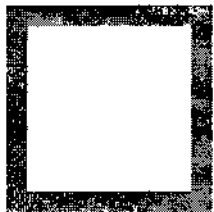


Secondary School

GCSE (and equivalent)

Achievement and Attainment Tables

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INTRODUCTION

These Tables give information on the achievement and attainment of pupils in secondary schools, and how they compare with other schools in their local authority (LA) area and in England as a whole.

The Tables show:

- a Key Stage 2 (KS2) to Key Stage 4 (KS4) Contextual Value Added score which measures the progress made by pupils from the end of KS2 to the end of KS4 using their test and exam results. It takes into account the varying starting points of each pupil's KS2 test results, and also adjusts for factors which are outside a school's control (such as gender, mobility and levels of deprivation) that have been observed to impact on pupil results;
- attainment in GCSEs (and equivalent qualifications) including English and mathematics of pupils who were at the end of KS4 in the 2005/06 school year;
- two bar charts which show how the GCSE (and equivalent) results for pupils in each school have changed each year since 2003;
- rates of pupil absence from school, both with permission and without; and
- background information on each school, including its name, address and telephone number.

The information in this booklet gives only part of the picture of each school's and its pupils' achievements. Schools change from year to year and their future results may differ from those achieved by current pupils. Although Contextual Value Added gives a fairer indication of a school's overall effectiveness, attainment measures showing examination results continue to provide important information about school and pupil performance. 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 on request.

This booklet is one of a set of 150, covering each local authority (LA) area in England. All secondary schools in the area are listed in alphabetical order, including:

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

ABOUT THESE TABLES

General

The exam results for secondary school pupils who are at the end of KS4 are provided in these Tables. In the majority of schools, those pupils in Year 11 in the 2005/06 school year are at the end of KS4. The Tables show results for all maintained and independent schools in England. For each local authority (LA), schools are listed alphabetically, with special schools shown separately at the end of each list.

If your child already 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 want 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. But the Tables provide only part of the picture of each school's overall achievements.

You can find more information in School Profiles, in school prospectuses, 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 GCSE (and equivalent) 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:

- KS2–KS4 CVA;
- cohort information for pupils at the end of KS4;
- GCSE (and equivalent) achievements of pupils at the end of KS4;
- bar charts showing year on year comparisons of exam results over the past four years;
- background information for each school including proportion of pupils with SEN; and
- information on authorised and unauthorised absences.

The following sections describe and explain:

- the pupils and qualifications reported (page 8);
- the CVA measure (pages 9-11);
- the results for pupils at the end of KS4 (page 11);
- the year on year comparisons (page 12); and
- the absence records (page 12).

The sections on the pupils and qualifications reported, CVA measure, results for pupils at the end of KS4 and year on year comparisons explain how to interpret the Tables and what conclusions can be drawn.

You will find more information on how CVA is calculated; examples of qualifications; their size and point scores; the National Curriculum; the National Qualifications Framework; adjustments to number of pupils on roll; and Special Educational Needs; in the 'More Information' section of this booklet. Further technical detail on CVA is provided in the *technical annex* of this publication at www.dfes.gov.uk/performancectables

The 'More Information' section of this booklet also contains explanations of terms and abbreviations, where the information in this booklet comes from, and how to get extra copies.

HOW TO READ THE TABLES

LA

				Key Stage 2 to Key Stage 4 Contextual Value Added				Cohort Information for pupils at the end of Key Stage 4						
				Measure centred on 1000	Upper Lower	Coverage	Number of qualifications	Number of pupils at the end of KS4	% of pupils, aged 14 or less	% of pupils, aged 15	Number and % of pupils with SEN			
				CVA measure based on progress between KS2 and KS4	Upper and lower limits of KS2-KS4 CVA Confidence Intervals	% of pupils at the end of KS4 included in CVA calculation	Average number of qualifications taken by pupils in KS2 - KS4 CVA calculation				with statements or supported at School Action Plus		Supported at School Action	
School 1	CY			997.2	1002.2 992.2	100%	8.4	260	1%	99%	5	%	17	6.5%
Street name		COMP												
Village /														
Town			11- R											
City/County			16 B											
Postcode		MIXED												
Tel 0123														
456789														

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

Measure showing the progress pupils have made between KS2 and KS4.

Percentage of pupils at the end of KS4 that have been included in the CVA measure. A CVA measure is not published for schools with less than 50% coverage.

Number of pupils at the end of KS4 who were on roll in January 2006.

Percentage of pupils that have completed KS4 younger than usual.

Percentage of pupils that have completed KS4 at the usual age.

Number and percentage of pupils at the end of KS4 that have SEN with statements or supported at School Action Plus.

Number and percentage of pupils at the end of KS4 supported at School Action

GCSE (and equivalent) achievements of pupils at the end of Key Stage 4						
% of pupils achieving:						Average total point score per pupil
5 or more grades A*-C including English and maths GCSEs	Level 2 in 'functional English and maths'	Level 1 in 'functional English and maths'	Level 2 (5 or more grades A*-C)	Level 1 (5 or more grades A*-G)	at least one entry level qualification	
40%	80%	85%	50%	98%	98%	290.8

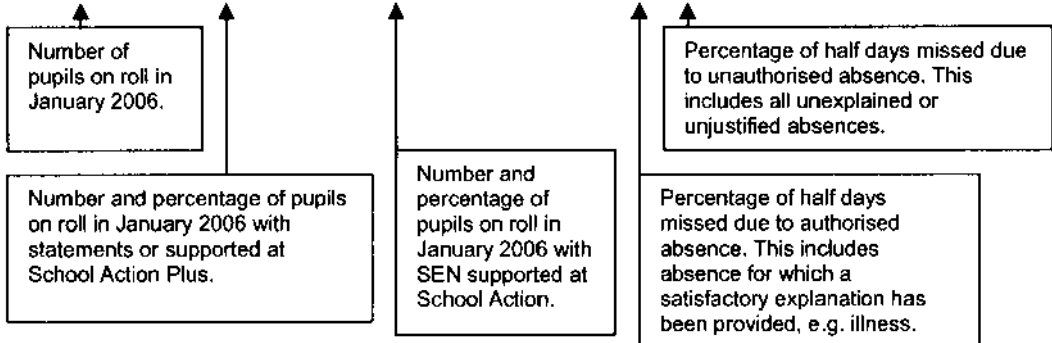
Percentage of pupils achieving the different levels of attainment listed under the 'results for pupils at the end of Key Stage 4 (KS4)' section of this booklet.

See under the heading 'Average total point score' for more information.

