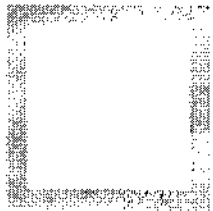


Secondary School

Key Stage 3

Achievement and Attainment Tables

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Salford
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SALFORD

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INTRODUCTION

These Tables give information on the achievement and attainment of pupils in local secondary schools, and how they compare with other schools in the local authority (LA) area and in England as a whole. They do not include independent schools.

The Tables show:

- a Key Stage 2 (KS2) to Key Stage 3 (KS3) value added measure;
- results from the KS3 tests taken in May 2006 in English, mathematics and science; and
- background information on each school.

The information in this booklet gives only part of the current picture of each school's overall achievements. Schools change from year to year and their future results may differ from those achieved by current pupils. A school's value added (VA) measure gives a greater indication of its overall effectiveness than the overall results or year on year comparison. The Tables should be considered alongside other important sources of information such as Ofsted reports, school prospectuses and School Profiles. Maintained schools, Academies, and City Technology Colleges must provide parents with prospectuses on request.

The School Profile was developed after consultation with schools, local authorities, governors, parents and pupils. It includes sections on the school's performance as well as narrative sections for the school to complete under a range of headings, including recent successes and intended improvements. School Profiles are accessible at www.schoolsfinder.direct.gov.uk

Parents may be interested to see the Ofsted report for a school. Ofsted school inspection reports can be obtained from Ofsted's website at www.ofsted.gov.uk or direct from the school.

These Tables are one of a set of 150, covering each LA area in England. All secondary schools in the area are listed in alphabetical order, including:

- LA maintained schools;
- Academies;
- City Technology Colleges; and
- Special schools (for pupils with special educational needs requiring special teaching and facilities).

If there are any middle schools where pupils have taken ALL of their Key Stage 3 tests early in May 2006, these will also be listed in a separate section in the Tables.

ABOUT THESE TABLES

General

These Tables give information about the National Curriculum Key Stage 3 (KS3) test results for maintained schools in England. For each local authority (LA), schools are listed alphabetically. Any special and middle schools, if applicable, are listed separately at the end.

A middle school will only appear on the list if they have pupils that have taken ALL of their Key Stage 3 tests early in May 2006.

If your child attends a school listed in the Tables, you may be interested to see how its results compare with other schools in the area, and with the LA and national averages. You can also see, at a glance, how each school's results have changed over the past four years.

You may wish to discuss the results with teachers at your child's school – how do they feel the school is performing, and what plans do they have to improve levels of achievement? How can you support the work of the school? What more can you do to help your own child do better?

Choosing a school

If you are considering local secondary schools for your child, you will find helpful information in the Tables about the performance of schools in your area. However, the Tables provide only part of the picture of each school's overall achievements.

You can find more information in school prospectuses and School Profiles, by checking for reports of recent Ofsted inspections and, of course, by visiting schools and talking to teachers.

How to read the Tables

The Secondary School (Key Stage 3) Achievement and Attainment Tables give more than one measure of a school's performance. These measures can be considered alongside each other when evaluating the performance of a school. The Tables show:

- background information for each school, including the number and percentage of pupils (a) with statements of special educational needs (SEN) or with SEN supported at School Action Plus; and (b) with SEN supported at School Action;
- a value added (VA) measure and coverage percentage;
- the number of pupils eligible for KS3 assessment including the number and percentage of pupils (a) with statements of special educational needs (SEN) or with SEN supported at School Action Plus; and (b) with SEN supported at School Action;
- the percentage of pupils achieving Level 5 or above and Level 6 or above at KS3 and the percentage of pupils absent from the tests or unable to access them;
- the average point score for the school; and
- bar charts showing results for the past four years.

The following sections describe and explain:

- the Key Stage 2 to Key Stage 3 value added measure (page 5);
- Key Stage 3 results including the average point score (page 7); and
- year on year comparisons (page 8).

You will find more information on the National Curriculum and its key stages, the levels of achievement expected of pupils at various ages and stages, and teacher assessments and tests at the end of this booklet.

Explanations of terms and abbreviations as well as explanations about where the information in this booklet comes from and how to get extra copies or more information are at the back of this booklet.

