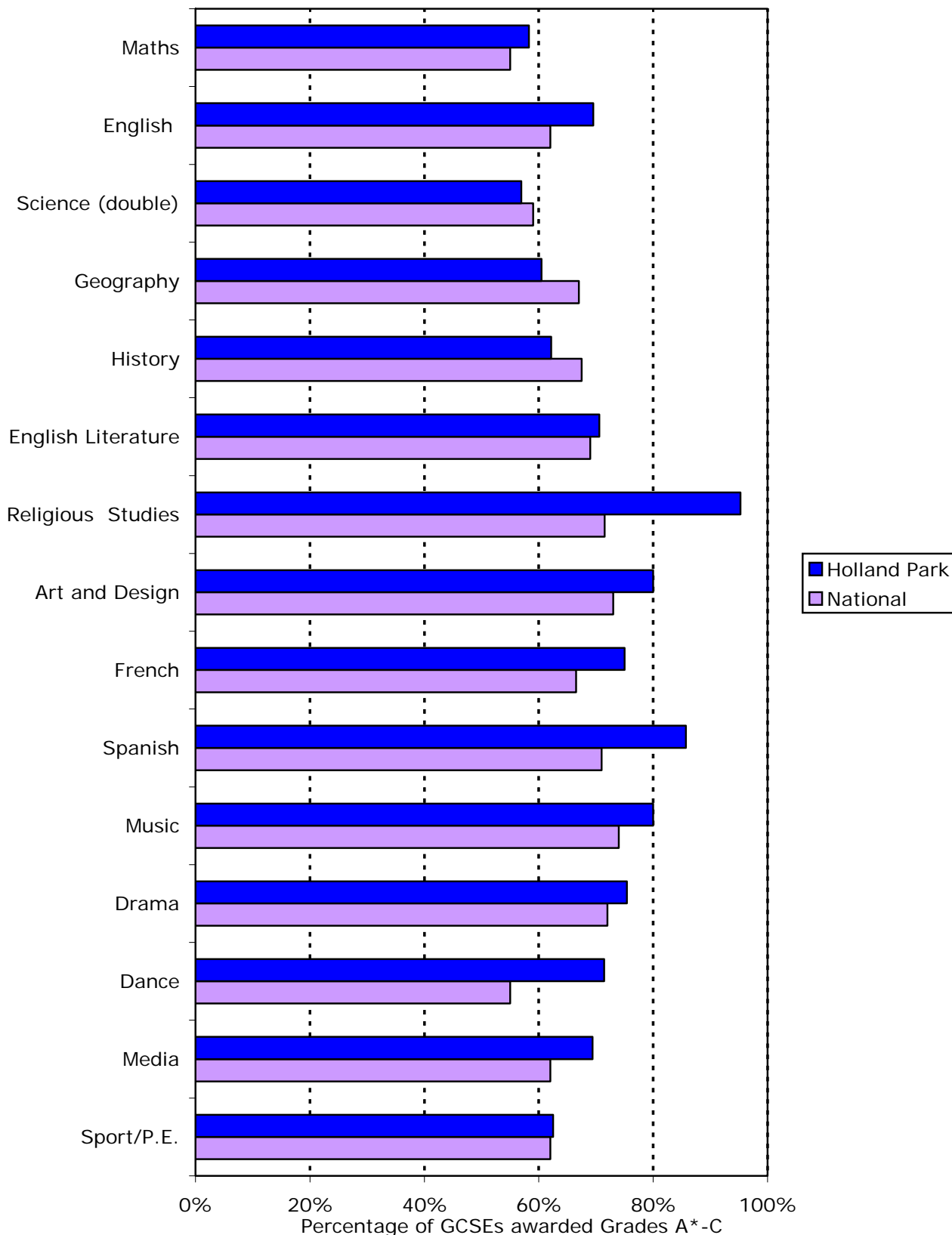


Figure 9

**Holland Park - GCSEs 2007
Papers awarded Grades A*-C by subject**



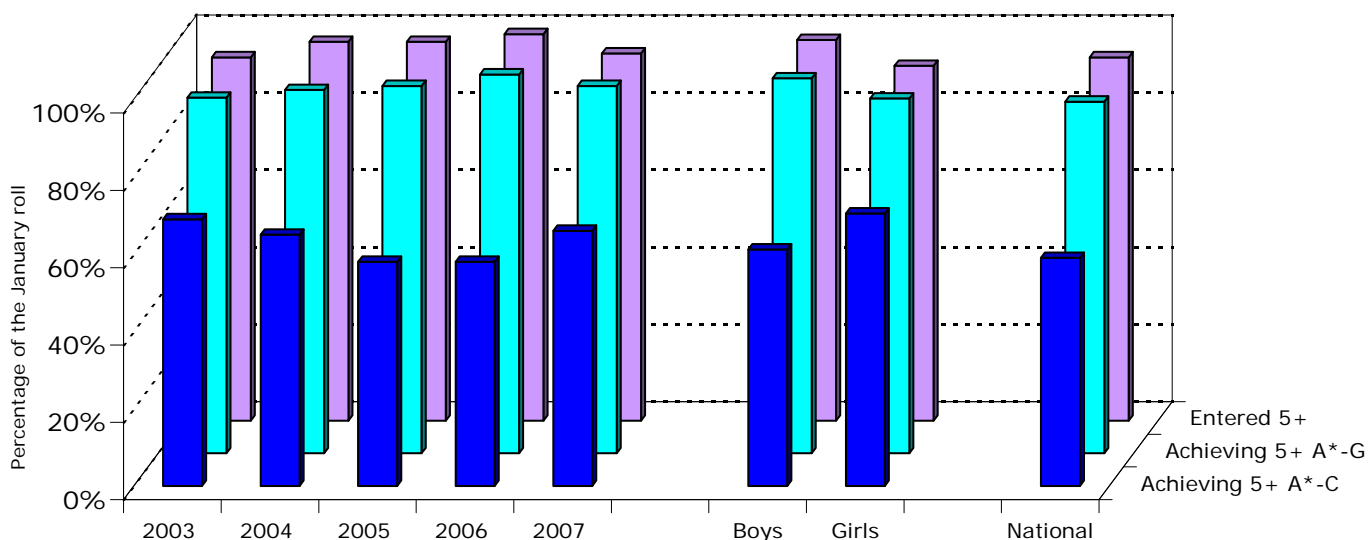
ST THOMAS MORE

9. STUDENTS ENTERED FOR AND ACHIEVING FIVE OR MORE GCSEs

- 9.1. 66% of students (128 students on roll in January) at St Thomas More achieved 5+ Grades A*-C, up from 58% in 2006, and above the national average (59%). 49% of students achieved five or more including *mathematics* and *English*, compared to a national average of 45%.
- 9.2. 95% of students achieved 5+ Grades A*-G, a decrease from 98% in 2006. This percentage was above the national average (91%). 95% of students also achieved five or more including *mathematics* and *English*, compared to a national average of 89%.
- 9.3. More girls than boys achieved 5+ Grades A*-C (70%, compared with 61%). These percentages were above the national averages for girls (64%) and boys (55%).
- 9.4. 4% of students on roll in January achieved no passes, compared with none in 2006. Overall achievement since 2003 is shown on Figure 10 below; a more detailed breakdown is shown in Table 1.

Figure 10

**St Thomas More - GCSEs 2003-2007
Students entered for and achieving 5+ GCSEs**



10. STUDENT ACHIEVEMENT IN THE CORE SUBJECTS

- 10.1. The proportion of students achieving at least Level 1 and at least Level 2 in '*functional English and mathematics*' (i.e. GCSE or equivalent skill in English and mathematics without necessarily having to gain the equivalent of five GCSEs) was 95% and 50% respectively in 2007, compared with 91% and 50% nationally.
- 10.2. 52% of students achieved two GCSEs at Grades A*-C in the sciences; this was a new indicator for 2007. 52% achieved a Grade A*-C in a modern language (compared with 31% nationally) and 94% a Grade A*-G (compared with 46% nationally); see Table 2 for further detail.

11. GCSE GRADES BY SUBJECT

All subjects

- 11.1. Of the 1212 full GCSE papers entered by students at St Thomas More in 2007, 62% were awarded Grades A*-C, an increase from 55% in 2006. This percentage was below the national average (63%). The percentage of girls' papers awarded Grades A*-C (73%) was above that of boys' (53%).

Mathematics

- 11.2. Of the 123 mathematics papers entered in 2007, 58% were awarded Grades A*-C, an increase from 54% in 2006. This percentage was above the national average (55%). The percentage of girls' papers awarded Grades A*-C (63%) was above that of boys' (53%).

English

- 11.3. Of the 123 *English* papers entered in 2007, 72% were awarded Grades A*-C, up from 68% in 2006. This percentage was above the national average (62%). The percentage of girls' papers awarded Grades A*-C (82%) was above that of boys' (62%).

Science

- 11.4. 212 double award papers were entered in *science*. This means that 106 students sat examination in the sciences leading to two GCSEs. Of the *double science* papers, 63% were awarded Grades A*-C, up from 62% in 2006. This percentage was above the national average (59%). The percentage of girls' papers awarded Grades A*-C (66%) was above that of boys' (61%).
- 11.5. An additional 16 students sat a GCSE in *single science*, with 13% achieving Grades A*-C (compared to a national average of 26%).

Other subjects

Subjects improving, and above the national average

- 11.6. Achievement had improved, and was above the national average, in *art and design* (80% at Grades A*-C in 2007, an increase from 73% in 2006), *business studies* (84%, an increase from 42%), *drama* (93%, an increase from 47%), *home economics* (93%, an increase from 23%), *music* (89%, an increase from 80%) and *religious studies* (72%, an increase from 71%).

Subjects declining, but above the national average

- 11.7. There were no subjects in this category in 2007.

Subjects improving, but below the national average

- 11.8. Achievement had improved, but was below the national average, in *design and technology* (39% at Grades A*-C in 2007, an increase from 30% in 2006), *ICT* (49%, an increase from 48%), *French* (46%, an increase from 35%) and *Spanish* (53%, an increase from 50%).

Subjects declining, and below the national average

- 11.9. Achievement had declined, and was below the national average, in *history* (58% at Grades A*-C in 2007, a decrease from 60% in 2006), *English Literature* (64%, a decrease from 71%) and *sport/P.E. studies* (14%, a decrease from 15%). *Geography* (65% achieving Grades A*-C in 2007) was below the national average, and not attempted in 2006; all 2007 subject results are shown in Figures 11 and 12 below and in Tables 3 and 4.

Other qualifications

- 11.10. One GCSE short course was attempted in *information technology* (Grade C) and 9 VRQ Level 2 qualifications in early learning.
- 11.11. 1 VRQ Level 1 qualification in sports leadership was passed by a student at St Thomas More and four AS Levels.

12. AVERAGE POINT SCORES

The Average Point Score for St Thomas More students in 2007 was 384.0. This had increased from 368.4 in 2006, and compared to a national average of 371.2.

Figure 11

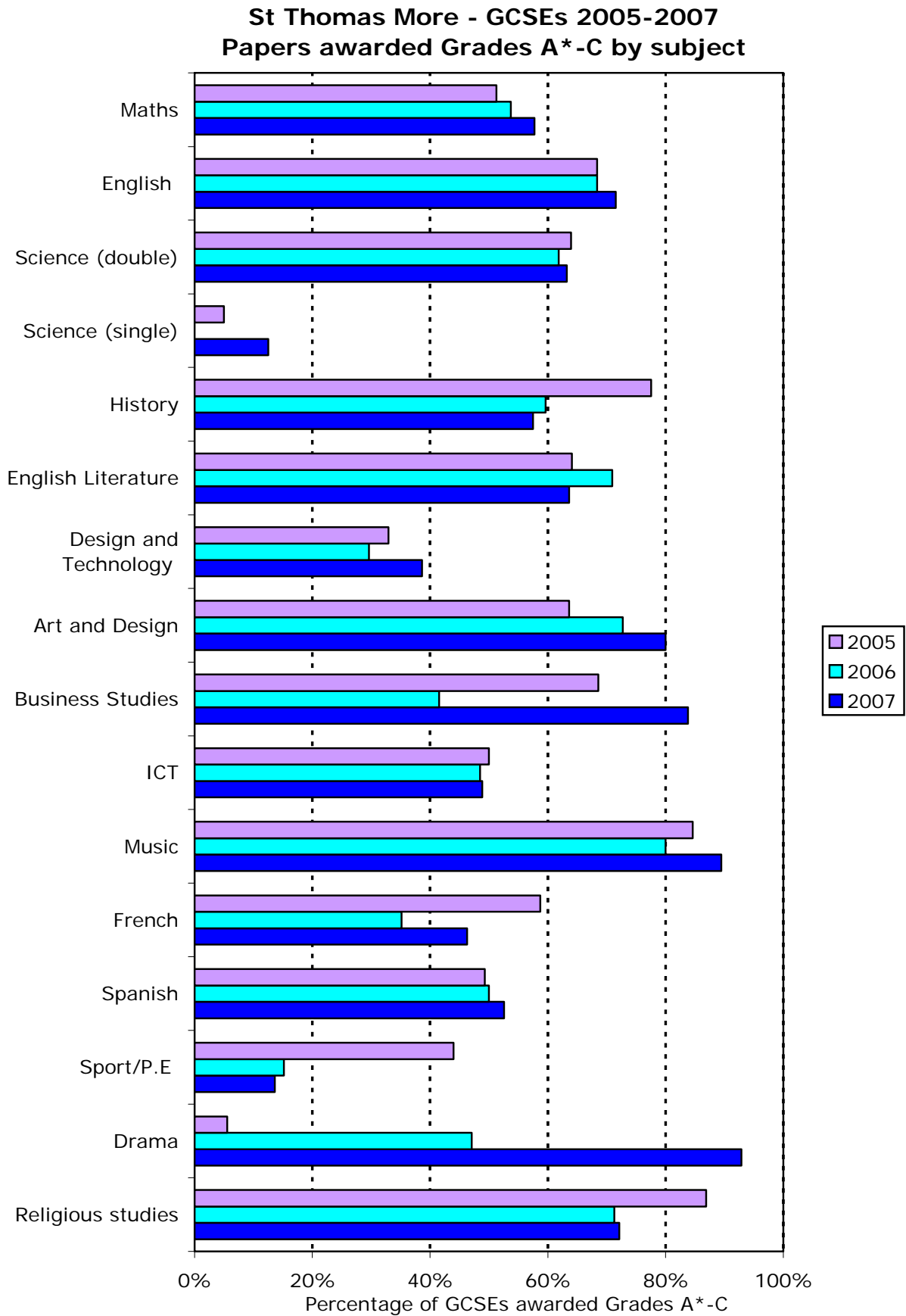
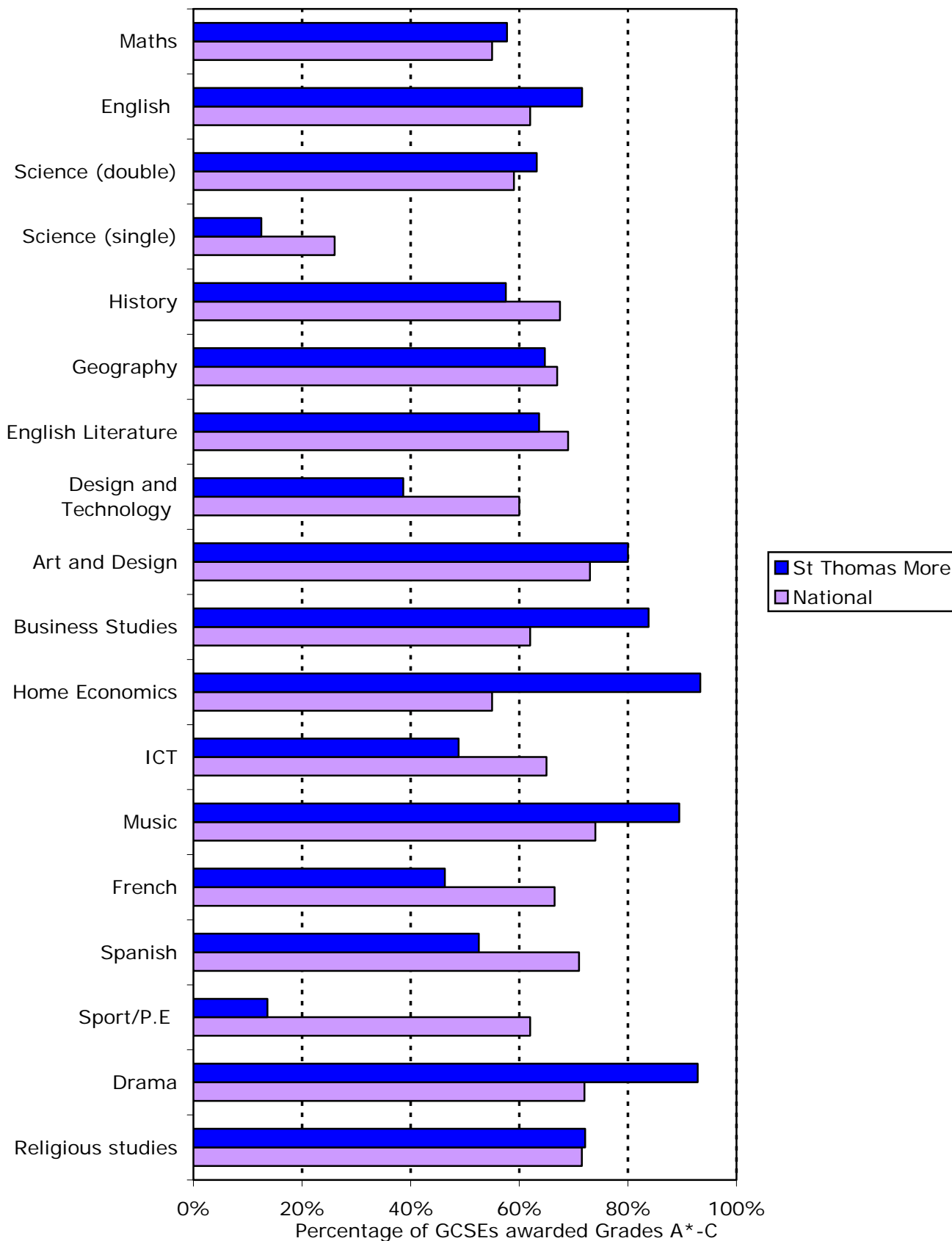


Figure 12

**St Thomas More - GCSEs 2007
Papers awarded Grades A*-C by subject**

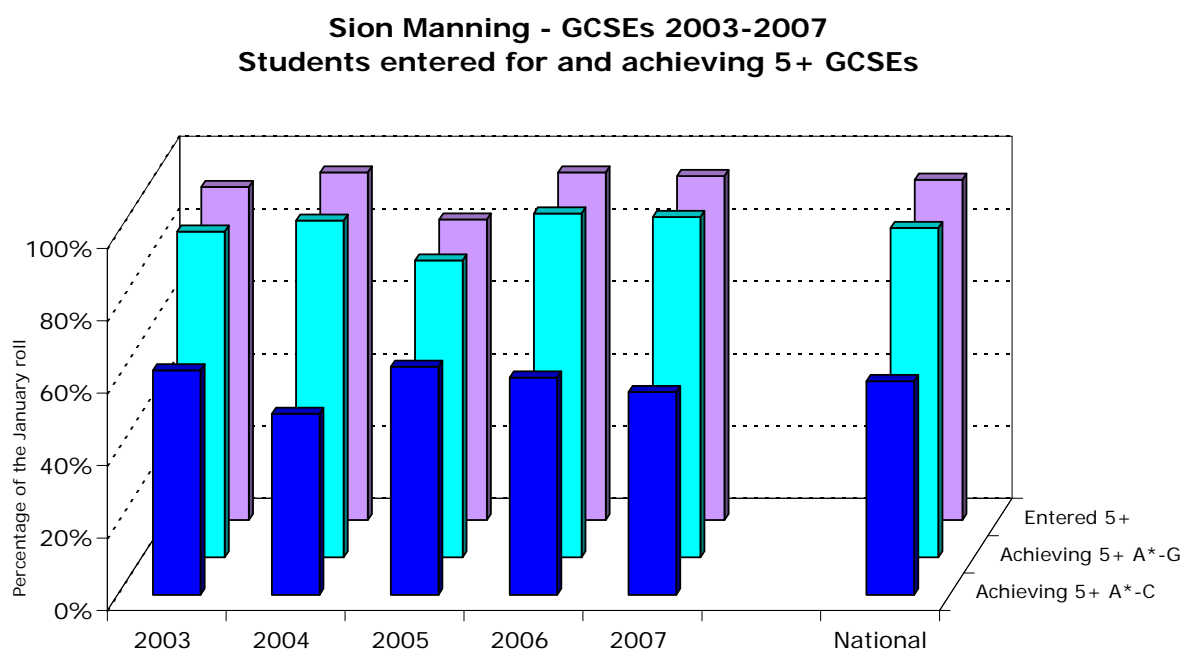


SION MANNING

13. STUDENTS ENTERED FOR AND ACHIEVING FIVE OR MORE GCSEs

- 13.1. 56% of students on roll in January (112 students¹²) at Sion Manning achieved 5+ Grades A*-C, a decrease compared with the previous year (60%). This percentage was below the national average (59%) and below the national average for girls only (64%). 43% of students achieved five or more including *mathematics* and *English*, compared to a national average of 45%.
- 13.2. 95% of students achieved 5+ Grades A*-G, the same as in 2006. This percentage was above the national average (91%) and also above the national average for girls (93%). 94% of students achieved five or more including *mathematics* and *English*, compared to a national average of 89% and a girls' national average of 91%.
- 13.3. 0% of students on roll in January achieved no passes, down from 1% in 2006; overall achievement since 2003 is shown on Figure 13 below; a more detailed breakdown is shown in Table 1.

Figure 13



¹²

The January school roll consisted of 113 students. This fell by one due to the removal of a student who was admitted to Sion Manning having been previously permanently excluded from another maintained school since September 2005; however, the actual results for this student are nonetheless still attributed to Sion Manning.