Year on year comparisons for 15 year olds		
Number on roll	% of pupils achieving:	
	5+A*-C GCSEs (and equivalent) including English and maths GCSEs	5+A*-C GCSEs (and equivalent)
2006		
260		

This shows how the results have changed since 2003. For 2006 this is based on pupils aged 15 (as at 31.8.05) instead of pupils at the end of KS4. You should take care when comparing 2004, 2005 and 2006 results with previous years' results, because of the inclusion of a wider range of qualifications in the Tables from 2004.

Background Information				Absence record for day pupils of compulsory school age		
Total number of pupils (all ages)	Total number and % of pupils with SEN		Number of day pupils of compulsory school age	% of half days missed due to		School 1
	with statements or supported at School Action Plus	Supported at School Action		authorised absence	unauthorised absence	
1318	19 1.4%	165 12.5%	1329	8.3%	0.5%	School 1



PUPILS AND QUALIFICATIONS REPORTED

Reporting at the end of KS4

Since 2005, the Achievement and Attainment Tables have reported on all pupils at the end of their KS4 programme of study instead of achievements of only those pupils aged 15 (i.e. aged 15 by 31 August 2005). In most schools this will be the pupils in Year 11 classes. Although most pupils are aged 15 at the start of the school year, in some schools there are younger and older pupils in this year group, as different pupils progress at different rates. Since 2005, the Tables have reported the achievements of all pupils at the end of KS4, regardless of their age, to allow for different rates of learning.

All performance data published in the Tables are based on the achievements of pupils at the end of KS4. However, because data on KS4 pupil performance has only been collected since 2005, the bar charts showing results over the past four years are based on the achievements of pupils on roll who were aged 15 at the start of the school year.

Which qualifications are reported?

All qualifications have value in their own right as part of a fully-rounded educational experience and as a pathway towards further learning and employment. By recognising all approved qualifications, not just GCSEs and GNVQs, we ensure that schools receive full recognition of their efforts to broaden the curriculum opportunities available to their pupils in the 14-19 phase of education.

These Tables report achievements in all qualifications approved for pupils of compulsory school age. This includes GCSEs, up to Level 2 Vocationally Related Qualifications, NVQs, Key Skills, Basic Skills and Entry Level qualifications. AS levels and Advanced Free Standing Maths qualifications taken early have also been counted.

Qualifications that are not accredited by QCA or approved by the Secretary of State for Education and Skills for school age use (e.g. International GCSEs) are not reported in the Achievement and Attainment Tables.

- ☞ **Take care when comparing performance over time. The 2003 Tables only reported GCSEs and GNVQs, whereas from 2004, the Tables have included a wider range of qualifications which are based on a different point scoring system.**

Counting a wider range of qualifications

Prior to 2004, the Tables only counted GCSEs and GNVQs in the performance indicators. In order to report a wider range of qualifications, the Qualifications and Curriculum Authority (QCA) assigned points to all qualifications approved for use pre-16 on a scale equivalent to GCSEs. The point scoring system developed by QCA is designed for use as a means of measuring school performance. It allows the reporting of different types of qualifications at an equitable basis. It is not designed to allow judgements to be made about the value of different qualifications.

Each qualification has been assigned a threshold contribution figure expressed as a percentage as well as a point score.

5 GCSEs at A*-C (and equivalent) contribute 100% to the Level 2 threshold.

5 GCSEs at A*-G (and equivalent) contribute 100% to the Level 1 threshold.

Using this formula, a GCSE is equal to one fifth, or 20% of the threshold because the GCSE is assigned a Level 2 threshold contribution of 20% by QCA. In the same way, all qualifications included in the Secondary School GCSE (and equivalent) Achievement and Attainment Tables have been assigned a percentage contribution to the threshold.

Under 'More Information', there is a table showing, as a guide, a few examples of qualifications and their threshold contribution and points allocation.

KEY STAGE 2 TO KEY STAGE 4 (KS2–KS4) CONTEXTUAL VALUE ADDED (CVA) MEASURE

Following a successful pilot in 2005, a KS2–KS4 CVA measure is being published for the first time this year for all maintained schools and non-maintained special schools included in this publication. CVA is not published for independent schools because the Department does not collect from them the pupil level information needed to calculate CVA. Further information about the pilot phase can be found in the *2005 Key Stage 4 CVA Pilot* publication at www.dfes.gov.uk/performancetables.

What is CVA?

What do we mean by contextual value added?

The examination results attained by pupils provide important information about the performance of a school – for example, the amount getting 5 good GCSEs tells us how many are well prepared for advanced levels of study. But we know that every child is different and each will have their own learning needs: some will have to do a lot of catching up to get 5 GCSEs, for others 7 or 8 good grades will be relatively easily attained, and for some (perhaps with significant special educational needs) 1 or 2 qualifications might be a huge achievement. We therefore also measure the progress made by a pupil from one stage of their education to the next.

When comparing the performance of schools it is important to recognise the progress they have helped pupils make. Simple Value Added (VA), which was first published in the *Achievement and Attainment Tables* in 2002, did this by comparing the qualifications achieved in Year 11 against a pupil's starting point (or prior attainment) – the results attained in the KS2 tests in Year 6.

CVA is not very different from simple VA. The basic principle of measuring progress from the KS2 test to qualifications attained at KS4 remains the same. However, a number of other factors which are outside a school's control, such as gender, special educational needs, movement between schools, and family circumstances, are also known to affect pupils' performance. CVA therefore goes a step further than simple VA by taking these factors into account and thus gives a much fairer measure of the effectiveness of a school. That means that comparisons against other schools are more meaningful, for example, when comparing the performance of a school in a leafy suburb against the performance of one in an inner city area – both of which might face quite different challenges.

Contextual Value Added scores

We base each pupil's CVA score on a comparison between their best eight results at GCSE (and equivalent) – sometimes referred to as their capped point score – and the typical performance of pupils with similar characteristics and similar results at KS2. If their GCSE (and equivalent) results are better than the average achieved by similar pupils, the CVA will be positive; if they do less well, it will be negative. All individual pupil scores, positive and negative, are added together and an average produced for the school. That average is then adjusted to account for the amount of pupils in the year group to give the school level CVA score. This score is then presented as a number based around 1000. This indicates the value the school has added on average for its pupils, given what is known about the circumstances of its pupil intake.

A more detailed explanation of the statistical model and the calculations used to produce the CVA measures, can be found in the *technical annex* of this publication at www.dfes.gov.uk/performancetables. A detailed explanation of how to work out a pupil's best eight results can be found in the 'More Information' section of this booklet.

Interpretation of a school's CVA score

The CVA section of this publication shows, for each school:

- the KS2–KS4 CVA score;
- the upper and lower limits of a 95% confidence interval;
- a coverage indicator; and
- the average number of qualifications taken by pupils included in the CVA calculation.