HOW TO READ THE TABLES

Key Stage 3 Achievement and Attainment Tables: 2006

SCHOOLS

| | | | | |
|-----------------|--------------------|-------------|--------------|------------|
| School 1 | FD | COMP | MIXED | R B |
| Address | (SC) | 11-18 | | ●● |
| Address | | | | |
| Postcode | Tel 00000 000 0000 | | | |

| Background Information | | | | Key Stage 2 to Key Stage 3 Value Added | | Key Stage 3 Test Results | | | | | | Year on year comparison | | | | | | | |
|---|--|----------------------------|---|--|----------|--|--|----------------------------|------------------------------|-------------|------------------------------|--|---------------------|--|------|------|------|------|-----|
| Total number of pupils on roll (all ages) | Total number and percentage of pupils with SEN | | Number of pupils on roll aged 13 as at 31 August 2005 | Measure | Coverage | Pupils eligible for Key Stage 3 assessment | | | % achieving Level 5 or above | | % achieving Level 6 or above | | Average point score | Aggregate of test percentages for Level 5+ | | | | | |
| | with statements or supported at School Action Plus | Supported at School Action | | | | Total | with statements or supported at School Action Plus | Supported at School Action | English | Mathematics | Science | (% absent or unable to access the tests) | | (% absent or unable to access the tests) | 2003 | 2004 | 2005 | 2006 | |
| 373 | 5 | 62 | 94 | 99.6 | 96% | 345 | 19 | 44 | 89% | 55% | 90% | 60% | 87% | 51% | 34.1 | 229 | 247 | 238 | 242 |
| | 1.3% | 16.6% | | | | | 5.5% | 12.8% | (1%) | (1%) | (8%) | | | | | | | | |

Abbreviations and symbols that appear in this section are explained in the 'Abbreviations and their Meanings' section at the back of this booklet.

The number of pupils on roll at the school

This shows the total number and percentage of pupils on roll at the school with statements of SEN or supported at School Action Plus. A statement describes any learning difficulties that the pupil has and specifies the extra help they need. Around 3% of pupils nationally have statements.

This shows the total number and percentage of pupils on roll with SEN supported at 'School Action'.

The number of pupils aged 13 in August 2005 on roll on 19th January 2006.

Value added measure based on the individual pupil progress between KS2 and KS3. The measure is represented as a number based around 100 and indicates the value the school has added on average for their pupils.

The percentage of pupils eligible for KS3 assessment who were included in the value added calculation. A value added measure is not published for schools with less than 50% coverage.

The percentage of pupils achieving Level 5 or above and Level 6 or above in the test. Level 5 and 6 are the expected levels for most 14 year olds.

The percentage of eligible pupils absent or unable to access the test.

Average point score is calculated by dividing the total number of points achieved by all pupils eligible for KS3 assessment in each subject, by the number of eligible pupils.

This shows the number and percentage of eligible pupils with SEN, first with statements or supported at School Action Plus, then supported at School Action.

Number of pupils eligible for KS3 assessment in 2006. This number includes pupils absent or unable to access the tests.

The bar charts show the sum of the three percentages of pupils achieving Level 5 or above in English, mathematics and science tests, in each of the past 4 years.

More detailed information about the National Curriculum and other terms used in this booklet can be found in the 'More Information' section at the back of this booklet.

KEY STAGE 2 (KS2) TO KEY STAGE 3 (KS3) VALUE ADDED MEASURE

What do we mean by value added?

Some pupils will find it particularly difficult to reach the level expected for their age in assessment tests. It may be, for example, that they have significant special educational needs (SEN). But all pupils are capable of making progress and it is important that schools are given recognition for the work that they do with their pupils.

We measure the progress that individual pupils have made between tests when they are in Year 6 (KS2), generally aged 11, and tests when they are in Year 9 (KS3) and generally aged 14. We call this the **value added measure**. Value added measures are intended to allow fairer comparisons between schools with different pupil intakes.

For example, school A might show higher percentages of pupils achieving Level 5 or above than school B. But school A's pupils may have done far better in their KS2 tests than school B's. For the value added measure, each school's pupils are compared individually with other pupils with similar KS2 test results. If they do better than the median – or middle – performance of those other pupils in their KS3 tests, the value added will be positive; if less well than those other pupils, it will be negative. All the individual pupil scores, positive and negative, are added together to form the school's value added measure.

If school A's pupils generally made less progress than the average for pupils with similar KS2 results, and school B's pupils generally made more progress than the average for pupils with similar KS2 results, then school B will have higher value added than school A, even though its percentage achieving Level 5 or above at KS3 is lower.

Value added measure

We base each pupil's value added score on a comparison between their KS3 performance and the median – or middle – performance of other pupils with the same or similar results at KS2. The individual pupil scores are averaged to produce the school level VA measure. This number is presented as a number based around 100. This indicates the value the school has added on average for its pupils.

