



## **SCHOOL RESULTS ANALYSIS**

**at Key Stage 5 (post 16)**

**for**

**Canford School  
Wimborne**

**from The Good Schools Guide  
[www.goodschoolsguide.co.uk](http://www.goodschoolsguide.co.uk)**

For detailed advice on using this report, please refer to [www.goodschoolsguide.co.uk](http://www.goodschoolsguide.co.uk)

Use this report to prompt questions more than to reach conclusions. The more students a school has, the more reliable these charts will be. School character and quality are generally slow to change, so previous years' results tell you a good deal about what to expect in the future, but keep your eyes open for changes on the ground. We have done our best to ensure that these analyses are accurate and fair. But we are imperfect, and we have had to make decisions on how best to present data. If you feel that we have misrepresented a school in any way, please tell us immediately so that we can put things right.

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**Software: QlikView from [www.qliktech.com](http://www.qliktech.com)**

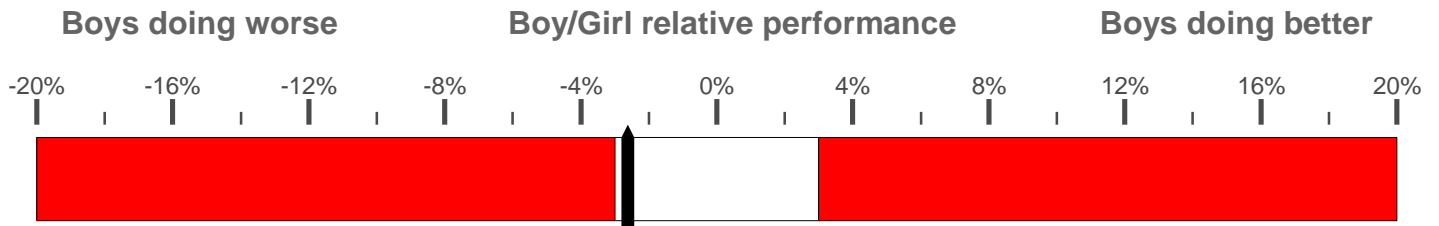
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# SCHOOL DATA

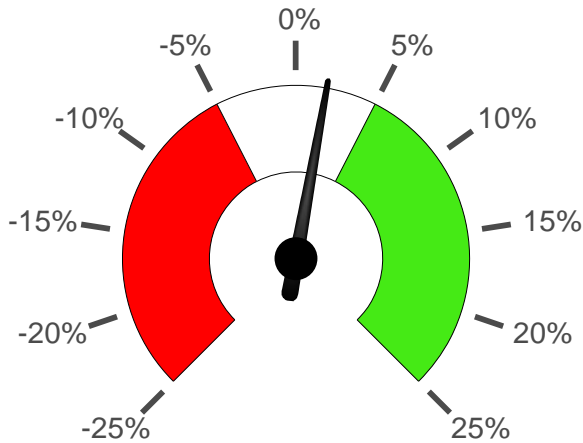
Address line 1	:Canford Magna
Address line 2	:
Address line 3	:
Town	:Wimborne
County	:Dorset
Postcode	:BH21 3AD
Telephone	:01202 847 207
Fax	:01202 881 723
Email	:admissions@canford.com
Web	:www.canford.com
Country	:England
Local Authority	:Poole
State or Independent	:Independent
Mainstream or Special	:Mainstream
Admissions policy	:Selective
Boarding or Day	:Takes Boarders
Religion	:CofE/Christian
School type	:Other Independent School
Genders in school	:Mixed
Genders in sixth form	:Mixed
Review in Good Schools Guide Online	:Yes
Senior School in Printed GSG*	:Yes
Junior School in Printed GSG*	:Yes
Full Review in Current SEN guide*	:Yes
Summary Review in Current SEN guide*	:Yes

\*: from mid-September this refers to the edition to be published in the following January



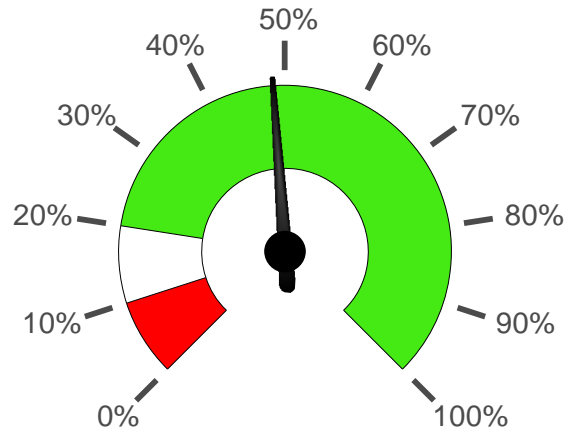
A score of, say, -4% indicates that boys score on average 4% fewer points than girls.

Is the sixth form expanding or shrinking?



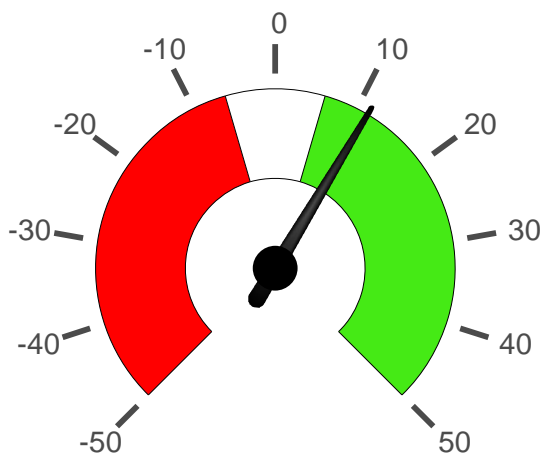
Change in school sixth form numbers over the last 5 years.

What percentage do well enough to get into Cambridge?



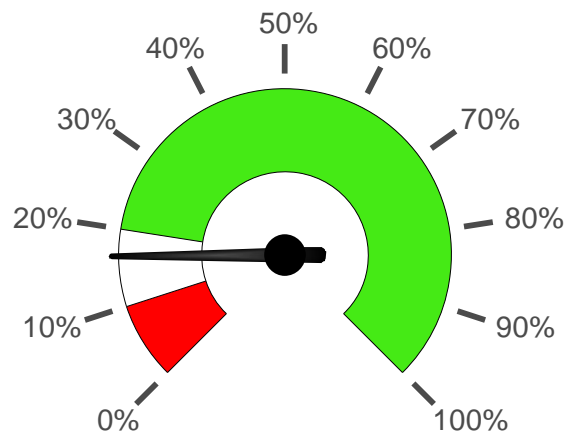
% of pupils reaching the standard for Cambridge entry - 2 A grades in 'acceptable' subjects plus another B grade or better, or the equivalent at IB.

Do bright children do well here?

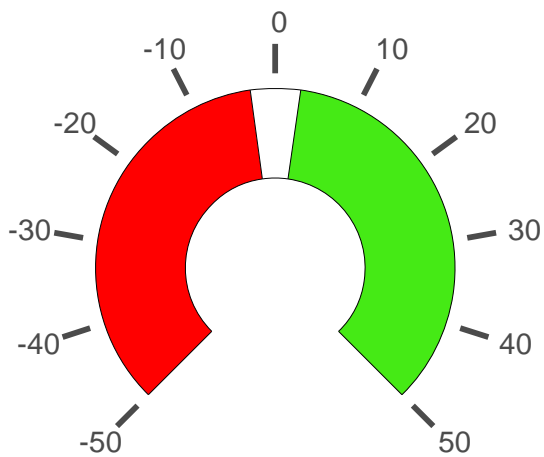


Average value added between GCSE and A level for pupils whose GCSE results are in the top quartile nationally.

What percentage of pupils take a modern language at A level?

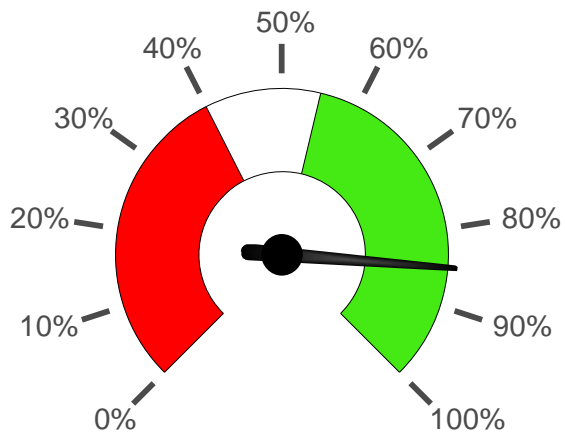


### Do children with SEN do well here?



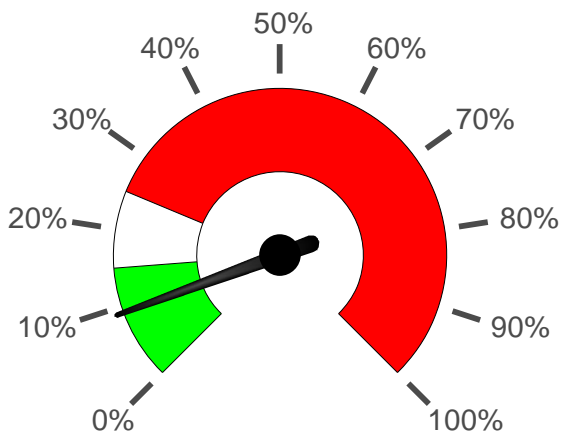
Average value added between GCSE and A level for children who are registered as having SEN.

### What proportion of all exams are at A or B grades (or equivalent)?



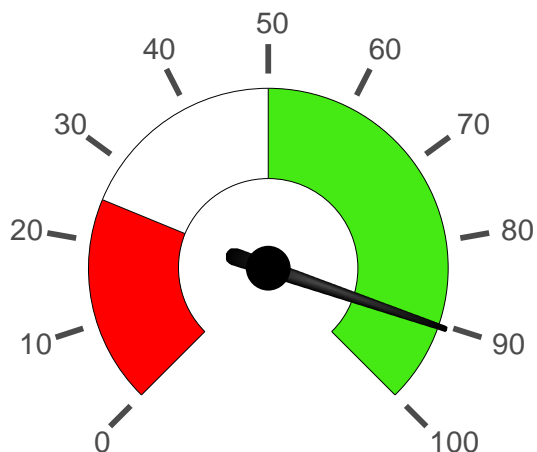
We have flagged the top grades, broadly equivalent to an A or B at A level, of all the large range of qualifications taken at the stage - so this is a broad measure of how many students do really well.

### What percentage of children do badly?



The proportion of children in the lowest value added quartile between GCSE and A level.

### How many pupils are in the top quartile nationally?



The number of pupils in the top quartile nationally.

## Five Good Subjects

Five subjects, for boys and girls, that do particularly well here.

Gender	Qualification	Subject	WOW Factor
Boys	A level	Business Studies:Single	57
		Chemistry	69
		D&T Product Design	58
		Economics	69
		Geography	64
Girls	A level	Art & Design (Fine Art)	66
		Chemistry	69
		Economics	64
		English Literature	61
		Geography	62

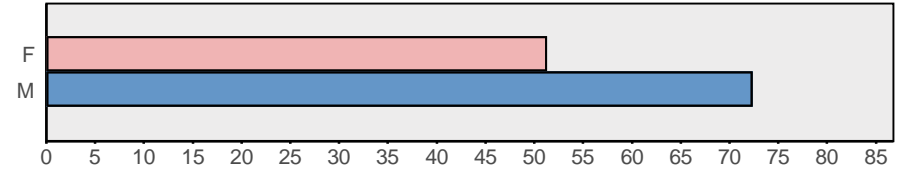
## Alevel Rankings

League tables - conventional and unconventional.  
The 'out of' numbers vary, as some schools have no relevant data.

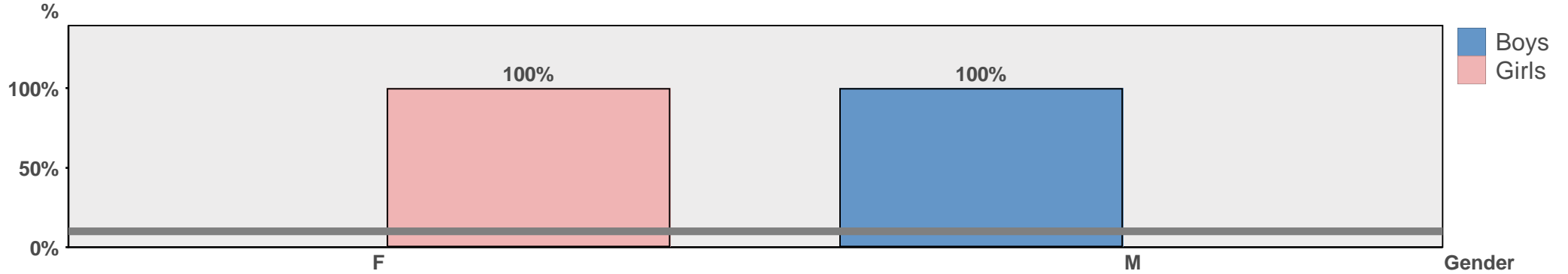
By percentage reaching the Cambridge University standard of entrance:	118 out of 2782
By percentage of A levels at grades A and B (and IB scores above 28):	71 out of 2782
By percentage of all exams at grades A and B (or equivalent):	58 out of 2814
By percentage of pupils taking a modern language at A level:	499 out of 2814
By percentage of pupils taking maths at A level:	312 out of 2814
By value added between GCSE and A level:	429 out of 2796
By value added between GCSE and A level for pupils with SEN:	N/A
By value added for pupils in the top national quartile at GCSE:	745 out of 2646
By percentage of pupils NOT in the bottom value added quartile:	184 out of 2796

Note: the IB has been rated as 5 A levels, in line with UCAS; this seems to be an overestimate of its worth, and schools where it is prevalent may appear higher in some rankings than they ought to. 0 % of the points earned at this school come from the IB.