14. STUDENT ACHIEVEMENT IN THE CORE SUBJECTS

- 14.1. The proportion of students achieving at least Level 1 and at least Level 2 in '*functional English and mathematics*' (i.e. GCSE or equivalent skill in English and mathematics without necessarily having to gain the equivalent of five GCSEs) was 99% and 44% respectively in 2007, compared with 91% and 50% nationally.
- 14.2. 35% of students achieved two GCSEs at Grades A*-C in the sciences; this was a new indicator for 2007. 48% achieved a Grade A*-C in a modern language (compared with 31% nationally) and 59% a Grade A*-G (compared with 46% nationally); see Table 2 for further detail.

15. GCSE GRADES BY SUBJECT

All subjects

- 15.1. Of the 873 full GCSE papers entered by students at Sion Manning in 2007, 59% were awarded Grades A*-C, a decrease from 66% in 2006. This percentage was below the national average (63%).

Mathematics

- 15.2. Of the 106 *mathematics* papers entered in 2007, 45% were awarded Grades A*-C¹³, a decrease from 63% in 2006. This percentage was below the national average (55%).

English

- 15.3. Of the 112 *English* papers entered in 2007, 59% were awarded Grades A*-C, a decrease from 69% in 2006. This percentage was below the national average (62%).

Science

- 15.4. 136 double award papers were entered in *science*. This means that 68 students sat examinations in the sciences leading to two GCSEs. Of these papers, 57% were awarded Grades A*-C, a decrease from 63% in 2006. This percentage was below the national average (59%).
- 15.5. An additional 40 students sat a GCSE in *single science*, 3% achieving Grades A*-C (compared to a national average of 26%).

¹³

Six students achieved an AS Level in *mathematics* and are therefore discounted from the GCSE results. One achieved an A* and five achieved an A. Including these would raise the percentage from 45% of 106 students to 48% of 112 students.

15.6. Other subjects

Subjects improving, and above the national average

- 15.7. Achievement improved, and was above the national average, in *history* (79% at Grades A*-C in 2007, an increase from 50% in 2006), *French* (77%, an increase from 54%) and *music* (95%, an increase from 56%). *Spanish* remained at 100% Grades A*-C, and was above the national average.

Subjects declining, but above the national average

- 15.8. Achievement had declined, but was above the national average, in *art* (92% at Grades A*-C in 2007, a decrease from 94% in 2006) *English Literature* (71%, a decrease from 84%) and *drama* (80%, a decrease from 82%).

Subjects improving, but below the national average

- 15.9. Achievement had improved, but was below the national average, in *geography* (36% at Grades A*-C in 2007, an increase from 21% in 2006) and *dance* (30%, an increase from 0%).

Subjects declining, and below the national average

- 15.10. Achievement had declined, and was below the national average, in *religious studies* (47% at Grades A*-C in 2007, a decrease from 68% in 2006) and *sport/P.E. studies* (33%, a decrease from 67%).

Other subjects

- 15.11. Five pupils attempted *Latin*, one passing at Grade C; all 2007 subject results are shown in Figures 14 and 15 below and in Table 3.

Other qualifications

- 15.12. A total of 21 GCSE short courses were attempted, 15 in *art and design*, 5 in *ICT* and one in *sport/P.E. studies*, with 48% at Grades A*-C.
- 15.13. 27 GCSE vocational double award qualifications were attempted, 16 in *ICT* (88% at Grades A*-C) and 11 in *art and design* (100% at Grades A*-C).
- 15.14. Three VRQ Level 2 qualifications in *preparation for employment* were passed by students at Sion Manning, and 30 VRQ Level 1 qualifications across a variety of subjects. Three ELQ Band C qualifications were passed and 15 AS Levels (including six in *mathematics*).

16. AVERAGE POINT SCORES

The Average Point Score for Sion Manning students in 2007 was 350.9. This had risen from 346.5 in 2006, and compared to a national average of 371.2.

Figure 14

**Sion Manning - GCSEs 2005-2007
Papers awarded Grades A*-C by subject**

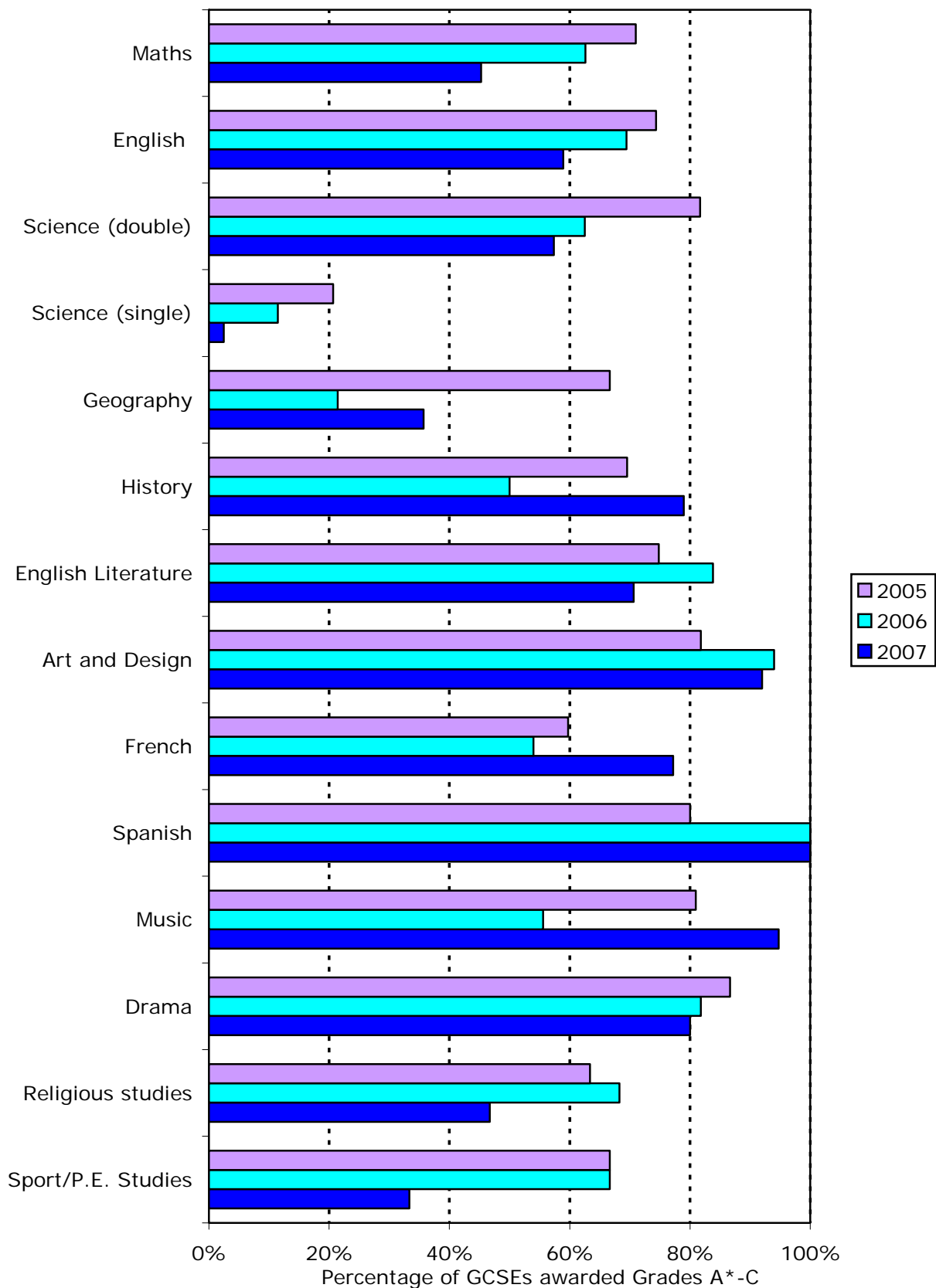
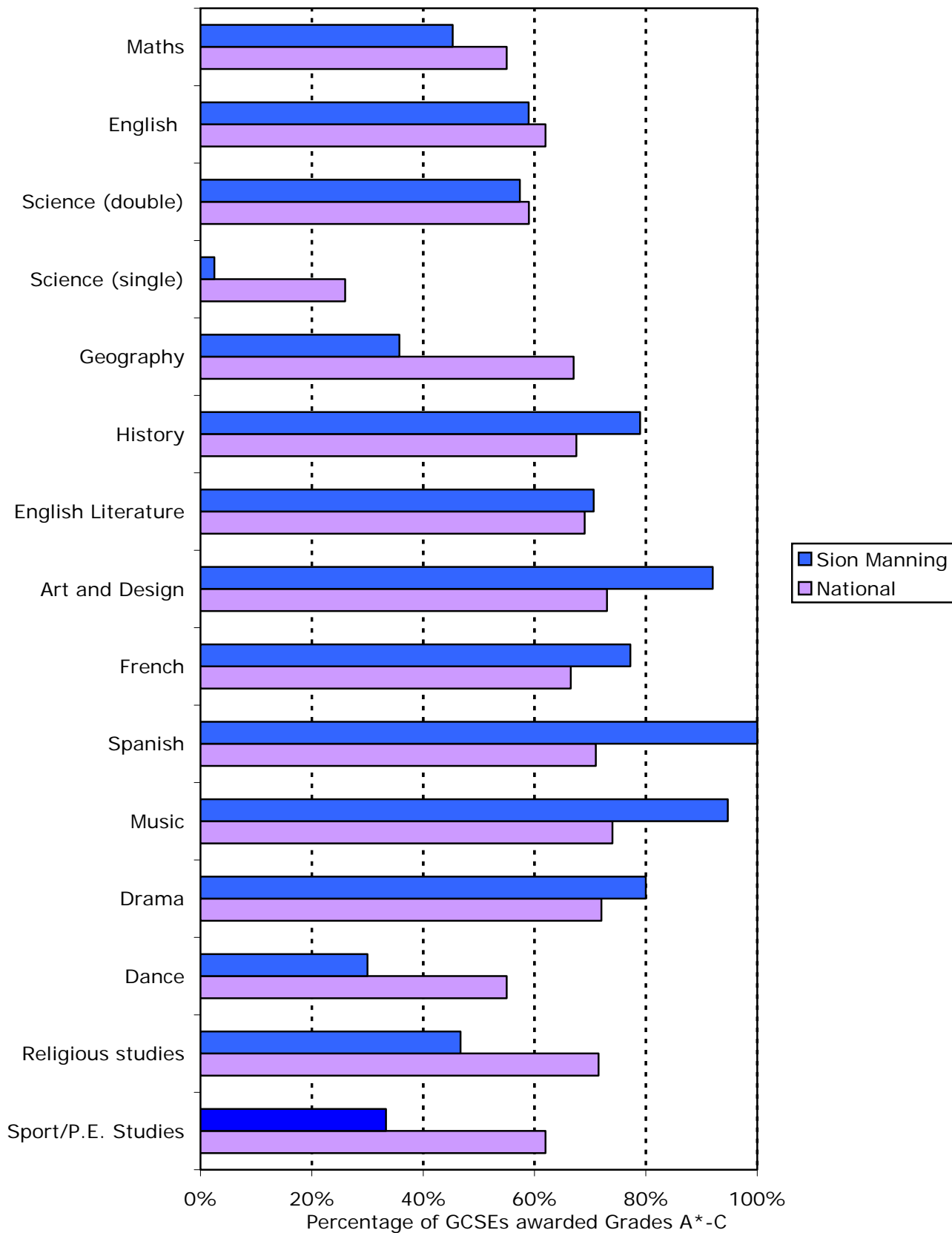


Figure 15

**Sion Manning - GCSEs 2007
Papers awarded Grades A*-C by subject**

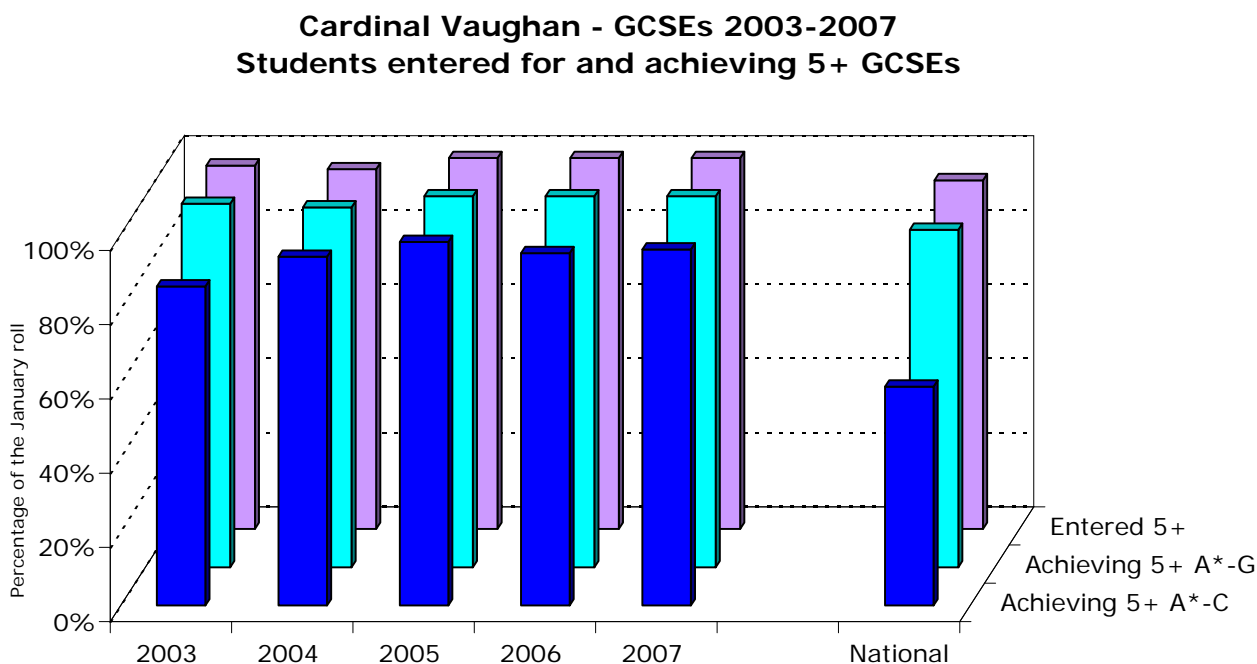


CARDINAL VAUGHAN

17. STUDENTS ENTERED FOR AND ACHIEVING FIVE OR MORE GCSEs

- 17.1. 96% of students on roll in January (117 boys) at Cardinal Vaughan achieved 5+ Grades A*-C, an increase compared with the previous year (95%). This percentage was above the overall national average (59%) and the national average for boys only (55%). 93% of students achieved five or more including *mathematics* and *English*, compared to a national average of 45% overall, with 41% for boys.
- 17.2. 100% of students achieved 5+ Grades A*-G, the same as in 2006. This percentage was above the overall national average (91%) and the national average for boys only (90%). 100% of students achieved five or more including *mathematics* and *English*, compared to a national average of 89% and a boys' national average of 87%.
- 17.3. No student achieved no GCSE passes. Overall achievement since 2003 is shown on Figure 16 below; a more detailed breakdown is shown in Table 1.

Figure 16



18. STUDENT ACHIEVEMENT IN THE CORE SUBJECTS

- 18.1. The proportion of students achieving at least Level 1 and at least Level 2 in '*functional English and mathematics*' (i.e. GCSE or equivalent skill in English and mathematics without necessarily having to gain the equivalent of five GCSEs) was 100% and 95% respectively in 2007, compared with 91% and 50% nationally.
- 18.2. 91% of students achieved two GCSEs at Grades A*-C in the sciences; this was a new indicator for 2007. 61% achieved a Grade A*-C in a modern language (compared with 31% nationally) and 88% a Grade A*-G (compared with 46% nationally); see Table 2 for further detail.

19. GCSE GRADES BY SUBJECT

All subjects

- 19.1. Of the 1061 full GCSE papers entered by Cardinal Vaughan students in 2007, 93% were awarded Grades A*-C, the same as in 2006. This percentage was considerably above the national average (63%).

Mathematics

- 19.2. Of the 117 *mathematics* papers entered in 2007, 98% were awarded Grades A*-C, an increase from 95% in 2006. This percentage was above the national average (55%).

English

- 19.3. Of the 117 *English* papers entered in 2007, 97% were awarded Grades A*-C, the same as in 2006. This percentage was above the national average (62%).

Science

- 19.4. 220 double award papers were entered in *science*. This means that 110 students sat examinations in the sciences leading to two GCSEs. Of these papers, 96% were awarded Grades A*-C, down from 97% in 2006, but above the national average (59%).
- 19.5. An additional 7 students sat a GCSE in *single science*, 43% achieving Grades A*-C (compared to a national average of 26%).

Other subjects

Subjects improving, and above the national average

- 19.6. Achievement had improved, and was above the national average, in *classical civilisation* (100% at Grades A*-C in 2007, an increase from 71%), *geography* (88%, an increase from 77%), *history* (89%, an increase from 86%), *English Literature* (100%, an increase from 97%), *religious studies* (96%, an increase from 88%) and *sport/P.E Studies* (82%, an increase from 68%). Achievement had remained the same, and was above the national average, in *music* (100% in both years).
- 19.7. Achievement at Grades A*-C in *Latin* rose from 96% to 100%; a national comparison is not available.

Subjects declining, but above the national average

- 19.8. Performance had declined, but was above the national average, in *art* (90% at Grades A*-C in 2007, a decrease from 100% in 2006), *design and technology* (94%, a decrease from 99%) and *Spanish* (82%, a decrease from 100%). *French* (67%, a decrease from 87%) was the same as the national average.

Subjects below the national average

- 19.9. There were no subjects in this category in 2007; all 2007 subject results are shown in Figures 17 and 18 below and in Table 3.

Other qualifications

- 19.10. 137 GCSE vocational double award qualifications were attempted, 12 in *business studies* (100% at Grades A*-C), 23 in *engineering* (57% at Grades A*-C) and 102 in *ICT* (95% at Grades A*-C).
- 19.11. 10 GCSE short courses in *religious studies* were passed by students at Cardinal Vaughan; 5 VRQ Level 1 qualifications were passed in *computer use*, 1 ELQ Band C qualification in *D&T* and four AS Levels in *Polish*.

20. AVERAGE POINT SCORES

The Average Point Score for Cardinal Vaughan students in 2007 was 549.7. This had decreased from 552.8 in 2006, and compared to a national average of 371.2.