A more detailed explanation of how value added measures are calculated, for a pupil and a school, can be found in the *Value Added Technical Information* section on the Achievement and Attainment Tables website at www.dfes.gov.uk/performance/tables

Interpretation of a school's value added measure

The value added scores are shown as a measure based around 100. **Measures above 100 represent schools where pupils on average made more progress than similar pupils nationally, while measures below 100 represent schools where pupils made less progress.**

For KS2 to KS3 value added, a measure of 101 means that on average each of the school's pupils made one term's more progress between KS2 and KS3 than the median – or middle value – for pupils with similar KS2 attainment. A score of 99 means that the school's pupils made a term's less progress.

What a school's value added measure tells you

The value added measure gives the best indication in these Tables of schools' overall effectiveness. But the significance that can be attached to any particular school's value added measure depends, among other things, on the number of pupils included in the value added calculation. The smaller the number of pupils, the less confidence can be placed on the value added measure as an indicator of whether the effectiveness of a school is significantly above or below average.

Mainstream Schools

As a guide, at KS2 to KS3, for schools with 50 or more pupils in the value added measure, measures of 98.9 to 100.7 represent broadly average performance, while for schools with 100+ pupils, measures of 99.2 to 100.4 are broadly average.

When comparing the measures for two schools with cohorts of about 50 pupils, differences of up to 1.2 should not be regarded as significant, while for schools with about 100 pupils, differences up to 0.9 should not be regarded as significant.

Special Schools

Particular care should be taken with the results for special schools and other schools where cohort sizes are small. For example, for special schools with 10 pupils included in the value added measure, only measures of below 99.0 or above 102.3 are likely to be significantly different from the average.

Value Added Profiles

The table below shows how the value added measure for a school compares to other schools nationally.

| Key Stage 2 to Key Stage 3 Value Added Measure | |
|--|----------------------------------|
| Profiles | Percentiles |
| 103.1 and above | Top 5% of schools nationally |
| 100.9 to 103.0 | Next 20% of schools nationally |
| 100.3 to 100.8 | Next 15% of schools nationally |
| 99.7 to 100.2 | Middle 20% of schools nationally |
| 99.1 to 99.6 | Next 15% of schools nationally |
| 97.8 to 99.0 | Next 20% of schools nationally |
| 97.7 and below | Bottom 5% of schools nationally |

Coverage

The coverage column shows the percentage of pupils eligible for KS3 assessment included in the value added calculation. This gives some indication of schools where the value added measure may be unrepresentative. A low percentage means that information was not available to calculate the value added scores of many of the school's pupils, and so these pupils could not be included in the school value added calculation. Where coverage is less than 50%, the value added measure has not been published.

Future developments to value added measures

Currently, the value added (VA) measures used in the Tables take account of individual pupils' *prior attainment* in comparing school outcomes. The Department is committed to implementing a more sophisticated VA methodology, and is developing a Key Stage 2-3 Contextual Value Added (CVA) measure which will, if successful, be introduced in the 2007 Secondary School (KS3) Tables. This methodology is very similar to that introduced into the Key Stage 4 (KS4) Tables this year. More details can be found on the Tables website at www.dfes.gov.uk/perfomancetables

KEY STAGE 3 TEST RESULTS

The results

This part of the Tables shows:

- the number of pupils who were at the end of KS3 and therefore eligible to take the tests in May 2006;
- the number and percentage of eligible pupils (a) with statements of special educational needs (SEN) or with (SEN) supported at School Action Plus; and (b) with SEN supported at School Action as at May 2006;
- the percentage of eligible pupils in each subject who achieved Level 5 or above and Level 6 or above in English, mathematics and science tests. Level 5 or 6 is the level of achievement expected of most pupils at the end of KS3; and
- the average point score (APS).

Eligible pupils

The number of pupils eligible for KS3 assessment in the 2005/06 school year is shown for each school. All pupils – including those with statements of special educational needs – are eligible for assessment under the National Curriculum when they reach the end of KS3. Most will be aged 14 by the end of the school year. Some, however, will be older or younger. This number includes all eligible pupils on the school roll at the time of the tests in May 2006 – regardless of whether or not they sat the test. For example, a pupil may have been absent, or working at the level of the tests but unable to access them.

Eligible pupils with special educational needs (SEN)

The Tables also show how many of the pupils eligible for KS3 assessment had SEN. Some of these pupils may not have taken the tests – because they were working below the level assessed by the tests, or because they were working at the level of the tests but unable to access them. This will affect the school's overall results.

Level 5 or above and Level 6 or above at KS3

The Tables show the percentage of pupils achieving Level 5 or above and Level 6 or above in the KS3 tests for English, mathematics and science. Level 5/6 is the level expected of most 14 year olds. This percentage is based on all eligible pupils, including those who were absent at the time of the tests or unable to access them and, therefore, did not achieve a result. We include all eligible pupils in our calculations to ensure that the Tables give more comprehensive information about school performance.