The coverage indicator shows the percentage of pupils at the end of KS4 included in the CVA calculation. This might not be 100% because we do not have the KS2 test results for some pupils – for example, because they were previously educated outside England. If the coverage is very low (below 50%) then the CVA score is not published because it does not properly represent the effectiveness of the school.

The CVA measure is shown as a score based around 1000. **Scores above 1000 represent schools where pupils on average made more progress than similar pupils nationally, while scores below 1000 represent schools where pupils made less progress.**

For each of the KS4 CVA measures, a measure of 1006 means that on average each of the school's pupils achieved the equivalent of one GCSE grade higher in one subject than the average attained by similar pupils. A score of 1048 means that on average each pupil achieved one GCSE grade higher in each of their best eight subjects than the average attained by similar pupils. Conversely, a score of 994 means that the school's pupils achieved one grade lower in one subject on average, while a score of 952 means that pupils achieved on average one grade lower in each of their best eight subjects.

What a school's CVA measure tells you?

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

Confidence Intervals

The CVA measure is a statistical means of assessing the relative effectiveness of schools or pupil progress between KS2 and KS4.

CVA is, however, based on a given set of pupils' results for a particular test or examination paper on a particular day. A school could have been equally effective and yet the same set of pupils might have achieved different results on the day. And the school would almost certainly have shown slightly different results with a different set of pupils, even with the same levels of prior attainment. Hence, although the CVA is based on all pupils in the school cohort (not just a sample of them), this degree of uncertainty should be taken into account if interpreting the figures as estimates of a school's effectiveness.

The uncertainty of a CVA score as a measure of school effectiveness can be presented as a *confidence interval*. This is a range of scores within which we can be statistically confident that the "true" school effectiveness will lie. The degree of significance that can be attached to a school's CVA measure depends, among other things, on the number of pupils included in the calculation. The CVA methodology produces a 95% confidence interval (CI) to show the range within which we can be confident the CVA measure represents the overall effectiveness of a school at KS4. If a school cohort is large the width of the CI will be small, but if a school cohort is small the CI will be wide.

A school level CVA measure must always be interpreted alongside the confidence interval. Schools where the lower limit of the CI is above 1000 represent schools where pupils on average made significantly more progress than pupils nationally, while schools where the upper limit of the CI is below 1000 represent schools where pupils made significantly less progress. Examples are given in the box below.

Examples for KS2-KS4 CVA:

- a measure of 995.3 with a CI between 1007.5 and 983.1 means the progress made by pupils in the school's KS4 cohort is not significantly different from the national average.
- a measure of 1023.7 with a CI between 1032.1 and 1015.3 means the progress made by pupils in the school's KS4 cohort is significantly above the national average.
- a measure of 987.6 with a CI between 997.3 and 977.9 means the progress made by pupils in the school's KS4 cohort is significantly below the national average.

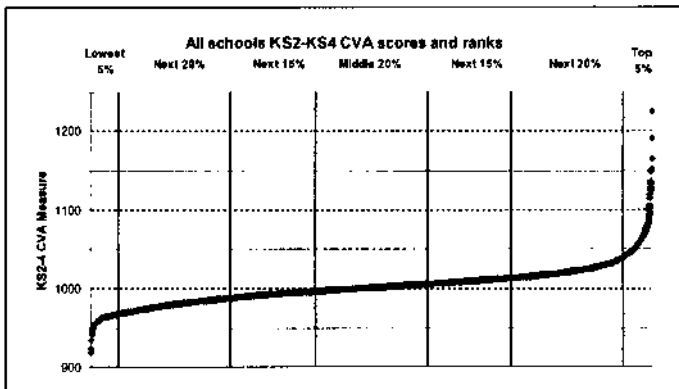
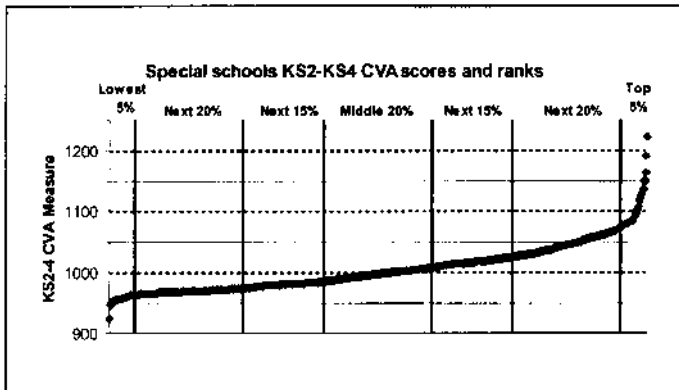
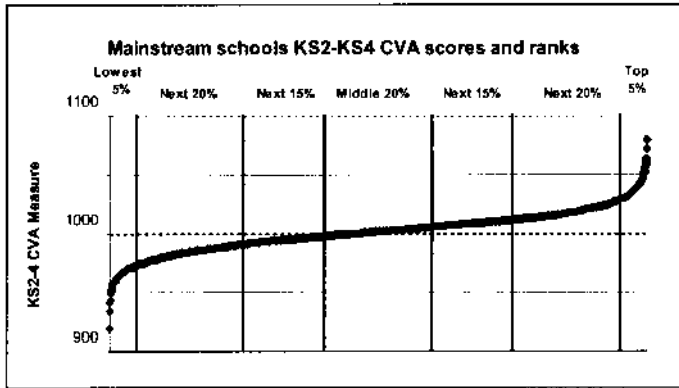
Further information on calculation and interpretation of CVA measures and confidence intervals can be found in the *technical annex* of this publication at www.dfes.gov.uk/performance/tables

Contextual Value Added (CVA) Percentiles

The CVA percentiles give the distribution of CVA scores and show where schools are placed nationally compared to other schools, based on the CVA measure. There are three versions, which allow comparisons against: mainstream schools only; special schools only; and all schools (i.e. both mainstream and special).

Key Stage 2 to Key Stage 4 CVA Measure (centred around 1000)			
Profiles			Percentiles
Mainstream Schools	Special Schools	All Schools	
1028.85 and above	1073.67 and above	1039.19 and above	Top 5% of schools nationally
1011.14 to 1028.84	1025.17 to 1073.66	1012.53 to 1039.18	Next 20% of schools nationally
1005.10 to 1011.13	1008.46 to 1025.16	1005.25 to 1012.52	Next 15% of schools nationally
997.20 to 1005.09	984.96 to 1008.45	996.21 to 1005.24	Middle 20% of schools nationally
990.53 to 997.19	973.36 to 984.95	987.72 to 996.20	Next 15% of schools nationally
972.84 to 990.52	963.55 to 973.35	967.91 to 987.71	Next 20% of schools nationally
972.83 and below	963.54 and below	967.90 and below	Bottom 5% of schools nationally

Snake plots are a useful way of presenting percentiles. The following three plots simply repeat the information shown in the table above but in a way that enables the national distribution to be more easily understood.