Figure 17

**Cardinal Vaughan - GCSEs 2005-2007
Papers awarded Grades A*-C by subject**

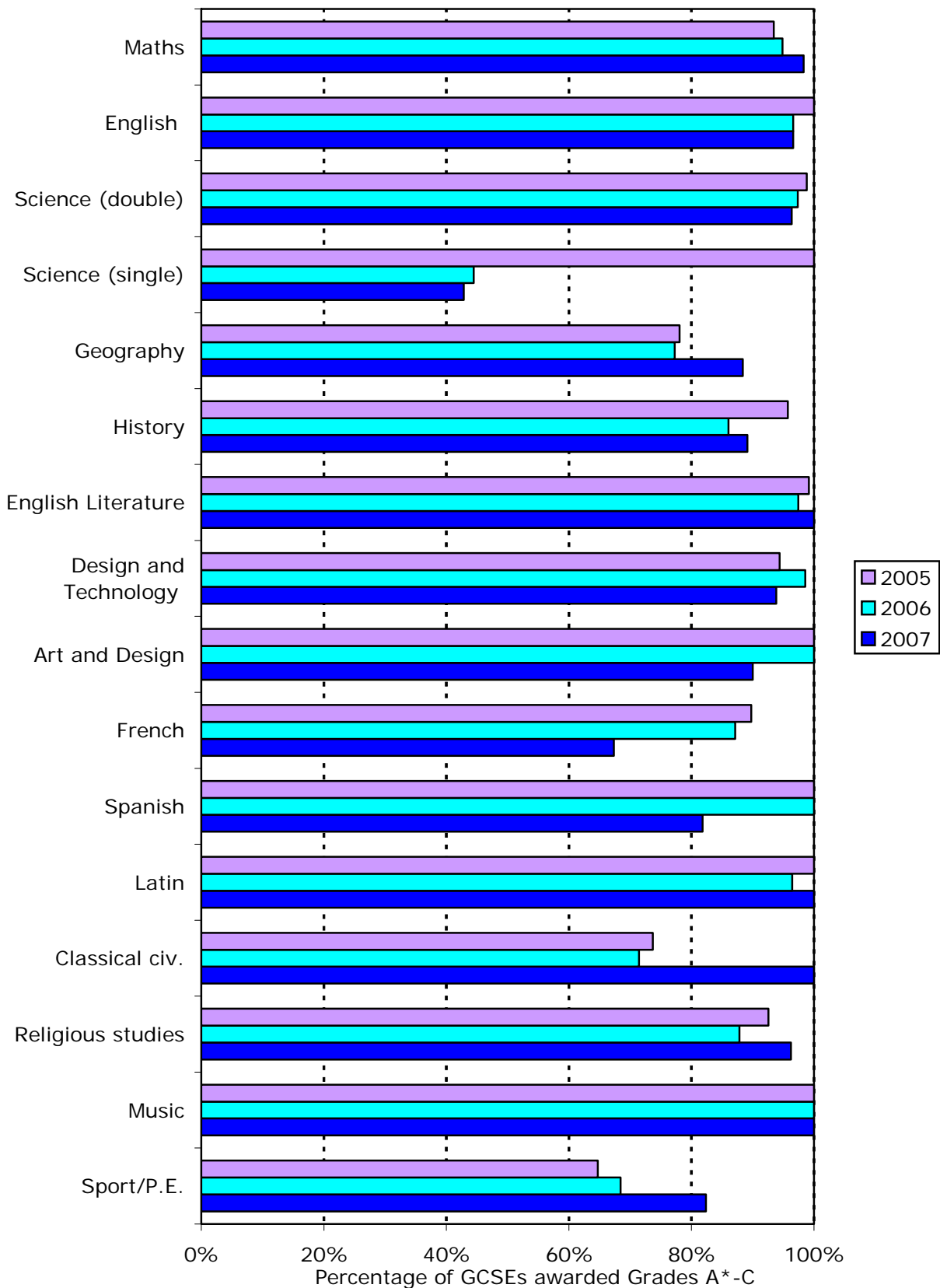
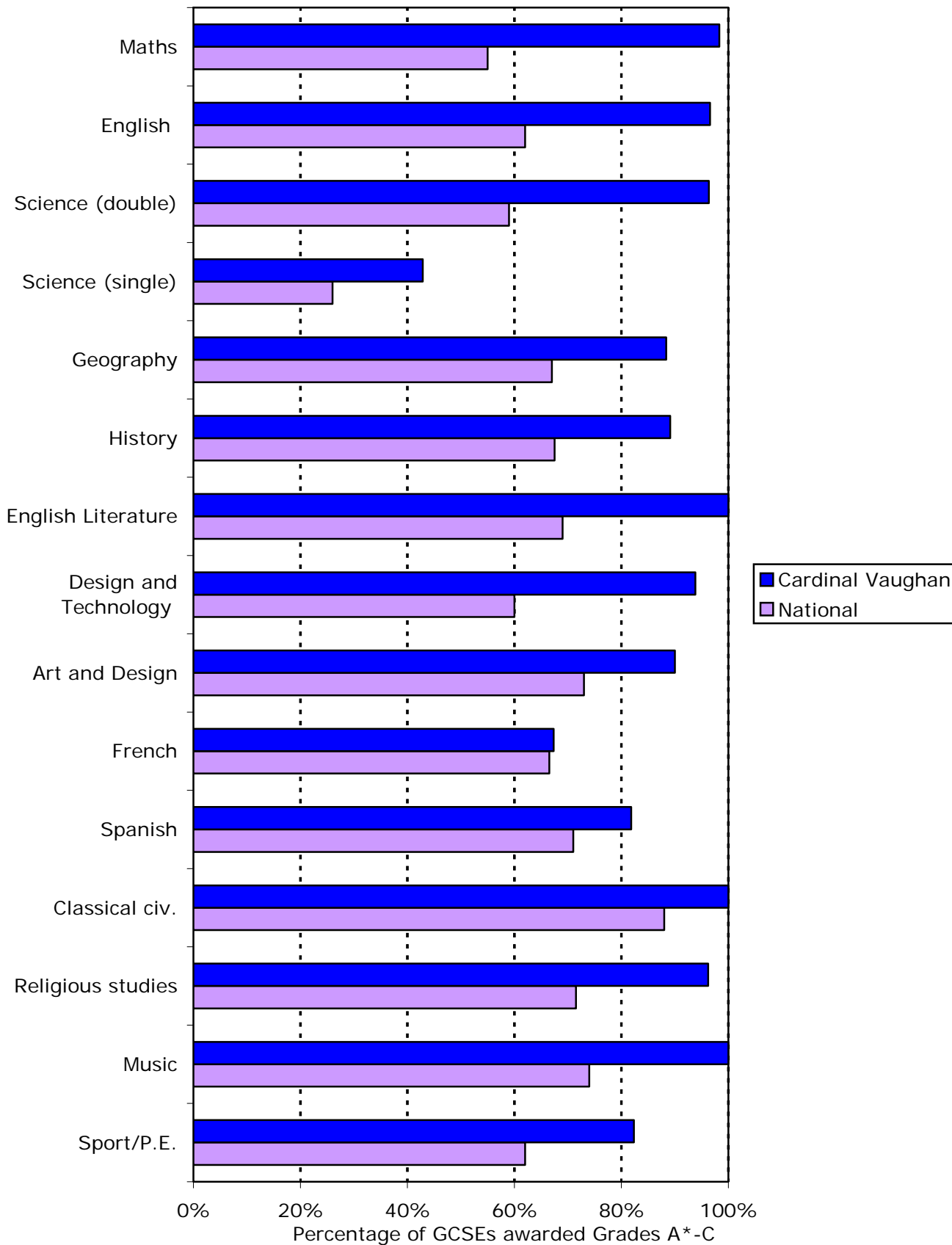


Figure 18

**Cardinal Vaughan - GCSEs 2007
Papers awarded Grades A*-C by subject**



21. SCHOOL PERFORMANCE RELATED TO STUDENT CHARACTERISTICS

21.1. Introduction

21.2. Previous research, both in the Royal Borough and nationally, has demonstrated that students' personal characteristics can affect their educational achievement. This should be taken into account when considering achievement at GCSEs in individual schools as some schools in the Royal Borough have a greater proportion of disadvantaged students than others; this means that these particular schools are more likely to have students who achieve at a lower level.

21.3. Schools with high levels of disadvantage as measured by entitlement to free school meals, lack of fluency in English and high turnover are given additional funding within the LMS formula to help them provide extra support for those students experiencing disadvantage.

21.4. The Royal Borough's Policy and Performance Team collected a range of information on students in January as part of the annual school census. This data was matched to individual students sitting examinations to allow a more detailed analysis to be carried out, taking account of their characteristics.

Borough level results by pupil characteristics

21.5. The factors listed below¹⁴, had a statistically significant¹⁵ relationship to student performance. Average performance scores are presented for each of the characteristics listed below in parenthesis.

- **Free meal entitlement:** students not entitled to a free school meal (418.3) performed above those who were entitled to a free school meal (386.2).
- **Special Educational Need:** students on roll who had special need at Code of Practice Stages Action (316.3), Action Plus (198.1) and statemented students (141.8) performed below those with no special need (454.0).

For **term of birth**, summer born students (398.2) performed below those born in the Autumn (425.9) and Spring (405.4)¹⁶, although differences were not significant. For **length of time in school**, students who had been in school since National Curriculum Year 7 (415.7) performed above those who

¹⁴ Analysis by sex and fluency is not viable as only two of the four schools are mixed sex and only three of the four schools assessed students for fluency.

¹⁵ An analysis of variance was carried out for each of the background factors; a result is significant when there is a less than 5% probability of the differences occurring by chance.

¹⁶ Term of birth is defined as **Autumn** (i.e. those having their 11th birthday between 1 September and 31 December), **Spring** (1st January to 30th April) and **Summer** (1st May to 31st August).

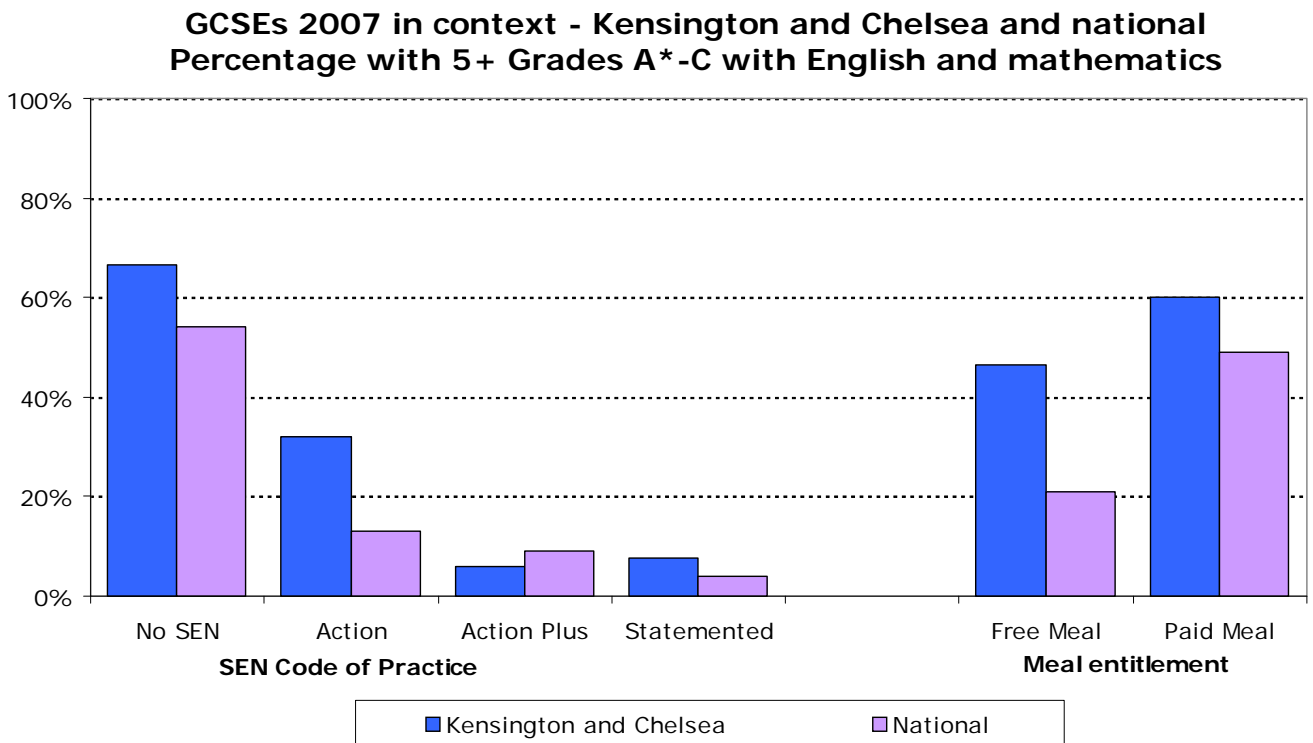
arrived in school later (367.7), but this was only the case in one of the four schools, and differences were not significant.

National results by pupil characteristics

21.6. Kensington and Chelsea was considerably above national results for the percentage of students achieving 5 or more GCSEs at Grades A*-C including *English* and *mathematics* by SEN and meal entitlement.

- **Free meal entitlement:** 47% of students entitled to a free school meal in Kensington and Chelsea achieved 5+ Grades A*-C including *English* and *mathematics* compared to just 21% nationally (26 percentage points above). For pupils not entitled, 60% achieved 5+ Grades A*-C including *English* and *mathematics* compared to 49% nationally (11 percentage points above). The gap in the Royal Borough was therefore 13 percentage points compared with 28 percentage points nationally.
- **Special Educational Need:** students in Kensington and Chelsea achieved above the national percentages for those at School Action (32% achieved 5+ Grades A*-C including *English* and *mathematics*, compared with 13% nationally) and for those statemented (8%, compared with 4%). For those with no need, Kensington and Chelsea (67%) was also above the national percentage (54%). However, only 6% on Action Plus achieved 5+ Grades A*-C including *English* and *mathematics*, compared with 9% nationally.

Figure 19



22. ETHNICITY

Borough level results by ethnicity

22.1. Ethnic categories are those devised by central government and used by the DCFS, and in the 2001 Census. In order to assess performance by ethnicity, an average performance score was created for each ethnic group as discussed in the previous paragraph. "**Black-Caribbean**" and "**Mixed-White/Black-Caribbean**" students were performing below the rest of the cohort as measured by average performance score, but after allowing for factors of disadvantage¹⁷ this was no longer the case.

National results by ethnicity

22.2. Students in Kensington and Chelsea were performing considerably above national results for the percentage of students achieving 5 or more GCSEs at Grades A*-C including *English* and *mathematics* for the majority of ethnic groups, as shown below. However, numbers by some ethnic groups for a given cohort of students in Kensington and Chelsea are small, and therefore results should be treated with caution; see Table 5 for detail.

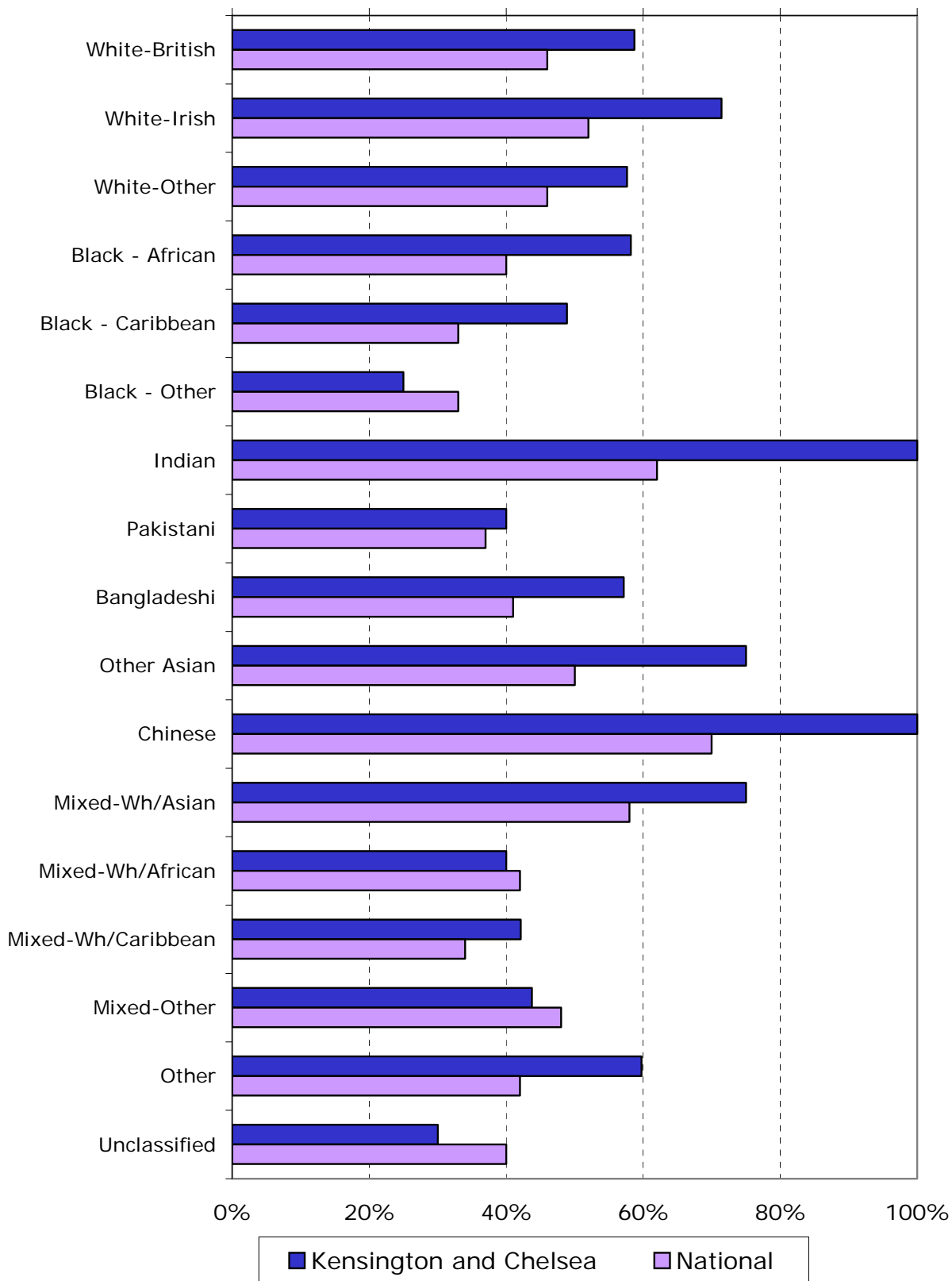
Figure 20

	Percentage 5+ Grades A*-C inc Eng/maths			
	K&C	National	Diff	No
White-British	59%	46%	13%	201
White-Irish	71%	52%	19%	28
White-Other	58%	46%	12%	85
Black - African	58%	40%	18%	55
Black - Caribbean	49%	33%	16%	45
Black - Other	25%	33%	-8%	4
Indian	100%	62%	38%	6
Pakistani	40%	37%	3%	5
Bangladeshi	57%	41%	16%	7
Other Asian	75%	50%	25%	4
Chinese	100%	70%	30%	1
Mixed-Wh/Asian	75%	58%	17%	4
Mixed-Wh/African	40%	42%	-2%	10
Mixed-Wh/Caribbean	42%	34%	8%	19
Mixed-Other	44%	48%	-4%	32
Other	60%	42%	18%	82
Unclassified	30%	40%	-10%	10

¹⁷ Significant factors were free meal entitlement and SEN Code of Practice when all factors were considered simultaneously.

Figure 21

**GCSEs 2007 by ethnicity - Kensington and Chelsea and national
Percentage with 5+ Grades A*-C with English and mathematics**



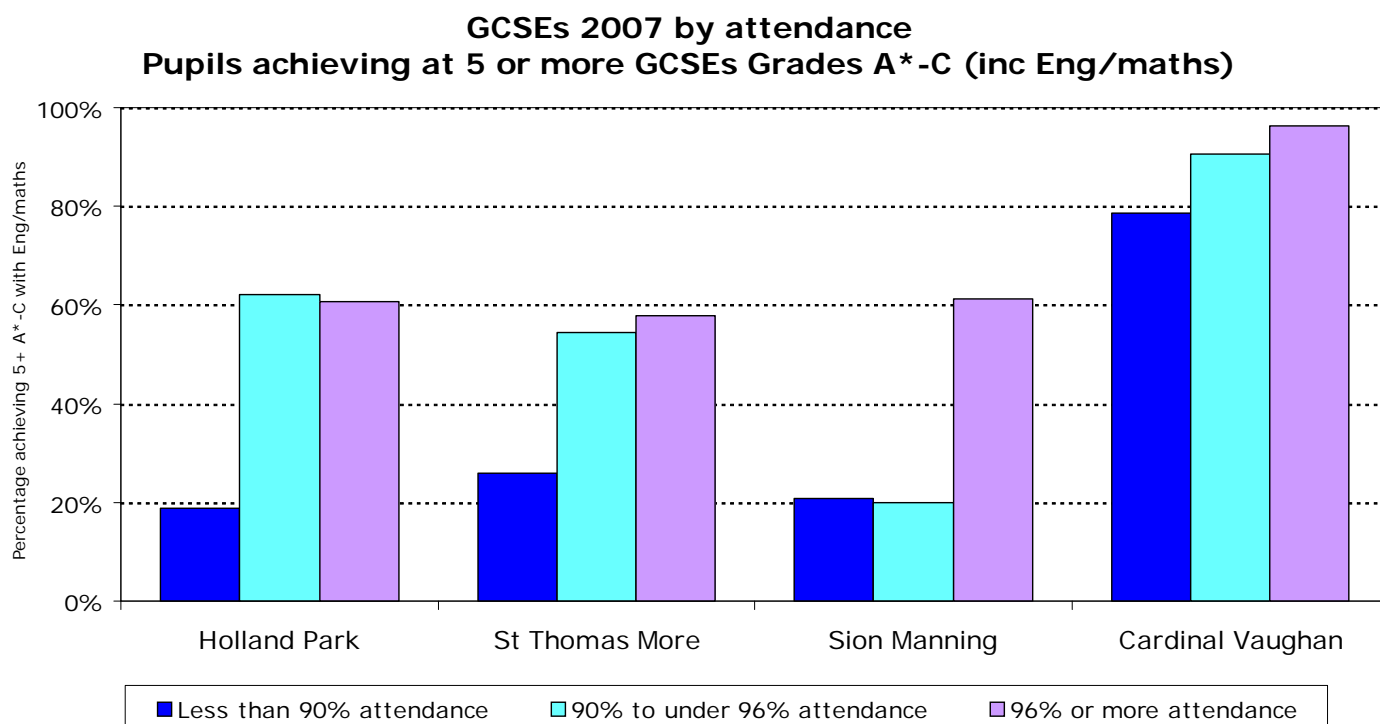
23. ATTENDANCE

23.1. Attendance is a key factor in reducing social exclusion and raising educational standards, and reducing truancy is one of the Royal Borough's key targets, reflected in the Local Area Agreement. In 2007, as in 2006, a file of individual students' attendance was collected from schools and matched to the GCSE results database.

23.2. Overall, only **28%** of students with attendance of less than 90% achieved 5 or more GCSEs at Grades A*-C including *English* and *mathematics*, rising to **58%** for attendance of 90% to under 96% and **69%** for attendance of 96% or more. This information is illustrated in Figure 22 below by school and in Table 6.

Figure 22

Pupils achieving 5 or more Grades A*-C	Attendance category:		
	Less than 90%	90% to under 96%	96% or more
Holland Park	19%	62%	61%
St Thomas More	26%	55%	58%
Sion Manning	21%	20%	61%
Cardinal Vaughan	79%	90%	96%
All schools	28%	58%	69%



24. VALUE ADDED - KEY STAGE 3 (2005) to GCSE (2007)

Introduction

- 24.1. Value-added research, both locally and nationally, has identified a significant relationship between student achievement and attainment at an earlier stage of education. Examining GCSE results (2007) within the context of Key Stage 3 results (2005) measures progress during the last two years of secondary education, i.e. during National Curriculum Years 10 and 11.
- 24.2. It should be remembered, however, that most students sitting Key Stage 3 have already had three years in the same school (95% in 2007); an analysis of this type does not take into account progress already made between entry to secondary school and the end of Year 9, which is reported in the Royal Borough's Key Stage 3 report.
- 24.3. Of the 587 students in the cohort for the four maintained schools, Key Stage 3 results were available for 581 (99%). There was a strong relationship between Key Stage 3 results¹⁸ and GCSE results, in Kensington and Chelsea, with a correlation of 0.75. This means that 56% of achievement at GCSE (2007) was related to previous achievement at Key Stage 3 (2005).

Target setting

- 25.4 When the DCSF released their target setting guidance in Autumn 2007 they announced a new measure of progress; it is now expected that all students should make on average two levels of progress in each key stage. Therefore, schools are currently setting their 2009 statutory targets based on this expectation. Students will be judged to have made 2 levels progress from Key Stage 3 if they achieve the GCSE grades shown in the table below:

Key Stage 3 National Curriculum level	GCSE grade achieved
8	A* (in maths)
7	A (and A* in English)
6	B
5	C
4	D
3	E
2	F
Below level 2	G

- 24.4. Whilst schools will not have to report achievement against this new expectation until 2009 it is useful for them to consider their progress to date.