What a schools' attainment measures tell you

- ☞ **National Curriculum tests measure pupils' attainment against the levels set by the National Curriculum. They measure the extent to which pupils have the specific knowledge, skills and understanding which the National Curriculum expects pupils to have mastered by the end of Key Stage 3. The National Curriculum tests do not measure a pupil's general ability in each of the subject areas.**
- ☞ **Measures of attainment, for example the proportion reaching Level 5 or above, show the actual results achieved by the cohort of pupils who took their KS3 tests in 2006.**
- ☞ **However, schools' KS3 results on these measures depend to a large extent on the prior attainment of their pupils (how well they did at KS2). To compare the effectiveness of two or more secondary schools, it is best to look at their value added measures, which adjust for differences in prior attainment. If you do wish to compare schools' Key Stage 3 results, bear in mind that small differences between school results are unlikely to be significant, particularly if the school's year group is small.**

Percentage of pupils absent or working at the level of the tests but unable to access them

The National Curriculum assessments have been designed to make sure that as many pupils as possible can be assessed. Parents cannot withdraw their children from any part of the National Curriculum.

Some pupils were absent from school at the time the tests were taken in May 2006 (perhaps due to illness) and did not achieve a test level.

A very small number of pupils may be unable to access some, or all, of the tests, even with special arrangements. These pupils are assessed as working at the level of the tests but unable to access them. This can happen if all or part of a test is not suitable for a pupil with particular special educational needs, though the tests are designed to cater for most pupils with special educational needs.

Each school's results at Level 5 or above and Level 6 or above are based on the results of all pupils at the end of KS3, including those who were absent on the day of the test or working at the level of the tests but unable to access them. Because those pupils are included in the calculations but did not achieve a test level, they may disproportionately affect a school's results. To help you take this into account, the percentage of eligible pupils who were absent at the time of the tests or working at the level of the test but unable to access them is shown alongside the percentage achieving Level 5 or above and Level 6 or above. The higher the percentage of those pupils, the more a school's results may have been affected by pupils with no test results.

Adjustments to the number of eligible pupils

The results for some schools have been adjusted. Some schools requested that pupils recently admitted from overseas with little or no English be discounted from the figures. This is allowed where the pupil was admitted for the first time to an English school in the 2004/05 or 2005/06 school year from outside the United Kingdom, and their first language is not English. The Government accepts that these pupils are unlikely to be able to show what they can do in the tests until they have improved their English language skills and are more familiar with the school curriculum in this country.

Average point score (APS)

The average point score provides a fuller picture of the KS3 achievements of pupils of all abilities. The published percentages indicate the expected levels of achievement, but the APS takes account of all eligible levels of attainment and therefore allows easier discrimination between schools, particularly those with similar percentages.

The APS is calculated by using the following formula:

$$\frac{(\text{Total points for English} + \text{Total points for maths} + \text{Total points for science})}{(\text{Total number of eligible pupils for each subject})} = \text{APS}$$

The total points for each subject are calculated by awarding each pupil a number of points, according to the table below, and then adding the total points together. This gives you the total points for a subject.

The APS calculation does not include those pupils that were absent at the time of the tests or working at the level of the tests but unable to access them.

See the following table for the points awarded per subject per pupil.

| KS3 test outcome (Level) | Points: | | |
|---|-------------|-------|---------|
| | English | Maths | Science |
| 8 | N/A | 51 | N/A |
| 7 | 45 | 45 | 45 |
| 6 | 39 | 39 | 39 |
| 5 | 33 | 33 | 33 |
| 4 | 27 | 27 | 27 |
| 3 | 21 | 21 | 21 |
| 2 | N/A | 15 | 15 |
| N (not awarded a test level) | 21 | 15 | 15 |
| B (working below the level of the test) | 21 | 15 | 15 |
| T (Unable to access the test) | Disregarded | | |
| A (Absent) | Disregarded | | |

More information on the calculation of the average point score can be found in the *Value Added Technical Information* section on the Achievement and Attainment Tables website at www.dfes.gov.uk/performancetables

Year on year comparison

The Tables show how the KS3 results of pupils in each school have changed over the past four years. Bar charts show the aggregates of the three percentages of pupils achieving Level 5 or above in the English, mathematics and science tests in each of the years 2003, 2004, 2005 and 2006.