# Spread of Attainment

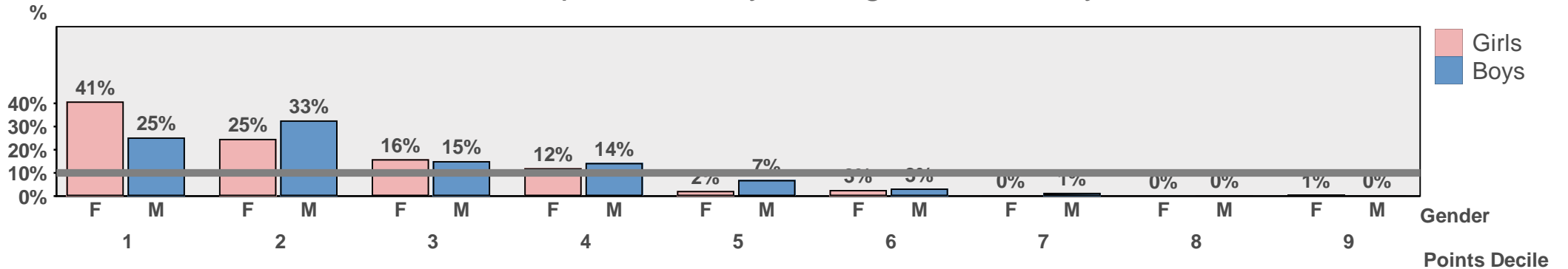


What's the academic profile of boys and girls at GCSE?



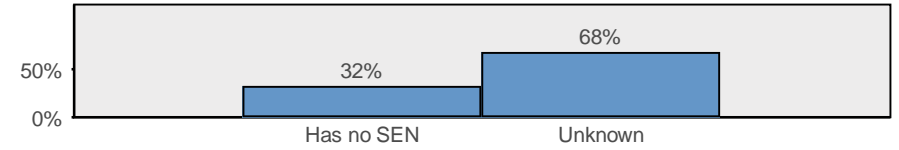
The percentages of pupils whose overall points scores at GCSE are within each decile of the national distribution of point scores. Decile 1 contains the top 10% of pupils nationally.

What's the academic profile of boys and girls when they leave school?



The percentages of pupils whose overall points score (ignoring General Studies and similar examinations) are within each decile of the national distribution of point scores. Decile 1 contains the top 10% of pupils nationally.

# Spread of SEN Attainment

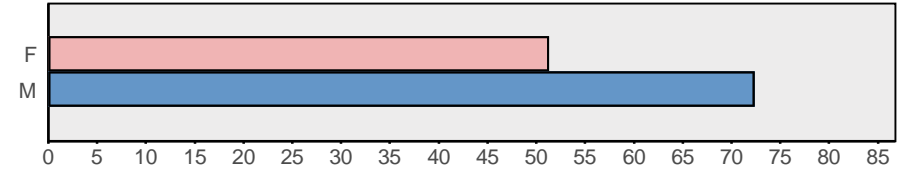


WE HAVE DATA ON FEWER THAN 10 PUPILS

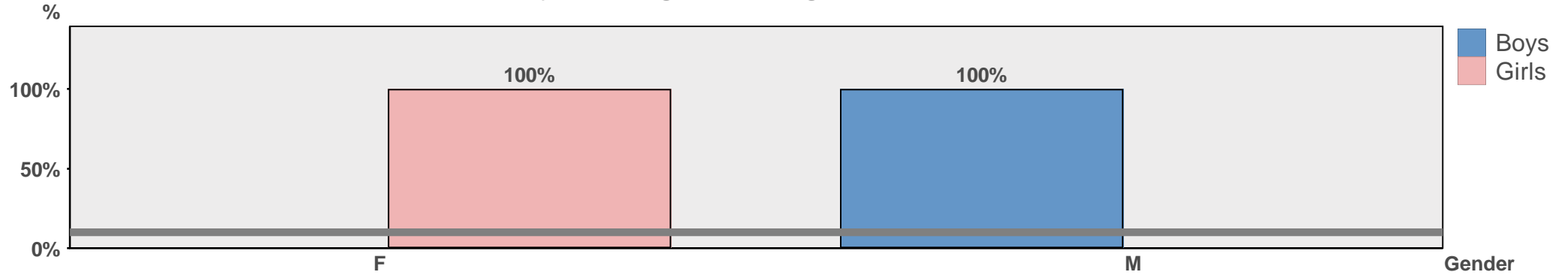
This chart highlights children who have been registered as having a Special Educational Need, and shows what their levels of achievement were at GCSE.

WE HAVE DATA ON FEWER THAN 10 PUPILS

# Value Added Analysis



How well are boys and girls doing between GCSE and A level?

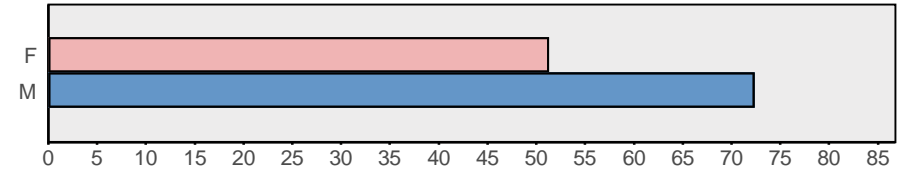


GCSE to A level value added: the bar labelled '1' shows the percentage of children performing as well as the top 10 per cent nationally, and so on for other deciles.

WE HAVE DATA ON FEWER THAN 10 PUPILS

GCSE to A level value added: the bar labelled '1' shows the percentage of SEN children performing as well as the top 10 per cent nationally, and so on for other deciles.

## How Value Added Varies with KS2 Achievement

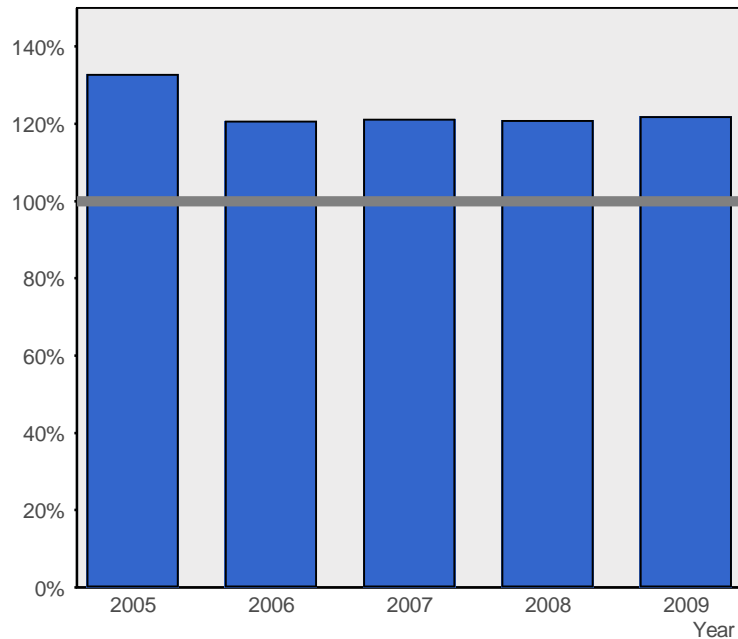


No data to display

The spread of GCSE to Alevel value added scores for each GCSE point score quartile. So if your child is a top performer, look at the top GCSE point score quartile (in blue on the left) and see what proportion of children like that have good (quartile 1, the left-hand of the four blue bars), so-so or bad value added scores. If your child is middle of the road, look for a similar pattern in the red and green bars. If he struggles, look at the yellow bars on the right. Quartile 'U' contains those pupils for whom there is no data.

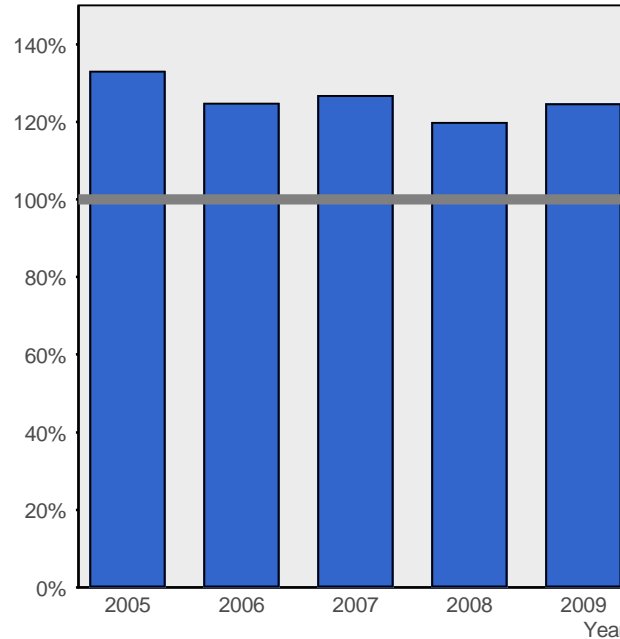
# Trends in Attainment

## Points Per Exam as % of National Last 5 Years



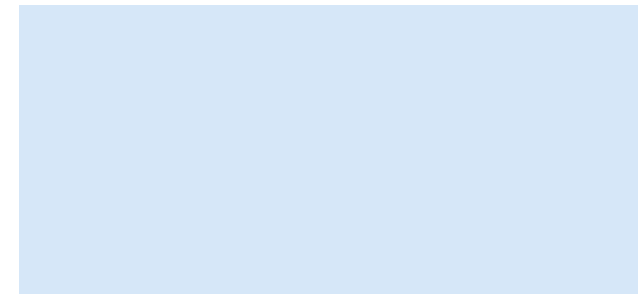
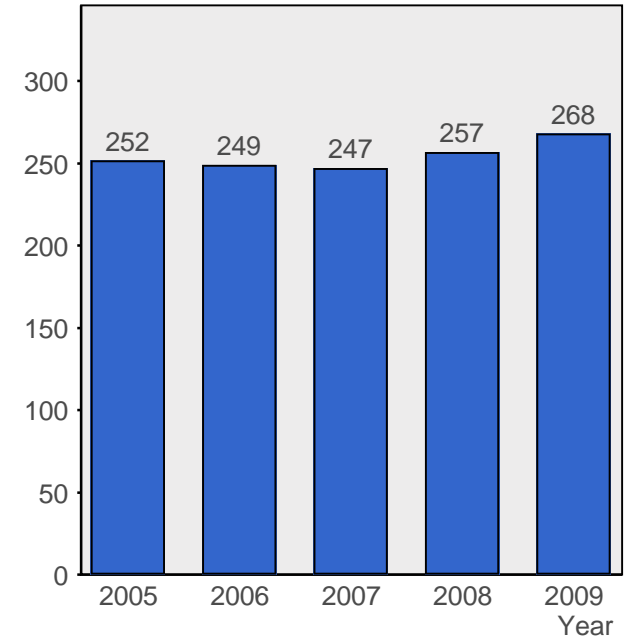
Highly academic schools may show a declining trend because they physically can't do better, but national performance keeps rising.