¹⁸ Key Stage 3 Performance scores were calculated as prescribed by the DCFS as follows: Level 2=15, Level 3=21, Level 4=27, Level 5=33, Level 6=39, Level 7=45, Level 8=51 and EP=57. Students working below the level of the test scored 21 (English) or 15 (mathematics and science). Absentees and disappplied students are disregarded from the calculation.

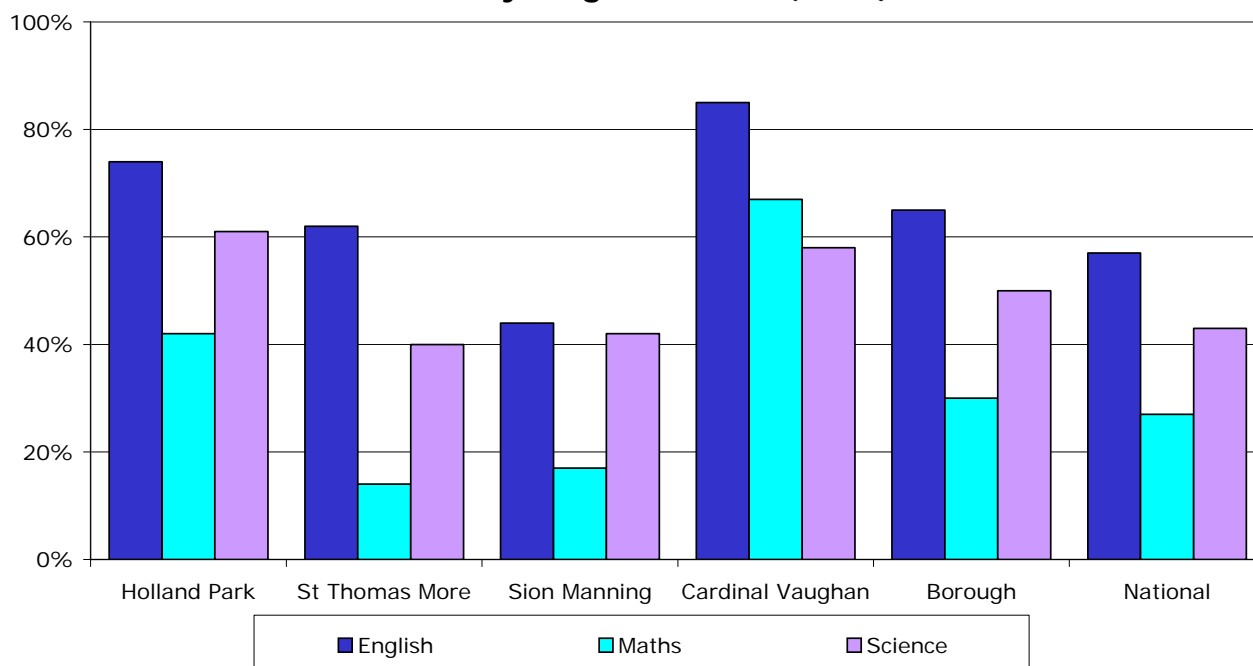
Level 5 to Grade C and above

24.5. Although 65% of students who achieved at **Level 5** in Key Stage 3 (2005) went on to achieve **Grade C or above** at GCSE in *English* in the Royal Borough, this percentage was considerably lower for *mathematics* (30%) and *science* (50%). However, these percentages were all above the national averages, as shown below. Holland Park and Cardinal Vaughan were above the national averages for all three subjects, and St Thomas More for *English*; see Tables 7-10 for progress by level for the three subjects.

Figure 23

	English		Mathematics		Science	
	No.	%	No.	%	No.	%
Holland Park	84	74%	48	42%	62	61%
St Thomas More	65	62%	22	14%	52	40%
Sion Manning	48	44%	29	17%	38	42%
Cardinal Vaughan	27	85%	6	67%	12	58%
Borough	224	65%	105	30%	164	50%
National	n/a	57%	n/a	27%	n/a	43%

**Pupils achieving Grade C and above at GCSE (2007)
from Key Stage 3 Level 5 (2005)**



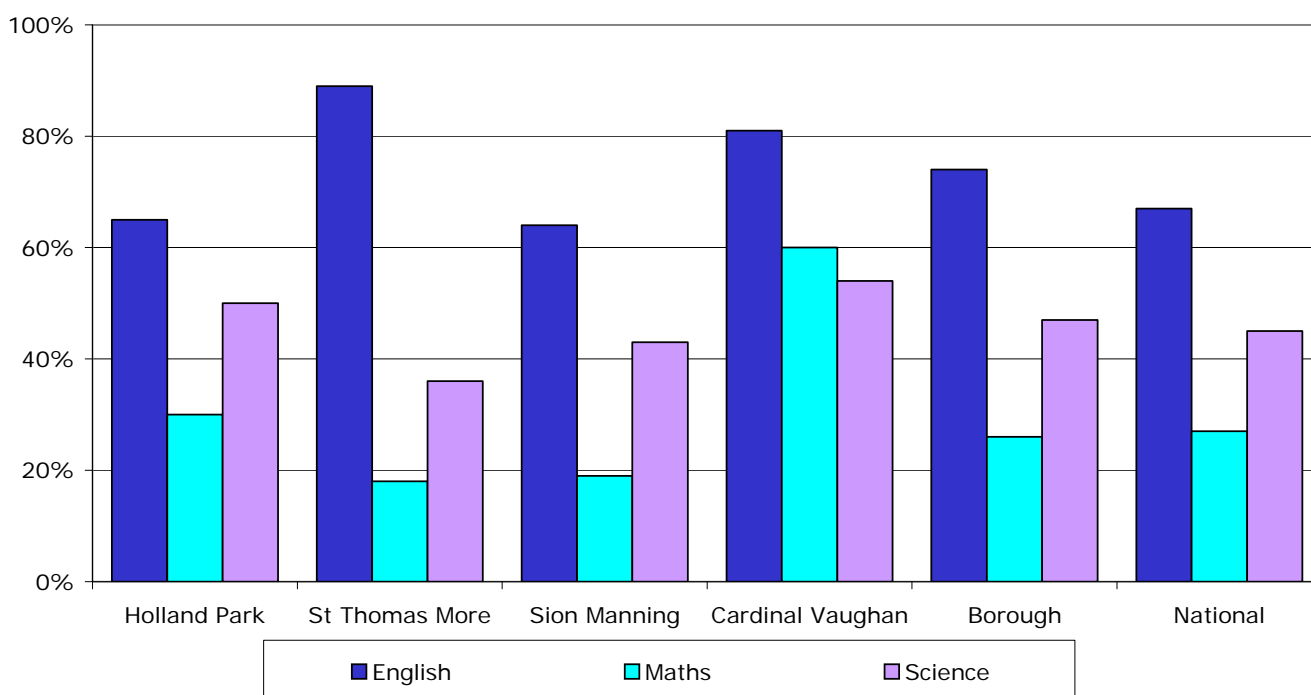
Level 6 to Grade B and above

24.6. 74% of students who achieved at **Level 6** in Key Stage 3 (2005) went on to achieve **Grade B or above** at GCSE in *English* in the Royal Borough; this percentage was above the national average (67%). The percentage for *science* (47%) was also above the national average (45%), although for *mathematics* the percentage was slightly below (26%, compared with 27%), as shown below. Cardinal Vaughan was above the national averages for all three subjects, Holland Park for *mathematics* and *science* and St Thomas More for *English*; see Tables 7-10 for progress by level for the three subjects.

Figure 24

	English		Mathematics		Science	
	No.	%	No.	%	No.	%
Holland Park	48	65%	60	30%	46	50%
St Thomas More	36	89%	49	18%	33	36%
Sion Manning	36	64%	32	19%	21	43%
Cardinal Vaughan	48	81%	10	60%	41	54%
Borough	168	74%	151	26%	141	47%
National	n/a	67%	n/a	27%	n/a	45%

**Pupils achieving Grade B and above at GCSE (2007)
from Key Stage 3 Level 6 (2005)**



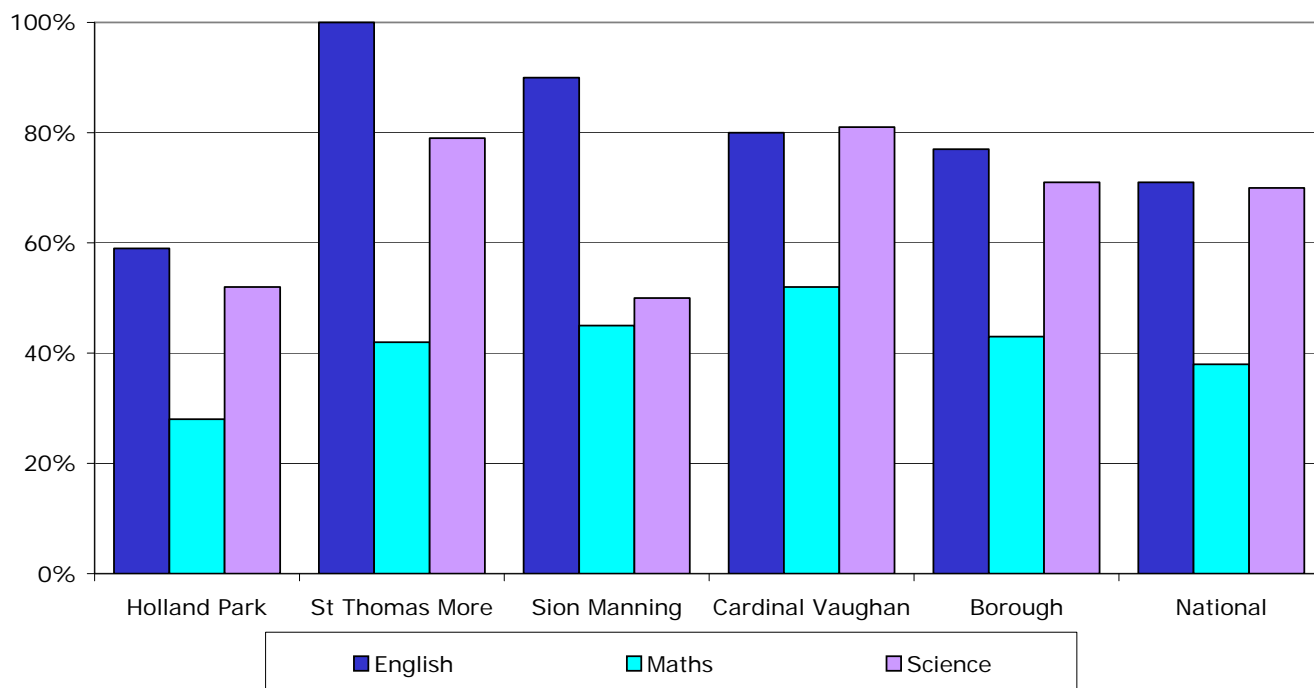
Level 7 to Grade A/A*

24.7. 77% of students who achieved at **Level 7** in Key Stage 3 (2005) went on to achieve **Grade A or above** at GCSE in *English* in the Royal Borough; this percentage was above the national average (71%). The percentages for *mathematics* and *science* were also above the national averages. Cardinal Vaughan and St Thomas More were above the national averages for all three subjects and Sion Manning for *English* and *mathematics*; see Tables 7-10 for progress by level for the three subjects.

Figure 25

	English		Mathematics		Science	
	No.	%	No.	%	No.	%
Holland Park	27	59%	32	28%	29	52%
St Thomas More	8	100%	24	42%	14	79%
Sion Manning	10	90%	20	45%	6	50%
Cardinal Vaughan	41	80%	58	52%	62	81%
Borough	86	77%	134	43%	111	71%
National	n/a	71%	n/a	38%	n/a	70%

**Pupils achieving Grade A and above at GCSE (2007)
from Key Stage 3 Level 7 (2005)**



25. VALUE ADDED - KEY STAGE 2 (2002) TO GCSE (2007)

25.1. Examining GCSE results (2007) within the context of Key Stage 2 results (2002) gives an indication of how much progress is added during the entire five years of secondary education. Of the 587 students in the cohort for the four maintained schools, Key Stage 2 results were available for 553 (94%). There was a moderately strong relationship between Key Stage 2 results¹⁹ and GCSE results, with a correlation of 0.63. This means that 40% of achievement at GCSE (2007) was related to previous achievement at Key Stage 2 (2002); this is considerably less than the Key Stage 3 to GCSE relationship of 56%, and illustrates the impact of teaching within secondary schools during Key Stage 3 (national curriculum years 7-9)²⁰.

All subjects

- 25.2. 71% of students who achieved at **Level 4** in Key Stage 2 (2002) went on to achieve **Grade C or above** at GCSE *English* in the Royal Borough, with 59% in *mathematics* and 40% in *science*. This was above the national percentage for *English* (63%), *mathematics* (58%) and *science* (39%).
- 25.3. At **Level 5**, the percentage of students achieving a **Grade B or above** at GCSE was above the national average in *English* (83%, compared with 75% nationally), *mathematics* (80%, compared with 75%) and *science* (56%, compared with 54%).
- 25.4. Tables 11-13 show the percentage achieving each grade from each Key Stage 2 Level for the four schools in *English*, *mathematics* and *science*.

¹⁹ Key Stage 2 Performance scores were calculated as prescribed by the DCFS as follows: Level 2=15, Level 3=21, Level 4=27, Level 5=33 and Level 6=39. Students working below the level of the test scored 15. Absentees and disappplied students are disregarded from the calculation.

²⁰ See Report S13/2007 "Key Stage 3 2007" for detail of value-added between Years 7 and 9.

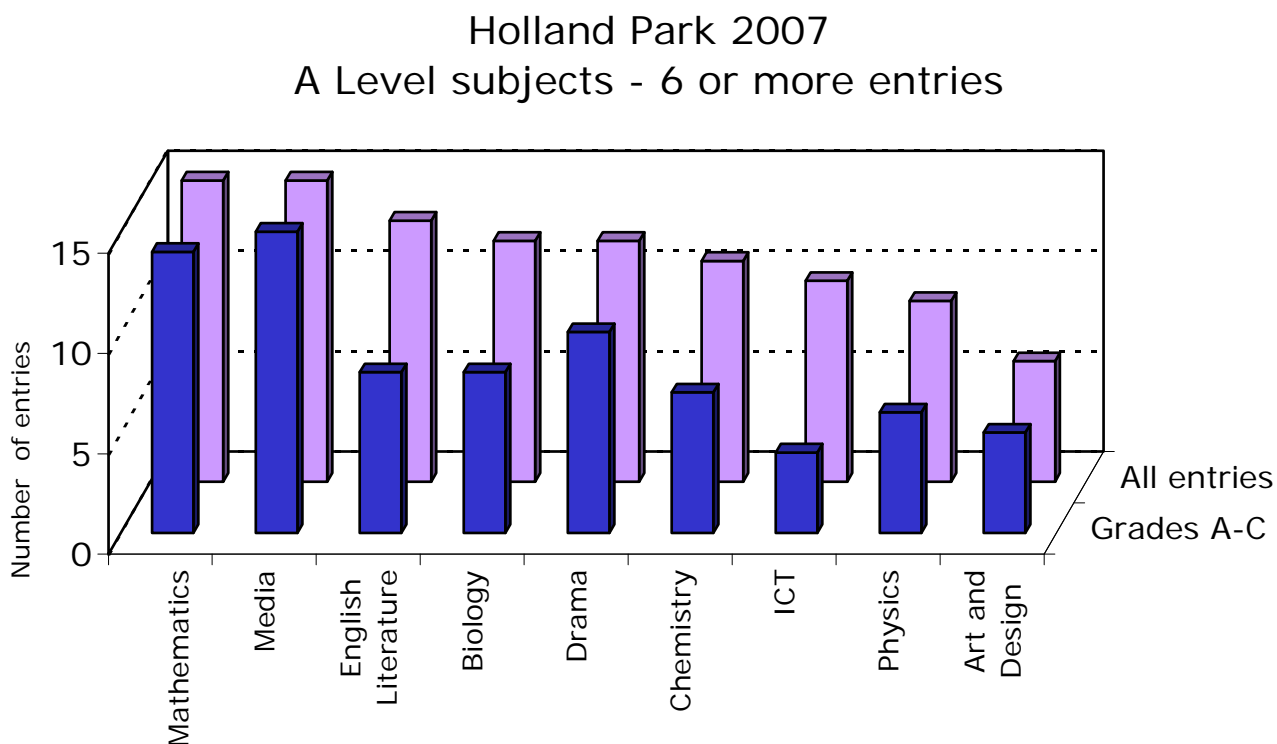
A AND AS LEVEL RESULTS

Only Holland Park and Cardinal Vaughan have students who are entered for A/AS Level examinations or equivalent for the 16 plus age range.

26. HOLLAND PARK

- 26.1. In 2007, 57 upper-sixth form students at Holland Park were entered for A Levels or their equivalents. Their average point score was 650.5, which had risen from 619.3 in 2006, and was higher for girls (683.1) than boys (626.8), although below the 2007 national average (726.3).
- 26.2. There were 134 A Level entries; 73% of papers were awarded Grades A-C compared with 69% in 2006. 100% of papers were awarded Grades A-E; this percentage compared with 99% in 2006.
- 26.3. The A Level subjects with 6 or more entries in 2007, and the numbers awarded Grades A-C, are displayed in Figure 26 below.
- 26.4. In addition, 60 AS Level papers were attempted, 10 applied science vocational qualification double awards and one single awards; see Tables 14-16 for further detail.

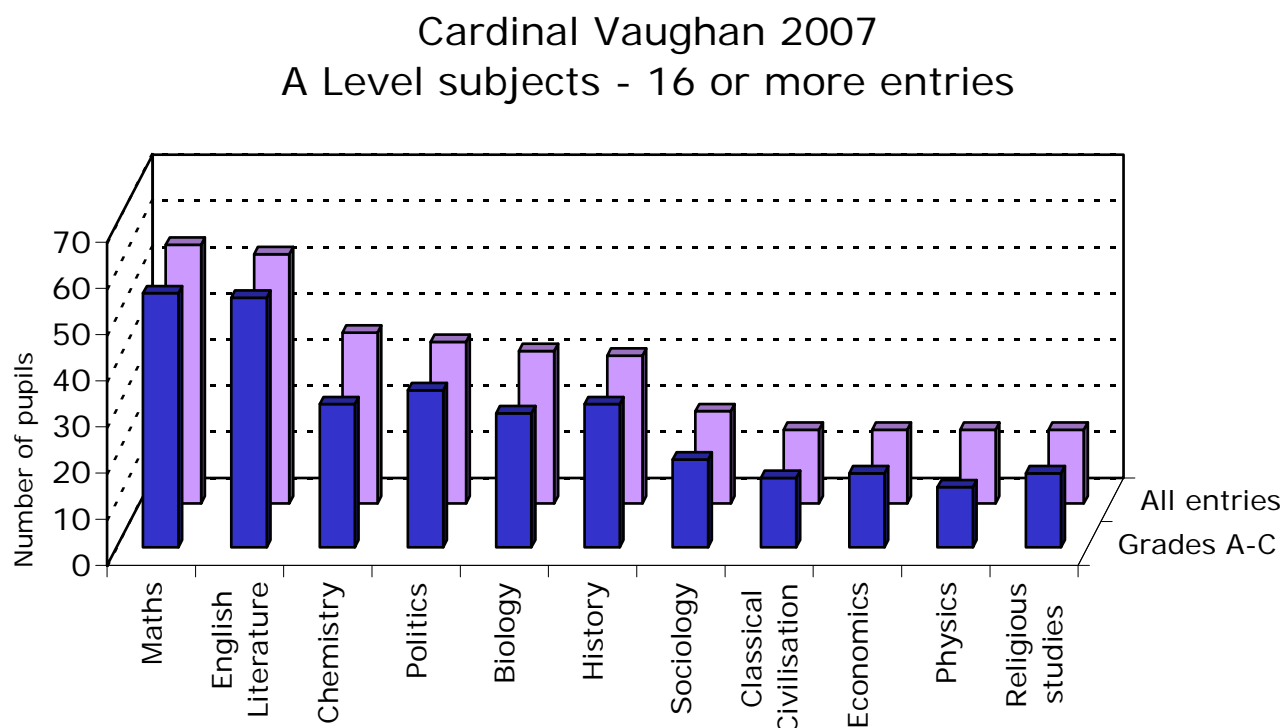
Figure 26



27. CARDINAL VAUGHAN

- 27.1. In 2007, 145 upper-sixth form students at Cardinal Vaughan were entered for A Levels or their equivalents. Their average point score was 849.9, which had risen from 812.9 in 2006, was higher for girls (886.4) than boys (828.9), and was above the 2007 national average (726.3).
- 27.2. There were 433 subject entries, and 94% of papers were awarded Grades A-C, the same percentage as in 2006. 100% of papers were awarded Grades A-E, the same percentage as in 2006.
- 27.3. The subjects with 16 or more entries in 2007, and the numbers awarded Grades A-C, are displayed in Figure 27 below.
- 27.4. In addition, 103 AS Level papers were attempted, 15 double award vocational A Levels (13 in *business* and 2 in *travel and tourism*), 12 advanced extension awards across a range of subjects, one VRQ Level 3 qualification in *printing* and one free standing *mathematics* qualification at Level 3; see Tables 14, 15 and 17 for further detail.

Figure 27



28. LEVEL 3 COMPLETION AND PROGRESSION TO H.E.

- 28.1. 95% of students at Holland Park and 94% of students at Cardinal Vaughan who started a two year Level 3 programme in September 2005 completed in Summer 2007. This represented an increase in both schools since 2006; see Table 18 for further detail.
- 28.2. 84% of Level 3 completers progressed to H.E. at Holland Park, and 94% at Cardinal Vaughan; see Table 19 for further detail.

