



RAISEonline 2011 Summary Report  
Epsom and Ewell High School

Unique Reference Number (URN)	125305
DfE Number	9365405
Local Authority	Surrey

Based on the following datasets for 2011:-  
Key Stage 4: unvalidated data

Production date : 06 December 2011

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## IMPORTANT

### **Office for Standards in Education, Children's Services and Skills (Ofsted) Department for Education (DfE)**

#### DATA

This version of the summary report (formerly known as the full report) contains analyses based on unvalidated data. Please refer to the summary report cover page for further details for each key stage. The 2011 Key Stage 4 unvalidated data do not include the outcome of amendments requested by schools during the annual Performance Tables examination results and pupil details checking exercise. Amendments requested during the checking exercise, where they meet Tables criteria and supporting evidence has been received by the deadline, will be included in the Department for Education (DfE) Key Stage 4 Performance Tables being published in January 2012 and subsequently in the release of validated data in RAISEonline. Please note that Ofsted are not able to amend data that is published within RAISEonline.

RAISEonline contains a series of interactive reports which allow access to the underlying pupil level data that underpins the analyses contained in the summary report. If you think your analyses are wrong a first step may be to check these underlying data in RAISEonline in the pupil list reports. If you think there is an error in the analyses due to a miscalculation rather than the incorrect data, please use the 'contact us' facility on RAISEonline that you can access via <https://www.raiseonline.org> or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

Following significant changes to reports this year school's own data can continue to be used to update pupil characteristics and upload school defined filters and teaching groups for maths and English. It is not possible to update pupil results in order to re-calculate reports.

#### AIM OF THE SUMMARY REPORT

The summary report is designed to help schools and inspectors to see how effectively a school is performing in terms of the achievement of its pupils. The report is made available to schools to help with their self evaluation and planning to raise standards, and is used by inspectors to generate questions and hypotheses to explore during an inspection.

The summary report has been ordered into the following sections: school context, absence and exclusion, prior attainment, recent attainment, progress, and the free school meal (FSM) narrowing the gaps analysis. For special schools, the narrowing the gaps analysis is accessible through the interactive reports only. Within these sections the ordering of data charts follows the general pattern: threshold data followed by inclusive measures, and cohort followed by pupil group measures.

As announced in the White Paper *The Importance of Teaching*, contextual value added (CVA) analyses have been discontinued and have not been produced with 2011 data. The existing value added (VA) indicator has been further developed and more charts have been introduced in RAISEonline. The measure takes into account only a pupil's prior attainment and the methodology has been adjusted appropriately to improve the predictive power and reliability of the model. VA data tables and scatterplot graphs have been produced for different pupil groups, enabling the difference between expected and actual progress to be examined in detail for these specific groups.

The expected progress reports now reflect the progress of different pupil groups against national average figures and include Key Stage 2 teacher assessment data.

New reports for both attainment and VA have been developed which enable schools and inspectors to analyse each of the five subject areas of the English Baccalaureate. These reports enable users to make comparisons with appropriate national figures for individual and group performance.

The contextual information section now includes data on pupils' main type of special educational need. Existing reports have been developed to provide more detailed information, including cohort level data, significance testing, data for previous years and data broken down by different pupil groupings. The absence section has been expanded to include exclusions data, and provide data broken down by different pupil groupings.

Absence data for 2011 for special schools will be received by Ofsted during the spring term 2012. The data will be published in RAISEonline interactive reports by the beginning of the summer term 2012. Figures will be incorporated into the summary report during the next major data update.

The prior attainment bands have been renamed from the existing 'below', 'at' and 'above' pupil groups to 'low', 'middle' and 'high'. The underlying methodology has broadly remained the same. However, from 2011 the Key Stage 4 prior attainment bands have been developed to include Key Stage 2 teacher assessment data.

If you require further information about the methodology used for producing RAISEonline reports, please view our guide to calculations that can be accessed via RAISEonline library available at <https://www.raiseonline.org/documentlibrary/ViewDocumentLibrary.aspx> in the 'How Ofsted and DfE analyse your data' folder. If this does not resolve your query, please use the 'contact us' facility on RAISEonline or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

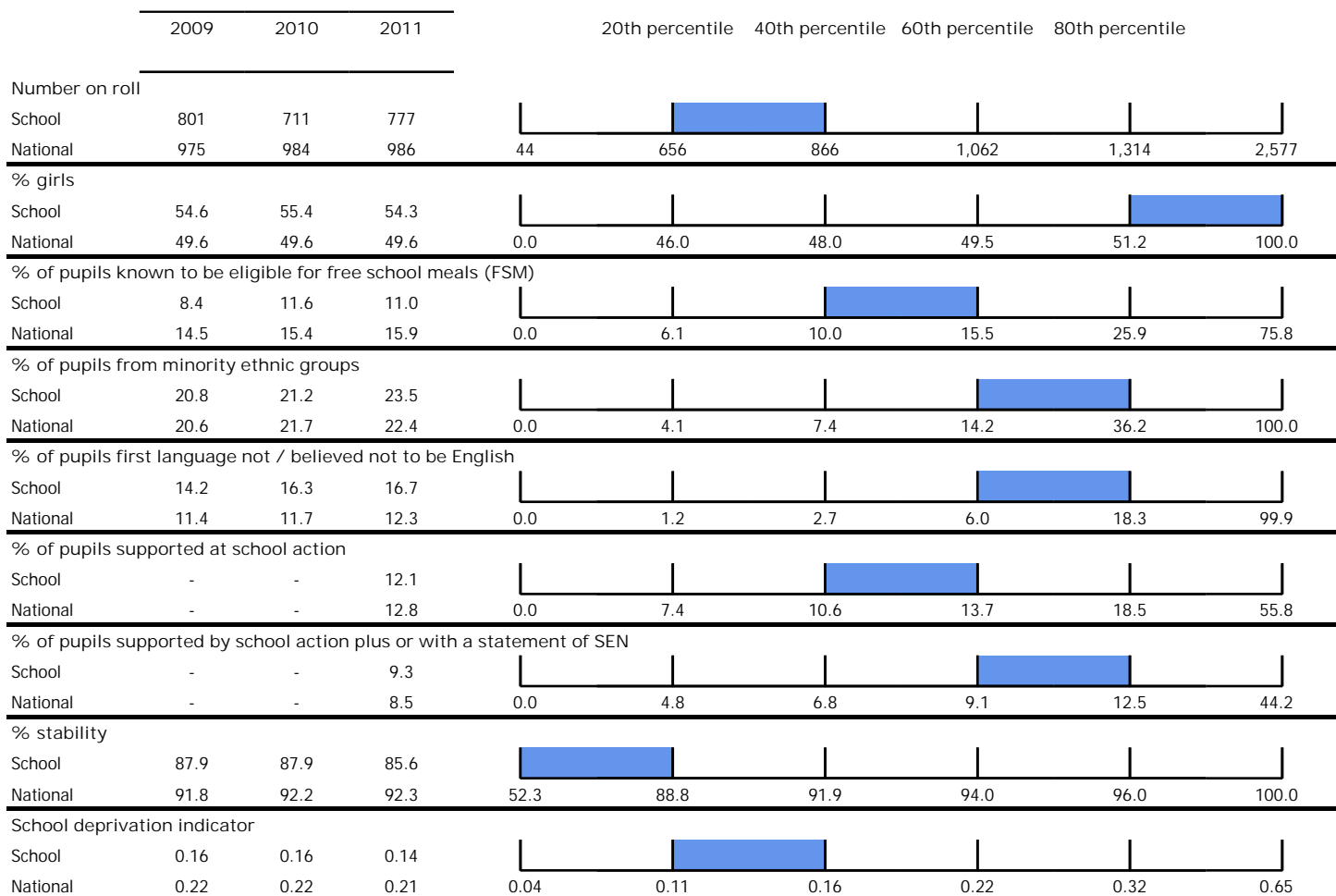
# Epsom and Ewell High School (URN: 125305 DfE No. 9365405)

## Context

Table 1.1.1: Basic Characteristics of your school

This section shows some key indicators for your school, together with national averages for Secondary schools. The information is based on the January School Census return, and shows three years' data. This allows you to compare your school's key indicators against the national picture for maintained mainstream schools.

For the current year 'quintile graphs' are also displayed for these indicators. These graphs are divided into five intervals, each containing approximately 20% of schools. The interval boundaries are shown below the line, and your school's position in the distribution is indicated by a shaded box.



Absence indicators for maintained mainstream schools are now available as a separate report

New categorisations for proportions of pupils with SEN have been used for 2011 which is not comparable to previous years.

**Epsom and Ewell High School (URN: 125305 DfE No. 9365405)**  
**Context**

Table 1.1.2: Basic Characteristics by National Curriculum year group

The table below shows some key indicators for your school broken down by National Curriculum year group. This table includes all pupils listed in the School Census, and therefore values presented below may differ from published figures.

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Children Looked After
7	157	42.7 / 57.3	10.2	23.1	13.4	31.2	0
8	85	51.8 / 48.2	15.3	27.7	25.9	31.8	0
9	136	43.4 / 56.6	8.8	24.3	11.0	22.8	0
10	138	38.4 / 61.6	18.8	25.5	20.3	18.1	0
11	145	47.6 / 52.4	3.6	23.0	18.6	22.8	0
Post-Compulsory	116	54.3 / 45.7	-	18.3	14.7	0.9	0

Children Looked After is a count of the number of students who have been looked after continuously for 6 months (>=183 days) during the year and are aged 5-15. The information is based on the Local Authority return.

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Context

Table 1.1.3: Census Ward Information

The table below shows some key indicators for up to 10 wards that contribute the greatest proportion of the school's pupils for whom we have been able to match pupil data with their home postcodes.

In the 2001 Census of Population, the school was located in the Ruxley ward.

The coverage shows the proportion of pupils within your school for whom it has been possible to match ward information to their home postcode. Coverage may be lower in areas where new postcodes have recently been introduced and in some cases this may mean that this analysis does not reflect the wards from which the school draws its pupils.

The analysis should be treated with caution where coverage is below 80%.

	% Pupils in ward	% Adult higher education	% High social class households	% Minority ethnic children	% Over-crowded households
Ruxley	21.4	17.4	21.1	14.7	13.6
Cuddington	8.9	24.3	29.1	19.1	5.6
Chessington South	8.5	18.0	24.0	11.3	10.8
West Ewell	7.9	21.4	26.7	10.6	4.9
Ewell Court	7.5	17.4	22.8	13.3	4.7
Court	5.5	20.6	20.3	20.6	16.3
Auriol	5.3	20.4	29.1	14.5	3.2
Nonsuch	4.8	17.3	24.1	13.8	5.5
Worcester Park	4.4	19.7	24.4	16.7	8.9
Chessington North and Hook	4.0	15.0	19.6	12.1	12.1
England		19.2	20.1	23.5	14.6

Coverage: 100%

**Epsom and Ewell High School (URN: 125305 DfE No. 9365405)**  
**Context**

Table 1.1.4: Ethnic Groups and English as a first language

The table below shows some key data regarding the ethnic composition and first language of pupils at your school together with the national averages for maintained mainstream Secondary schools. The information is derived from the ethnic categories recorded for pupils at your school from the School Census, and shows three years' data. Please note that figures are rounded and may not add up to 100%.

Ethnic group	School %			National %
	2009	2010	2011	2011
<b>White</b>				
British	77.3	77.2	75.0	74.8
Irish	0.1	0.1	0.1	0.3
Traveller of Irish heritage	0.0	0.0	0.0	0.1
Romany or Gypsy	0.5	0.4	0.4	0.2
any other White background	6.0	5.3	6.9	3.8
<b>Mixed</b>				
White & Black Caribbean	0.9	0.7	0.8	1.3
White & Black African	0.4	0.4	0.5	0.5
White & Asian	0.9	1.0	1.2	0.9
any other mixed background	1.4	1.3	1.7	1.5
<b>Asian or Asian British</b>				
Indian	1.4	1.4	1.2	2.5
Pakistani	1.1	1.3	1.2	3.7
Bangladeshi	0.6	0.4	0.3	1.5
any other Asian background	3.2	4.2	4.0	1.4
<b>Black or Black British</b>				
Caribbean	0.2	0.4	0.6	1.4
African	1.5	1.7	2.1	3.0
any other Black background	0.5	0.3	0.5	0.6
Chinese	0.7	0.3	0.1	0.4
Any other ethnic group	1.4	1.5	1.5	1.4
Parent/pupil preferred not to say	0.4	0.3	0.4	0.5
Ethnicity not known	1.5	1.7	1.5	0.4
<b>First language</b>				
English	-	-	83.3	85.2
Other	-	-	16.7	14.5
Unclassified	-	-	0.0	0.3

## **Epsom and Ewell High School (URN: 125305 DfE No. 9365405)**

### **Context**

From 2011, we are not displaying any information on ethnicity or first language for children younger than statutory school age. The data shown in the ethnicity and first language breakdown relates to children of compulsory school age only. This is because it is not compulsory to record these characteristics for pre-school children. The calculations for these characteristics are based on children of statutory school age or older and this has not changed. [Previously pre-compulsory children were recorded as 'Ethnicity not known'.]

**Epsom and Ewell High School (URN: 125305 DfE No. 9365405)**  
**Context**

Table 1.1.5: Main SEN Type - 3 year trend

The table below shows some key data regarding the primary needs of pupils with SEN met by School Action Plus or a statement. The information is derived from the School Census. Data is only available from 2011.

Primary SEN	School action plus			Statements		
	2009	2010	2011	2009	2010	2011
Specific Learning Difficulty	-	-	14	-	-	0
Moderate Learning Difficulty	-	-	17	-	-	4
Severe Learning Difficulty	-	-	0	-	-	1
Profound & Multiple Learning Difficulty	-	-	0	-	-	0
Behaviour, Emotional & Social Difficulties	-	-	7	-	-	3
Speech, Language and Communication Needs	-	-	10	-	-	4
Hearing Impairment	-	-	3	-	-	3
Visual Impairment	-	-	1	-	-	0
Multi-Sensory Impairment	-	-	0	-	-	1
Physical Disability	-	-	0	-	-	0
Autistic Spectrum Disorder	-	-	1	-	-	0
Other Difficulty/Disability	-	-	3	-	-	0
School total	-	-	56	-	-	16
Percentage of school roll	-	-	7.2	-	-	2.1

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Context

Table 1.1.6: Main SEN Type by National Curriculum year group

The table below shows some key data regarding the primary needs of pupils with SEN met by School Action Plus or a statement. The information is derived from the School Census, and shows data broken down into national curriculum year. Data is only available from 2011.

NC Year Group	Assistance	Number on Roll	Primary Type of need											
			Specific Learning Difficulty	Moderate Learning Difficulty	Severe Learning Difficulty	Profound & Multiple Learning Difficulty	Behaviour, Emotional & Social Difficulties	Speech, Language and Communication Needs	Hearing Impairment	Visual Impairment	Multi-Sensory Impairment	Physical Disability	Autistic Spectrum Disorder	Other Difficulty/ Disability
7	School Action plus	157	0	4	0	0	4	3	0	0	0	0	1	1
	Statements	157	0	0	0	0	0	0	0	0	0	0	0	0
8	School Action plus	85	5	5	0	0	1	2	0	0	0	0	0	0
	Statements	85	0	1	0	0	1	1	0	0	0	0	0	0
9	School Action plus	136	2	6	0	0	2	1	0	0	0	0	0	1
	Statements	136	0	0	0	0	0	0	0	0	0	0	0	0
10	School Action plus	138	3	1	0	0	0	1	1	0	0	0	0	1
	Statements	138	0	2	0	0	1	0	2	0	0	0	0	0
11	School Action plus	145	4	1	0	0	0	3	2	0	0	0	0	0
	Statements	145	0	1	1	0	1	3	1	0	1	0	0	0
Post-compulsory	School Action plus	116	0	0	0	0	0	0	0	1	0	0	0	0
	Statements	116	0	0	0	0	0	0	0	0	0	0	0	0

# Epsom and Ewell High School (URN: 125305 DfE No. 9365405)

## Absence

### School Level Absence and Exclusions - 3 Year Trend

Table 2.1.1

The absence analysis shows the proportion of enrolments in the school who were classed as Persistent Absentees and the proportion of sessions missed due to Overall Absence. The analysis also provides a comparison with national average levels of persistent absenteeism and sessions missed, as well as the median trendline level for schools of the same type with the same level of Free School Meal eligibility. The graphs for Persistent and Overall Absence both apply to 2011.

Please note that the absence analysis is based on the combined autumn and spring term data for 2011. RAISEonline only publishes 2 terms school and national absence data in mainstream schools' reports and 2.5 terms in special schools' reports.

The exclusions analysis is based on 3 terms data for the 2010 academic year. The exclusions analysis shows the proportion of enrolments in the school who have been excluded for fixed term and permanent exclusions. The analysis also provides a comparison with the national average levels of exclusions.

	2009			2010			2011		
	School	National average for secondary schools	Median trendline for school's FSM level	School	National average for secondary schools	Median trendline for school's FSM level	School	National average for secondary schools	Median trendline for school's FSM level
<b>Absence</b>									
% Persistent absentees- absent for 15% or more sessions	-	-	-	-	-	-	9.2	9.6	8.5
% Persistent absentees- absent for 20% or more sessions	9.1	5.8	4.9	4.0	4.6	4.0	4.1	4.8	4.0
% of sessions missed due to Overall Absence	10.02	7.33	7.10	6.20	6.90	6.60	6.15	6.55	6.10
<b>Exclusions</b>									
Permanent exclusions as a percentage of the total school roll	-	-	-	0.14	0.15	-	-	-	-
% enrolments with 1 or more fixed term exclusions	-	-	-	0.28	4.83	-	-	-	-
Fixed term exclusions as a percentage of the total school roll	-	-	-	0.28	8.73	-	-	-	-

# Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Absence

Chart 2.1.2

Overall Absence levels compared to the national average for secondary schools with the same level of FSM eligibility, in 2011

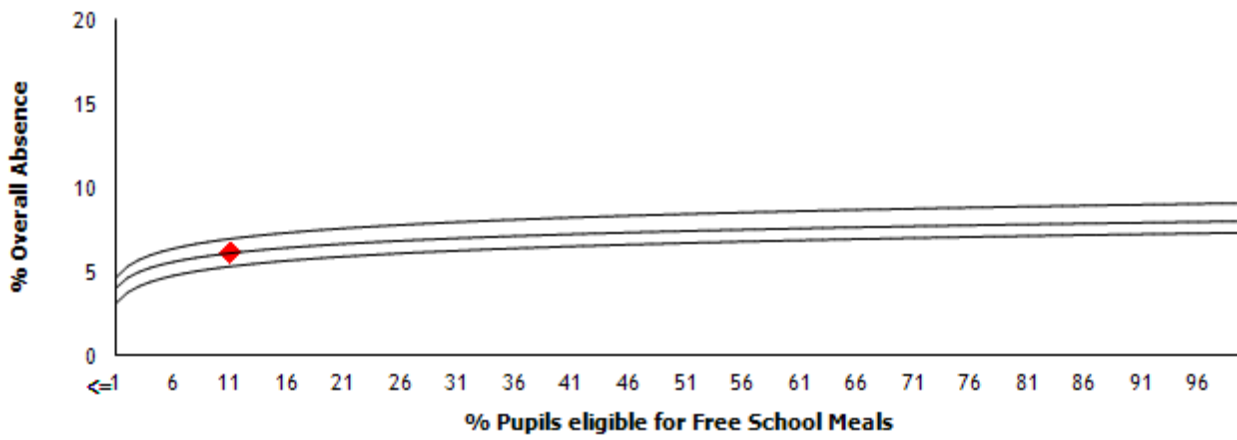
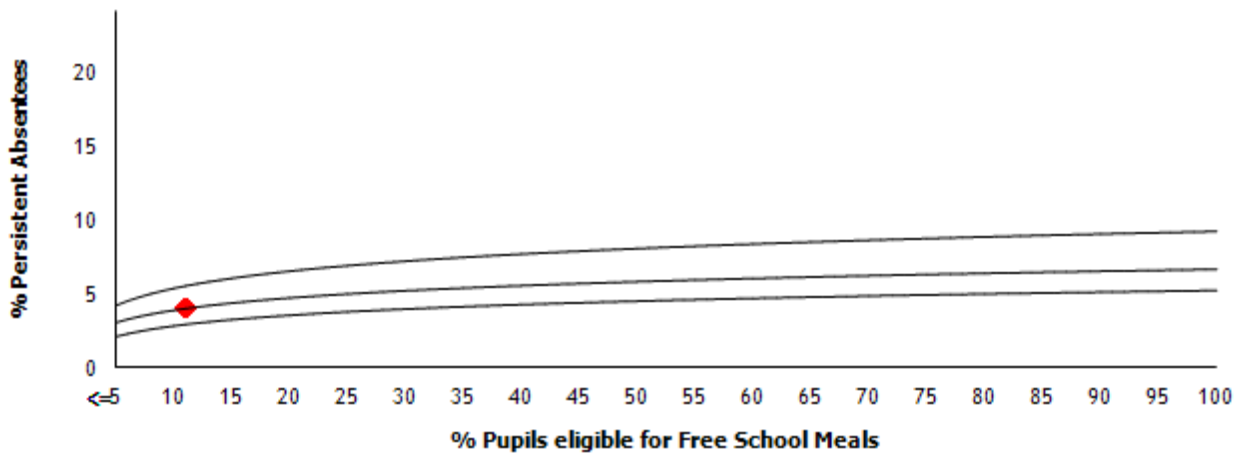


Chart 2.1.3

Persistent Absentee levels compared to the national average for secondary schools with the same level of FSM eligibility, in 2011



## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Absence

Table 2.1.4: School Level Absence by pupil groups

This analysis shows the proportion of enrolments in the school who are classed as Persistent Absentees and the proportion of sessions missed due to Overall Absence. The analysis also provides a comparison with national average levels of persistent absenteeism and sessions missed.

Please note that the absence analysis is based on the combined autumn and spring term data. RAISEonline only publishes 2 terms school and national absence data in mainstream schools' reports and 2.5 terms in special schools' reports. For consistency, the national comparator for secondary schools is also presented.

	% of sessions missed due to Overall Absence		% Persistent absentees - absent for 15% or more sessions		% Persistent absentees- absent for 20% or more sessions	
	School	National average for secondary schools	School	National average for secondary schools	School	National average for secondary schools
All Pupils	6.15	6.55	9.2	9.6	4.1	4.8
-----						
Gender						
Male	5.61	6.40	8.0	9.2	4.0	4.6
Female	6.56	6.71	10.0	10.0	4.1	5.0
-----						
Free School Meals						
FSM	8.24	10.08	14.5	20.3	7.9	11.3
Non FSM	5.89	5.88	8.5	7.5	3.6	3.6
-----						
English as a First Language						
English or believed to be English	6.38	6.64	10.4	9.9	4.4	5.0
Other than English or believed to be other than English	4.96	5.90	3.4	7.2	2.5	3.1
Unclassified	0.00	7.07	0.0	10.5	0.0	5.3
-----						
Special Educational Needs						
No Identified SEN	5.59	5.69	7.3	7.0	2.8	3.1
SEN without a statement	7.34	9.41	14.7	18.2	7.1	10.4
School Action	6.50	8.29	11.3	15.0	5.2	7.8
School Action Plus	8.74	11.58	20.3	24.1	10.2	15.3
SEN with a statement	11.17	8.82	15.8	16.6	15.8	9.5

**Epsom and Ewell High School (URN: 125305 DfE No. 9365405)**  
**Absence**

Ethnic Group						
<hr/>						
White						
British	6.24	6.67	9.8	10.1	4.2	5.1
Irish	17.05	7.13	100.0	11.0	0.0	6.0
Traveller of Irish Heritage	0.00	25.92	0.0	56.4	0.0	41.0
Gypsy/Roma	17.84	19.34	75.0	46.0	25.0	31.1
Any Other White Background	4.93	7.06	2.0	10.7	2.0	5.1
Mixed						
White and Black Caribbean	8.01	7.91	0.0	14.0	0.0	7.4
White and Black African	13.05	6.31	33.3	8.9	33.3	4.4
White and Asian	11.58	6.36	44.4	9.0	22.2	4.4
Any other Mixed Background	3.94	6.63	0.0	9.7	0.0	4.8
Asian or Asian British						
Indian	15.61	4.63	20.0	4.2	20.0	1.6
Pakistani	8.62	7.04	0.0	9.2	0.0	3.6
Bangladeshi	3.49	6.40	0.0	7.6	0.0	3.1
Any other Asian Background	3.70	4.72	0.0	4.7	0.0	1.9
Black or Black British						
Black Caribbean	3.29	5.86	0.0	8.3	0.0	4.1
Black African	1.75	4.03	0.0	3.6	0.0	1.5
Any Other Black Background	5.23	5.44	0.0	7.1	0.0	3.6
Chinese	0.27	2.82	0.0	1.8	0.0	0.7
Any Other Ethnic Group	3.82	5.87	0.0	6.9	0.0	3.2
Unclassified - Refused	6.33	6.99	33.3	10.4	0.0	5.3
Unclassified - Information Not Obtained	8.42	7.55	18.2	12.1	9.1	6.2

2011 absence data will not be available until the end of the autumn term 2011 for mainstream schools and the beginning of the summer term 2012 for special schools.

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Absence

Table 2.1.5: School Level Exclusions by pupil groups

This analysis shows the proportion of enrolments in the school who have been excluded for fixed term and permanent exclusions. The analysis also provides a comparison with the national average levels of exclusions.

As School Census collects exclusions data two terms in arrears, this analysis relates to the 2010 academic year, which is the most recent year for which we have a full set of data.

