School Data Dashboard

Upper Shirley High School (URN: 137037 , DfE No.: 8524275) - Key Stage 4

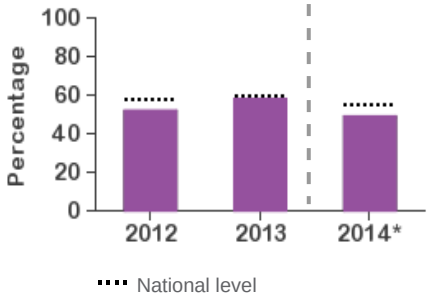
This school converted to an academy on 01-08-2011. Data prior to this date relate to the predecessor school.

How are pupils doing in exams? (Attainment)

Overall

In 2014, 49% of all pupils attained five GCSEs grade A*-C including English and mathematics.

Percentage of pupils who attained five GCSEs grade A*-C including English and mathematics



*2014 results are not comparable due to changes

In 2014, the school's result was in the bottom 40% of similar schools' results, and in the middle 20% of all schools.

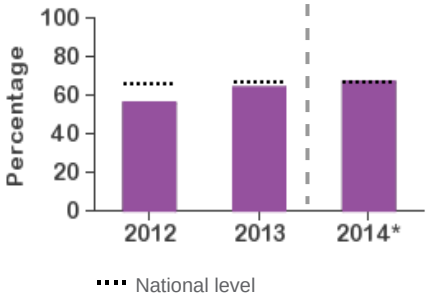
Comparison with other schools

Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

English

In 2014, 67% of pupils attained grade A*-C in English (EBacc).

Percentage of pupils who attained grade A*-C in English (EBacc)



*2014 results are not comparable due to changes

In 2014, the school's result was in the top 40% of similar schools' results, and in the middle 20% of all schools.

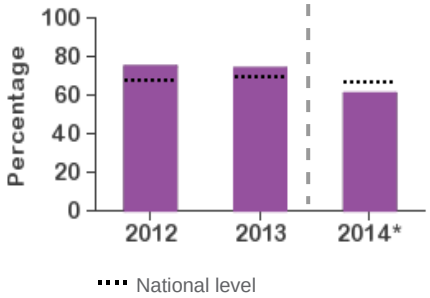
Comparison with other schools

Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

Mathematics

In 2014, 61% of all pupils attained grade A*-C in mathematics (EBacc).

Percentage of pupils who attained grade A*-C in mathematics (EBacc)



*2014 results are not comparable due to changes

In 2014, the school's result was in the middle 20% of similar schools' results, and in the bottom 40% of all schools.

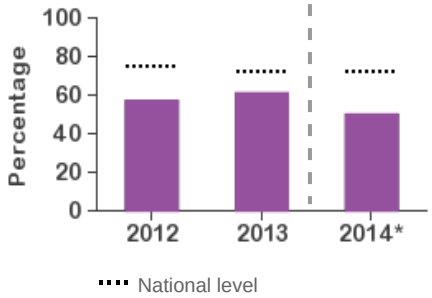
Comparison with other schools

Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

Science

In 2014, 100% of pupils were entered for science (EBacc) and 50% of these attained grades A*-C.

Percentage of pupils who attained grade A* to C in science (EBacc)



*2014 results are not comparable due to changes

In 2014, the school's result was in the bottom 40% of similar schools' results, and in the bottom 20% of all schools.

Comparison with other schools

Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

The data presented in this report are Key Stage 4 and are final. Data source: Department for Education.
Similar schools are those schools which have a similar prior attainment score to this one.

Upper Shirley High School (URN: 137037 , DfE No.: 8524275) - Key Stage 4

Are pupils making progress?

English

In 2014, 77% of pupils achieved expected progress in English.

Percentage of pupils who achieved expected progress in English

*2014 results are not comparable due to changes

In 2014, the school's result was in the top 40% of similar schools' results, and in the top 40% of all schools.

Comparison with other schools

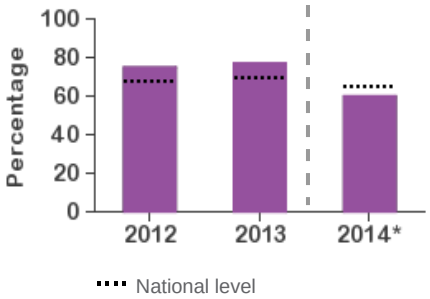
Similar schools	
Highest	
2nd quintile	
3rd quintile	
4th quintile	
Lowest	

All schools	
Highest	
2nd quintile	
3rd quintile	
4th quintile	
Lowest	

Mathematics

In 2014, 60% of all pupils achieved expected progress in mathematics.