## Points Per Pupil as % of National Last 5 Years

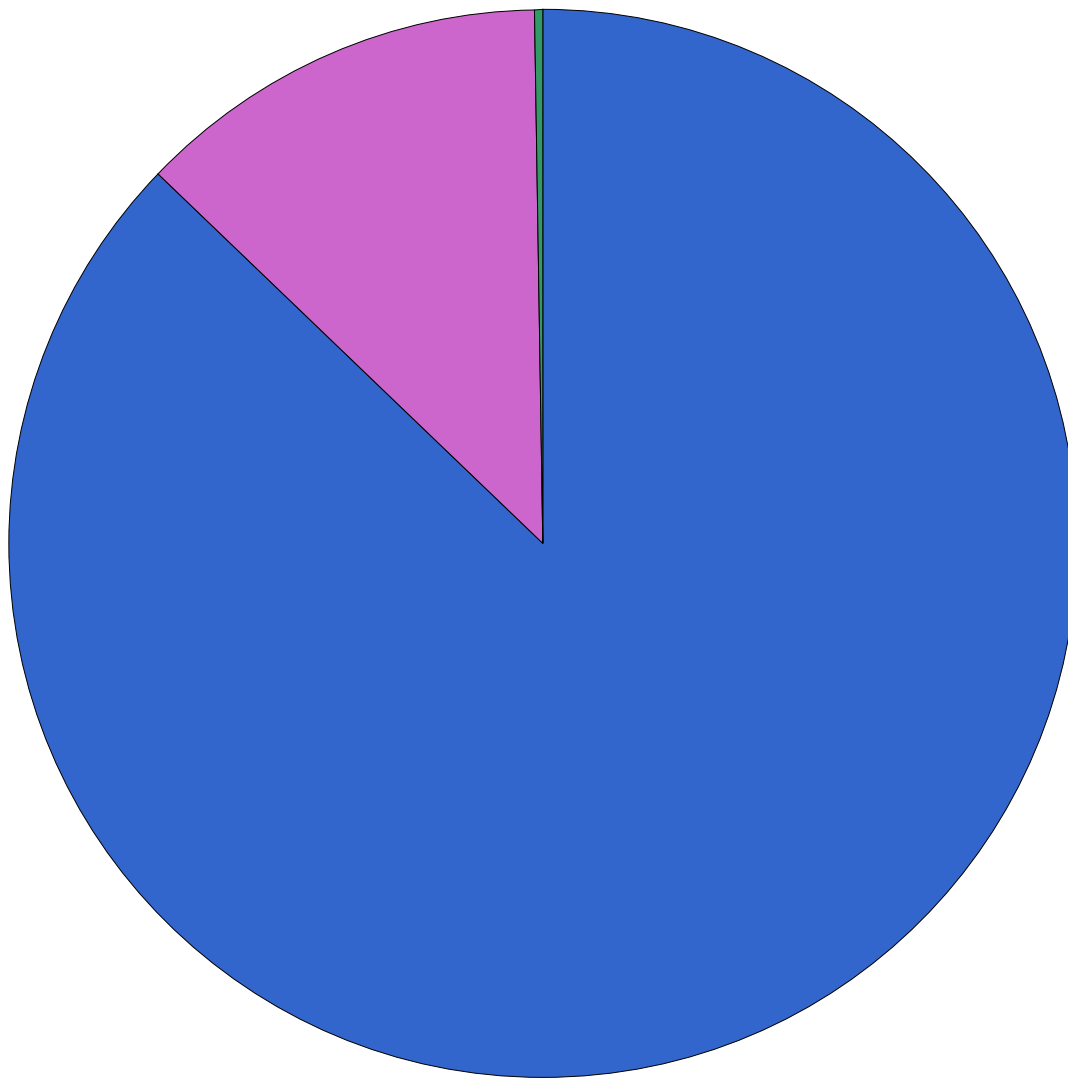


In some schools this measure is inflated by pupils taking 'free' exams such as General Studies.  
If the values are well below the national average while points per exam are near average, pupils are taking fewer exams than usual.

## Pupil Numbers in the Sixth Form Last 5 Years



## Which are the most important qualifications that they take here?

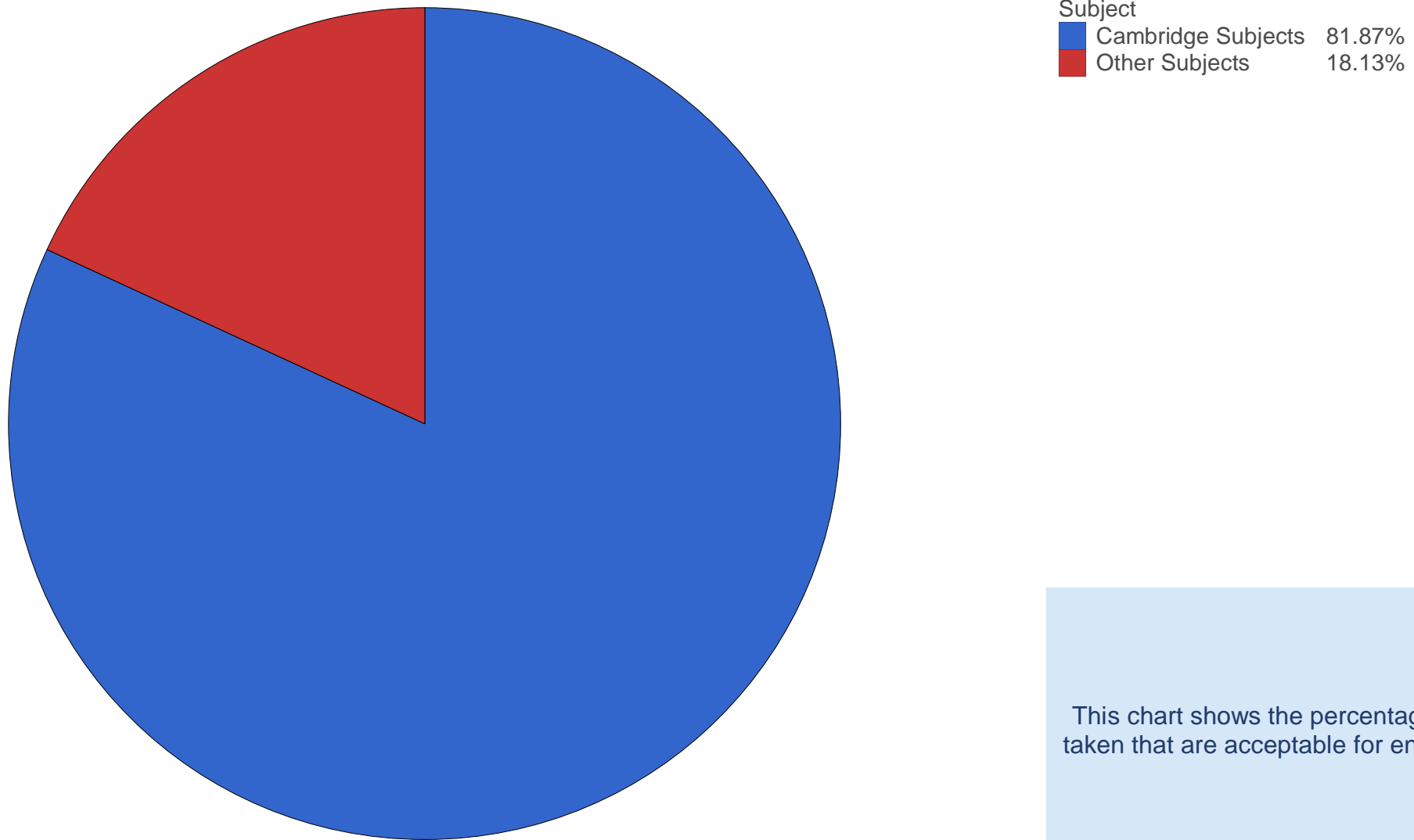


### Qualification

A level	87.17%
AS level	12.57%
Advanced Extension Award	0.26%

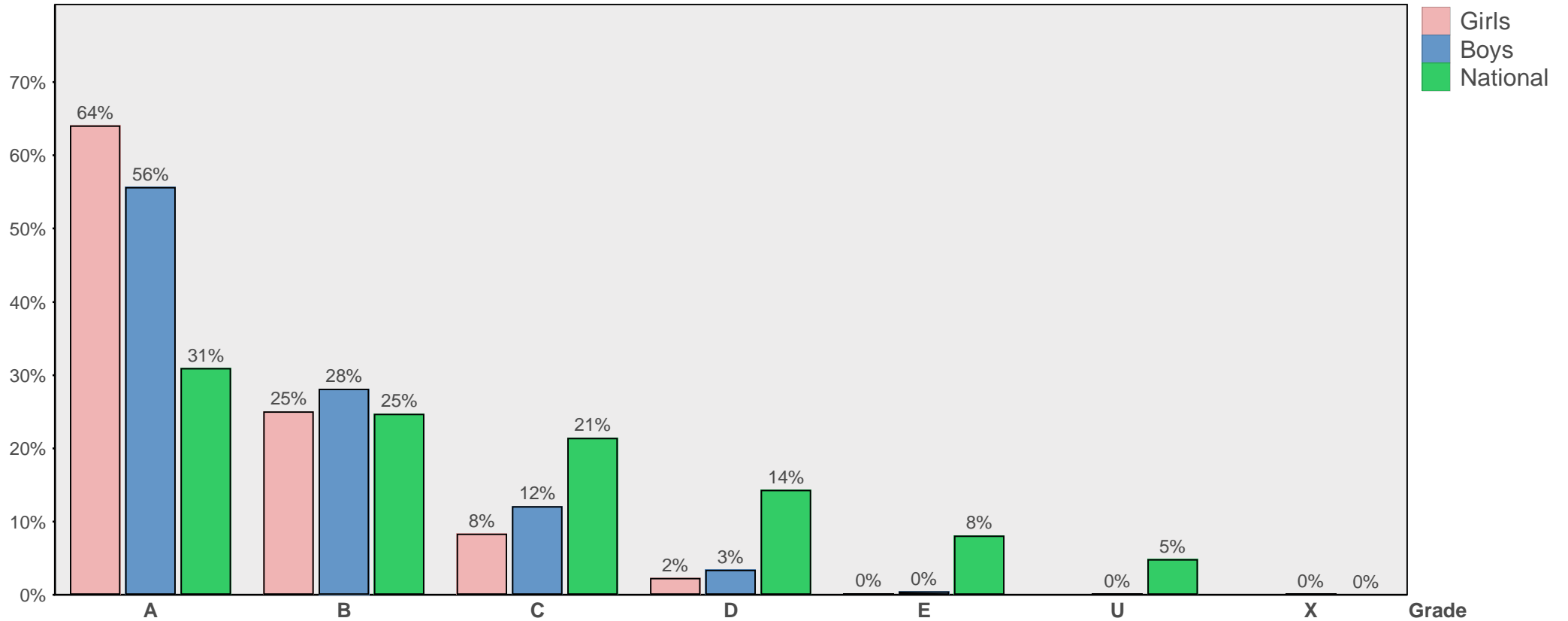
This chart shows the balance between the principal qualifications studied in this school, using the percentage of points earned by each qualification.

## How great is the emphasis on A level subjects that count for Cambridge entry?

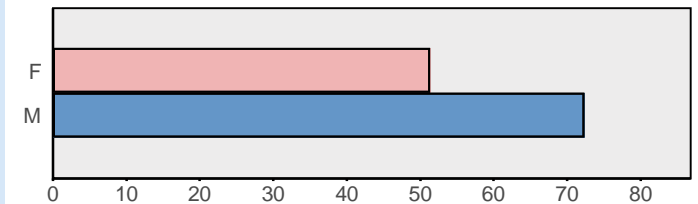


This chart shows the percentage of the A levels taken that are acceptable for entry to Cambridge.

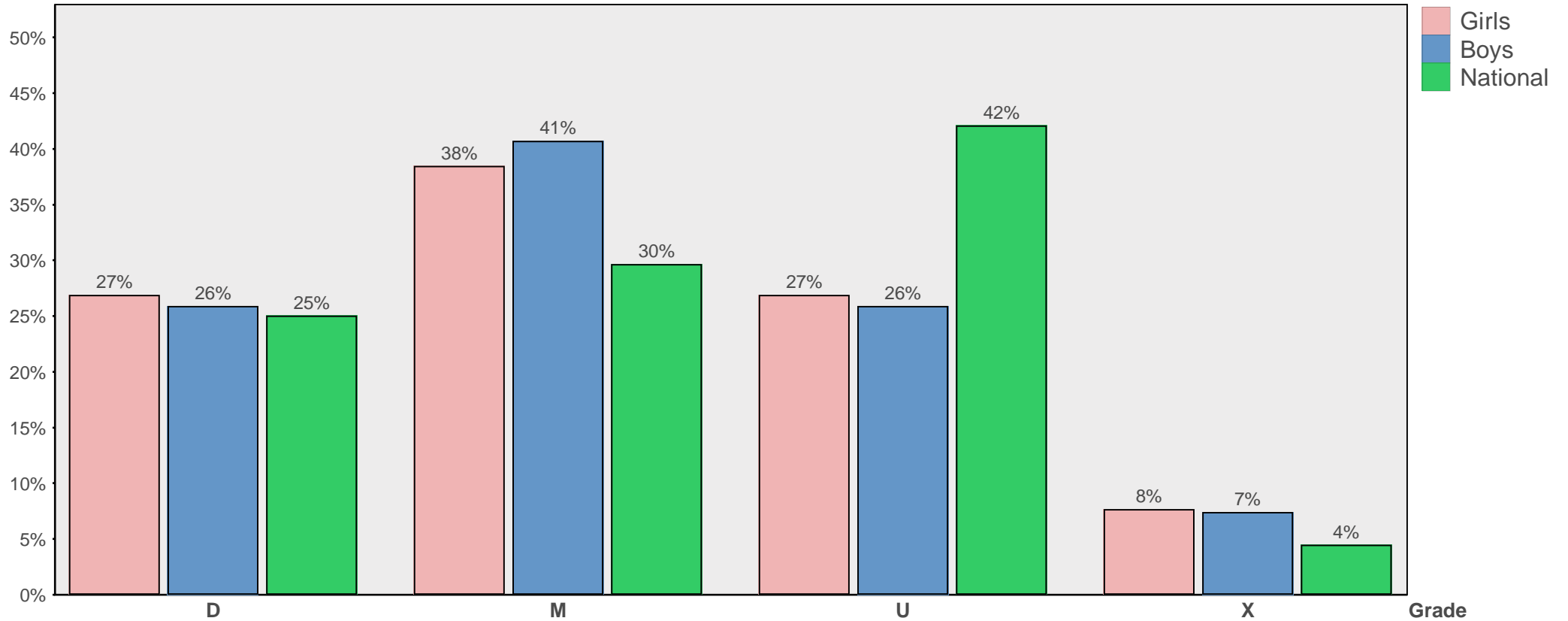
### How do the percentages getting each A level grade compare with the national profile?