RESULTS FOR PUPILS AT THE END OF KS4

Percentage achieving 5+A*-C GCSEs (and equivalent) including English and maths GCSEs

This sets a new standard of excellence by showing the proportion of pupils at a school who reach the standard necessary to go on to study at advanced level, including good pass grades in GCSE English and GCSE maths.

This new 'gold standard' indicator was announced in the 14-19 Education and Skills White Paper, and subsequently confirmed in the *Driving Forward 14-19 Reform: Implementation Plan* published in December 2005. It shows:

- the percentage of pupils at the end of KS4 achieving 5 or more GCSEs (and equivalent) at grades A*-C including English and maths GCSEs.

Pupils counted must have achieved at least a grade C English GCSE, and at least a grade C maths GCSE, and at least the equivalent of another three C+ GCSEs. All English and maths full GCSEs will count except English Literature and statistics.

Percentage of pupils achieving Level 2 in 'functional' English and maths

This shows the proportion of pupils who have achieved good grades in literacy and numeracy – even though some might not have gained the equivalent of 5 good GCSEs, or good GCSEs in both English and maths.

Pupils counted must have achieved a grade C or above in GCSE English, or a level 2 Key Skills in communication, or a level 2 Basic Skills in literacy, and a grade C or above in GCSE maths, or a level 2 Key Skills in application of numbers, or a level 2 Basic Skills in numeracy.

Percentage of pupils achieving Level 1 in 'functional' English and maths

This shows the proportion of pupils who have achieved level 1 in literacy and numeracy – even though some might not have gained the equivalent of 5 GCSEs.

Pupils counted must have achieved a grade G or above in GCSE English, or a level 1 Key Skills in communication, or a level 1 Basic Skills in literacy, and a grade G or above in GCSE maths, or a level 1 Key Skills in application of numbers, or a level 1 Basic Skills in numeracy.

Percentage of pupils achieving 5 or more GCSE grades A*-C, (and equivalent)

This shows the proportion of pupils in a school who have achieved the equivalent of 5 good GCSE grades and have attained the level necessary to proceed to advanced levels of study.

Percentage of pupils achieving 5 or more GCSE grades A*-G, (and equivalent)

This shows the proportion of pupils who have achieved the equivalent of 5 GCSE pass grades.

Percentage of pupils achieving at least one qualification

This shows the proportion of pupils in a school who have achieved a pass grade in at least one entry level qualification.

Average total point score per student

The average total point score provides a fuller picture of the achievements of pupils of all abilities. Two schools with similar percentages of pupils achieving Level 2 or Level 1 thresholds may have different average point scores.

The average total point score is calculated by dividing the total number of points achieved by pupils at the end of KS4 by the number of pupils on roll at the end of KS4.

The average point score published here includes all of each pupil's GCSE (and equivalent) qualifications, not just the best eight. It is important not to compare the 2006 average point scores to those from 2003 and prior that were calculated on a different basis.

YEAR ON YEAR COMPARISONS

The Tables also show two time series in the form of bar charts which show how the GCSE (and equivalent) results for pupils in each school have changed since 2003, allowing you to compare the results for a school over the past four years. However, unlike the data used to calculate the main attainment measures shown in the Tables, which relate to pupils at the end of KS4, the data used for the time series is based on the achievements of all pupils on roll at the school who were in their last year of compulsory schooling aged 15. This may include pupils who have not yet taken any exams as they have not reached the end of KS4 studies. The bar charts show, for each of the years 2003, 2004, 2005 and 2006, the percentage of 15 year olds who achieved:

- five or more GCSE (and equivalent) grades A*-C including GCSEs in both English and maths; and
- five or more GCSE (and equivalent) grades A*-C.

What the year on year comparisons tell you

From the bar charts, you can see the history of a school's 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.

The year on year comparisons data for 2006 include all the results achieved by pupils in their last year of compulsory schooling, even if some or all of those results were obtained in earlier years. Early-taken results are credited to the school where the pupil is on roll at the time of statutory school-leaving age. However, where pupils have achieved five or more grades A*-C GCSEs, (and equivalent) early and then moved to a different school, the results are credited in the year on year comparison to the previous school as well. This is so that schools receive credit for results they have helped pupils achieve early.

- ☞ **Take care when comparing the results of a school in 2004, 2005 and 2006 with those in previous years. The 2004, 2005 and 2006 results will not necessarily be fully comparable with those of 2003, because of the inclusion of a wider range of qualifications in the Tables from 2004.**

ABSENCE RECORDS

The Tables show the levels of authorised and unauthorised absence for day pupils of compulsory school age (age 5 to 16).

Authorised absence is absence **with** permission from a teacher or other authorised representative of the school. This includes absences for which a satisfactory explanation has been provided (e.g. illness).

Unauthorised absence is absence **without** permission from a teacher or other authorised representative of the school. This includes all unexplained or unjustified absences.

The information relates to pupil absences in the 2005/06 school year up to and including Friday 26 May 2006. Boarding pupils are not included. The first column shows the number of day pupils in this age range. The second and third columns show the percentage of half days missed as a result of:

- authorised absence; and
- unauthorised absence.

If we have not received complete information from a school, 'No information received' is shown in the relevant columns. 'Not applicable' applies to boarding schools with no day pupils. In the case of schools that are part boarding, the published statistics relate only to the school's day pupils and may not represent the levels of absence in the school as a whole.

There may be inconsistencies for some schools in the figures for the number of pupils on roll on 19 January 2006 and the pupils of compulsory school age for calculating pupil absences. This is because they have been calculated in different ways and serve different purposes.