The aggregate is calculated as follows:

$$\left[\frac{\text{No of pupils achieving L5+ in English}}{\text{No of eligible pupils in English}} + \frac{\text{No of pupils achieving L5+ in maths}}{\text{No of eligible pupils in maths}} + \frac{\text{No of pupils achieving L5+ in science}}{\text{No of eligible pupils in science}} \right] \times 100$$

= Aggregate (to the nearest whole number)

What the year on year comparison tells you

From the bar charts, you can see the history of a school's KS3 results, and whether they have stayed at the same level over time. Because each year group is made up of different pupils, with different prior attainment and other characteristics, results may fluctuate from year to year for reasons to do with the pupils rather than the school. Small fluctuations from year to year are unlikely to be significant, particularly if the school's year group is small.

SALFORD

SCHOOLS

The Albion High School

London Street CY COMP 11-16 907
Salford Lancashire
M6 6QT Tel: 0161 9211230 MIXED ○

All Hallows RC Business & Enterprise College

Weaste Lane VA COMP 11-16 503
Salford Gt Manchester
M5 5JH Tel: 0161 7364117 (B) MIXED ○

Beis Yaakov High School

69 Broom Lane VA COMP 11-16 R 193
Salford
M7 4FF Tel: 0161 7088220 GIRLS ○

Buile Hill High School

Eccles Old Road CY COMP 11-16 R 944
Salford Lancashire
M6 8RD Tel: 0161 7361773 MIXED ○

Harrop Fold School

Hilton Lane Worsley CY COMP 11-16 1054
Manchester Lancashire
M28 0SY Tel: 0161 7905022 MIXED ○

Hope High School

Prestwood Road CY COMP 11-16 811
Salford
M6 8GG Tel: 0161 7362637 MIXED ○

Irlam and Cadishead Community High School

Macdonald Road Irlam CY COMP 11-16 959
Manchester Lancashire
M44 5LH Tel: 0161 7755525 (B,M) MIXED ○

Moorside High School

East Lancashire Road Swinton CY COMP 11-16 1153
Manchester Lancashire
M27 0BH Tel: 0161 7941045 MIXED ○

St Ambrose Barlow RC High School

Shaftesbury Road Swinton VA COMP 11-16 734
Manchester Lancashire
M27 5SZ Tel: 0161 7943521 (T) MIXED ○

St George's RC High School

Parsonage Drive Worsley VA COMP 11-16 581
Manchester Lancashire
M28 3SH Tel: 0161 7904420 (T) MIXED ○

| | | | | Background Information | | | | Key Stage 2 to Key Stage 3 Value Added | | Key Stage 3 Test Results | | | | | | Year on year comparison | | | | | |
|-------------------------|--|--|--|---|--|----------------------------|---|---|---|---|--|------------------------------|-------------------------------------|------------------------------|------------|-------------------------|-------------|------------|------------|------------|------------|
| | | | | Total number of pupils on roll (all ages) | Total number and percentage of pupils with SEN | | Number of pupils on roll aged 13 as at 31 August 2005 | Measure VA score based on progress between KS2 and KS3 | Coverage % of eligible pupils included in VA calculation | Pupils eligible for Key Stage 3 assessment with SEN | | % achieving Level 5 or above | | % achieving Level 6 or above | | Average point score | | | | | |
| | | | | | with statements or supported at School Action Plus | Supported at School Action | | | | Total | with statements or supported at School Action Plus | Supported at School Action | (% absent or unable to access test) | | | | | | | | |
| | | | | | | | | | | English | Mathematics | Science | | | | | | | | | |
| | | | | 177 | 95 | | | | 36 | 18 | 44% | 7% | 53% | 29% | 39% | 11% | | | | | |
| | | | | 19.5% | 10.5% | 179 | 97.5 | 86% | 20.1% | 10.1% | (10%) | (9%) | (8%) | | | | | | | | |
| | | | | 22 | 36 | | | | 2 | 6 | 68% | 15% | 73% | 49% | 59% | 21% | | | | | |
| | | | | 4.4% | 7.2% | 503 | 99.8 | 93% | 2.1% | 6.4% | (5%) | (4%) | (10%) | | | | | | | | |
| | | | | 11 | 12 | | | | 3 | 2 | 95% | 66% | 93% | 78% | 88% | 54% | | | | | |
| | | | | 5.7% | 6.2% | 193 | 101.5 | 93% | 7.3% | 4.9% | (0%) | (0%) | (0%) | | | | | | | | |
| | | | | 38 | 201 | | | | 7 | 60 | 48% | 9% | 67% | 40% | 45% | 14% | | | | | |
| | | | | 4.0% | 21.3% | 944 | 97.9 | 94% | 3.4% | 29.4% | (7%) | (4%) | (8%) | | | | | | | | |
| | | | | 87 | 186 | | | | 16 | 42 | 65% | 17% | 65% | 43% | 56% | 19% | | | | | |
| | | | | 8.3% | 17.6% | 1054 | 97.4 | 92% | 6.8% | 17.9% | (9%) | (6%) | (9%) | | | | | | | | |
| | | | | 26 | 101 | | | | 7 | 17 | 47% | 18% | 66% | 43% | 51% | 12% | | | | | |
| | | | | 3.2% | 12.5% | 811 | 96.8 | 94% | 4.5% | 11.0% | (6%) | (7%) | (8%) | | | | | | | | |
| | | | | 65 | 74 | | | | 9 | 18 | 59% | 19% | 72% | 44% | 69% | 30% | | | | | |
| | | | | 6.8% | 7.7% | 959 | 98.9 | 97% | 4.7% | 9.5% | (5%) | (4%) | (5%) | | | | | | | | |
| | | | | 49 | 95 | | | | 9 | 27 | 67% | 14% | 77% | 54% | 63% | 26% | | | | | |
| | | | | 4.2% | 8.2% | 1153 | 98.0 | 96% | 3.7% | 11.2% | (2%) | (2%) | (5%) | | | | | | | | |
| | | | | 39 | 54 | | | | 5 | 11 | 81% | 28% | 82% | 63% | 81% | 45% | | | | | |
| | | | | 5.3% | 7.4% | 734 | 98.8 | 99% | 3.3% | 7.3% | (2%) | (1%) | (1%) | | | | | | | | |
| | | | | 29 | 42 | | | | 6 | 8 | 85% | 43% | 81% | 62% | 74% | 39% | | | | | |
| | | | | 5.0% | 7.2% | 581 | 100.0 | 100% | 5.1% | 6.8% | (2%) | (1%) | (2%) | | | | | | | | |
| LA average | | | | 8.9% | 11.4% | | 98.6 | | 8.1% | 12.6% | 65% | 22% | 72% | 50% | 62% | 29% | 33.2 | 181 | 183 | 198 | 198 |
| National average | | | | 8.9% | 10.4% | | | | 8.8% | 11.2% | 73% | 34% | 77% | 57% | 72% | 41% | 35.0 | 208 | 210 | 217 | 222 |