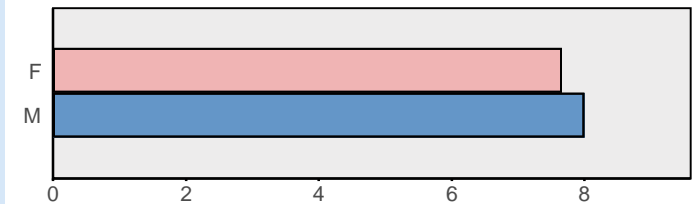
The data on 'national' percentages is held at subject/gender level, so the national profile for an individual school will reflect the gender(s) of pupils and their subject choices.



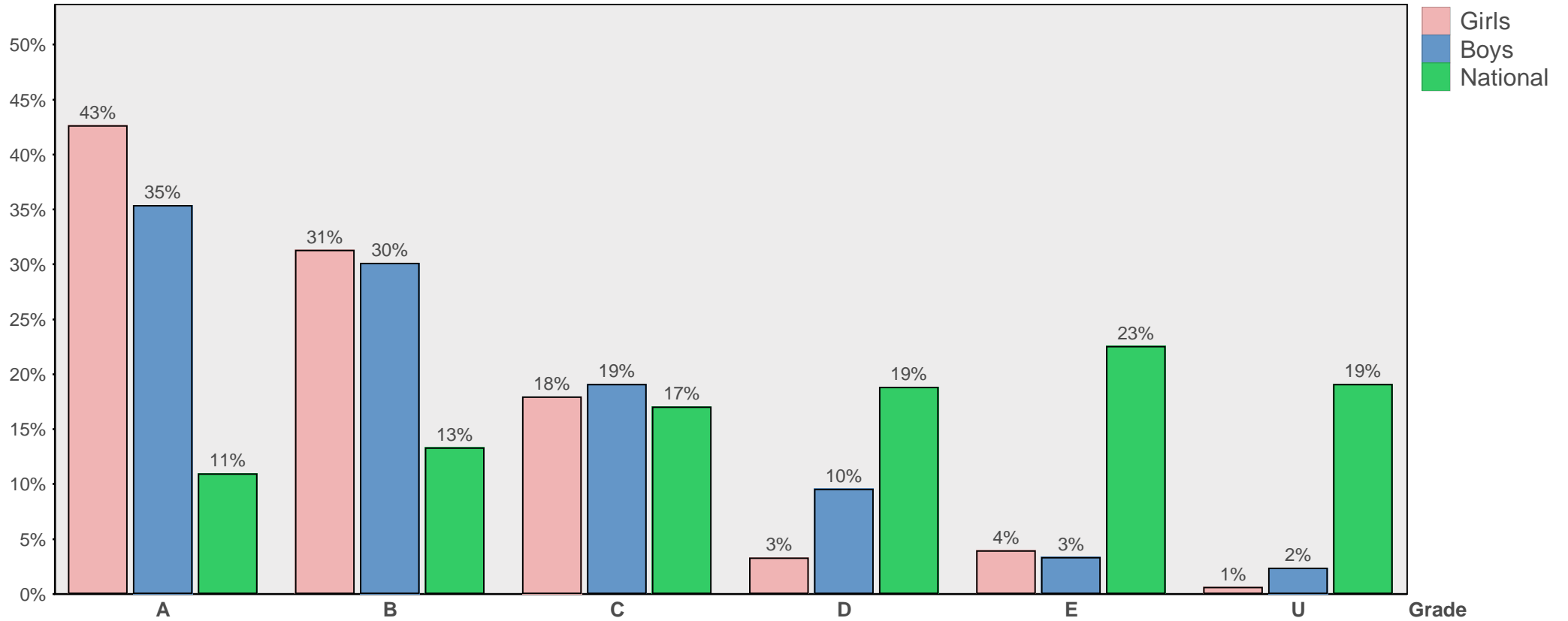
### How do the percentages getting each Advanced Extension Award grade compare with the national profile?



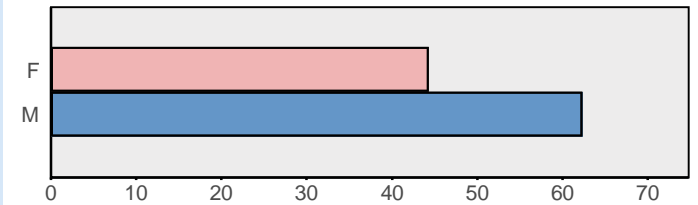
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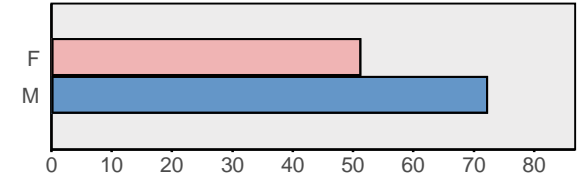


### How do the percentages getting each AS level grade compare with the national profile?

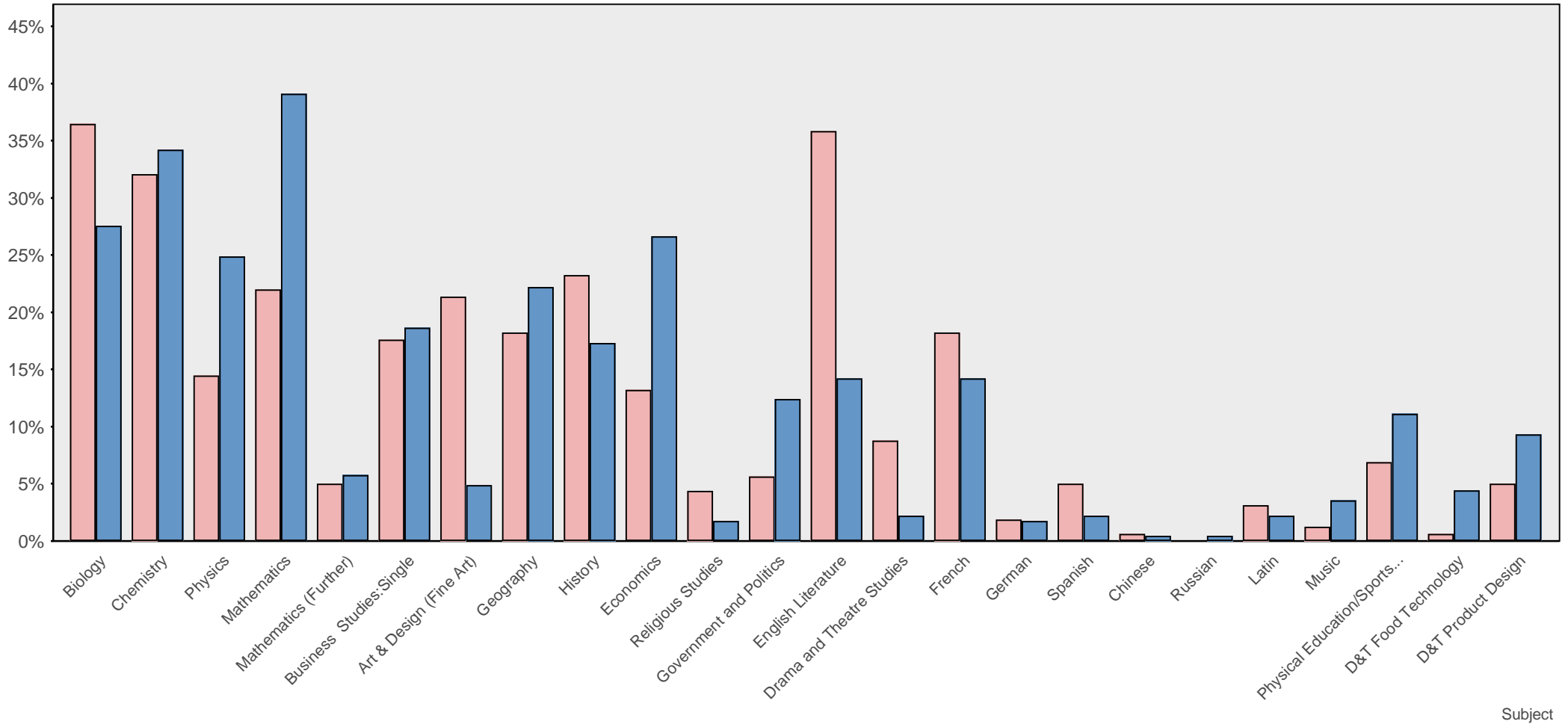


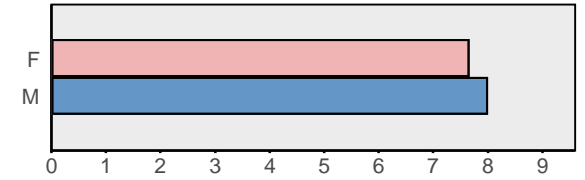
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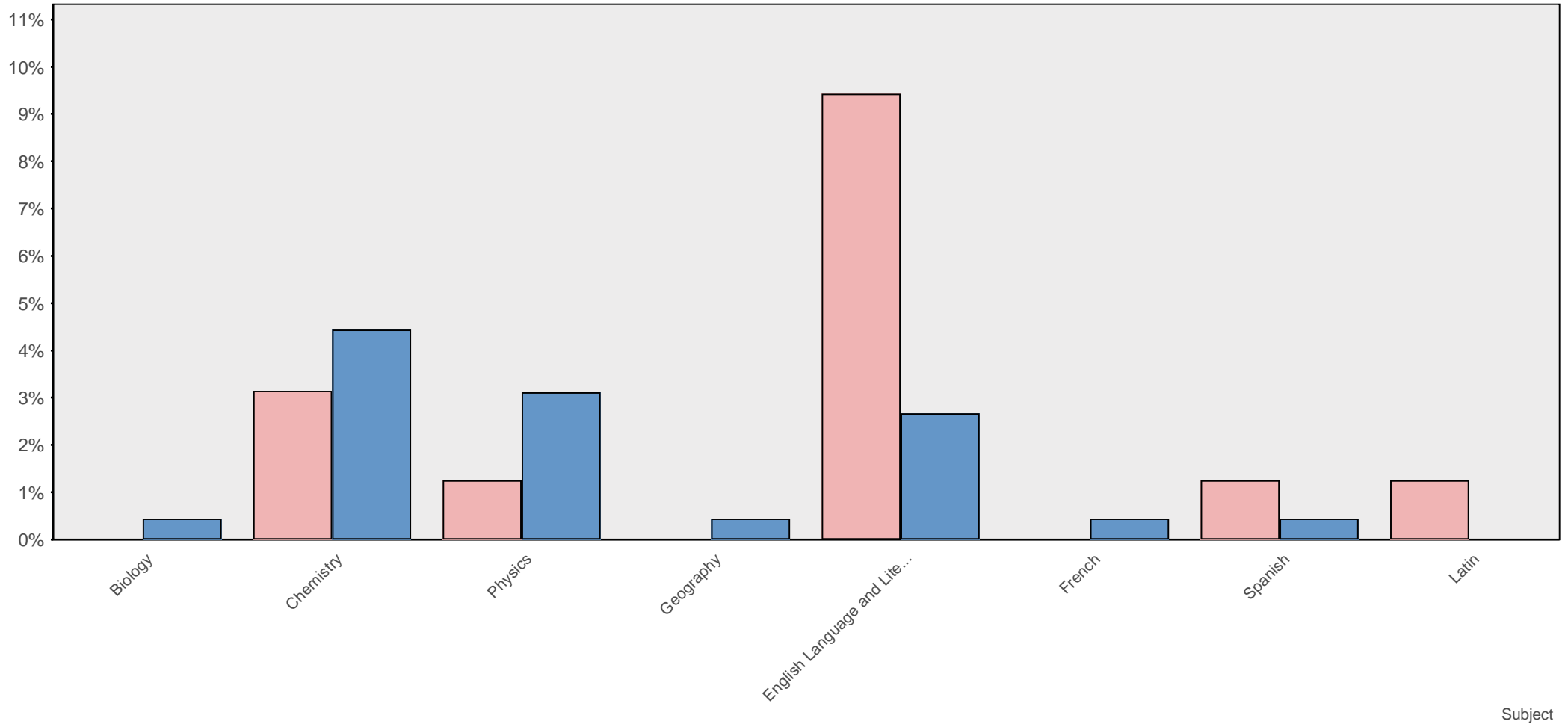