SALFORD

SCHOOLS

Key Stage 2 to Key Stage 4 Contextual Value Added

Cohort Information for pupils at the end of Key Stage 4

GCSE and equivalent achievements of students at the end of Key Stage 4

Measure centred on 1000	Upper Lower	Coverage	Number of qualifications	Number of pupils at the end of KS4	% of pupils aged 14 or less	% of pupils aged 15	Number and percentage of pupils with SEN		% of pupils achieving						Average total point score per pupil			
							with statements or supported at School Action Plus	Supported at School Action	5 or more grades A*-C including English and maths GCSEs	Level 2 in functional English and maths	Level 1 in functional English and maths	Level 2 (5 or more grades A*-C)	Level 1 (5 or more grades A*-G)	% of pupils achieving at least one entry level qualification				
The Albion High School																		
London Street Salford Lancashire M6 6QT Tel: 0161 9211230	CY	COMP MIXED	11-16	992.6	92%	9.1	189	0%	100%	37	11	16%	32%	85%	29%	75%	93%	284.8
All Hallows RC Business & Enterprise College																		
Weaste Lane Salford Gt Manchester M5 5JH Tel: 0161 7364117	YA (B)	COMP MIXED	11-16	1022.4	85%	12.7	102	0%	96%	3	5	24%	41%	89%	59%	88%	97%	398.7
Beis Yaakov High School																		
69 Broom Lane Salford M7 4FF Tel: 0161 7088220	YA	COMP GIRLS	11-16	1035.8	88%	9.6	34	0%	97%	0	0	71%	79%	97%	76%	97%	100%	424.3
Bnos Yisroel Schools																		
Leicester Road Salford Lancashire M7 4DA Tel: 0161 7923896	IND	NON SEL GIRLS	3-16	Not published	Not published	Not published	32	N/A	N/A	0	0	66%	72%	97%	72%	97%	100%	286.0
Bridgewater School																		
Drywood Hall Worsley Manchester Lancashire M28 2WQ Tel: 0161 7941463	IND	SEL MIXED	2-19	Not published	Not published	Not published	55	N/A	N/A	0	0	73%	75%	93%	82%	93%	95%	366.5
Buile Hill High School																		
Eccles Old Road Salford Lancashire M6 8RD Tel: 0161 7361773	CY	COMP MIXED	11-16	967.6	95%	6.9	208	0%	99%	9	26	13%	40%	83%	25%	75%	88%	217.0
Harrop Fold School																		
Hilton Lane Worsley Manchester Lancashire M28 0SY Tel: 0161 7905022	CY	COMP MIXED	11-16	978.1	98%	9.5	250	0%	100%	20	24	19%	20%	75%	44%	78%	92%	312.4
Hope High School																		
Prestwood Road Salford M6 8GG Tel: 0161 7362637	CY	COMP MIXED	11-16	978.6	97%	7.2	183	0%	99%	6	20	28%	30%	80%	34%	83%	95%	229.4
Irlam and Cadishead Community High School																		
Macdonald Road Irlam Manchester Lancashire M44 5LH Tel: 0161 7755525	CY (B,M)	COMP MIXED	11-16	1021.3	97%	13.6	193	0%	100%	16	19	36%	36%	94%	71%	97%	98%	460.6
Local Authority (excluding independent schools)				994.6						229	232	32.0%	38.6%	87.5%	51.4%	86.6%	94.5%	339.1
England (including all schools)										51459	59034	45.8%	48.2%	90.6%	59.2%	90.5%	97.8%	365.0

Year on Year Comparisons for 15 year olds								Background Information			Absence record for day pupils of compulsory school age			SCHOOLS	
Number on roll	% of 15 year old pupils achieving 5+A*-C (GCSE and equivalent) including English and Maths GCSEs				% of 15 year old pupils achieving 5+A*-C (GCSE and equivalent)				Total number of pupils (all ages)	Total number and percentage of pupils with SEN		Number of day pupils of compulsory school age	% of half days missed due to		
	2003	2004	2005	2006	2003	2004	2005	2006		with statements or supported at School Action Plus	Supported at School Action		authorised absence	unauthorised absence	
192	9%	12%	12%	16%	16%	19%	21%	28%	907	177	95	901	7.4%	4.8%	The Albion High School
										19.5%	10.5%				
100	26%	28%	23%	24%	43%	48%	58%	56%	503	22	36	511	7.9%	1.0%	All Hallows RC Business & Enterprise College
										4.4%	7.2%				
34			90%	71%			90%	78%	193	11	12	188	8.6%	0.1%	Beis Yaakov High School
	N/A	N/A			N/A	N/A				5.7%	6.2%				
33	76%	70%	74%	64%	79%	74%	84%	70%	492	10	42	387	6.8%	0.0%	Bnos Yisroel Schools
										2.0%	8.5%				
54	83%	78%	69%	72%	88%	82%	84%	81%	516	-	-	454	6.2%	◇	Bridgewater School
205	19%	21%	17%	13%	22%	26%	21%	25%	944	38	201	970	7.4%	4.8%	Buile Hill High School
										4.0%	21.3%				
253	22%	15%	15%	19%	25%	20%	21%	43%	1054	87	186	1094	9.5%	1.5%	Harrop Fold School
										8.3%	17.6%				
181	22%	20%	23%	28%	27%	23%	34%	34%	811	26	101	852	5.6%	4.0%	Hope High School
										3.2%	12.5%				
194	24%	28%	34%	38%	48%	58%	78%	71%	959	65	74	971	8.1%	1.3%	Irlam and Cadishead Community High School
										6.8%	7.7%				
	26.6%	26.8%	32.3%	31.7%	36.8%	38.3%	45.4%	50.9%					7.5%	2.1%	Local Authority
	41.9%	42.6%	44.3%	45.3%	52.9%	53.7%	56.3%	58.5%					6.8%	1.3%	England

