SCHOOL RESULTS ANALYSIS

at Key Stage 4 (GCSEs etc)

for

North London Collegiate School
Edgware

from The Good Schools Guide
www.goodschoolsguide.co.uk

For detailed advice on using this report, please refer to www.goodschoolsguide.co.uk

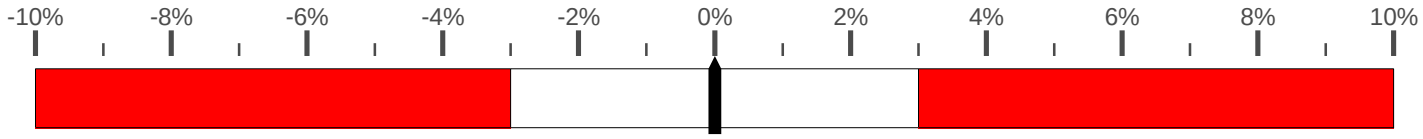
Use this report to prompt questions more than to reach conclusions. The more students a school has, the more reliable these charts will be. School character and quality are generally slow to change, so previous years' results tell you a good deal about what to expect in the future, but keep your eyes 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.

SCHOOL DATA

Address line 1	:Canons
Address line 2	:Canons Drive
Address line 3	:
Town	:Edgware
County	:Middlesex
Postcode	:HA8 7RJ
Telephone	:020 8952 0912
Fax	:020 8951 1391
Email	:office@nlcs.org.uk
Web	:www.nlcs.org.uk
Country	:England
Local Authority	:Harrow
State or Independent	:Independent
Mainstream or Special	:Mainstream
Admissions policy	:Selective
Boarding or Day	:Day Only
Religion	:Christian Inter-denominational
School type	:Other Independent School
Genders in school	:Girls
Genders in sixth form	:Girls
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

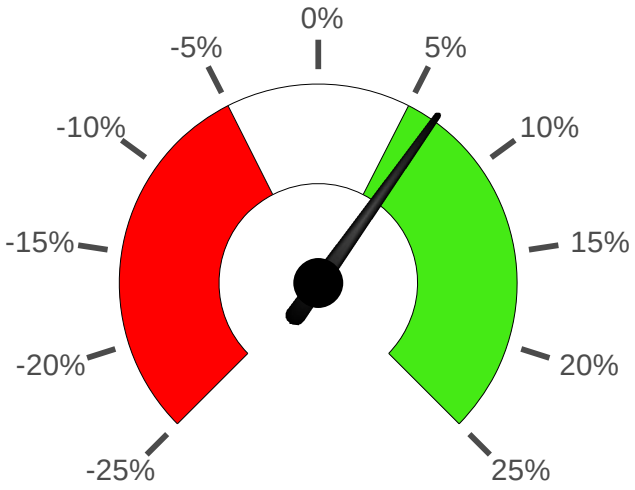
*: from mid-September this refers
to the edition to be published
in the following January

Boys do worse relative to Girls at GCSE Boys do better



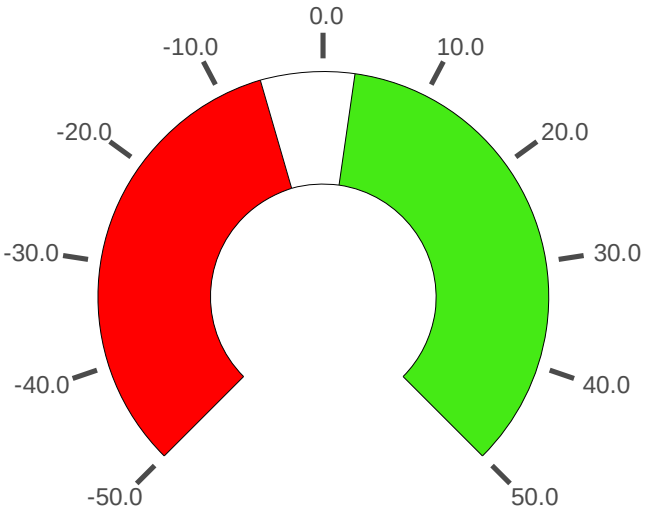
A score of, say, -4% indicates that boys score on average 4% fewer points than girls.

Is the school expanding or shrinking?



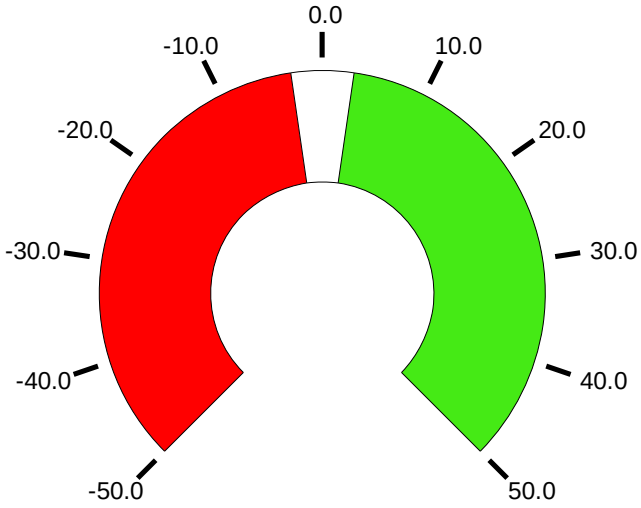
Change in the number of pupils on the school roll over the last 5 years.

Do bright children do well here?



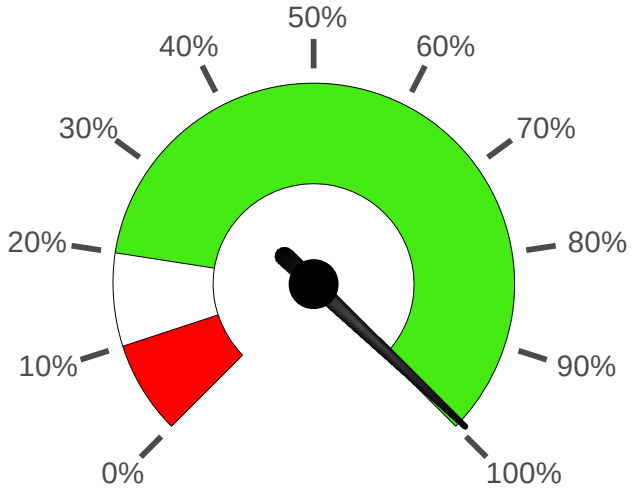
The average value added between KS2 and GCSE for children in the top quartile nationally at KS2.

Do children with SEN do well here?

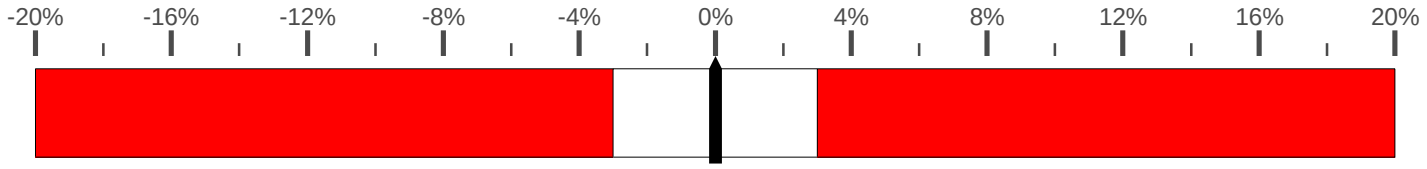


The average value added between KS2 and GCSE for children who are registered as having a Special Educational Need.

What percentage of pupils take a modern language GCSE?

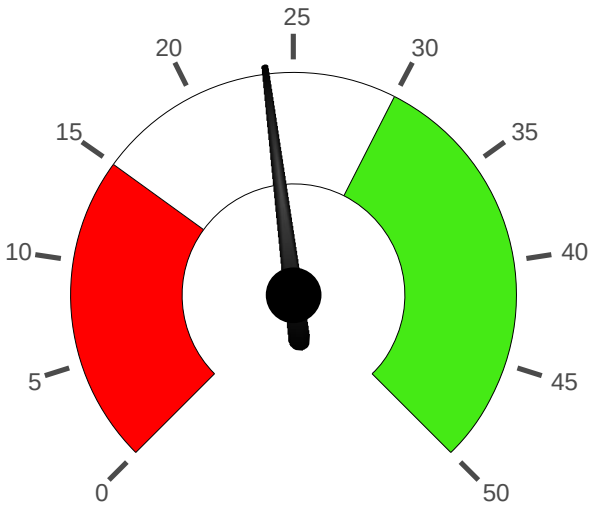


Boys do better Value Added relative to Girls Boys do worse



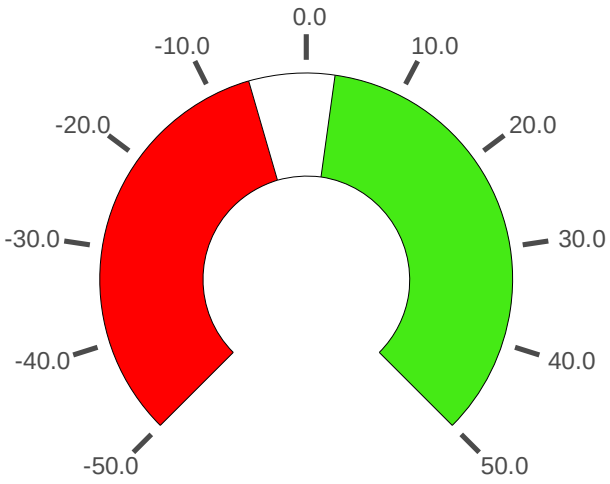
Compares the Key Stage 2 to GCSE value added performance of the boys with that of the girls.

Are there a good number of bright children here?



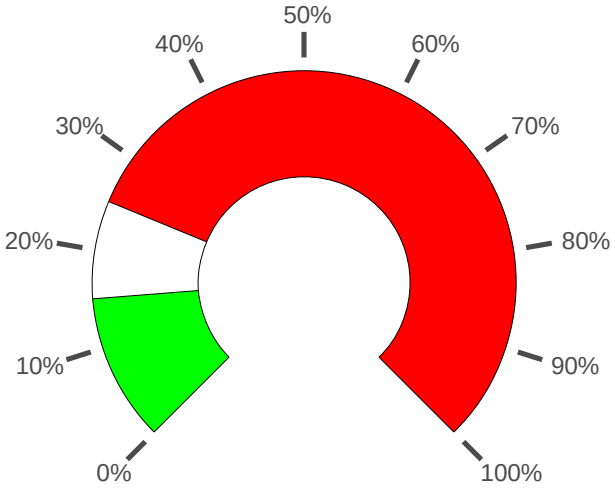
The average number of children in the top quartile nationally at GCSE.

Average Overall Value Added



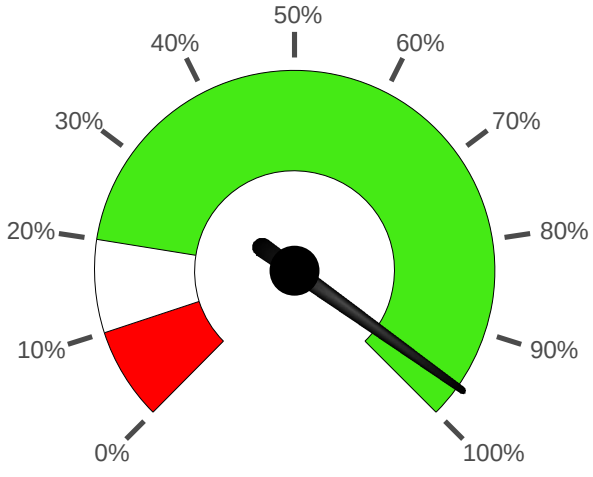
The average value added between Key Stage 2 and GCSE for all children.

What percentage of pupils do really badly?



The proportion of children in the lowest value added quartile between Key Stage 2 and GCSE. National average 25%.

What percentage of children do really well?



This chart shows the percentage of children gaining 5 A* or A grades, or equivalent. 13% is the national average, 27% the average for independent schools.

Five Good Subjects

A quick look at which subjects have notably good results.

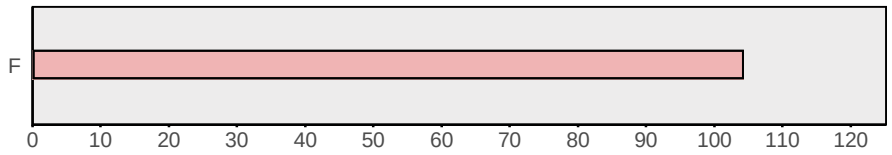
Gender	Qualification	Subject	WOW Factor
Girls	GCSE	Classical Greek	72
		Gujarati	66
		Latin	76
		Religious Studies	76
		Spanish	70

Rankings

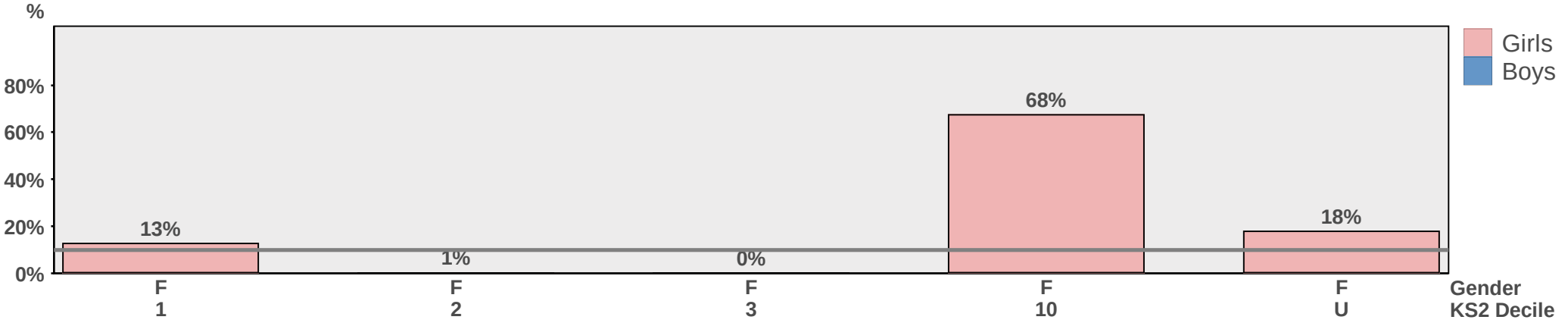
We have ranked schools by a range of characteristics. The 'out of' numbers vary, as some schools have no relevant data.

By % achieving 5 A* or A Grades at GCSE:	11 out of 5511
By % achieving 5 A to C grades at GCSE including Maths and English:	
By % of GCSEs at grades A* to B:	14 out of 5321
By % of pupils taking a modern language at GCSE:	
By % of pupils absent on the average day (low scores rank highest):	N/A
By value added score for pupils with SEN:	N/A
By value added score for pupils in the top quartile at Key Stage 2:	N/A
By % of pupils in the bottom value added quartile (low scores rank highest):	N/A
By overall value added score:	N/A

Spread of Attainment

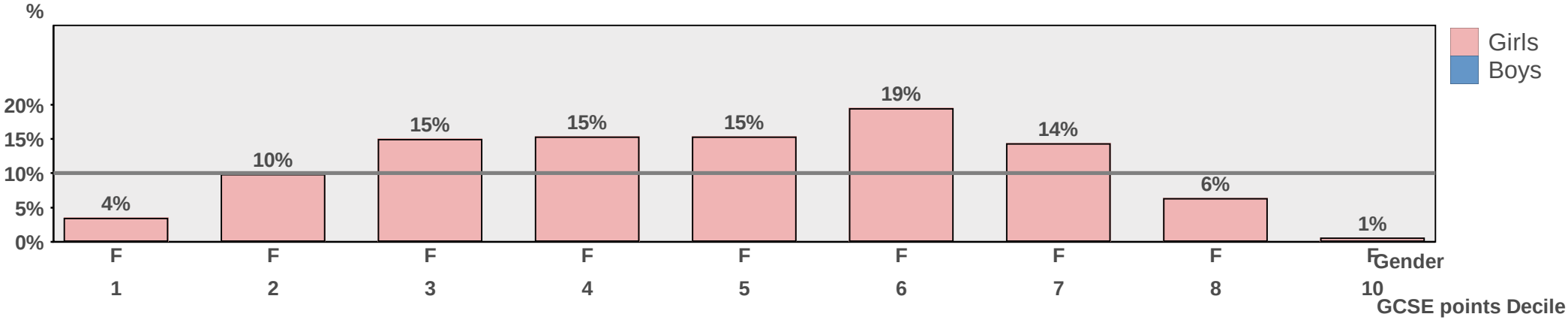


What's the academic profile of boys and girls when they arrive at school?



The proportion of pupils at Key Stage 2 from each of the 10 national attainment deciles - so the national average would be a chart with all bars at 10%. Decile 'U' contains those pupils for whom there is no data.

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



The proportion of pupils at Key Stage 4 from each of the 10 national attainment deciles - so the national average would be a chart with all bars at 10%. Decile 'U' contains those pupils for whom there is no data.

SEN Attainment

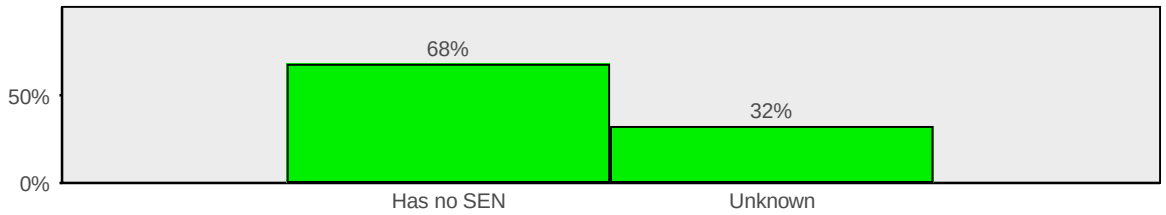


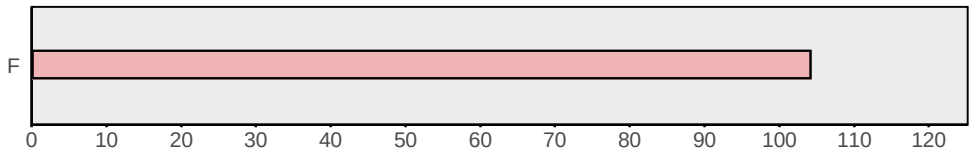
CHART NOT SHOWN AS WE HAVE DATA ON FEWER THAN 10 SEN PUPILS

This chart highlights children who have been registered as having a Special Educational Need, and shows what their levels of achievement were at Key Stage 2. Decile 'U' contains those pupils for whom there is no data.

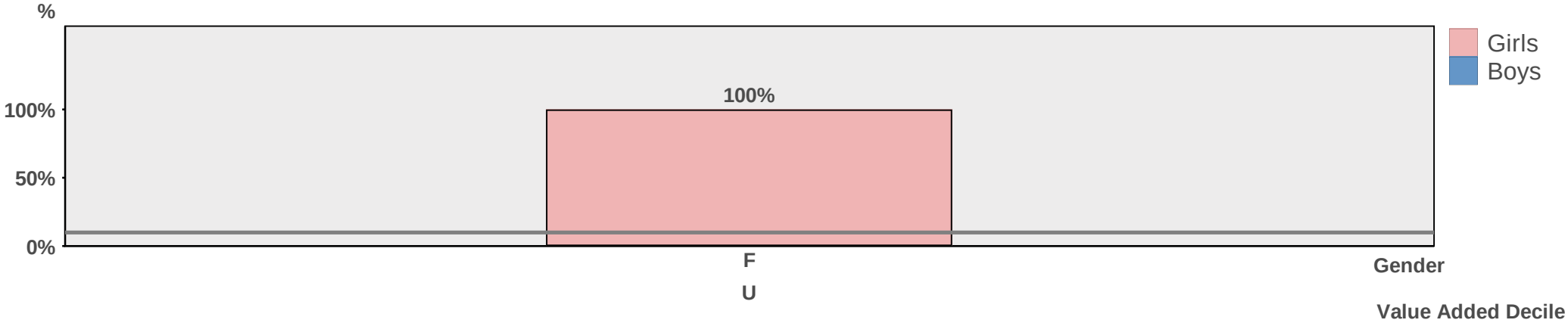
CHART NOT SHOWN AS WE HAVE DATA ON FEWER THAN 10 SEN PUPILS

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

Value Added Analysis



How well are boys and girls doing between Key Stage 2 and GCSE?

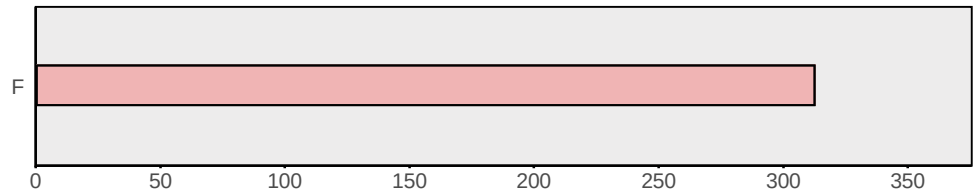


The spread of Key Stage 2 to GCSE value added: the height of the bars represents the percentage of children in each national decile (so the bars labelled '1' show the percentage of children performing as well as the top 10 per cent nationally). Decile 'U' contains those pupils for whom there is no data.

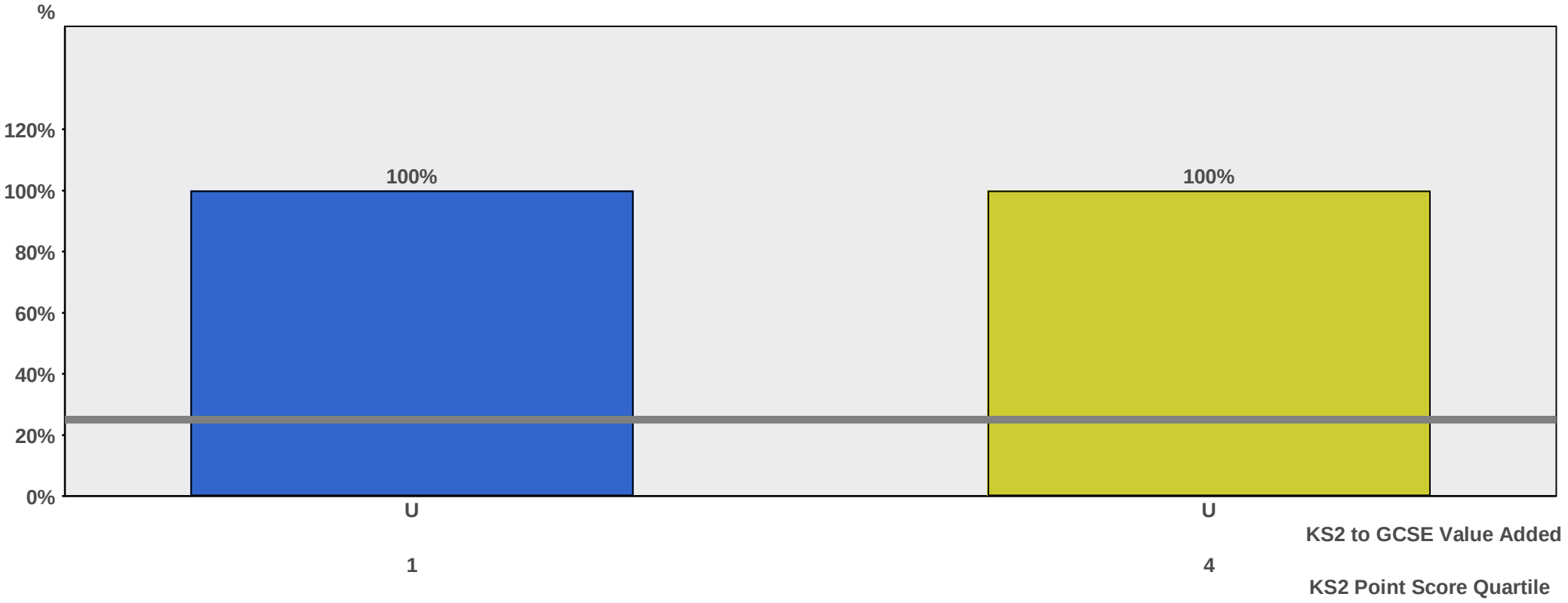
CHART NOT SHOWN AS WE HAVE DATA ON FEWER THAN 10 SEN PUPILS

The spread of Key Stage 2 to GCSE value added for children with Special Educational Needs: the height of the bars represents the percentage of children in each national decile (so the bars labelled '1' show the percentage of children performing as well as the top 10 per cent nationally). Decile 'U' contains those pupils for whom there is no data.