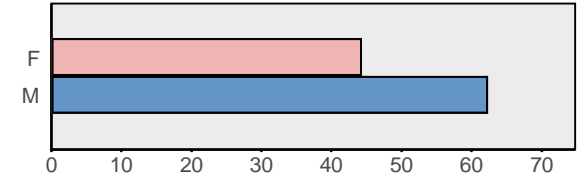
Percentage of pupils taking each A level subject



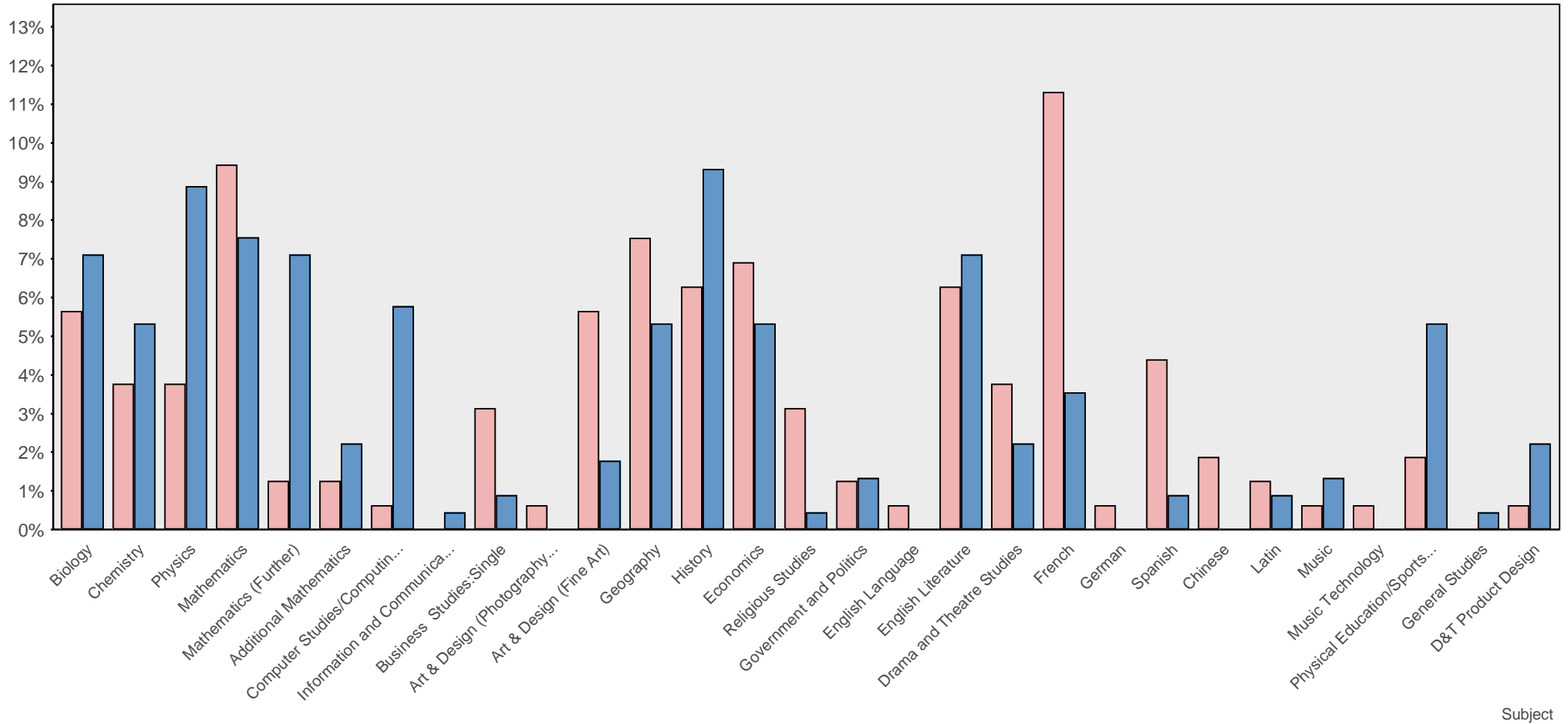


Percentage of pupils taking each Advanced Extension Award subject

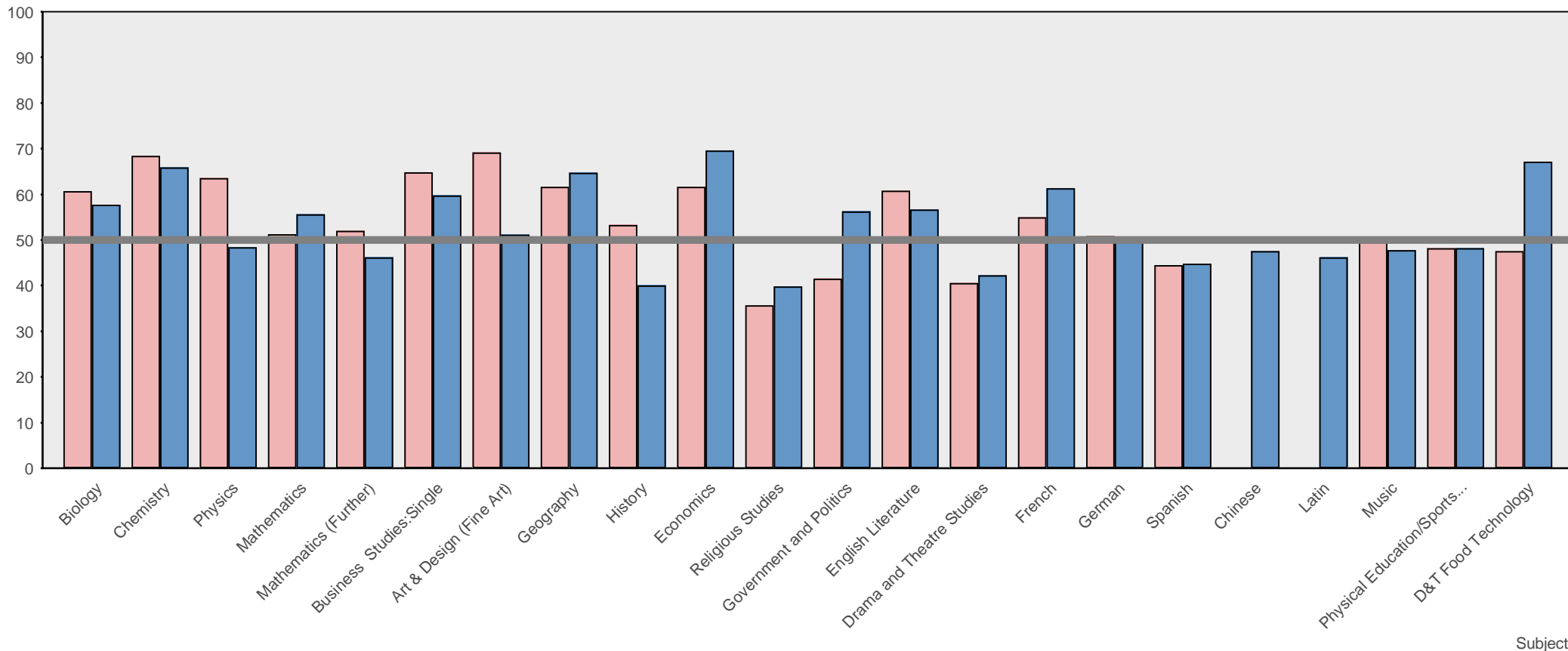




### Percentage of pupils taking each AS level subject



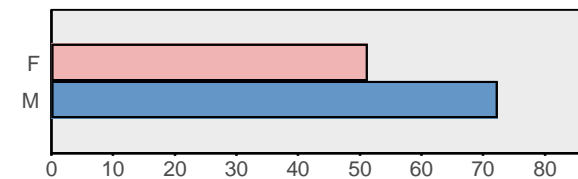
### How well does the school do at each A level subject?



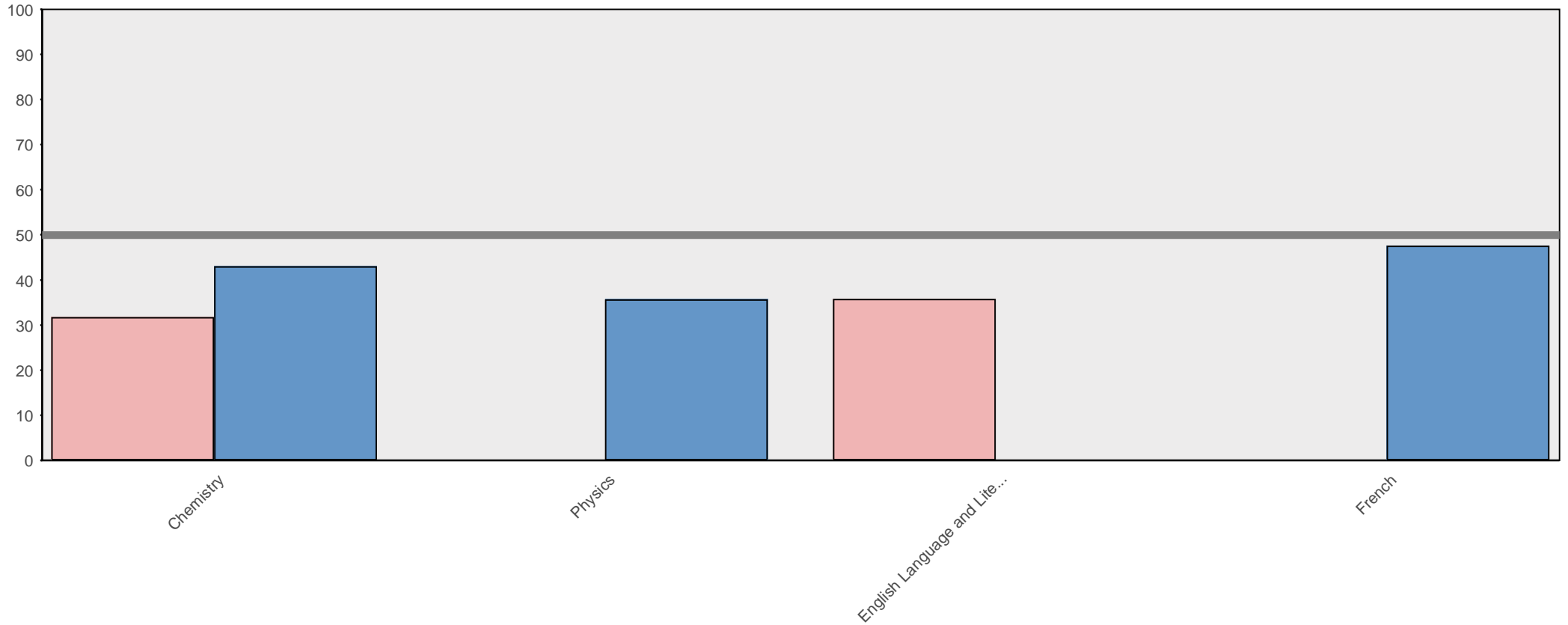
We've given a score - the WOW Factor - to each subject that the school offers, so that you can compare one against the other and look for the areas where the school excels.

The score is a combination of the scores that we have calculated for the popularity of each subject, the success that the pupils taking it experience, and the percentage of A and B grades - all explained in detail in the charts that follow.

Scores range from 100 (the maximum) to zero; the line at 50 indicates subjects that are averagely good (or have so few pupils taking them that we can't make a judgement on their quality).