				Key Stage 2 to Key Stage 4 Contextual Value Added				Cohort Information for pupils at the end of Key Stage 4				GCSE and equivalent achievements of students at the end of Key Stage 4							
				Measure certified on 1000	Upper Lower	Coverage	Number of qualifications	Number of pupils at the end of KS4	% of pupils aged 14 or less	% of pupils aged 15	Number and percentage of pupils with SEN		% of pupils achieving					Average total point score per pupil	
				CVA measure based on progress between KS2 and KS4	Upper and lower limits of KS2-KS4 CVA Confidence Intervals	% of pupils at the end of KS4 included in CVA calculation	Average number of qualifications taken by pupils in KS2-KS4 CVA calculation				with statements at supported at School Action Plus	Supported at School Action	5 or more grades A*-C including English and maths GCSEs	Level 2 in functional English and maths	Level 1 in functional English and maths	Level 2 (5 or more grades A*-C)	Level 1 (5 or more grades A*-G)		% of pupils achieving at least one entry level qualification
Mechinoh School R				-	-	-	-	17	N/A	N/A	0	0	-	-	-	-	-	-	
13 Upper Park Road Salford Lancashire M7 4HY Tel: 0161 7959275	IND	NON SEL BOYS	11-16	-	-	-	-	17	N/A	N/A	0	0	-	-	-	-	-	-	
Moorside High School				961.1	969.2	96%	7.8	248	0%	100%	7	13	41%	48%	92%	44%	87%	94%	274.8
East Lancashire Road Swinton Manchester Lancashire M27 0BH Tel: 0161 7941045	CY	COMP MIXED	11-16	961.1	969.2	96%	7.8	248	0%	100%	7	13	41%	48%	92%	44%	87%	94%	274.8
New Harvest Learning Centre R				-	-	-	-	3	N/A	N/A	0	0	-	-	-	-	-	-	
194 Chapel Street Salford Lancashire M3 6BY Tel: 0161 2882622	IND	NON SEL MIXED	4-19	-	-	-	-	3	N/A	N/A	0	0	-	-	-	-	-	-	
OYY Lubavitch Girls' School				Not published	Not published	Not published	Not published	5	N/A	N/A	0	0	60%	60%	100%	80%	100%	100%	323.6
Beis Menachem Park Lane Broughton Park Salford Lancashire M7 4JD Tel: 0161 7950002	IND	NON SEL GIRLS	2-16	Not published	Not published	Not published	Not published	5	N/A	N/A	0	0	60%	60%	100%	80%	100%	100%	323.6
St Ambrose Barlow RC High School				997.2	1007.6	99%	14.0	142	0%	100%	8	8	51%	51%	94%	87%	96%	99%	525.5
Shaftesbury Road Swinton Manchester Lancashire M27 5SZ Tel: 0161 7943521	VA (T)	COMP MIXED	11-16	997.2	1007.6	99%	14.0	142	0%	100%	8	8	51%	51%	94%	87%	96%	99%	525.5
St George's RC High School				1015.3	1027.3	96%	11.4	106	0%	99%	4	6	43%	45%	97%	58%	98%	99%	395.8
Parsonage Drive Worsley Manchester Lancashire M28 3SH Tel: 0161 7904420	VA (T)	COMP MIXED	11-16	1015.3	1027.3	96%	11.4	106	0%	99%	4	6	43%	45%	97%	58%	98%	99%	395.8
St Patrick's RC High School and Arts College				1010.5	1019.6	98%	10.2	188	1%	98%	4	17	50%	52%	97%	77%	96%	98%	408.2
Guilford Road Eccles Manchester M30 7JF Tel: 0161 7894678	VA (A)	COMP MIXED	11-16	1010.5	1019.6	98%	10.2	188	1%	98%	4	17	50%	52%	97%	77%	96%	98%	408.2
Salford City Academy R				1013.0	1025.0	99%	9.2	101	0%	100%	16	15	27%	27%	81%	50%	78%	90%	324.6
Northfleet Road Peel Green Eccles Manchester Lancashire M30 7PQ Tel: 0161 7895359	AC	COMP MIXED	11-16	1013.0	1025.0	99%	9.2	101	0%	100%	16	15	27%	27%	81%	50%	78%	90%	324.6
The Swinton High School				1021.2	1030.2	96%	11.3	197	0%	100%	20	35	24%	26%	91%	65%	91%	95%	377.1
Sefton Road Swinton Salford Lancashire M27 6JU Tel: 0161 7946215	CY (A)	COMP MIXED	11-16	1021.2	1030.2	96%	11.3	197	0%	100%	20	35	24%	26%	91%	65%	91%	95%	377.1
Local Authority (excluding independent schools)				994.6							229	232	32.0%	38.6%	87.5%	51.4%	86.6%	94.5%	339.1
											8.7%	8.8%							
England (including all schools)											51459	59034	45.8%	48.2%	90.6%	59.2%	90.5%	97.8%	365.0
											8.0%	9.1%							

Year on Year Comparisons for 15 year olds								Background Information			Absence record for day pupils of compulsory school age			SCHOOLS	
Number on roll	% of 15 year old pupils achieving 5+A*-C (GCSE and equivalent) including English and Maths GCSEs				% of 15 year old pupils achieving 5+A*-C (GCSE and equivalent)				Total number of pupils (all ages)	Total number and percentage of pupils with SEN		Number of day pupils of compulsory school age	% of half days missed due to		
	2003	2004	2005	2006	2003	2004	2005	2006		with statements or supported at School Action Plus	Supported at School Action		authorised absence		unauthorised absence
14	N/A	N/A	N/A	0%	N/A	N/A	N/A	0%	64	-	-	70	1.4%	0.0%	Mechinoh School
249	35%	34%	39%	41%	40%	37%	46%	44%	1153	49	95	1182	7.0%	2.1%	Moorside High School
1	N/A	N/A	N/A	0%	N/A	N/A	N/A	0%	13	-	-	11	14.0%	0.0%	New Harvest Learning Centre
3	100%	N/A	0%	100%	100%	N/A	0%	100%	82	-	-	73	3.9%	0.0%	OYY Lubavitch Girls' School
143	45%	45%	52%	50%	78%	78%	79%	88%	734	39	54	745	5.5%	0.9%	St Ambrose Barlow RC High School
105	31%	42%	34%	44%	38%	53%	47%	58%	581	29	42	591	7.0%	0.5%	St George's RC High School
185	38%	27%	47%	48%	49%	42%	58%	77%	911	30	98	920	5.9%	0.6%	St Patrick's RC High School and Arts College
101	N/A	N/A	N/A	27%	N/A	N/A	N/A	50%	577	70	84	568	10.9%	2.3%	Salford City Academy
198	20%	24%	35%	24%	28%	30%	38%	65%	982	92	157	1011	7.6%	1.8%	The Swinton High School
	26.6%	26.8%	32.3%	31.7%	36.8%	38.3%	45.4%	50.9%					7.5%	2.1%	Local Authority
	41.9%	42.6%	44.3%	45.3%	52.9%	53.7%	56.3%	58.5%					6.8%	1.3%	England