	Fixed term exclusions as a percentage of the total school roll		% enrolments with 1 or more fixed term exclusions		Permanent exclusions as a percentage of the total school roll	
	School	National average for secondary schools	School	National average for secondary schools	School	National average for secondary schools
All Pupils	0.28	8.73	0.28	4.83	0.14	0.15
<hr style="border-top: 1px dashed black;"/>						
Gender						
Male	0.63	12.39	0.63	6.78	0.32	0.23
Female	0.00	5.01	0.00	2.84	0.00	0.07
<hr style="border-top: 1px dashed black;"/>						
Free School Meals						
FSM	0.00	21.31	0.00	10.67	0.00	0.43
Non FSM	0.31	6.61	0.31	3.84	0.16	0.11
<hr style="border-top: 1px dashed black;"/>						
English as a First Language						
English or believed to be English	0.34	9.04	0.34	4.88	0.17	0.16
Other than English or believed to be other than English	0.00	6.39	0.00	4.39	0.00	0.13
Unclassified	0.00	9.39	0.00	5.58	0.00	0.17
<hr style="border-top: 1px dashed black;"/>						
Special Educational Needs						
No Identified SEN	0.37	4.31	0.37	2.80	0.00	0.06
SEN without a statement	0.00	24.48	0.00	12.12	0.00	0.52
School Action	0.00	15.85	0.00	8.77	0.00	0.25
School Action Plus	0.00	41.77	0.00	18.84	0.00	1.05
SEN with a statement	0.00	27.03	0.00	12.34	4.17	0.33

**Epsom and Ewell High School (URN: 125305 DfE No. 9365405)**  
**Absence**

Ethnic Group	Fixed term exclusions as a percentage of the total school roll		% enrolments with 1 or more fixed term exclusions		Permanent exclusions as a percentage of the total school roll	
	School	National average for secondary schools	School	National average for secondary schools	School	National average for secondary schools
<hr style="border-top: 1px dashed black;"/>						
White						
British	0.36	8.75	0.36	4.66	0.18	0.14
Irish	0.00	9.34	0.00	5.27	0.00	0.20
Traveller of Irish Heritage	0.00	46.20	0.00	20.89	0.00	1.15
Gypsy/Roma	0.00	36.73	0.00	17.82	0.00	0.90
Any Other White Background	0.00	6.76	0.00	4.09	0.00	0.12
Mixed						
White and Black Caribbean	0.00	18.89	0.00	10.37	0.00	0.43
White and Black African	0.00	13.04	0.00	7.27	0.00	0.26
White and Asian	0.00	7.12	0.00	4.23	0.00	0.13
Any other Mixed Background	0.00	10.42	0.00	5.99	0.00	0.22
Asian or Asian British						
Indian	0.00	2.41	0.00	1.81	0.00	0.04
Pakistani	0.00	7.30	0.00	5.03	0.00	0.12
Bangladeshi	0.00	5.92	0.00	4.24	0.00	0.13
Any other Asian Background	0.00	3.72	0.00	2.71	0.00	0.06
Black or Black British						
Black Caribbean	0.00	17.53	0.00	10.57	0.00	0.56
Black African	0.00	10.35	0.00	7.08	0.00	0.23
Any Other Black Background	0.00	15.25	0.00	9.41	0.00	0.45
Chinese	0.00	1.22	0.00	0.90	0.00	0.02
Any Other Ethnic Group	0.00	6.57	0.00	4.43	0.00	0.14

**Epsom and Ewell High School (URN: 125305 DfE No. 9365405)**  
**Absence**

	Fixed term exclusions as a percentage of the total school roll		% enrolments with 1 or more fixed term exclusions		Permanent exclusions as a percentage of the total school roll	
	School	National average for secondary schools	School	National average for secondary schools	School	National average for secondary schools
Unclassified - Refused	0.00	9.27	0.00	5.30	0.00	0.21
Unclassified - Information Not Obtained	0.00	10.45	0.00	5.77	0.00	0.20

Data on permanent exclusions is shown as provided by schools as part of the schools census. It may not reflect changes made as part of a LA checking exercise, nor match figures published as part of the statistical first release.

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Prior Attainment

Table 3.1.1: The prior attainment of pupils in Key Stage 3 and Key Stage 4

The graphs below show the prior attainment in terms of Key Stage 2 average fine points score, of pupils studying at Key Stage 4 and Key Stage 3 in your school in 2010/11. This has been broken down by year group. The graphs also show the national picture for maintained mainstream schools. The national averages are not comparable with previous years. From 2011, teacher assessments have been included which will align with the methodology used for 2011 value added and expected progress. When interpreting the charts the level of coverage should be taken into account.

Average fine points score at KS2

NC Year starting Sept 2010	School	National	Difference	Sig	% Coverage
Year 11	27.4	28.0	-0.6	Sig-	87.6
Year 10	26.5	27.8	-1.3	Sig-	83.3
Year 9	27.0	28.1	-1.1	Sig-	88.2
Year 8	26.3	28.1	-1.8	Sig-	85.9
Year 7	26.6	27.5	-0.9	Sig-	98.1

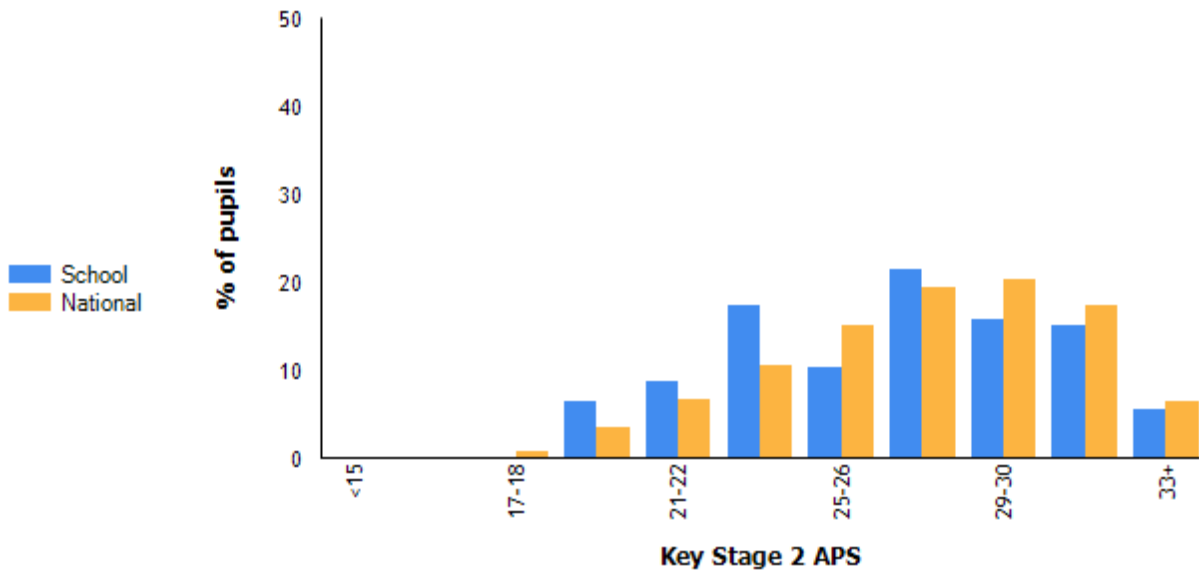
% by Prior Attainment Band

	School			National		
	Low	Middle	High	Low	Middle	High
Year 11	23.6	48.8	27.6	15.6	50.6	33.7
Year 10	22.6	58.3	19.1	15.6	52.8	31.6
Year 9	20.0	58.3	21.7	13.4	54.1	32.5
Year 8	28.8	49.3	21.9	13.4	53.9	32.6
Year 7	16.9	59.1	24.0	17.9	48.3	33.9

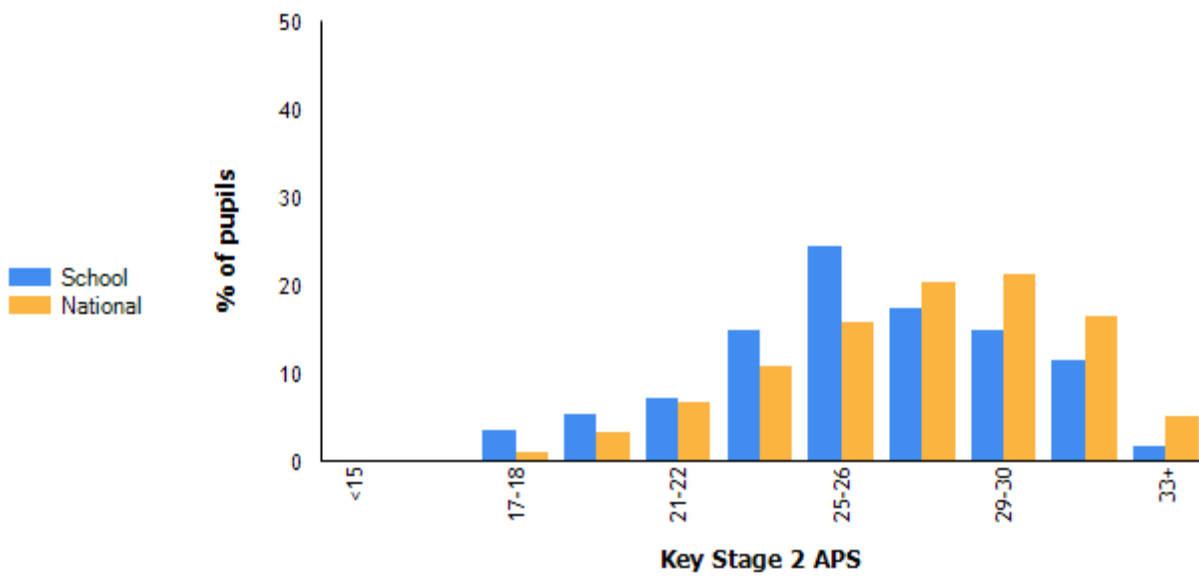
KS2 prior attainment includes teacher assessment data

# Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Prior Attainment

Year 11 in September 2010

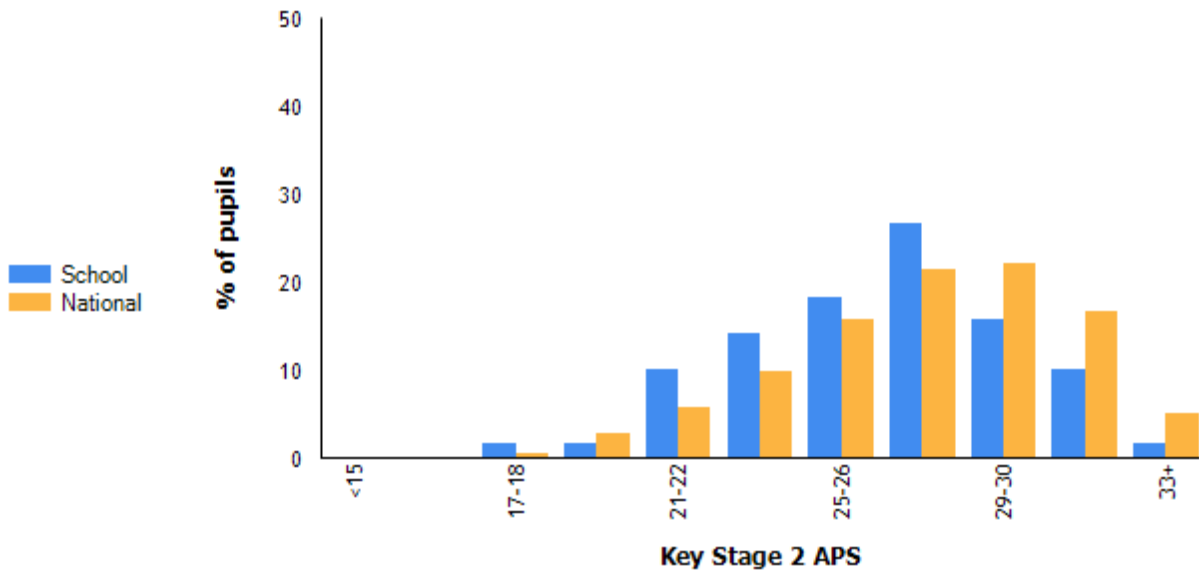


Year 10 in September 2010

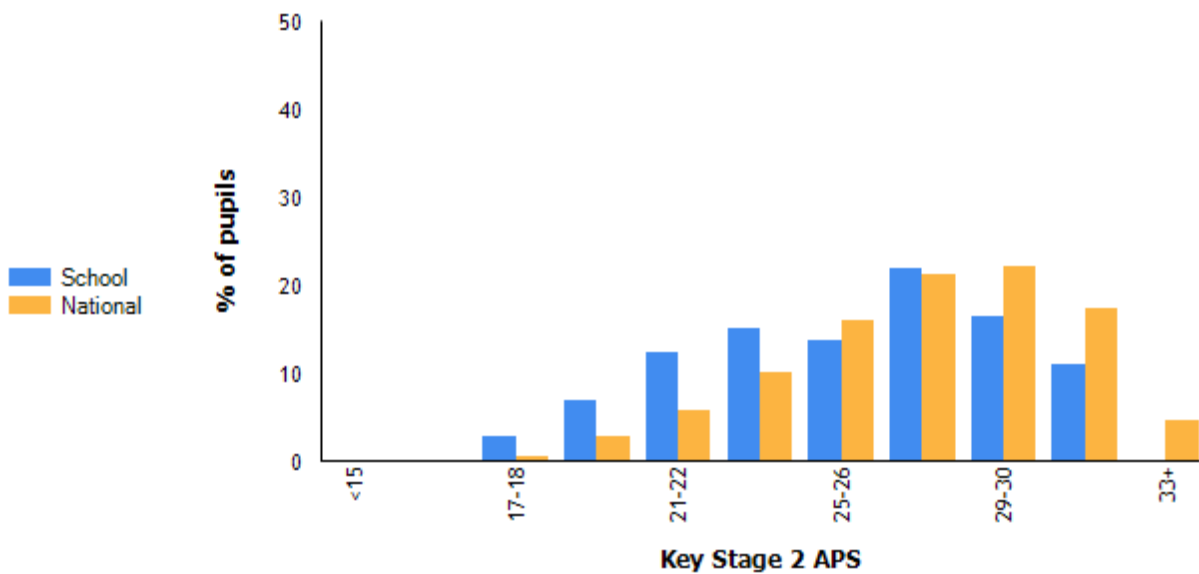


## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Prior Attainment

Year 9 in September 2010

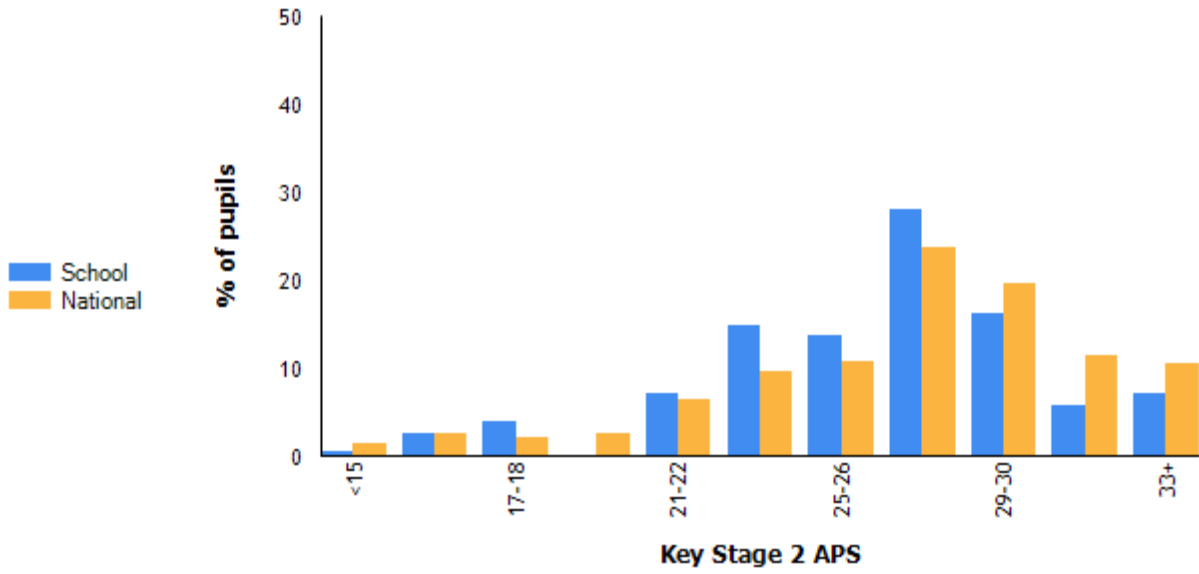


Year 8 in September 2010



# Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Prior Attainment

Year 7 in September 2010

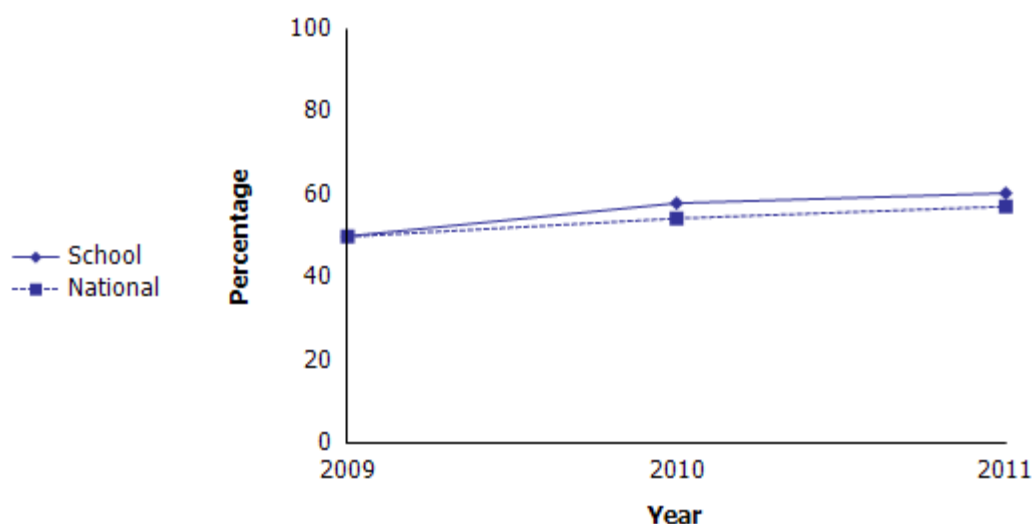


## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Attainment at Key Stage 4

Chart 4.1.1 and Table 4.1.2: Percentage of candidates achieving 5 or more A\* to C (including English and mathematics) at GCSE and Equivalent

This report provides analysis of pupils performance at GCSE and equivalent. The percentage of pupils gaining 5 or more A\* to C (inc English and mathematics) over the last 3 years is shown. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown. Where a school figure is significantly above or below that of the previous year an up or down arrow is displayed to the right of the figure.

**Percentage of pupils achieving 5 or more A\* to C (inc English and mathematics) at GCSE and equivalent**

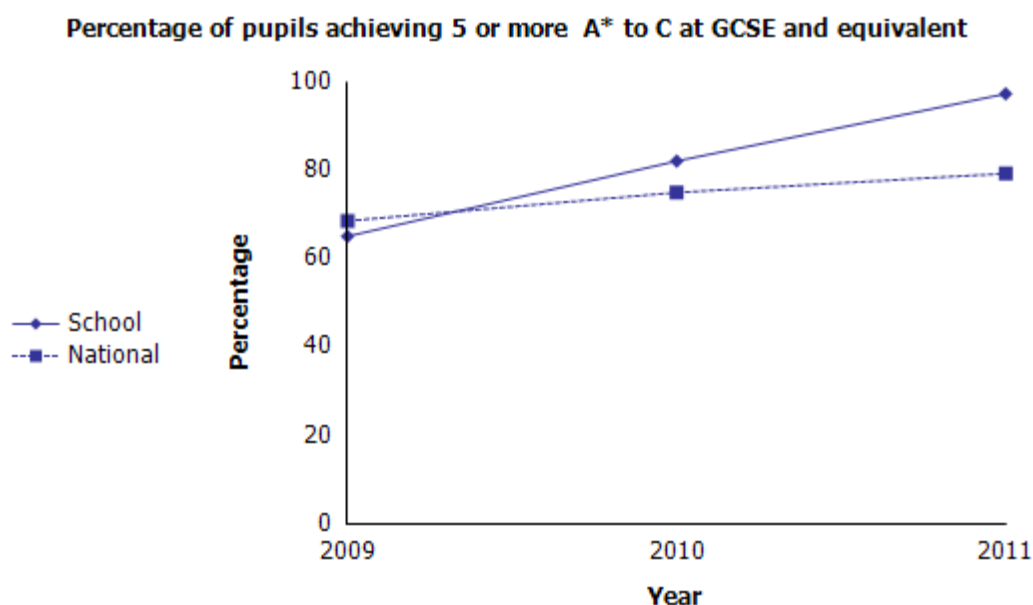


% achieving 5 or more A* to C (inc English and Maths)	2009	2010	2011
Cohort	127	130	144
School	50	58	60
National	50	54	57
Difference	0	4	3
Significance			

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Attainment at Key Stage 4

Chart 4.1.3 and Table 4.1.4: Percentage of candidates achieving 5 or more A\* to C at GCSE and Equivalent

This report provides analysis of pupils performance at GCSE and equivalent. The percentage of pupils gaining 5 or more A\* to C over the last 3 years is shown. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown. Where a school figure is significantly above or below that of the previous year an up or down arrow is displayed to the right of the figure.



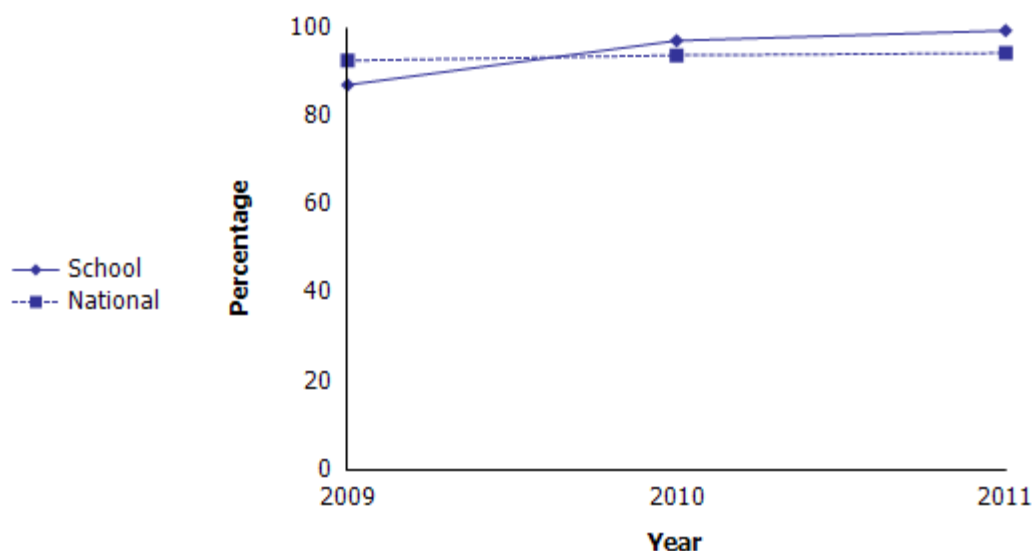
% achieving 5 or more A* to C	2009	2010	2011
Cohort	127	130	144
School	65	82	↑ 97
National	68	75	79
Difference	-3	7	18
Significance			Sig+

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Attainment at Key Stage 4

Chart 4.1.5 and Table 4.1.6: Percentage of candidates achieving 5 or more A\* to G at GCSE and Equivalent

This report provides analysis of pupils performance at GCSE and equivalent. The percentage of pupils gaining 5 or more A\* to G over the last 3 years is shown. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown. Where a school figure is significantly above or below that of the previous year an up or down arrow is displayed to the right of the figure.

**Percentage of pupils achieving 5 or more A\* to G at GCSE and equivalent**

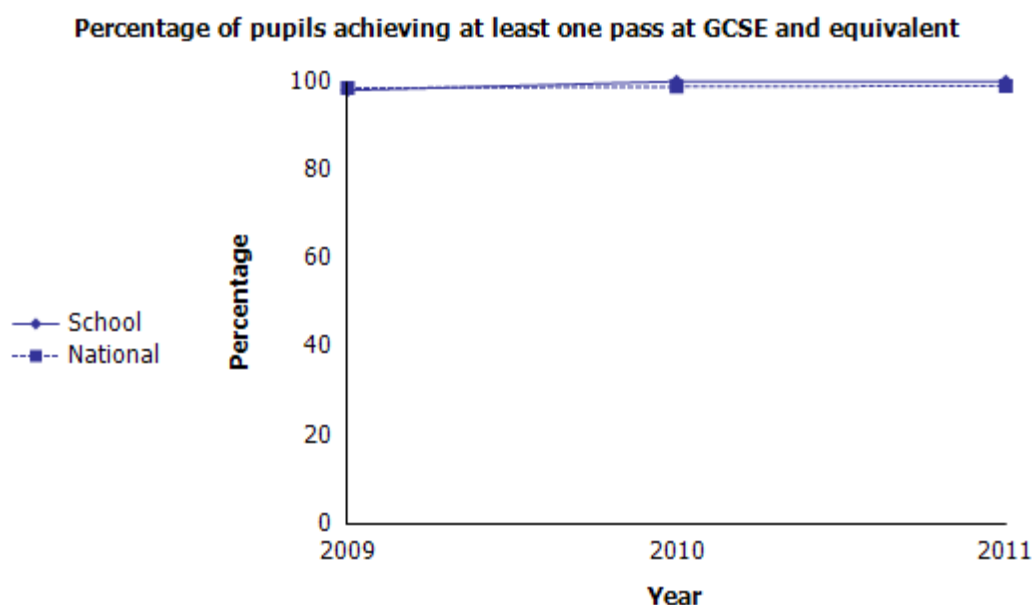


% achieving 5 or more A* to G	2009	2010	2011
Cohort	127	130	144
School	87	97	99
National	92	94	94
Difference	-5	3	5
Significance	Sig-		Sig+

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Attainment at Key Stage 4

Chart 4.1.7 and Table 4.1.8: Percentage of candidates achieving at least one pass at GCSE and Equivalent

This report provides analysis of pupils performance at GCSE and equivalent. The percentage of pupils gaining at least one pass over the last 3 years is shown. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown. Where a school figure is significantly above or below that of the previous year an up or down arrow is displayed to the right of the figure.