SALFORD

SCHOOLS

St Patrick's RC High School and Arts College

Guilford Road Eccles VA COMP 11-16 911
 Manchester (A) MIXED ○ M30 7JF Tel: 0161 7894678

Salford City Academy

Northfleet Road Peel Green Eccles AC COMP 11-16 577
 Manchester Lancashire MIXED ○ M30 7PQ Tel: 0161 7895359

The Swinton High School

Sefton Road Swinton CY COMP 11-16 982
 Salford Lancashire (A) MIXED ○ M27 6JU Tel: 0161 7946215

Walkden High School

Birch Road Walkden Worsley CY COMP 11-16 1205
 Manchester Lancashire (L) MIXED ○ M28 7FJ Tel: 0161 975 8000

Wentworth High School

Wentworth Road Eccles CY COMP 11-16 887
 Manchester MIXED ○ M30 98P Tel: 0161 7894565

SPECIAL SCHOOLS

Chatsworth High

Chatsworth Road Eccles CYS N/A 11-19 R 88
 Salford Manchester MIXED ○ B M30 9DY Tel: 0161 9211405

New Park High School

Off Green Lane Patricroft CYS N/A 11-16 54
 Eccles Manchester MIXED ○ M30 0RW Tel: 0161 9212000

Oakwood High School

Chatsworth Road Ellesmere Park CYS N/A 11-16 173
 Eccles Lancashire (A,T) MIXED ○ M30 9DY Tel: 0161 9212140