How Value Added Varies with KS2 Achievement



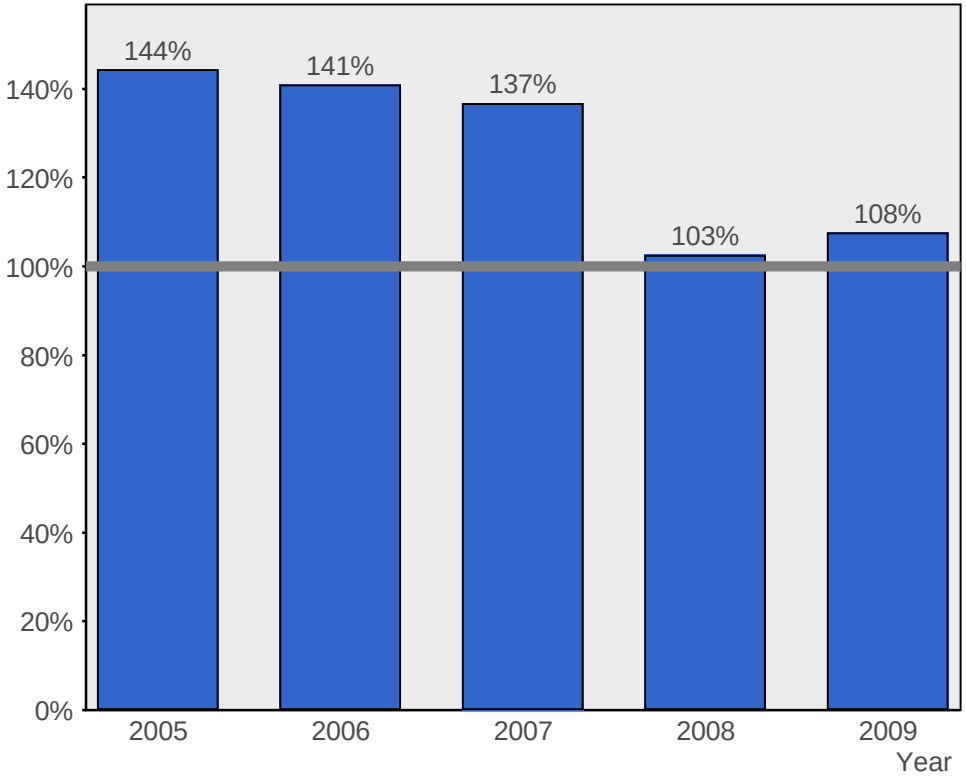
How does a child like yours fare in this school?



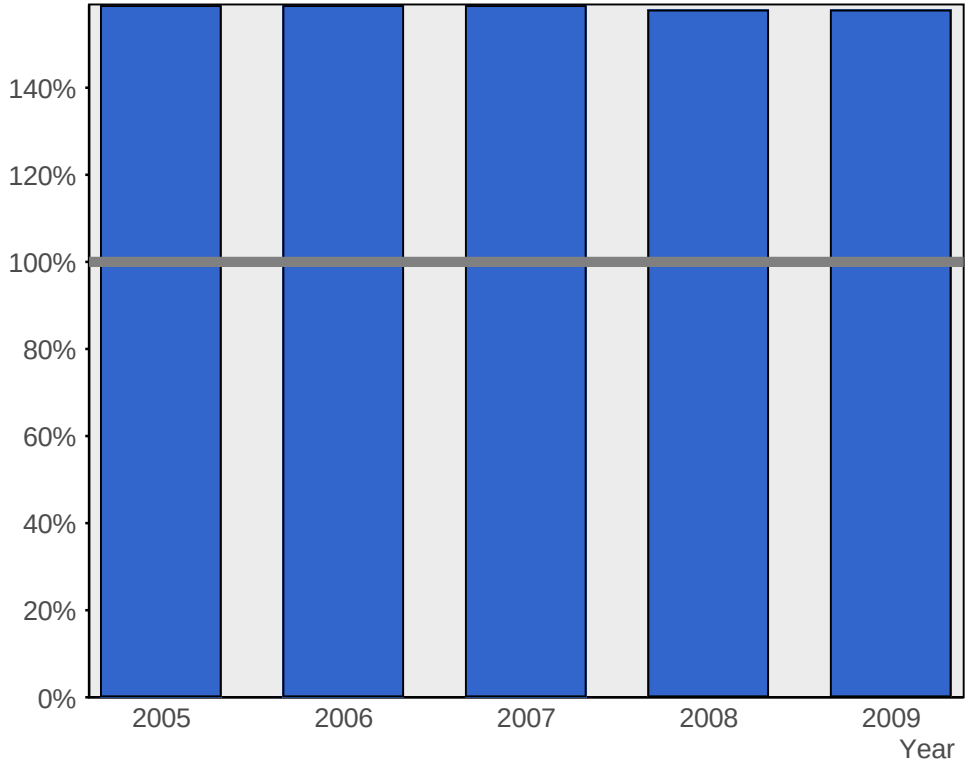
The spread of Key Stage 2 to GCSE 2 value added scores for each Key Stage 2 quartile. So if your child is a top performer, look at the top KS2 quartile (in blue on the left) and see what proportion of children like that have good (quartile 1, the left-hand of the four blue bars), so-so or bad value added 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 Pupil as % of National Last 5 Years



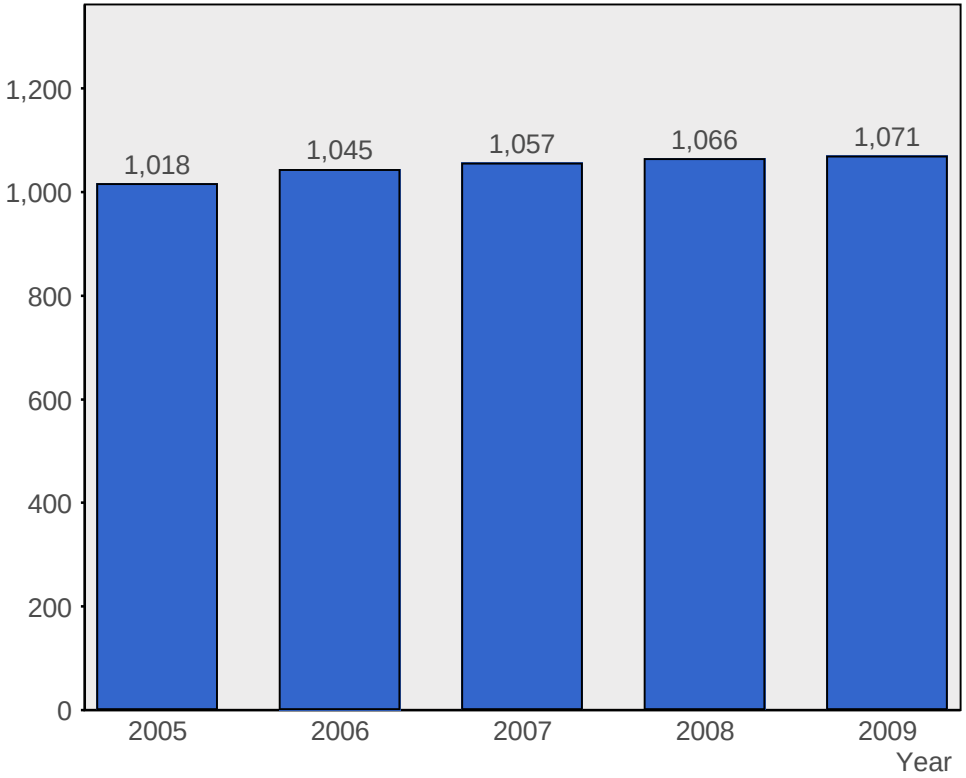
5 A/C at GCSE as % of National Last 5 Years



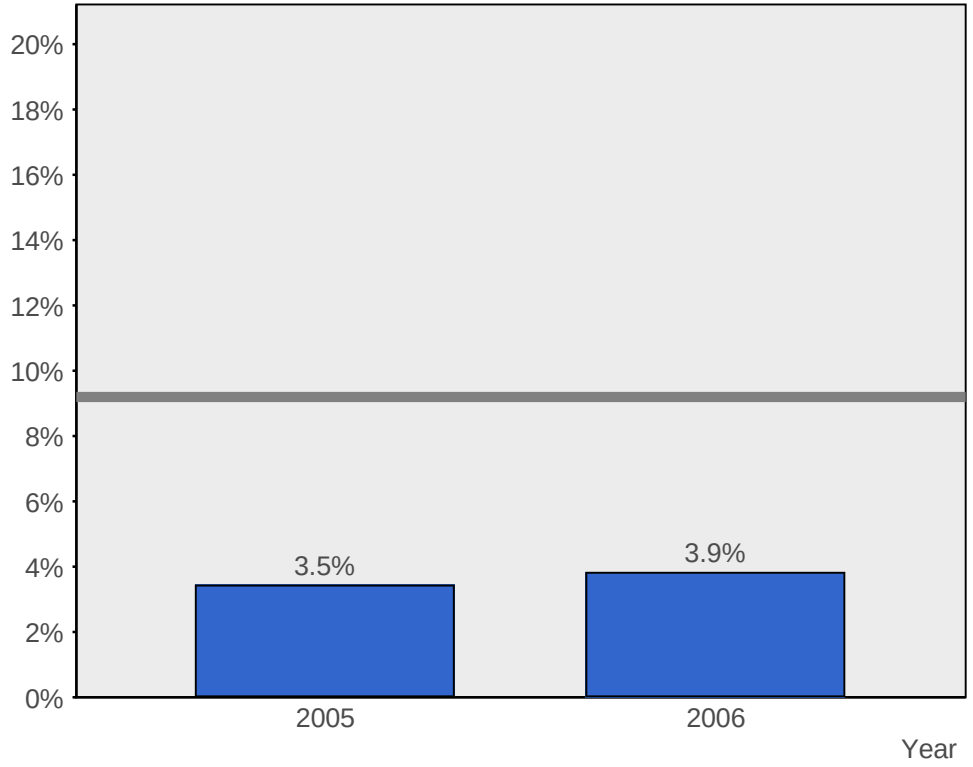
If the values are well below the national average while points per exam are near average, pupils are taking fewer exams than usual.

Trends in Numbers

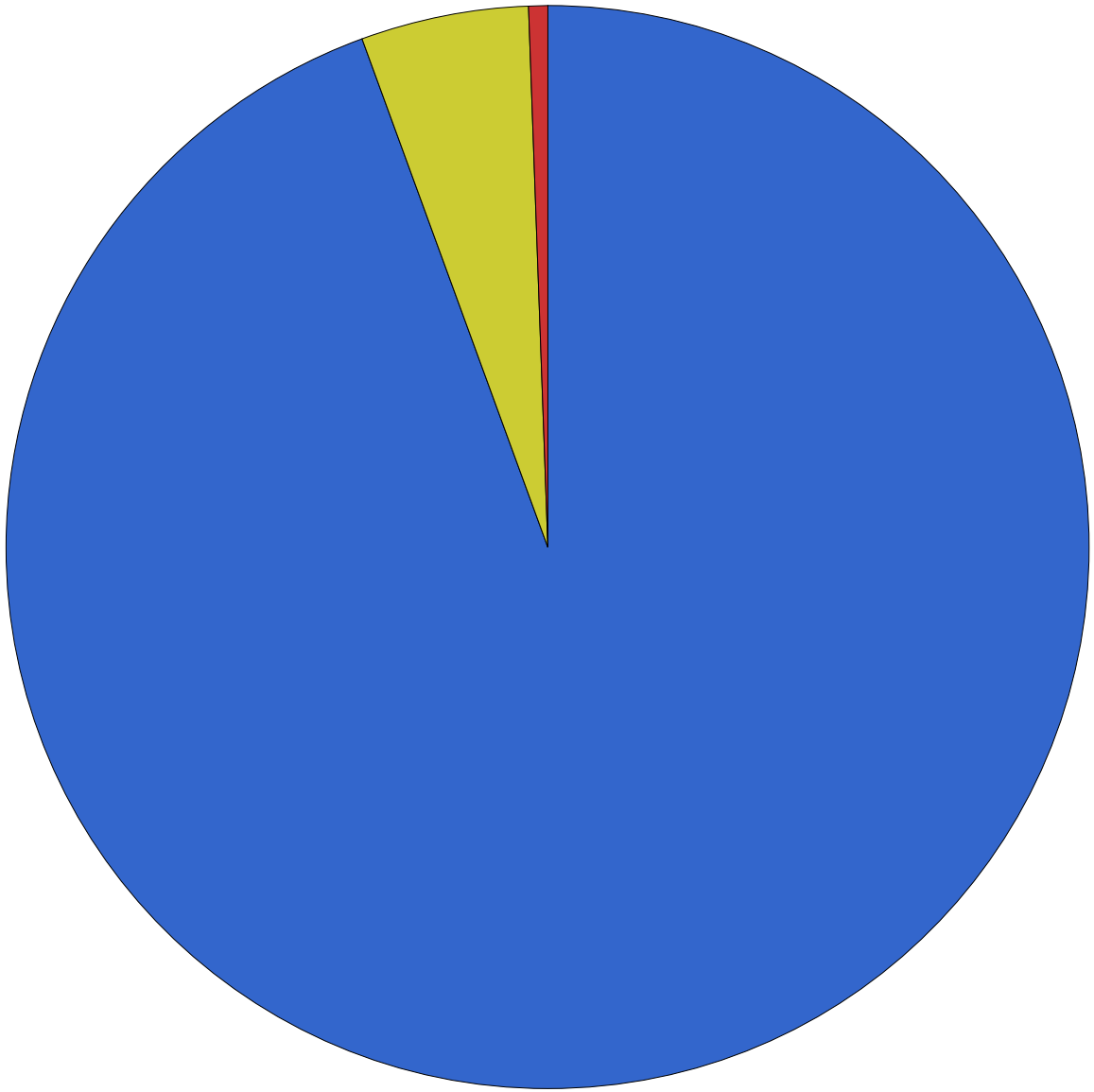
Pupils on Roll
Last 5 Years



Total Pupil Absence
Last 5 Years



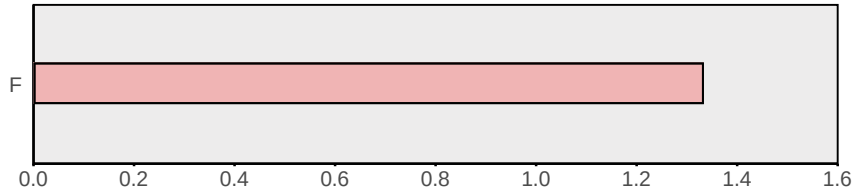
Which are the most important qualifications that they take here?



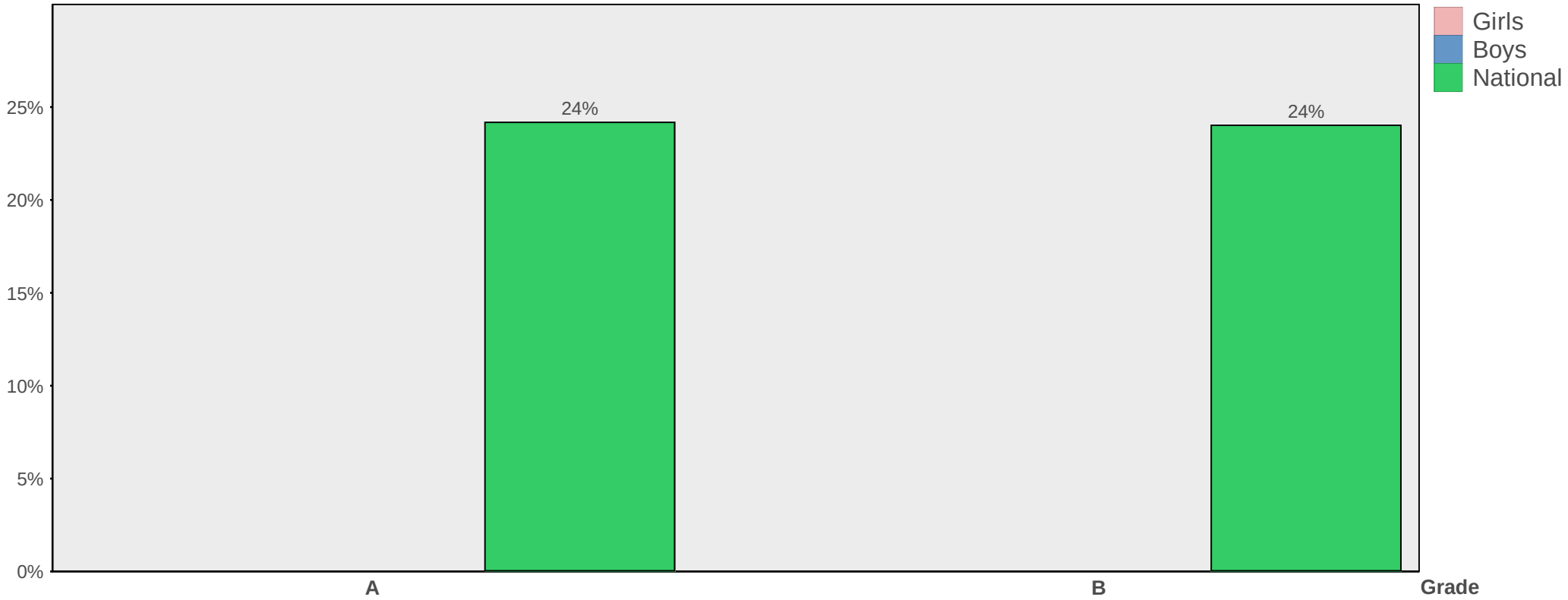
Qualification	
GCSE	94.42%
Free standing Maths Qual Level 3	5.01%
Others	0.58%

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

Distribution of Grades

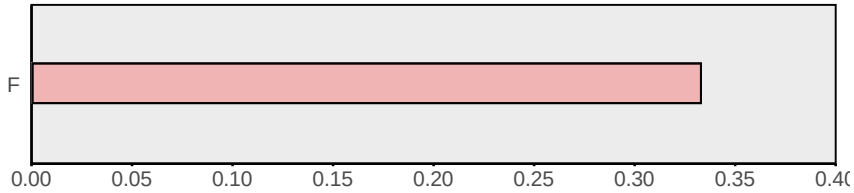


How do the percentages getting each AS level grade compare with the national profile?

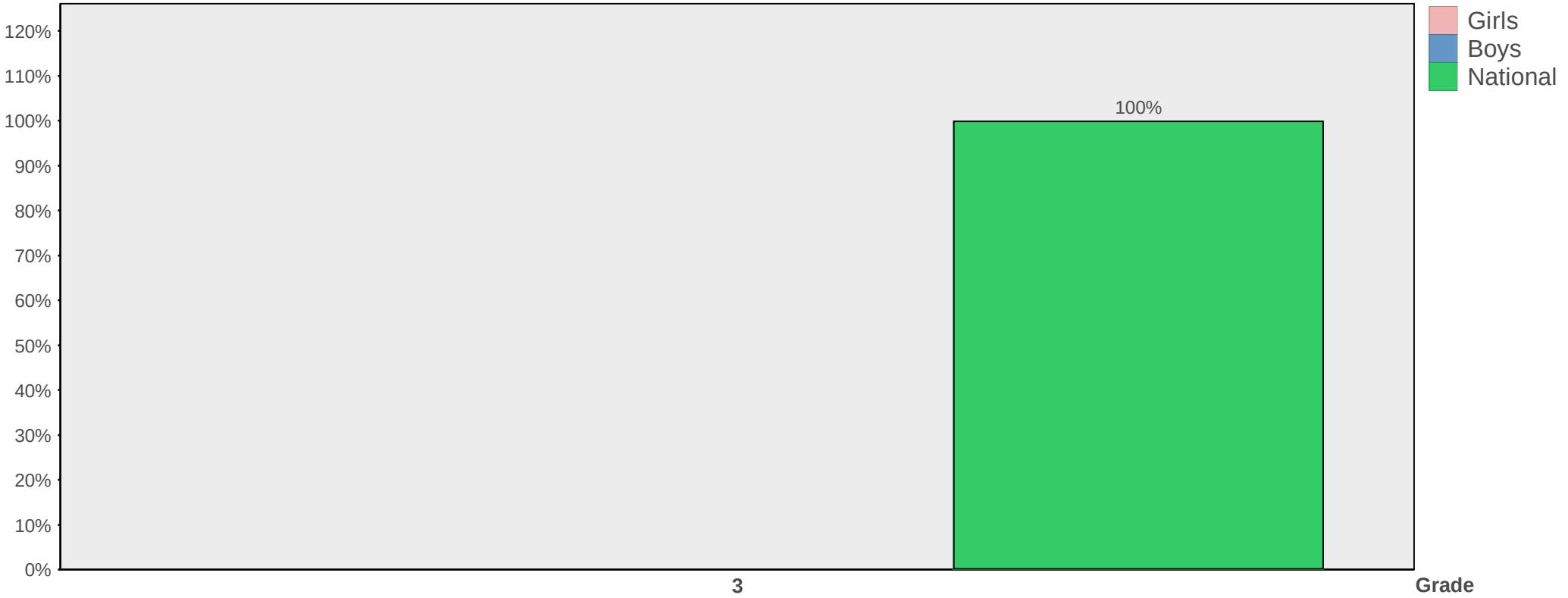


'National' percentages are based on data at subject/gender level. The percentages shown for an individual school are therefore sensitive to subject choices and to the gender(s) in the school.

Distribution of Grades

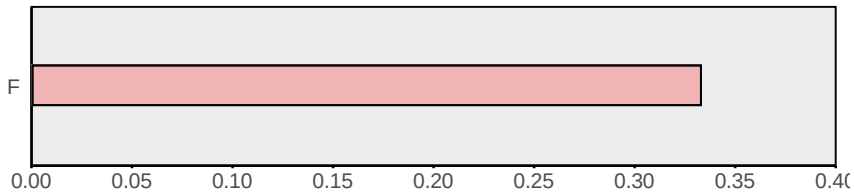


How do the percentages getting each ELQ Band A grade compare with the national profile?