## How well does the school do at each Advanced Extension Award subject?

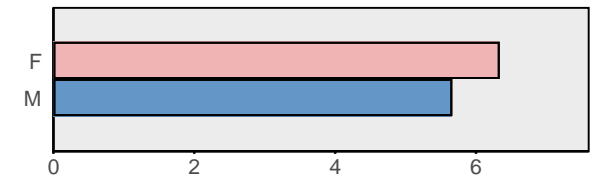


Subject

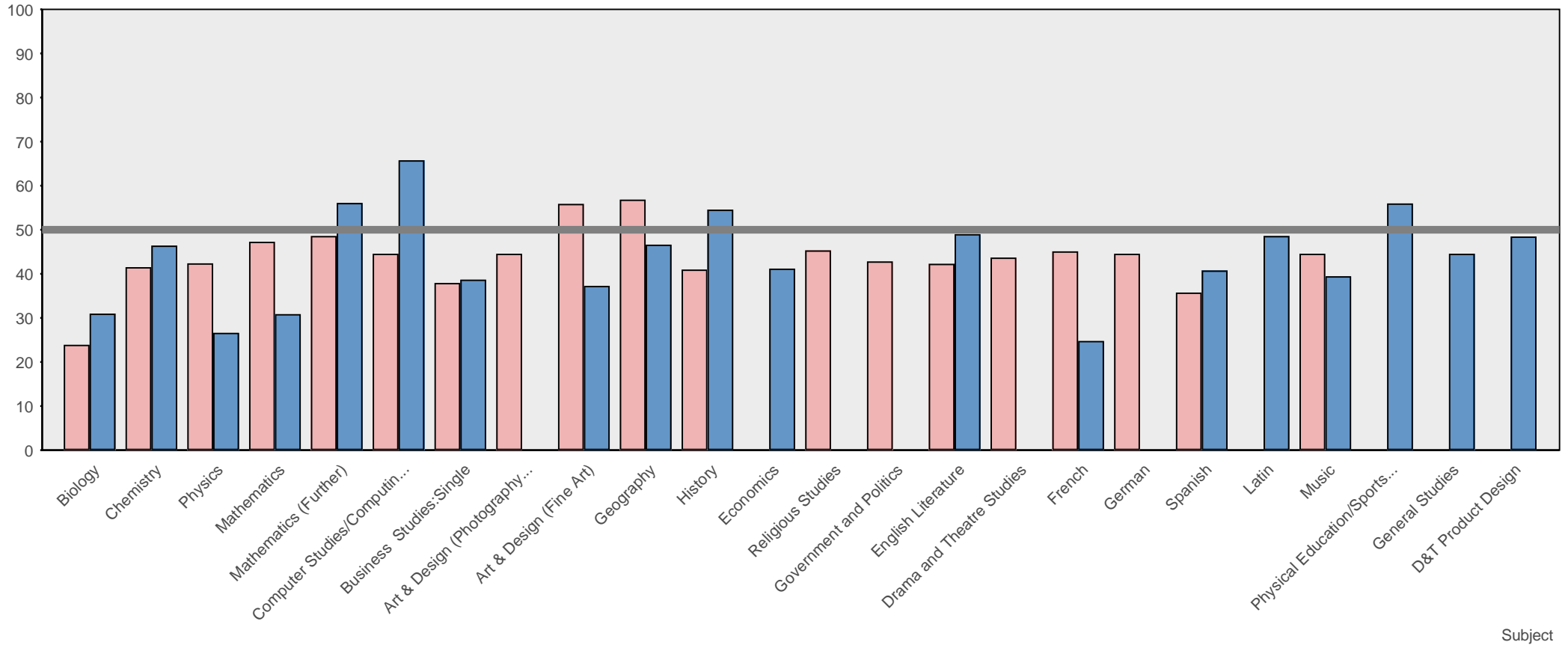
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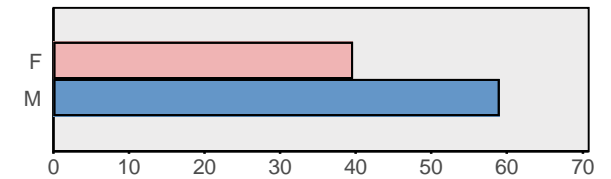
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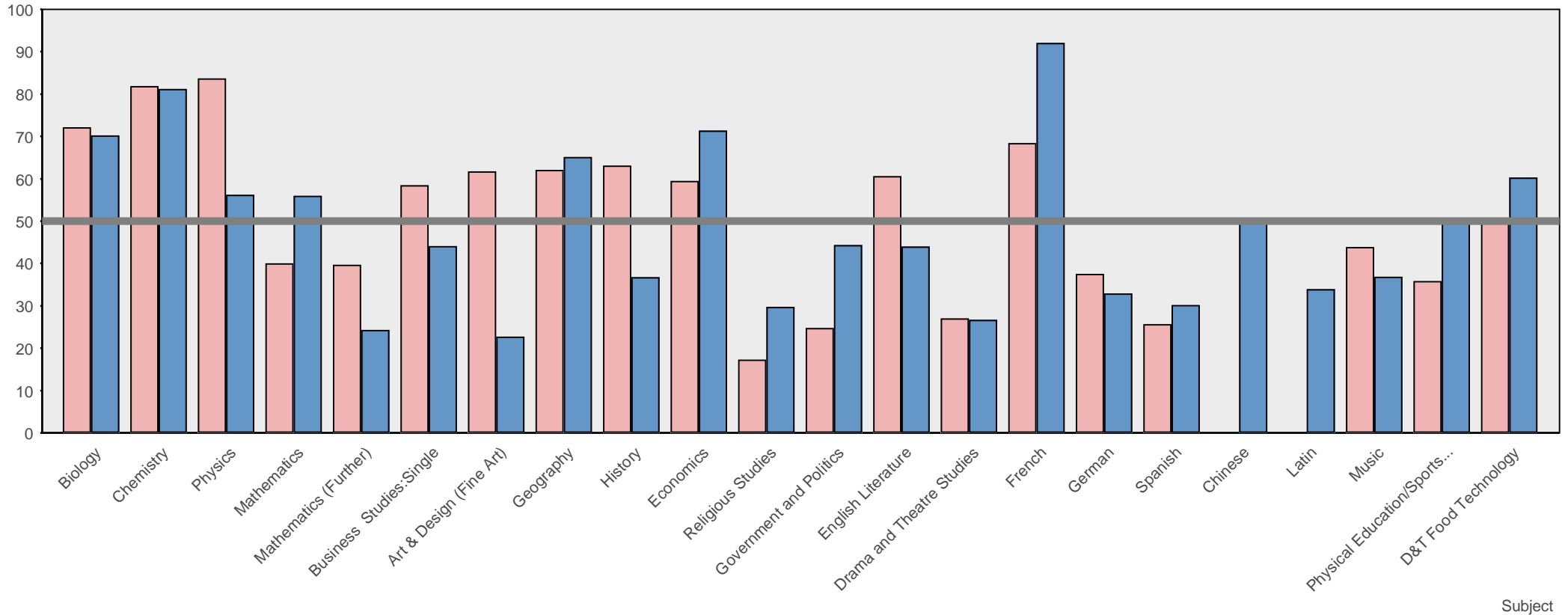
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## How popular is each A level subject, relative to similar schools?

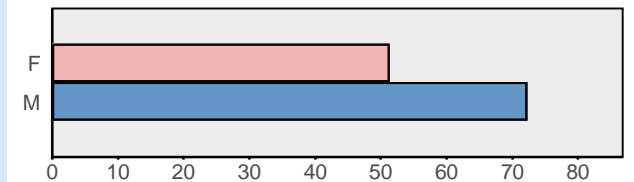


We've given a score to each subject the school offers, so that you can compare the popularity of each subject against the average popularity of that subject in similar schools.

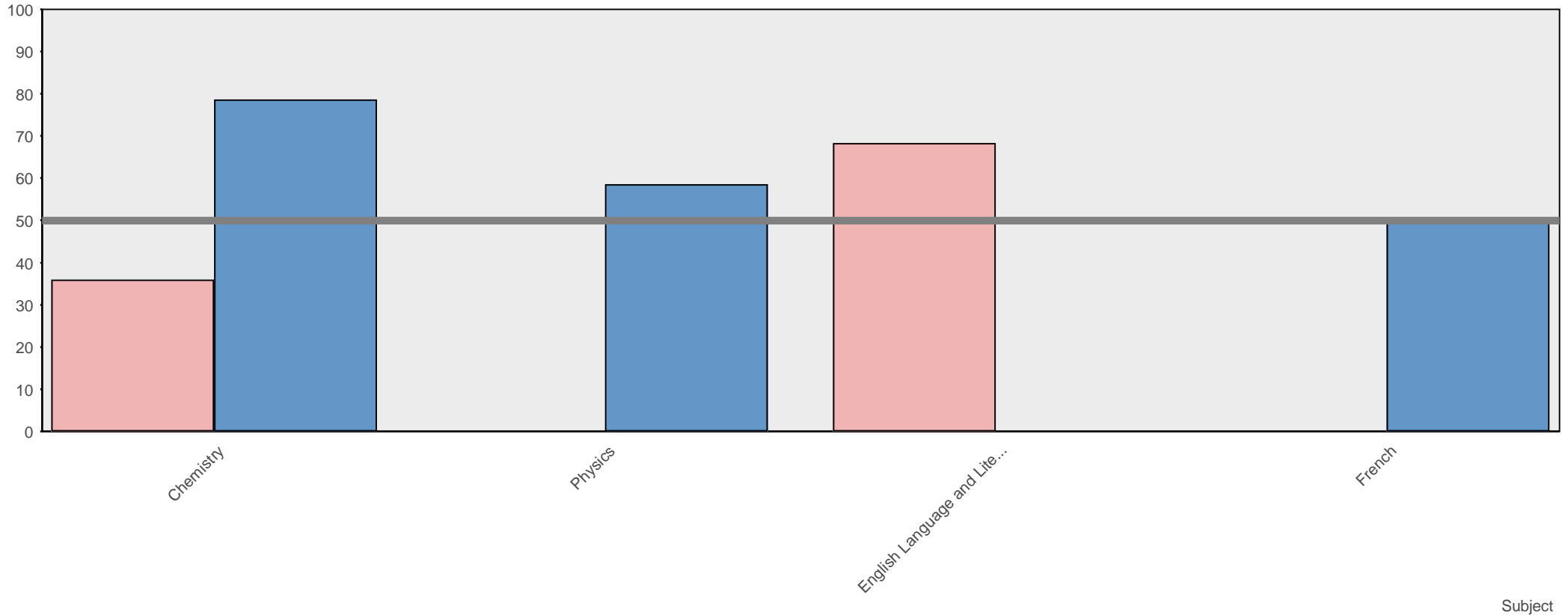
We have looked at the percentage of pupils taking each subject and (after allowing for the size of the school and the number of subjects on offer) have calculated a score for it's relative popularity.

Scores range from 100 (the maximum) to zero; the line at 50 indicates subjects that are averagely popular (or have so few pupils taking them that we can't make a judgement).

In our experience, subjects that are well taught tend to become popular, as their reputation spreads from pupil to pupil.



### How popular is each Advanced Extension Award subject, relative to similar schools?

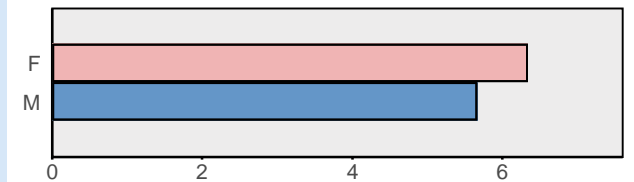


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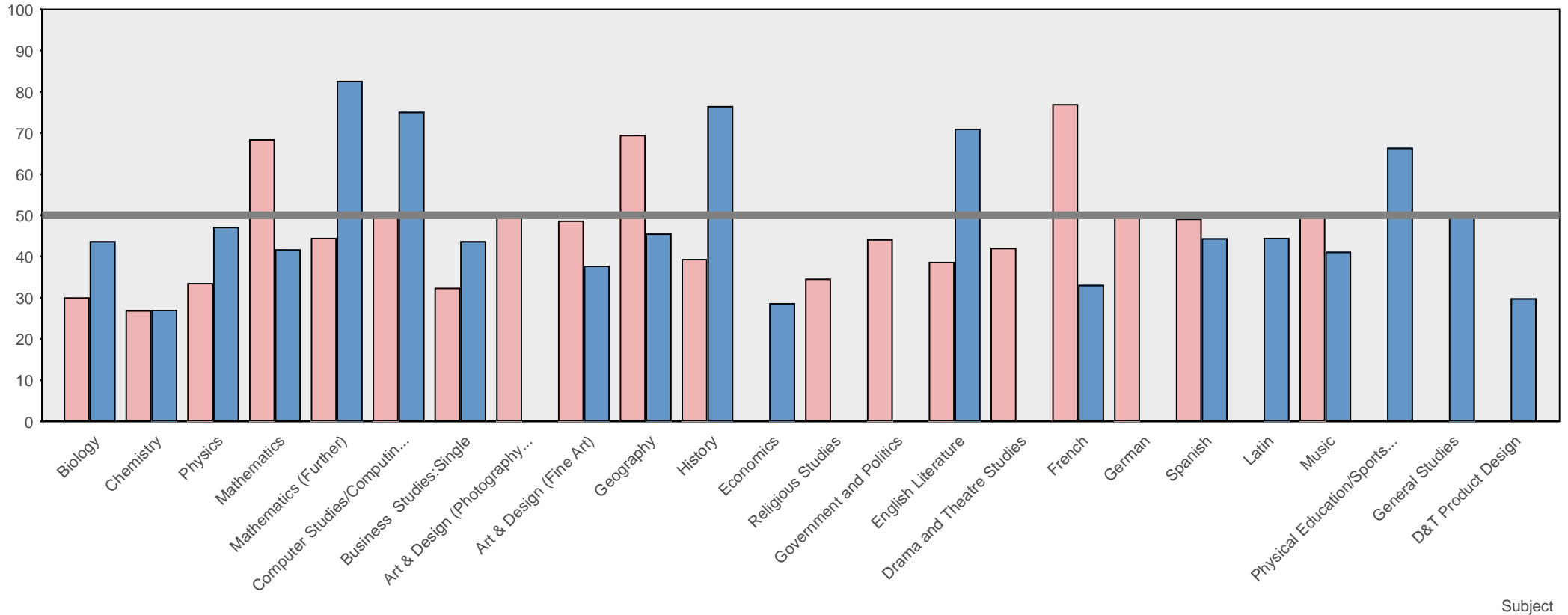
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## How popular is each AS level subject, relative to similar schools?