29. LOOKED AFTER CHILDREN

- 29.1. Local authorities have responsibility for monitoring the educational outcomes of looked after children who are resident, and who have been looked after continually for at least 12 months, regardless of where they attend school. At the end of Key Stage 4, the cohort of looked after children has consistently been 30 or less. In 2006, there were 19 looked after children, all of whom sat one or more GCSEs. Three achieved 5 or more Grades A*-C (16%, compared with 12% nationally), ten achieved 5 or more Grades A*-G (53%, compared with 41% nationally), and 12 achieved 1 or more Grades A*-G (63%, compared with 63% nationally). Provisional attainment data for 2007 shows that of the 16 eligible pupils, five achieved 5 or more Grades A*-C (31%), ten achieved 5 or more Grades A*-G (63%), and 13 achieved 1 or more Grades A*-G (81%).

30. CONCLUSION

- 30.1. The 2007 percentage for Royal Borough students achieving 5 or more Grades A*-C rose from 63% to 69%; since 1993, achievement in the Royal Borough's schools for 5+ Grades A*-C has improved from five percentage points below the national average to ten percentage points above the national average for LA maintained schools (59% in 2007). The LA target of 65% was therefore exceeded by four percentage points.
- 30.2. The percentage achieving 5 or more GCSEs at Grades A*-C *including English and mathematics* also improved, from 54% to 57%, twelve percentage points above the national average for LA maintained schools (45% in 2007). The Royal Borough also achieved above the LA's statistical neighbours with the exception only of Barnet for percentages of students achieving 5 or more GCSEs at Grades A*-C with *English and mathematics*.
- 30.3. In Holland Park, there was a substantial improvement in achievement in 2007 which took the school to the highest levels ever achieved for both indicators; Cardinal Vaughan also recorded an increase in both indicators. In St Thomas More, achievement increased for 5+ Grades A*-C, although the percentage for this indicator including *English and mathematics* fell slightly; achievement fell in Sion Manning for both indicators.
- 30.4. There remains variations in the progress students make in different curriculum areas and within subjects depending on their level of prior attainment.

31. RECOMMENDATIONS

31.1. In summary, this analysis suggests that headteachers and senior leaders should consider:

- a more regular and systematic monitoring of students' performance, the outcomes of which are closely scrutinized and analysed to ensure that any students at risk of underachieving are readily identified and intervention is implemented.
- using RAISEonline to identify any variations in the achievement of different groups of learners. The reasons for any variations need to be explained and actions implemented to prevent further underachievement.
- ensuring that all students from Year 7 are set aspirational yet realistic targets in all subject areas and that progress against these targets is rigorously monitored by class teachers, heads of department, heads of year and senior leaders.
- why, in 2007, students made either one or two levels of progress across the key stage. Use the results of this investigation and the outcomes from question level analyses and RAISEonline information to produce a teaching and learning strategy to help ensure that on average students make two levels of progress between the end of Key Stage 3 and the end of Key Stage 4.
- providing teachers with prior attainment data so that it can be used to inform lesson planning, leading to teaching that allows students to achieve above their predicted levels.
- challenging any teacher whose teaching is judged to be less than satisfactory and providing an appropriate level of support so that they are able to raise the quality of their practice.
- supporting any teacher whose teaching is judged to be only satisfactory to improve their teaching to at least good.
- if the LA's team of Secondary Teaching and Learning consultants are deployed to best meet the needs of the individual schools.
- reviewing the school's professional development programme to ensure that it will support improvements in the quality of teaching and learning by all practitioners.
- implementing appropriate intervention strategies so that they reflect the diverse range of learning needs in each school. If students are to reach their full potential, intervention must be flexible enough to be provided at any time during their school career.

- in light of the new reporting requirement in the 2008 performance tables, consider if new modern languages should be part of the core curriculum.
- developing successful collaborative ways of working with other schools and local colleges so that all young people have access to appropriate curriculum pathways that will help them achieve academic success.
- working closely with the Educational Welfare Officers to raise the awareness of students, parents and carers about the significant impact attendance at less than 90% can have on young people's achievement.

Janine Anderson
Diana Hall
November 2007

**TABLE 1
YEAR 11:SUMMARY OF GCSE AND EQUIVALENT RESULTS 2003-2007**

		Ent. for 5+	Achieving:			Ent. for 1+	Achieving:			No	APS	January roll
			5+ A*-C	5+ A*-G	5+ A*-C inc. Eng & maths		1+ A*-C	1+ A*-G	A*-G			
BOYS AND GIRLS												
Holland Park	2007	97%	66%	95%	52%	95%	97%	90%	97%	3%	402.8	230
	2006	100%	53%	95%	40%	95%	100%	89%	98%	2%	365.3	228
	2005	99%	45%	88%	32%	86%	99%	71%	96%	4%	291.2	213
	2004	94%	34%	86%	25%	83%	97%	70%	95%	5%	278.7	220
	2003	90%	33%	87%	24%	85%	99%	69%	95%	5%	-	226
St Thomas More	2007	95%	66%	95%	49%	95%	97%	92%	96%	4%	384.0	128
	2006	100%	58%	98%	50%	96%	100%	83%	100%	0%	368.4	121
	2005	98%	58%	95%	47%	93%	99%	80%	99%	1%	355.1	118
	2004	98%	65%	94%	50%	90%	100%	86%	100%	0%	369.5	117
	2003	94%	69%	92%	56%	90%	98%	86%	98%	2%	-	115
Sion Manning	2007	96%	56%	95%	43%	94%	100%	87%	100%	0%	350.9	112
	2006	96%	60%	95%	54%	95%	99%	89%	99%	1%	346.5	111
	2005	83%	63%	82%	56%	81%	100%	82%	100%	0%	331.2	118
	2004	96%	50%	93%	34%	93%	98%	86%	98%	2%	331.1	101
	2003	92%	62%	90%	41%	89%	96%	81%	96%	4%	-	113
Cardinal Vaughan	2007	100%	96%	100%	93%	100%	100%	100%	100%	0%	549.7	117
	2006	100%	95%	100%	91%	100%	100%	100%	100%	0%	552.8	117
	2005	100%	98%	100%	93%	100%	100%	100%	100%	0%	509.8	122
	2004	97%	94%	97%	90%	97%	97%	97%	97%	3%	472.2	131
	2003	98%	86%	98%	83%	98%	98%	94%	98%	2%	-	123
RBKC	2007	95%	69%	94%	57%	94%	96%	90%	96%	4%	410.4	598
	2006	98%	63%	95%	54%	95%	98%	88%	98%	2%	394.2	586
	2005	95%	62%	90%	53%	89%	98%	80%	97%	3%	355.0	578
	2004	94%	56%	90%	46%	88%	96%	81%	95%	5%	345.2	579
	2003	91%	56%	89%	45%	88%	96%	79%	95%	5%	-	588
National average	2007	94%	59%	91%	45%	89%	100%	81%	99%	1%	371.2	n/a
	2006	94%	57%	90%	44%	88%	99%	79%	98%	2%	358.8	n/a
	2005	94%	55%	90%	42%	88%	99%	77%	97%	3%	349.3	n/a
	2004	93%	51%	89%	40%	87%	98%	75%	96%	4%	333.6	n/a
	2003	92%	50%	89%	39%	86%	96%	74%	95%	5%	-	n/a
Statistical neighbours 2007	Camden	n/a	55%	89%	45%	87%	n/a	n/a	97%	3%	345.4	n/a
	Hammersmith	n/a	66%	93%	56%	91%	n/a	n/a	98%	2%	401.0	n/a
	Islington	n/a	49%	86%	37%	85%	n/a	n/a	96%	4%	314.1	n/a
	Wandsworth	n/a	60%	88%	46%	87%	n/a	n/a	98%	2%	371.8	n/a
	Westminster	n/a	54%	92%	45%	91%	n/a	n/a	99%	1%	350.4	n/a
	Barnet	n/a	68%	94%	58%	92%	n/a	n/a	99%	1%	398.1	n/a
	Greenwich	n/a	46%	90%	32%	86%	n/a	n/a	97%	3%	332.0	n/a
	Merton	n/a	48%	89%	39%	87%	n/a	n/a	96%	4%	325.9	n/a
	Richmond	n/a	56%	86%	47%	81%	n/a	n/a	97%	3%	355.7	n/a

RBKC totals include Parkwood Hall, although this school is not shown separately.

Source for 2002-2006 data : DfES Secondary Performance Tables.

Source for 2007 national data and statistical neighbours: "GCSE and equivalent results in England, 2006/2007 (provisional)", October 2007.

Average Performance Scores (ASP) are calculated as a proportion of pupils on roll in January as follows:

GCSEs: A*=58 A=52 B=46 C=40 D=34 E=28 F=22 G=16

Half GCSEs: A*=29 A=26 B=23 C=20 D=17 E=14 F=11 G=8

Double GCSEs: AA*=116 AA=104 BB=92 CC=80 DD=68 EE=56 FF=44 GG=32

ELQ Band C: 3=14, 2=12, 1=10

VRQ Level 1: P in the range of 6 to 50 (see Table 3 qualifications)

VRQ Level 2: P=80, M=98, D=110 (early learning), P=46 (self development) and P=23 (preparation for employment)

Other quals at Level 1: C=56 (or 28), D=80 (or 40), M=68 (or 34), P=38 (or 19)

Other quals at Level 2: C=92 (or 46), M=104 (or 52) P=80 (or 40)

A/S Level: A=135, B=120, C=105, D=90, E=75

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TABLE 1 (continued)
YEAR 11:SUMMARY OF GCSE AND EQUIVALENT RESULTS 2003-2007

		Ent. for 5+	Achieving:			Ent. for 1+	Achieving:			No	APS	January roll
		5+	5+ A*-C	5+ A*-G	5+ A*-C inc. Eng	5+ A*-G & maths	1+	1+ A*-C	1+ A*-G	A*-G		
BOYS												
Holland Park	2007	96%	65%	94%	51%	94%	97%	88%	97%	3%	396.1	139
	2006	99%	48%	94%	37%	93%	99%	84%	98%	2%	347.4	145
	2005	99%	42%	84%	33%	82%	99%	66%	93%	7%	276.5	116
	2004	94%	29%	82%	n/a	79%	97%	63%	94%	6%	256.1	117
	2003	90%	30%	87%	n/a	85%	99%	64%	95%	5%	-	135
St Thomas More	2007	99%	61%	97%	42%	97%	99%	91%	99%	1%	363.2	67
	2006	100%	54%	97%	49%	94%	100%	75%	100%	0%	348.0	63
	2005	99%	58%	96%	48%	93%	100%	79%	100%	0%	350.8	71
	2004	100%	61%	95%	n/a	91%	100%	84%	100%	0%	359.3	56
	2003	93%	63%	93%	n/a	89%	98%	82%	98%	2%	-	56
Cardinal Vaughan	2007	100%	96%	100%	93%	100%	100%	100%	100%	0%	549.7	117
	2006	100%	95%	100%	91%	100%	100%	100%	100%	0%	552.8	117
	2005	100%	98%	100%	93%	100%	100%	100%	100%	0%	509.8	122
	2004	97%	94%	97%	n/a	97%	97%	97%	97%	3%	472.2	131
	2003	98%	86%	98%	n/a	98%	98%	94%	98%	2%	-	123
RBKC	2007	97%	74%	95%	63%	95%	97%	91%	97%	3%	438.2	328
	2006	98%	65%	95%	58%	94%	98%	87%	98%	2%	415.1	330
	2005	97%	66%	91%	59%	90%	98%	81%	96%	4%	378.4	315
	2004	93%	61%	88%	n/a	86%	95%	79%	93%	7%	356.5	314
	2003	92%	57%	91%	n/a	89%	96%	77%	95%	5%	-	321
National average	2007	93%	55%	90%	41%	87%	99%	77%	99%	1%	353.0	-
	2006	92%	52%	88%	40%	86%	98%	74%	97%	3%	339.2	-
	2005	91%	49%	87%	n/a	85%	98%	72%	96%	4%	323.5	-
	2004	91%	46%	86%	n/a	84%	97%	70%	95%	5%	313.2	-
	2003	90%	45%	86%	n/a	84%	95%	69%	94%	6%	-	-
GIRLS												
Holland Park	2007	98%	66%	97%	53%	97%	98%	92%	98%	2%	413.1	91
	2006	100%	63%	98%	47%	98%	100%	96%	99%	1%	396.4	83
	2005	99%	48%	93%	32%	92%	99%	77%	99%	1%	310.2	97
	2004	94%	39%	90%	n/a	86%	97%	78%	96%	4%	304.3	103
	2003	89%	36%	87%	n/a	84%	100%	78%	96%	4%	-	91
St Thomas More	2007	92%	70%	92%	57%	92%	95%	93%	93%	7%	406.9	61
	2006	100%	62%	100%	50%	98%	100%	91%	100%	0%	390.5	58
	2005	98%	60%	94%	45%	94%	98%	81%	98%	2%	361.6	47
	2004	97%	69%	93%	n/a	89%	100%	89%	100%	0%	378.9	61
	2003	95%	75%	92%	n/a	90%	98%	90%	98%	2%	-	59
Sion Manning	2007	96%	56%	95%	43%	94%	100%	87%	100%	0%	350.9	112
	2006	96%	60%	95%	54%	95%	99%	89%	99%	1%	346.5	111
	2005	83%	63%	82%	56%	81%	100%	82%	100%	0%	331.2	118
	2004	96%	50%	93%	n/a	93%	98%	86%	98%	2%	331.1	101
	2003	92%	62%	90%	n/a	89%	96%	81%	96%	4%	-	113
RBKC	2007	93%	61%	93%	49%	92%	96%	88%	96%	4%	376.7	270
	2006	97%	61%	96%	50%	95%	98%	91%	98%	2%	367.3	256
	2005	91%	57%	88%	45%	87%	99%	80%	99%	1%	327.5	263
	2004	95%	50%	92%	n/a	89%	98%	83%	98%	2%	331.7	265
	2003	90%	55%	88%	n/a	86%	97%	81%	95%	5%	-	267
National average	2007	96%	64%	93%	50%	91%	100%	85%	99%	1%	390.0	-
	2006	95%	62%	93%	48%	91%	99%	83%	98%	2%	379.1	-
	2005	95%	59%	92%	n/a	90%	99%	82%	98%	2%	365.8	-
	2004	94%	57%	91%	n/a	89%	98%	80%	97%	3%	354.7	-
	2003	93%	56%	91%	n/a	89%	97%	80%	96%	4%	-	-

TABLE 2
SUBJECT SUMMARY - ENGLISH MATHS, SCIENCE
AND MODERN LANGUAGES, 2006-2007

	Level 1 in functional English and maths	Level 2 in functional English and maths	2 sciences Grades A*-C	1+ GCSEs in modern languages Grades A*-C	1+ GCSEs in modern languages Grades A*-G	January Roll
Holland Park						
2007 Boys	94%	51%	58%	20%	27%	139
2007 Girls	97%	53%	52%	33%	37%	91
2007	95%	52%	55%	25%	31%	230
2006	95%	41%	n/a	n/a	n/a	228
St Thomas More						
2007 Boys	97%	43%	51%	36%	94%	67
2007 Girls	92%	57%	54%	69%	93%	61
2007	95%	50%	52%	52%	94%	128
2006	96%	50%	n/a	n/a	n/a	121
Sion Manning						
2007	99%	44%	35%	48%	59%	112
2006	95%	57%	n/a	n/a	n/a	111
Cardinal Vaughan						
2007	100%	95%	91%	61%	88%	117
2006	100%	92%	n/a	n/a	n/a	117
RBKC						
2007 Boys	95%	64%	67%	38%	62%	328
2007 Girls	94%	49%	44%	47%	58%	270
2007	95%	57%	57%	42%	60%	598
2006	95%	56%	n/a	n/a	n/a	586
National 2007 *						
Boys	89%	46%	38%	25%	41%	n/a
Girls	93%	54%	40%	37%	52%	n/a
Total	91%	50%	39%	31%	46%	n/a

Source for 2007 national data: "GCSE and equivalent results in England, 2006/2007 (provisional): October 2007", published October 2007.

* 2 sciences nationally includes double award only.

Policy and Performance/JA/07 EXAM T2.XLS

**TABLE 3
GCSE RESULTS BY GRADE AND SUBJECT - 2007**

Holland Park	GCSE Grade:												2007	2007	2006	2006	2005	2005	2004	2004	2003	2003	2007	2007
	A*	A	B	C	D	E	F	G	U	Abs	Total	A*-C	A*-G	A*-C	A*-G	A*-C	A*-G	A*-C	A*-G	A*-C	A*-G	A*-C	A*-G	
Number	63	169	315	480	246	164	89	25	23		1574													
%	4%	11%	20%	30%	16%	10%	6%	2%	1%		100%	65%	99%	53%	95%	48%	90%	38%	92%	42%	94%	63%	98%	
Maths	6	16	45	63	37	29	20	5	2		223	58%	99%	51%	96%	38%	92%	32%	94%	37%	98%	55%	96%	
English	4	24	61	66	33	19	12	1	3		223	70%	99%	62%	97%	56%	93%	47%	94%	36%	99%	62%	99%	
Science (double)	18	32	64	140	62	64	40	16	10		446	57%	98%	39%	94%	43%	87%	31%	92%	40%	92%	59%	98%	
Geography		6	14	32	19	8	4	2	1		86	60%	99%	38%	87%	81%	92%	50%	98%	25%	100%	67%	98%	
History	2	8	9	4	8	6					37	62%	100%	56%	97%	78%	100%	63%	100%	70%	100%	68%	98%	
English Literature	2	25	50	79	41	16	6		2		221	71%	99%	67%	96%	59%	94%	44%	88%	49%	95%	69%	98%	
Art and Design	2	10	14	18	5	5	1				55	80%	100%	58%	98%	42%	90%	61%	96%	70%	96%	73%	100%	
French	4	5	7	8	5	1	1	1			32	75%	100%	61%	98%	58%	93%	26%	92%	34%	88%	67%	100%	
Music		1	3	4		1	1				10	80%	100%	34%	97%	41%	95%	49%	93%	69%	97%	74%	98%	
Drama		6	19	21	12	3					61	75%	100%	55%	100%	66%	98%	84%	100%	52%	100%	72%	99%	
Dance		1	3	6	2		1		1		14	71%	93%	76%	97%	59%	96%	35%	100%	25%	100%	55%	98%	
Media	1	6	13	14	7	4			4		49	69%	92%	51%	90%	38%	77%	46%	83%	28%	85%	62%	97%	
Religious Studies	2	12	3	3		1					21	95%	100%	100%	100%	86%	100%	86%	100%	52%	71%	72%	98%	
Sport/P.E.	3	7	5	15	14	4					48	63%	100%	39%	97%	50%	94%	38%	100%	33%	100%	62%	100%	
Arabic	2	2		1		1	1				7	71%	100%	67%	83%	35%	65%	82%	100%	78%	100%	n/a	n/a	
Spanish	9	6	4	5	1	2	1				28	86%	100%	67%	97%	34%	85%	22%	83%	36%	78%	71%	100%	
Other languages	8	2	1	1			1				13	92%	100%	88%	100%	88%	94%	75%	100%	n/a	n/a	83%	99%	

TABLE 3 (CONTINUED)
GCSE RESULTS BY GRADE AND SUBJECT - 2007

Sion Manning	GCSE Grade:											2007	2007	2006	2006	2005	2005	2004	2004	2003	2003	2007	2007
	A*	A	B	C	D	E	F	G	U	Abs	Total	A*-C	A*-G	A*-C	A*-G	A*-C	A*-G	A*-C	A*-G	A*-C	A*-G	A*-C	A*-G
Number	33	108	157	221	177	132	30	10	5		873	59%	99%	66%	99%	70%	99%	62%	99%	57%	98%	63%	98%
%	4%	12%	18%	25%	20%	15%	3%	1%	1%		100%												
Maths		7	14	27	27	24	4	2	1		106	45%	99%	63%	100%	71%	100%	39%	99%	44%	99%	55%	96%
English	1	19	20	26	28	15	2	1			112	59%	100%	69%	100%	74%	100%	71%	100%	72%	99%	62%	99%
Science (double)	6	4	20	48	28	30					136	57%	100%	63%	100%	82%	100%	68%	100%	39%	96%	59%	98%
Geography	1	2	1	1	5	1	3				14	36%	100%	21%	100%	67%	100%	65%	100%	62%	98%	67%	98%
History		5	8	2	4						19	79%	100%	50%	92%	70%	100%	87%	100%	29%	96%	68%	98%
English Literature	2	22	26	27	20	9	3				109	71%	100%	84%	100%	75%	99%	63%	98%	67%	97%	69%	98%
Art and Design (3D stu		2	4	2		1					9	89%	100%	76%	100%	n/a	n/a	n/a	n/a	n/a	n/a	73%	100%
Art and Design (Textile		6	7	14	4						31	87%	100%	100%	100%	100%	100%	100%	100%	n/a	n/a	73%	100%
Art and Design	5	6	10	9	1						31	97%	100%	100%	100%	98%	98%	87%	97%	93%	100%	73%	100%
French	1	4	16	23	9	3		1			57	77%	100%	54%	100%	60%	100%	54%	93%	63%	99%	67%	100%
Music		1	6	11	1						19	95%	100%	56%	100%	81%	100%	86%	100%	100%	100%	74%	98%
Drama		6	4	6	2	2					20	80%	100%	82%	100%	87%	100%	73%	100%	44%	100%	72%	99%
Dance				3	2	4	1				10	30%	100%		100%	n/a	n/a	n/a	n/a	n/a	n/a	55%	98%
Latin				1	2	1			1		5	20%	80%	33%	67%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Sport/P.E. Studies	1	2	2	2	10	3	1				21	33%	100%	67%	100%	67%	100%	56%	100%	61%	100%	62%	100%
Religious studies	7	14	15	14	23	22	7	3	2		107	47%	98%	68%	99%	63%	97%	61%	98%	67%	97%	72%	98%
Spanish	8	2	3	4							17	100%	100%	100%	100%	80%	100%	72%	100%	92%	100%	71%	100%
Other languages	1	6	1			1	1				10	80%	100%	100%	100%	100%	100%	100%	100%	n/a	n/a	83%	99%
Science (single)				1	11	16	8	3	1		40	3%	98%	11%	98%	21%	97%	10%	98%	n/a	n/a	26%	94%