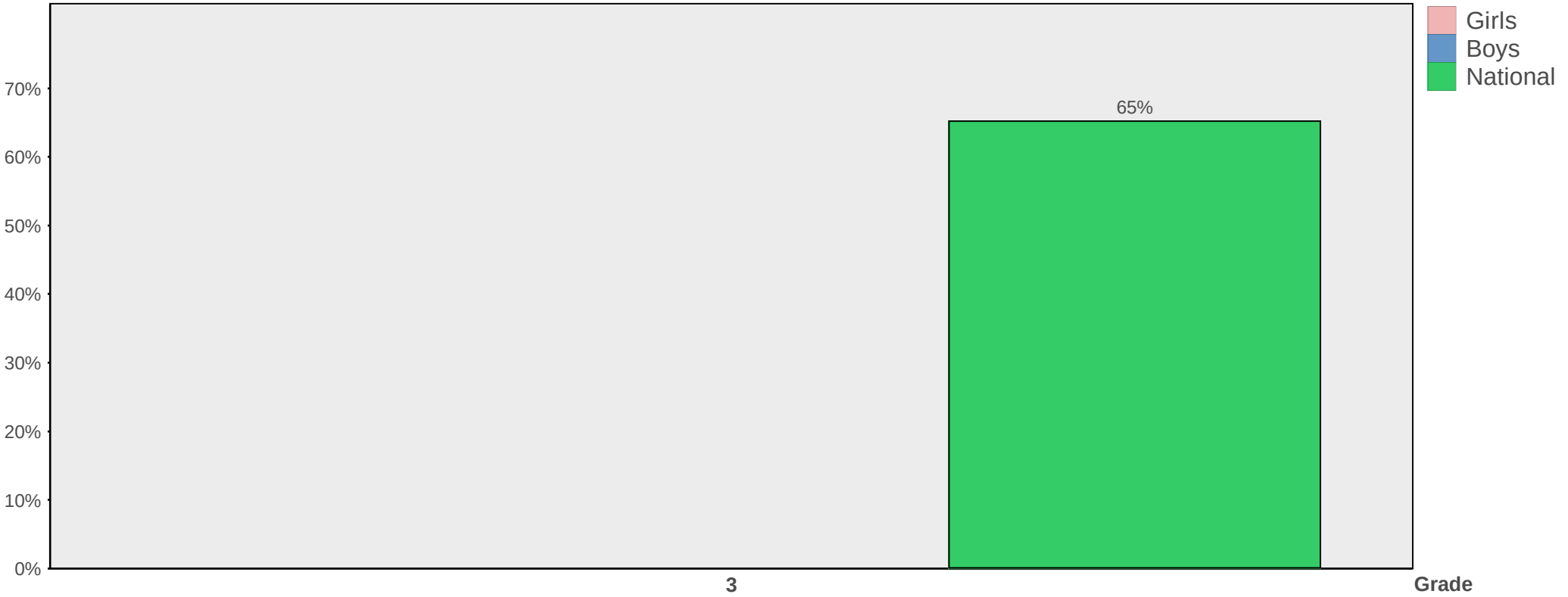


'National' percentages are based on data at subject/gender level. The percentages shown for an individual school are therefore sensitive to subject choices and to the gender(s) in the school.

Distribution of Grades

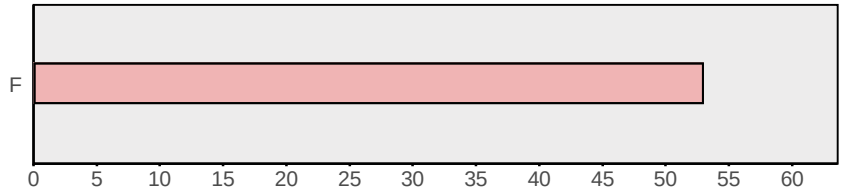


How do the percentages getting each ELQ Band C grade compare with the national profile?

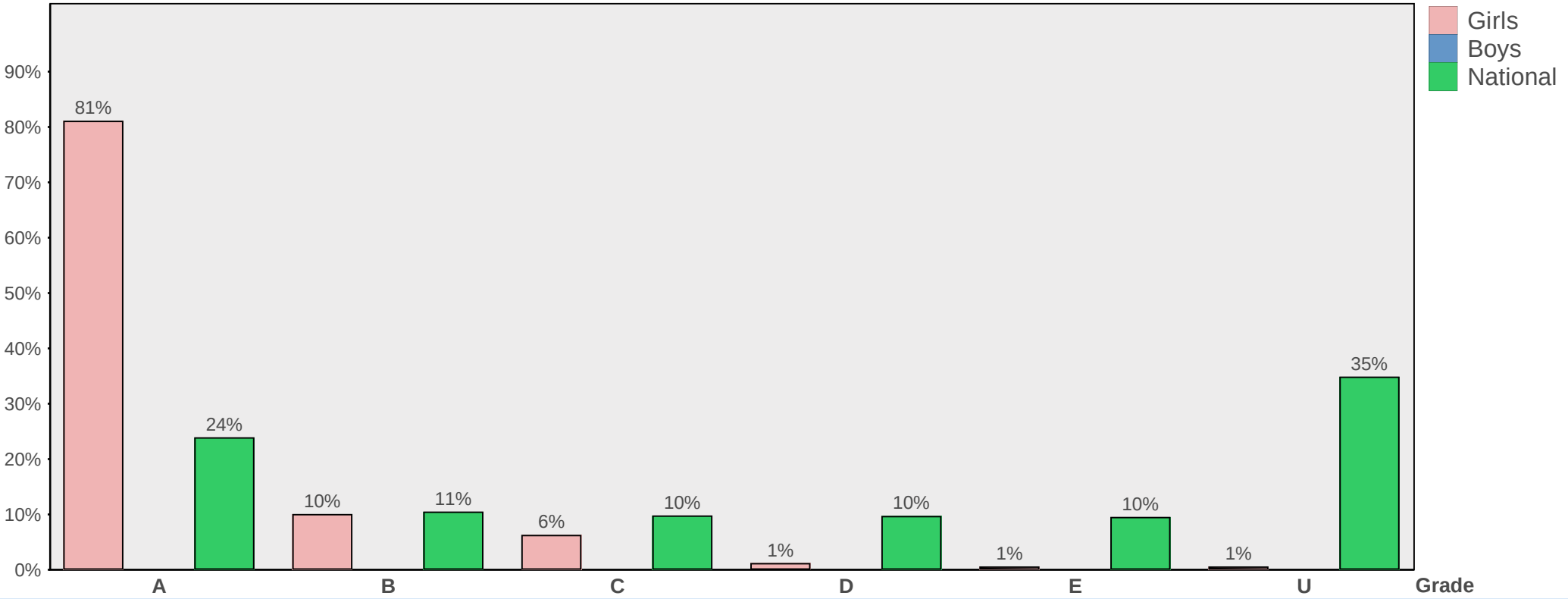


'National' percentages are based on data at subject/gender level. The percentages shown for an individual school are therefore sensitive to subject choices and to the gender(s) in the school.

Distribution of Grades

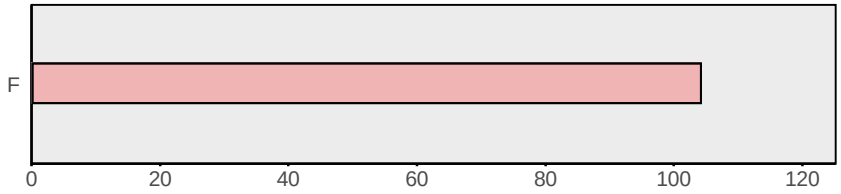


How do the percentages getting each Free standing Maths Qual Level 3 grade compare with the natio...

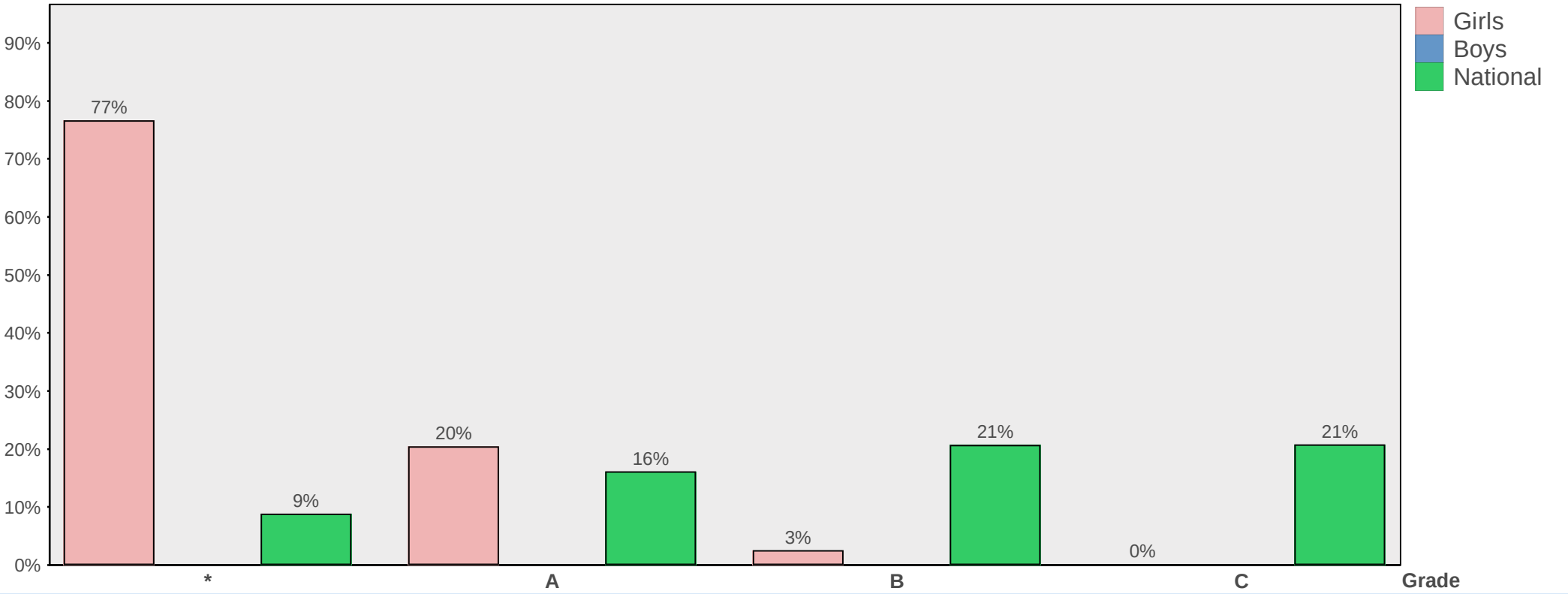


'National' percentages are based on data at subject/gender level. The percentages shown for an individual school are therefore sensitive to subject choices and to the gender(s) in the school.

Distribution of Grades

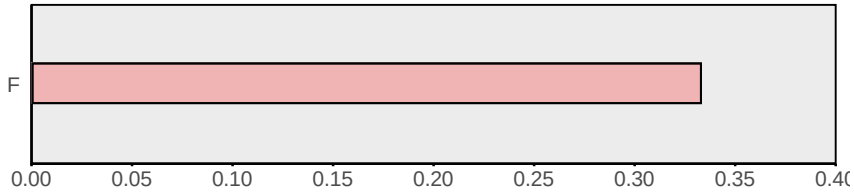


How do the percentages getting each GCSE grade compare with the national profile?

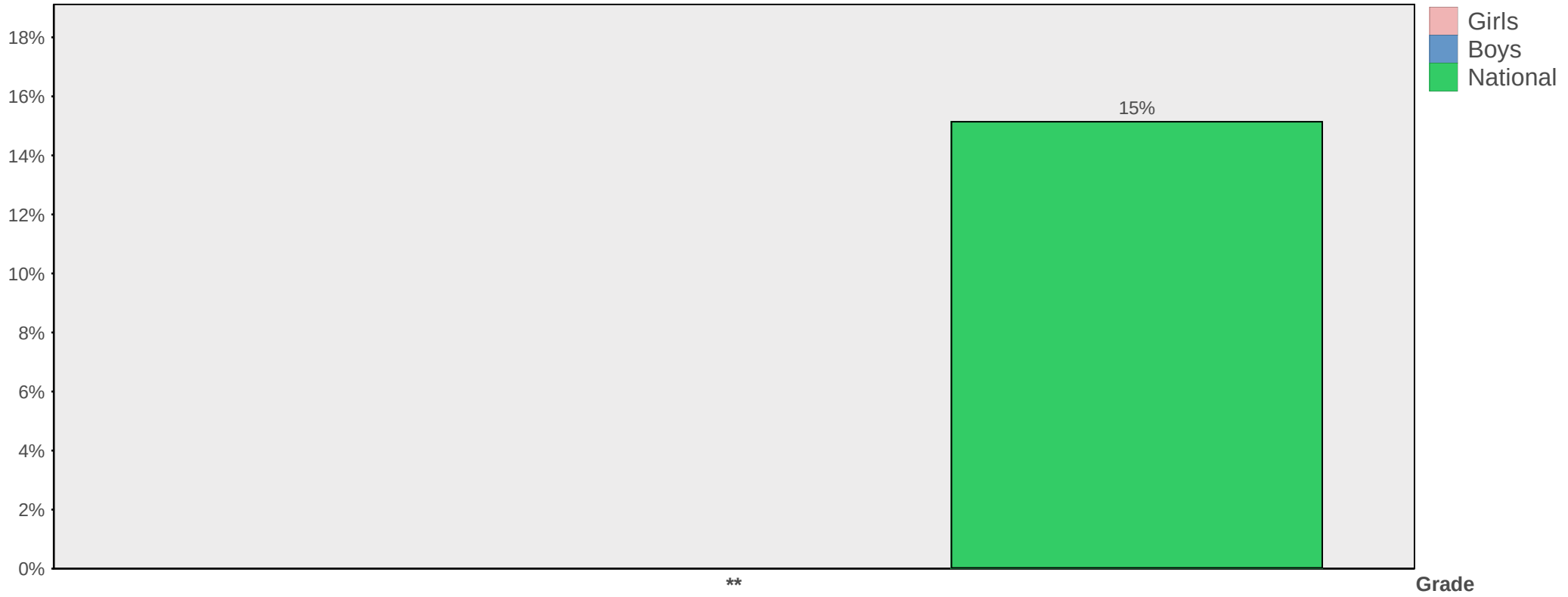


'National' percentages are based on data at subject/gender level. The percentages shown for an individual school are therefore sensitive to subject choices and to the gender(s) in the school.

Distribution of Grades

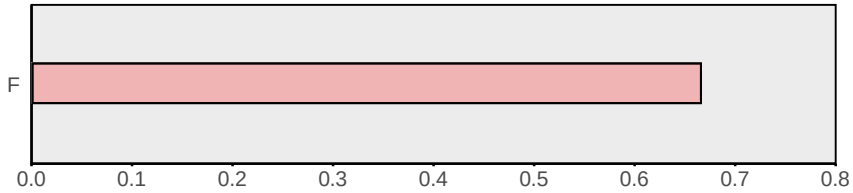


How do the percentages getting each GCSE (Double award) grade compare with the national profile?

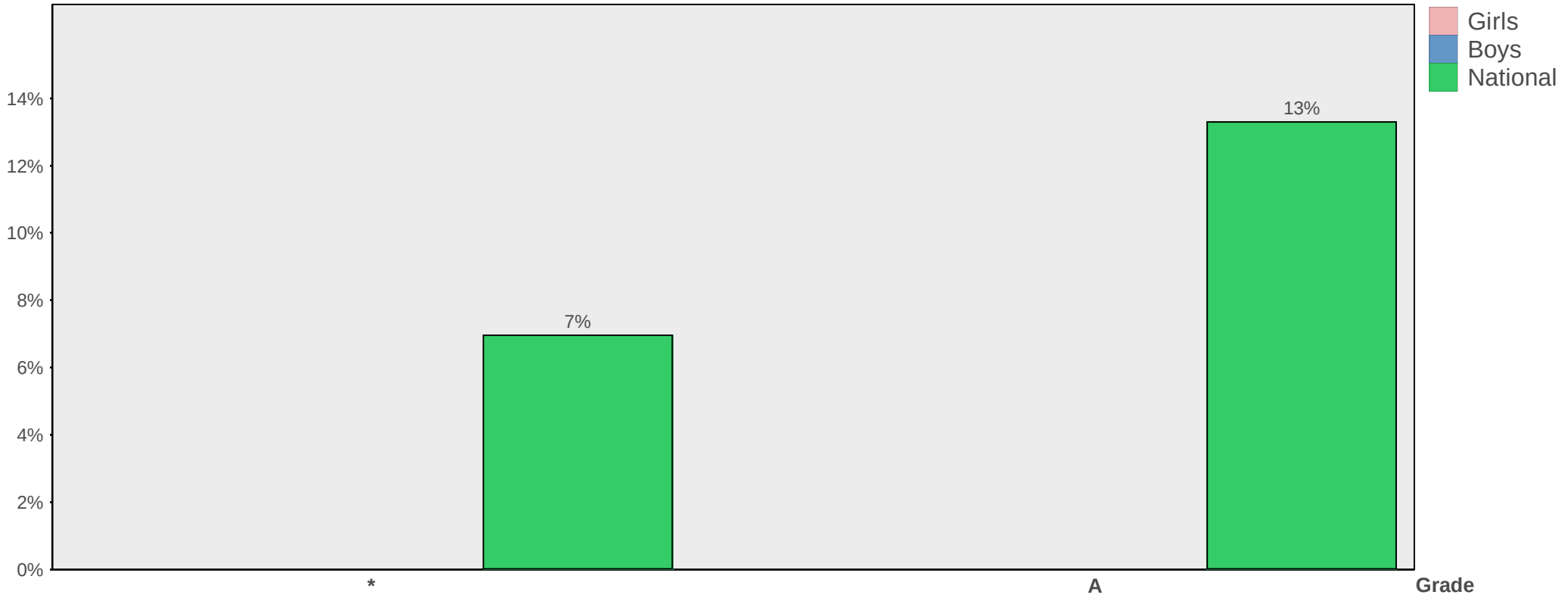


'National' percentages are based on data at subject/gender level. The percentages shown for an individual school are therefore sensitive to subject choices and to the gender(s) in the school.

Distribution of Grades

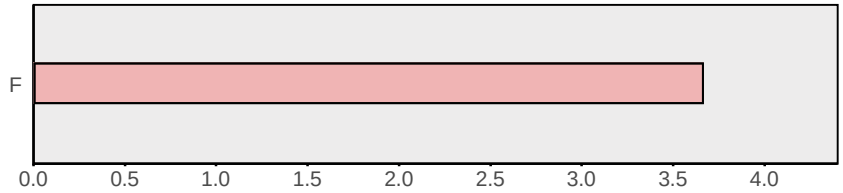


How do the percentages getting each GCSE Short Course grade compare with the national profile?

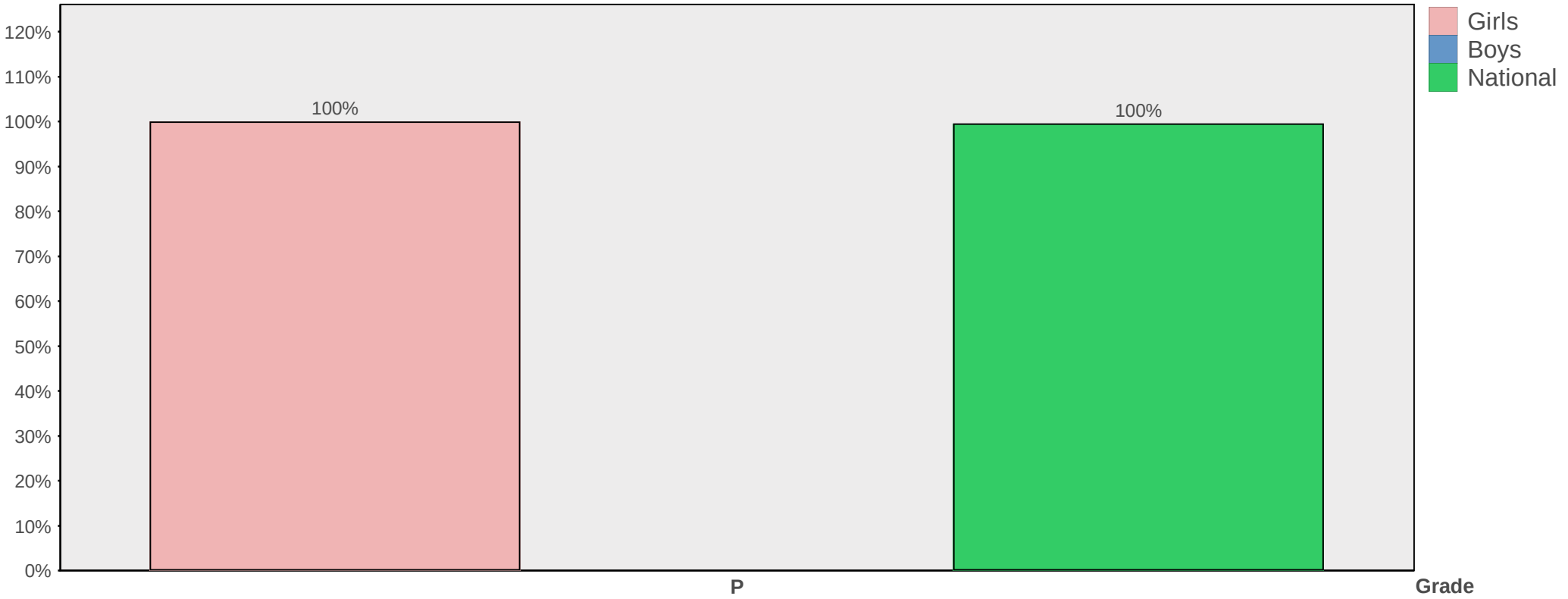


'National' percentages are based on data at subject/gender level. The percentages shown for an individual school are therefore sensitive to subject choices and to the gender(s) in the school.

Distribution of Grades

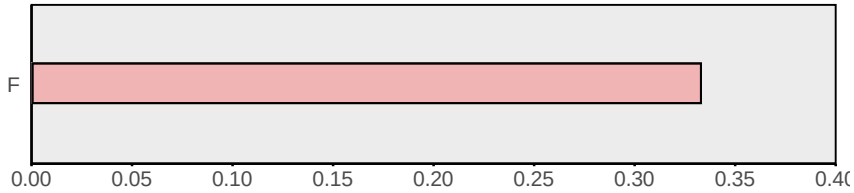


How do the percentages getting each VRQ Level 1 grade compare with the national profile?