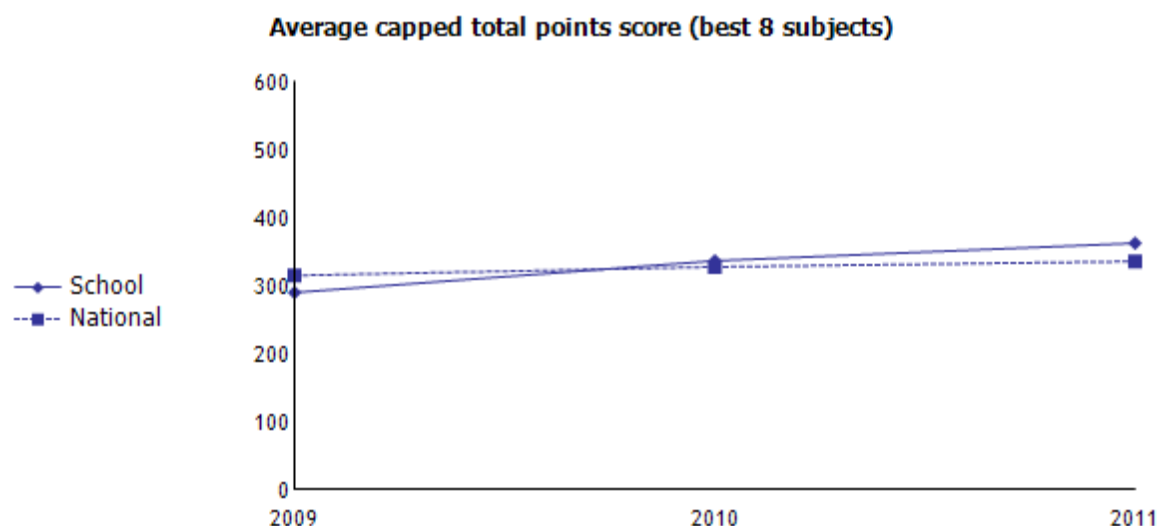


% achieving at least one pass	2009	2010	2011
Cohort	127	130	144
School	98	100	100
National	99	99	99
Difference	-1	1	1
Significance	-	-	-

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Attainment at Key Stage 4

Chart 4.1.9 and Table 4.1.10: Attainment, Average Capped Point Score, Best 8 Subjects

The report provides analysis of pupils' average points scores for their best 8 subjects at GCSE and equivalent over the last 3 years. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown. Where a school figure is significantly above or below that of the previous year an up or down arrow is displayed to the right of the figure.

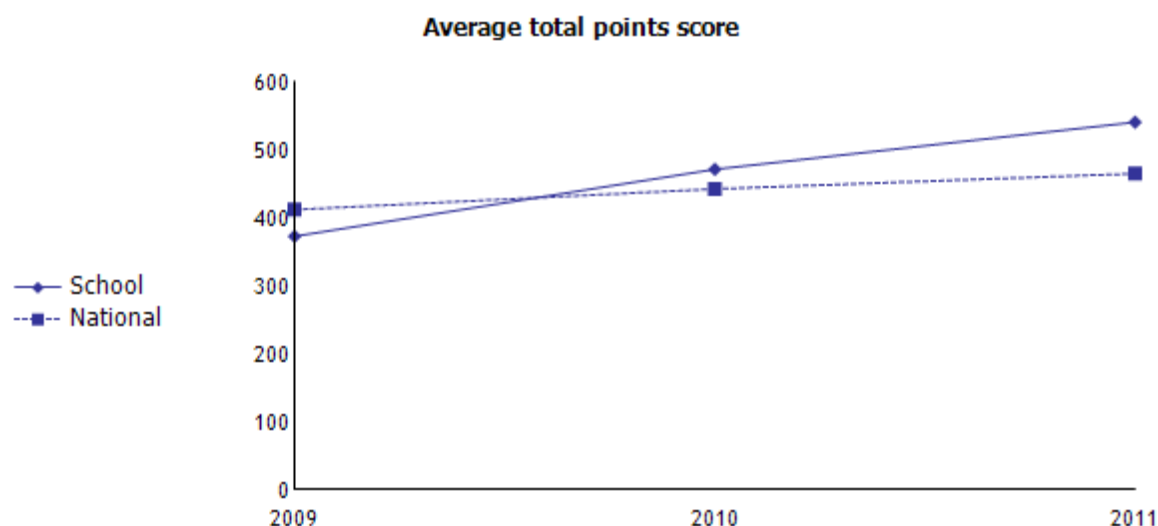


Average capped total points score (best 8 subjects)	2009	2010	2011	
Cohort	127	130	144	
School	289.3	336.0	361.8	↑
National	314.4	327.0	335.1	
Difference	-25.1	9.0	26.7	
Significance	Sig-		Sig+	

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Attainment at Key Stage 4

Chart 4.1.11 and Table 4.1.12: Attainment, Average Total Point Score at Key Stage 4

The report provides analysis of pupils' average total points scores for all subjects at GCSE and equivalent over the last 3 years. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown. Where a school figure is significantly above or below that of the previous year an up or down arrow is displayed to the right of the figure.



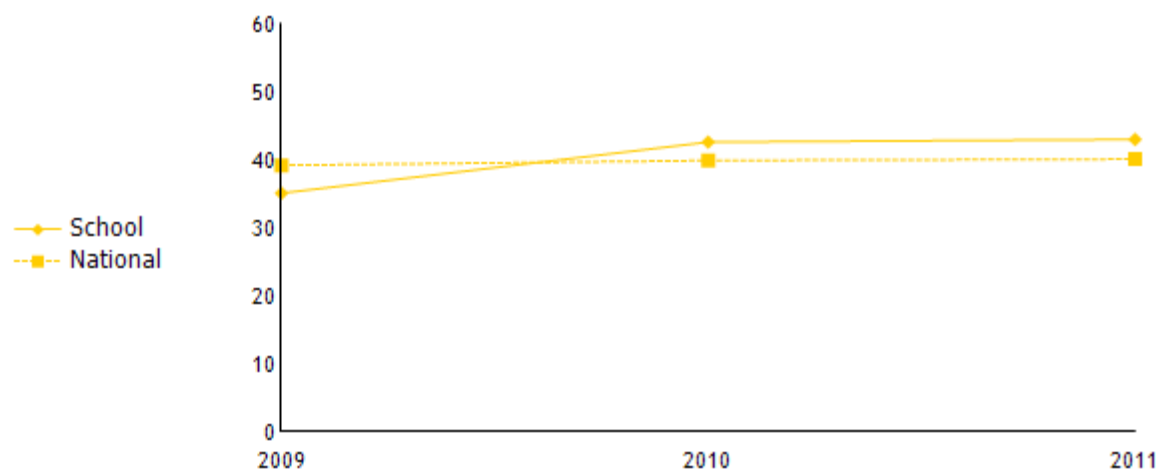
Average total points score	2009	2010	2011
Cohort	127	130	144
School	371.9	470.1	539.3
National	411.0	441.4	463.9
Difference	-39.1	28.7	75.4
Significance	Sig-	Sig+	Sig+

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Attainment at Key Stage 4

Chart 4.1.13 and Table 4.1.14: Attainment, Average Total Point Score at Key Stage 4 for English

The report provides analysis of pupils average points score for English / English Language at Key Stage 4 over the last 3 years. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown. Where a school figure is significantly above or below that of the previous year, an up or down arrow is displayed to the right of the figure.

**Average points per pupil in English / English Language**

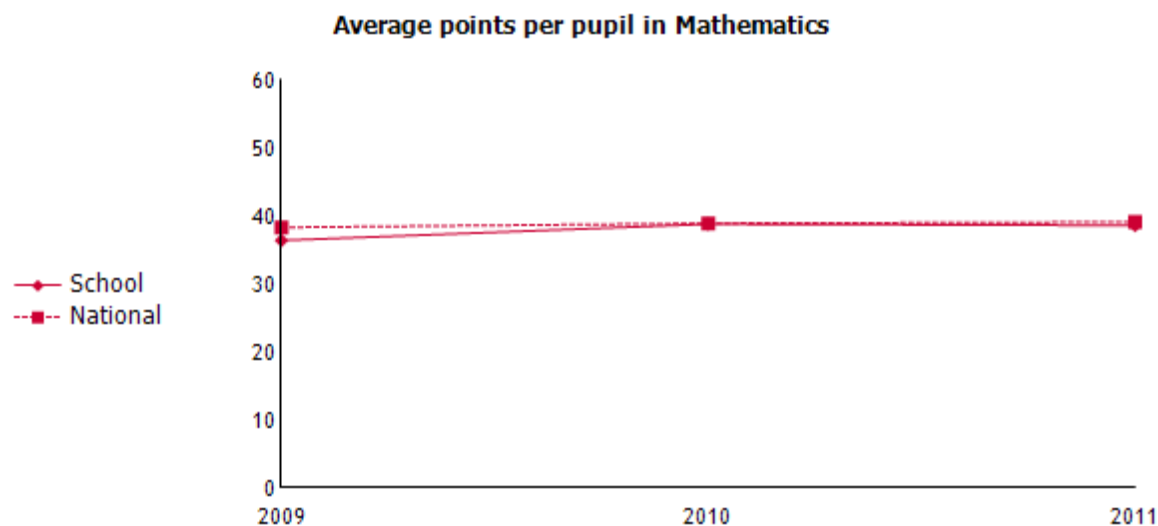


Average points per pupil in English / English Language	2009	2010	2011
Cohort	127	130	144
School	35.0	42.5	↑ 42.9
National	39.1	39.8	40.0
Difference	-4.1	2.7	2.9
Significance	Sig-	Sig+	Sig+

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Attainment at Key Stage 4

Chart 4.1.15 and Table 4.1.16: Attainment, Average Total Point Score at Key Stage 4 for mathematics

The report provides analysis of pupils average points score for Mathematics at Key Stage 4 over the last 3 years. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, sig+ or sig- is shown. Where a school figure is significantly above or below that of the previous year, an up or down arrow is displayed to the right of the figure.



Average points per pupil in Mathematics	2009	2010	2011
Cohort	127	130	144
School	36.3	38.7	38.5
National	38.2	38.8	39.0
Difference	-1.9	-0.1	-0.5
Significance			

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Attainment at Key Stage 4

Table 4.1.17: Attainment, Summary of full GCSE Results for All Pupils - 2011

This analysis shows the performance in 2011 of full GCSE subjects in your school at Key Stage 4 for all pupils. Significance tests compare school data against the corresponding national data.

Subject		Number of entries	Entry as a percentage of cohort	% A*-A	% A*-C	% A*-G	% Fail	Average Point Score
ART & DESIGN	School	51	35.4	19.6	74.5	100.0	0.0	40.5
	National	145,444	24.3	21.2	75.0	99.5	0.5	41.7
BIOLOGY	School	1	0.7	0.0	0.0	100.0	0.0	28.0
	National	116,548	20.4	46.2	93.5	99.9	0.1	47.8
BUSINESS STUDIES	School	66	45.8	12.1	66.7	98.5	1.5	38.0
	National	53,366	9.3	19.2	67.6	98.7	1.3	40.1
COMMUNICATION STUDIES	School	57	39.6	15.8	86.0	98.2	1.8	42.7
	National	61,648	10.6	17.0	64.8	98.0	2.0	39.2
CORE SCIENCE	School	77	53.5	18.2	84.4	100.0	0.0	42.8
	National	338,350	59.1	11.2	63.2	99.2	0.8	38.4
DANCE	School	8	5.6	50.0	62.5	100.0	0.0	42.3
	National	12,771	2.2	20.1	60.0	99.0	1.0	39.4
DESIGN AND TECHNOLOGY	School	19	13.2	0.0	36.8	100.0	0.0	34.3
	National	226,035	37.8	17.9	61.5	98.0	2.0	38.7
DRAMA	School	24	16.7	50.0	95.8	100.0	0.0	49.0
	National	66,448	11.6	20.1	72.5	99.3	0.7	41.3
ENGLISH LITERATURE	School	144	100.0	16.0	73.6	98.6	1.4	41.4
	National	414,168	72.3	22.9	77.4	98.7	1.3	42.3
ENGLISH/ENGLISH LANGUAGE - SINGLE	School	144	100.0	18.1	82.6	99.3	0.7	42.9
	National	547,982	95.6	17.1	70.9	99.2	0.8	40.6
FRENCH	School	54	37.5	11.1	48.1	100.0	0.0	37.8
	National	122,067	21.3	22.3	68.7	99.6	0.4	41.2
GEOGRAPHY	School	15	10.4	6.7	53.3	100.0	0.0	36.8
	National	142,703	24.9	25.3	67.4	98.9	1.1	40.9

**Epsom and Ewell High School (URN: 125305 DfE No. 9365405)**  
**Attainment at Key Stage 4**

Subject		Number of entries	Entry as a percentage of cohort	% A*-A	% A*-C	% A*-G	% Fail	Average Point Score
GERMAN	School	57	39.6	5.3	94.7	100.0	0.0	42.2
	National	52,607	9.2	22.1	73.6	99.6	0.4	41.9
HISTORY	School	52	36.1	21.2	71.2	96.2	3.8	39.8
	National	174,709	30.5	27.7	68.1	98.1	1.9	40.9
MATHEMATICS	School	142	98.6	14.8	63.4	98.6	1.4	39.0
	National	552,849	96.5	19.4	66.6	98.9	1.1	39.4
MUSIC	School	5	3.5	0.0	80.0	100.0	0.0	42.4
	National	37,900	6.6	28.7	74.5	98.9	1.1	42.4
OTHER LANGUAGES	School	6	3.5	83.3	100.0	100.0	0.0	54.0
	National	19,564	3.3	56.8	86.2	99.3	0.7	47.9
OTHER SCIENCES	School	79	54.9	20.3	70.9	100.0	0.0	41.5
	National	243,885	42.3	14.7	68.7	99.3	0.7	40.1
RELIGIOUS STUDIES/EDUCATION	School	135	93.8	11.1	49.6	96.3	3.7	36.0
	National	181,094	31.6	28.9	71.6	98.3	1.7	41.6
SPANISH	School	1	0.7	100.0	100.0	100.0	0.0	52.0
	National	48,693	8.5	27.4	70.7	99.4	0.6	42.0
<b>Total</b>	School	<b>1,137</b>	<b>-</b>	<b>16.3</b>	<b>70.8</b>	<b>98.8</b>	<b>1.2</b>	<b>40.4</b>

**Epsom and Ewell High School (URN: 125305 DfE No. 9365405)**  
**Attainment at Key Stage 4**

Table 4.1.18: Attainment, Summary of vocational GCSE Results for All Pupils - 2011

This analysis shows the performance in 2011 of vocational GCSE subjects in your school at Key Stage 4 for all pupils. Significance tests compare school data against the corresponding national data.

No school data currently available for 2011.

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Attainment at Key Stage 4

Table 4.1.19: Attainment, Relative Performance Indicators for full GCSEs, All Pupils - 2011

This analysis shows the relative performance in 2011 of GCSE subjects in your school at Key Stage 4 for all pupils. For information about how this indicator is calculated, please see the Help article.

Subject	Entries	School Average	Average In All Other Subjects	School Difference	National Difference	Relative Performance Indicator
ART & DESIGN	51	40.5	38.4	2.1	2.0	0.1
BIOLOGY	1	28.0	39.0	-11.0	0.7	-11.7
BUSINESS STUDIES	66	38.0	42.0	-3.9	-2.2	-1.7
COMMUNICATION STUDIES	57	42.7	39.8	2.8	0.1	2.7
CORE SCIENCE	77	42.8	43.3	-0.4	0.0	-0.4
DANCE	8	42.3	44.4	-2.1	-1.6	-0.5
DESIGN AND TECHNOLOGY	19	34.3	36.5	-2.2	-0.6	-1.6
DRAMA	24	49.0	42.0	7.0	0.5	6.5
ENGLISH LITERATURE	144	41.4	38.8	2.6	0.8	1.8
ENGLISH/ENGLISH LANGUAGE - SINGLE	144	42.9	38.3	4.7	2.1	2.6
FRENCH	54	37.8	41.4	-3.6	-3.9	0.3
GEOGRAPHY	15	36.8	39.4	-2.6	-1.9	-0.7
GERMAN	57	42.2	41.7	0.5	-3.8	4.3
HISTORY	52	39.8	42.3	-2.5	-2.2	-0.3
MATHEMATICS	142	39.0	39.6	-0.6	0.6	-1.2
MUSIC	5	42.4	41.7	0.7	-1.6	2.3
OTHER LANGUAGES	6	53.2	47.6	5.6	7.3	-1.7
OTHER SCIENCES	79	41.5	43.0	-1.5	-0.7	-0.8
RELIGIOUS STUDIES/EDUCATION	135	36.0	40.5	-4.5	-0.3	-4.2
SPANISH	1	52.0	49.3	2.7	-2.9	5.6

**Epsom and Ewell High School (URN: 125305 DfE No. 9365405)**  
**Attainment at Key Stage 4**

Table 4.1.20: Attainment, Relative Performance Indicators for vocational GCSEs, All Pupils - 2011

This analysis shows the relative performance in 2011 of vocational GCSE subjects in your school at Key Stage 4 for all pupils. For information about how this indicator is calculated, please see the Help article.

No school data currently available for 2011.

**Epsom and Ewell High School (URN: 125305 DfE No. 9365405)**  
**Attainment at Key Stage 4**

Table 4.1.21: Attainment, Percentage Achieving Thresholds at GCSE and equivalent by pupil Characteristics - 2011

Percentage of candidates achieving thresholds at GCSE and equivalent

This report provides analysis of pupils' performance at GCSE and equivalent. The percentage of pupils achieving each threshold in 2011 by pupil characteristic is shown. Significance tests have not been performed on this data.

Percentage of pupils achieving each threshold

Cohort	All qualifications	English Baccalaureate	Basics	GCSE only	All qualifications		
	5+ A* to C (incl Eng and Mat)			5+ A* to C (incl Eng and Mat)	5+ A* to C	5+ A* to G	
All Pupils	144	60	20	60	57	97	99
Gender							
Male	69	58	19	58	51	96	99
Female	75	63	21	63	63	99	100
Free School Meals							
FSM	5	60	40	60	60	100	100
Not FSM	139	60	19	60	57	97	99
Children Looked After							
CLA	-	-	-	-	-	-	-
Not CLA	144	60	20	60	57	97	99
Free School Meals Or Children Looked After							
CLA or FSM	5	60	40	60	60	100	100
Not CLA or FSM	139	60	19	60	57	97	99
Prior Attainment							
Low	38	16	3	16	8	95	97

**Epsom and Ewell High School (URN: 125305 DfE No. 9365405)**  
**Attainment at Key Stage 4**

Middle	60	63	12	63	62	97	100
High	34	97	53	97	97	100	100
-----							
English as a First Language							
English or believed to be English	118	58	19	58	55	97	99
Other than English or believed to be other	26	69	27	69	65	96	100
Unclassified	-	-	-	-	-	-	-
-----							
Special Educational Needs							
No Identified SEN	111	73	26	73	71	98	100
SEN without a statement	25	16	0	16	12	92	96
School Action	15	13	0	13	13	93	100
School Action Plus	10	20	0	20	10	90	90
SEN with a statement	8	25	0	25	0	100	100
-----							
Ethnicity Group							
White							
British	104	62	20	62	58	97	99
Irish	-	-	-	-	-	-	-
Traveller of Irish Heritage	-	-	-	-	-	-	-
Gypsy/Roma	-	-	-	-	-	-	-
Any Other White Background	10	70	30	70	70	100	100
Mixed							
White and Black Caribbean	1	100	0	100	100	100	100
White and Black African	1	0	0	0	0	100	100
White and Asian	3	67	0	67	67	100	100
Any other Mixed Background	1	100	0	100	100	100	100

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Asian or Asian British							
Indian	-	-	-	-	-	-	-
Pakistani	2	100	100	100	100	100	100
Bangladeshi	1	100	100	100	100	100	100
Any other Asian Background	5	80	20	80	80	100	100
Black or Black British							
Black Caribbean	1	100	0	100	0	100	100
Black African	3	67	0	67	67	100	100
Any Other Black Background	1	0	0	0	0	100	100
Chinese	-	-	-	-	-	-	-
Any Other Ethnic Group	1	0	0	0	0	0	100
Unclassified - Refused	1	0	0	0	0	100	100
Unclassified - Information Not Obtained	9	22	11	22	22	100	100

The Basics are the percentage of pupils achieving C grade or above in both English and mathematics GCSEs, or accredited versions of iGCSEs. The pilot English Studies Awards counts towards this measure but does not count towards the English Baccalaureate. The Basics indicator for mathematics is identical to that for Ebacc.

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Attainment at Key Stage 4

Table 4.1.22: Basics Thresholds by Pupil Groups: School and National Percentages


This analysis of pupil performance shows the percentage of pupils attaining the Basics indicator. Pupil performance is further analysed by the English and mathematics components making up the Basics indicator. This analysis is provided for pupil characteristics.


Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value sig+ or sig- is shown.

	Total number of pupils in 2011	Percentages based upon total number of pupils in cohort								
		English			Mathematics			Basics		
		Entries	School	National	Entries	School	National	Entries	School	National
All Pupils	144	144	83	68	142	63	64	142	60	58
<hr/>										
<u>Gender</u>										
Male	69	69	81	61	68	62	64	68	58	54
Female	75	75	84	76	74	63	65	74	63	61
<hr/>										
<u>Free School Meals</u>										
FSM	5	5	80	46	5	60	42	5	60	35
Non FSM	139	139	83	72	137	63	68	137	60	62
<hr/>										
<u>Children Looked After</u>										
CLA	0	-	-	27	-	-	24	-	-	17
Not CLA	144	144	83	69	142	63	65	142	60	58
<hr/>										
<u>Free School Meals Or Children Looked After</u>										
CLA or FSM	5	5	80	46	5	60	42	5	60	34
Not CLA or FSM	139	139	83	72	137	63	68	137	60	62
<hr/>										
<u>Prior Attainment</u>										
Low	38	38	53	19	37	16	12	37	16	6
Middle	60	60	90	71	59	68	64	59	63	54
High	34	34	100	97	34	97	97	34	97	95
<hr/>										
<u>English as a First Language</u>										
First Language - English	118	118	83	69	116	61	65	116	58	59
First Language - Other	26	26	81	64	26	69	66	26	69	56
First Language - Unclassified	0	-	-	25	-	-	26	-	-	20
<hr/>										
<u>Special Educational Needs</u>										
Non-SEN	111	111	90	80	110	76	75	110	73	69
SEN without a statement	25	25	48	37	24	16	34	24	16	25
School Action	15	15	53	40	15	13	38	15	13	28
School Action Plus	10	10	40	29	9	20	27	9	20	20
SEN with a statement	8	8	88	12	8	25	13	8	25	9
<hr/>										
<u>Ethnicity Group</u>										
White										
British	104	104	84	69	102	64	65	102	62	58

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	Total number of pupils in 2011	Percentages based upon total number of pupils in cohort								
		English			Mathematics			Basics		
		Entries	School	National	Entries	School	National	Entries	School	National
Irish	0	-	-	76	-	-	71	-	-	66
Traveller of Irish Heritage	0	-	-	24	-	-	21	-	-	18
Gypsy/Roma	0	-	-	16	-	-	14	-	-	11
Any Other White Background	10	10	90	62	10	70	64	10	70	54
Mixed										
White and Black Caribbean	1	1	100	65	1	100	55	1	100	49
White and Black African	1	1	100	70	1	0	64	1	0	58
White and Asian	3	3	100	77	3	67	74	3	67	68
Any other Mixed Background	1	1	100	74	1	100	68	1	100	63
Asian or Asian British										
Indian	0	-	-	81	-	-	81	-	-	74
Pakistani	2	2	100	63	2	100	61	2	100	52
Bangladeshi	1	1	100	69	1	100	68	1	100	60
Any other Asian Background	5	5	80	67	5	80	74	5	80	62
Black or Black British										
Black Caribbean	1	1	100	65	1	100	55	1	100	49
Black African	3	3	100	69	3	67	66	3	67	58
Any Other Black Background	1	1	100	66	1	0	59	1	0	53
Chinese	0	-	-	80	-	-	92	-	-	78
Any Other Ethnic Group	1	1	0	61	1	0	65	1	0	54
Unclassified - Refused	1	1	0	70	1	0	65	1	0	59
Unclassified - Information Not Obtained	9	9	56	25	9	22	25	9	22	19

 School subject area attainment is significantly above the national average

 School subject area attainment is significantly below the national average

This report may be switched from English Baccalaureate to Basics using the options menu choices in the interactive system.

The Basics are the percentage of pupils achieving C grade or above in both English and mathematics GCSEs, or accredited versions of iGCSEs. The pilot English Studies Awards counts towards this measure but does not count towards the English Baccalaureate. The Basics indicator for mathematics is identical to that for Ebacc.

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Attainment at Key Stage 4

Table 4.1.23: Basics: School and National Points Scores for English and mathematics

This report provides analysis of pupils' average points scores for the Basics indicator. Pupil performance is further analysed by the English and mathematics average point scores making up the Basics indicator. This analysis is provided for pupil characteristics.


Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value sig+ or sig- is shown.

	Total number of pupils in 2011	English			Mathematics		
		Entries	School	National	Entries	School	National
All Pupils	144	144	42.9	39.0	142	38.5	38.1
<u>Gender</u>							
Male	69	69	41.7	37.1	68	38.6	37.8
Female	75	75	44.1	41.0	74	38.3	38.3
<u>Free School Meals</u>							
FSM	5	5	47.2	32.9	5	41.2	31.2
Non FSM	139	139	42.8	40.0	137	38.4	39.2
<u>Children Looked After</u>							
CLA	0	-	-	24.8	-	-	23.5
Not CLA	144	144	42.9	39.1	142	38.5	38.2
<u>Free School Meals Or Children Looked After</u>							
CLA or FSM	5	5	47.2	32.5	5	41.2	30.9
Not CLA or FSM	139	139	42.8	40.2	137	38.4	39.3
<u>Prior Attainment</u>							
Low	38	38	36.6	27.5	37	28.9	23.5
Middle	60	60	43.2	38.9	59	38.0	37.6
High	34	34	49.2	47.6	34	47.8	48.4
<u>English as a First Language</u>							
First Language - English	118	118	43.0	39.5	116	37.9	38.3
First Language - Other	26	26	42.8	37.9	26	41.2	38.8
First Language - Unclassified	0	-	-	16.7	-	-	17.4
<u>Special Educational Needs</u>							
Non-SEN	111	111	44.8	42.1	110	41.6	41.3
SEN without a statement	25	25	36.0	32.1	24	28.2	30.0
School Action	15	15	38.8	33.7	15	28.1	31.6
School Action Plus	10	10	31.8	29.0	9	28.2	27.0
SEN with a statement	8	8	39.3	15.8	8	26.8	15.6
<u>Ethnicity Group</u>							
White							
British	104	104	42.9	39.4	102	38.6	38.2
Irish	0	-	-	41.8	-	-	40.3

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	Total number of pupils in 2011	English			Mathematics		
		Entries	School	National	Entries	School	National
Traveller of Irish Heritage	0	-	-	19.8	-	-	17.8
Gypsy/Roma	0	-	-	19.0	-	-	17.4
Any Other White Background	10	10	43.6	37.3	10	40.6	38.1
Mixed							
White and Black Caribbean	1	1	52.0	37.9	1	40.0	35.2
White and Black African	1	1	52.0	39.5	1	34.0	37.9
White and Asian	3	3	44.0	42.3	3	40.0	41.6
Any other Mixed Background	1	1	52.0	40.6	1	52.0	39.6
Asian or Asian British							
Indian	0	-	-	42.8	-	-	44.0
Pakistani	2	2	52.0	37.9	2	52.0	37.3
Bangladeshi	1	1	46.0	39.3	1	52.0	39.0
Any other Asian Background	5	5	41.2	38.8	5	44.8	41.8
Black or Black British							
Black Caribbean	1	1	40.0	37.9	1	46.0	35.5
Black African	3	3	46.0	39.0	3	40.0	38.5
Any Other Black Background	1	1	40.0	38.2	1	28.0	36.4
Chinese	0	-	-	42.9	-	-	48.9
Any Other Ethnic Group	1	1	34.0	37.1	1	28.0	38.5
Unclassified - Refused	1	1	34.0	39.6	1	34.0	38.7
Unclassified - Information Not Obtained	9	9	39.3	17.5	9	26.9	17.8

 School subject area attainment is significantly above the national average

 School subject area attainment is significantly below the national average

This report may be switched from English Baccalaureate to Basics using the options menu choices in the interactive system.

