



St Benedict's Catholic High School

2014 GCSE Results

Key Measures (%)

5+ A* - C including English and Mathematics	65%
5+ A* - C	75%
GCSE English Language	70%
GCSE Mathematics	77%
A/A* grades	28%

Points Scored

Average Capped Score (Best 8)	330.65
Average Score per Student	436.17
Average Score per Entry	10.31

English Baccalaureate

	St Benedict's Catholic High School	National
2014	32%	Not available
2013	25.2%	23%
2012	36%	16%
2011	22%	15%

St Benedict's Catholic High School

Departmental Results (%)

Subject	Entries	A*	A	B	C	A* - C	A* - G	A/A*
Additional Biology	12	0	0	0	25	25	100	0
Biology	30	23.3	46.7	20	10	100	100	70
Chemistry	30	13.3	43.3	33.3	10	100	100	56.6
Physics	30	20	36.7	30	10	96.7	100	56.7
Science (Core)	77	0	26.7	11.7	41.6	55.9	100	2.6
Science: Additional	58	0	6.9	10.3	48.3	65.5	100	6.9
App of Mathematics	106	1.9	12.3	25.5	31.1	70.8	100	14.2
Methods in Maths	106	2.8	17	25.5	23.6	68.9	100	19.8
Information Technology	26	3.8	30.8	30.8	19.2	84.6	100	34.6
Home Economics: Food	14	14.3	7.1	35.7	35.7	92.9	100	21.4
Art & Design	19	21.1	21.1	21.1	21.1	84.2	100	42.2
Geography	69	2.9	10.1	17.4	26.1	56.5	100	13
History	38	10.5	23.7	31.6	7.9	73.7	100	34.2
Religious Studies	105	2.9	10.5	15.2	21	49.5	98.1	13.4
English Language & Lit	3	0	0	0	0	0	100	0
English Language	102	6.9	11.8	27.5	30.4	76.5	100	18.7
English Literature	102	12.7	18.6	31.4	15.7	78.4	99	31.3
Italian	1	100	0	0	0	100	100	100
Spanish	66	6.1	6.1	25.8	18.2	56.1	100	12.2
Music	17	0	35.3	23.5	17.6	76.5	100	35.3
Sports/ PE Studies	34	2.9	5.9	14.7	38.2	61.8	100	8.8
Business & Comm Systems	28	0	14.3	32.1	21.4	67.9	100	14.3
D&T Textile Technology	15	20	6.7	60	6.7	93.3	100	26.7
D&T Product Design	37	0	0	2.7	27	29.7	100	0
Aida	24	0	4.17	37.5	29.2	70.84	70.84	4.17
Cida	15	0	0	20	60	80	80	0
Extend – Law	4	0	0	100	0	100	100	0
Extend - Psychology	6	0	0	50	16.6	66.6	100	0

Teacher Assessment Comparative Report by Gender

This table shows the percentage of Year 9 pupils achieving each level in 2013, compared to national end of Key Stage 3 teacher assessment results for 2012

The number of eligible children is: 111

Figures may not total 100 per cent because of rounding

Teacher Assessment Results														
	Percentage at each level													
			W	1	2	3	4	5	6	7	8	EP	D	A
English	Boys	School	0	0	0	0	16	33	33	19	0	0	0	0
		National	1	1	1	3	14	36	32	10	1	0	0	1
	Girls	School	0	0	0	1	3	13	37	43	0	0	0	3
		National	0	0	1	1	7	29	42	18	1	0	0	1
	All	School	0	0	0	1	8	21	35	33	0	0	0	2
		National	0	0	1	2	11	33	37	14	1	0	0	1
Mathematics	Boys	School	0	0	2	5	5	16	37	35	0	0	0	0
		National	0	0	1	4	11	22	29	23	9	0	0	1
	Girls	School	0	0	1	0	1	10	44	32	7	0	0	3
		National	0	0	1	4	11	22	31	23	8	0	0	1
	All	School	0	0	2	2	3	13	41	33	5	0	0	2
		National	0	0	1	4	11	22	30	23	8	0	0	1
Science	Boys	School	0	0	0	0	16	26	26	33	0	0	0	0
		National	1	0	1	3	12	31	33	17	1	0	0	1
	Girls	School	0	0	0	0	1	16	47	32	0	0	0	3
		National	0	0	0	2	10	30	36	18	1	0	0	1
	All	School	0	0	0	0	7	20	39	32	0	0	0	2
		National	0	0	1	2	11	31	35	18	1	0	0	1

EP represents exceptional performance
W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1
D represents pupils who are disapplied under Section 364 or 365 of the Education Act 1996
A represents pupils who could not be assessed due to absences, or were absent on the day of the test

SCHOOL RESULTS

This table shows the percentage of pupils at each level at the end of Key Stage 3 2013
The number of pupils at the end of Key Stage 3 is 111

Figures may not total 100 per cent because of rounding

Teacher Assessment											
Percentage at each level											
W Zero	1	2	3	4	5	6	7	8	EP	Pupils disapplied	Pupils absent
English	0	0	1	8	21	35	33	0	0	0	2
Mathematics	0	2	2	3	13	41	33	5	0	0	2
Science	0	0	0	7	20	39	32	0	0	0	2
Modern Foreign Languages	0	0	2	13	44	34	2	0	0	4	2
Design & Technology	0	0	0	1	39	49	10	0	0	0	2
Geography	0	0	5	14	30	31	19	0	0	0	1
History	0	0	0	2	26	60	10	0	0	0	2
Art & Design	0	0	3	10	26	45	14	1	0	0	2
Music	0	0	0	3	29	46	19	3	0	0	1
Physical Education	0	0	0	5	52	32	11	0	0	0	1

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W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level1