

Guidance on secondary school performance tables for 2009

Key performance indicators from GCSE and A/AS-level and equivalent results for 2009 are shown in the tables. The data was supplied by the Department for Children, Schools and Families (DCSF) in January 2010.

Independent schools have (IND) after their name, academically selective state schools have (SEL).

The key GCSE indicator is the proportion of pupils at the end of Key Stage 4 attaining five or more GCSEs at grades A* to C - including GCSEs in English and Maths.

The key A/AS-LEVEL indicator is the average point score per student, calculated using the points system devised by the Qualifications & Curriculum Development Agency (QCDA).

In the QCDA points system an A grade A2 = 270, B = 240 (other examples include: A grade AS = 135, B = 120, AA grade Double Award A2 = 540, BTEC National D*D* = 540 and an IB Diploma score of 35 = 1,050 points).

NA in the tables indicates that there are no data or that the category is not applicable, which might be for a number of reasons.

Pupils' improvement is shown as a contextual value added (CVA) score. This is calculated by comparing their achievements with those of other pupils nationally who had the same or similar prior attainment.

If every pupil in a school achieved the median (middle) outcome for pupils with their level of prior attainment, the school would score 1,000. Scores above 1,000 indicate performance above the median.

The analysis used to formulate the CVA score predicts attainment should be based on the actual attainment of other children with similar prior attainment and similar backgrounds.

The Level 2 CVA includes various factors known to affect pupils' attainment but outside a school's control. The Level 3 CVA does not take account of socio-economic factors, such as ethnicity or deprivation. This is because the socio-economic data on the students are not available for all schools.

Instead it includes other factors shown to have an impact on students' attainment, such as the type of qualification studied and size of learning programme they attempted.