The Basics are the percentage of pupils achieving C grade or above in both English and mathematics GCSEs, or accredited versions of iGCSEs. The pilot English Studies Awards counts towards this measure but does not count towards the English Baccalaureate. The Basics indicator for mathematics is identical to that for Ebacc.

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Attainment at Key Stage 4

Table 4.1.24: Average point scores with and without qualifications equivalent to GCSE 2011

This report provides analysis of pupils attainment with and without qualifications equivalent to GCSE being counted. This analysis is provided for each pupil group.

The capped point score is shown with and without qualifications equivalent to GCSE for each pupil group.

	Cohort	Capped total point scores						Total point scores		
		with equivalent qualifications			GCSE only			with equivalent qualifications		
		National	School	Significance	National	School	Significance	National	School	Significance
All Pupils	144	335.1	361.8	Sig+	275.1	295.8	Sig+	463.9	539.3	Sig+
Gender										
Male	69	323.7	351.1	Sig+	260.3	281.0		443.5	513.7	Sig+
Female	75	347.1	371.7	Sig+	290.5	309.3		485.2	562.9	Sig+
Free School Meals										
FSM	5	290.0	397.7	Sig+	200.7	299.2		388.5	612.2	Sig+
Non FSM	139	342.4	360.5	Sig+	287.1	295.6		476.1	536.7	Sig+
Children Looked After										
CLA	-	221.1	-	-	138.9	-	-	279.0	-	-
Not CLA	144	336.0	361.8	Sig+	276.2	295.8	Sig+	465.4	539.3	Sig+
Free School Meals Or Children Looked After										
CLA or FSM	5	286.9	397.7	Sig+	198.0	299.2		383.6	612.2	Sig+
Not CLA or FSM	139	343.4	360.5	Sig+	288.3	295.6		477.6	536.7	Sig+
Prior Attainment										
Low	38	253.2	326.5	Sig+	145.5	211.3	Sig+	322.0	480.4	Sig+
Middle	60	332.7	355.0	Sig+	264.7	294.9	Sig+	457.4	532.9	Sig+
High	34	396.7	402.5		375.0	380.7		572.4	577.5	
English as First Language										
English or believed to be English	118	337.2	360.3	Sig+	277.3	292.5		467.1	537.1	Sig+

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Other than English or believed to be other than English	26	338.6	368.7	Sig+	275.6	310.3		468.4	549.5	Sig+
Unclassified	-	143.1	-	-	104.4	-	-	179.6	-	-
-----										
Special Education Needs										
No Identified SEN	111	357.3	372.5	Sig+	307.0	327.3	Sig+	502.3	562.4	Sig+
School Action	15	299.3	339.3	Sig+	204.3	219.2		395.8	477.1	Sig+
School Action Plus	10	252.9	307.5	Sig+	160.0	168.0		318.5	446.3	Sig+
SEN with a statement	8	166.5	323.2	Sig+	93.7	161.0	Sig+	199.6	452.8	Sig+
-----										
Ethnicity Group										
White										
British	104	336.8	361.5	Sig+	276.3	296.8	Sig+	467.0	537.1	Sig+
Irish	-	345.3	-	-	307.5	-	-	465.6	-	-
Traveller of Irish Heritage	-	177.1	-	-	106.8	-	-	218.4	-	-
Gypsy/Roma	-	179.6	-	-	98.1	-	-	217.9	-	-
Any Other White Background	10	333.3	376.0	Sig+	275.8	316.6		457.9	599.7	Sig+
Mixed										
White and Black Caribbean	1	319.9	374.0	-	250.8	292.0	-	436.1	700.0	-
White and Black African	1	335.6	338.0	-	281.8	332.0	-	460.3	428.0	-
White and Asian	3	357.6	356.0		311.0	320.7		496.3	502.0	
Any other Mixed Background	1	343.7	425.0	-	292.4	422.0	-	474.0	787.0	-
Asian or Asian British										
Indian	-	370.3	-	-	328.3	-	-	523.6	-	-
Pakistani	2	335.9	429.5		261.6	395.0		467.9	653.3	
Bangladeshi	1	343.5	401.0	-	277.9	392.0	-	470.0	533.0	-
Any other Asian Background	5	348.4	360.5		294.8	286.0		480.7	503.9	
Black or Black British										
Black Caribbean	1	323.2	344.0	-	250.6	262.0	-	436.2	702.0	-
Black African	3	337.4	401.0		274.2	338.0		461.3	656.0	

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Any Other Black Background	1	328.0	312.5	-	260.9	228.0	-	448.2	319.5	-
Chinese	-	389.4	-	-	357.0	-	-	567.8	-	-
Any Other Ethnic Group	1	336.0	296.0	-	273.1	242.0	-	464.3	362.0	-
Unclassified - Refused	1	336.8	326.0	-	284.8	262.0	-	464.8	402.5	-
Unclassified - Information Not Obtained	9	147.6	332.8	Sig+	108.5	214.2	Sig+	180.4	474.9	Sig+

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Attainment at Key Stage 4

Table 4.1.25: English Baccalaureate subject areas thresholds by pupil groups

This report provides analysis of thresholds for the Ebacc subject areas, for pupil groups. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value sig+ or sig- is shown.


	Total number of pupils in 2011	Percentages based upon total number of pupils in cohort									Percentages based upon subject entry								
		English Baccalaureate			English			Mathematics			Science			Languages			Humanities		
		Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National
All Pupils	144	43	20	15	144	83	68	142	63	64	77	68	75	112	72	70	61	70	68
<u>Gender</u>																			
Male	69	23	19	12	69	81	61	68	62	64	42	60	74	47	74	64	34	65	63
Female	75	20	21	18	75	84	75	74	63	65	35	77	76	65	71	75	27	78	72
<u>Free School Meals</u>																			
FSM	5	2	40	4	5	80	46	5	60	42	2	100	58	2	100	58	2	100	45
Non FSM	139	41	19	17	139	83	71	137	63	68	75	67	77	110	72	71	59	69	70
<u>Children Looked After</u>																			
CLA	0	-	-	1	-	-	27	-	-	24	-	-	43	-	-	48	-	-	31
Not CLA	144	43	20	15	144	83	68	142	63	65	77	68	75	112	72	70	61	70	68
<u>Free School Meals Or Children Looked After</u>																			
CLA or FSM	5	2	40	4	5	80	45	5	60	42	2	100	58	2	100	58	2	100	45
Not CLA or FSM	139	41	19	17	139	83	72	137	63	68	75	67	77	110	72	71	59	69	70
<u>Prior Attainment</u>																			
Low	38	1	3	0	38	53	18	37	16	12	2	50	18	17	47	32	10	20	14
Middle	60	17	12	6	60	90	70	59	68	64	37	49	63	51	69	53	25	64	55
High	34	22	53	37	34	100	97	34	97	97	34	85	94	33	85	85	22	95	91
<u>English as a First Language</u>																			
First Language - English	118	35	19	15	118	83	69	116	61	65	66	64	75	89	71	69	48	73	68
First Language - Other	26	8	27	14	26	81	64	26	69	66	11	91	75	23	78	79	13	62	64


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	Total number of pupils in 2011	Percentages based upon total number of pupils in cohort									Percentages based upon subject entry								
		English Baccalaureate			English			Mathematics			Science			Languages			Humanities		
		Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National
First Language - Unclassified	0	-	-	4	-	-	25	-	-	26	-	-	73	-	-	79	-	-	64
<u>Special Educational Needs</u>																			
Non-SEN	111	43	26	19	111	90	79	110	76	75	74	69	79	104	76	73	52	79	72
SEN without a statement	25	0	0	3	25	48	36	24	16	34	3	33	49	8	25	49	5	0	38
School Action	15	0	0	3	15	53	40	15	13	38	3	33	50	7	14	49	5	0	38
School Action Plus	10	0	0	2	10	40	29	9	20	27	0	-	44	1	100	49	0	-	36
SEN with a statement	8	0	0	1	8	88	12	8	25	13	0	-	47	0	-	48	4	50	38
<u>Ethnicity Group</u>																			
White																			
British	104	34	20	15	104	84	69	102	64	65	60	63	75	79	71	68	44	75	68
Irish	0	-	-	26	-	-	76	-	-	71	-	-	80	-	-	75	-	-	77
Traveller of Irish Heritage	0	-	-	2	-	-	24	-	-	21	-	-	54	-	-	42	-	-	58
Gypsy/Roma	0	-	-	1	-	-	16	-	-	14	-	-	33	-	-	37	-	-	36
Any Other White Background	10	3	30	17	10	90	62	10	70	64	5	100	74	9	89	87	4	75	66
Mixed																			
White and Black Caribbean	1	0	0	9	1	100	64	1	100	55	0	-	64	1	100	64	0	-	58
White and Black African	1	0	0	15	1	100	70	1	0	64	1	0	76	1	0	75	0	-	65
White and Asian	3	0	0	24	3	100	77	3	67	74	2	50	80	3	67	79	0	-	76
Any other Mixed Background	1	0	0	19	1	100	73	1	100	68	0	-	77	1	100	77	1	100	71
Asian or Asian British																			
Indian	0	-	-	26	-	-	81	-	-	81	-	-	85	-	-	79	-	-	77
Pakistani	2	2	100	11	2	100	62	2	100	61	2	100	72	2	100	67	2	100	60
Bangladeshi	1	1	100	10	1	100	69	1	100	68	1	100	75	1	100	69	1	100	62
Any other Asian Background	5	2	20	19	5	80	67	5	80	74	2	50	81	4	100	80	2	50	71

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Total number of pupils in 2011	Percentages based upon total number of pupils in cohort									Percentages based upon subject entry									
	English Baccalaureate			English			Mathematics			Science			Languages			Humanities			
	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	
Black or Black British																			
Black Caribbean	1	0	0	8	1	100	64	1	100	55	0	-	63	1	100	57	0	-	52
Black African	3	0	0	11	3	100	68	3	67	66	2	100	74	3	67	70	1	0	61
Any Other Black Background	1	0	0	10	1	100	65	1	0	59	0	-	69	0	-	70	1	100	59
Chinese	0	-	-	34	-	-	80	-	-	92	-	-	90	-	-	93	-	-	86
Any Other Ethnic Group	1	0	0	15	1	0	61	1	0	65	0	-	75	1	0	85	1	0	66
Unclassified - Refused	1	0	0	17	1	0	69	1	0	65	0	-	74	0	-	74	0	-	67
Unclassified - Information Not Obtained	9	1	11	5	9	56	25	9	22	25	2	100	66	6	50	75	4	25	60

 School subject area attainment is significantly above the national average

 School subject area attainment is significantly below the national average

This report may be switched from English Baccalaureate to Basics using the options menu choices in the interactive system.

The Guide to Calculations gives a link to DfE's specific qualification list. This may be found in the Library, under 'How Ofsted and DfE analyse your data'.

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Attainment at Key Stage 4

Table 4.1.26: English Baccalaureate subject areas points score by pupil groups

This report provides analysis of pupils' average points scores for the Ebacc subject areas, for pupil groups.

Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value sig+ or sig- is shown.


	Total number of pupils in 2011	English			Mathematics			Science			Languages			Humanities		
		Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National
All Pupils	144	144	42.9	38.8	142	38.5	38.1	77	42.4	43.4	112	40.3	41.7	61	39.4	40.9
<u>Gender</u>																
Male	69	69	41.7	36.8	68	38.6	37.8	42	41.9	43.0	47	41.0	40.2	34	37.9	39.6
Female	75	75	44.1	40.8	74	38.3	38.3	35	43.0	43.7	65	39.7	42.8	27	41.2	42.2
<u>Free School Meals</u>																
FSM	5	5	47.2	32.4	5	41.2	31.2	2	53.5	39.0	2	46.0	38.6	2	52.0	34.2
Non FSM	139	139	42.8	39.8	137	38.4	39.2	75	42.1	43.8	110	40.2	41.9	59	38.9	41.5
<u>Children Looked After</u>																
CLA	0	-	-	24.5	-	-	23.5	-	-	35.4	-	-	35.2	-	-	30.3
Not CLA	144	144	42.9	38.9	142	38.5	38.2	77	42.4	43.4	112	40.3	41.7	61	39.4	40.9
<u>Free School Meals Or Children Looked After</u>																
CLA or FSM	5	5	47.2	32.0	5	41.2	30.9	2	53.5	38.9	2	46.0	38.6	2	52.0	34.1
Not CLA or FSM	139	139	42.8	39.9	137	38.4	39.3	75	42.1	43.8	110	40.2	42.0	59	38.9	41.5
<u>Prior Attainment</u>																
Low	38	38	36.6	27.1	37	28.9	23.5	2	37.0	30.4	17	35.4	32.1	10	30.0	25.2
Middle	60	60	43.2	38.6	59	38.0	37.6	37	38.7	39.8	51	38.7	37.2	25	36.2	37.1
High	34	34	49.2	47.4	34	47.8	48.4	34	46.2	48.3	33	42.5	45.2	22	46.3	47.8
<u>English as a First Language</u>																
First Language - English	118	118	43.0	39.2	116	37.9	38.3	66	41.9	43.4	89	39.3	41.0	48	39.9	41.0
First Language - Other	26	26	42.8	37.6	26	41.2	38.8	11	45.5	43.4	23	44.2	45.4	13	37.4	39.8
First Language - Unclassified	0	-	-	16.5	-	-	17.4	-	-	42.5	-	-	45.0	-	-	39.4


**Epsom and Ewell High School (URN: 125305 DfE No. 9365405)**  
**Attainment at Key Stage 4**

	Total number of pupils in 2011	English			Mathematics			Science			Languages			Humanities		
		Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National
<hr/>																
<u>Special Educational Needs</u>																
Non-SEN	111	111	44.8	41.8	110	41.6	41.3	74	42.5	44.3	104	40.9	42.3	52	42.0	42.2
SEN without a statement	25	25	36.0	31.7	24	28.2	30.0	3	39.0	37.1	8	31.8	36.3	5	15.6	32.0
School Action	15	15	38.8	33.3	15	28.1	31.6	3	39.0	37.6	7	29.7	36.6	5	15.6	32.4
School Action Plus	10	10	31.8	28.6	9	28.2	27.0	0	-	35.9	1	46.0	35.6	0	-	31.1
SEN with a statement	8	8	39.3	15.6	8	26.8	15.6	0	-	36.5	0	-	35.5	4	35.5	32.1
<hr/>																
<u>Ethnicity Group</u>																
White																
British	104	104	42.9	39.1	102	38.6	38.2	60	42.0	43.3	79	39.7	40.8	44	40.3	40.9
Irish	0	-	-	41.6	-	-	40.3	-	-	45.0	-	-	43.2	-	-	43.8
Traveller of Irish Heritage	0	-	-	19.7	-	-	17.8	-	-	39.6	-	-	37.0	-	-	36.2
Gypsy/Roma	0	-	-	18.8	-	-	17.4	-	-	30.6	-	-	31.6	-	-	28.8
Any Other White Background	10	10	43.6	37.1	10	40.6	38.1	5	47.8	43.3	9	44.0	48.3	4	46.0	40.4
Mixed																
White and Black Caribbean	1	1	52.0	37.5	1	40.0	35.2	0	-	40.7	1	40.0	39.5	0	-	38.1
White and Black African	1	1	52.0	39.3	1	34.0	37.9	1	34.0	43.3	1	28.0	43.6	0	-	40.5
White and Asian	3	3	44.0	42.1	3	40.0	41.6	2	38.5	45.6	3	38.0	44.2	0	-	44.0
Any other Mixed Background	1	1	52.0	40.3	1	52.0	39.6	0	-	44.1	1	58.0	44.3	1	46.0	42.1
Asian or Asian British																
Indian	0	-	-	42.6	-	-	44.0	-	-	46.4	-	-	44.1	-	-	44.0
Pakistani	2	2	52.0	37.6	2	52.0	37.3	2	49.0	42.6	2	52.0	41.1	2	43.0	38.7
Bangladeshi	1	1	46.0	39.0	1	52.0	39.0	1	52.0	42.9	1	46.0	41.3	1	46.0	39.1
Any other Asian Background	5	5	41.2	38.7	5	44.8	41.8	2	40.0	45.6	4	44.5	45.1	2	37.0	42.0
Black or Black British																
Black Caribbean	1	1	40.0	37.5	1	46.0	35.5	0	-	40.2	1	58.0	37.8	0	-	36.2
Black African	3	3	46.0	38.7	3	40.0	38.5	2	41.5	42.6	3	38.0	41.5	1	34.0	38.9

**Epsom and Ewell High School (URN: 125305 DfE No. 9365405)**  
**Attainment at Key Stage 4**

	Total number of pupils in 2011	English			Mathematics			Science			Languages			Humanities		
		Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National	Entries	School	National
Any Other Black Background	1	1	40.0	38.0	1	28.0	36.4	0	-	41.3	0	-	41.9	1	40.0	37.7
Chinese	0	-	-	42.7	-	-	48.9	-	-	48.7	-	-	51.6	-	-	46.9
Any Other Ethnic Group	1	1	34.0	36.8	1	28.0	38.5	0	-	43.5	1	34.0	47.6	1	16.0	40.3
Unclassified - Refused	1	1	34.0	39.5	1	34.0	38.7	0	-	43.4	0	-	42.5	0	-	41.0
Unclassified - Information Not Obtained	9	9	39.3	17.4	9	26.9	17.8	2	40.0	41.4	6	34.0	44.4	4	25.5	38.5

 School subject area attainment is significantly above the national average

 School subject area attainment is significantly below the national average

This report may be switched from English Baccalaureate to Basics using the options menu choices in the interactive system.

The Guide to Calculations gives a link to DfE's specific qualification list. This may be found in the Library, under 'How Ofsted and DfE analyse your data'.

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Progress Measures Value Added

Table 5.1.1: Key Stage 2 to Key Stage 4 value added scores for Best 8 and Ebacc subject areas, trend

### Best 8 including English and mathematics VA: School analysis

This report provides the Best 8 Value added measure for the school relative to mean of 1000. The school is placed within the national distribution to illustrate the range of value added scores attained by other maintained mainstream schools.

		2009	2010	2011
Best 8	Cohort for VA	-	-	132
	VA School score	-	-	1,030.3
	95% confidence interval +/-	-	-	11.4
	Significance	-	-	Sig+
	Percentile rank	-	-	7
	Coverage	-	-	92%
English	Cohort for VA	-	-	132
	VA School score	-	-	1,004.2
	95% confidence interval +/-	-	-	1.2
	Significance	-	-	Sig+
	Percentile rank	-	-	3
	Coverage	-	-	92%
Mathematics	Cohort for VA	-	-	132
	VA School score	-	-	1,001.5
	95% confidence interval +/-	-	-	1.2
	Significance	-	-	Sig+
	Percentile rank	-	-	26
	Coverage	-	-	92%
Science	Cohort for VA	-	-	73
	VA School score	-	-	998.6
	95% confidence interval +/-	-	-	1.2
	Significance	-	-	Sig-
	Percentile rank	-	-	73
	Coverage	-	-	51%
Languages	Cohort for VA	-	-	101
	VA School score	-	-	1,000.3
	95% confidence interval +/-	-	-	1.5
	Significance	-	-	
	Percentile rank	-	-	48
	Coverage	-	-	70%
Humanities	Cohort for VA	-	-	57
	VA School score	-	-	1,000.1
	95% confidence interval +/-	-	-	2.0
	Significance	-	-	
	Percentile rank	-	-	53
	Coverage	-	-	40%

**Epsom and Ewell High School (URN: 125305 DfE No. 9365405)**  
**Progress Measures Value Added**

1. Science takes the average grade of the two eligible science qualifications
2. Humanities and Languages subject areas take the best score of all eligible qualifications

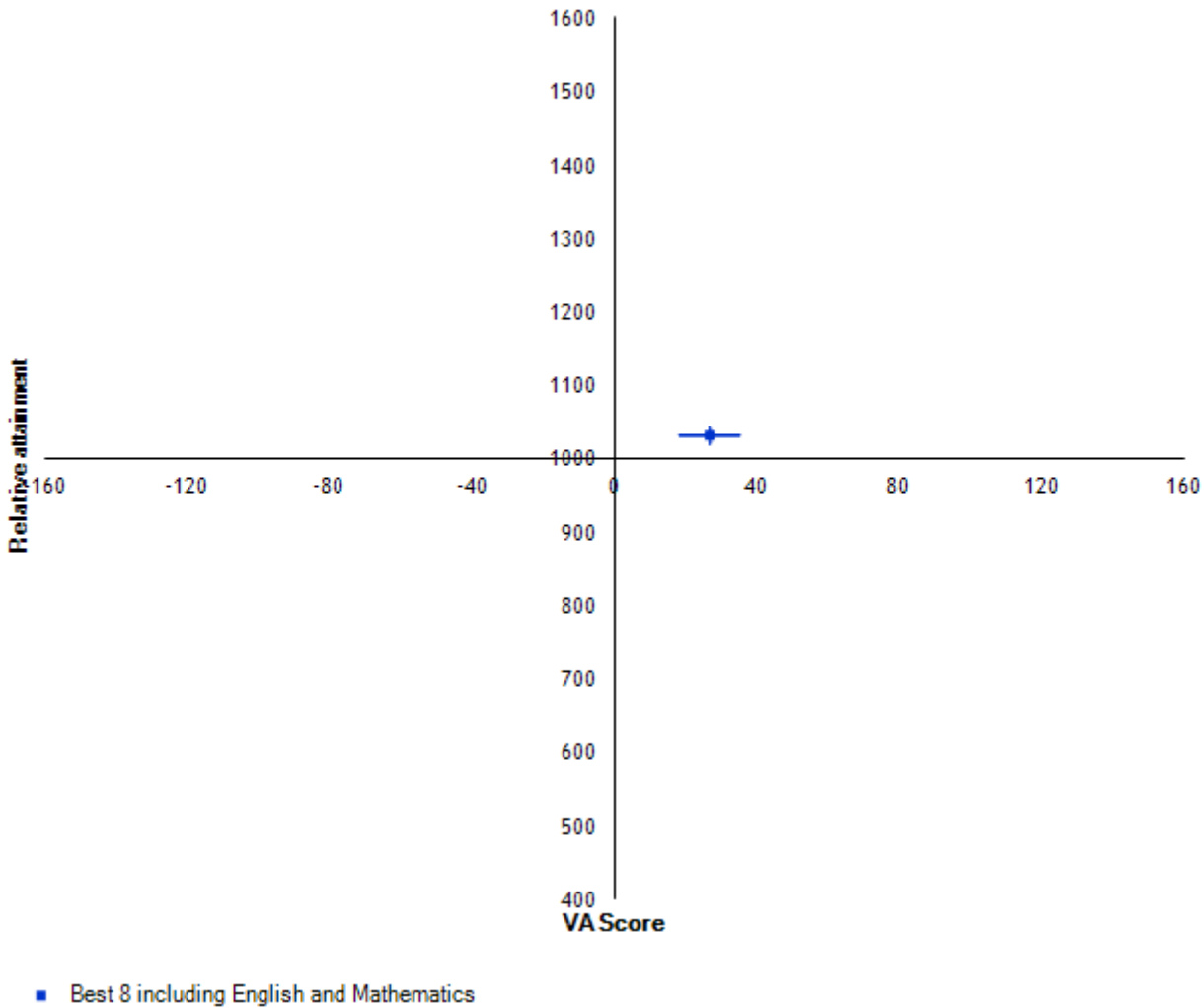
# Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Progress Measures Value Added

Chart 5.1.2: Key Stage 2 to Key Stage 4 performance: value added and relative attainment: Best 8 including English and mathematics

Best 8 including English & Mathematics value added and Key Stage 4 attainment.

This report shows how the school's overall attainment in pupils' best 8 GCSEs or equivalents including English and mathematics compares with the national mean. This is plotted against the school's best 8 including English and mathematics value added measure.