TABLE 3 (CONTINUED)
GCSE RESULTS BY GRADE AND SUBJECT - 2007

St Thomas More	GCSE Grade:												2007	2007	2006	2006	2005	2005	2004	2004	2003	2003	2007	2007
	A*	A	B	C	D	E	F	G	U	Abs	Total	A*-C	A*-G	A*-C	A*-G	A*-C	A*-G	A*-C	A*-G	A*-C	A*-G	A*-C	A*-G	
Number	56	154	221	324	251	129	48	17	12		1212	62%	99%	55%	98%	60%	97%	68%	99%	74%	99%	63%	98%	
%	5%	13%	18%	27%	21%	11%	4%	1%	1%		100%													
Maths	1	14	19	37	29	16	5	1	1		123	58%	99%	54%	99%	51%	96%	55%	97%	62%	97%	55%	96%	
English	9	18	30	31	23	7	2	1	2		123	72%	98%	68%	100%	68%	97%	74%	100%	79%	98%	62%	99%	
Science (double)		30	26	78	48	24	6				212	63%	100%	62%	100%	64%	100%	70%	100%	74%	100%	59%	98%	
Geography			2	9	3	1	2				17	65%	100%	n/a	n/a	45%	100%	45%	100%	60%	100%	67%	98%	
Home Economics		2	4	8	1						15	93%	100%	23%	100%	n/a	n/a	n/a	n/a	n/a	n/a	55%	97%	
History	2	7	9	5	12	3		2			40	58%	100%	60%	96%	78%	98%	80%	100%	73%	100%	68%	98%	
English Literature	9	17	39	12	25	12	5		2		121	64%	98%	71%	100%	64%	96%	75%	99%	73%	95%	69%	98%	
Design and Technology			4	13	12	7	1	3	4		44	39%	91%	30%	93%	33%	94%	56%	98%	59%	98%	60%	97%	
Art and Design		5	12	15	4	2		1	1		40	80%	98%	73%	100%	64%	100%	72%	100%	90%	100%	73%	100%	
Business Studies	2	7	9	39	7	4					68	84%	100%	42%	97%	69%	100%	37%	100%	73%	98%	62%	97%	
French	2	1	7	15	14	7	5	3			54	46%	100%	35%	97%	59%	100%	79%	100%	98%	100%	67%	100%	
Music		7	6	4	1		1				19	89%	100%	80%	100%	85%	100%	82%	91%	85%	100%	74%	98%	
Drama		3	6	4		1					14	93%	100%	47%	100%	6%	100%	57%	100%	63%	94%	72%	99%	
Religious studies	17	23	25	23	21	5	6	1	1		122	72%	99%	71%	97%	87%	99%	95%	100%	100%	100%	72%	98%	
ICT		4	8	9	15	5	2				43	49%	100%	48%	100%	50%	69%	40%	100%	50%	100%	65%	97%	
Sport/P.E			3	3	21	13	4				44	14%	100%	15%	100%	44%	100%	79%	100%	75%	100%	62%	100%	
Spanish	11	8	10	12	8	15	9	4	1		78	53%	99%	50%	91%	49%	96%	68%	100%	84%	100%	71%	100%	
Other languages	3	8	2	5	1						19	95%	100%	73%	100%	84%	100%	88%	100%	n/a	n/a	83%	99%	
Science (single)				2	6	7		1			16	13%	100%		100%	5%	95%	11%	100%	40%	100%	26%	94%	

TABLE 3 (CONTINUED)
GCSE RESULTS BY GRADE AND SUBJECT - 2007

Cardinal Vaughan	GCSE Grade:												2007	2007	2006	2006	2005	2005	2004	2004	2003	2003	2007	2007
	A*	A	B	C	D	E	F	G	U	Abs	Total	A*-C	A*-G	A*-C	A*-G	A*-C	A*-G	A*-C	A*-G	A*-C	A*-G	A*-C	A*-G	
Number	219	304	268	195	69	5	1				1061	93%	100%	93%	100%	94%	100%	93%	100%	86%	100%	63%	98%	
%	21%	29%	25%	18%	7%	0%	0%				100%													
Number of which:																								
Maths	25	48	32	10	2						117	98%	100%	95%	100%	93%	100%	94%	100%	89%	100%	55%	96%	
English	18	35	35	25	4						117	97%	100%	97%	100%	100%	100%	97%	100%	89%	100%	62%	99%	
Science (double)	42	66	58	46	8						220	96%	100%	97%	100%	99%	100%	99%	100%	90%	100%	59%	98%	
Geography	10	9	12	7	5						43	88%	100%	77%	100%	78%	100%	91%	100%	84%	100%	67%	98%	
History	2	18	14	7	4	1					46	89%	100%	86%	100%	96%	100%	96%	100%	89%	100%	68%	98%	
English Literature	22	40	32	23							117	100%	100%	97%	100%	99%	100%	98%	100%	88%	100%	69%	98%	
Design and Technology	5	17	17	22	4						65	94%	100%	99%	100%	94%	99%	90%	100%	87%	100%	60%	97%	
Art and Design	3	1	3	2	1						10	90%	100%	100%	100%	100%	100%	67%	100%	100%	100%	73%	100%	
French	18	9	15	26	31	1	1				101	67%	100%	87%	100%	90%	100%	79%	99%	100%	100%	67%	100%	
Music	6	11	3	1							21	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	74%	98%	
Classical civ.		3	9	4							16	100%	100%	71%	93%	74%	100%	82%	100%	68%	100%	88%	99%	
Religious studies	25	35	29	13	1	3					106	96%	100%	88%	100%	93%	100%	98%	100%	84%	100%	72%	98%	
Sport/P.E.	5	1	4	4	3						17	82%	100%	68%	100%	65%	100%	83%	100%	79%	100%	62%	100%	
Latin	12	1	2	1							16	100%	100%	96%	100%	100%	100%	100%	100%	93%	100%	n/a	n/a	
Science (single)				3	4						7	43%	100%	44%	100%	100%	100%	50%	100%	0%	100%	26%	94%	
Spanish	6		2	1	2						11	82%	100%	100%	100%	100%	100%	100%	100%	100%	100%	71%	100%	
Statistics	20	10	1								31	100%	100%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71%	98%	

TABLE 3 (CONTINUED)
GCSE RESULTS BY GRADE AND SUBJECT - 2007

All schools	GCSE Grade:											2007	2007	2006	2006	2005	2005	2004	2004	2003	2003	2007	2007
	A*	A	B	C	D	E	F	G	U	Abs	Total	A*-C	A*-G	A*-C	A*-G	A*-C	A*-G	A*-C	A*-G	A*-C	A*-G	A*-C	A*-G
Number	371	735	961	1220	743	430	168	52	40		4720												
%	8%	16%	20%	26%	16%	9%	4%	1%	1%		100%	70%	99%	64%	98%	66%	96%	62%	97%	62%	97%	63%	98%
Maths	32	85	110	137	95	69	29	8	4		569	64%	99%	63%	98%	59%	96%	52%	97%	55%	98%	55%	96%
English	32	96	146	148	88	41	16	3	5		575	73%	99%	72%	99%	72%	97%	68%	98%	64%	99%	62%	99%
Science (double)	66	132	168	312	146	118	46	16	10		1014	67%	99%	56%	97%	63%	94%	57%	96%	54%	96%	59%	98%
Geography	11	17	29	49	32	10	9	2	1		160	66%	99%	52%	94%	73%	98%	66%	99%	65%	99%	67%	98%
History	6	38	40	18	28	10		2			142	72%	100%	63%	96%	82%	99%	83%	100%	61%	99%	68%	98%
English Literature	35	104	147	141	86	37	14		4		568	75%	99%	77%	98%	72%	97%	66%	95%	66%	97%	69%	98%
Design and Technology	5	17	21	35	16	7	1	3	4		109	72%	96%	60%	96%	49%	89%	54%	93%	64%	99%	60%	97%
Art and Design	10	30	50	60	15	8	1	1	1		176	85%	99%	77%	99%	63%	95%	72%	98%	82%	98%	73%	100%
French	25	19	45	72	59	12	7	5			244	66%	100%	62%	99%	71%	99%	62%	97%	58%	95%	67%	100%
Music	6	20	18	20	2	1	2				69	93%	100%	59%	99%	61%	97%	72%	96%	85%	99%	74%	98%
Drama		15	29	31	14	6					95	79%	100%	56%	100%	58%	99%	78%	100%	52%	99%	72%	99%
Dance		1	3	9	4	4	2		1		24	54%	96%	61%	97%	59%	96%	35%	100%	25%	100%	55%	98%
Media	1	6	13	14	7	4			4		49	69%	92%	51%	90%	37%	80%	46%	83%	28%	85%	62%	97%
Business studies	2	7	9	39	7	4					68	84%	100%	42%	97%	69%	100%	27%	98%	58%	99%	62%	97%
Religious studies	51	84	72	53	45	31	13	4	3		356	73%	99%	78%	99%	81%	99%	86%	99%	80%	97%	72%	98%
ICT		4	8	9	15	5	2				43	49%	100%	51%	95%	50%	92%	24%	95%	28%	86%	65%	97%
Home Economics		2	4	8	1						15	93%	100%	23%	100%	n/a	n/a	n/a	n/a	n/a	n/a	55%	97%
Other languages	48	34	23	29	12	19	13	4	1		183	73%	99%	69%	94%	60%	92%	65%	96%	71%	96%	83%	99%
Classical civ.		3	9	4							16	100%	100%	71%	93%	74%	100%	82%	100%	68%	100%	88%	99%
Latin	12	1	2	2	2	1			1		21	81%	95%	90%	97%	100%	100%	100%	100%	93%	100%	n/a	n/a
Sport/P.E.	9	10	14	24	48	20	5				130	44%	100%	40%	99%	53%	98%	59%	100%	63%	100%	62%	100%
Statistics	20	10	1								31	100%	100%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71%	98%
Single science				6	21	23	8	4	1		63	10%	98%	12%	99%	25%	96%	17%	99%	23%	100%	26%	94%

TABLE 3 (continued)
OTHER COURSES BY GRADE AND SUBJECT - 2007

GCSE Short courses	Grade:										Total	2007 A*-C	2007 A*-G	2006 A*-C	2006 A*-G
	A*	A	B	C	D	E	F	G	U						
Holland Park															
Religious Studies	17	24	38	51	19	16	12	8	14		199	65%	93%	46%	94%
Sport/PE Studies	1	1	10	9	6	4					31	68%	100%	44%	100%
Total	18	25	48	60	25	20	12	8	14		230	66%	94%	46%	94%
Sion Manning															
Art and Design			2	4	8	1					15	40%	100%		100%
ICT				3		2					5	60%	100%	n/a	n/a
Sport/P.E. Studies			1								1	100%	100%	n/a	n/a
Total			3	7	8	3					21	48%	100%	n/a	n/a
St Thomas More															
Information Technology					1						1		100%	35%	100%
Cardinal Vaughan															
Religious Studies			2	2	4	1	1				10	40%	100%	n/a	n/a

Point score: A*=29 A=26 B=23 C=20 D=17 E=14 F=11 G=8

Entry equivalence = 0.5

GCSE Vocational double award	Grade:										Total	2007 A*-C	2007 A*-G	2006 A*-C	2006 A*-G
	AA*	AA	BB	CC	DD	EE	FF	GG	U						
Holland Park															
Business			1	18	20	7	2	1	1		50	38%	98%	52%	90%
Leisure and Tourism				2	8	9		2			21	10%	100%	n/a	n/a
Total			1	20	28	16	2	3	1		71	30%	99%	38%	85%
Sion Manning															
Information Technology		2	5	7	2						16	88%	100%	100%	100%
Art and design	1	7	2	1							11	100%	100%	n/a	n/a
Total	1	9	7	8	2						27	93%	100%	45%	95%
Cardinal Vaughan															
Business Studies	1	3	7	1							12	100%	100%	100%	100%
Engineering	1	1	10	1	6	2	2				23	57%	100%	92%	100%
ICT	6	26	40	25	3	1		1			102	95%	100%	92%	100%
Total	8	30	57	27	9	3	2	1			137	89%	100%	93%	100%

Point score: AA*=116 AA=104 BB=92 CC=80 DD=68 EE=56 FF=44 GG=32

Entry equivalence = 2

TABLE 3 (continued)
OTHER COURSES BY GRADE AND SUBJECT - 2007

VRQ Level 2	Grade:		
	P	M	D
Holland Park Self development (46 points)	179		
Sion Manning Prep for employment (23 points)	3		
Prep for work *	0		
St Thomas More Early learning **	7	1	1

* Three entries, entry equivalence=0.5

** P=80 points, M=98 and D=110

Entry equivalence = 2 (early learning), 1 (self development) and 0.5 (Prep for employment)

Other general qualifications at Level 2	Grade:			
	M	C	P	Total
Holland Park Applied ICT *	20	31	58	109
Applied ICT **		3	4	7

* M = 104 points, C = 92 points and P = 80 points: Entry equivalence = 2.

** C = 46 points and P = 40 points: Entry equivalence = 1.

VRQ Level 1	Grade:
	P
Holland Park Travel and Tourism (38 points)	8
Sion Manning Computer use (13 points)	1
Prep for employment (13 points)	8
Salon reception (50 points)	1
Signing English *	0
Sports leadership (6 points)	14
Travel and tourism (38 points)	6
Total	30
St Thomas More Sports leadership (6 points)	1
Cardinal Vaughan Computer use (13 points)	5

* One entry, entry equivalence=0.5

Point scores for VRQ Level 1 qualifications as shown

Entry equivalence = 0.25 (6 points), 0.5 (13 points), 2 (38 points or more).

Other general qualifications at Level 1	Grade:					
	D	M	C	P	U	Total
Holland Park Applied ICT *	59	4	1	7	15	86
Applied ICT **	2	2	11	2	1	18

*D=40 points, M=34 points, C=28 points and P=19 points: Entry equivalence = 1.

** D=80 points, M=68 points, C=56 points and P=38 points: Entry equivalence = 2.

**TABLE 3 (continued)
OTHER COURSES BY GRADE AND SUBJECT - 2007**

ELQ Band C	Grade:					
	3	2	1	U	Abs	Total
Sion Manning						
Geography	1					1
History	1					1
Science SA		1				1
Cardinal Vaughan						
D&T resistant materials		1				1

Point score: 3=14, 2=12, 1=10

Entry equivalence = 1 (qualifications do not contribute to Level 1).

AS LEVELS	Grade:								
	A	B	C	D	E	N	U	Abs	Total
Holland Park									
Polish				1					1
Sion Manning									
French			1						1
Italian		1							1
Mathematics	1		2	2	1				6
Polish		1							1
Spanish	4	2							6
Total	5	4	3	2	1				15
St Thomas More									
Polish	2								2
Portuguese	1		1						2
Cardinal Vaughan									
Polish	4								4

Point score: A=135, B=120, C=105, D=90, E=75

Entry equivalence = 2; All AS Levels at Grades A-E contribute GCSE equivalence of 2 Grades A*-C

**TABLE 4
GCSE RESULTS BY GRADE, SEX AND SUBJECT - 2007**

Holland Park	Boys GCSE Grade:											2007	2007	2007	2007	Girls GCSE Grade:											2007	2007	2007	2007
	A*	A	B	C	D	E	F	G	U	Total	RBKC Boys	A*-G	National Boys	A*-G	A*	A	B	C	D	E	F	G	U	Total	RBKC Girls	A*-G	National Girls	A*-G		
Number	29	85	171	309	161	98	53	11	17	934					34	84	144	171	85	66	36	14	6	640						
%	3%	9%	18%	33%	17%	10%	6%	1%	2%	100%	64%	98%	60%	98%	5%	13%	23%	27%	13%	10%	6%	2%	1%	100%	68%	99%	67%	98%		
Maths	5	10	25	40	24	12	14	3	1	134	60%	99%	55%	96%	1	6	20	23	13	17	6	2	1	89	56%	99%	56%	96%		
English	1	13	34	42	22	10	8	1	3	134	67%	98%	55%	98%	3	11	27	24	11	9	4			89	73%	100%	69%	99%		
Science (double)	8	24	36	92	34	40	22	4	8	268	60%	97%	58%	98%	10	8	28	48	28	24	18	12	2	178	53%	99%	59%	99%		
Geography		4	12	22	15	7	1	2	1	64	59%	98%	64%	98%		2	2	10	4	1	3			22	64%	100%	70%	98%		
History		4	6	2	6	2				20	60%	100%	65%	97%	2	4	3	2	2	4				17	65%	100%	71%	98%		
English Literature	1	11	30	51	24	11	3		1	132	70%	99%	63%	98%	1	14	20	28	17	5	3		1	89	71%	99%	75%	99%		
Art and Design	1		5	12	5	4	1			28	64%	100%	62%	99%	1	10	9	6		1				27	96%	100%	80%	100%		
French	4	2	3	4	3	1		1		18	72%	100%	61%	99%		3	4	4	2		1			14	79%	100%	71%	100%		
Music			2	3		1	1			7	71%	100%	71%	97%		1	1	1						3	100%	100%	77%	98%		
Drama		1	5	14	10	1				31	65%	100%	65%	99%		5	14	7	2	2				30	87%	100%	77%	100%		
Dance					1					1		100%	46%	96%		1	3	6	1		1			13	77%	92%	56%	99%		
Media		2	5	9	6	4			3	29	55%	90%	54%	97%	1	4	8	5	1				1	20	90%	95%	70%	98%		
Religious Studies	1	4	1	2						8	100%	100%	65%	97%	1	8	2	1		1				13	92%	100%	76%	99%		
Sport/P.E.		5	4	13	10	4				36	61%	100%	62%	100%	3	2	1	2	4					12	67%	100%	63%	100%		
Arabic		1		1			1			3	67%	100%	n/a	n/a	2	1				1				4	75%	100%	n/a	n/a		
Spanish	2	3	3	1	1	1	1			12	75%	100%	65%	99%	7	3	1	4		1				16	94%	100%	74%	100%		
Other languages	6	1		1			1			9	89%	100%	80%	99%	2	1	1							4	100%	100%	85%	99%		

**TABLE 4 (CONTINUED)
GCSE RESULTS BY GRADE, SEX AND SUBJECT - 2007**

Sion Manning	Boys GCSE Grade:										2007	2007	Girls GCSE Grade:										2007	2007	2007	2007													
	A*	A	B	C	D	E	F	G	U	Total	RBKC Boys A*-C	A*-G	National Boys A*-C	A*-G	A*	A	B	C	D	E	F	G	U	Total	RBKC Girls A*-C	A*-G	National Girls A*-C	A*-G											
Number %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60%	98%	33	108	157	221	177	132	30	10	5	873	59%	99%	67%	98%	4%	12%	18%	25%	20%	15%	3%	1%	1%	100%	
Maths	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	55%	96%		7	14	27	27	24	4	2	1	106	45%	99%	56%	96%											
English	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	55%	98%	1	19	20	26	28	15	2	1		112	59%	100%	69%	99%											
Science (double)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58%	98%	6	4	20	48	28	30				136	57%	100%	59%	99%											
Geography	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	64%	98%	1	2	1	1	5	1	3			14	36%	100%	70%	98%											
History	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65%	97%		5	8	2	4					19	79%	100%	71%	98%											
English Literature	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	63%	98%	2	22	26	27	20	9	3			109	71%	100%	75%	99%											
Art and Design (3D)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	62%	99%		2	4	2		1				9	89%	100%	80%	100%											
Art and Design (Txt)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	62%	99%		6	7	14	4					31	87%	100%	80%	100%											
Art and Design	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	62%	99%	5	6	10	9	1					31	97%	100%	80%	100%											
French	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	61%	99%	1	4	16	23	9	3		1		57	77%	100%	71%	100%											
Music	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71%	97%		1	6	11	1					19	95%	100%	77%	98%											
Drama	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65%	99%		6	4	6	2	2				20	80%	100%	77%	100%											
Dance	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46%	96%				3	2	4	1			10	30%	100%	56%	99%											
Latin	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				1	2	1			1	5	20%	80%	n/a	n/a											
Sport/P.E. Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	62%	100%	1	2	2	2	10	3	1			21	33%	100%	63%	100%											
Religious studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65%	97%	7	14	15	14	23	22	7	3	2	107	47%	98%	76%	99%											
Spanish	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65%	99%	8	2	3	4						17	100%	100%	74%	100%											
Other languages	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	80%	99%	1	6	1			1	1			10	80%	100%	85%	99%											
Science (single)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23%	94%				1	11	16	8	3	1	40	3%	98%	28%	95%											