SALFORD

SCHOOLS

Key Stage 2 to Key Stage 4 Contextual Value Added

Cohort Information for pupils at the end of Key Stage 4

GCSE and equivalent achievements of students at the end of Key Stage 4

Measure centred on 1000	Upper Lower	Coverage	Number of qualifications	Number of pupils at the end of KS4	% of pupils aged 14 or less	% of pupils aged 15	Number and percentage of pupils with SEN		% of pupils achieving						Average total point score per pupil					
							with statements or supported at School Action Plus	Supported at School Action	5 or more grades A*-C including English and maths GCSEs	Level 2 in functional English and maths	Level 1 in functional English and maths	Level 2 (5 or more grades A*-C)	Level 1 (5 or more grades A*-G)	% of pupils achieving at least one entry level qualification						
Wallden High School																				
Birch Road Walkden Worsley Manchester Lancashire M28 7FJ Tel: 0161 975 8000	CY (L)	COMP MIXED	11-16	989.2	997.4	98%	9.9	241	0%	100%	8	4	56%	56%	98%	68%	99%	99%	397.2	
Wentworth High School																				
Wentworth Road Eccles Manchester M30 9BP Tel: 0161 7894565	CY	COMP MIXED	11-16	982.6	981.0	98%	9.7	181	0%	99%	11	29	23%	40%	86%	35%	92%	95%	308.8	
Yeshivah Ohr Torah School																				
28 Broom Lane Salford Lancashire M7 4FX Tel: 0161 7921230	IND	NON SEL BOYS	11-16	-	973.3	-	-	10	N/A	N/A	0	0	-	-	-	-	-	-	-	
SPECIAL SCHOOLS																				
Chatsworth High																				
Chatsworth Road Eccles Salford Manchester M30 9DY Tel: 0161 9211405	CYS	N/A MIXED	11-19	Not entered	Not entered	Not entered	Not entered	11	9%	82%			Not entered	Not entered	Not entered	Not entered	Not entered	Not entered	Not entered	
Inscape House																				
Silkhey Grove Worsley Manchester M28 7FG Tel: 0161 9752340	NMSS	N/A MIXED	4-16	#	#	40%	#	5	0%	100%			0%	0%	20%	0%	20%	20%	62.0	
New Park High School																				
Off Green Lane Patricroft Eccles Manchester M30 0RW Tel: 0161 9212000	CYS	N/A MIXED	11-16	1018.6	1039.1	81%	3.6	16	0%	100%			0%	0%	50%	0%	0%	75%	73.7	
Oakwood High School																				
Chatsworth Road Ellesmere Park Eccles Lancashire M30 9DY Tel: 0161 9212140	CYS (A,T)	N/A MIXED	11-16	1085.6	1098.9	97%	8.8	33	0%	94%			0%	0%	39%	0%	45%	94%	147.1	
Local Authority (excluding independent schools)																				
				994.6							229	232	32.0%	38.6%	87.5%	51.4%	86.6%	94.5%	339.1	
											51459	59034	45.8%	48.2%	90.6%	59.2%	90.5%	97.8%	365.0	
England (including all schools)											8.0%	9.1%								

Year on Year Comparisons for 15 year olds					Background Information				Absence record for day pupils of compulsory school age			SCHOOLS			
Number on roll	% of 15 year old pupils achieving 5+A*-C (GCSE and equivalent) including English and Maths GCSEs				% of 15 year old pupils achieving 5+A*-C (GCSE and equivalent)				Total number and percentage of pupils with SEN	Number of day pupils of compulsory school age	% of half days missed due to				
	2003	2004	2005	2006	2003	2004	2005	2006			with statements or supported at School Action Plus	Supported at School Action		authorised absence	unauthorised absence
241	48%	52%	60%	56%	61%	66%	74%	68%	1205	42	48	1218	8.4%	0.1%	Walkden High School
181	18%	26%	25%	23%	27%	31%	31%	35%	887	46	171	906	6.8%	4.0%	Wentworth High School
9	N/A	N/A	N/A	0%	N/A	N/A	N/A	0%	40	-	-	40	0.8%	0.0%	Yeshivah Ohr Torah School
9	N/A	N/A	0%	0%	N/A	N/A	0%	0%	88			No information received	No information received	No information received	Chatsworth High
5	N/A	N/A	0%	0%	N/A	N/A	0%	0%	49			51	7.7%	0.2%	Inscape House
20	0%	0%	0%	0%	0%	0%	0%	0%	54			65	21.5%	8.1%	New Park High School
33	0%	0%	0%	0%	0%	0%	0%	0%	173			176	7.6%	2.0%	Oakwood High School
	26.6%	26.8%	32.3%	31.7%	36.8%	38.3%	45.4%	50.9%					7.5%	2.1%	Local Authority
	41.9%	42.6%	44.3%	45.3%	52.9%	53.7%	56.3%	58.5%					6.8%	1.3%	England

MORE INFORMATION

More information on CVA Calculations

Pupils included

The KS2–4 CVA measure is based on the results achieved by pupils:

- who were at the end of KS4 (i.e. Year 11) during the 2005/2006 school year;
- were on the school roll on 19 January 2006; and
- for whom we were able to match prior attainment in their KS2 tests.

Calculation of a school's coverage percentage

This shows, the proportion of pupils included in the KS2–KS4 CVA calculation. For example, if a school had 10 pupils at the end of KS4 on roll but only 6 of them were included in the CVA measure, then the actual number of pupils included in the CVA score would be 6. The coverage in this example would be:

$$(6 / 10) \times 100 = 60\%$$

Average number of qualifications taken by pupils in the CVA calculation

This shows the average number of approved qualifications taken by each pupil included in the CVA calculation. It has been calculated by dividing the total number of examinations taken by each pupil by the number of pupils included in the calculation. The total number of examinations has been determined using the equivalence between a GCSE and other qualifications.

For example, a school has 10 pupils who are included in the calculation and the number of examinations taken by each of the pupils is as follows:

Pupil	Equivalent number of GCSEs
1	8
2	9
3	10
4	6
5	8
6	8.5
7	8
8	10
9	9.5
10	4.5

The calculation in this example for the average number of GCSE (and equivalent) examinations taken by pupils would be:

$$(8 + 9 + 10 + 6 + 8 + 8.5 + 8 + 10 + 9.5 + 4.5) / 10 = 8.15$$

This would be rounded to 8.2 using normal rounding conventions.

National contextual value added score

For statistical reasons, the average CVA of all schools nationally is not necessarily exactly 1000. Therefore, to avoid misunderstanding by those who are unfamiliar with CVA we have not published a national average CVA score in the Tables. The national KS2–KS4 CVA score is published separately on the Statistical First Release website www.dfes.gov.uk/rsgateway/DB/SFR/s000702/index.shtml under GCSE and Equivalent Examination Results in England 2005/06 (Revised).

Allocation of point scores for prior attainment

The following tables show how points are allocated to pupils' KS2 results.

Key Stage 2 test results: Allocation of point scores

Key Stage 2 test outcome (Level)	Points: all subjects
5	33
4	27
3	21
Compensatory 2	15
N (not awarded a test level)	15
B (working below the level of the test)	15
Disapplied	Disregarded
Absent	Disregarded
Not eligible for the test	Disregarded
Lost Script	Disregarded
Missing	Disregarded

Please note that disregarded means these results will not contribute towards the average point score per pupil for CVA purposes.

Calculation of capped point score

The Achievement and Attainment Tables include all approved qualifications in Entry Level, Level 1, Level 2, AS levels taken early and Advanced Free Standing Maths qualifications taken early. A capped point score is calculated at the best 8 GCSEs or equivalent. The following three steps (and examples below) describe this procedure:

Step One (see Example 1.0)

Qualifications are compared to the size of a GCSE to determine a volume indicator (i.e. how many GCSEs is a qualification worth). For example, a GCSE in vocational subjects (Double Award) is twice the size of a GCSE so would have a volume indicator of 2.0, a short course GCSE would be 0.5.