**Best 8 including English and Mathematics VA/APS 2011**

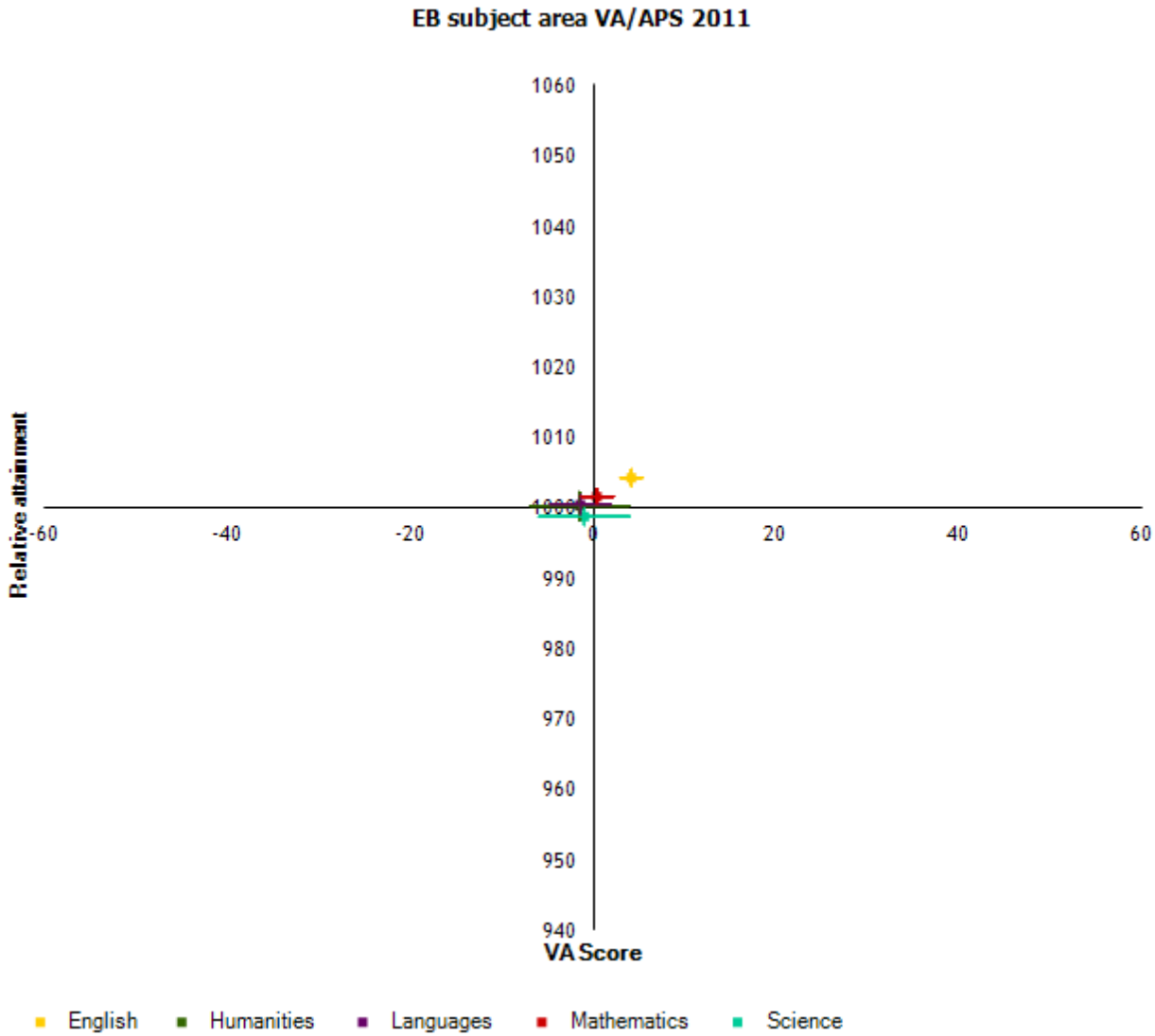


## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Progress Measures Value Added

Chart 5.1.3 and Table 5.1.4: Key Stage 2 to Key Stage 4 performance: value added and relative attainment: English Bacallaureate - 3 year trend

English Bacallaureate value added and Key Stage 4 attainment: All subject areas

This report shows how the school's attainment in English Bacallaureate subject areas compares with the national mean. This is plotted against the school's individual English Bacallaureate subject area value added measures.



## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Progress Measures Value Added

		2009		2010		2011	
		VA	Relative attainment	VA	Relative attainment	VA	Relative attainment
Best 8	School score	-	-	-	-	1,030.3	26.7
	Cohort	-	-	-	-	132	144
	95% confidence Interval	-	-	-	-	11.4	8.5
	Significance	-	-	-	-	Sig+	Sig+
English	School score	-	-	-	-	1,004.2	4.2
	Cohort	-	-	-	-	132	144
	95% confidence Interval	-	-	-	-	1.2	1.2
	Significance	-	-	-	-	Sig+	Sig+
Mathematics	School score	-	-	-	-	1,001.5	0.4
	Cohort	-	-	-	-	132	144
	95% confidence Interval	-	-	-	-	1.2	1.8
	Significance	-	-	-	-	Sig+	
Science	School score	-	-	-	-	998.6	-1.0
	Cohort	-	-	-	-	73	77
	95% confidence Interval	-	-	-	-	1.2	5.0
	Significance	-	-	-	-	Sig-	
Languages	School score	-	-	-	-	1,000.3	-1.4
	Cohort	-	-	-	-	101	112
	95% confidence Interval	-	-	-	-	1.5	3.4
	Significance	-	-	-	-		
Humanities	School score	-	-	-	-	1,000.1	-1.5
	Cohort	-	-	-	-	57	61
	95% confidence Interval	-	-	-	-	2.0	5.4
	Significance	-	-	-	-		

The measures at each pillar include all entries, not just for those pupils who achieved the Ebacc. In other words, these are separate areas and there are no links between each pillar. The Guide to Calculations gives a link to DfE's specific qualification list. This may be found in the Library, under 'How Ofsted and DfE analyse your data'.

1. Science takes the average grade of the two eligible science qualifications
2. Humanities and Languages subject areas take the best score of all eligible qualifications

A dash means no data available. Data is only shown from 2011 due to the change in methodology.

**Epsom and Ewell High School (URN: 125305 DfE No. 9365405)**  
**Progress Measures Value Added**

Table 5.1.5: Threshold Measures Report Key Stage 2 to Key Stage 4: Pupils Achieving 5A\*-C including English and mathematics

This analysis provides the number of pupils who achieved 5A\* - C including English and Mathematics in 2011, grouped by their estimated probability of achieving the threshold. The probability for each pupil is worked out by taking into account their prior attainment at Key Stage 2. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the schools corresponding predicted success rate, it is highlighted in green (sig+) or blue (sig-).

Prior attainment at KS2	Number of pupils	Number of pupils achieving 5A* - C inc E & M	Success rate	Predicted success rate
High	34	33	97%	95%
Middle	60	38	63%	58%
Low	38	6	16%	7%
Whole School	132	77	58%	53%

Please note: Only pupils included in the Best 8 including English and mathematics VA calculation are included in this analysis.

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Expected Progress - English

Table 5.2.1: Expected Progress in English Key Stage 2 to Key Stage 4

This table shows the number of pupils attaining each English / English Language Key Stage 4 grade and their corresponding English Key Stage 2 prior attainment.

Number of Pupils		Key Stage 4 English / English Language grade										Total Number of Pupils	Number Achieving Expected Progress	School Percentage Achieving Expected Progress	National Percentage Achieving Expected Progress
		no KS4 result	U	G	F	E	D	C	B	A	A*				
KS2 English attainment	Other or no prior available	0	0	0	0	1	0	4	4	3	0	7	7	100%	45%
	W	0	0	0	0	0	0	0	0	0	0	0	0	0%	18%
	1	0	0	0	0	1	1	0	0	0	0	2	2	100%	36%
	2	0	0	0	0	1	3	5	0	0	0	9	9	100%	49%
	3	0	1	0	0	1	11	8	1	0	0	22	20	91%	58%
	4	0	0	0	0	0	4	21	27	2	0	54	50	93%	73%
	5	0	0	0	0	1	0	4	19	18	3	45	40	89%	80%
Summary											139	128	92%	71%	

<b>Total Cohort</b>	144
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Key

represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

The calculation of expected progress changed in 2011 to include Key Stage 2 teacher assessments, where no appropriate test level is available. For more information, please refer to the help article.

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Expected Progress - English

Table 5.2.2: Expected Progress in English Key Stage 2 to Key Stage 4 - sublevel variation

This table shows the number of pupils attaining each English / English Language Key Stage 4 grade and their corresponding English Key Stage 2 prior attainment, including sub-levels.

Number of Pupils		Key Stage 4 English / English Language grade											Total Number of Pupils	Number Achieving Expected Progress	School Percentage Achieving Expected Progress	National Percentage Achieving Expected Progress	
		sub level	no KS4 result	U	G	F	E	D	C	B	A	A*					
KS2 English attainment	Other or no prior available		0	0	0	0	1	0	4	4	3	0	7	7	100%	45%	
	W		0	0	0	0	0	0	0	0	0	0	0	0	0	0%	18%
	1		0	0	0	0	1	1	0	0	0	0	2	2	100%	36%	
	2		0	0	0	0	1	3	5	0	0	0	9	9	100%	49%	
	3	3C		0	0	0	0	0	3	2	0	0	5	5	100%	40%	
		3B		0	0	0	0	1	5	5	1	0	12	11	92%	58%	
		3A		0	1	0	0	0	3	1	0	0	5	4	80%	71%	
	4	4C		0	0	0	0	0	3	12	8	0	23	20	87%	54%	
		4B		0	0	0	0	0	0	6	9	1	16	16	100%	75%	
		4A		0	0	0	0	0	1	3	10	1	15	14	93%	88%	
	5	5C		0	0	0	0	1	0	4	16	8	31	26	84%	75%	
		5B		0	0	0	0	0	0	0	3	9	12	12	100%	93%	
		5A		0	0	0	0	0	0	0	0	1	2	2	100%	99%	
Summary													139	128	92%	71%	

<b>Total Cohort</b>	144
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Key

represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

**Epsom and Ewell High School (URN: 125305 DfE No. 9365405)**  
**Expected Progress - English**

The calculation of expected progress changed in 2011 to include Key Stage 2 teacher assessments, where no appropriate test level is available. For more information, please refer to the help article.

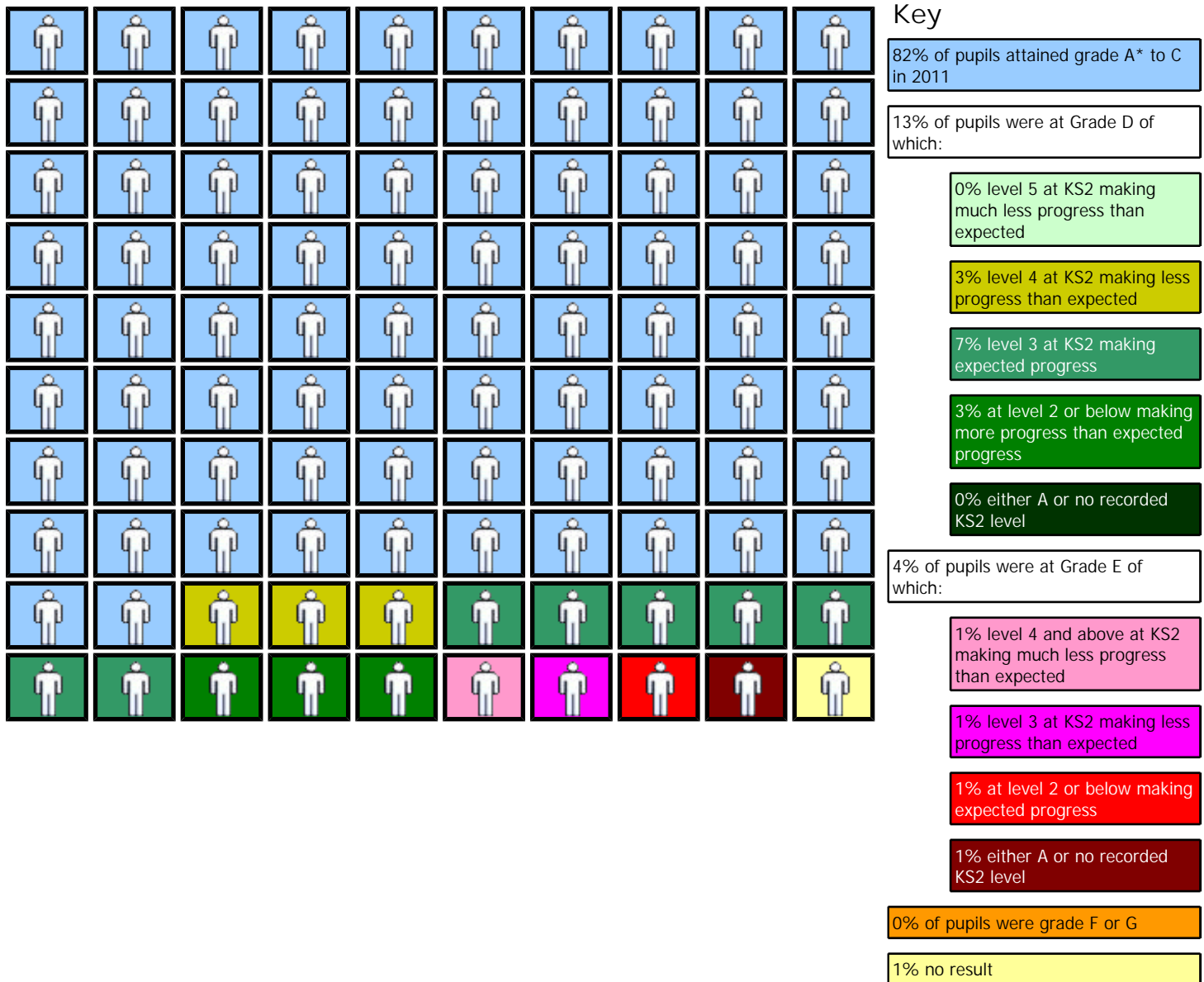
# Epsom and Ewell High School (URN: 125305 DfE No. 9365405)

## Pupil Progress - English

Chart 5.3.1: Pupil Progress Key Stage 2 to 4 English

For 2011 results, English / English Language

The chart shows the proportion of pupils achieving grade C or above in Key Stage 4 English / English Language and for those who did not reach this threshold how they have progressed since Key Stage 2



Summary	% A* - C
English Level C+	83
National	68

Proportion below level C who are:	%
FSM	4
Statemented SEN	4
BME	32
Boys	52
<b>Cohort size</b>	<b>144</b>

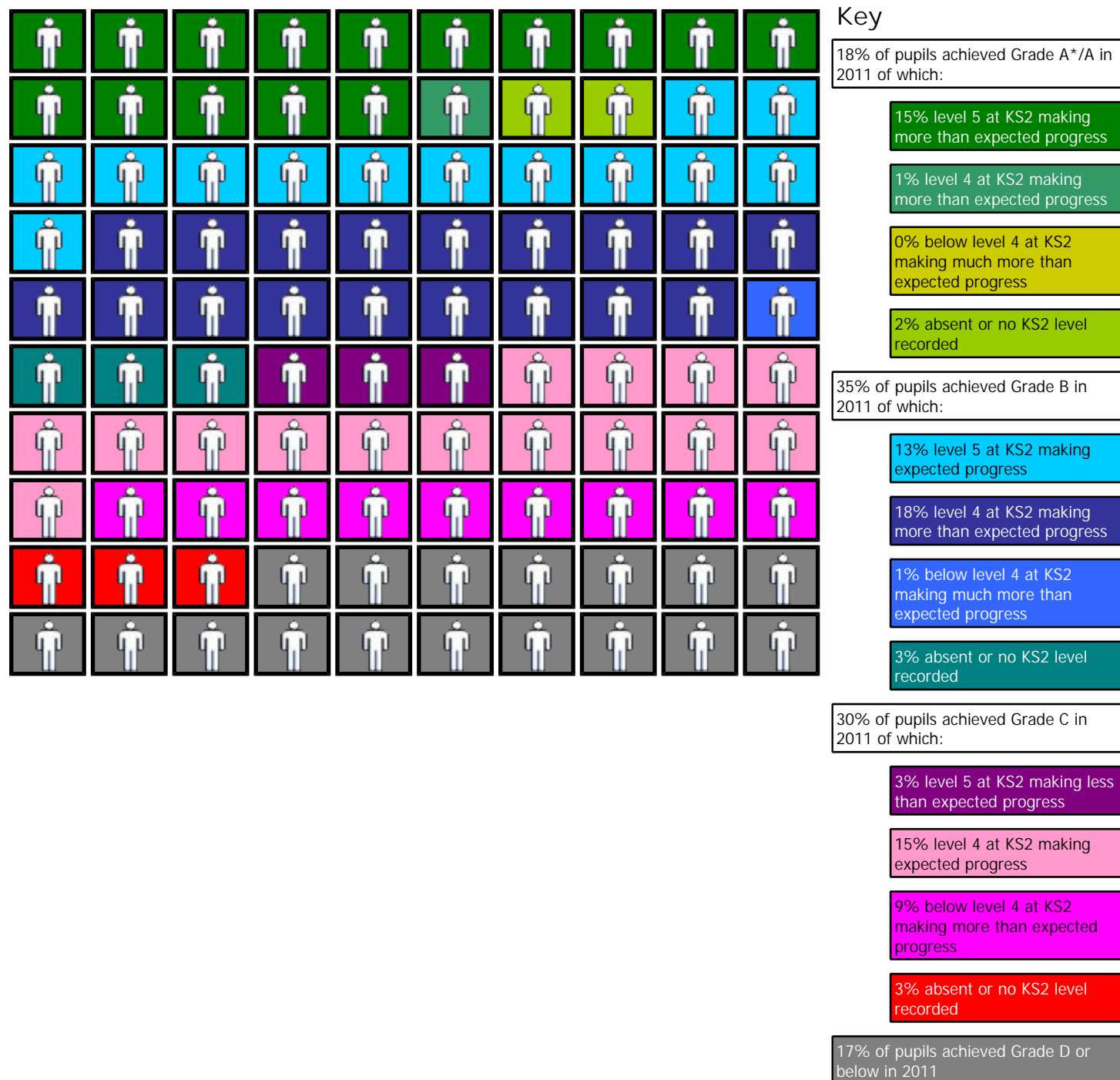
# Epsom and Ewell High School (URN: 125305 DfE No. 9365405)

## Pupil Progress - English

Chart 5.3.2: Pupil Progress Key Stage 2 to 4 High Attainers in English

For 2011 results, English / English Language

The chart shows how pupils who attained grade C or above in GCSE English / English Language progressed since Key Stage 2.



Summary	% A* - C
School	83
National	68
Cohort size	
	144

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Expected Progress - mathematics

Table 5.4.1: Expected Progress in mathematics Key Stage 2 to Key Stage 4

This table shows the number of pupils attaining each mathematics Key Stage 4 grade and their corresponding mathematics Key Stage 2 prior attainment.

Number of Pupils		Key Stage 4 Mathematics grade										Total Number of Pupils	Number Achieving Expected Progress	School Percentage Achieving Expected Progress	National Percentage Achieving Expected Progress
		no KS4 result	U	G	F	E	D	C	B	A	A*				
KS2 Mathematics attainment	Other or no prior available	0	0	0	0	1	1	3	3	3	1	7	7	100%	54%
	W	0	0	0	0	0	0	0	0	0	0	0	0	0%	20%
	1	0	0	0	0	0	0	0	0	0	0	0	0	0%	17%
	2	0	1	2	0	5	4	0	1	0	0	13	10	77%	19%
	3	0	2	1	3	10	13	5	2	0	0	36	20	56%	39%
	4	0	1	0	1	4	5	26	9	2	0	48	37	77%	68%
	5	0	0	0	0	0	0	4	16	12	3	35	31	89%	79%
Summary												139	105	76%	64%

<b>Total Cohort</b>	144
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Key

represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

The calculation of expected progress changed in 2011 to include Key Stage 2 teacher assessments, where no appropriate test level is available. For more information, please refer to the help article.

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Expected Progress - mathematics

Table 5.4.2: Expected Progress in mathematics Key Stage 2 to Key Stage 4 - sublevel variation

This table shows the number of pupils attaining each mathematics Key Stage 4 grade and their corresponding mathematics Key Stage 2 prior attainment, including sub-levels.

Number of Pupils		Key Stage 4 Mathematics grade											Total Number of Pupils	Number Achieving Expected Progress	School Percentage Achieving Expected Progress	National Percentage Achieving Expected Progress
		sub level	no KS4 result	U	G	F	E	D	C	B	A	A*				
KS2 Mathematics attainment	Other or no prior available		0	0	0	0	1	1	3	3	3	1	7	7	100%	54%
	W		0	0	0	0	0	0	0	0	0	0	0	0	0%	20%
	1		0	0	0	0	0	0	0	0	0	0	0	0	0%	17%
	2		0	1	2	0	5	4	0	1	0	0	13	10	77%	19%
	3	3C	0	1	1	0	6	3	1	0	0	0	12	4	33%	19%
		3B	0	0	0	1	4	1	1	0	0	0	7	2	29%	36%
		3A	0	1	0	2	0	9	3	2	0	0	17	14	82%	54%
	4	4C	0	1	0	1	1	2	13	3	0	0	21	16	76%	47%
		4B	0	0	0	0	1	2	9	2	0	0	14	11	79%	69%
		4A	0	0	0	0	2	1	4	4	2	0	13	10	77%	86%
	5	5C	0	0	0	0	0	0	4	12	1	0	17	13	76%	65%
		5B	0	0	0	0	0	0	0	3	7	2	12	12	100%	85%
		5A	0	0	0	0	0	0	0	1	4	1	6	6	100%	97%
Summary													139	105	76%	64%

<b>Total Cohort</b>	144
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Key

represents pupils making expected progress
represents pupils making less than expected progress
indicates pupils whose progress could not be determined and who have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

**Epsom and Ewell High School (URN: 125305 DfE No. 9365405)**  
**Expected Progress - mathematics**

The calculation of expected progress changed in 2011 to include Key Stage 2 teacher assessments, where no appropriate test level is available. For more information, please refer to the help article.

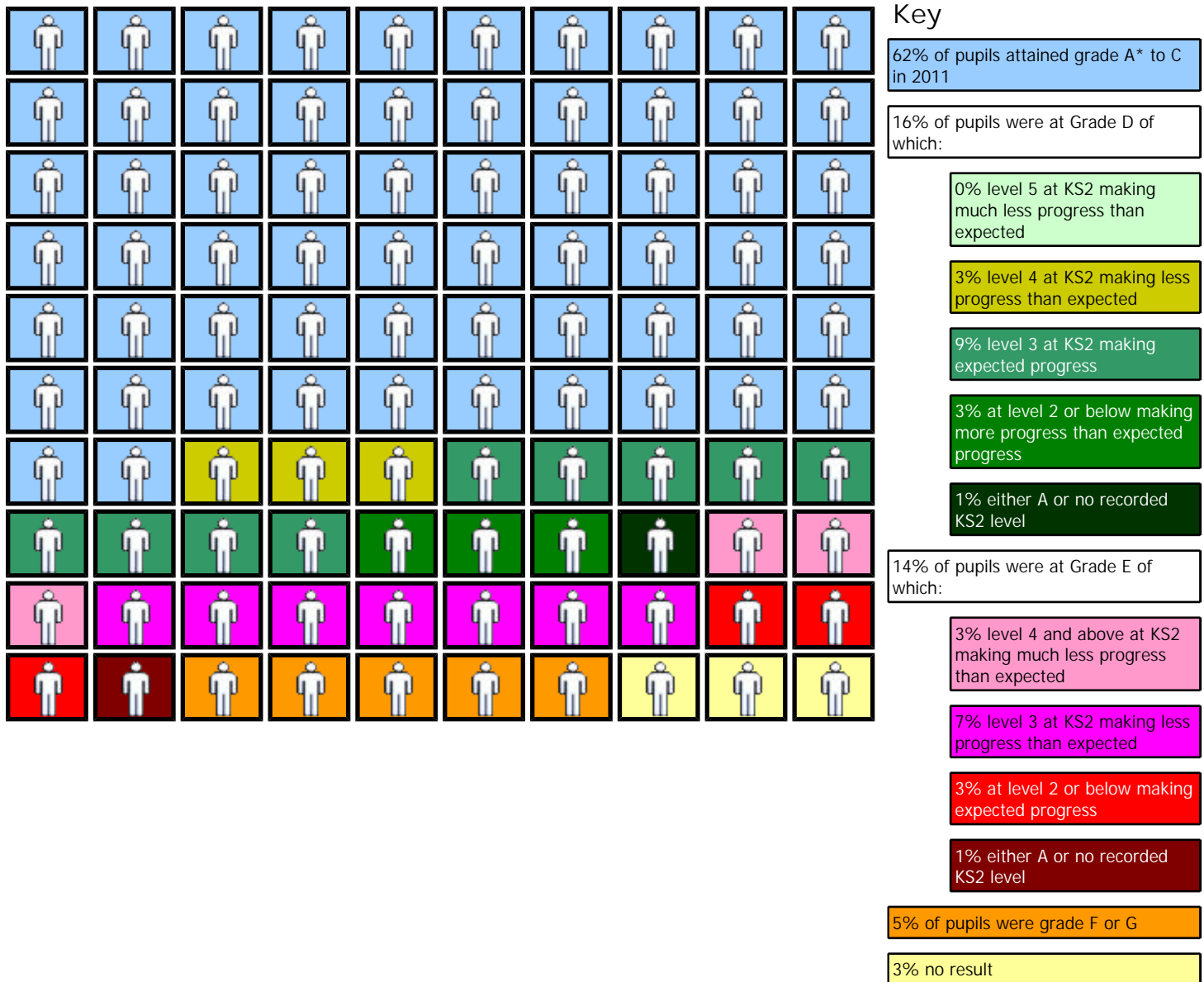
# Epsom and Ewell High School (URN: 125305 DfE No. 9365405)

## Pupil Progress - mathematics

Chart 5.5.1: Pupil Progress Key Stage 2 to 4 mathematics

For 2011 results, Mathematics

The chart shows the proportion of pupils achieving grade C or above in Key Stage 4 Mathematics and for those who did not reach this threshold how they have progressed since Key Stage 2



Summary	% A* - C
Mathematics Level C+	63
National	64

Proportion below level C who are:	%
FSM	4
Statemented SEN	11
BME	31
Boys	48
<b>Cohort size</b>	<b>144</b>

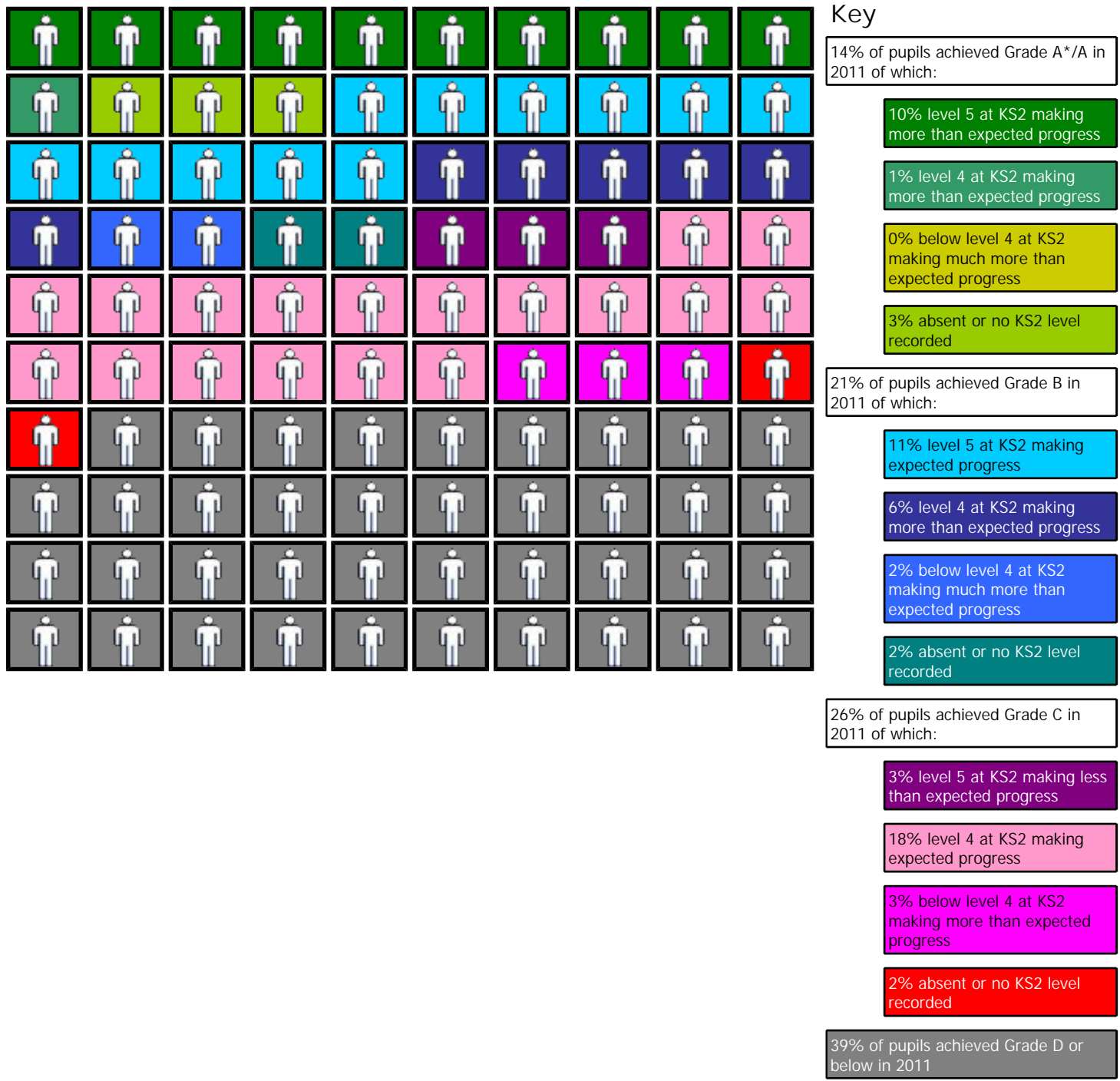
# Epsom and Ewell High School (URN: 125305 DfE No. 9365405)

## Pupil Progress - mathematics

Chart 5.5.2: Pupil Progress Key Stage 2 to 4 High Attainers in mathematics

For 2011 results, Mathematics

The chart shows how pupils who attained grade C or above in GCSE Mathematics progressed since Key Stage 2.