TABLE 4 (CONTINUED)
GCSE RESULTS BY GRADE, SEX AND SUBJECT - 2007

St Thomas More	Boys GCSE Grade:										2007	2007	2007	2007	Girls GCSE Grade:										2007	2007	2007	2007
	A*	A	B	C	D	E	F	G	U	Total	RBKC Boys A*-C	RBKC Boys A*-G	National Boys A*-C	National Boys A*-G	A*	A	B	C	D	E	F	G	U	Total	RBKC Girls A*-C	RBKC Girls A*-G	National Girls A*-C	National Girls A*-G
Number %	13 2%	63 10%	98 15%	169 26%	155 24%	85 13%	41 6%	14 2%	9 1%	647 100%	53%	99%	60%	98%	43 8%	91 16%	123 22%	155 27%	96 17%	44 8%	7 1%	3 1%	3 1%	565 100%	73%	99%	67%	98%
Maths		6	9	20	16	9	5	1		66	53%	100%	55%	96%	1	8	10	17	13	7			1	57	63%	98%	56%	96%
English	2	8	10	21	16	5	2	1	1	66	62%	98%	55%	98%	7	10	20	10	7	2			1	57	82%	98%	69%	99%
Science (double)		16	12	40	24	16	4			112	61%	100%	58%	98%		14	14	38	24	8	2			100	66%	100%	59%	99%
Geography			2	4			2			8	75%	100%	64%	98%				5	3	1				9	56%	100%	70%	98%
Home Economics				2						2	100%	100%	43%	94%		2	4	6	1					13	92%	100%	56%	97%
History		3	3	3	7	2		1		19	47%	100%	65%	97%	2	4	6	2	5	1		1		21	67%	100%	71%	98%
English Literature	2	7	16	8	18	9	4		1	65	51%	98%	63%	98%	7	10	23	4	7	3	1		1	56	79%	98%	75%	99%
Design and Technology			1	8	11	5	1	2	4	32	28%	88%	60%	97%			3	5	1	2		1		12	67%	100%	60%	97%
Art and Design		1	4	2	1	1		1	1	11	64%	91%	62%	99%		4	8	13	3	1				29	86%	100%	80%	100%
Business Studies	1	2	4	25	3	1				36	89%	100%	60%	97%	1	5	5	14	4	3				32	78%	100%	64%	98%
French		1	3	4	8	3	5	3		27	30%	100%	61%	99%	2		4	11	6	4				27	63%	100%	71%	100%
Music		3	3	4	1		1			12	83%	100%	71%	97%		4	3							7	100%	100%	77%	98%
Drama			4	3		1				8	88%	100%	65%	99%		3	2	1						6	100%	100%	77%	100%
Religious studies	5	9	15	11	16	4	4	1	1	66	61%	98%	65%	97%	12	14	10	12	5	1	2			56	86%	100%	76%	99%
ICT		3	4	5	10	3	2			27	44%	100%	65%	97%		1	4	4	5	2				16	56%	100%	65%	97%
Sport/P.E			2	2	16	10	4			34	12%	100%	62%	100%			1	1	5	3				10	20%	100%	63%	100%
Spanish	2	4	6	4	5	11	7	3	1	43	37%	98%	65%	99%	9	4	4	8	3	4	2	1		35	71%	100%	74%	100%
Other languages	1			1	1					3	67%	100%	80%	99%	2	8	2	4						16	100%	100%	85%	99%
Science (single)				2	2	5		1		10	20%	100%	23%	94%					4	2				6		100%	28%	95%

**TABLE 4 (CONTINUED)
GCSE RESULTS BY GRADE, SEX AND SUBJECT - 2007**

Cardinal Vaughan	Boys GCSE Grade:											2007	2007	Girls GCSE Grade:											2007	2007	2007	2007		
	A*	A	B	C	D	E	F	G	U	Total	RBKC Boys A*-C	RBKC Boys A*-G	National Boys A*-C	National Boys A*-G	A*	A	B	C	D	E	F	G	U	Total	RBKC Girls A*-C	RBKC Girls A*-G	National Girls A*-C	National Girls A*-G		
Number	219	304	268	195	69	5	1			1061	93%	100%	60%	98%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	67%	98%
%	21%	29%	25%	18%	7%	0%	0%			100%																				
Number of which:																														
Maths	25	48	32	10	2					117	98%	100%	55%	96%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56%	96%
English	18	35	35	25	4					117	97%	100%	55%	98%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69%	99%
Science (double)	42	66	58	46	8					220	96%	100%	58%	98%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59%	99%
Geography	10	9	12	7	5					43	88%	100%	64%	98%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	70%	98%
History	2	18	14	7	4	1				46	89%	100%	65%	97%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71%	98%
English Literature	22	40	32	23						117	100%	100%	63%	98%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	75%	99%
Design and Technology	5	17	17	22	4					65	94%	100%	60%	97%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60%	97%
Art and Design	3	1	3	2	1					10	90%	100%	62%	99%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	80%	100%
French	18	9	15	26	31	1	1			101	67%	100%	61%	99%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71%	100%
Music	6	11	3	1						21	100%	100%	71%	97%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77%	98%
Classical civ.		3	9	4						16	100%	100%	88%	98%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	89%	99%
Religious studies	25	35	29	13	1	3				106	96%	100%	65%	97%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76%	99%
Sport/P.E.	5	1	4	4	3					17	82%	100%	62%	100%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	63%	100%
Latin	12	1	2	1						16	100%	100%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Science (single)				3	4					7	43%	100%	23%	94%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28%	95%
Spanish	6		2	1	2					11	82%	100%	65%	99%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	74%	100%
Statistics	20	10	1							31	100%	100%	70%	98%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73%	98%

TABLE 4 (CONTINUED)
GCSE RESULTS BY GRADE, SEX AND SUBJECT - 2007

All schools	Boys GCSE Grade:										2007	2007	Girls GCSE Grade:										2007	2007	2007	2007			
	A*	A	B	C	D	E	F	G	U	Total	RBKC Boys A*-C	RBKC Boys A*-G	National Boys A*-C	National Boys A*-G	A*	A	B	C	D	E	F	G	U	Total	RBKC Girls A*-C	RBKC Girls A*-G	National Girls A*-C	National Girls A*-G	
Number	261	452	537	673	385	188	95	25	26	2642					110	283	424	547	358	242	73	27	14	2078					
%	10%	17%	20%	25%	15%	7%	4%	1%	1%	100%	73%	99%	60%	98%	5%	14%	20%	26%	17%	12%	4%	1%	1%	100%	66%	99%	67%	98%	
Maths	30	64	66	70	42	21	19	4	1	317	73%	100%	55%	96%	2	21	44	67	53	48	10	4	3	252	53%	99%	56%	96%	
English	21	56	79	88	42	15	10	2	4	317	77%	99%	55%	98%	11	40	67	60	46	26	6	1	1	258	69%	100%	69%	99%	
Science (double)	50	106	106	178	66	56	26	4	8	600	73%	99%	58%	98%	16	26	62	134	80	62	20	12	2	414	57%	100%	59%	99%	
Geography	10	13	26	33	20	7	3	2	1	115	71%	99%	64%	98%	1	4	3	16	12	3	6			45	53%	100%	70%	98%	
History	2	25	23	12	17	5		1		85	73%	100%	65%	97%	4	13	17	6	11	5		1		57	70%	100%	71%	98%	
English Literature	25	58	78	82	42	20	7		2	314	77%	99%	63%	98%	10	46	69	59	44	17	7		2	254	72%	99%	75%	99%	
Design and Technology	5	17	18	30	15	5	1	2	4	97	72%	96%	60%	97%			3	5	1	2		1		12	67%	100%	60%	97%	
Art and Design	4	2	12	16	7	5	1	1	1	49	69%	98%	62%	99%	6	28	38	44	8	3				127	91%	100%	80%	100%	
French	22	12	21	34	42	5	6	4		146	61%	100%	61%	99%	3	7	24	38	17	7	1	1		98	73%	100%	71%	100%	
Music	6	14	8	8	1	1	2			40	90%	100%	71%	97%		6	10	12	1					29	97%	100%	77%	98%	
Drama		1	9	17	10	2				39	69%	100%	65%	99%		14	20	14	4	4				56	86%	100%	77%	100%	
Dance					1					1		100%	46%	96%		1	3	9	3	4	2		1	23	57%	96%	56%	99%	
Media		2	5	9	6	4			3	29	55%	90%	54%	97%	1	4	8	5	1				1	20	90%	95%	70%	98%	
Business studies	1	2	4	25	3	1				36	89%	100%	60%	97%	1	5	5	14	4	3				32	78%	100%	64%	98%	
Religious studies	31	48	45	26	17	7	4	1	1	180	83%	99%	65%	97%	20	36	27	27	28	24	9	3	2	176	63%	99%	76%	99%	
ICT		3	4	5	10	3	2			27	44%	100%	65%	97%		1	4	4	5	2				16	56%	100%	65%	97%	
Home Economics				2						2	100%	100%	43%	94%		2	4	6	1					13	92%	100%	56%	97%	
Other languages	17	9	11	9	9	12	10	3	1	81	57%	99%	80%	99%	31	25	12	20	3	7	3	1		102	86%	100%	85%	99%	
Classical civ.		3	9	4						16	100%	100%	88%	98%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	89%	99%
Latin	12	1	2	1						16	100%	100%	n/a	n/a				1	2	1			1	5	20%	80%	n/a	n/a	
Sport/P.E.	5	6	10	19	29	14	4			87	46%	100%	62%	100%	4	4	4	5	19	6	1			43	40%	100%	63%	100%	
Statistics	20	10	1							31	100%	100%	70%	98%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73%	98%
Single science				5	6	5		1		17	29%	100%	23%	94%				1	15	18	8	3	1	46	2%	98%	28%	95%	

**TABLE 5
YEAR 11: AVERAGE PERFORMANCE SCORES BY PUPIL CHARACTERISTICS - 2007**

	Borough			Holland Park			St Thomas More			Sion Manning			Cardinal Vaughan			National
	No.	% 5+ A*-C with Eng/math	APS	No.	% 5+ A*-C with Eng/math	APS	No.	% 5+ A*-C with Eng/math	APS	No.	% 5+ A*-C with Eng/math	APS	No.	% 5+ A*-C with Eng/math	APS	% 5+ A*-C with Eng/math
Total	598	57%	410.4	230	52%	402.8	128	49%	384.0	112	43%	350.9	117	93%	549.7	45%
Sex																
Boys	328	63%	438.2	139	51%	396.1	67	42%	363.2				117	93%	549.7	41%
Girls	270	49%	376.7	91	53%	413.1	61	57%	406.9	112	43%	350.9				50%
Special Need																
No SEN	470	67%	454.0	183	61%	444.9	96	60%	413.7	91	52%	381.4	100	97%	575.5	54%
Action	69	32%	316.3	21	29%	276.2	21	24%	338.7	13	8%	245.1	14	71%	408.9	13%
Action Plus	33	6%	198.1	23	9%	206.9	6	0%	160.5	4	0%	204.3				9%
Statemented	26	8%	141.8	3	0%	220.0	5	0%	272.8	4	0%	146.0	3	67%	348.3	4%
Meal entitlement																
Free Meal	146	47%	386.2	68	35%	377.4	29	59%	378.0	31	39%	337.0	18	83%	517.6	21%
Paid Meal	452	60%	418.3	162	59%	413.5	99	46%	385.8	81	44%	356.2	99	95%	555.6	49%
English fluency *																
Stage 1																n/a
Stage 2	2	0%	158.0	n/a	n/a	n/a				2	0%	158.0				n/a
Stage 3	61	44%	381.6	n/a	n/a	n/a	19	32%	336.3	31	42%	372.9	9	89%	592.3	n/a
Stage 4	81	63%	459.1	n/a	n/a	n/a	41	61%	458.5	25	52%	414.1	15	87%	536.0	n/a
E1L	224	63%	410.8	n/a	n/a	n/a	68	47%	352.5	54	41%	316.1	93	95%	547.8	46%
Arrival in school																
NC Yr 7	533	57%	415.7	188	49%	402.1	126	48%	382.5	102	44%	347.0	113	93%	552.0	n/a
NC YR 8/11	65	54%	367.7	42	62%	406.0	2	100%	484.0	10	30%	390.4	4	100%	486.3	n/a
Term of birth																
Autumn	215	62%	425.9	70	66%	427.3	48	46%	356.8	42	40%	368.2	52	92%	558.5	n/a
Spring	188	54%	405.4	83	39%	377.4	38	66%	435.0	31	39%	336.2	33	97%	543.7	n/a
Summer	195	54%	398.2	77	53%	407.9	42	38%	369.1	39	49%	343.9	32	91%	541.7	n/a
IDACI **																
Most deprived 20%	372	50%	394.1	156	46%	394.1	75	48%	397.9	89	38%	338.2	49	88%	513.3	25%
Other 80%	226	68%	437.3	74	64%	421.1	53	51%	364.5	23	61%	399.7	68	97%	576.0	44%

See Table 1 for Average Point Score calculation

Includes Parkwood Hall (11 pupils) in the borough averages but the school is not shown separately.

* The national figure for all EAL pupils is 43%; this does not take account of fluency stage; fluency stage was not available for Holland Park in 2007.

** A postcode measure of deprivation affecting children

TABLE 5 (continued)
YEAR 11: AVERAGE PERFORMANCE SCORES BY PUPIL CHARACTERISTICS - 2007

	Borough			Holland Park			St Thomas More			Sion Manning			Cardinal Vaughan			National
	No.	% 5+ A*-C with Eng/math	APS	No.	% 5+ A*-C with Eng/math	APS	No.	% 5+ A*-C with Eng/math	APS	No.	% 5+ A*-C with Eng/math	APS	No.	% 5+ A*-C with Eng/math	APS	% 5+ A*-C with Eng/math
Total	598	57%	410.4	230	52%	402.8	128	49%	384.0	112	43%	350.9	117	93%	549.7	45%
Ethnicity:																
White-British	201	59%	412.8	52	58%	423.0	51	45%	348.8	36	33%	320.5	55	96%	575.6	46%
White-Irish	28	71%	438.9	1	0%	198.0	6	33%	258.0	3	33%	317.0	18	94%	532.9	52%
White-Other	85	58%	459.9	21	67%	487.8	30	47%	434.6	18	44%	411.2	15	87%	558.4	46%
Black - African	55	58%	399.1	25	44%	376.2	8	63%	412.8	17	65%	397.9	5	100%	495.8	40%
Black - Caribbean	45	49%	352.9	15	40%	352.5	8	63%	400.3	16	44%	311.8	6	67%	400.3	33%
Black - Other	4	25%	357.3	1	0%	459.0				3	33%	323.3				33%
Indian	6	100%	567.2	3	100%	505.0							3	100%	629.3	62%
Pakistani	5	40%	361.8	5	40%	361.8										37%
Bangladeshi	7	57%	436.6	7	57%	436.6										41%
Other Asian	4	75%	438.0	4	75%	438.0										50%
Chinese	1	100%	616.0										1	100%	616.0	70%
Mixed-Wh/Asian	4	75%	412.0	3	67%	409.3				1	100%	420.0				58%
Mixed-Wh/African	10	40%	437.4	8	38%	441.8				1	0%	340.0	1	100%	500.0	42%
Mixed-Wh/Caribbean	19	42%	337.2	10	50%	323.2	5	40%	423.2	4	25%	264.5				34%
Mixed-Other	32	44%	353.3	17	29%	333.4	5	60%	450.4	2	50%	457.5	5	100%	494.0	48%
Other	82	60%	410.7	54	56%	399.0	14	64%	395.8	6	50%	374.9	8	88%	542.3	42%
Unclassified	10	30%	377.8	4	25%	427.8	1	0%	368.0	5	40%	339.9				40%

See Table 1 for Average Point Score calculation

Includes Parkwood Hall (11 pupils) in the borough averages but the school is not shown separately.

Policy and Performance/JA/2006 EXAM T5.XLS

TABLE 6
GCSE ACHIEVEMENT BY ATTENDANCE, 2007

	Number of pupils within each attendance group and achievement									
	Less than 90%			90% to 96%			96% or more			Total pupils
	No. of pupils	5+	%	No. of pupils	5+	%	No. of pupils	5+	%	
5 or more Grades A*-C inc. English and maths										
Holland Park	53	10	19%	37	23	62%	140	86	61%	230
St Thomas More	31	8	26%	33	18	55%	64	37	58%	128
Sion Manning	29	6	21%	20	4	20%	62	38	61%	111
Cardinal Vaughan	14	11	79%	21	19	90%	82	79	96%	117
Secondary Total	127	35	28%	111	64	58%	348	240	69%	586

	Number of pupils within each attendance group and achievement									
	Less than 90%			90% to 96%			96% or more			Total pupils
	No. of pupils	5+	%	No. of pupils	5+	%	No. of pupils	5+	%	
5 or more Grades A*-G inc. English and maths										
Holland Park	53	42	79%	37	37	100%	140	140	100%	230
St Thomas More	31	25	81%	33	32	97%	64	64	100%	128
Sion Manning	29	26	90%	20	19	95%	62	60	97%	111
Cardinal Vaughan	14	14	100%	21	21	100%	82	82	100%	117
Secondary Total	127	107	84%	111	109	98%	348	346	99%	586

	Number of pupils within each attendance group and achievement									
	Less than 90%			90% to 96%			96% or more			Total pupils
	No. of pupils	APS		No. of pupils	APS		No. of pupils	APS		
Average Point Score										
Holland Park	53	258.5		37	439.6		140	447.7		230
St Thomas More	31	294.8		33	399.2		64	419.4		128
Sion Manning	29	287.4		20	289.7		62	403.9		111
Cardinal Vaughan	14	435.3		21	540.3		82	571.7		117
Secondary Total	127	293.4		111	419.6		348	463.9		586

Data does not include Parkwood Hall.

Also excludes 2 pupils at Sion Manning for whom attendance was not available; includes student permanently excluded from previous school.

TABLE 7**Conversion rates KS3 (2005) to GCSE (2007)****KS3 Level 5 to Grace C at GCSE**

	English		Mathematics		Science	
	No.	%	No.	%	No.	%
Holland Park	84	74%	48	42%	62	61%
St Thomas More	65	62%	22	14%	52	40%
Sion Manning	48	44%	29	17%	38	42%
Cardinal Vaughan	27	85%	6	67%	12	58%
Borough	224	65%	105	30%	164	50%
National	n/a	57%	n/a	27%	n/a	43%

Conversion rates KS3 (2005) to GCSE (2007)**KS3 Level 6 to Grace B and above at GCSE**

	English		Mathematics		Science	
	No.	%	No.	%	No.	%
Holland Park	48	65%	60	30%	46	50%
St Thomas More	36	89%	49	18%	33	36%
Sion Manning	36	64%	32	19%	21	43%
Cardinal Vaughan	48	81%	10	60%	41	54%
Borough	168	74%	151	26%	141	47%
National	n/a	67%	n/a	27%	n/a	45%

Conversion rates KS3 (2005) to GCSE (2007)**KS3 Level 7 to Grace A and above at GCSE**

	English		Mathematics		Science	
	No.	%	No.	%	No.	%
Holland Park	27	59%	32	28%	29	52%
St Thomas More	8	100%	24	42%	14	79%
Sion Manning	10	90%	20	45%	6	50%
Cardinal Vaughan	41	80%	58	52%	62	81%
Borough	86	77%	134	43%	111	71%
National	n/a	71%	n/a	38%	n/a	70%

**TABLE 8
GCSE GRADE (2007) BY KEY STAGE 3 (2005) RESULTS - ENGLISH**

	GCSE Grade:										% Grades A*-A	% Grades A*-B	% Grades A*-C	
	No.	A*	A	B	C	D	E	F	G	U				
Key Stage 3: Holland Park														
No level awarded	15				13%	7%	27%	47%		7%				13%
Level 3	5					20%	40%	40%						
Level 4	27			4%	26%	33%	26%	4%	4%	4%		4%	30%	
Level 5	84		4%	26%	44%	21%	5%				4%	30%	74%	
Level 6	48		17%	48%	27%	4%	2%	2%			17%	65%	92%	
Level 7	27	15%	44%	37%	4%						59%	96%	100%	
St Thomas More														
No level awarded														
Level 3														
Level 4	13			15%	8%	31%	23%	15%		8%		15%	23%	
Level 5	65		3%	18%	40%	29%	6%		2%	2%	3%	22%	62%	
Level 6	36	11%	33%	44%	11%						44%	89%	100%	
Level 7	8	63%	38%								100%	100%	100%	
Sion Manning														
No level awarded														
Level 3	1						100%							
Level 4	12					42%	58%							
Level 5	48		2%	10%	31%	46%	10%				2%	13%	44%	
Level 6	36		25%	39%	31%	3%		3%			25%	64%	94%	
Level 7	10	10%	80%	10%							90%	100%	100%	
Cardinal Vaughan														
No level awarded														
Level 3														
Level 4														
Level 5	27		4%	30%	52%	15%					4%	33%	85%	
Level 6	48	6%	33%	42%	19%						40%	81%	100%	
Level 7	41	37%	44%	15%	5%						80%	95%	100%	
All RBKC schools														
No level awarded	15				13%	7%	27%	47%		7%				13%
Level 3	6					17%	50%	33%						
Level 4	52			6%	15%	35%	33%	6%	2%	4%		6%	21%	
Level 5	224		3%	21%	41%	28%	6%		0%	0%	3%	24%	65%	
Level 6	168	4%	27%	43%	22%	2%	1%	1%			31%	74%	96%	
Level 7	86	29%	48%	20%	3%						77%	97%	100%	
National														
No level awarded					1%	7%	27%	37%	19%	9%				1%
Level 3					1%	13%	40%	31%	10%	4%				1%
Level 4					9%	35%	37%	14%	4%	2%				9%
Level 5			2%	13%	42%	31%	9%	2%	1%	1%	2%	15%	57%	
Level 6		3%	20%	44%	28%	4%					23%	67%	95%	
Level 7		25%	46%	25%	4%						71%	96%	100%	