Percentage of pupils who achieved expected progress in mathematics



*2014 results are not comparable due to changes

In 2014, the school's result was in the middle 20% of similar schools' results, and in the middle 20% of all schools.

Comparison with other schools

Similar schools	
Highest	
2nd quintile	
3rd quintile	
4th quintile	
Lowest	

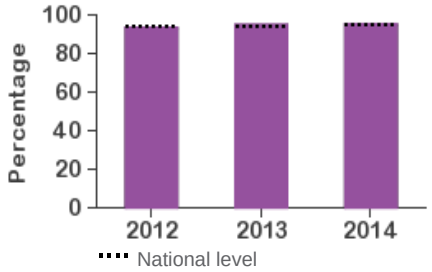
All schools	
Highest	
2nd quintile	
3rd quintile	
4th quintile	
Lowest	

How good is attendance?

Overall attendance

In 2014, the attendance rate at this school was 95.3%.The attendance rate has increased by 0.3 percentage points since 2013. The attendance rate is in the top 40% of all schools

Level of attendance at this school



Comparison with other schools

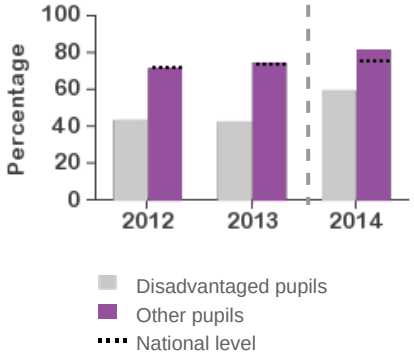
All schools	
Highest	
2nd quintile	
3rd quintile	
4th quintile	
Lowest	

Closing the gap between disadvantaged and other pupils

English Expected Progress

In 2014, 59% of disadvantaged pupils achieved expected progress, while 81% of other pupils achieved expected progress.

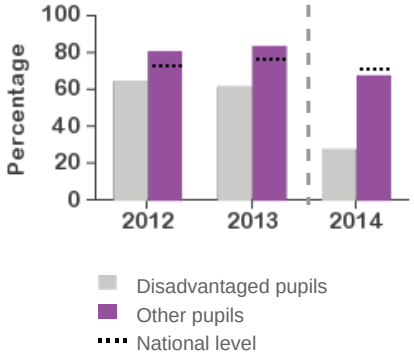
Percentage of pupils who achieved expected progress



Mathematics Expected Progress

In 2014, 27% of disadvantaged pupils achieved expected progress, while 67% of other pupils achieved expected progress.

Percentage of pupils who achieved expected progress



The data presented in this report are Key Stage 4 and are final. Data source: Department for Education.
Similar schools are those schools which have a similar prior attainment score to this one.

Upper Shirley High School (URN: 137037 , DfE No.: 8524275) - Key Stage 4

Context

Contextual data are provided at school level and at year group level for those pupils reflected in the dashboard measures. Quintiles are provided for the latest year of data to enable users to view the school's position when compared nationally. The data presented in this section are taken from the January Schools Census.

Number of pupils

	2012	2013	2014
School (All pupils)	651	707	740
National average	990	978	957
Year 11 pupils (KS4)	78	131	142

Comparing your school to the national picture in 2014

Lowest	4th quintile	3rd quintile	2nd quintile	Highest
8 - 617	618 - 845	846 - 1047	1048 - 1289	1290 - 2690

% of girls

	2012	2013	2014
School (all pupils)	34.7	38.9	41.6
National average	49.6	49.6	49.7
Year 11 pupils (KS4)	-	37.4	37.3

Lowest	4th quintile	3rd quintile	2nd quintile	Highest
0.0 - 45.8	45.9 - 48.1	48.2 - 49.6	49.7 - 51.5	51.6 - 100.0

% of pupils eligible for Free School Meals (FSM) *please see note

	2012	2013	2014
School (all pupils)	24.4	23.6	21.5
National average	26.7	28.2	28.5
Year 11 pupils (KS4)	28.2	26	14.8

Lowest	4th quintile	3rd quintile	2nd quintile	Highest
0.9 - 14.4	14.5 - 21.6	21.7 - 30.6	30.7 - 44.2	44.3 - 94.1

% of pupils supported by school action plus or with a statement of SEN

	2012	2013	2014
School (all pupils)	10.4	10.0	6.9
National average	8.1	7.7	7.3
Year 11 pupils (KS4)	25.6	19.1	14.8

Lowest	4th quintile	3rd quintile	2nd quintile	Highest
0.0 - 4.1	4.2 - 6.0	6.1 - 7.9	8.0 - 10.8	10.9 - 43.1

SEN year group data includes school action, school action plus and statement of SEN. These data are not comparable to the school or national level data as they do not include school action pupils.