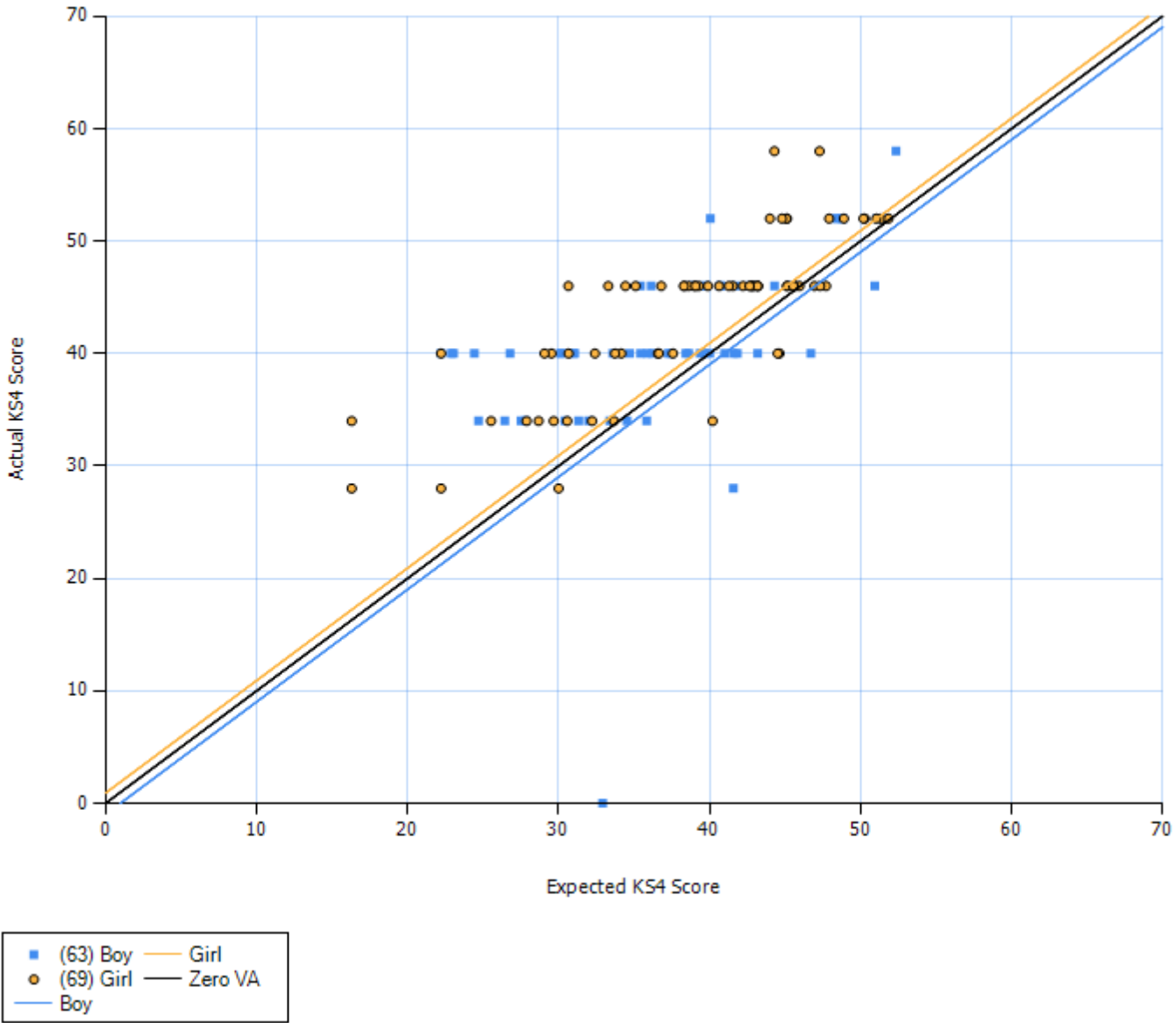
Summary	% A* - C
School	63
National	64
Cohort size	
	144

# Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Progress Measures Value Added

Chart 5.6.1: Key Stage 2 to Key Stage 4 value added analysis by subject and by pupil (English)

2011 English subject area value added line, showing spread of pupils by gender

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



Coverage 92%

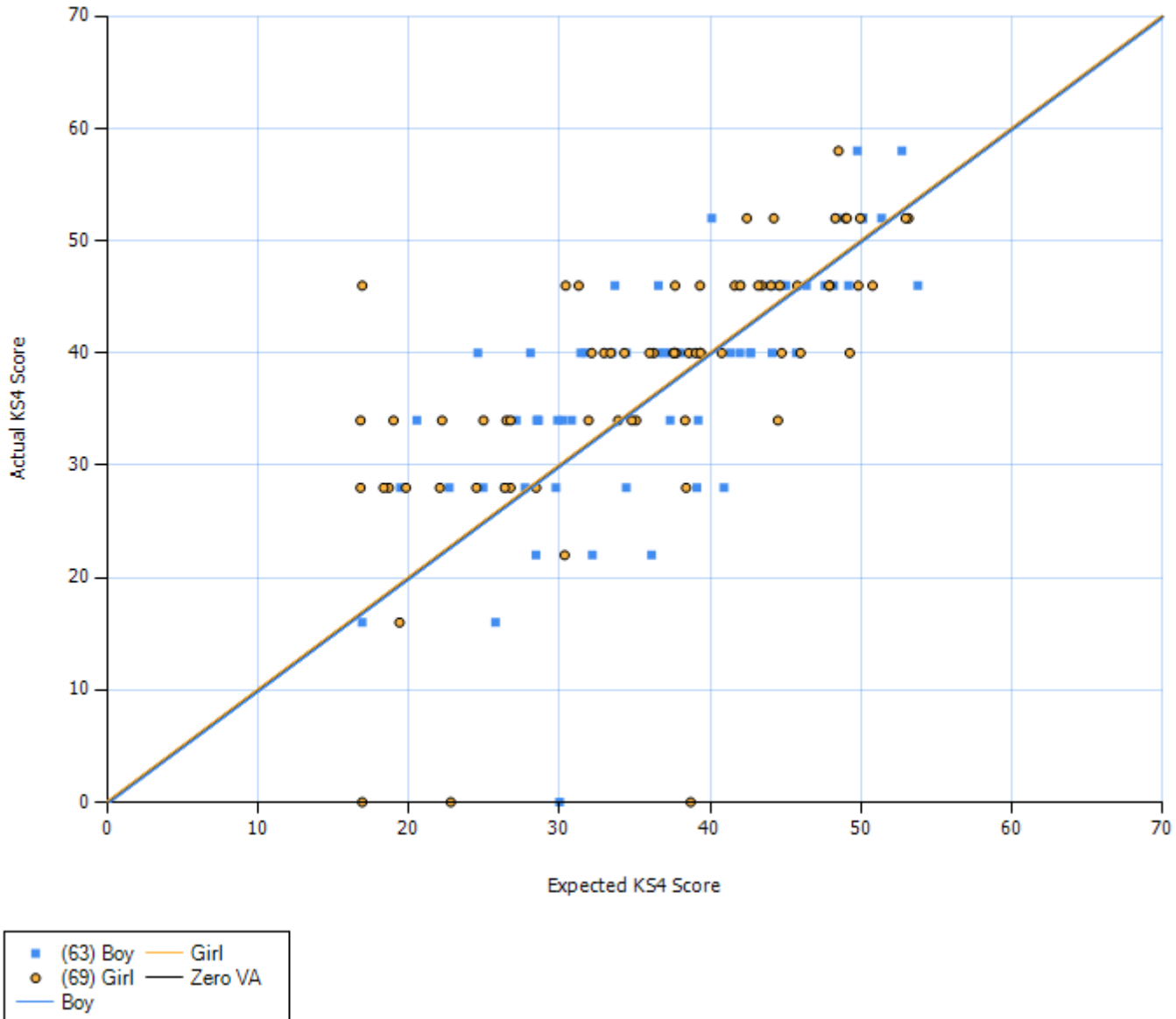
The information displayed is based on gender, but other group variants can be displayed using the interactive report.

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Progress Measures Value Added

Chart 5.6.2: Key Stage 2 to Key Stage 4 value added analysis by subject and by pupil (Mathematics)

2011 Mathematics subject area value added line, showing spread of pupils by gender

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



Coverage 92%

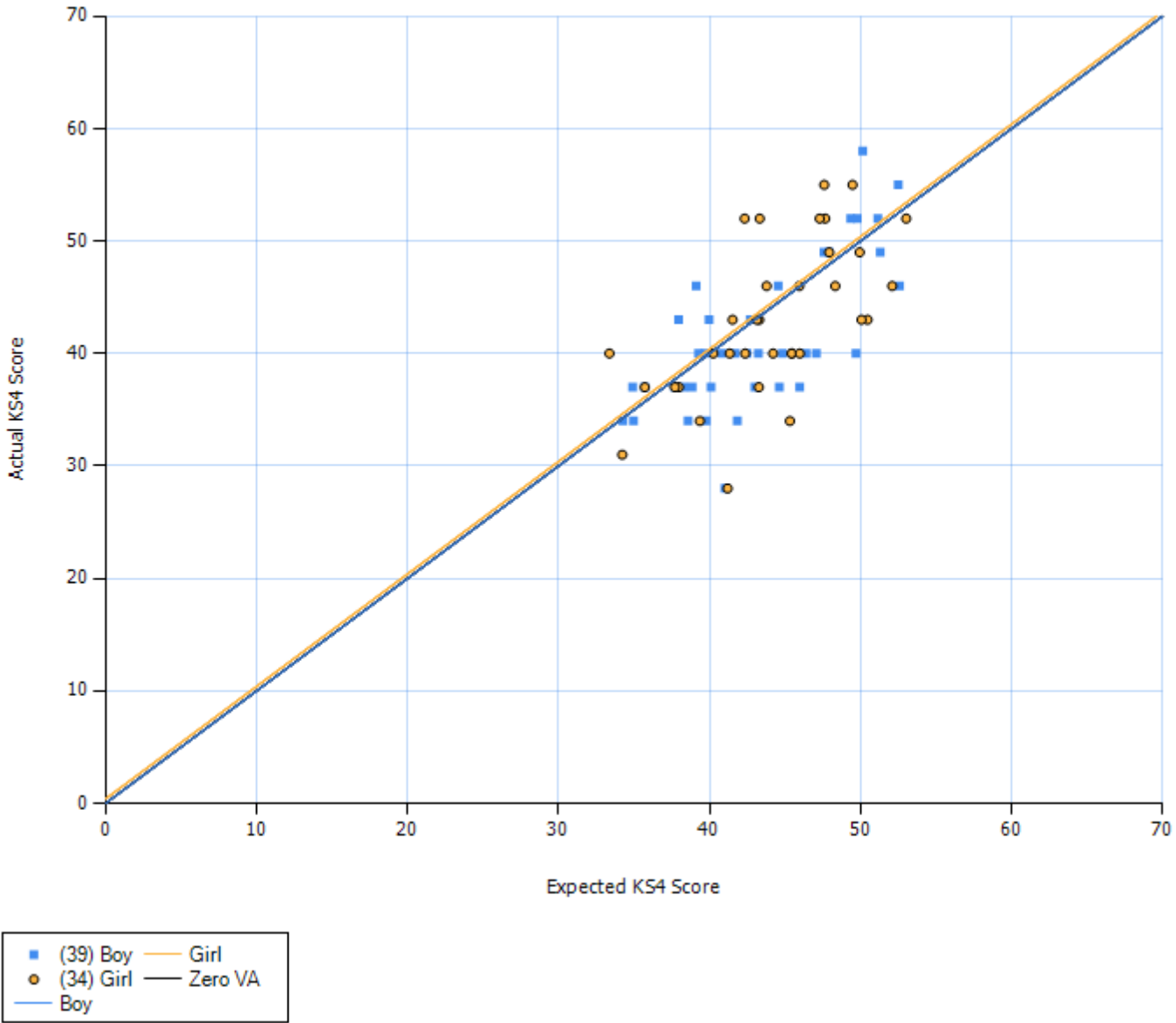
The information displayed is based on gender, but other group variants can be displayed using the interactive report.

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Progress Measures Value Added

Chart 5.6.3: Key Stage 2 to Key Stage 4 value added analysis by subject and by pupil (Science)

2011 Science subject area value added line, showing spread of pupils by gender

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



Coverage 51%

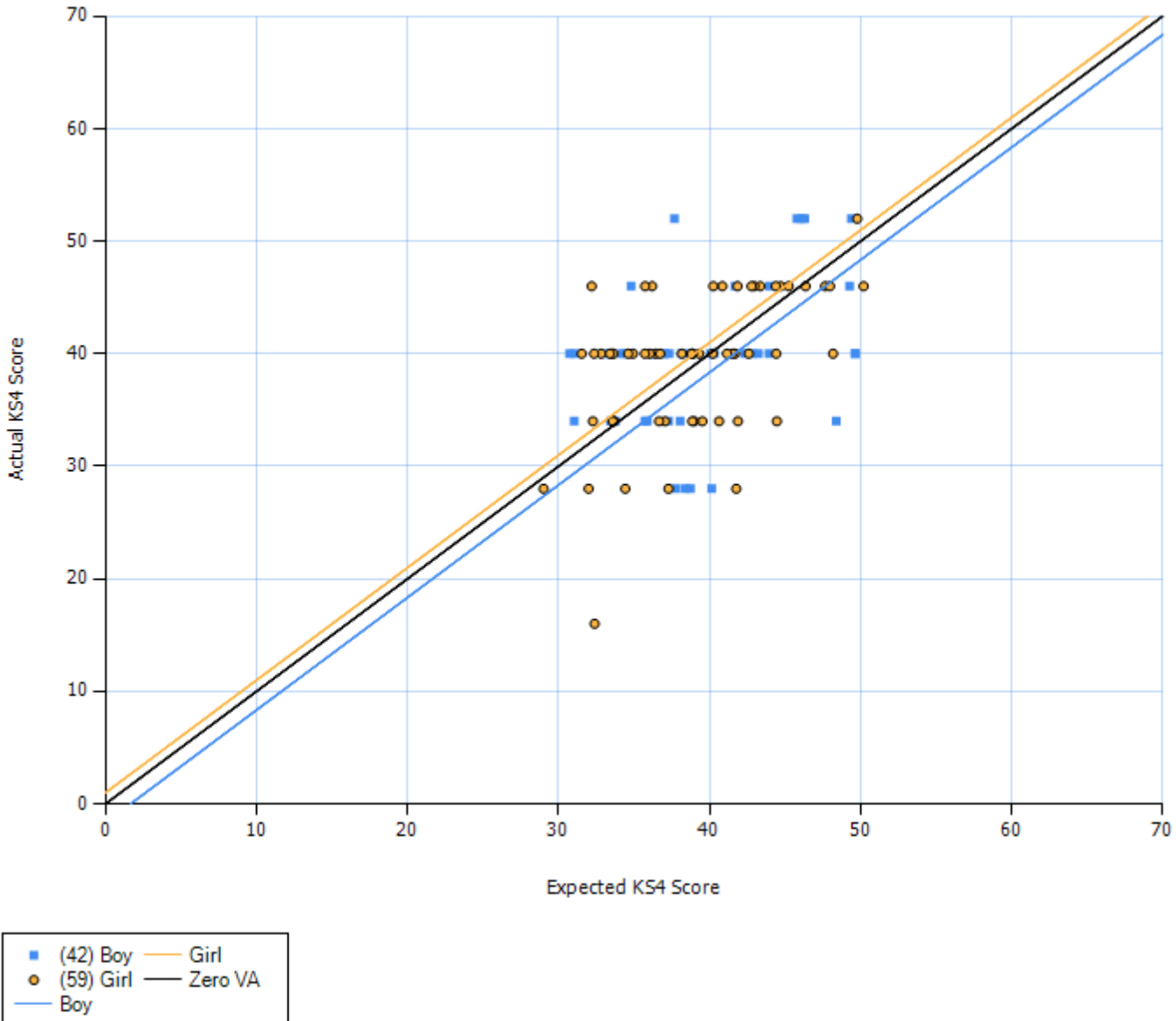
The information displayed is based on gender, but other group variants can be displayed using the interactive report.

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Progress Measures Value Added

Chart 5.6.4: Key Stage 2 to Key Stage 4 value added analysis by subject and by pupil (Languages)

2011 Languages subject area value added line, showing spread of pupils by gender

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



Coverage 70%

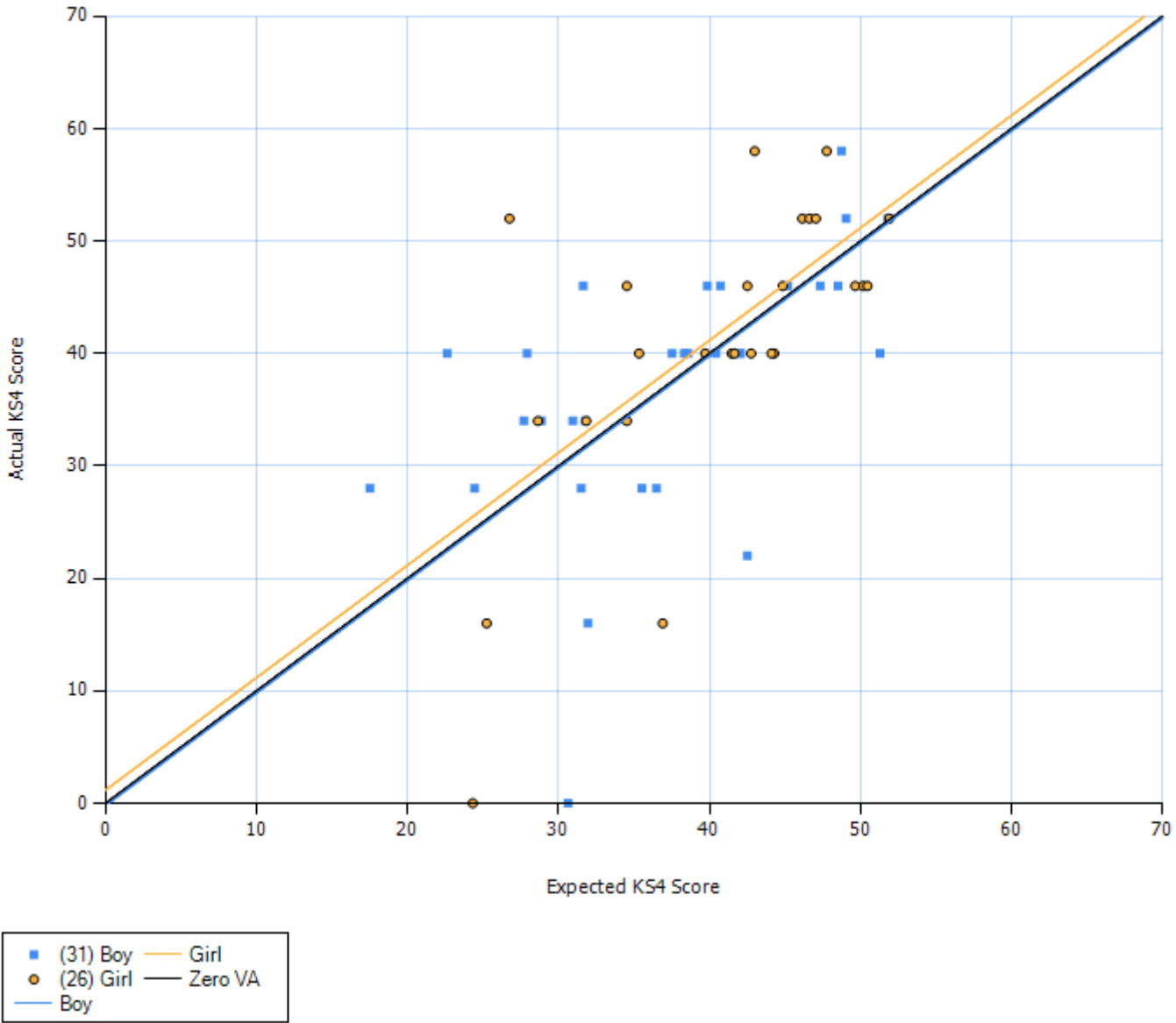
The information displayed is based on gender, but other group variants can be displayed using the interactive report.

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Progress Measures Value Added

Chart 5.6.5: Key Stage 2 to Key Stage 4 value added analysis by subject and by pupil (Humanities)

2011 Humanities subject area value added line, showing spread of pupils by gender

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



Coverage 40%

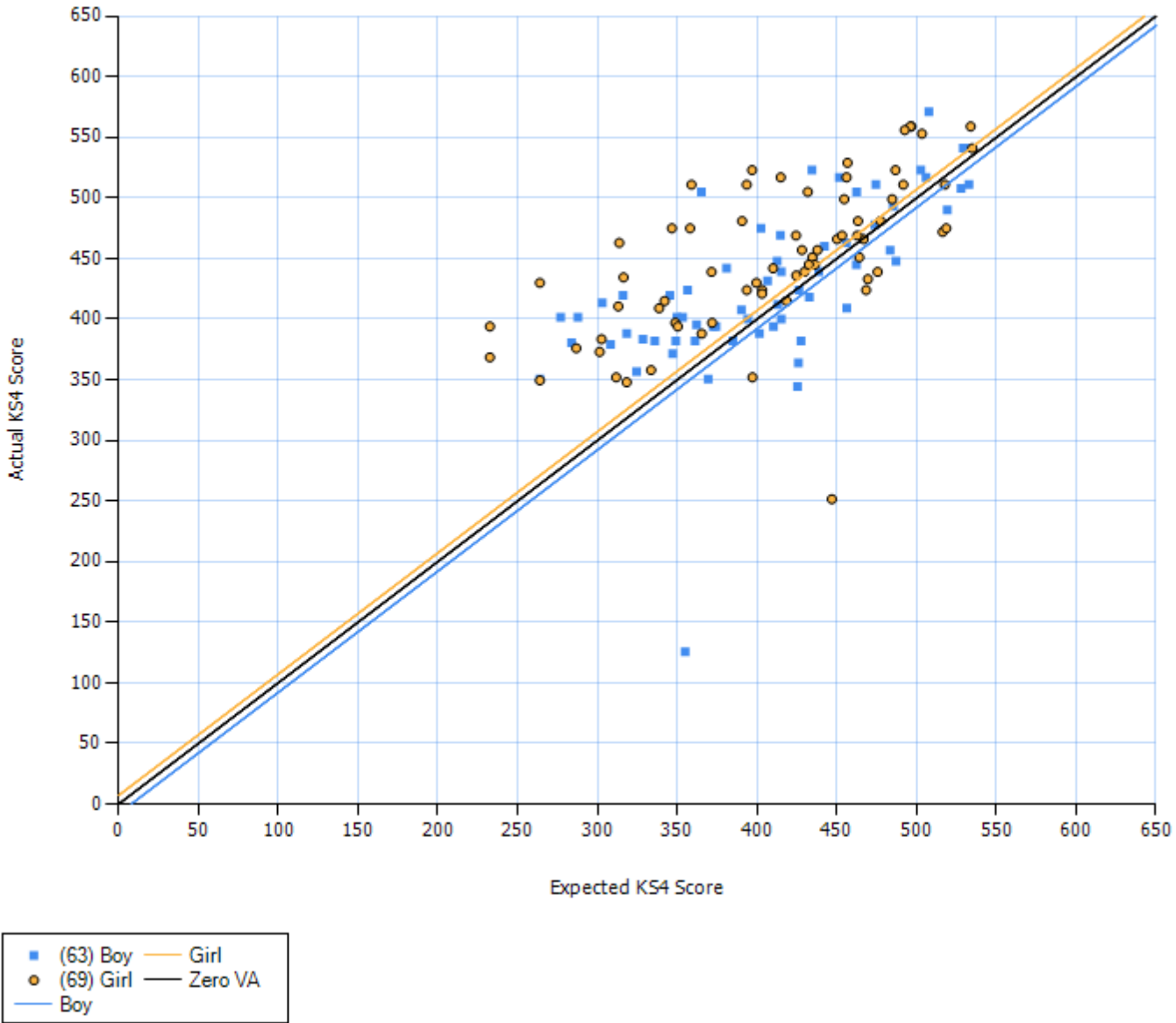
The information displayed is based on gender, but other group variants can be displayed using the interactive report.