| | | Background Information | | | Key Stage 2 to Key Stage 3 Value Added | | Key Stage 3 Test Results | | | | | | Year on year comparison | | | | | |
|---|--|----------------------------|---|---|---|---|--|---|--------------|-------------|---------------------|------------|-------------------------|-------------|------------|------------|------------|------------|
| Total number of pupils on roll (all ages) | Total number and percentage of pupils with SEN | | Number of pupils on roll aged 13 as at 31 August 2005 | Measure VA score based on progress between KS2 and KS3 | Coverage % of eligible pupils included in VA calculation | Pupils eligible for Key Stage 3 assessment with SEN | | % achieving Level 5 or above (% absent or unable to access test) | | | Average point score | | | | | | | |
| | with statements or supported at School Action Plus | Supported at School Action | | | | Total | with statements or supported at School Action Plus | Supported at School Action | | | | 2003 | 2004 | 2005 | 2006 | | | |
| | | | | | | | | | English | Mathematics | | | | | | Science | | |
| 911 | 30 | 98 | 181 | 100.1 | 96% | 4 | 15 | 94% | 62% | 88% | 71% | 82% | 46% | 37.4 | 218 | 235 | 248 | 268 |
| | 3.3% | 10.8% | | | | 2.2% | 8.3% | (2%) | (1%) | (2%) | | | | | | | | |
| 577 | 70 | 84 | 131 | 99.3 | 95% | 14 | 20 | 65% | 12% | 66% | 40% | 59% | 20% | 32.1 | NA | NA | NA | 180 |
| | 12.1% | 14.6% | | | | 11.4% | 16.3% | (5%) | (3%) | (3%) | | | | | | | | |
| 982 | 92 | 157 | 194 | 98.5 | 95% | 14 | 31 | 61% | 21% | 75% | 50% | 61% | 31% | 33.0 | 194 | 159 | 189 | 196 |
| | 9.4% | 16.0% | | | | 7.5% | 16.6% | (2%) | (2%) | (2%) | | | | | | | | |
| 1205 | 42 | 48 | 243 | 98.8 | 97% | 10 | 15 | 76% | 21% | 88% | 67% | 78% | 53% | 35.6 | 269 | 256 | 263 | 242 |
| | 3.5% | 4.0% | | | | 4.1% | 6.2% | (3%) | (2%) | (4%) | | | | | | | | |
| 887 | 46 | 171 | 182 | 99.5 | 92% | 13 | 33 | 61% | 23% | 62% | 46% | 60% | 30% | 33.5 | 190 | 191 | 191 | 183 |
| | 5.2% | 19.3% | | | | 7.2% | 18.2% | (11%) | (9%) | (10%) | | | | | | | | |
| 88 | | | 11 | | | | | 0% | 0% | 0% | 0% | 0% | 0% | 17.0 | | | | |
| | | | | | | | | (0%) | (0%) | (0%) | | | | | | | | |
| 54 | | | 5 | 99.4 | 83% | 6 | | 0% | 0% | 17% | 0% | 0% | 0% | 25.0 | | | | |
| | | | | | | | | (17%) | (33%) | (50%) | | | | | | | | |
| 173 | | | 35 | 101.7 | 59% | 37 | | 0% | 0% | 0% | 0% | 0% | 0% | 19.6 | | | | |
| | | | | | | | | (0%) | (0%) | (0%) | | | | | | | | |
| LA average | 8.9% | 11.4% | | 98.6 | | | | 8.1% | 12.6% | 65% | 22% | 72% | 50% | 33.2 | 181 | 183 | 198 | 198 |
| National average | 8.9% | 10.4% | | | | | | 8.8% | 11.2% | 73% | 34% | 77% | 57% | 35.0 | 208 | 210 | 217 | 222 |

THE NATIONAL CURRICULUM

Pupils aged 5 to 16 in state schools must be taught the National Curriculum. This is divided into four 'Key Stages' that generally depend on children's ages.

| | | | | | |
|------------------------------|------------------|-------------|-------------|-------------|-------------|
| Year group | Reception | 1 2 | 3 4 5 6 | 7 8 9 | 10 11 |
| Age of pupils at end of year | 5 | 6 7 | 8 9 10 11 | 12 13 14 | 15 16 |
| Key Stage | FOUNDATION STAGE | KEY STAGE 1 | KEY STAGE 2 | KEY STAGE 3 | KEY STAGE 4 |

During Key Stage 3 pupils must be taught the following subjects: English, mathematics, science, history, geography, design and technology, information and communication technology, modern foreign languages, art and design, music, physical education and citizenship. Pupils must also study religious education.

Levels of achievement

The National Curriculum sets standards of achievement in each subject for pupils aged 5 to 14. For most subjects, these standards range from Levels 1 through to 8. Pupils progress through the levels as they get older and learn more:

- most 7 year olds are expected to achieve Level 2
- most 11 year olds are expected to achieve Level 4
- most 14 year olds are expected to achieve Levels 5 or 6

Teacher assessments

Throughout the year, all teachers assess their pupils' progress in each subject as a normal part of their teaching. The teacher decides which level best describes a pupil's performance in each area of learning in that subject. They must report their assessments in English, mathematics and science when pupils reach the end of each key stage.

Teacher assessments are not reported in the Secondary School (Key Stage 3) Achievement and Attainment Tables.

Tests

National tests, taken at the end of each key stage, give a snapshot of a pupil's attainment in the core subjects. At the end of KS3, pupils are tested in English, mathematics and science. These end of key stage tests give an independent and nationally standardised measure of how pupils and schools are doing compared with national standards in the core subjects.