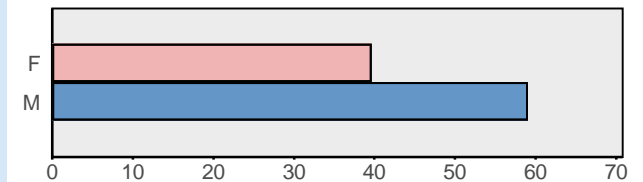


We've given a score to each subject the school offers, so that you can compare the popularity of each subject against the average popularity of that subject in similar schools.

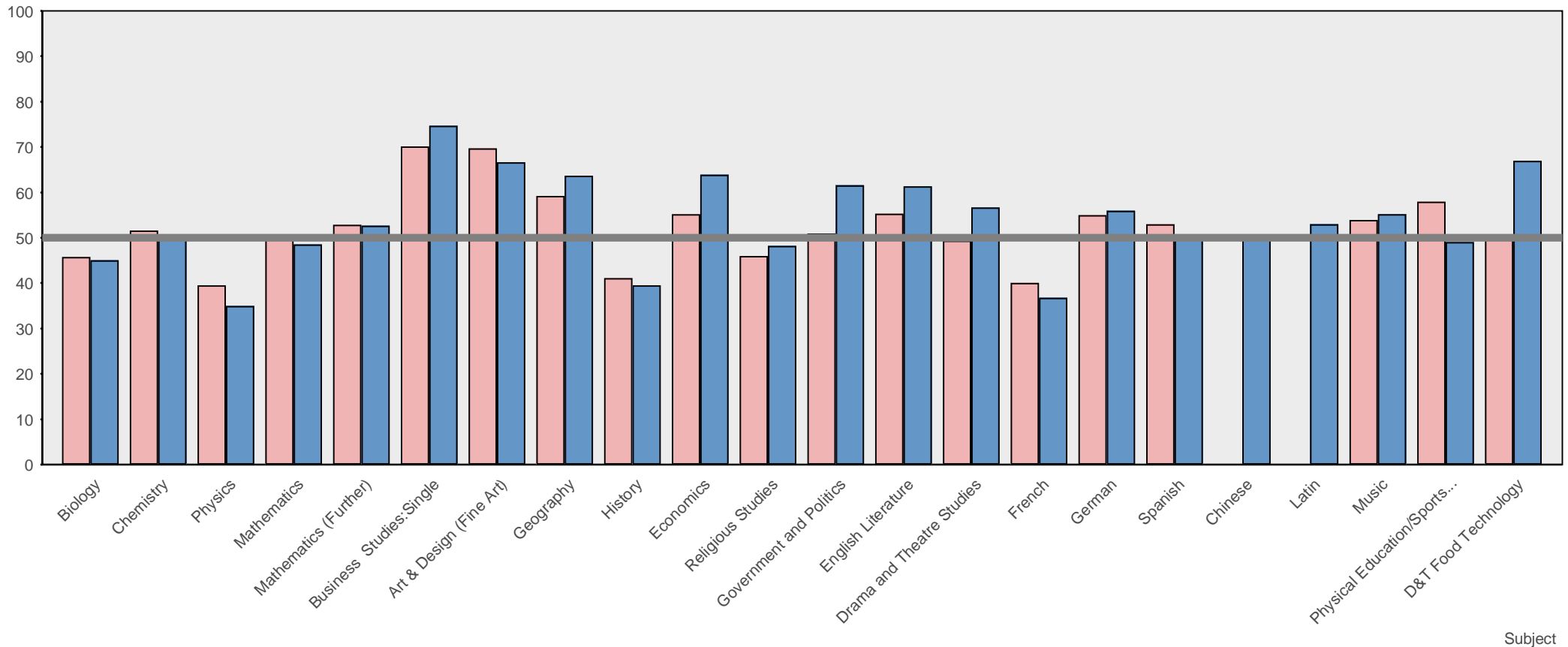
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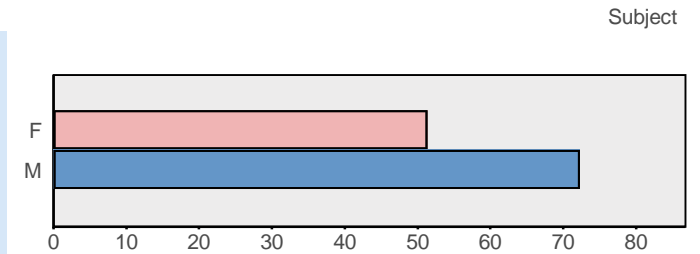
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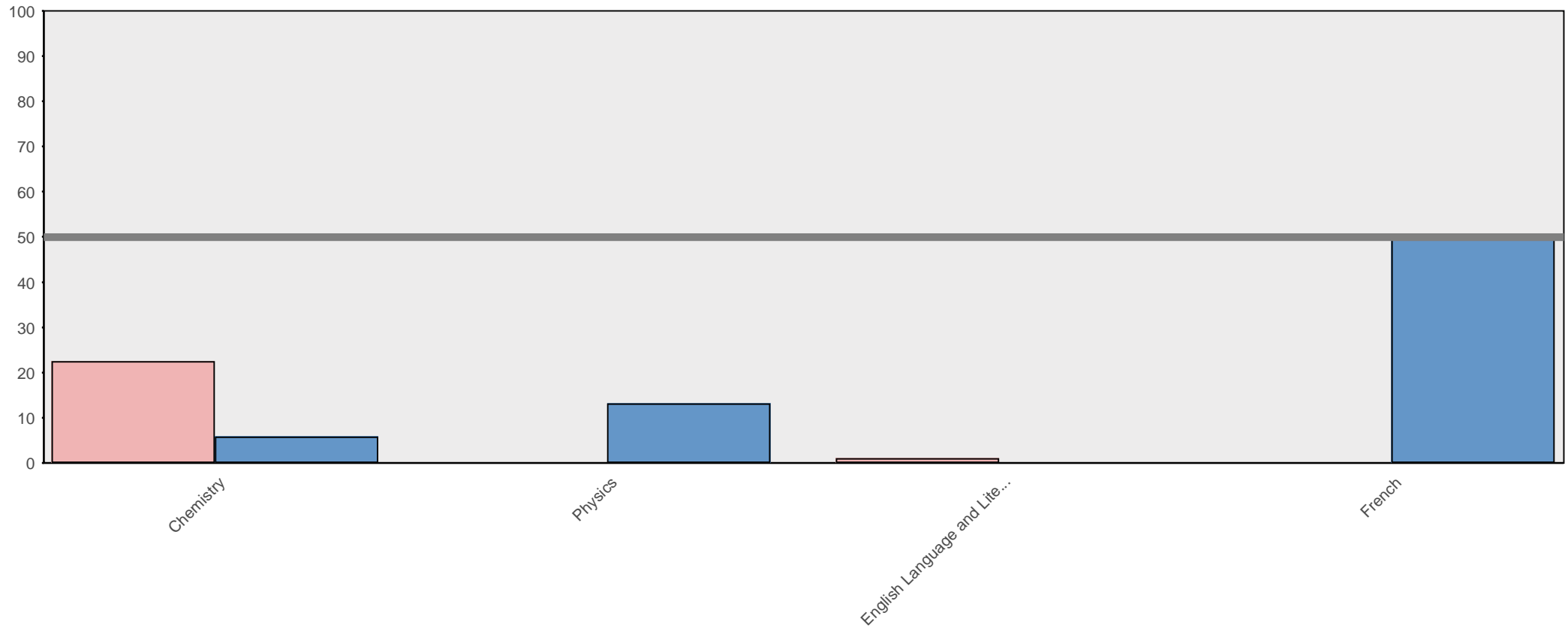
### How well do pupils do in each A level subject, relative to their performance in other exams?



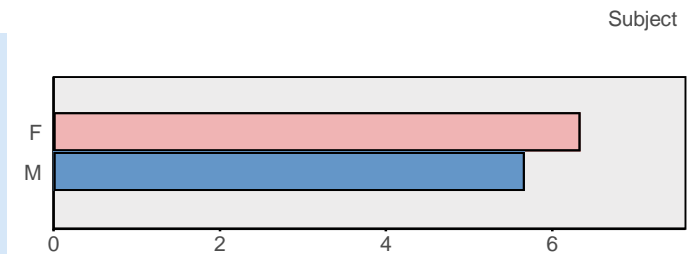
We have looked at the grades obtained by pupils taking each subject and have compared them with the grades obtained by those same students in the other subjects that they took. Scores range from 100 (the maximum) to zero; the line at 50 indicates subjects where pupils score (on average) the same as they do in the average of all their subjects (or where so few pupils are taking a subject that we can't make a judgement). In our experience, subjects that are well taught tend to inspire students to better results than they achieve elsewhere.



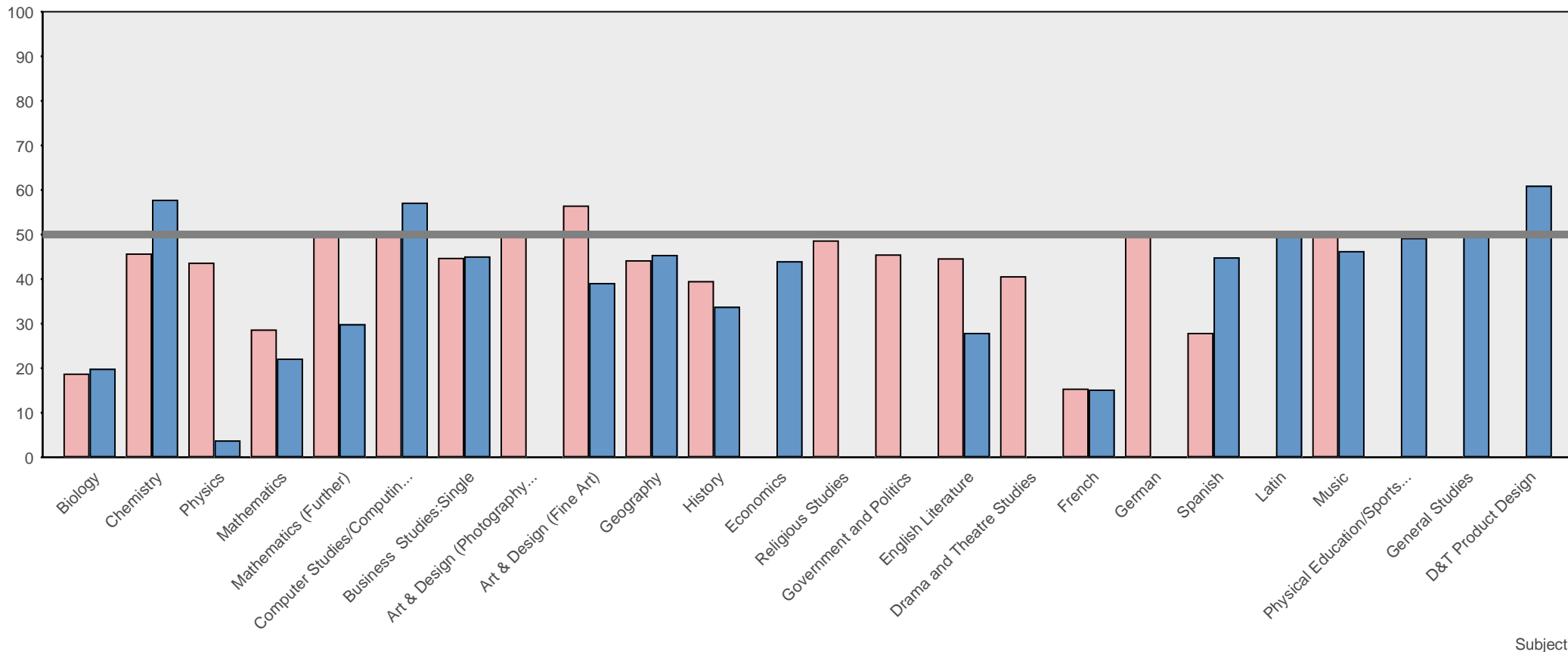
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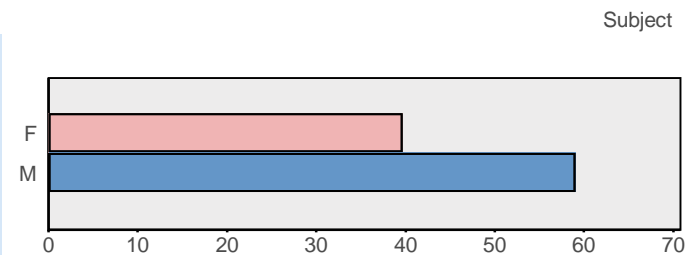
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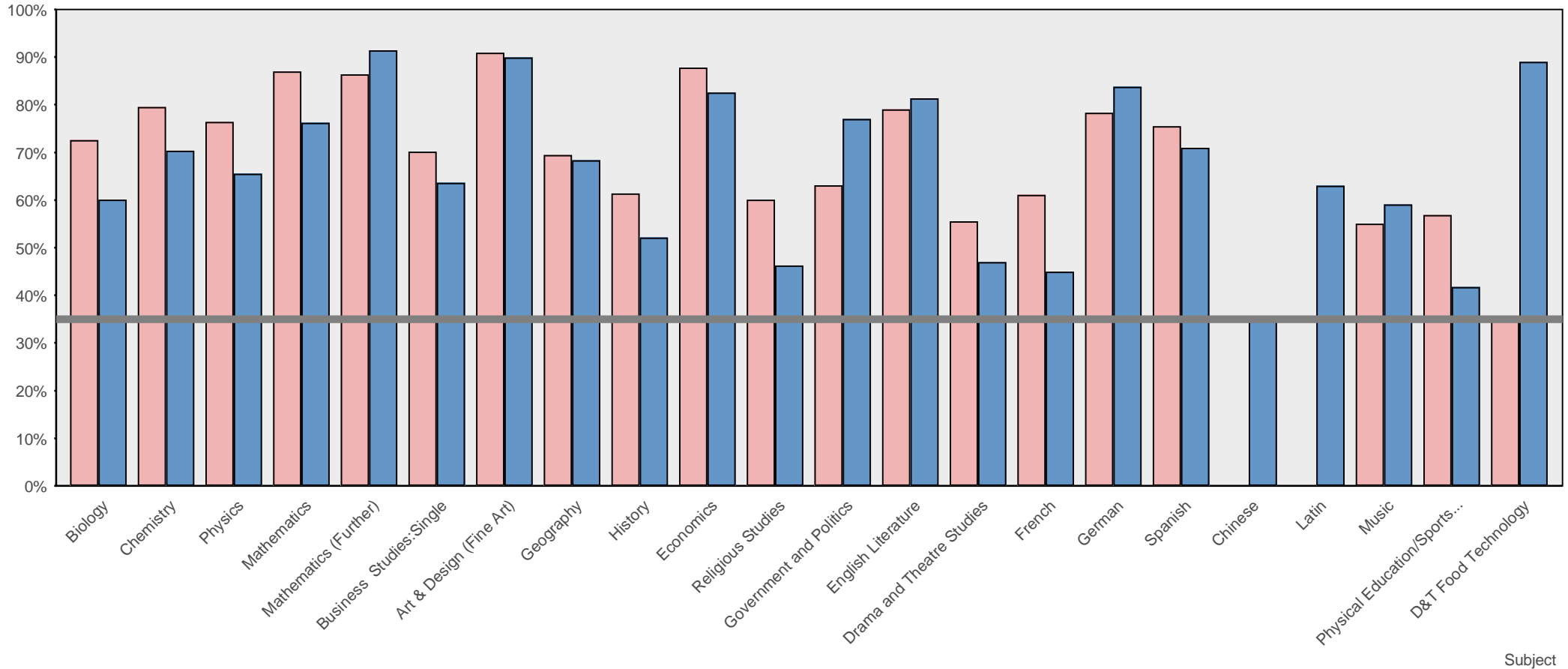
### How well do pupils do in each AS level subject, relative to their performance in other exams?