**TABLE 9
GCSE GRADE (2007) BY KEY STAGE 3 (2005) RESULTS - MATHEMATICS**

	GCSE Grade:										% Grades A*-A	% Grades A*-B	% Grades A*-C	
	No.	A*	A	B	C	D	E	F	G	U				
Key Stage 3: Holland Park														
No level awarded	11			18%	9%	18%	18%	18%	9%	9%			18%	27%
Level 2	2							50%	50%					
Level 3	14							21%	64%	14%				
Level 4	30				7%	27%	40%	23%	3%					7%
Level 5	48			4%	38%	42%	15%			2%			4%	42%
Level 6	60		3%	27%	58%	8%	3%						3%	30%
Level 7	32		28%	66%	6%								28%	94%
Level 8	12	50%	42%	8%									92%	100%
St Thomas More														
No level awarded														
Level 2														
Level 3	4							50%	25%	25%				
Level 4	20				10%	25%	40%	20%			5%			10%
Level 5	22				14%	68%	18%							14%
Level 6	49		2%	16%	59%	18%	4%						2%	18%
Level 7	24	4%	38%	46%	13%								42%	88%
Level 8	3		100%										100%	100%
Sion Manning														
No level awarded	2								50%	50%				
Level 2														
Level 3	6						33%	50%	17%					
Level 4	18					22%	72%	6%						
Level 5	29				17%	52%	31%							17%
Level 6	32			19%	63%	19%							19%	81%
Level 7	20		45%	40%	10%	5%							45%	85%
Level 8	4	25%	75%										100%	100%
Cardinal Vaughan														
No level awarded														
Level 2														
Level 3														
Level 4														
Level 5	6			17%	50%	33%							17%	67%
Level 6	10		20%	40%	40%								20%	60%
Level 7	58		52%	43%	5%								52%	95%
Level 8	43	58%	37%	5%									95%	100%
All RBKC schools														
No level awarded	13			15%	8%	15%	15%	15%	15%	15%			15%	23%
Level 2	2								50%	50%				
Level 3	24							29%	54%	17%				
Level 4	68				6%	25%	49%	18%	1%		1%			6%
Level 5	105			3%	28%	50%	19%						3%	30%
Level 6	151		3%	23%	58%	13%	3%						3%	26%
Level 7	134	1%	43%	49%	7%	1%							43%	92%
Level 8	62	52%	44%	5%									95%	100%
National														
No level awarded					3%	4%	9%	18%	37%	30%				3%
Level 2							2%	22%	51%	24%				
Level 3						1%	15%	45%	30%	9%				
Level 4					2%	15%	44%	28%	6%	4%				2%
Level 5				2%	24%	43%	24%	3%	1%	3%			2%	27%
Level 6			2%	26%	53%	16%	3%			1%			2%	27%
Level 7		5%	34%	46%	14%	1%							38%	84%
Level 8		52%	43%	5%									95%	100%

**TABLE 10
GCSE GRADE (2007) BY KEY STAGE 3 (2005) RESULTS - SCIENCE**

	GCSE Grade:										% Grades A*-A	% Grades A*-B	% Grades A*-C	
	No.	A*	A	B	C	D	E	F	G	U				
Key Stage 3: Holland Park														
No level awarded	4			25%	25%			25%		25%		25%	50%	
Level 2	1									100%				
Level 3	15						7%	47%	40%	7%				
Level 4	53			4%	15%	25%	32%	21%	4%			4%	19%	
Level 5	62		3%	2%	56%	18%	19%			2%	3%	5%	61%	
Level 6	46	2%	15%	33%	37%	13%					17%	50%	87%	
Level 7	29	28%	24%	38%	10%						52%	90%	100%	
St Thomas More														
No level awarded														
Level 2														
Level 3														
Level 4	22					27%	59%	9%	5%					
Level 5	52			2%	38%	46%	12%	2%				2%	40%	
Level 6	33		9%	27%	64%						9%	36%	100%	
Level 7	14		79%	21%							79%	100%	100%	
Sion Manning														
No level awarded	5													
Level 2														
Level 3	11					18%	36%	27%	9%	9%				
Level 4	27				11%	22%	44%	19%	4%					11%
Level 5	38		3%		39%	32%	26%				3%	3%	42%	
Level 6	21	5%		38%	24%	14%	19%				5%	43%	67%	
Level 7	6	33%	17%	33%	17%						50%	83%	100%	
Cardinal Vaughan														
No level awarded														
Level 2														
Level 3														
Level 4	1					100%								
Level 5	12			8%	50%	42%						8%	58%	
Level 6	41		10%	44%	41%	5%					10%	54%	95%	
Level 7	62	34%	47%	15%	5%						81%	95%	100%	
All RBKC schools														
No level awarded	9			11%	11%	22%	11%	22%	11%	11%		11%	22%	
Level 2	1									100%				
Level 3	26					8%	19%	38%	27%	8%				
Level 4	103			2%	11%	25%	41%	17%	4%			2%	13%	
Level 5	164		2%	2%	46%	32%	17%	1%		1%	2%	4%	50%	
Level 6	141	1%	10%	35%	43%	8%	3%				11%	47%	89%	
Level 7	111	28%	43%	23%	6%						71%	94%	100%	
National														
No level awarded				1%	3%	10%	17%	22%	27%	20%		1%	4%	
Level 2						1%	5%	23%	42%	28%				
Level 3					1%	3%	14%	38%	31%	14%			1%	
Level 4					5%	19%	37%	27%	8%	4%			5%	
Level 5			1%	5%	37%	37%	15%	4%	1%	1%	1%	6%	43%	
Level 6		2%	13%	30%	42%	15%	1%				15%	45%	88%	
Level 7		32%	37%	24%	6%	1%					70%	93%	99%	

TABLE 11
GCSE GRADE (2007) BY KEY STAGE 2 (2002) RESULTS - ENGLISH

	GCSE Grade:										% Grades A*-A	% Grades A*-B	% Grades A*-C	
	No.	A*	A	B	C	D	E	F	G	U				
Key Stage 2: Holland Park														
No level awarded	9				11%	11%	44%	33%						11%
Level 2	1						100%							
Level 3	35		3%	6%	29%	23%	23%	14%	3%			3%	9%	37%
Level 4	97		5%	31%	38%	18%	4%	3%		1%		5%	36%	74%
Level 5	48	8%	27%	44%	13%	6%	2%					35%	79%	92%
St Thomas More														
No level awarded														
Level 2														
Level 3	14			7%	29%	36%	21%	7%					7%	36%
Level 4	66		11%	26%	32%	24%	5%			3%		11%	36%	68%
Level 5	41	22%	27%	29%	12%	5%	2%		2%			49%	78%	90%
Sion Manning														
No level awarded	4					25%	50%		25%					
Level 2	1													
Level 3	15			7%	33%	53%	7%							7%
Level 4	58		10%	16%	36%	33%	5%					10%	26%	62%
Level 5	31	3%	39%	32%	13%	10%		3%				42%	74%	87%
Cardinal Vaughan														
No level awarded														
Level 2														
Level 3	1				100%									100%
Level 4	26		8%	19%	62%	12%						8%	27%	88%
Level 5	88	20%	38%	32%	9%	1%						58%	90%	99%
All RBKC schools														
No level awarded	13				8%	15%	46%	23%	8%					8%
Level 2	2						100%							
Level 3	65		2%	5%	25%	28%	29%	11%	2%			2%	6%	31%
Level 4	247		8%	25%	38%	22%	4%	1%		1%		8%	33%	71%
Level 5	208	15%	33%	34%	11%	4%	1%	0%	0%			49%	83%	94%
National														
No level awarded					3%	11%	29%	33%	17%	7%				3%
Level 2					3%	16%	35%	30%	11%	5%				3%
Level 3			2%	14%	34%	31%	13%	4%	2%					16%
Level 4		0%	4%	19%	39%	25%	8%	2%	1%	1%		5%	24%	63%
Level 5		10%	29%	36%	19%	4%	1%					39%	75%	95%

TABLE 12
GCSE GRADE (2007) BY KEY STAGE 2 (2002) RESULTS - MATHEMATICS

	GCSE Grade:										% Grades A*-A	% Grades A*-B	% Grades A*-C	
	No.	A*	A	B	C	D	E	F	G	U				
Key Stage 2: Holland Park														
No level awarded	5						20%	40%	40%					
Level 2	4					25%		75%						
Level 3	29		3%		10%	24%	34%	17%	10%		3%	3%	14%	
Level 4	97		3%	12%	39%	24%	14%	6%		1%	3%	15%	55%	
Level 5	54	7%	22%	43%	19%	4%	6%				30%	72%	91%	
St Thomas More														
No level awarded	1					100%								
Level 2	1							100%						
Level 3	19				16%	26%	47%	11%					16%	
Level 4	61		3%	10%	36%	36%	8%	3%	2%	2%	3%	13%	49%	
Level 5	40	3%	30%	33%	30%	3%	3%				33%	65%	95%	
Sion Manning														
No level awarded	5					20%		20%	40%	20%				
Level 2														
Level 3	22				5%	36%	50%	9%					5%	
Level 4	58	2%	7%	9%	38%	24%	21%				9%	17%	55%	
Level 5	23		30%	35%	17%	13%	4%				30%	65%	83%	
Cardinal Vaughan														
No level awarded														
Level 2														
Level 3	1			100%									100%	100%
Level 4	34		26%	44%	24%	6%					26%	71%	94%	
Level 5	80	30%	49%	19%	3%						79%	98%	100%	
All RBKC schools														
No level awarded	11					18%	9%	27%	36%	9%				
Level 2	5					20%		80%						
Level 3	71		1%	1%	10%	28%	42%	13%	4%		1%	3%	13%	
Level 4	250	0%	7%	15%	36%	24%	12%	3%	0%	1%	8%	23%	59%	
Level 5	197	15%	36%	30%	14%	3%	3%				50%	80%	94%	
National														
No level awarded					1%	2%	14%	35%	33%	15%				1%
Level 2					1%	5%	23%	42%	22%	8%				1%
Level 3			1%	9%	21%	33%	23%	8%	5%			1%	10%	
Level 4		1%	3%	18%	36%	24%	12%	3%	1%	2%	4%	22%	58%	
Level 5		12%	29%	34%	19%	4%	1%			1%	41%	75%	95%	

TABLE 13
GCSE GRADE (2007) BY KEY STAGE 2 (2002) RESULTS - SCIENCE

	GCSE Grade:										% Grades A*-A	% Grades A*-B	% Grades A*-C	
	No.	A*	A	B	C	D	E	F	G	U				
Key Stage 2: Holland Park														
No level awarded	4													
Level 2														
Level 3	15					7%	47%	20%	20%	7%				
Level 4	88	1%	5%	7%	27%	23%	19%	14%	3%	1%	6%	13%	40%	
Level 5	84	7%	13%	27%	38%	5%	10%					20%	48%	86%
St Thomas More														
No level awarded														
Level 2														
Level 3	5					40%	60%							
Level 4	59		2%	5%	34%	32%	22%	3%	2%	2%	7%	41%		
Level 5	57		25%	18%	37%	14%	5%	2%				25%	42%	79%
Sion Manning														
No level awarded	4							50%	50%					
Level 2														
Level 3	8					13%	63%	13%	13%					
Level 4	57	2%	2%		26%	28%	32%	9%		2%	4%	4%	30%	
Level 5	37	3%	3%	27%	24%	22%	19%	3%				5%	32%	57%
Cardinal Vaughan														
No level awarded														
Level 2														
Level 3														
Level 4	20			20%	50%	30%								
Level 5	95	22%	34%	26%	16%	2%						56%	20%	70%
All RBKC schools														
No level awarded	8							38%	50%	13%				
Level 2														
Level 3	28					14%	54%	14%	14%	4%				
Level 4	224	1%	3%	6%	31%	27%	21%	8%	2%	1%	4%	9%	40%	
Level 5	273	10%	21%	25%	28%	8%	7%	1%				32%	56%	85%
National														
No level awarded					1%	4%	13%	29%	33%	19%				1%
Level 2					1%	4%	14%	36%	31%	14%				1%
Level 3					5%	12%	27%	31%	17%	8%				5%
Level 4		1%	3%	7%	28%	27%	19%	9%	3%	2%	3%	11%	39%	
Level 5		11%	19%	24%	30%	12%	3%	1%				30%	54%	83%

TABLE 14
A/AS LEVEL AND EQUIVALENCIES POINT SCORES - 2007
EXAMINATION RESULTS ACHIEVED BY PUPILS IN FINAL YEAR OF STUDY

	Points:								No.	APS 2007	APS 2006
	0-180	181-269	270-450	451-539	540-675	676-809	810+				
BOYS											
Holland Park	3%	3%	12%	6%	36%	24%	15%	33	626.8	607.1	
Cardinal Vaughan	0%	1%	4%	1%	12%	25%	57%	92	828.9	781.4	
All schools	2%	2%	12%	10%	24%	21%	31%	251	687.3	683.4	
National	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	706.6	700.9	
GIRLS											
Holland Park	4%	4%	4%	4%	29%	25%	29%	24	683.1	636.3	
Cardinal Vaughan	0%	0%	0%	0%	6%	19%	75%	53	886.4	881.3	
All schools	3%	2%	9%	8%	26%	20%	32%	299	686.6	694.0	
National	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	743.0	739.3	
BOYS AND GIRLS											
Holland Park	4%	4%	9%	5%	33%	25%	21%	57	650.5	619.3	
Cardinal Vaughan	0%	1%	3%	1%	10%	23%	63%	145	849.9	812.9	
All schools	2%	2%	10%	9%	25%	21%	31%	550	686.9	673.4	
National	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	726.3	721.5	
Neighbours:											
Camden	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	652.7	671.1	
Hammersmith & Fulham	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	654.1	678.3	
Islington	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	599.5	562.6	
Wandsworth	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	662.8	628.9	
Westminster	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	614.9	609.5	
Barnet	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	733.3	739.6	
Greenwich	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	554.8	551.4	
Merton	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	626.3	642.6	
Richmond upon Thames	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	685.6	671.0	

All schools includes St Charles SFC and Kensington and Chelsea College.

Source for 2007 national and neighbours data: "GCE/VCE A/AS and equivalent examination results in England, 2006/2007 (provisional)" published October 2007.

APS - Average Point Score:

A Level (A2) and Vocational A Level (6 units): A=270, B=240, C=210, D=180, E=150

A/S Level and Vocational AS (3 units): A=135, B=120, C=105, D=90, E=75

Vocational A Level (double: 12 units): AA=540, AB=510, BB=480, BC=450, CC=420, CD=390, DD=360, DE=330, EE=300

Key Skills at Level 3: Pass=63

Free standing mathematics qualification at Level 3: A=45, B=40, C=35, D=30, E=25

TABLE 15
A/AS LEVEL AND EQUIVALENCIES POINT SCORES BY ETHNICITY - 2007
EXAMINATION RESULTS ACHIEVED BY PUPILS IN FINAL YEAR OF STUDY

	Holland Park		Cardinal Vaughan		National
	APS	No.	APS	No.	APS
White-British	804.4	8	874.1	54	752.5
White-Irish			818.2	18	750.0
White-Other	520.5	10	845.5	22	770.4
Black-African	562.5	2	873.8	8	643.5
Black-Caribbean	765.0	3	790.7	7	609.7
Black-Other			645.0	2	648.6
Bangladeshi	540.0	1			621.4
Indian	405.0	2			726.8
Asian-Other	420.0	2	825.0	1	739.9
Pakistani	665.0	3			642.5
Chinese	645.0	2	915.0	3	892.0
Mixed - White/Asian	802.5	2	1200.0	1	807.4
Mixed - White/African	690.0	1	795.0	2	740.5
Mixed - White/Caribbean	585.0	2	863.6	7	680.6
Mixed - Other	671.3	4	906.0	5	767.6
Other	689.0	15	803.6	7	730.2
Unclassified			791.3	8	728.9
Total	649.5	57	849.9	145	726.3

Source for 2007 national data: "National Curriculum, GCSE and Post-16 attainment by pupil characteristics in England 2007" published November 2007.

APS - Average Point Score:

A Level (A2) and Vocational A Level (6 units): A=270, B=240, C=210, D=180, E=150

A/S Level and Vocational AS (3 units): A=135, B=120, C=105, D=90, E=75

Vocational A Level (double: 12 units): AA=540, AB=510, BB=480, BC=450, CC=420, CD=390, DD=360, DE=330, EE=300

Key Skills at Level 3: Pass=63

Free standing mathematics qualification at Level 3: A=45, B=40, C=35, D=30, E=25

TABLE 16
HOLLAND PARK PRELIMINARY A LEVELS AND EQUIVALENCIES 2007
EXAMINATION RESULTS ACHIEVED BY PUPILS IN FINAL YEAR OF STUDY

A LEVELS	Grade:							Total	2007		2006	
	A	B	C	D	E	U	% A-C		% A-E	% A-C	% A-E	
Total	25	34	39	22	14			134	73%	100%	69%	99%
Holland Park 2007	19%	25%	29%	16%	10%			100%				
Holland Park 2006	12%	21%	37%	18%	12%	1%		100%				
Art and Design	2	2	1		1			6	83%	100%	50%	100%
Biology	2	1	5	2	2			12	67%	100%	50%	100%
Chemistry	3	1	3	4				11	64%	100%	67%	100%
Community Language	2	4	2					8	100%	100%	67%	89%
Drama	3	4	3	2				12	83%	100%	100%	100%
English Literature	2	3	3	3	2			13	62%	100%	100%	100%
French	2			1				3	67%	100%	100%	100%
Geography		1	1					2	100%	100%	88%	100%
History		2	1					3	100%	100%	17%	100%
ICT			4	3	3			10	40%	100%	40%	100%
Mathematics	6	4	4	2	2			18	78%	100%	100%	100%
Media	2	9	4	2				17	88%	100%	83%	100%
Music		1		2				3	33%	100%	n/a	n/a
Physics	1	1	4		3			9	67%	100%	43%	100%
Psychology		1	3	1				5	80%	100%	50%	100%
Religious Studies			1		1			2	50%	100%	n/a	n/a

AS LEVELS	Grade:								Total
	A	B	C	D	E	U	Abs		
Total	3	7	10	15	9	16			60
% 2007	5%	12%	17%	25%	15%	27%			100%
% 2006	4%	15%	4%	26%	41%	11%			100%
Accounting						1			1
Arabic			1						1
Art				2	1	1			4
Biology					1	2			3
Business		1							1
Chemistry				1		1			2
Community languages									
Drama		1	1						2
English			2	3	2	1			8
Geography				1	2	1			4
History		1	1			1			3
ICT				1	1	1			3
Mathematics		1		1		3			5
Media		1	1	1					3
Music				1					1
Persian				1					1
Physics	1				1	3			5
Psychology	1	1	2	1	1	1			7
Religious Studies	1		2	2					5
Spanish		1							1

Vocational Quals Double award	Grade:									
	AA	AB	BB	BC	CD	DD	DE	EE	U	Total
Applied Science *					2	6	1		1	10

Vocational Quals Single award	Grade:					
	A	B	C	D	E	Total
Applied Science					1	1

TABLE 17
CARDINAL VAUGHAN PRELIMINARY A LEVEL AND EQUIVALENCIES 2007
EXAMINATION RESULTS ACHIEVED BY PUPILS IN FINAL YEAR OF STUDY

A LEVELS	Grade:							2007		2006	
	A	B	C	D	E	U	Total	% A-C	% A-E	% A-C	% A-E
Total	230	129	50	19	4	2	433	94%	100%	94%	100%
% 2007	53%	30%	12%	4%	1%	0%	100%				
% 2006	46%	31%	18%	4%	1%		100%				
Art	4	2					6	100%	100%	100%	100%
Biology	12	9	8	4			33	88%	100%	87%	100%
Chemistry	15	11	5	4	2		37	84%	100%	86%	100%
Classical Civilisation	7	6	2	1			16	94%	100%	100%	100%
Community languages	6	3	1				10	100%	100%	83%	100%
Design/Technology	7	2	2				11	100%	100%	100%	100%
Economics	11	4	1				16	100%	100%	100%	100%
English Literature	33	18	3				54	100%	100%	99%	100%
French	5	6	2		1		14	93%	100%	85%	100%
Geography	4	4	1	1			10	90%	100%	100%	100%
History	12	16	3	1			32	97%	100%	93%	100%
ICT	5	3					8	100%	100%	100%	100%
Latin	5	5					10	100%	100%	88%	100%
Maths	43	9	3	1			56	98%	100%	98%	100%
Music	3	2					5	100%	100%	86%	100%
Physics	9	3	1	3			16	81%	100%	78%	100%
Politics	15	12	7	1			35	97%	100%	95%	100%
Religious studies	16						16	100%	100%	100%	100%
Sociology	5	6	8	1			20	95%	100%	88%	100%
Sport	3	3					6	100%	100%	100%	100%
Spanish	7						7	100%	100%	100%	100%

Applied GCSE Double award	AA	BB	BC	CC	CD	DD	Total
Applied Business	2	5	3	2	1		13
Travel and Tourism						2	2

VRQ Level 3	Grade P
Printing	1

TABLE 17 (continued)
CARDINAL VAUGHAN PRELIMINARY A LEVEL AND EQUIVALENCIES 2007
EXAMINATION RESULTS ACHIEVED BY PUPILS IN FINAL YEAR OF STUDY

AS LEVELS	Grade:						Total
	A	B	C	D	E	U	
Total	31	31	29	5	5	2	103
% 2007	30%	30%	28%	5%	5%	2%	100%
% 2006	23%	22%	30%	12%	11%	2%	100%
Art		1					1
Biology	3	5	4	1			13
Chemistry	1	4		2			7
Classical Civilisation	1	1					2
Community languages	1	1	1				3
Dance	1						1
Economics	2	1	1				4
English Literature	8	4	5				17
French		2	2	1	2		7
Geography	1	1	1				3
Government	3	3					6
History		5	2		1		8
ICT			1				1
Latin	3	1					4
Mathematics	1	1	1	1		2	6
Music	1	1					2
Physics	2		6		1		9
Polish							
Religious Studies	1		2				3
Sociology			1		1		2
Spanish	1		2				3
Sport	1						1

Advanced Extension awards	D	M	U	Tot
Economics	1		2	3
French		2		2
History		1	1	2
Latin		1		1
Mathematics		1		1
Spanish		1	2	3

Free standing maths qual at Level 3	Grade:
	A
Additional maths Fs	1

TABLE 18**LEVEL 3 LEARNERS COMPLETING TWO YEAR PROGRAMMES**

	Number starting	Number finishing	Percentage finishing 2007	Percentage finishing 2006
Holland Park	60	57	95%	73%
Cardinal Vaughan	154	145	94%	91%
Total	640	531	83%	79%

TABLE 19**STUDENTS COMPLETING LEVEL 3 PROGRESING TO H.E.**

	Number progressing to HE	Number finishing	Percentage progressing 2007	Percentage progressing 2006
Holland Park	48	57	84%	97%
Cardinal Vaughan	136	145	94%	93%
Total	454	531	85%	86%

454 students progressed to H.E in 2007, an increase of 1.1% in student numbers from 449 in 2006.

Total includes St Charles SFC although this institution is not shown separately.