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Progress Measures Value Added

Chart 5.6.6: Key Stage 2 to Key Stage 4 value added analysis by pupil (Gender)

2011 Best 8 including English and mathematics subject area value added line, showing spread of pupils by gender

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



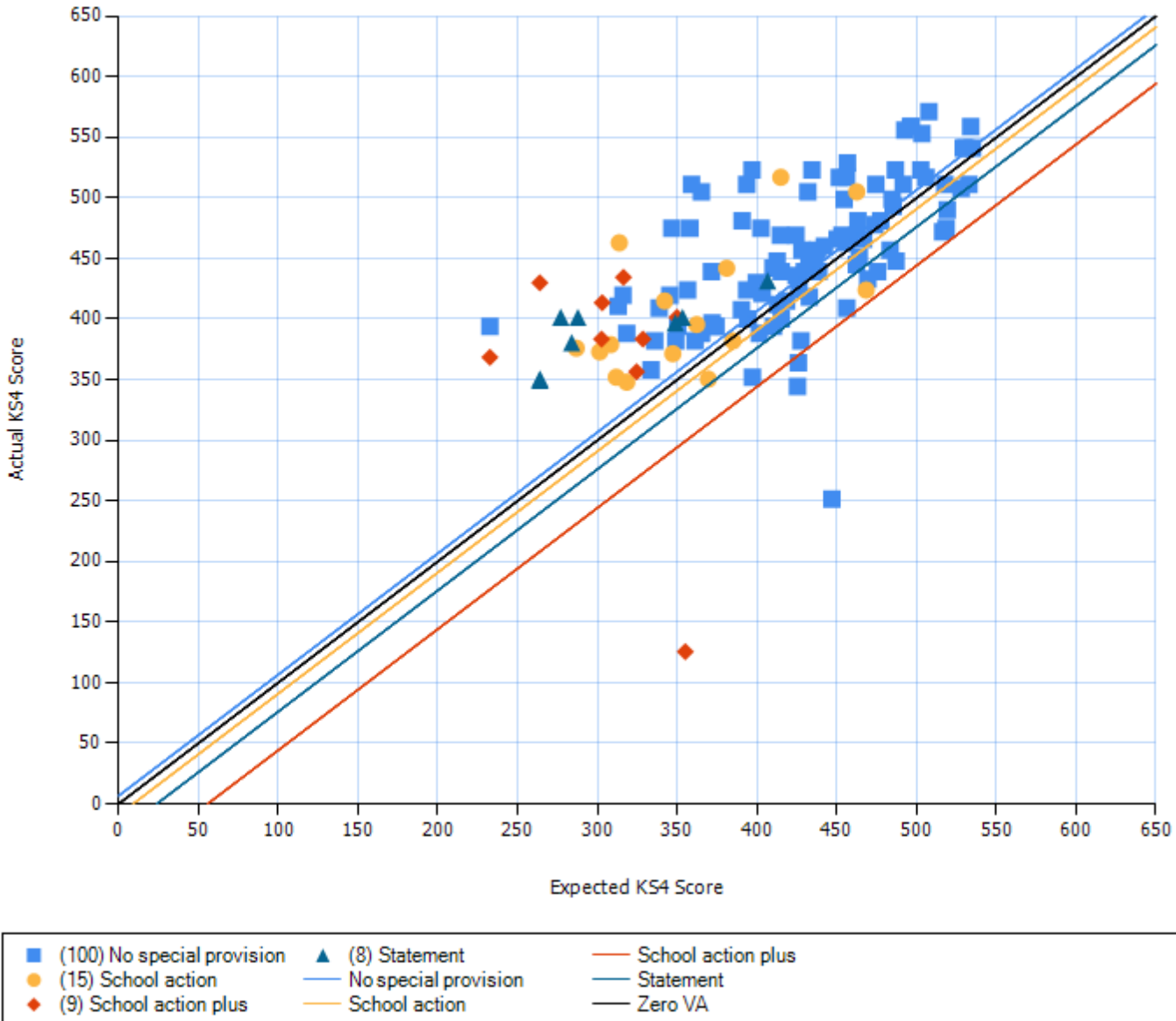
Coverage 100%

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Progress Measures Value Added

Chart 5.6.7: Key Stage 2 to Key Stage 4 value added analysis by pupil (SEN)

2011 Best 8 including English and mathematics subject area value added line, showing spread of pupils by special educational needs

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



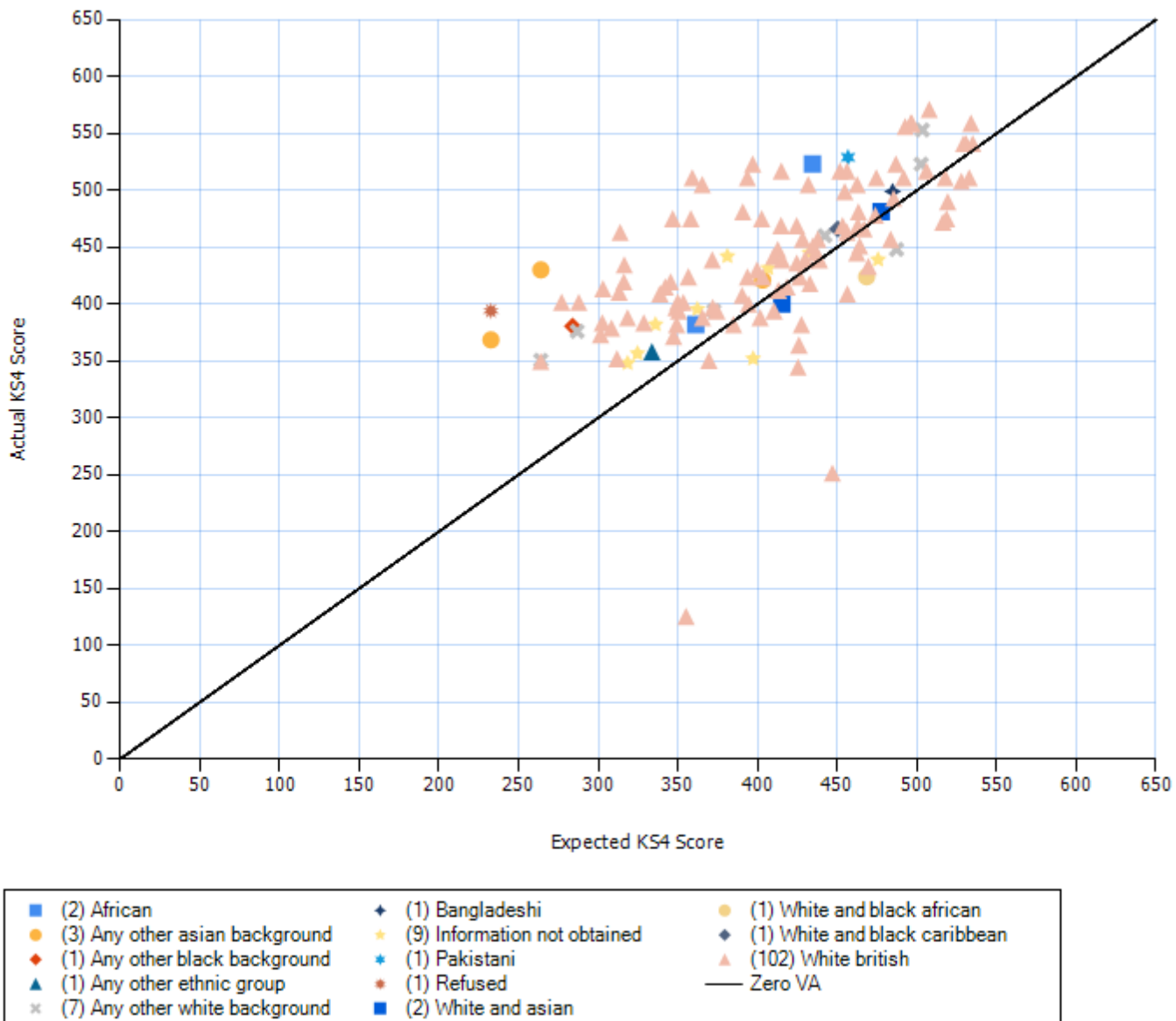
Coverage 100%

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Progress Measures Value Added

Chart 5.6.8: Key Stage 2 to Key Stage 4 value added analysis by pupil (main ethnic code)

2011 Best 8 including English and mathematics subject area value added line, showing spread of pupils by main ethnic code

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



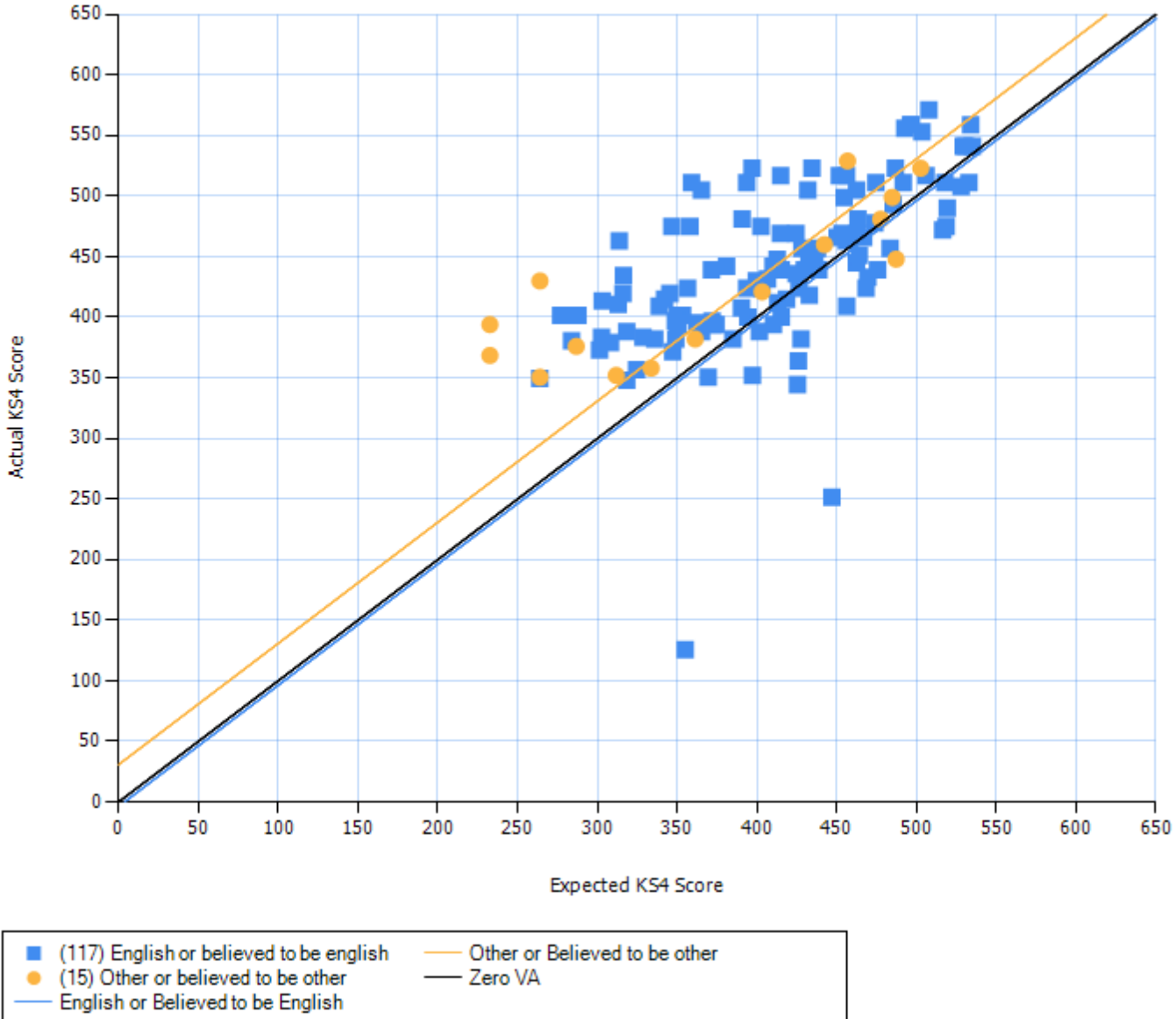
Coverage 100%

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Progress Measures Value Added

Chart 5.6.9: Key Stage 2 to Key Stage 4 value added analysis by pupil (EAL)

2011 Best 8 including English and mathematics subject area value added line, showing spread of pupils by first language

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



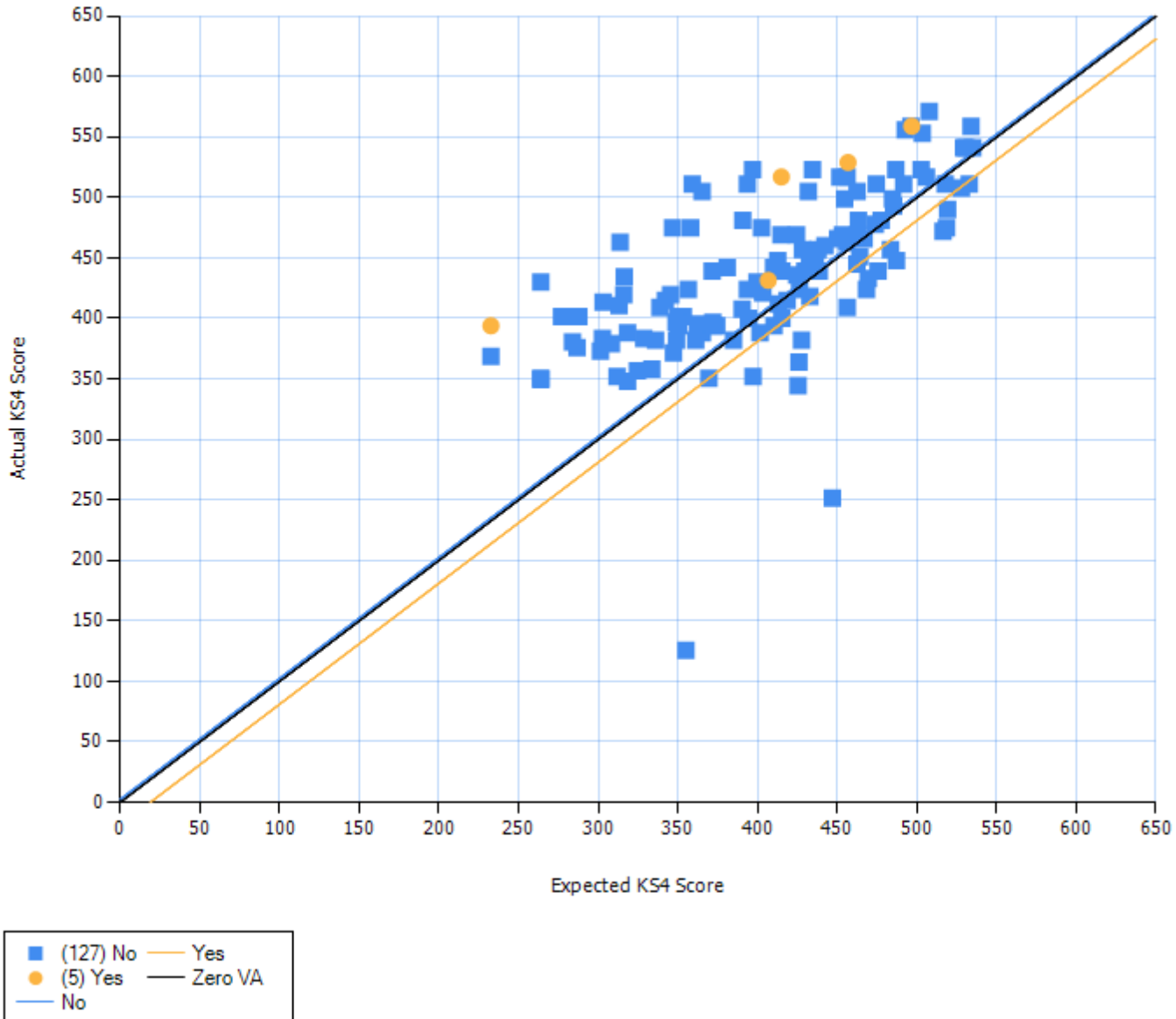
Coverage 100%

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Progress Measures Value Added

Chart 5.6.10: Key Stage 2 to Key Stage 4 value added analysis by pupil (FSM)

2011 Best 8 including English and mathematics subject area value added line, showing spread of pupils by free school meal eligibility

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



Coverage 100%

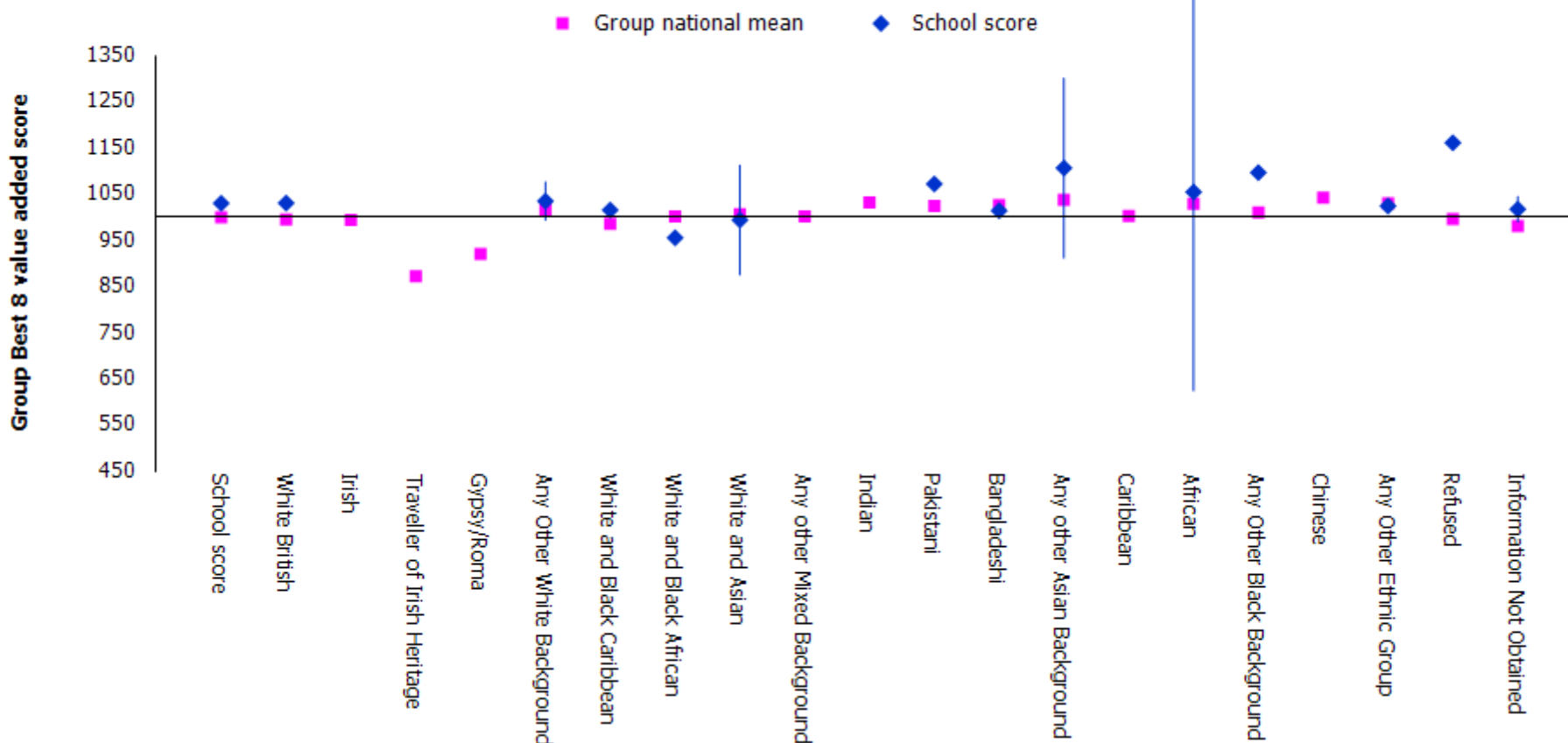
## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Progress Measures Value Added

Chart 5.6.11 and Table 5.6.12: Key Stage 2 to Key Stage 4 value added: performance of groups within school - ethnic backgrounds

Best 8 including English and Mathematics value added

This report provides the Best 8 including English and Mathematics value added measure for particular ethnic groups within the school relative to both the national mean of 1,000 and the national mean for each group. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national values, sig+ or sig- is shown. This can also be seen on the graph where confidence intervals do not cross the national average line.

**School Best 8 including English and Mathematics value added for groups within the school 2011**



**Epsom and Ewell High School (URN: 125305 DfE No. 9365405)  
Progress Measures Value Added**

	<b>School score</b>	<b>White British</b>	<b>Irish</b>	<b>Traveller of Irish Heritage</b>	<b>Gypsy/Roma</b>	<b>Any Other White Background</b>	<b>White and Black Caribbean</b>	<b>White and Black African</b>	<b>White and Asian</b>	<b>Any other Mixed Background</b>	<b>Indian</b>	<b>Pakistani</b>	<b>Bangladeshi</b>	<b>Any other Asian Background</b>	<b>Caribbean</b>	<b>African</b>	<b>Any Other Black Background</b>	<b>Chinese</b>	<b>Any Other Ethnic Group</b>	<b>Refused</b>	<b>Information Not Obtained</b>
Cohort for VA	132	102	0	0	0	7	1	1	2	0	0	1	1	3	0	2	1	0	1	1	9
School Score	1030.3	1030.9	-	-	-	1035.1	1015.8	955.6	994.1	-	-	1072.3	1014.3	1106.6	-	1054.7	1096.7	-	1024.4	1161.4	1017.5
95% confidence interval	11.4	11.7	-	-	-	41.4	-	-	118.8	-	-	-	-	194.6	-	430.2	-	-	-	-	27.5
Group national mean	1000.0	995.4	994.4	872.6	920.3	1017.3	985.4	1001.9	1006.5	1002.1	1031.8	1024.4	1026.9	1037.5	1002.7	1029.6	1010.3	1042.5	1030.3	995.9	981.3
Significance from national average for group	Sig+	Sig+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Sig+
Significance from overall national average	Sig+	Sig+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

A dash means that no significance test has been carried out. A blank space means that a significance test has been carried out and the result for school or ethnic group is not significantly different from the national average.

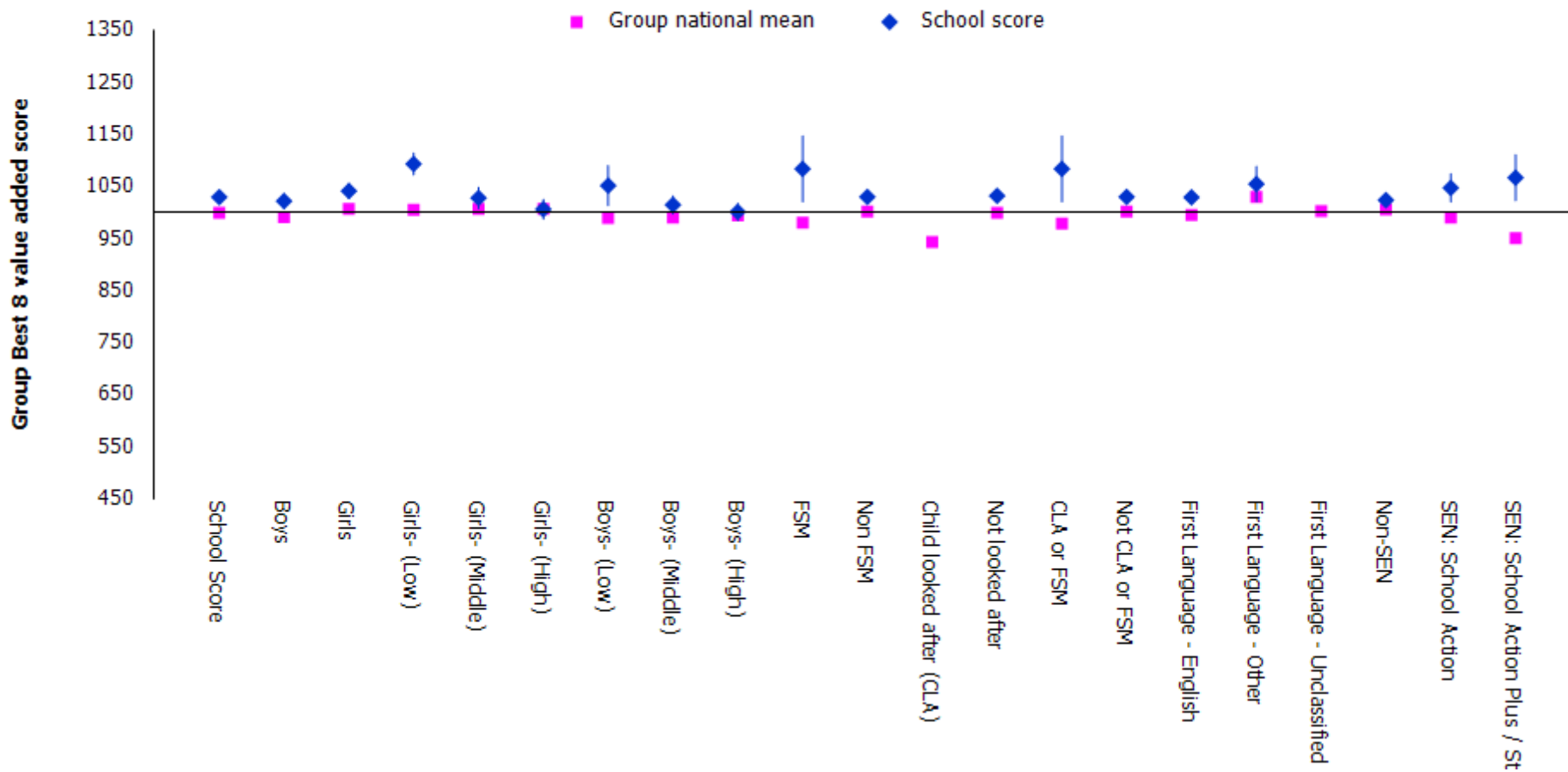
## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Progress Measures Value Added

Chart 5.6.13 and Table 5.6.14: Key Stage 2 to Key Stage 4 value added: performance of groups within school - pupil characteristics

### Best 8 including English and Mathematics value added

This report provides the Best 8 including English and Mathematics value added measure for particular groups within the school relative to both the national mean of 1,000 and the national mean for each group. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national values, sig+ or sig- is shown. This can also be seen on the graph where confidence intervals do not cross the national average line.