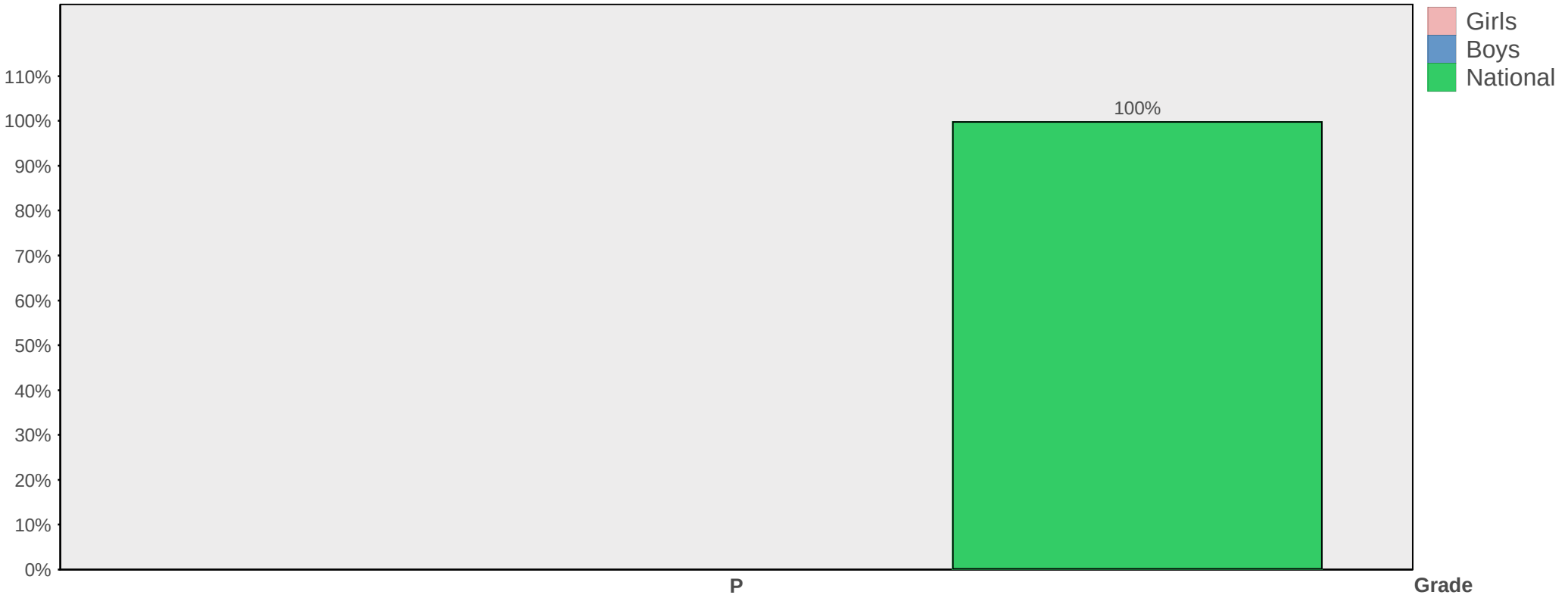


'National' percentages are based on data at subject/gender level. The percentages shown for an individual school are therefore sensitive to subject choices and to the gender(s) in the school.

Distribution of Grades

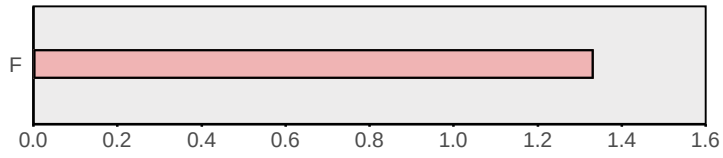


How do the percentages getting each VRQ Level 2 grade compare with the national profile?

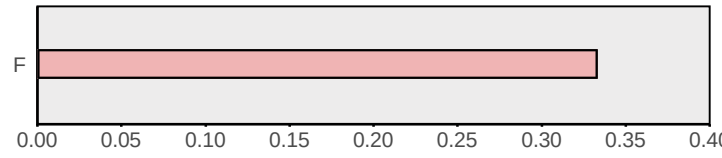


'National' percentages are based on data at subject/gender level. The percentages shown for an individual school are therefore sensitive to subject choices and to the gender(s) in the school.

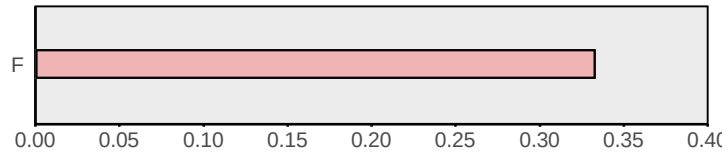
No data to display



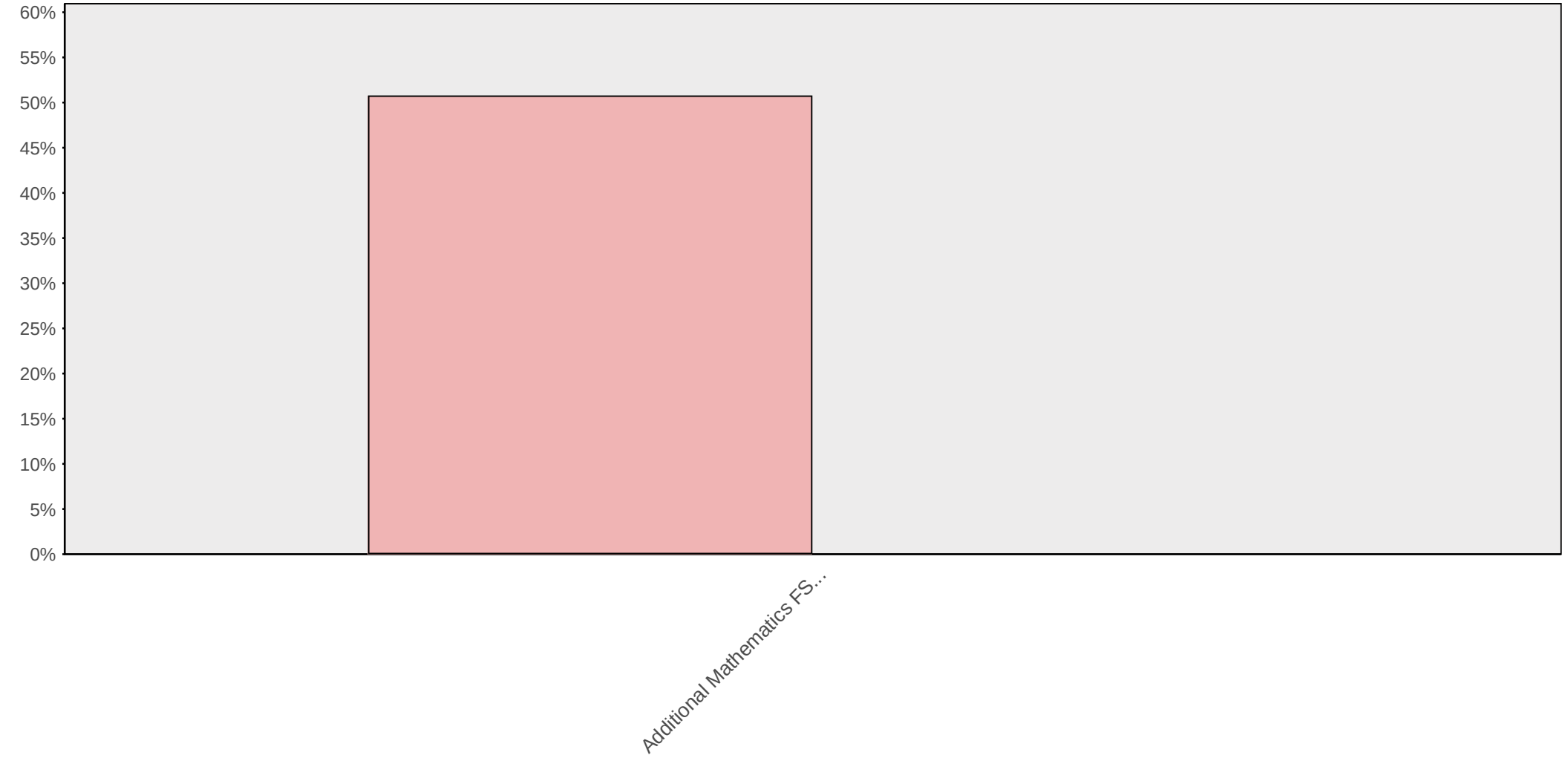
No data to display



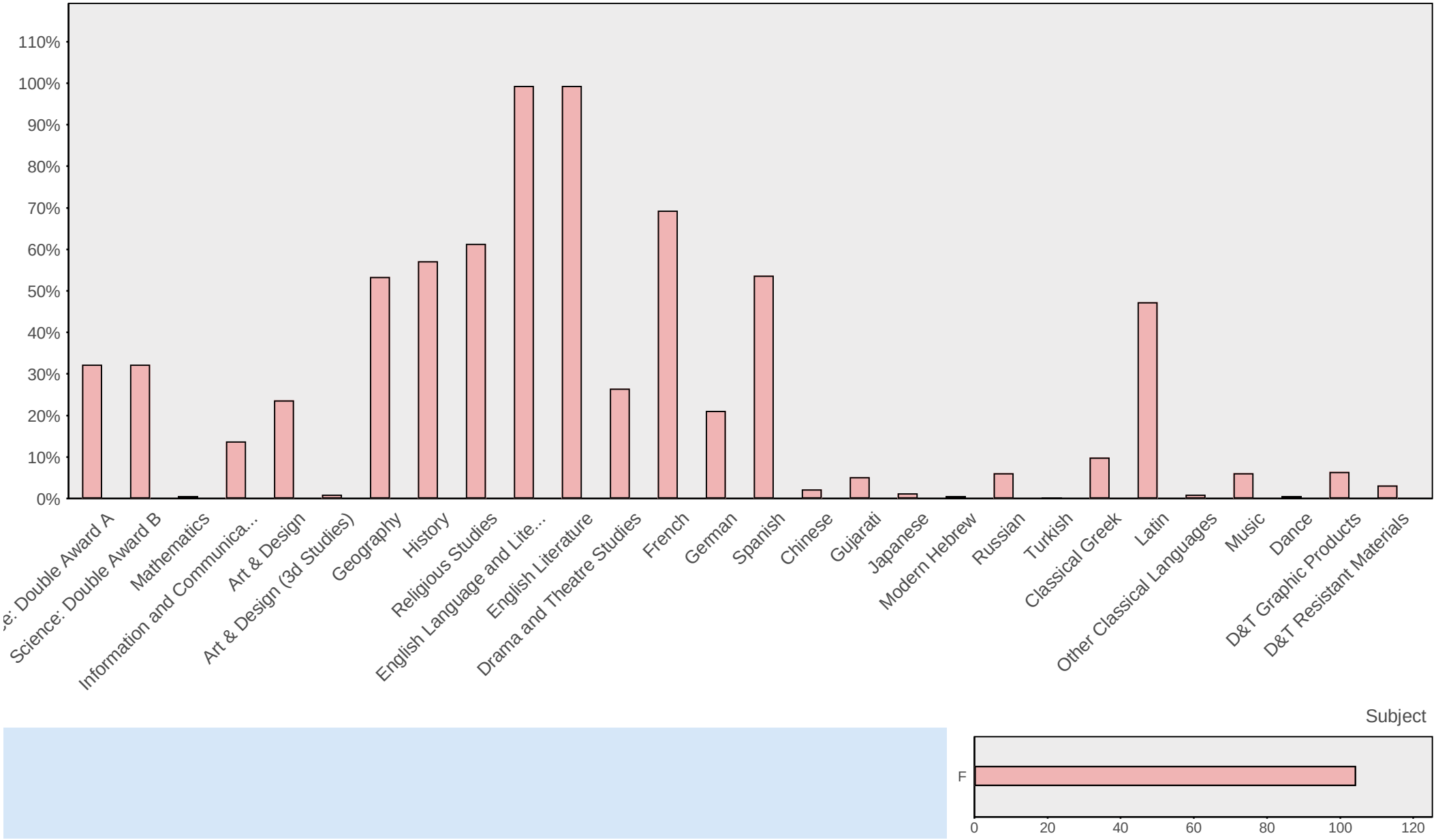
No data to display



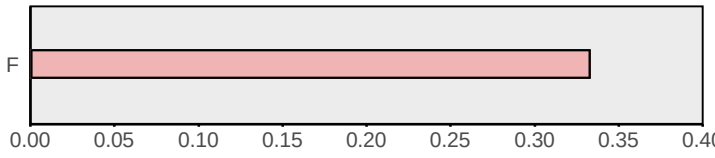
Percentage of pupils taking each Free standing Maths Qual Level 3 subject



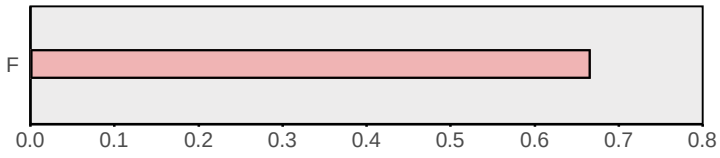
Percentage of pupils taking each GCSE subject



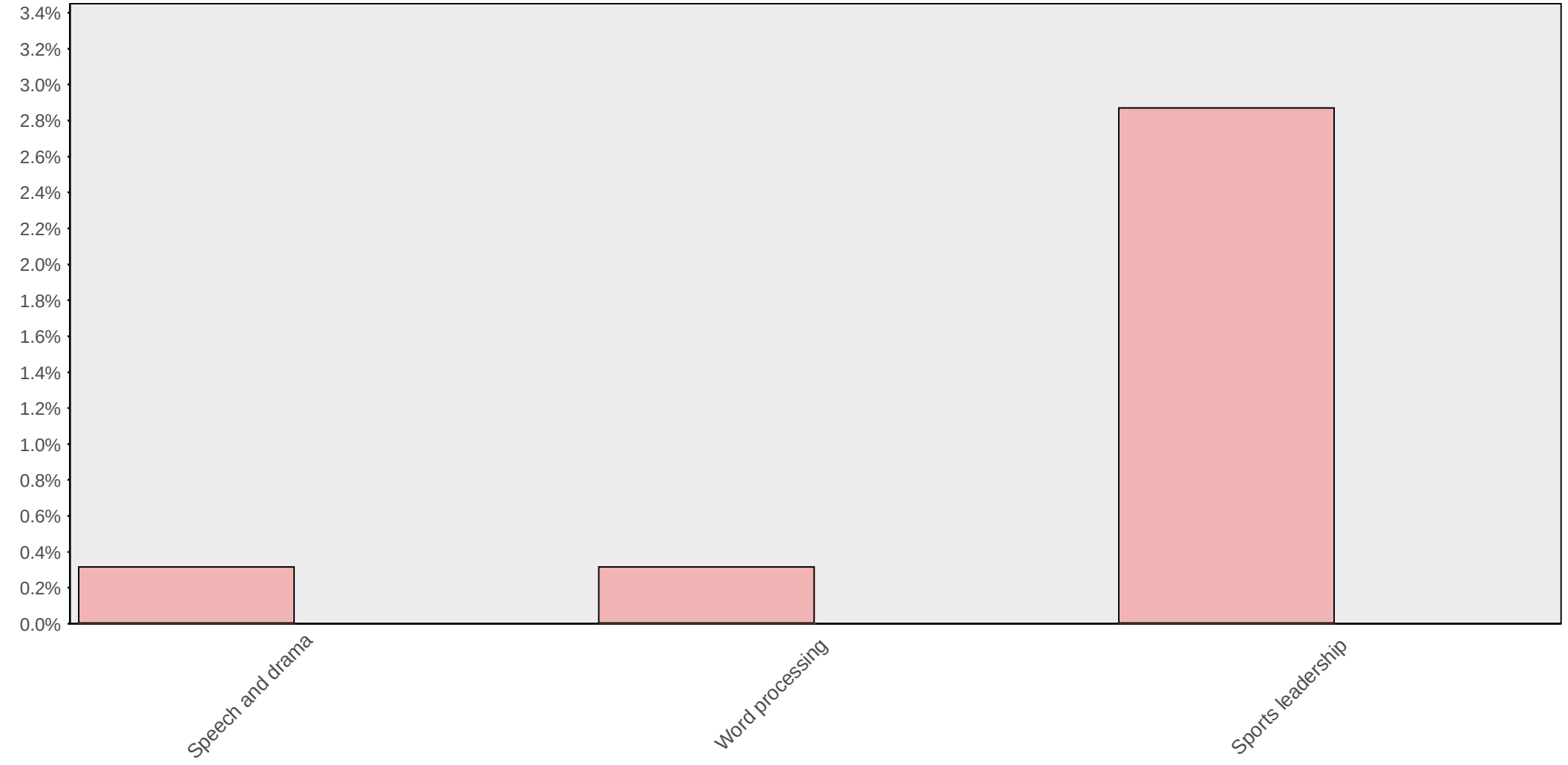
No data to display

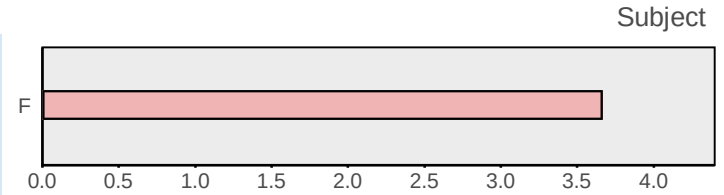


No data to display

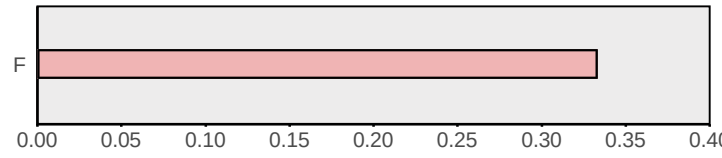


Percentage of pupils taking each VRQ Level 1 subject

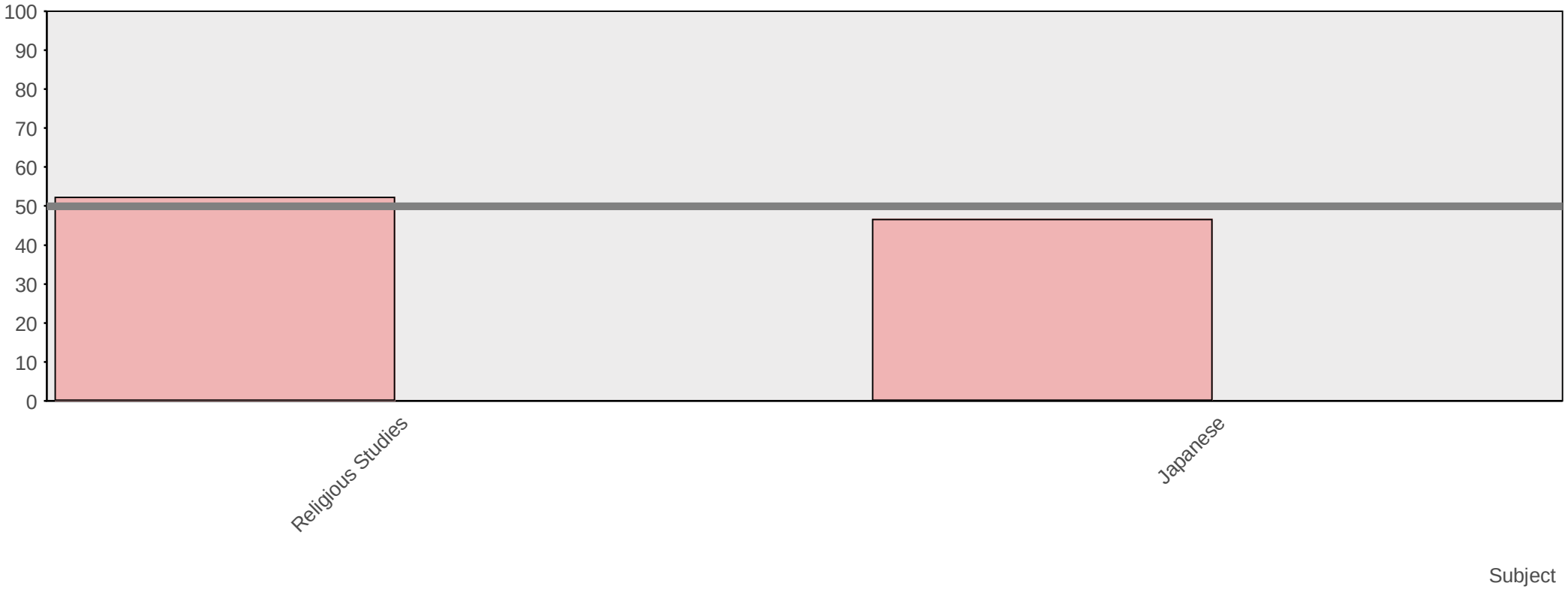




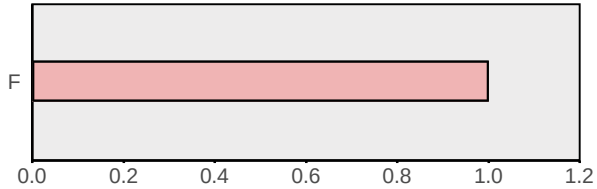
No data to display



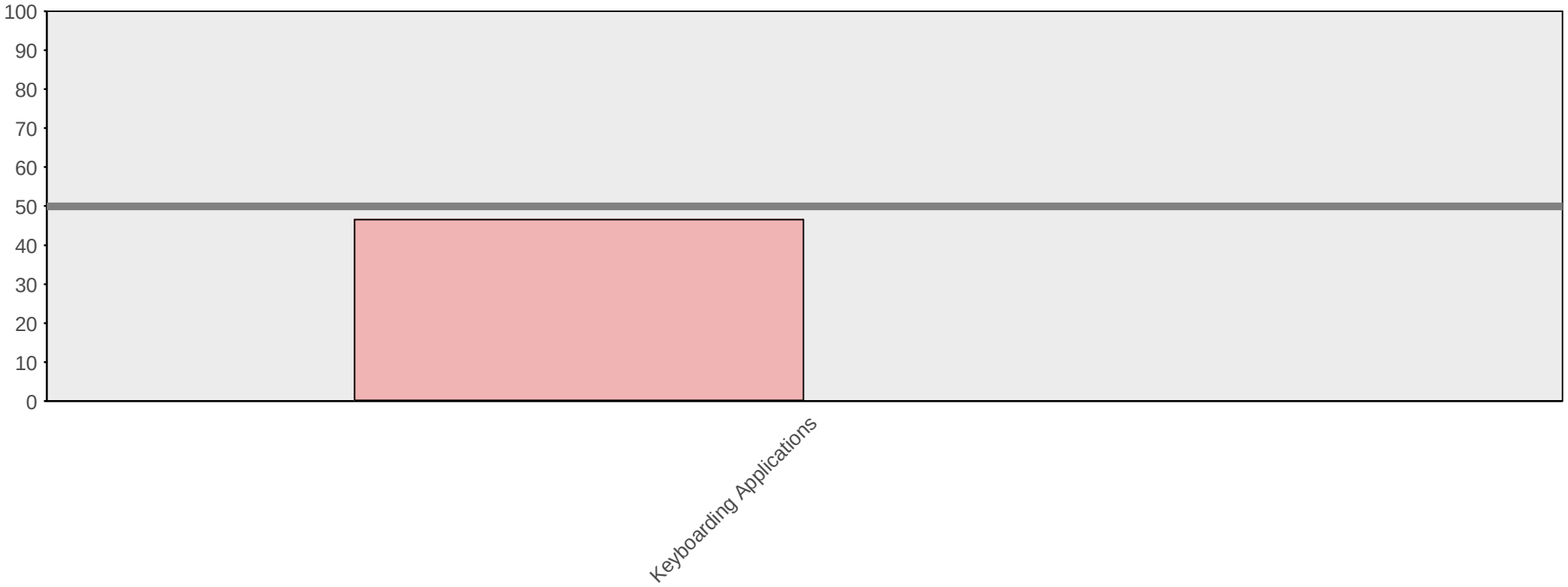
How well does the school do at each AS level subject?



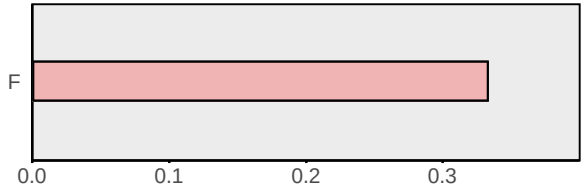
We've given a score - the Wow Factor - to each subject that the school offers, so that you can compare one against the other and look for the areas where the school excels. The Wow Factor is a combination of the scores that we have calculated for the popularity of each subject, the success that the pupils taking it experience, and the percentage of A* to B grades.
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).