We have looked at the grades obtained by pupils taking each subject and have compared them with the grades obtained by those same students in the other subjects that they took. Scores range from 100 (the maximum) to zero; the line at 50 indicates subjects where pupils score (on average) the same as they do in the average of all their subjects (or where so few pupils are taking a subject that we can't make a judgement). In our experience, subjects that are well taught tend to inspire students to better results than they achieve elsewhere.



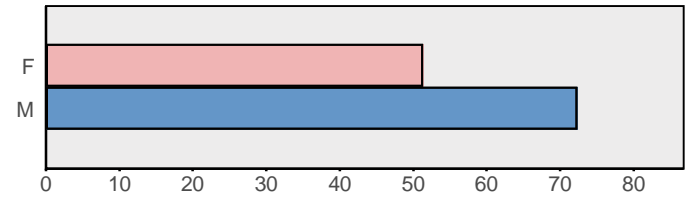
### Weighted percentage of A and B grades (or equivalent) in each A level subject



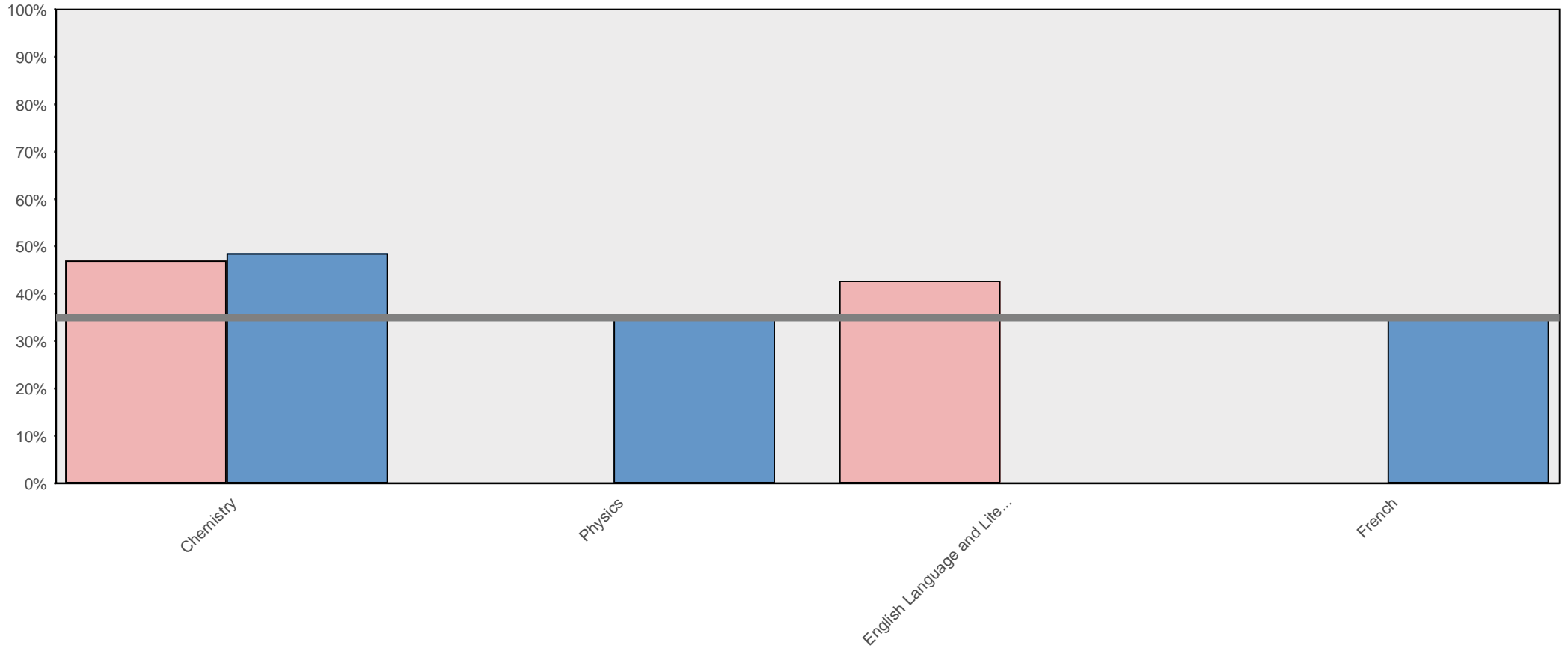
We've given a score to each subject that the school offers, so that you can quickly compare the percentage of A and B grades gained.

We have doubly weighted to the percentage of A grades (or equivalent), added that to the percentage of B grades, and have scaled that back to a single percentage.

Scores range from 100% (the maximum) to zero; the grey line indicates the national average. Subjects which only have a few pupils taking them have been scaled back towards the national...



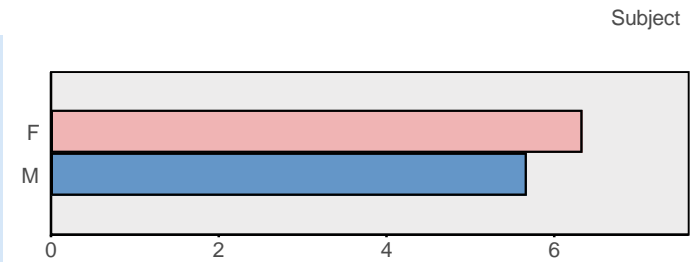
### Weighted percentage of A and B grades (or equivalent) in each Advanced Extension Award subject



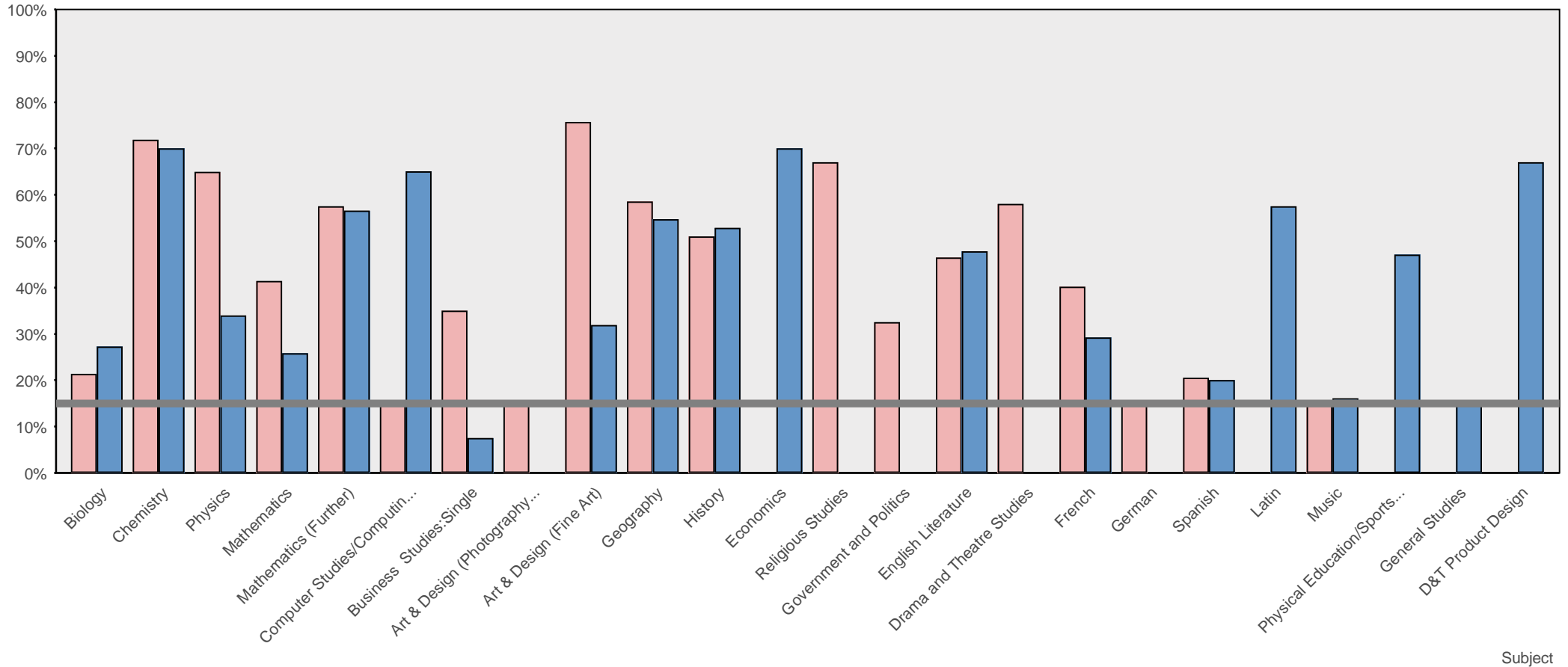
We've given a score to each subject that the school offers, so that you can quickly compare the percentage of A and B grades gained.

We have doubly weighted to the percentage of A grades (or equivalent), added that to the percentage of B grades, and have scaled that back to a single percentage.

Scores range from 100% (the maximum) to zero; the grey line indicates the national average. Subjects which only have a few pupils taking them have been scaled back towards the national...



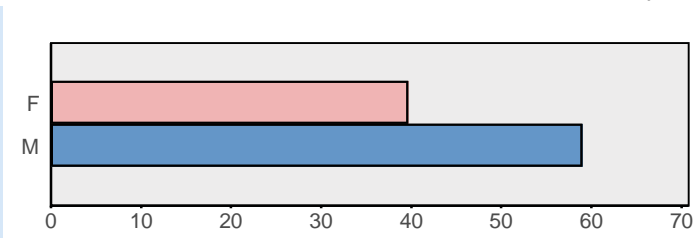
### Weighted percentage of A and B grades (or equivalent) in each AS level subject



We've given a score to each subject that the school offers, so that you can quickly compare the percentage of A and B grades gained.

We have doubly weighted to the percentage of A grades (or equivalent), added that to the percentage of B grades, and have scaled that back to a single percentage.

Scores range from 100% (the maximum) to zero; the grey line indicates the national average. Subjects which only have a few pupils taking them have been scaled back towards the national...



### Coda

We would welcome your questions and comments - we are sure that we could explain things better, show things in different ways, add new sources of data (indeed we have a year full of plans to do just that.

We'll do it much better though if we have your help. Please email us at:

[DataAnalysis@GoodSchoolsGuide.co.uk](mailto:DataAnalysis@GoodSchoolsGuide.co.uk)

and tell us how we could improve.