Explanatory notes

Data stage

Data will be published as unvalidated, validated and final. A footnote on the dashboard is used to specify which data are contained in the PDF.

Missing data

There are three explanations for why data are missing from the dashboard:

- Data are not available.
- Data are zero.
- Data have been suppressed due to small pupil numbers.

Information on the reasons behind missing data may be found later in this document or in the interactive version of the report where it can be accessed via the question mark symbol (?)

National levels

The national level for the attainment and closing the gap sections includes maintained state nursery, primary, middle and secondary schools (including academies), along with city technology colleges and special schools. The national level for attendance includes state nursery, primary, middle and secondary schools (including academies) and city technology colleges, but special schools are excluded.

Quintiles

Quintiles are used to split a dataset into five groups each representing 20% of the data. For the "all schools" measure the quintiles are constructed using by ranking the results across all schools. For the "similar schools" measure the quintiles are constructed by ranking the unique results within the grouping. The groups are not necessarily evenly split as there may be several identical scores in the dataset and these would be placed in the same quintile. The "all schools" measure allows the user to view where, amongst all the maintained schools in England that offer the key stage of interest, the school of interest is ranked. The relative position of the school can be viewed as its quintile position, for example, schools in the "middle 20%" are performing around average. The "similar schools" measure shows the user where, amongst the results of the schools in the group, the result of the school is ranked. For a more detailed breakdown of these measures please see the guidance document.

All schools

The "all schools" measure allows the user to view where the school of interest is ranked, compared withall the maintained schools in England that offer the key stage of interest. The relative position of the school can be viewed as its quintile position. For example, schools in the "middle 20%" are performing around average. For a more detailed breakdown of this measure please see the guidance document.

Similar schools

Schools are grouped together as similar based upon the prior attainment of pupils in the cohort. Each school has its own group of similar schools for each measure shown on the Dashboard. For Key Stage 4, the prior attainment of pupils at Key Stage 2 is used to predict the outcomes for these pupils at Key Stage 4, and the 54 schools with the most similar prediction are selected. The 54 schools selected are likely to differ for each measure, for example, for mathematics the schools identified may differ from English. For Key Stage 2, the prior attainment at Key Stage 1 is used, and the most similar 124 schools are chosen. There is no similar school comparison for Key Stage 1 data.

Attainment

Overall attainment for Key Stage 4 presents the percentage of pupils achieving five A* to C grades at GCSE (and equivalent), including English and mathematics. The attainment section also presents data on the English Baccalaureate (EBacc) subjects of English, mathematics and science. The EBacc was introduced as a performance measure in 2010 (data exist for 2011 onwards) but is not a qualification in itself. The measure recognises where pupils have attained a C grade or better across a core of academic subjects - English, mathematics, humanities (history or geography), the sciences and a language. The EBacc consists of GCSEs and accredited iGCSEs but not equivalent exams. It is important to note that English and mathematics attainment is calculated as a proportion of the cohort, while science attainment is based on examination entries.

Expected progress

Expected progress refers to the percentage of pupils progressing through three national curriculum levels between the end of Key Stage 2 and the end of Key Stage 4. For example, pupils achieving a Level 4 in English or mathematics by the end of Key Stage 2 should be expected to achieve at least a C grade at GCSE in that subject by the end of Key Stage 4.

Attendance

Attendance data relate to the percentage of sessions (mornings and afternoons are classified as sessions) attended by the whole school, not just the key stage. Attendance is calculated as (100% - percentage of overall absence).

Closing the gap

Closing the gap measures compare the gap between the performance of pupils in the disadvantaged pupil category and those in the other pupil category. Disadvantaged pupils are those pupils who were eligible for free school meals at any point during the last six years and children looked after (for example, in the continuous care of the local authority for at least six months). Data for 2010 are not available, as the measure did not exist, while data for 2011 has been recalculated in line with the definition.