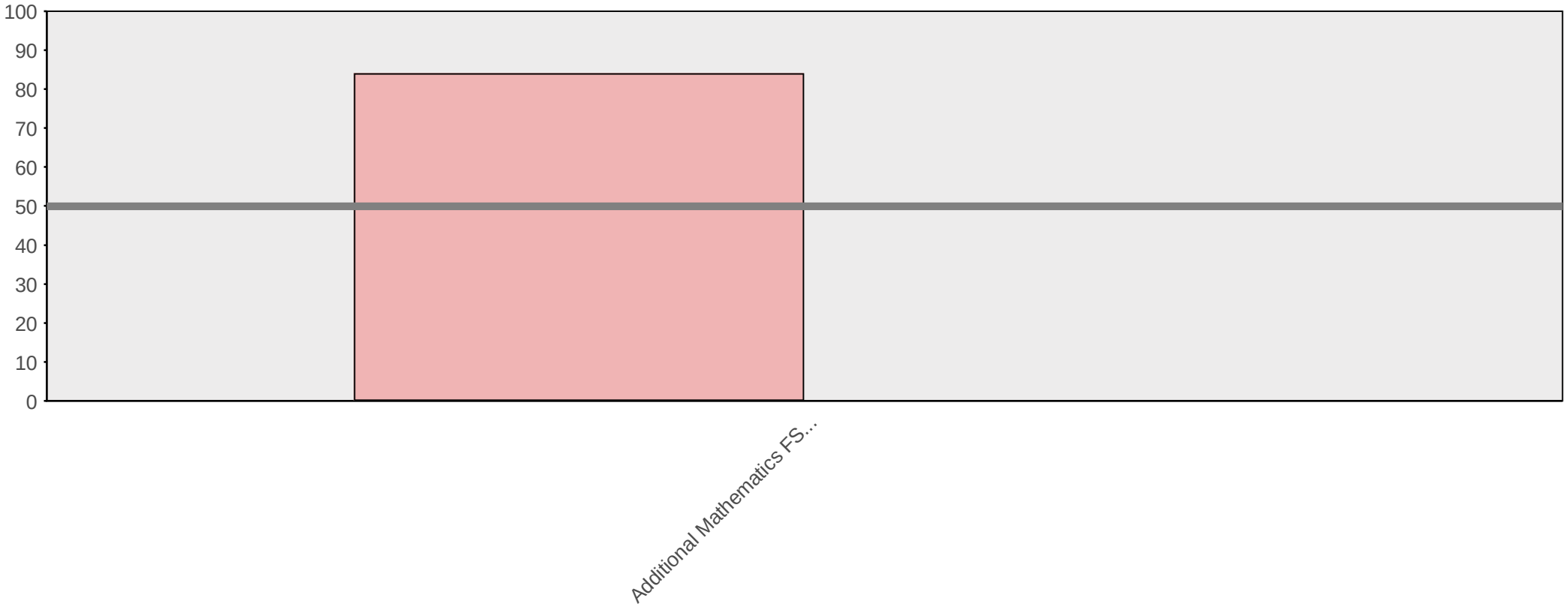
How well does the school do at each ELQ Band A subject?



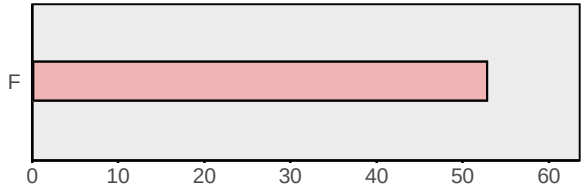
We've given a score - the Wow Factor - to each subject that the school offers, so that you can compare one against the other and look for the areas where the school excels. The Wow Factor is a combination of the scores that we have calculated for the popularity of each subject, the success that the pupils taking it experience, and the percentage of A* to B grades.
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).



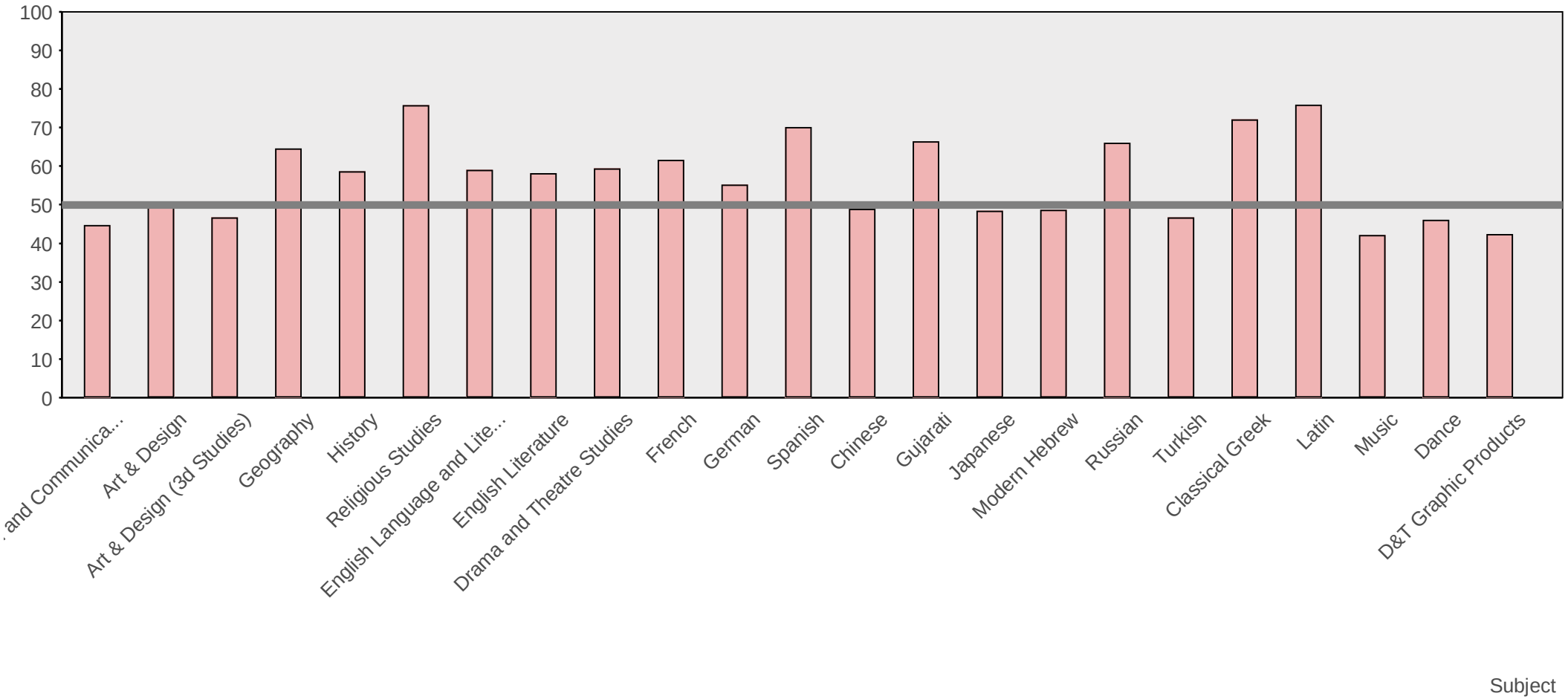
How well does the school do at each Free standing Maths Qual Level 3 subject?



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 Wow Factor 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* to B grades.
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).

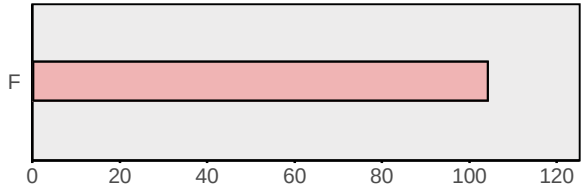


How well does the school do at each GCSE subject?

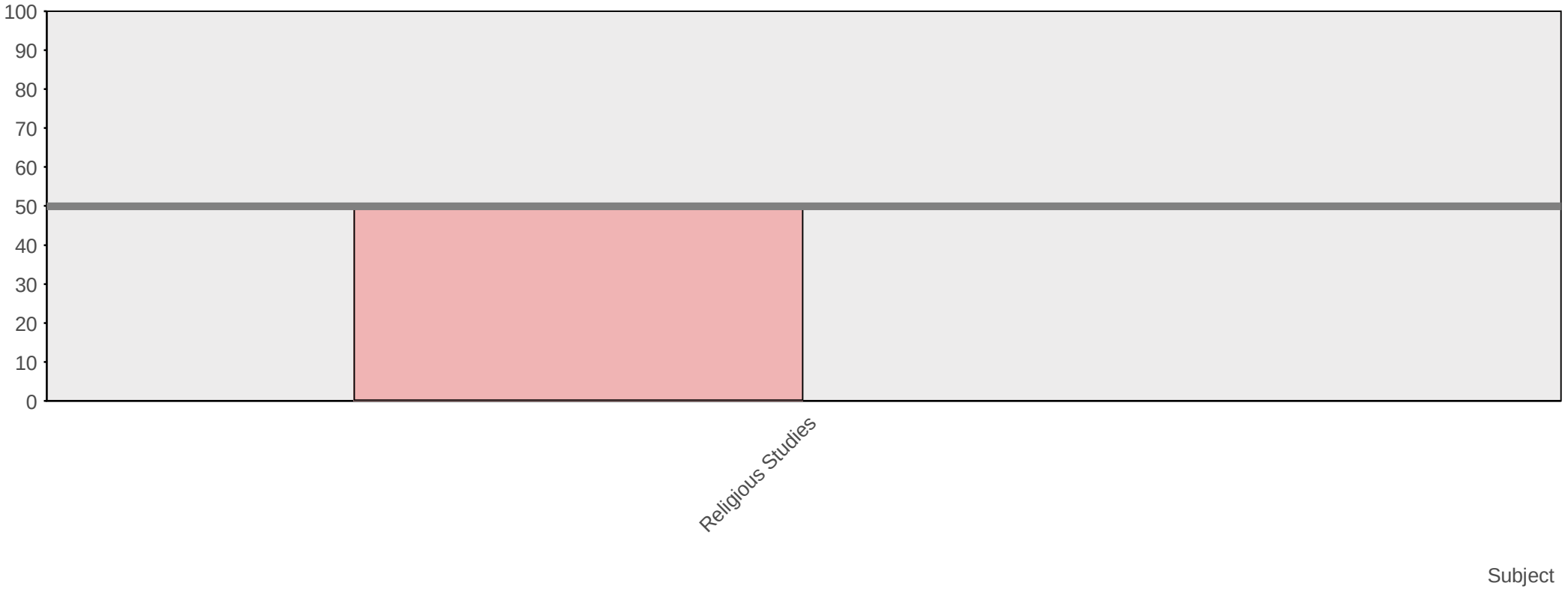


Subject

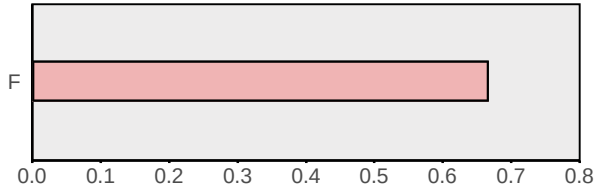
We've given a score - the Wow Factor - to each subject that the school offers, so that you can compare one against the other and look for the areas where the school excels. The Wow Factor is a combination of the scores that we have calculated for the popularity of each subject, the success that the pupils taking it experience, and the percentage of A* to B grades.
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).



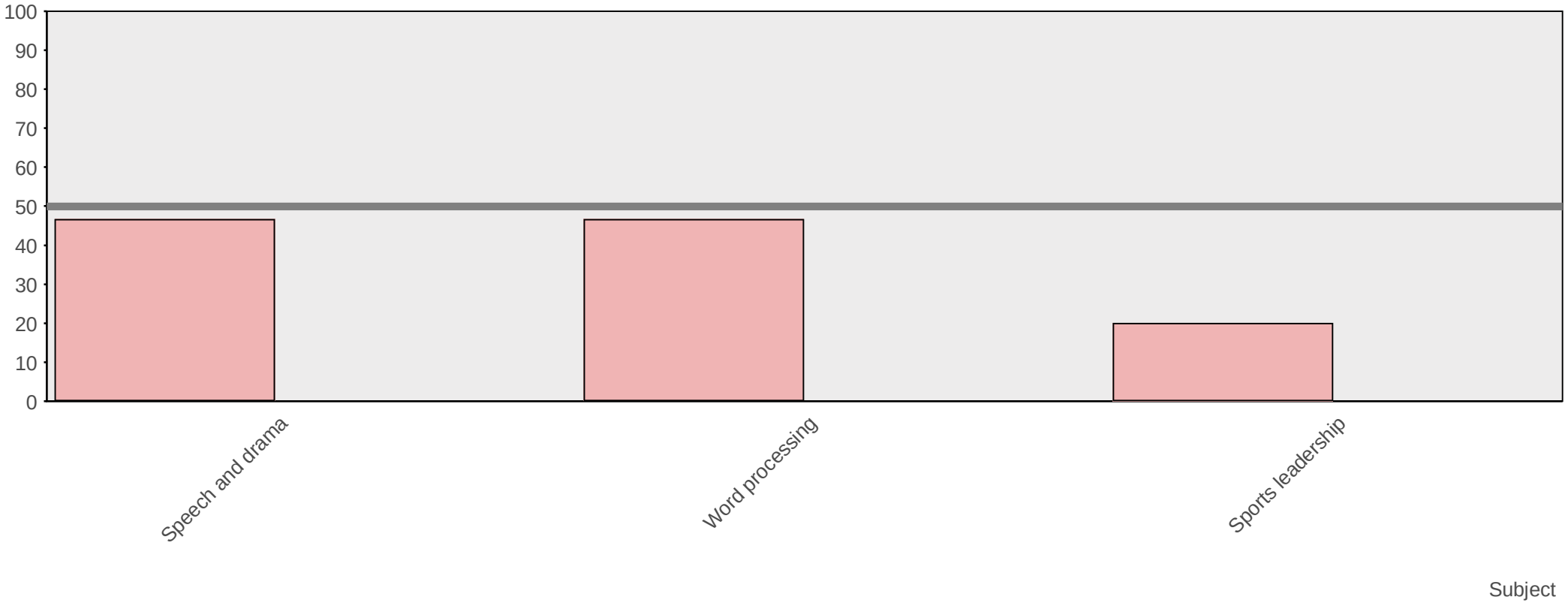
How well does the school do at each GCSE Short Course subject?



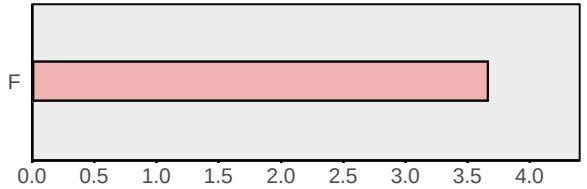
We've given a score - the Wow Factor - to each subject that the school offers, so that you can compare one against the other and look for the areas where the school excels. The Wow Factor is a combination of the scores that we have calculated for the popularity of each subject, the success that the pupils taking it experience, and the percentage of A* to B grades.
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).



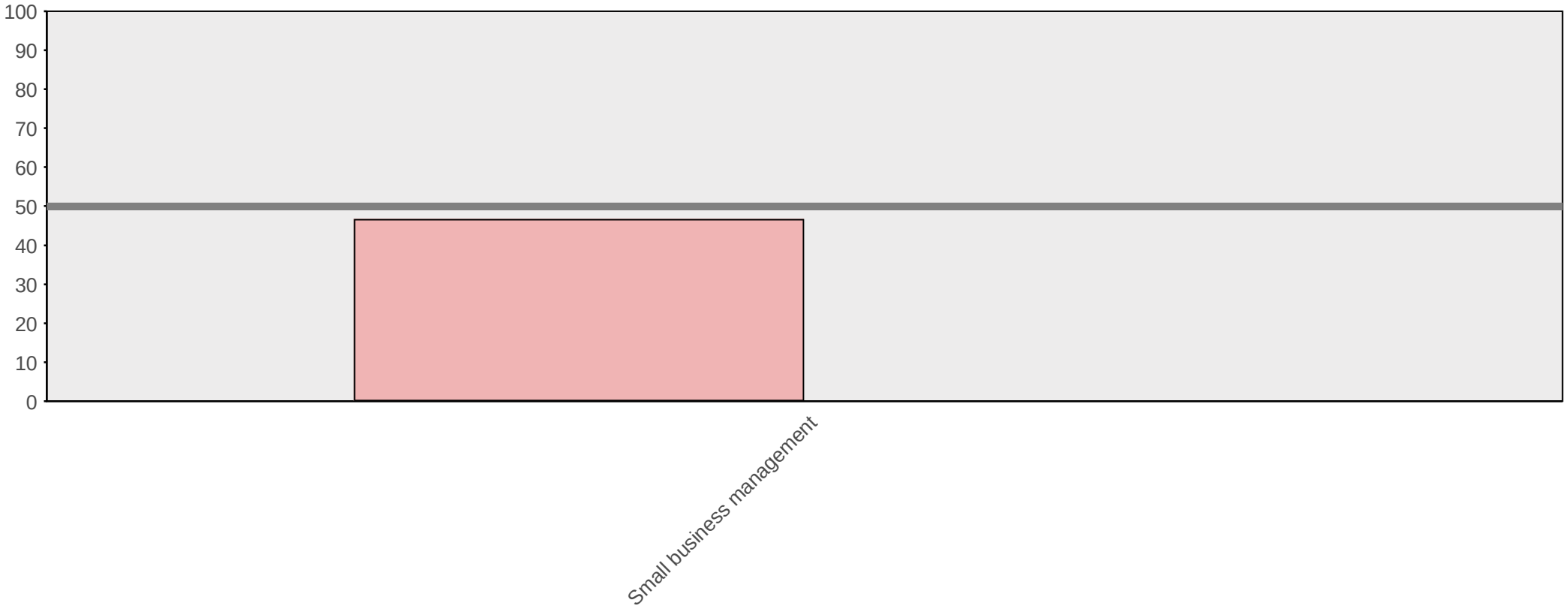
How well does the school do at each VRQ Level 1 subject?



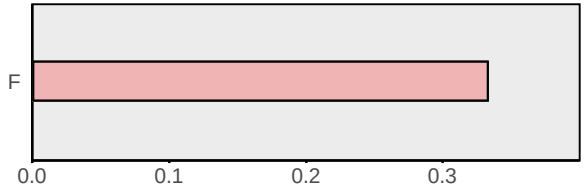
We've given a score - the Wow Factor - to each subject that the school offers, so that you can compare one against the other and look for the areas where the school excels. The Wow Factor is a combination of the scores that we have calculated for the popularity of each subject, the success that the pupils taking it experience, and the percentage of A* to B grades.
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).



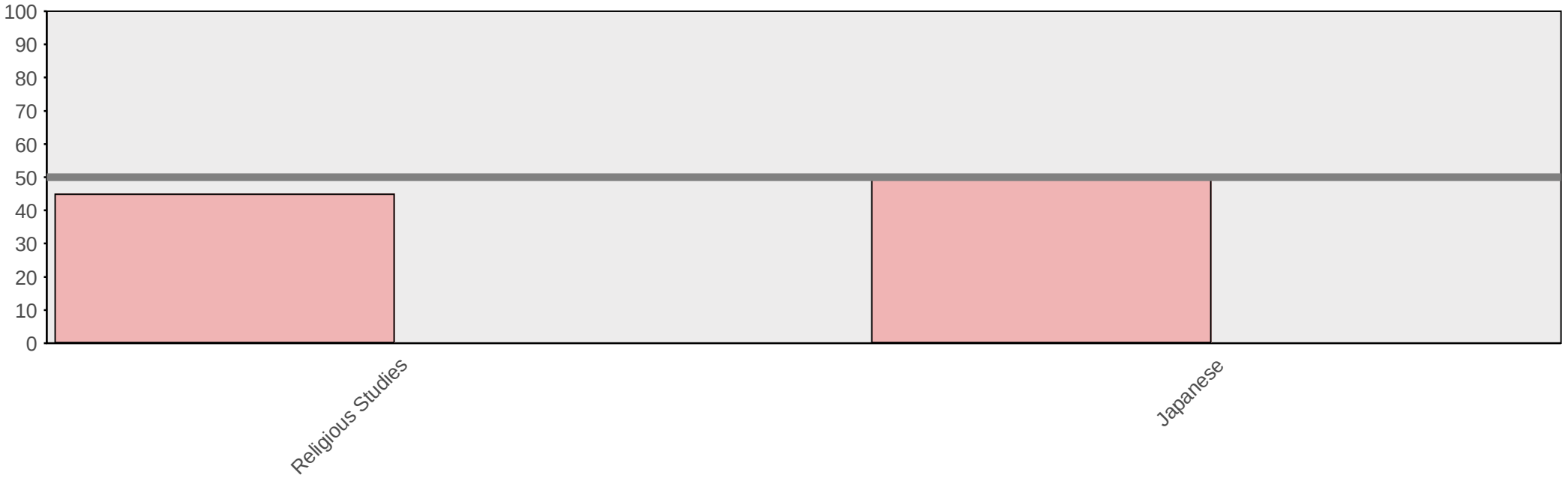
How well does the school do at each VRQ Level 2 subject?



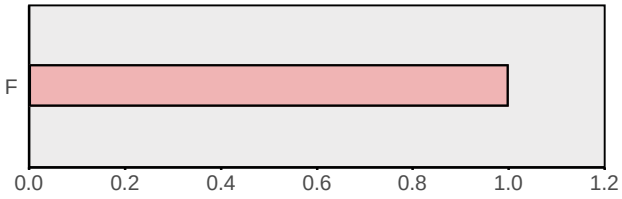
We've given a score - the Wow Factor - to each subject that the school offers, so that you can compare one against the other and look for the areas where the school excels. The Wow Factor is a combination of the scores that we have calculated for the popularity of each subject, the success that the pupils taking it experience, and the percentage of A* to B grades.
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).



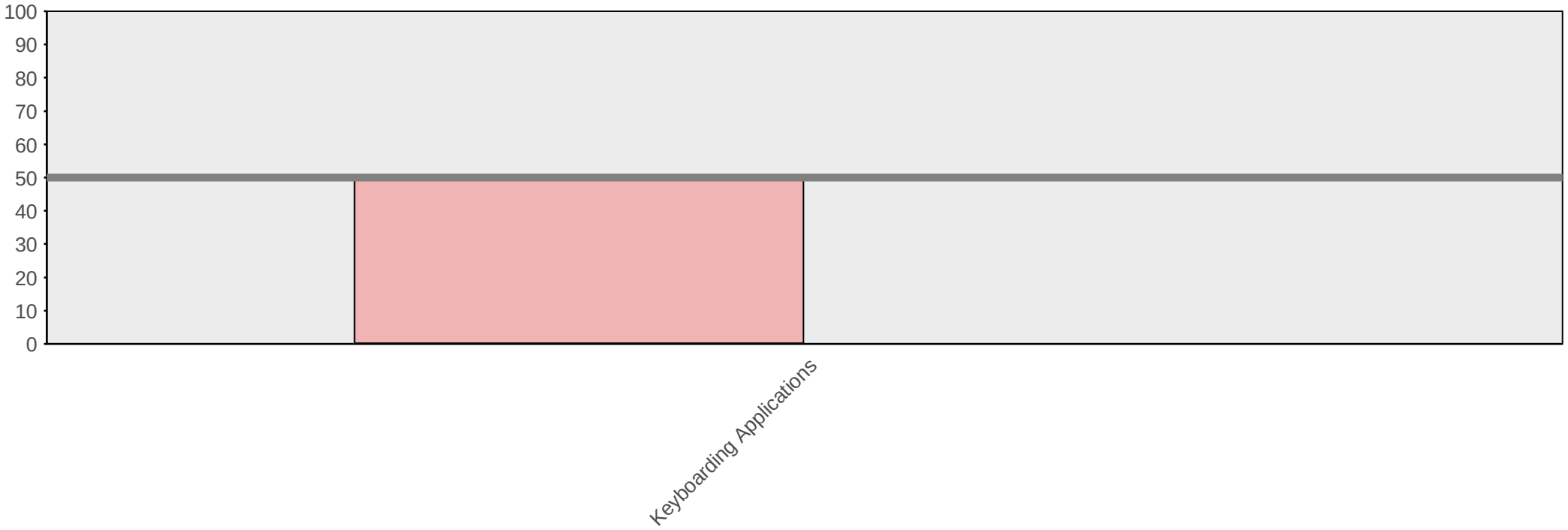
How popular is each AS level subject, relative to similar schools?