Using the following table you can compare your child's test result against the expected level for his or her age group.

| | 7 years | 11 years | 14 years |
|------------------|---------|----------|----------|
| Level 8* | | | ■ |
| Level 7 | | | ■ |
| Level 6 | | | ▒ |
| Level 5 | | ■ | ▒ |
| Level 4 | ■ | ▒ | ■ |
| Level 3 | ■ | ■ | ▒ |
| Level 2a, 2b, 2c | ▒ | ■ | |
| Level 1 | ■ | | |

| | |
|---|---------------------|
| ■ | Exceptional |
| ▒ | Beyond expectations |
| ▒ | At level expected |
| ■ | Below expectations |

*Please note: KS3 pupils can gain Level 8 in mathematics only. Level 7 is the highest available in the KS3 English and science tests.

ABOUT THIS BOOKLET

How the Tables were compiled

KS3 results were supplied by the Qualifications and Curriculum Authority's (QCA) National Assessment Agency (NAA) and checked with schools.

KS3 results and VA measures were provided to schools for checking in November 2006. Some schools may not have checked their data, therefore, if you have an interest in a particular school's results, you should check with the school.

Background information, such as the school name and address, was provided and checked by schools.

If the school did not confirm that it had checked its test results and/or background information, the letters "R" or "B" (or both) appear after its age range.

HOW TO GET MORE INFORMATION

If you have any questions about the information in the Tables, you should first contact the school concerned.

If you would like further copies of this booklet, you can get these free of charge, by using the order number or address given on the back cover or by accessing our website at www.dfes.gov.uk/performancetables

The Internet

Achievement and Attainment Tables for other areas and for previous years are available at www.dfes.gov.uk/performancetables

ABBREVIATIONS AND THEIR MEANINGS

TYPES OF SCHOOL

| | |
|------------|---|
| AC | Academy , publicly funded independent school offering free education to pupils of all abilities, established by sponsors from business, faith or voluntary groups working in partnership with central Government and local education partners. |
| CTC | City Technology College or City College for the Technology of the Arts , independent all-ability, non fee-paying school offering pupils the opportunity to study a curriculum geared, with the help of private sector sponsors, towards the world of work. |
| CY | Community School , maintained by the Local Authority (LA). The LA is the admission authority – it has main responsibility for deciding arrangements for admitting pupils. |
| CYS | Community Special School , maintained by the LA, which is organised to make special educational provision for pupils with special educational needs (SEN). |
| FD | Foundation School , maintained by the LA. It may have a foundation (generally religious) that appoints some – but not most – of the governing body. The governing body is the admission authority. |
| FDS | Foundation Special School , maintained by the LA, which is specifically organised to make special educational provision for pupils with SEN. |
| VA | Voluntary Aided school , maintained by the LA, with a foundation (generally religious) that appoints most of the governing body. The governing body is the admission authority. |

| | |
|-----------|---|
| VC | Voluntary Controlled school , maintained by the LA, with a foundation (generally religious) which appoints some – but not most – of the governing body. The LA is the admission authority. |
|-----------|---|

ADMISSION BASIS

| | |
|-------------|---|
| COMP | Comprehensive – takes all pupils, generally regardless of ability (though in some circumstances some comprehensives may select for a small number of places by aptitude or ability). |
| MOD | Modern – a school, generally in a selective area, which takes pupils regardless of ability. |
| SEL | Selective – a school which takes pupils selected for high ability; also known as a grammar school. |

SPECIALIST SCHOOLS (as designated under the specialist school programme)

| | |
|----------------|----------------------------------|
| A | Arts |
| B&E | Business and enterprise |
| E | Engineering |
| H | Humanities |
| L | Language |
| M&C | Mathematics and computing |
| Mu | Music |
| Sp | Sports |
| Sc | Science |
| T | Technology |
| V | Vocational |

| | |
|--------------------|--|
| SEN BES | SEN Specialism Behaviour Emotional and Social Development |
| SEN C&I | SEN Specialism Communication and Interaction |
| SEN C&L | SEN Specialism Cognition and Learning |
| SEN S&P | SEN Specialism Sensory and/or Physical Needs |

Schools that offer more than one specialism, or those that offer combined and second specialisms, will be shown in the Achievement and Attainment Tables.

OTHERS

| | |
|------------|---|
| LA | Local Authority |
| R | The school has not confirmed that it has checked the test results |
| B | The school has not confirmed that it has checked the background information |
| ○ | The school has pupils aged 15. Relevant results are in the <i>Secondary School Achievement and Attainment Tables</i> |
| ⊙ | The school has pupils aged 16 to 18. Relevant results are in the <i>Post-16 Achievement and Attainment Tables</i> |
| + | KS3 test results are unavailable for reasons beyond the school's control. Readers of the Tables should contact the school for full information on estimates of the tests results that were expected to be achieved. |
| # | Value added measure has been suppressed because coverage is less than 50% |
| N/A | Not available/not applicable |

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