

VALUE ADDED INDICATORS

... an important tool to use when selecting your child's future school

Deciding what school to send a child to is one of the most important decisions parents have to make. But how do you decide what's a good school and what's not?

Achievement and Attainment League Tables, that analyse schools' by exam results, are published annually by the UK Government.

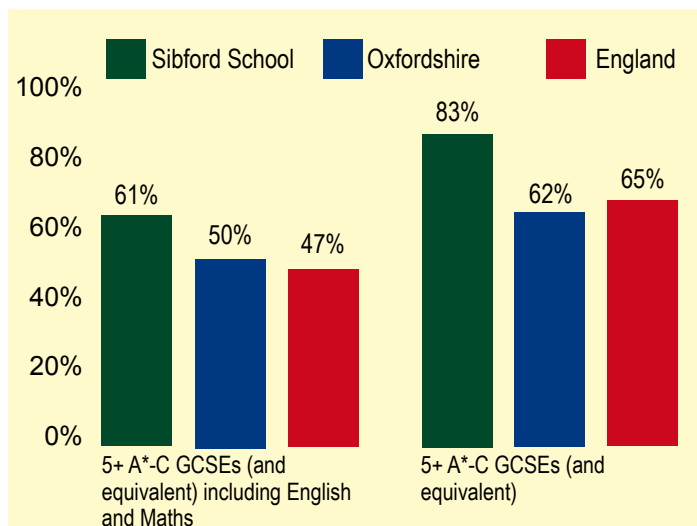
Here at Sibford School in Oxfordshire, we are proud of our achievements.

As you can see from the graph below, according to the latest published Government figures, our GCSE results not only exceed the average for Oxfordshire but for England as a whole.

However, League Tables only tell part of the story.

If a school is highly selective about the ability level of the pupils they admit, only picking those already showing strong academic achievement, then it is hardly surprising that their league table scores are high.

However, we believe that it is more important to look at how a school, its teaching, its facilities and its environs, help pupils to increase their level of academic achievement



Achievement and Attainment Tables 2008
Published by the Department for Children, Schools and Family

... which is where Value Added Indicators become a very useful tool indeed.

When a child starts at a school, he or she will be assessed to establish the target grades they would be expected to achieve by the time they sit their GCSE exams. These predictive grades are then compared against the actual grades achieved.

The assessments and scores are analysed by the Centre for Evaluation at the University of Durham. Established in 1983, the CEM is the largest educational research unit in a UK university and provides high quality information through scientifically grounded research.

Where a young person achieves their target grades, in other words, does as well as is anticipated, their Value Added score is 'zero'.

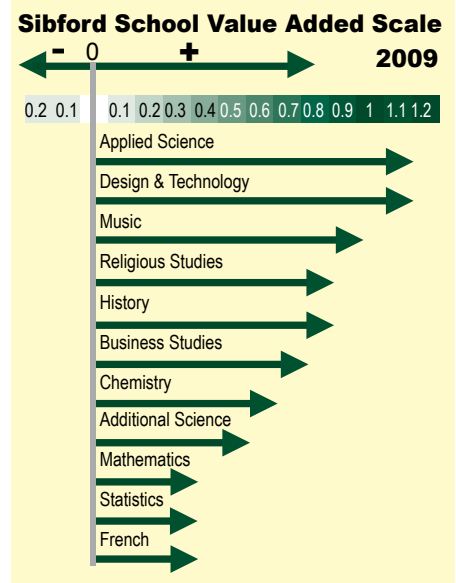
Where a child achieves a higher than expected result, they receive a positive Value Added score and

where they achieve lower, they receive a negative Value Added score.

The table above shows Sibford School's Value Added results for 2009 as published by the University of Durham.

In all cases the Value Added indicators are positive.

By
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In Music, Religious Studies and History, for example, the average Sibford Student has achieved nearly a whole grade better at GCSE than predicted, and in GCSE Applied Science and Design & Technology the gained improvement was more than a grade.

It is clear, therefore, that Sibford School is adding value to a wide range of subjects ... a pattern that is repeated year on year and a fact which we believe says far more about the excellence of the school than straight forward league tables.



Independent co-educational school
for boys and girls aged 4 ~ 18