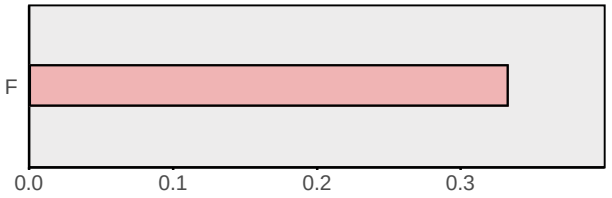
After allowing for the size of the school and the number of subjects on offer, we have calculated a score for each subject's popularity relative to the average popularity of that subject in similar schools. Scores range from 100 (the maximum) to zero; the line at 50 indicates subjects that are averagely 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.



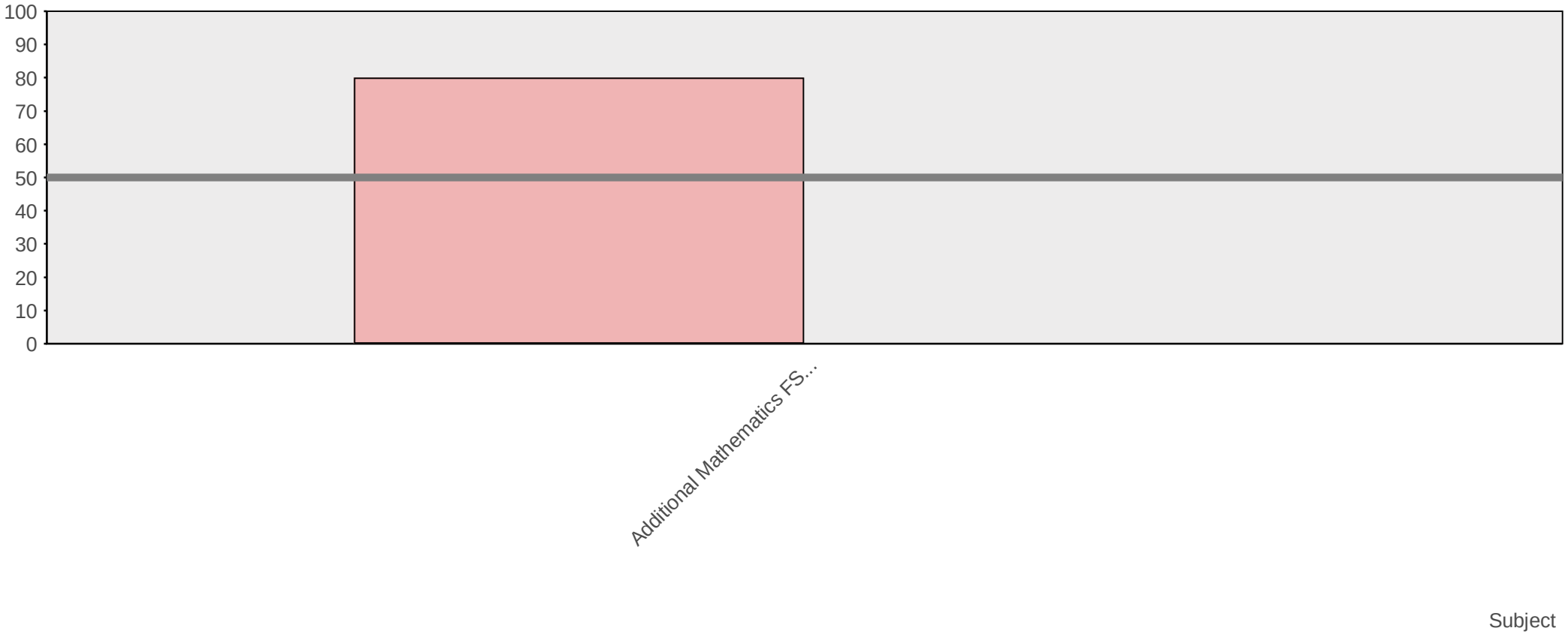
How popular is each ELQ Band A subject, relative to similar schools?



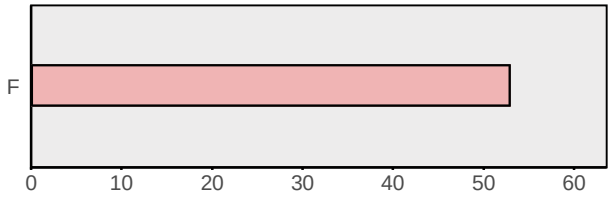
After allowing for the size of the school and the number of subjects on offer, we have calculated a score for each subject's popularity relative to the average popularity of that subject in similar schools. Scores range from 100 (the maximum) to zero; the line at 50 indicates subjects that are averagely 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.



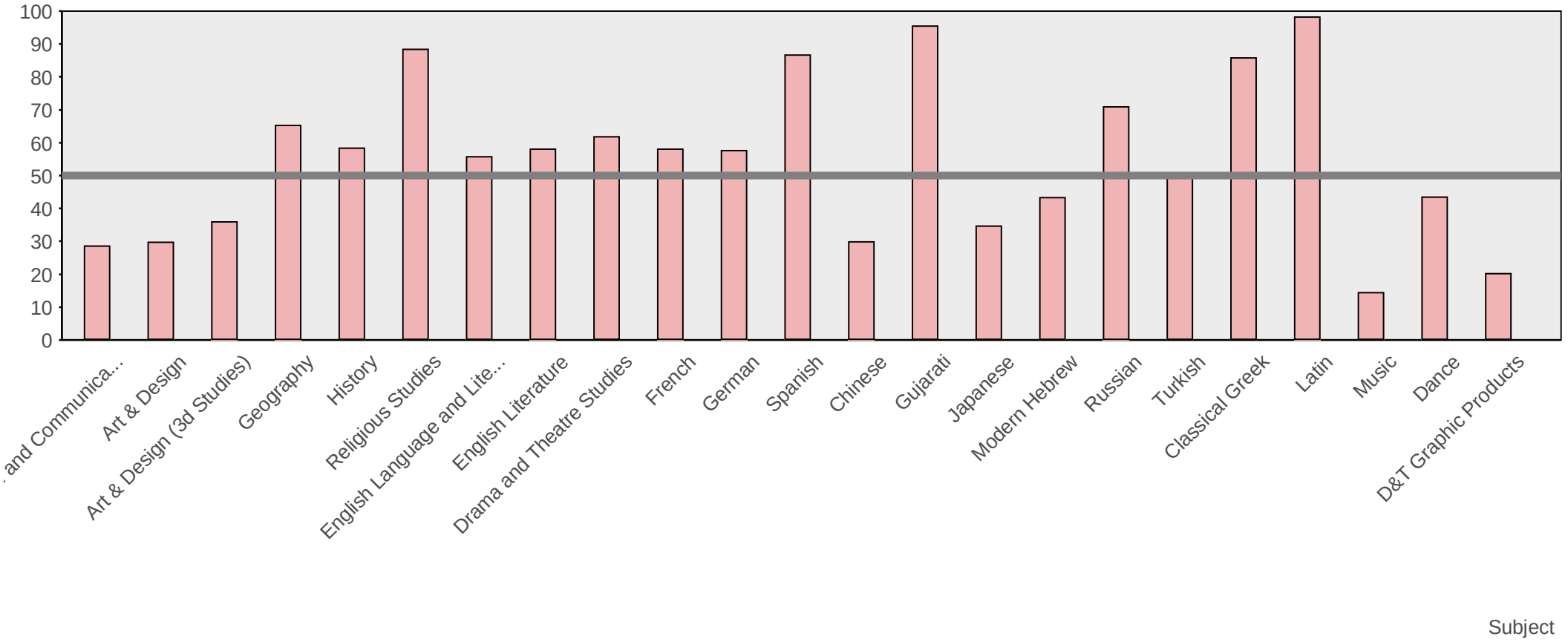
How popular is each Free standing Maths Qual Level 3 subject, relative to similar schools?



After allowing for the size of the school and the number of subjects on offer, we have calculated a score for each subject's popularity relative to the average popularity of that subject in similar schools. 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.

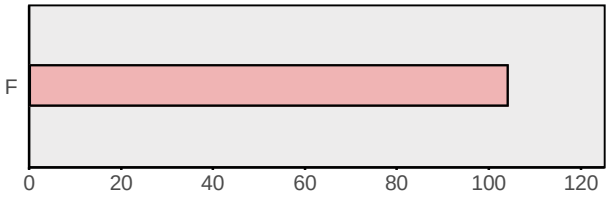


How popular is each GCSE subject, relative to similar schools?

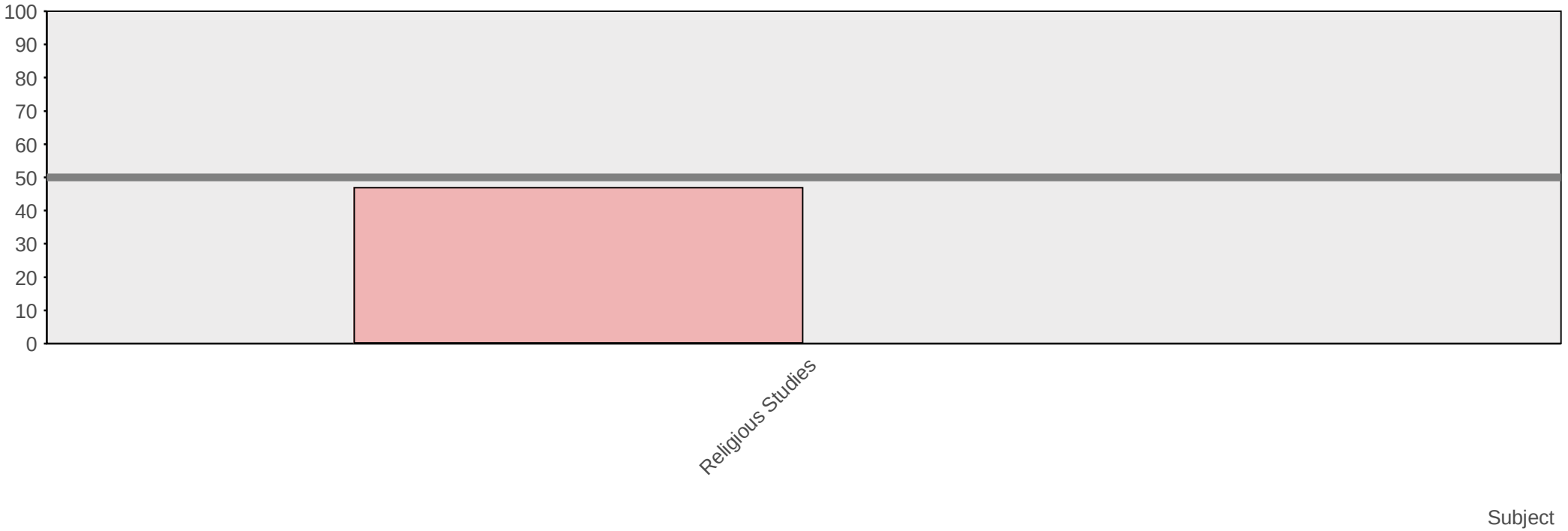


Subject

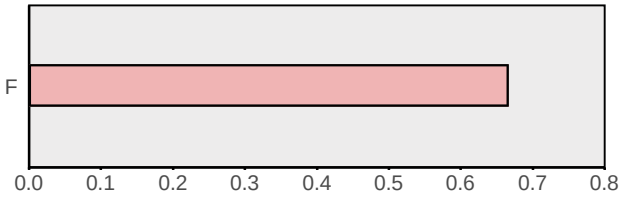
After allowing for the size of the school and the number of subjects on offer, we have calculated a score for each subject's popularity relative to the average popularity of that subject in similar schools. Scores range from 100 (the maximum) to zero; the line at 50 indicates subjects that are averagely 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.



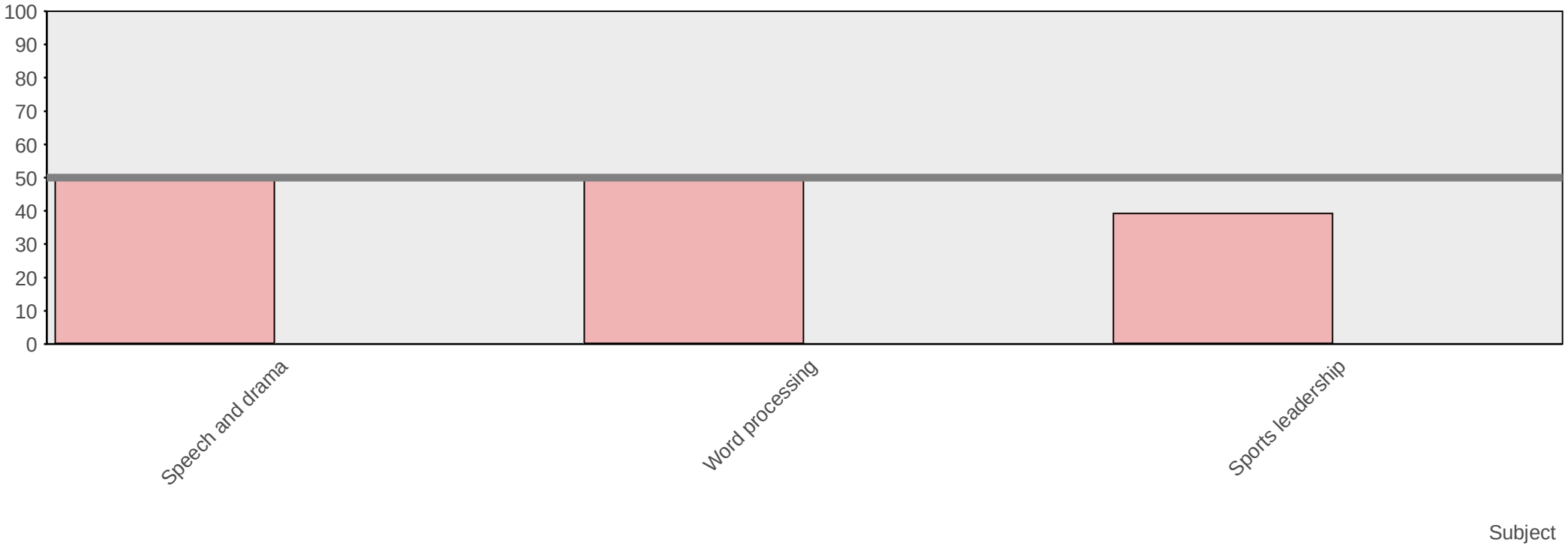
How popular is each GCSE Short Course subject, relative to similar schools?



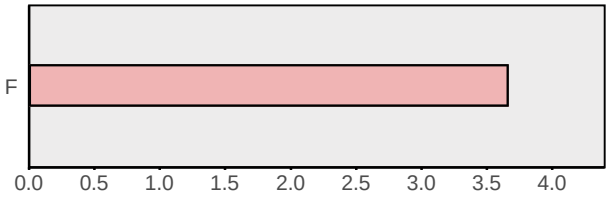
After allowing for the size of the school and the number of subjects on offer, we have calculated a score for each subject's popularity relative to the average popularity of that subject in similar schools. Scores range from 100 (the maximum) to zero; the line at 50 indicates subjects that are averagely 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.



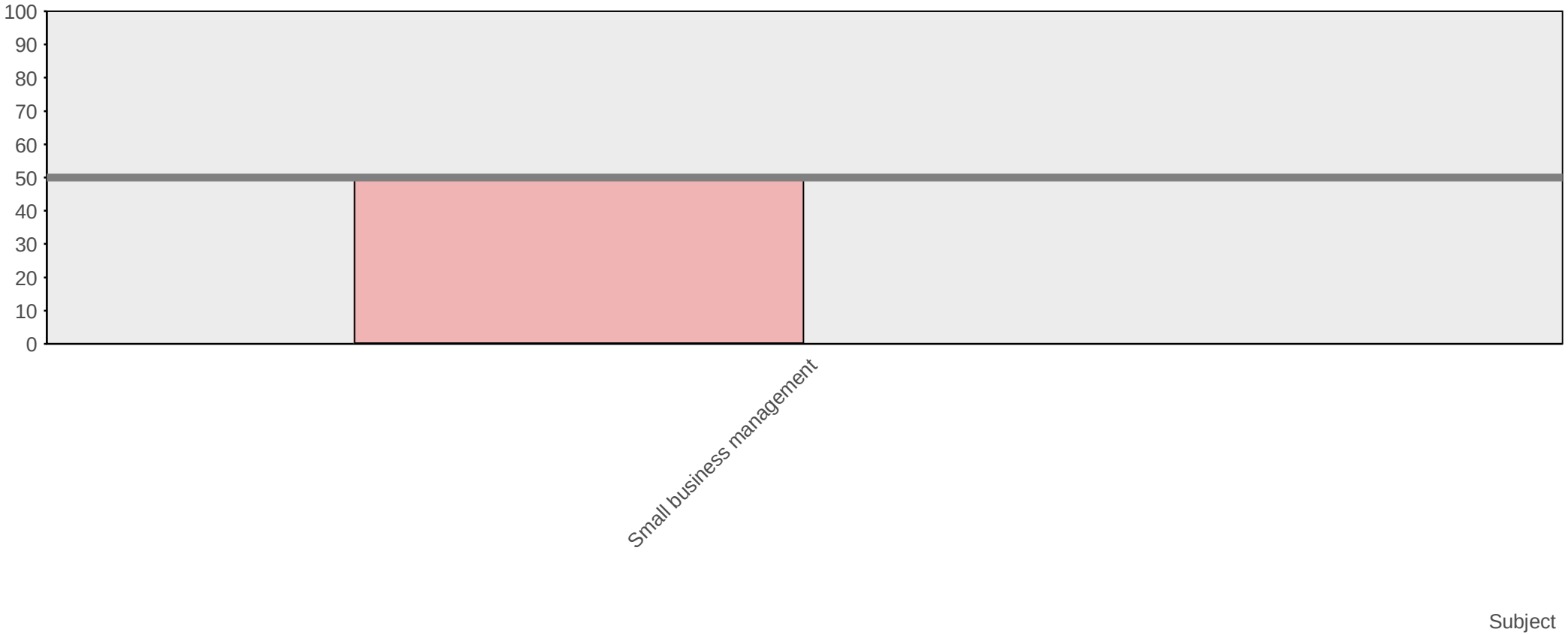
How popular is each VRQ Level 1 subject, relative to similar schools?



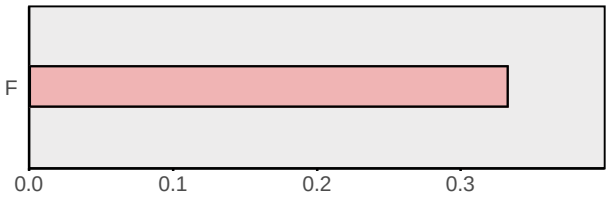
After allowing for the size of the school and the number of subjects on offer, we have calculated a score for each subject's popularity relative to the average popularity of that subject in similar schools. Scores range from 100 (the maximum) to zero; the line at 50 indicates subjects that are averagely 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.



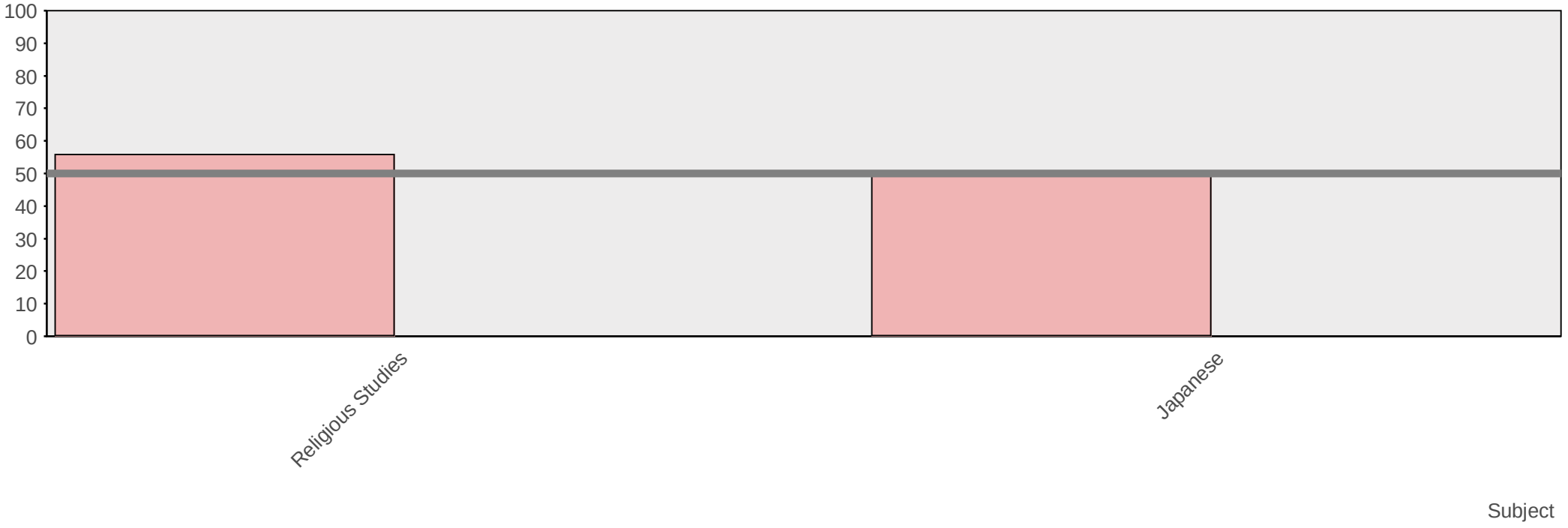
How popular is each VRQ Level 2 subject, relative to similar schools?



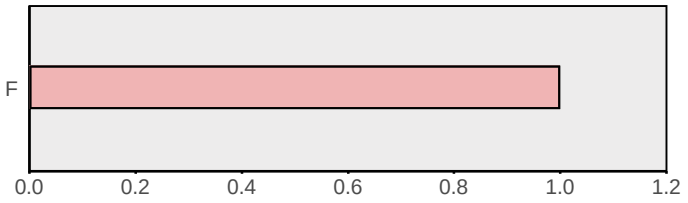
After allowing for the size of the school and the number of subjects on offer, we have calculated a score for each subject's popularity relative to the average popularity of that subject in similar schools. Scores range from 100 (the maximum) to zero; the line at 50 indicates subjects that are averagely 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.