**School Best 8 including English and Mathematics value added for groups within the school 2011**



## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Progress Measures Value Added

	School Score	Boys	Girls	Girls - (Low)	Girls - (Middle)	Girls - (High)	Boys - (Low)	Boys - (Middle)	Boys - (High)	FSM	Non FSM	Child looked after (CLA)	Not looked after	CLA or FSM	Not CLA or FSM	First Language - English	First Language - Other	First Language - Unclassified	Non-SEN	SEN: School Action	SEN: School Action Plus / Stat
Cohort for VA	132	63	69	20	31	18	18	29	16	5	127	0	132	5	127	117	15	0	100	15	17
School Score	1030.3	1022.5	1042.0	1094.1	1028.7	1006.9	1052.5	1015.3	1001.9	1084.6	1030.6	-	1032.7	1084.6	1030.6	1029.8	1055.4	-	1024.4	1048.1	1067.6
95% confidence interval	11.4	14.3	14.2	21.1	20.5	19.0	38.4	17.5	16.4	63.4	10.2	-	10.1	63.4	10.2	10.6	33.8	-	10.3	27.1	44.2
Group national mean	1000.0	992.1	1007.2	1005.9	1007.5	1007.3	990.2	990.9	994.9	981.0	1002.4	943.7	999.9	979.8	1002.8	996.3	1030.9	1003.3	1006.7	990.9	951.3
Significance from national average for group	Sig+	Sig+	Sig+	Sig+	Sig+		Sig+	Sig+		Sig+	Sig+	-	Sig+	Sig+	Sig+	Sig+		-	Sig+	Sig+	Sig+
Significance from overall national average	Sig+	Sig+	Sig+	Sig+	Sig+		Sig+			Sig+	Sig+	-	Sig+	Sig+	Sig+	Sig+	Sig+	-	Sig+	Sig+	Sig+

A dash means that no significance test has been carried out. A blank space means that a significance test has been carried out and the result for school or ethnic group is not significantly different from the national average.

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Expected Progress English, mathematics

Table 5.7.1: Key Stage 2 to Key Stage 4 performance - percentage making expected progress, School and National

This report shows the percentage of students making expected progress in English, mathematics.  
The value added methodology has changed in 2011 for the Expected Progress reports.  
Significance tests have been performed on the data.

	English				Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig
All Pupils	139	92	71	Sig+	139	76	64	Sig+
Gender								
Male	66	89	66	Sig+	67	73	62	
Female	73	95	76	Sig+	72	78	66	Sig+
Free School Meals								
FSM	5	100	55	-	5	80	45	-
Non FSM	134	92	74	Sig+	134	75	67	Sig+
Children Looked After								
CLA	-	-	37	-	-	-	29	-
Not CLA	139	92	71	Sig+	139	76	64	Sig+
Free School Meals Or Children Looked After								
CLA or FSM	5	100	54	-	5	80	44	-
Not CLA or FSM	134	92	74	Sig+	134	75	67	Sig+
Attainment at KS2								
Low	38	92	47	Sig+	38	61	26	Sig+
Middle	60	90	70	Sig+	60	75	64	
High	34	94	87	-	34	88	85	
English as a First Language								
English or believed to be English	117	92	71	Sig+	117	74	63	Sig+
Other than English or believed to be other than English	22	91	77		22	86	75	
Unclassified	-	-	26	-	-	-	24	-
Special Educational Needs								
No Identified SEN	107	93	78	Sig+	107	83	73	Sig+
SEN without a statement	24	88	52	Sig+	24	50	39	
School Action	15	87	56	Sig+	15	47	43	
School Action Plus	9	89	43	-	9	56	31	-
SEN with a statement	8	100	26	-	8	50	20	-
Ethnicity Group								
White								
British	102	91	70	Sig+	102	76	63	Sig+
Irish	-	-	77	-	-	-	71	-
Traveller of Irish Heritage	-	-	34	-	-	-	23	-

**Epsom and Ewell High School (URN: 125305 DfE No. 9365405)**  
**Expected Progress English, mathematics**

	English				Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig
Gypsy/Roma	-	-	25	-	-	-	18	-
Any Other White Background	9	89	75	-	9	89	73	-
Mixed								
White and Black Caribbean	1	100	66	-	1	100	54	-
White and Black African	1	100	73	-	1	0	67	-
White and Asian	2	100	79	-	2	100	73	-
Any other Mixed Background	1	100	75	-	1	100	70	-
Asian or Asian British								
Indian	-	-	86	-	-	-	84	-
Pakistani	2	100	73	-	2	100	68	-
Bangladeshi	1	100	79	-	1	100	74	-
Any other Asian Background	5	100	81	-	5	100	84	-
Black or Black British								
Black Caribbean	-	-	70	-	1	100	62	-
Black African	3	100	80	-	2	100	77	-
Any Other Black Background	1	100	75	-	1	100	66	-
Chinese	-	-	88	-	-	-	95	-
Any Other Ethnic Group	1	100	77	-	1	0	76	-
Unclassified - Refused	1	100	72	-	1	100	66	-
Unclassified - Information Not Obtained	9	89	26	-	9	22	23	-

Expected Progress is defined as making 3 levels of progress from Key Stage 2 to Key Stage 4. Significance tests have been performed on the data. A blank space means that a significance test has been carried out and the result for school or ethnic group is not significantly different from the national average. If the formula indicates that the test cannot be run on the particular dataset, then a dash is displayed.

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Value Added

Table 5.8.1: Key Stage 2 to Key Stage 4 value added Summary Report

This report summarises the VA scores in the school. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value, it is highlighted in green (sig+) or blue (sig-).

Data is only available from 2011.

	Value Added						
	Number of pupils in latest year	2009		2010		2011	
		School	National	School	National	School	National
<b>All Pupils</b>	132	-	-	-	-	1030.3	1000.0
<b>Gender</b>							
Boys	63	-	-	-	-	1022.5	992.1
Girls	69	-	-	-	-	1042.0	1007.2
<b>Free School Meals</b>							
FSM	5	-	-	-	-	1084.6	981.0
Non FSM	127	-	-	-	-	1030.6	1002.4
<b>Children Looked After</b>							
CLA	-	-	-	-	-	-	943.7
Not CLA	132	-	-	-	-	1032.7	999.9
<b>Free School Meals Or Children Looked After</b>							
CLA or FSM	5	-	-	-	-	1084.6	979.8
Not CLA or FSM	127	-	-	-	-	1030.6	1002.8
<b>Prior Attainment</b>							
Low	38	-	-	-	-	1074.4	997.4
Middle	60	-	-	-	-	1022.2	999.2
High	34	-	-	-	-	1004.5	1001.2
<b>English as a First Language</b>							
First Language - English	117	-	-	-	-	1029.8	996.3
First Language - Other	15	-	-	-	-	1055.4	1030.9
Unclassified	-	-	-	-	-	-	1003.3
<b>Special Educational Needs</b>							
Non-SEN	100	-	-	-	-	1024.4	1006.7
SEN without a statement							
School Action	15	-	-	-	-	1048.1	990.9
School Action Plus	9	-	-	-	-	1057.8	944.2
SEN with a statement	8	-	-	-	-	1078.5	976.1
<b>Ethnicity Group</b>							
White							
British	102	-	-	-	-	1030.9	995.4
Irish	-	-	-	-	-	-	994.4
Traveller of Irish Heritage	-	-	-	-	-	-	872.6
Gypsy/Roma	-	-	-	-	-	-	920.3
Any Other White Background	7	-	-	-	-	1035.1	1017.3
Mixed							
White and Black Caribbean	1	-	-	-	-	1015.8	985.4

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Value Added

	Value Added						
	Number of pupils in latest year	2009		2010		2011	
		School	National	School	National	School	National
White and Black African	1	-	-	-	-	955.6	1001.9
White and Asian	2	-	-	-	-	994.1	1006.5
Any other Mixed Background	0	-	-	-	-	-	1002.1
Asian or Asian British							
Indian	-	-	-	-	-	-	1031.8
Pakistani	1	-	-	-	-	1072.3	1024.4
Bangladeshi	1	-	-	-	-	1014.3	1026.9
Any other Asian Background	3	-	-	-	-	1106.6	1037.5
Black or Black British							
Black Caribbean	0	-	-	-	-	-	1002.7
Black African	2	-	-	-	-	1054.7	1029.6
Any Other Black Background	1	-	-	-	-	1096.7	1010.3
Chinese	-	-	-	-	-	-	1042.5
Any Other Ethnic Group	1	-	-	-	-	1024.4	1030.3
Unclassified - Refused	1	-	-	-	-	1161.4	995.9
Unclassified - Information Not Obtained	9	-	-	-	-	1017.5	981.3

### Key

- School performance is significantly higher than the national VA figure
- School performance is significantly below the national VA figure

Overall national performance for all pupils in any one year is 1000. The national performance of distinct pupil groups does differ from 1000. Some groups have a score higher than 1000 and some are below 1000.

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Value Added

Table 5.8.2: Key Stage 2 to Key Stage 4 value added Summary Report by Ebacc subject areas

This report shows the value added score for each of the five Ebacc subject areas, overall and by pupil characteristics. The measures at each pillar contain all entries, not just of those pupils who achieved the Ebacc. In other words, these are separate areas and there are no links between each pillar. Data is only available from 2011.

### Key Stage 2 to 4 Value Added By Subject 2011

	<b>Total number of pupils in 2011</b>	English entries	English Value Added (School)	English Value Added (National)	Maths entries	Maths Value Added (School)	Maths Value Added (National)	Science entries	Science Value Added (School)	Science Value Added (National)	Languages entries	Languages Value Added (School)	Languages Value Added (National)	Humanities entries	Humanities Value Added (School)	Humanities Value Added (National)
All Pupils	132	132	1004.2	1000.0	132	1001.5	1000.0	73	998.6	1000.0	101	1000.3	1000.0	57	1000.1	1000.0
<b>Gender</b>																
Boys	63	63	1003.7	999.0	63	1001.0	999.8	39	998.3	1000.0	42	1000.4	998.3	31	999.8	999.8
Girls	69	69	1004.9	1000.9	69	1002.1	1000.1	34	998.9	1000.4	59	1000.3	1001.0	26	1000.5	1001.2
<b>Free School Meals</b>																
FSM	5	5	1010.3	997.9	5	1004.0	998.1	2	1007.1	998.7	2	1003.2	999.5	2	1006.9	997.9
Non FSM	127	127	1004.1	1000.3	127	1001.5	1000.2	71	998.3	1000.3	99	1000.2	999.9	55	999.9	1000.7
<b>Children Looked After</b>																
CLA	0	0	-	995.3	0	-	995.5	0	-	997.0	0	-	996.3	0	-	996.5
Not CLA	132	132	1004.3	1000.0	132	1001.6	1000.0	73	998.6	1000.2	101	1000.3	999.9	57	1000.1	1000.5
<b>Free School Meals Or Children Looked After CLA or FSM</b>																
CLA or FSM	5	5	1010.3	997.8	5	1004.0	998.0	2	1007.1	998.7	2	1003.2	999.4	2	1006.9	997.9
Not CLA or FSM	127	127	1004.1	1000.3	127	1001.5	1000.3	71	998.3	1000.3	99	1000.2	999.9	55	999.9	1000.7
<b>Prior Attainment</b>																
Low	38	38	1007.9	999.6	38	1004.6	999.5	2	1003.2	999.2	17	1002.7	999.8	10	1004.2	999.8
Middle	60	60	1003.6	999.8	60	1000.8	999.9	37	998.7	1000.1	51	1001.4	999.6	25	999.6	1000.2
High	34	34	1001.6	1000.4	34	999.6	1000.2	34	998.1	1000.4	33	997.4	1000.0	22	998.9	1000.9
<b>English as a First Language</b>																
First Language - English	117	117	1004.0	999.7	117	1001.1	999.5	66	998.4	999.9	89	999.9	999.1	48	1000.1	1000.2

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Value Added

### Key Stage 2 to 4 Value Added By Subject 2011

Total number of pupils in 2011	English		Maths		Science		Languages		Humanities							
	entries	Value Added (School)	Value Added (National)	entries	Value Added (School)	Value Added (National)	entries	Value Added (School)	Value Added (National)	entries	Value Added (School)	Value Added (National)				
First Language - Other	15	15	1007.1	1002.5	15	1005.5	1003.9	7	999.9	1002.9	12	1003.0	1005.2	9	1000.2	1002.9
Unclassified	0	0	-	999.7	0	-	1000.6	0	-	1000.5	0	-	1001.3	0	-	1000.4
Special Educational Needs																
Non-SEN	100	100	1003.5	1000.7	100	1001.6	1000.6	70	998.6	1000.5	93	1000.5	1000.1	48	1000.7	1000.8
SEN without a statement																
School Action	15	15	1005.0	999.0	15	999.6	998.8	3	996.4	998.6	7	995.7	998.2	5	985.6	998.4
School Action Plus	9	9	1005.0	995.1	9	1004.5	995.3	0	-	996.9	1	1013.8	996.8	0	-	996.9
SEN with a statement	8	8	1012.1	997.0	8	1002.2	998.1	0	-	1000.2	0	-	999.0	4	1011.3	1001.5
Ethnicity Group																
White																
British	102	102	1003.9	999.6	102	1001.5	999.4	60	998.5	999.8	78	1000.2	998.9	44	999.8	1000.2
Irish	0	0	-	1000.5	0	-	999.8	0	-	1000.4	0	-	1000.2	0	-	1001.6
Traveller of Irish Heritage	0	0	-	988.7	0	-	988.6	0	-	997.0	0	-	997.5	0	-	998.6
Gypsy/Roma	0	0	-	992.9	0	-	992.7	0	-	996.0	0	-	996.6	0	-	995.9
Any Other White Background	7	7	1005.0	1001.7	7	1001.9	1001.9	4	999.2	1001.6	6	1002.3	1007.6	3	1008.6	1002.0
Mixed																
White and Black Caribbean	1	1	1008.0	999.0	1	999.2	998.1	0	-	998.4	1	999.8	998.4	0	-	998.3
White and Black African	1	1	1006.9	1000.6	1	989.5	1000.3	1	988.7	1000.6	1	986.2	1002.3	0	-	1001.0
White and Asian	2	2	1003.4	1001.0	2	1000.6	1000.9	2	996.4	1001.2	2	1003.0	1001.2	0	-	1001.7
Any other Mixed Background	0	0	-	1000.6	0	-	1000.6	0	-	1000.7	0	-	1002.0	0	-	1001.0
Asian or Asian British																
Indian	0	0	-	1002.6	0	-	1004.2	0	-	1003.5	0	-	1002.8	0	-	1003.4
Pakistani	1	1	1013.7	1001.6	1	1009.6	1002.7	1	1008.7	1002.2	1	1005.2	1001.8	1	1003.5	1001.8

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Value Added

### Key Stage 2 to 4 Value Added By Subject 2011

Total number of pupils in 2011	English entries	English Value Added (School)	English Value Added (National)	Maths entries	Maths Value Added (School)	Maths Value Added (National)	Science entries	Science Value Added (School)	Science Value Added (National)	Languages entries	Languages Value Added (School)	Languages Value Added (National)	Humanities entries	Humanities Value Added (School)	Humanities Value Added (National)
Bangladeshi	1	1000.9	1002.2	1	1002.1	1003.4	1	1004.7	1002.3	1	1002.6	1001.7	1	1001.2	1001.9
Any other Asian Background	3	1010.6	1003.0	3	1016.2	1005.4	1	999.0	1004.3	2	1009.0	1004.3	1	999.5	1004.1
Black or Black British															
Black Caribbean	0	-	1000.3	0	-	1000.5	0	-	999.5	0	-	998.3	0	-	998.7
Black African	2	1005.8	1002.9	2	1003.6	1004.4	1	998.3	1002.6	2	1001.2	1002.3	1	1005.1	1002.6
Any Other Black Background	1	1015.6	1001.3	1	1008.5	1001.5	0	-	1000.5	0	-	1001.7	1	1017.4	1000.5
Chinese	0	-	1003.0	0	-	1005.5	0	-	1004.3	0	-	1008.1	0	-	1004.7
Any Other Ethnic Group	1	1003.4	1002.6	1	1001.3	1003.8	0	-	1003.0	1	1001.7	1008.0	1	990.8	1003.0
Unclassified - Refused	1	1017.7	1000.0	1	1017.2	1000.0	0	-	1000.1	0	-	1000.3	0	-	1000.5
Unclassified - Information Not Obtained	9	1002.9	999.3	9	995.0	998.7	2	996.9	999.8	6	997.0	1001.1	4	993.9	999.7

#### Key

School performance is significantly higher than the national VA figure

School performance is significantly below the national VA figure

The proportion achieving A\*-C includes the entire cohort for the English Baccalaureate, English and mathematics. For humanities, science and languages it includes only the pupils who entered. Similarly, value added calculations include the entire cohort for English and mathematics if they have key stage 2 prior attainment data. The humanities, science and languages subject areas include only the pupils entered with key stage 2 prior attainment data.

Science takes the average grade of the two eligible science qualifications.

Humanities and Languages subject areas take the best score of all eligible qualifications.

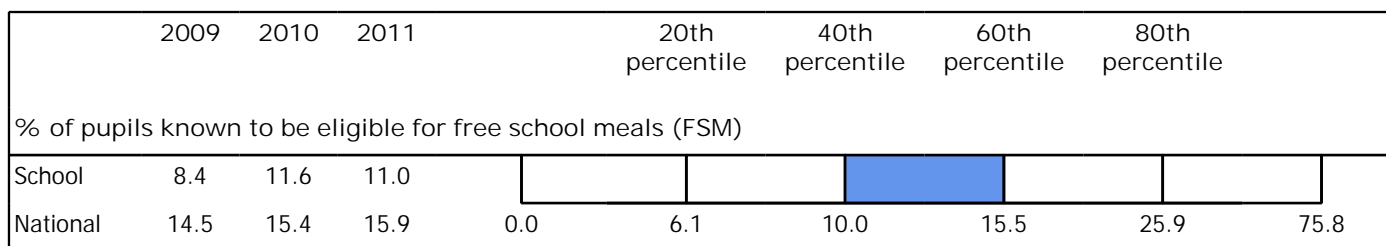
The Guide to Calculations gives a link to DfE's specific qualification list. This may be found in the Library, under 'How Ofsted and DfE analyse your data'.

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Narrowing the Gaps With Pupil Premium at Key Stage 4

Table 6.1.1: Narrowing the Gaps for Free School Meals

This report aims to provide schools with a single, easy-to-use and comprehensive overview of the attainment and progress of pupils eligible for Free School Meals.

### School Context



	Year 7	Year 8	Year 9	Year 10	Year 11
Number on roll	157	85	136	138	145
%FSM	10.2	15.3	8.8	18.8	3.6

Please note that the above data was sourced from the schools January 2011 census therefore the year groups displayed above refer to the academic year 2010/11.

### Key Stage 2 to Key Stage 4 value added: Free School Meals

	Overall				English				Mathematics			
	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score
All Pupils	132	1,030.3	11.4	1,000.0	132	1,004.2	1.2	1,000.0	132	1,001.5	1.2	1,000.0
Non FSM	127	1,030.6	10.2	1,002.4	127	1,004.1	1.1	1,000.3	127	1,001.5	1.5	1,000.2
FSM	5	1,084.6	63.4	981.0	5	1,010.3	7.3	997.9	5	1,004.0	13.0	998.1

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Narrowing the Gaps With Pupil Premium at Key Stage 4

Percentage achieving expected progress, 2011 English and Mathematics: Free School Meals

	English				Mathematics			
	School		National		School		National	
	Cohort	Achieving Expected Progress %	Non FSM Average	Average Difference	Cohort	Achieving Expected Progress %	Non FSM Average	Average Difference
All Pupils	139	92	74	18	139	76	67	9
Non FSM	134	92	74	18	134	75	67	8
FSM	5	100	74	26	5	80	67	13
Within School Gap		8				5		

Point scores, 2011, Capped overall, English and Maths by Free School Meals

	Capped points score				English average points				Mathematics average points			
	School		National		School		National		School		National	
	Cohort	APS	Non FSM Average	Average Difference	Cohort	APS	Non FSM Average	Average Difference	Cohort	APS	Non FSM Average	Average Difference
All Pupils	144	361.8	342.4	19.4	144	42.9	40.9	2.0	144	38.5	40.1	-1.6
Non FSM	139	360.5	342.4	18.1	139	42.8	40.9	1.9	139	38.4	40.1	-1.7
FSM	5	397.7	342.4	55.3	5	47.2	40.9	6.3	5	41.2	40.1	1.1
Within School Gap		37.2				4.4				2.8		

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Narrowing the Gaps With Pupil Premium at Key Stage 4

Percentage of pupils achieving 2011 threshold at Key Stage 4 by Free School Meals

	English Baccalaureate				Basics indicator				5 A* - C including English and mathematics				5 A* - G including English and mathematics			
	School		National		School		National		School		National		School		National	
	Cohort	%	Non FSM Average	Average Difference	Cohort	%	Non FSM Average	Average Difference	Cohort	%	Non FSM Average	Average Difference	Cohort	%	Non FSM Average	Average Difference
All Pupils	144	20	17	3	144	60	62	-2	144	60	61	-1	144	97	94	3
Non FSM	139	19	17	2	139	60	62	-2	139	60	61	-1	139	97	94	3
FSM	5	40	17	23	5	60	62	-2	5	60	61	-1	5	100	94	6
Within School Gap		21				0				0				3		

School cohort figures are compared to the national non FSM figures.

Significance is displayed for: all pupils against all pupils nationally; non-FSM against the national non-FSM; and FSM against the national FSM. Caution should be taken when interpreting the analysis for small cohorts.

This report enables schools to compare the level of their FSM pupils' performance to the national level of non-FSM performance with the intention of encouraging schools to set more ambitious achievement goals for their FSM pupils.

However, this report is also intended to encourage schools to further explore the performance of their FSM pupils by using the full range of data available in RAISEonline.

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Narrowing the Gaps With Pupil Premium at Key Stage 4

Table 6.1.2: Narrowing the Gaps for Free School Meals and Children Looked After pupil groups

This report aims to provide schools with an easy-to-use and comprehensive overview of the attainment and progress of pupils in either group of Children Looked After or Free School Meals.

School Context

	Year 7	Year 8	Year 9	Year 10	Year 11
Number on roll	157	85	136	138	145
%FSM	10.2	15.3	8.8	18.8	3.6
Children Looked After	0	0	0	0	0

Please note that the above data was sourced from the schools January 2011 census therefore the year groups displayed above refer to the academic year 2010/11.

Key Stage 2 to Key Stage 4 value added: CLA or FSM

	Overall				English				Mathematics			
	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score
All Pupils	132	1,030.3	11.4	1,000.0	132	1,004.2	1.2	1,000.0	132	1,001.5	1.2	1,000.0
Non CLA/FSM	127	1,030.6	10.2	1,002.8	127	1,004.1	1.1	1,000.3	127	1,001.5	1.5	1,000.3
CLA/FSM	5	1,084.6	63.4	979.8	5	1,010.3	7.3	997.8	5	1,004.0	13.0	998.0

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Narrowing the Gaps With Pupil Premium at Key Stage 4

Percentage achieving expected progress, 2011 English and Mathematics: CLA or FSM

	English				Mathematics			
	School		National		School		National	
	Cohort	Achieving Expected Progress %	Non CLA/FSM Average	Average Difference	Cohort	Achieving Expected Progress %	Non CLA/FSM Average	Average Difference
All Pupils	139	92	74	18	139	76	67	9
Non CLA/FSM	134	92	74	18	134	75	67	8
CLA/FSM	5	100	74	26	5	80	67	13
Within School Gap		8				5		

Point scores, 2011, Capped overall, English and Maths by CLA or FSM

	Capped points score				English average points				Mathematics average points			
	School		National		School		National		School		National	
	Cohort	APS	Non CLA/FSM Average	Average Difference	Cohort	APS	Non CLA/FSM Average	Average Difference	Cohort	APS	Non CLA/FSM Average	Average Difference
All Pupils	144	361.8	343.4	18.4	144	42.9	41.0	1.9	144	38.5	40.2	-1.7
Non CLA/FSM	139	360.5	343.4	17.1	139	42.8	41.0	1.8	139	38.4	40.2	-1.8
CLA/FSM	5	397.7	343.4	54.3	5	47.2	41.0	6.2	5	41.2	40.2	1.0
Within School Gap		37.2				4.4				2.8		

## Epsom and Ewell High School (URN: 125305 DfE No. 9365405) Narrowing the Gaps With Pupil Premium at Key Stage 4

Percentage of pupils achieving 2011 threshold at Key Stage 4 by CLA or FSM

	English Baccalaureate				Basics indicator				5 A* - C including English and mathematics				5 A* - G including English and mathematics			
	School		National		School		National		School		National		School		National	
	Cohort	%	Non CLA/FSM Average	Average Difference	Cohort	%	Non CLA/FSM Average	Average Difference	Cohort	%	Non CLA/FSM Average	Average Difference	Cohort	%	Non CLA/FSM Average	Average Difference
All Pupils	144	20	17	3	144	60	62	-2	144	60	61	-1	144	97	94	3
Non CLA/FSM	139	19	17	2	139	60	62	-2	139	60	61	-1	139	97	94	3
CLA/FSM	5	40	17	23	5	60	62	-2	5	60	61	-1	5	100	94	6
Within School Gap		21				0				0				3		

School cohort figures are compared to the national group figures for non-CLA and non-FSM.

Significance is displayed for: all pupils against all pupils nationally; non-(CLA or FSM) against the national non-(CLA or FSM); and CLA against the national CLA. Caution should be taken when interpreting the analysis for small cohorts.

This report enables schools to compare the level of their CLA pupils' performance to the national level of non-(CLA or FSM) performance with the intention of encouraging schools to set more ambitious achievement goals for their CLA pupils.

However, this report is also intended to encourage schools to further explore the performance of their CLA pupils by using the full range of data available in RAISEonline.