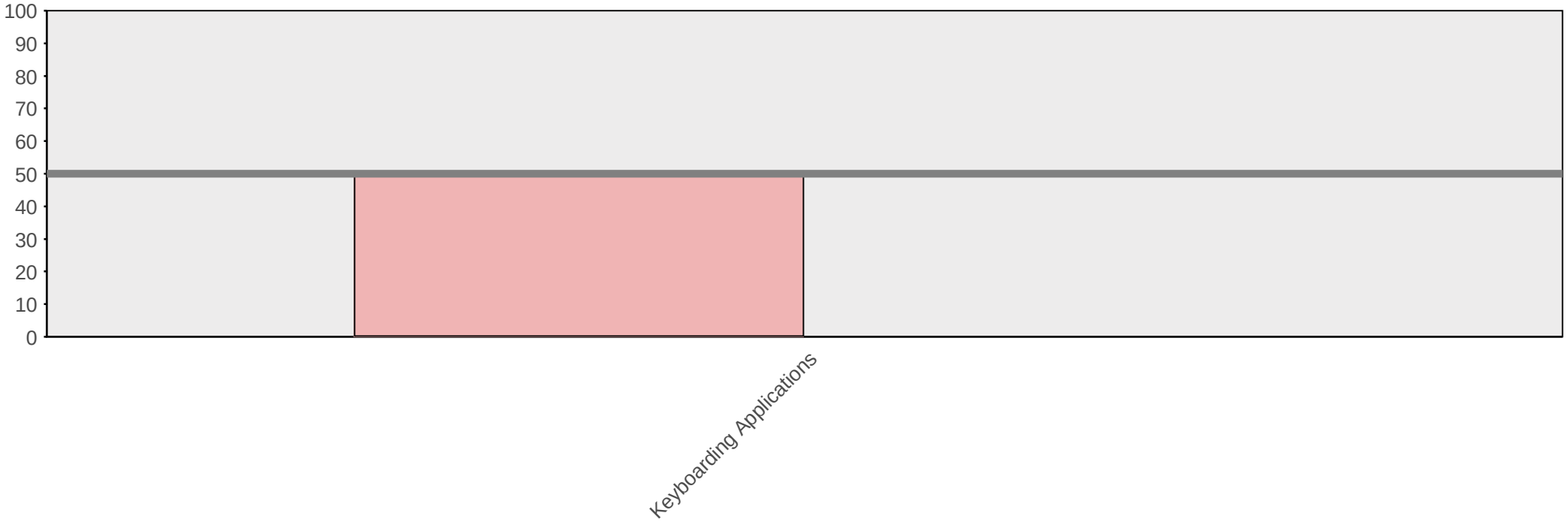
How well do pupils do in each AS level subject, relative to their performance in other exams?



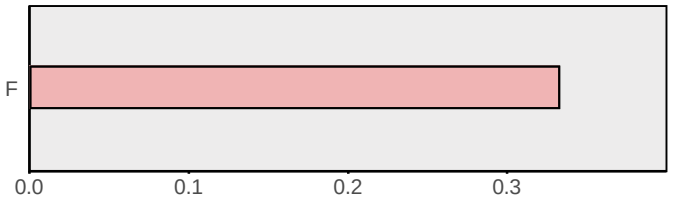
We have compared the grades obtained by pupils taking each subject with the grades obtained by those same students in the other subjects that they took. Scores range from 100 (the maximum) to zero; the line at 50 indicates subjects where pupils achieve (on average) their average grade for all the exams that they take (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.



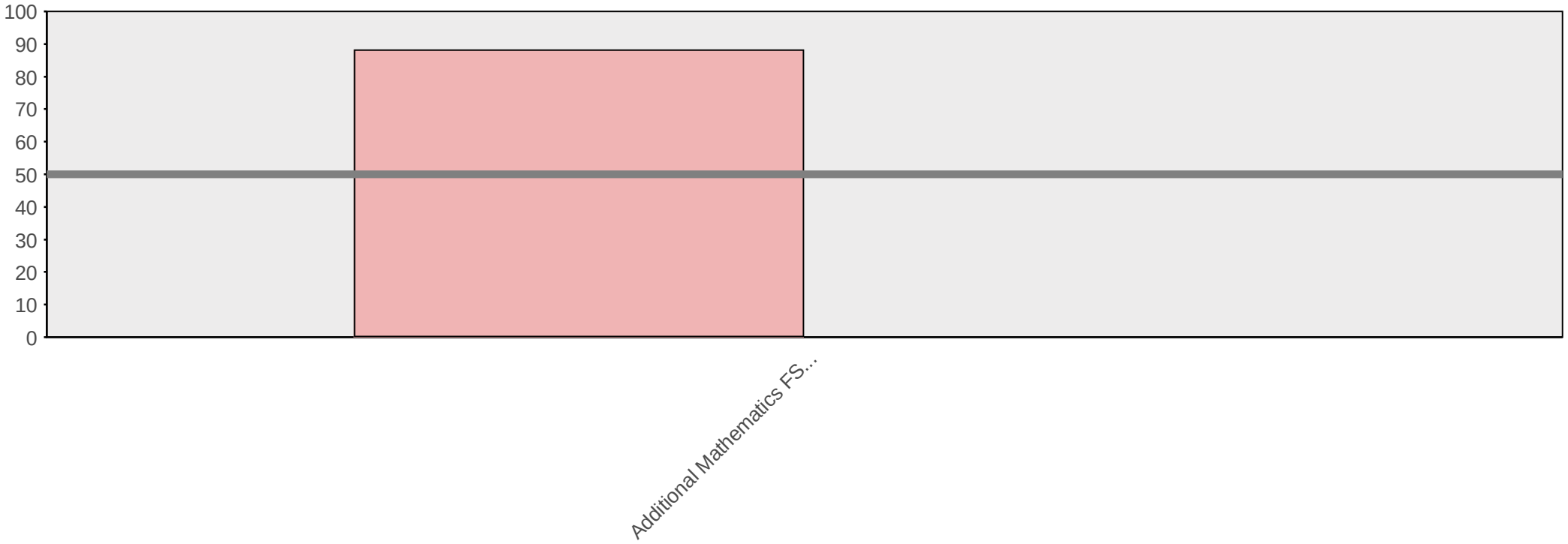
How well do pupils do in each ELQ Band A subject, relative to their performance in other exams?



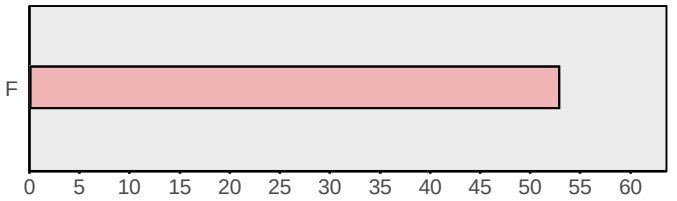
We have compared the grades obtained by pupils taking each subject with the grades obtained by those same students in the other subjects that they took. Scores range from 100 (the maximum) to zero; the line at 50 indicates subjects where pupils achieve (on average) their average grade for all the exams that they take (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.



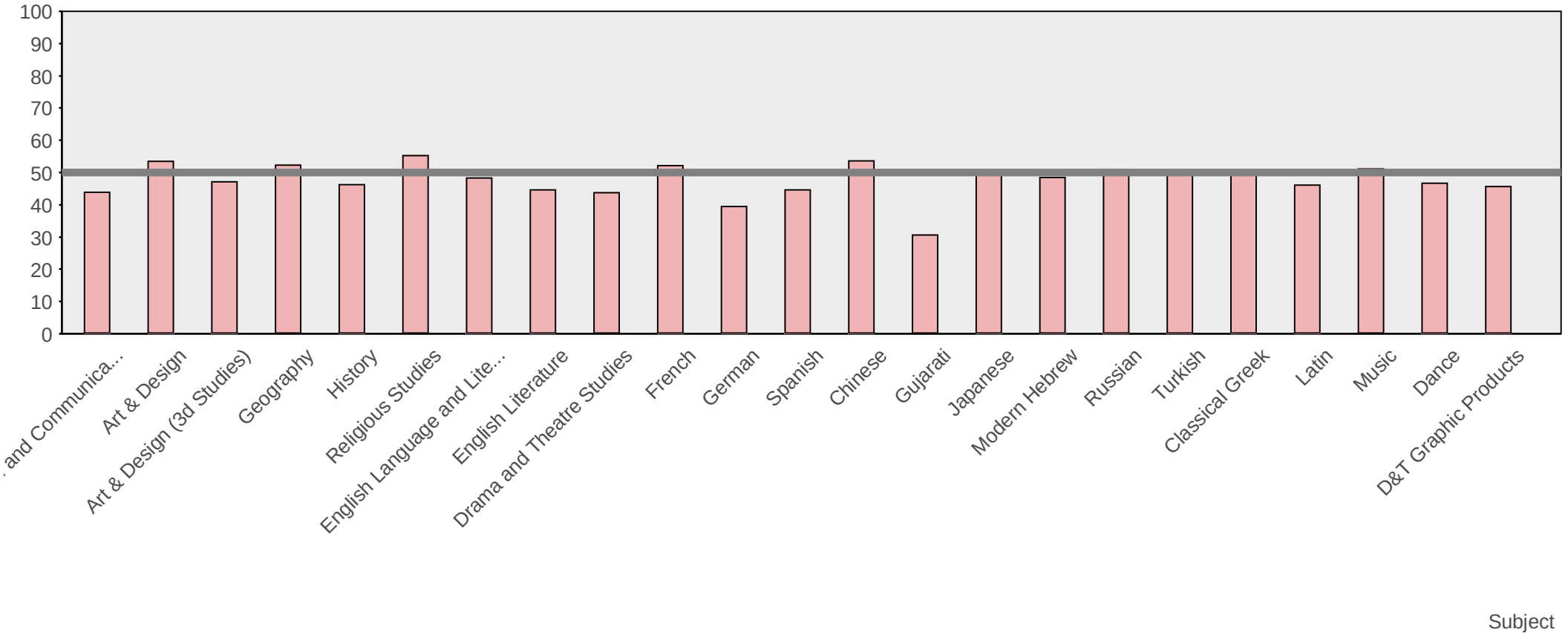
How well do pupils do in each Free standing Maths Qual Level 3 subject, relative to th...



We have compared the grades obtained by pupils taking each subject 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 achieve (on average) their average grade for all the exams that they take (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.

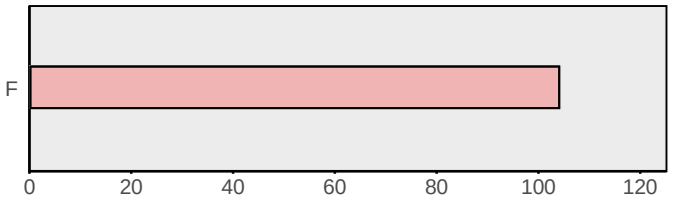


How well do pupils do in each GCSE subject, relative to their performance in other exams?

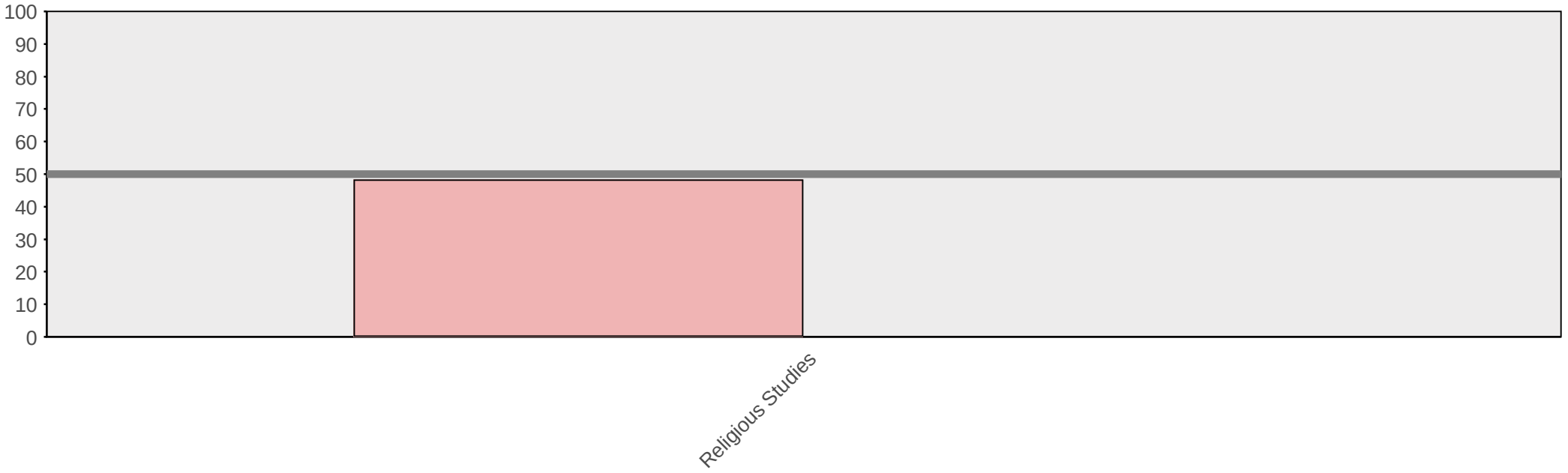


Subject

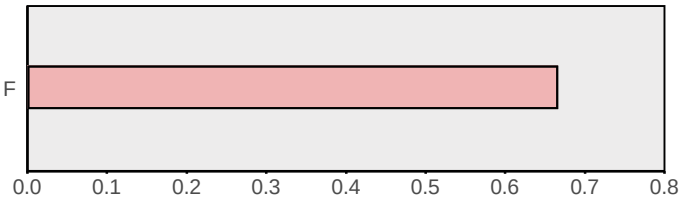
We have compared the grades obtained by pupils taking each subject with the grades obtained by those same students in the other subjects that they took. Scores range from 100 (the maximum) to zero; the line at 50 indicates subjects where pupils achieve (on average) their average grade for all the exams that they take (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.



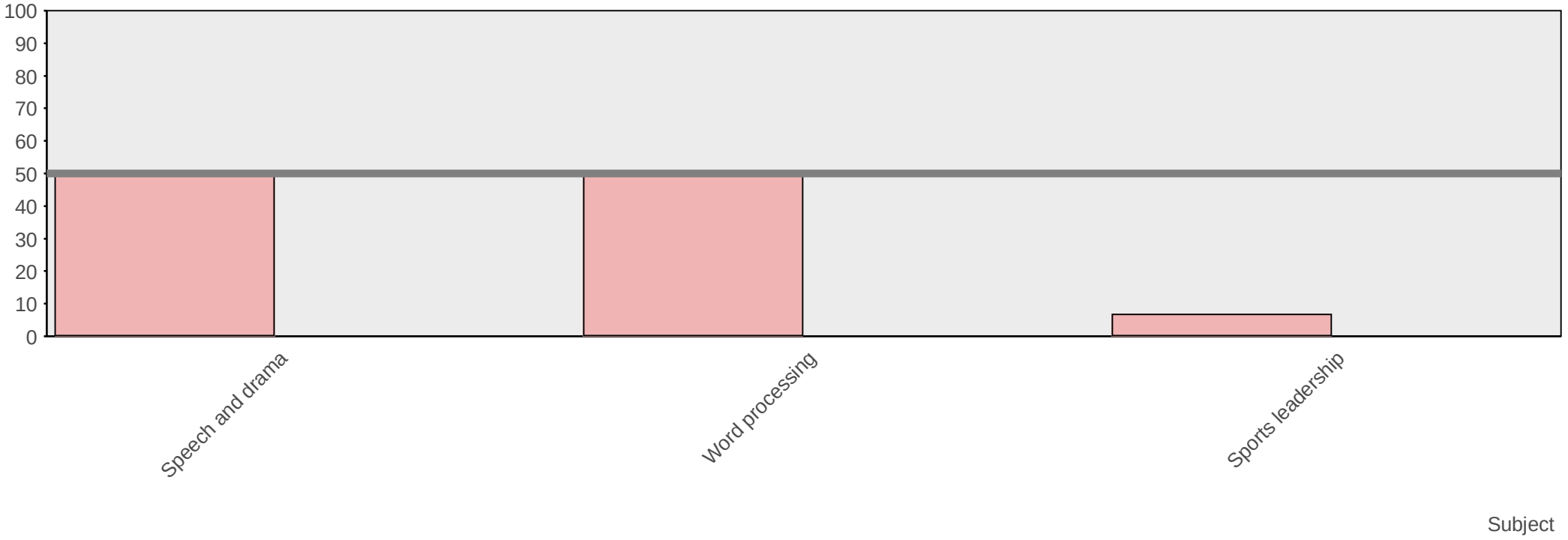
How well do pupils do in each GCSE Short Course subject, relative to their performance in oth...



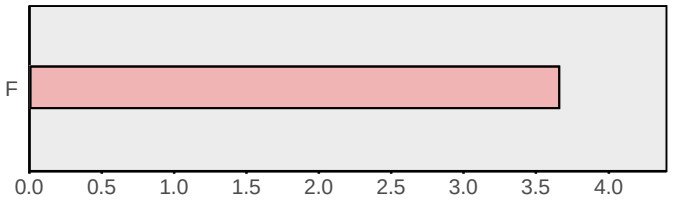
We have compared the grades obtained by pupils taking each subject with the grades obtained by those same students in the other subjects that they took. Scores range from 100 (the maximum) to zero; the line at 50 indicates subjects where pupils achieve (on average) their average grade for all the exams that they take (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.



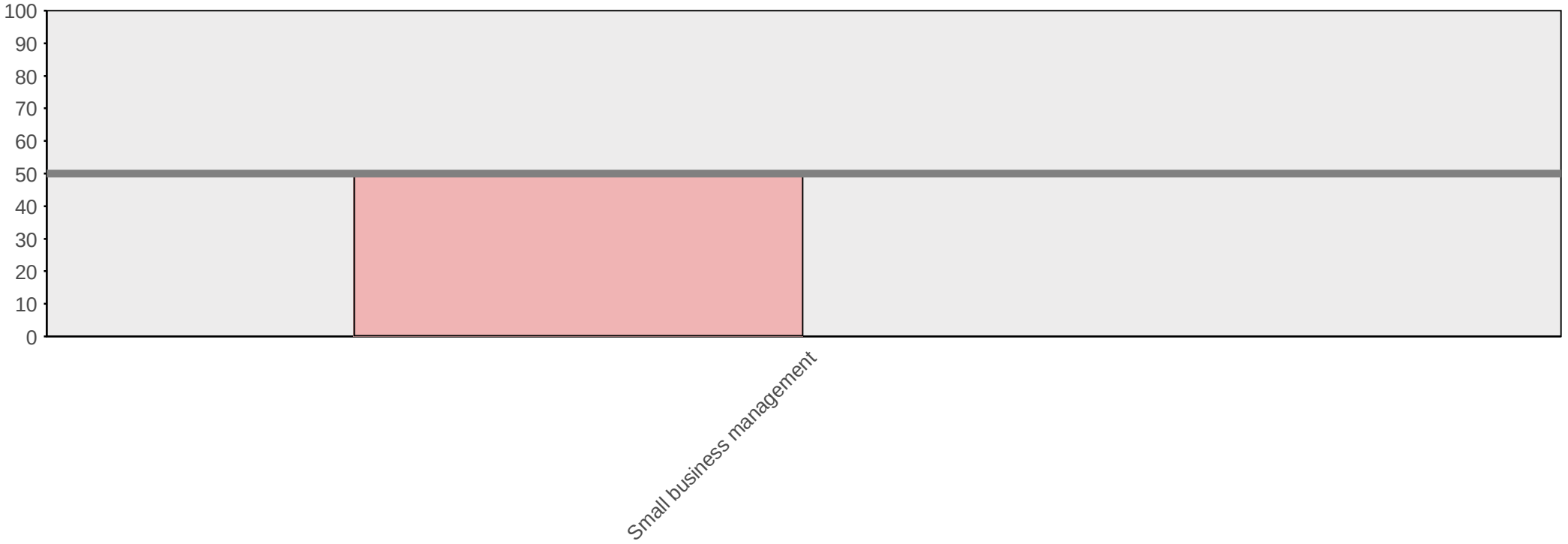
How well do pupils do in each VRQ Level 1 subject, relative to their performance in other exams?



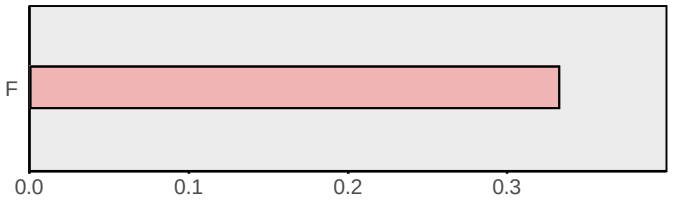
We have compared the grades obtained by pupils taking each subject with the grades obtained by those same students in the other subjects that they took. Scores range from 100 (the maximum) to zero; the line at 50 indicates subjects where pupils achieve (on average) their average grade for all the exams that they take (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.



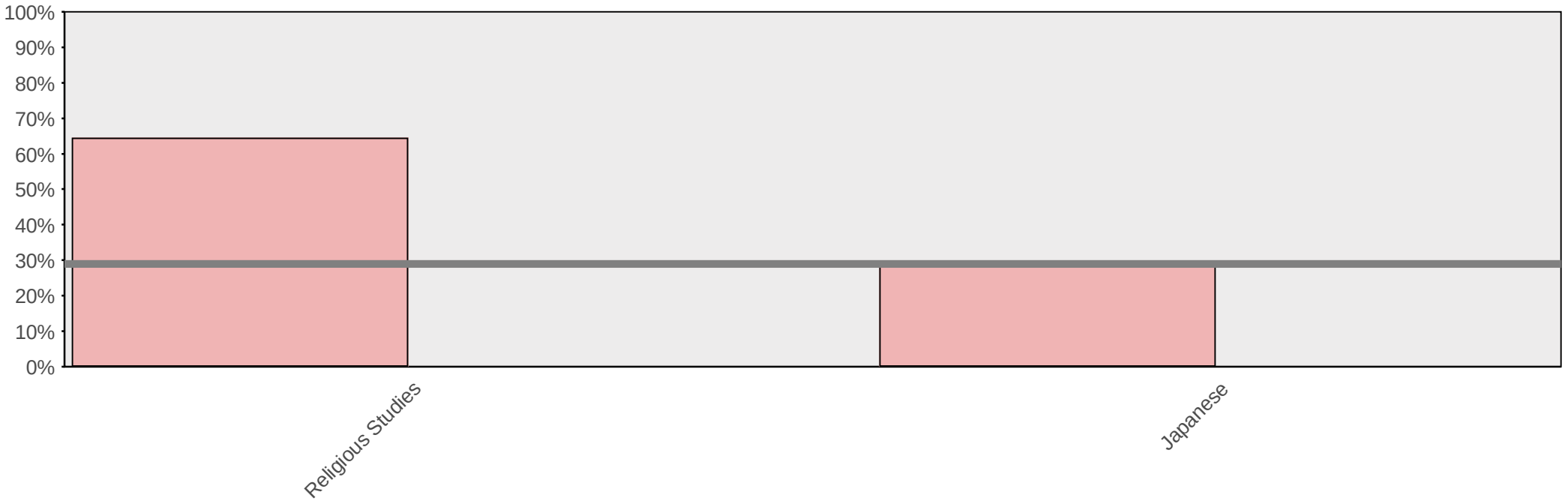
How well do pupils do in each VRQ Level 2 subject, relative to their performance in other exams?



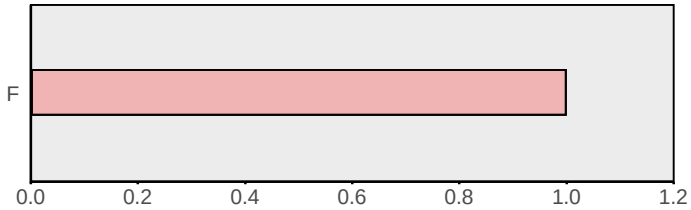
We have compared the grades obtained by pupils taking each subject with the grades obtained by those same students in the other subjects that they took. Scores range from 100 (the maximum) to zero; the line at 50 indicates subjects where pupils achieve (on average) their average grade for all the exams that they take (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.



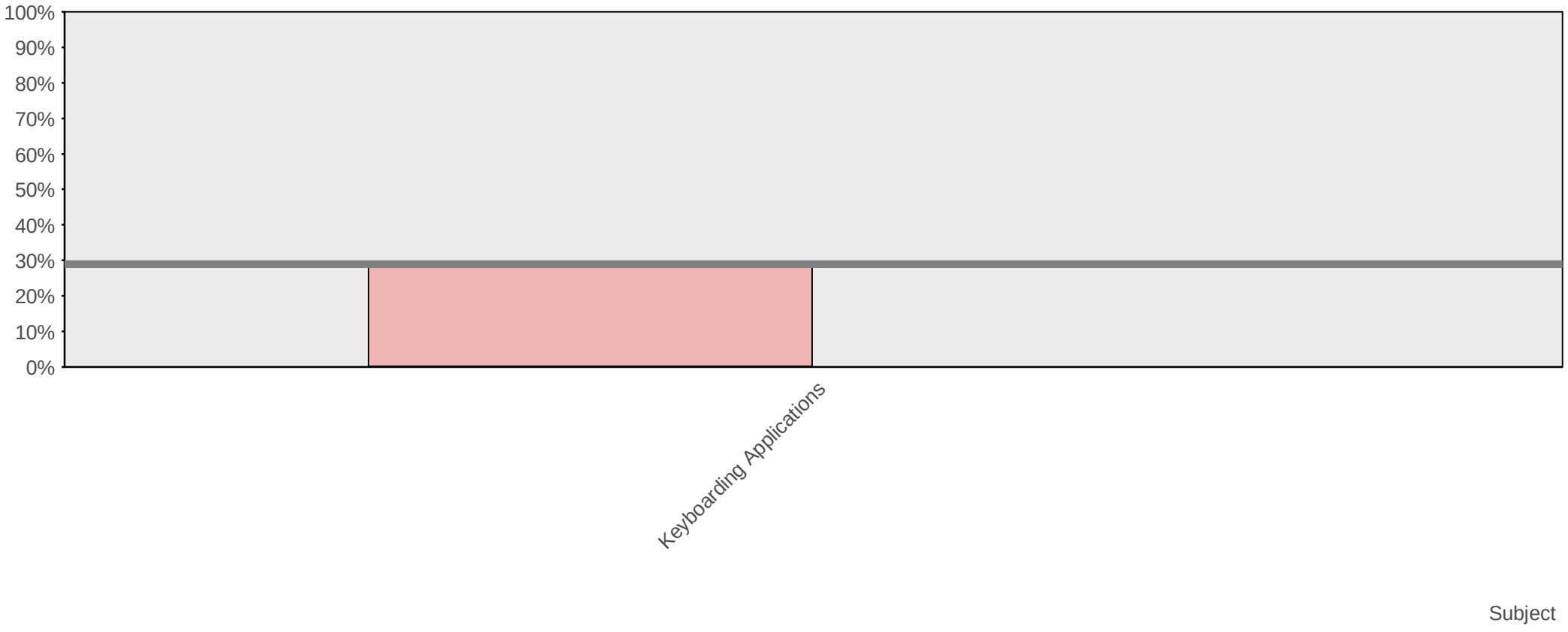
Weighted percentage of A*, A and B grades (or equivalent) in each AS level subject



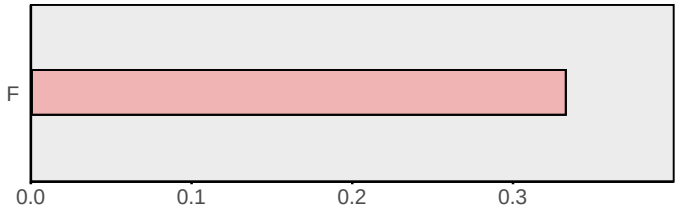
We have given a double weighting to the percentages of A* and A grades (or equivalent), added that to the percentage of B grades, and have scaled that back to a single percentage.
Scores range from 100% (the maximum) to zero; the grey line indicates the national average.
Subjects which only have a few pupils taking them have been scaled back towards the national average.



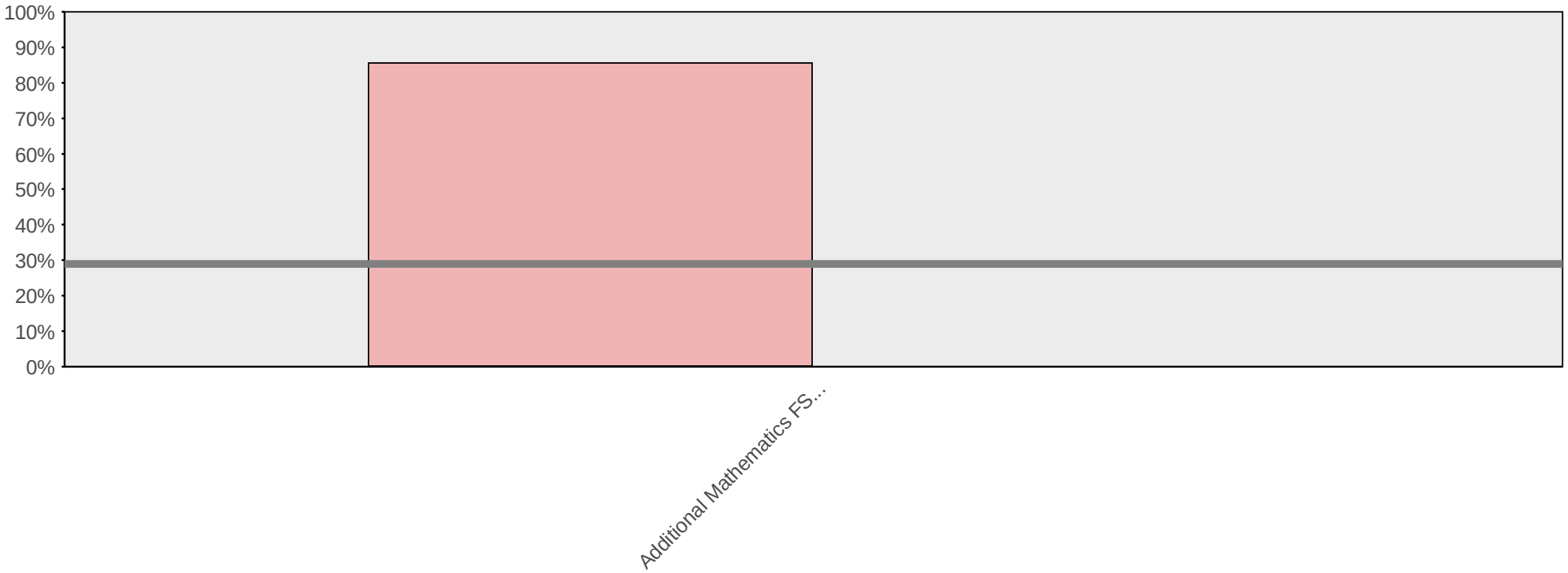
Weighted percentage of A*, A and B grades (or equivalent) in each ELQ Band A subject



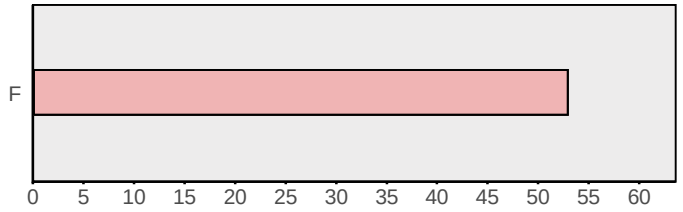
We have given a double weighting to the percentages of A* and A grades (or equivalent), added that to the percentage of B grades, and have scaled that back to a single percentage.
Scores range from 100% (the maximum) to zero; the grey line indicates the national average.
Subjects which only have a few pupils taking them have been scaled back towards the national average.



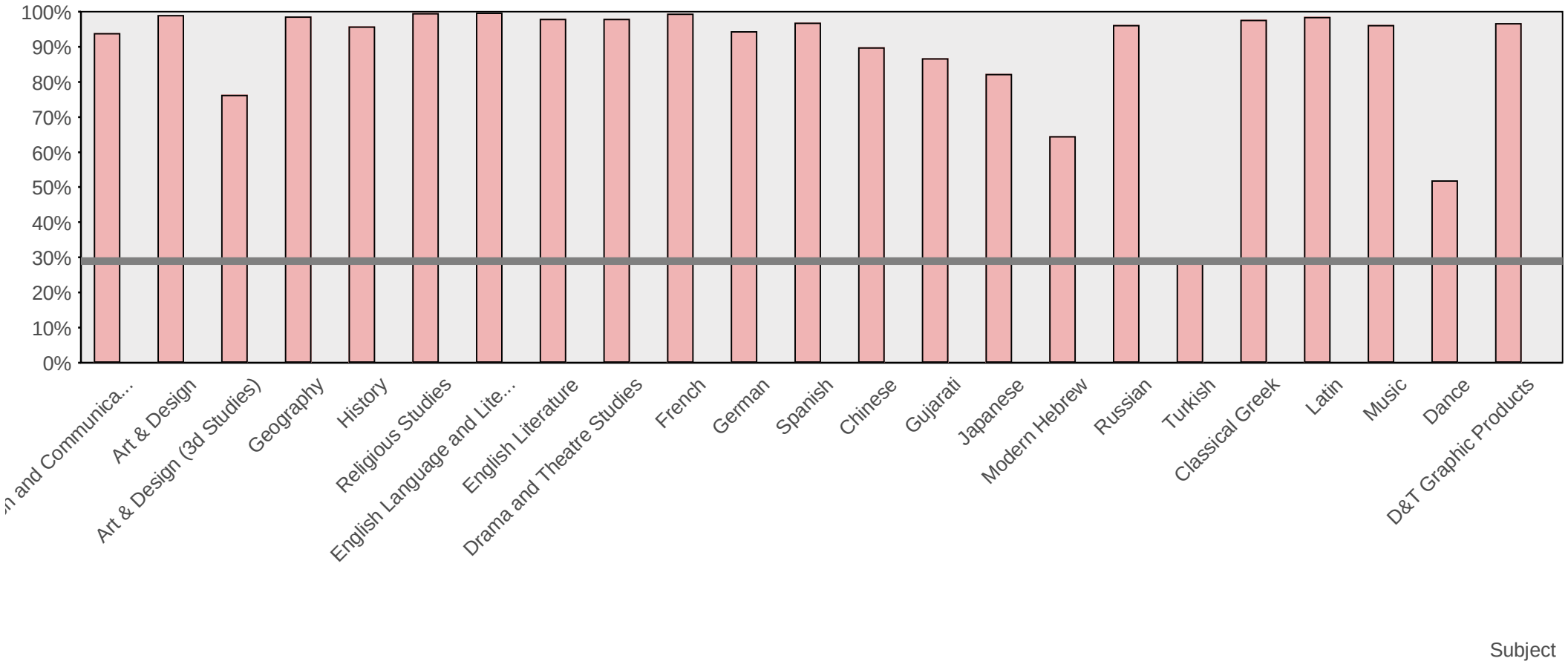
Weighted percentage of A*, A and B grades (or equivalent) in each Free standing Maths Qu...



We have given a double weighting to the percentages of A* and 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 average.

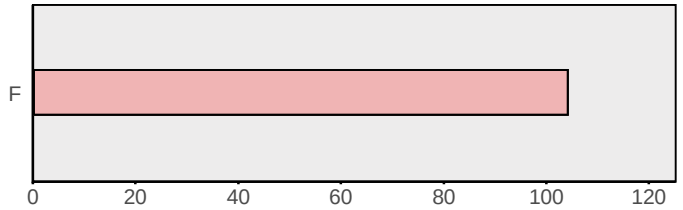


Weighted percentage of A*, A and B grades (or equivalent) in each GCSE subject

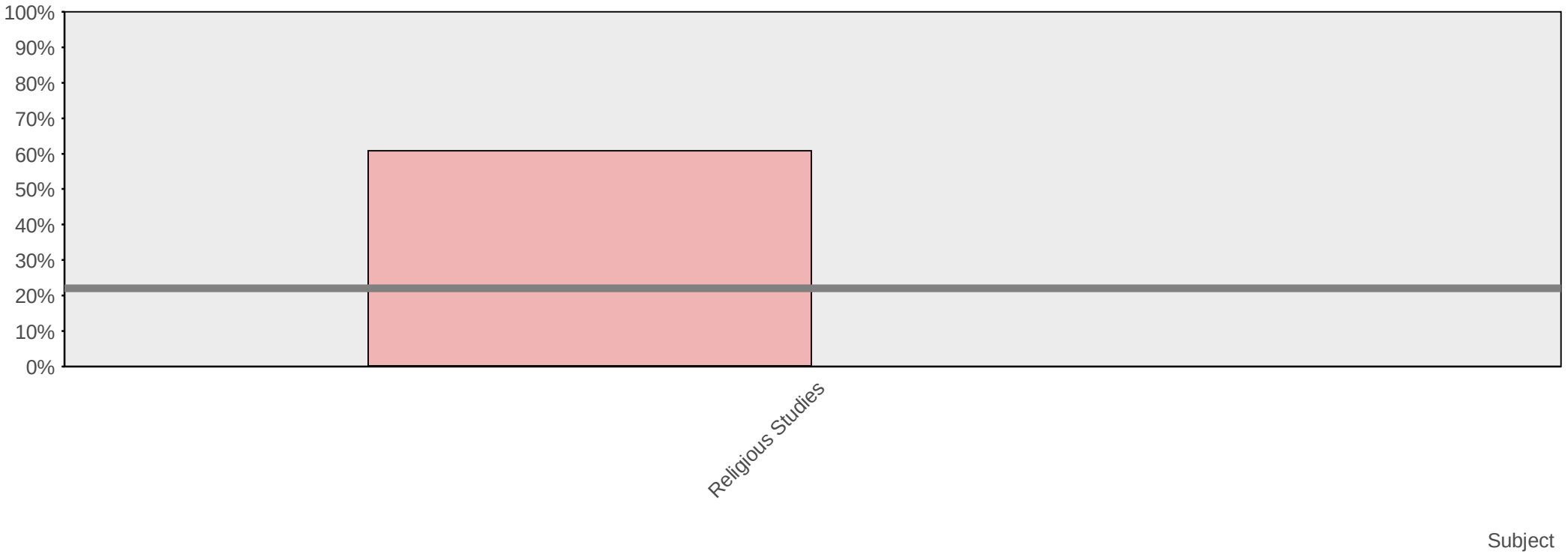


Subject

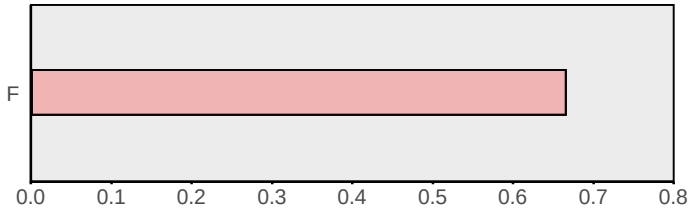
We have given a double weighting to the percentages of A* and A grades (or equivalent), added that to the percentage of B grades, and have scaled that back to a single percentage.
Scores range from 100% (the maximum) to zero; the grey line indicates the national average.
Subjects which only have a few pupils taking them have been scaled back towards the national average.



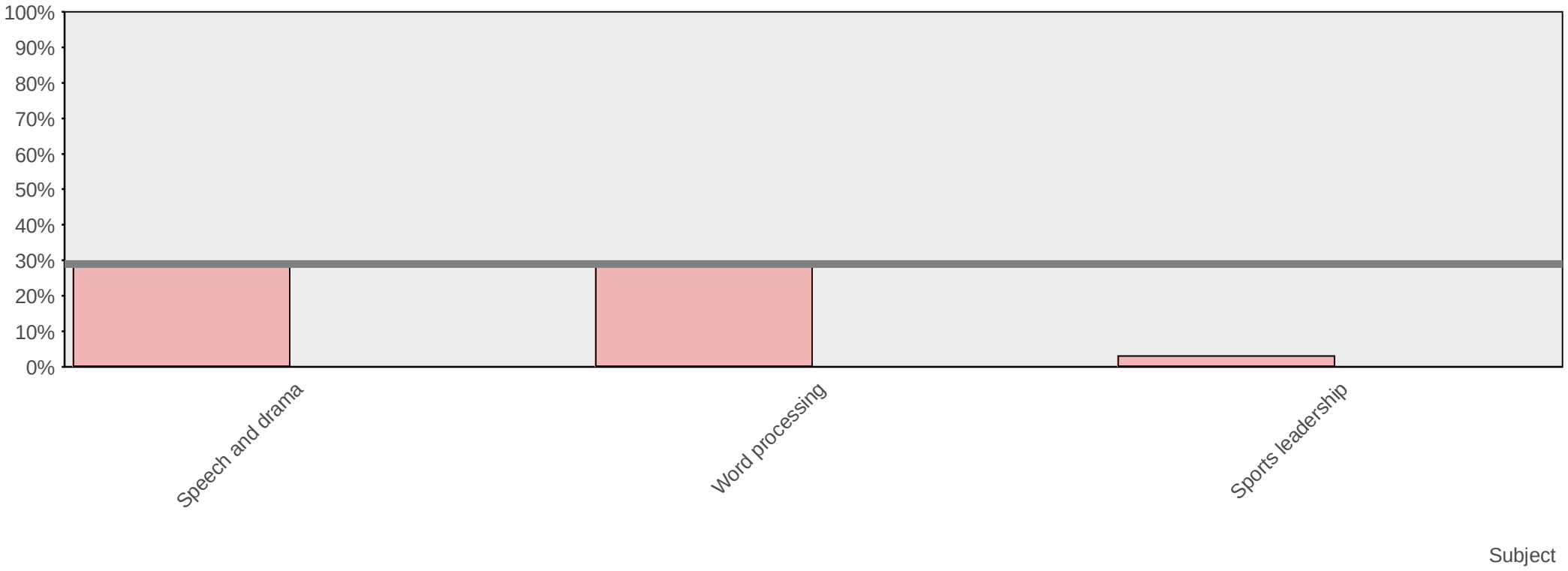
Weighted percentage of A*, A and B grades (or equivalent) in each GCSE Short Course subject



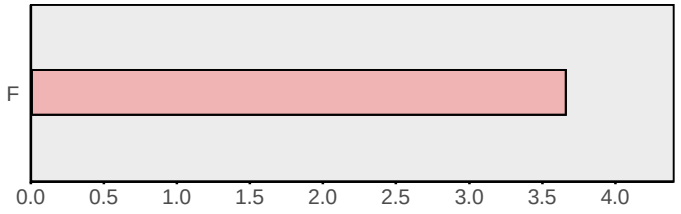
We have given a double weighting to the percentages of A* and A grades (or equivalent), added that to the percentage of B grades, and have scaled that back to a single percentage.
Scores range from 100% (the maximum) to zero; the grey line indicates the national average.
Subjects which only have a few pupils taking them have been scaled back towards the national average.



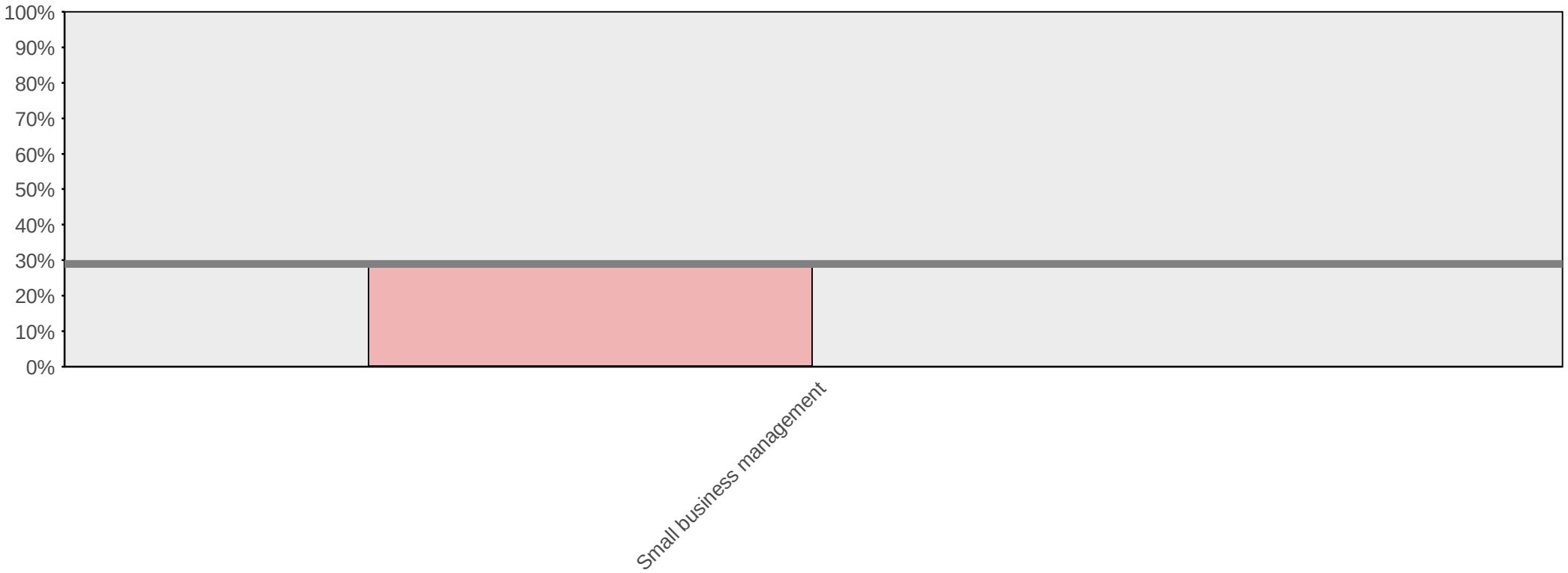
Weighted percentage of A*, A and B grades (or equivalent) in each VRQ Level 1 subject



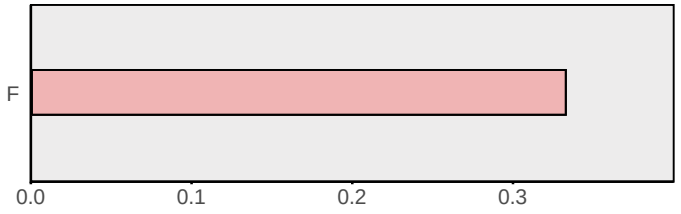
We have given a double weighting to the percentages of A* and A grades (or equivalent), added that to the percentage of B grades, and have scaled that back to a single percentage.
Scores range from 100% (the maximum) to zero; the grey line indicates the national average.
Subjects which only have a few pupils taking them have been scaled back towards the national average.



Weighted percentage of A*, A and B grades (or equivalent) in each VRQ Level 2 subject



We have given a double weighting to the percentages of A* and 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 average.



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

and tell us how we could improve.