Example 1.0 – Pupil results

Qualification	Grade	Volume Indicator	Total Points
GCSE	A*	1.0	58
GCSE	E	1.0	28
GCSE	C	1.0	40
GCSE Short Course	A	0.5	26
GCSE in vocational subjects (Double Award)	B	2.0	92
Cache Foundation Award in Caring for Children	Distinction	5.0	170
Total		10.5	414

Step Two (see Example 1.1)

The total points value for each qualification is divided by the volume indicator to arrive at a **standardised points** figure. For example, a GCSE in vocational subjects (Double Award) at grade B has 92 points. To arrive at the standardised points figure, we would divide 92 points by the GCSE Double Award volume indicator of 2.0 (i.e. 92 divided by 2.0 = 46). The standardised points are 46.

Qualifications are then sorted in descending order based on their standardised points.

Example 1.1 – Pupil results in descending order

Qualification	Grade	Volume Indicator	Total Points	Standardised Points
GCSE	A*	1.0	58	58
GCSE Short Course	A	0.5	26	52
GCSE in vocational subjects (Double Award)	B	2.0	92	46
GCSE	C	1.0	40	40
Cache Foundation Award in Caring for Children	Distinction	5.0	170	34
GCSE	E	1.0	28	28

Step Three (see Example 1.2)

Once qualifications are ranked, the volume indicators are summed until a cap of 8.0 is reached. The total points for qualifications included in the cap are then summed to arrive at the capped point score.

N.B. The process allows for fractions of qualifications to be included in the cap should a particular qualification extend beyond the cap.

Example 1.2 – Pupil results capped at 8

Qualification	Grade	Volume Indicator	Cumulative	Total Points
GCSE	A*	1.0	1.0	58
GCSE Short Course	A	0.5	1.0+0.5=1.5	26
GCSE in vocational subjects (Double Award)	B	2.0	1.5+2.0=3.5	92
GCSE	C	1.0	3.5+1.0=4.5	40
Cache Foundation Award in Caring for Children	Distinction	5.0	4.5+5.0=9.5	70% of 170 = 119*
GCSE	E	1.0	9.5+1.0=10.5	
Total (capped)		8.0		335

The total capped point score becomes (58 + 26 + 92 + 40 + 119 = 335).

* Only an additional 3.5 is needed to reach the cap of 8.0 (i.e. 70% of this qualification is required). Therefore only 70% of the points for that qualification will be included in the capped point score.

Examples of level 1 and 2 qualifications, their threshold contribution and point scores

The following table shows, as a guide, a few examples of qualifications and their threshold contribution and points allocation. These are used alongside the point scores and threshold contribution of all other approved qualifications to calculate the performance indicators published in these Tables.

Qualification	NQF Level	Level 2 threshold contribution	Level 1 threshold contribution	Point score
GCSE – grade A*	Level 2	20%	20%	58
GCSE – grade A	Level 2	20%	20%	52
GCSE – grade B	Level 2	20%	20%	46
GCSE – grade C	Level 2	20%	20%	40
GCSE – grade D	Level 1	0%	20%	34
GCSE – grade E	Level 1	0%	20%	28
GCSE – grade F	Level 1	0%	20%	22
GCSE – grade G	Level 1	0%	20%	16
Intermediate GNVQ – Merit	Level 2	80%	80%	196
Certification in Modern Foreign Languages – Entry level – grade 3	Entry Level	0%	0%	14
NVQ in Performing Engineering Operations – Pass	Level 1	0%	120%	168
National Certificate in Business – Merit	Level 2	80%	80%	196
Key Skills	Level 2	15%	15%	34.5
Key Skills	Level 1	0%	15%	18.8
Basic Skills	Level 2	10%	10%	23
Basic Skills	Level 1	0%	10%	12.5
Asset Language Units – Grade 9	Level 2	5%	5%	13.8
Asset Language Units – Grade 8	Level 2	5%	5%	12.3
Asset Language Units – Grade 7	Level 2	5%	5%	10
Asset Language Units – Grade 6	Level 1	0%	5%	8.5
Asset Language Units – Grade 5	Level 1	0%	5%	7
Asset Language Units – Grade 4	Level 1	0%	5%	4.8

The full range of qualifications approved for use with pupils of compulsory school age, including their threshold contributions and point scores, is available from the QCA National Database of Accredited Qualifications website www.accreditedqualifications.org.uk the website replaces openQUALS.

Entry Level qualifications are below Level 1 (grade G at GCSE) and represent the first tier of the NQF. Entry Level qualifications are aimed at KS4 pupils, in particular those with Special Educational Needs. The Entry Level qualifications are assigned a point score but do not contribute towards the Level 2 or the Level 1 threshold.

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

National Qualifications Framework

The National Qualifications Framework (NQF) sets out the levels at which qualifications can be recognised. Only qualifications that have been accredited by the regulatory authority are included in the NQF. These accredited qualifications are subsequently approved by the Secretary of State for use by pupils of compulsory school age.

Adjustments to number of pupils on roll

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 has been agreed where the pupil was admitted to the 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 examinations until they have improved their English language skills and are more familiar with the school curriculum in this country.

Some schools have had their results adjusted if they admitted a pupil who was permanently excluded from another school in the 2004/05 or 2005/06 school year. Pupils admitted to a maintained school following permanent exclusion from another maintained school are not counted in the number of pupils at the end of KS4 on roll, but any results achieved by these pupils do contribute towards the school's figures. This is part of the Government's policy to encourage schools to admit pupils permanently excluded from elsewhere so that they can continue their education.

Special Educational Needs (SEN)

The Achievement and Attainment Tables show information about the numbers of pupils in a school with special educational needs (SEN). In recent years, the information has shown the number and percentage of pupils with statements of SEN; and with SEN but without a statement. We have decided to change the presentation of this information from 2006. We will continue to show information about the two main groups of pupils:

- Total pupils with SEN on a school's roll; and
- Total pupils with SEN in the cohort being reported on (i.e. the examination/test year group).

However, from this year the information reported for each group of pupils will be split into the following categories:

- The number (and percentage) with statements or supported at School Action Plus; and
- The number (and percentage) supported at School Action.

SEN School Codes

School Action

The triggers for intervention through School Action could be the teacher's or others' concern, underpinned by

evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment; and
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

School Action Plus

The triggers under School Action Plus could be that, despite receiving an individualised programme and/or concentrated support under School Action, the pupil:

- Continues to make little or no progress in specific areas over a long period;
- Continues working at National Curriculum levels substantially below that expected of pupils of a similar age;
- Continues to have difficulty in developing literacy and mathematics skills;
- Has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme;
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service; and
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

ABBREVIATIONS AND THEIR MEANINGS

TYPE OF SCHOOL

- AC** Academy, publicly funded independent schools offering free education to pupils of all abilities. Established by sponsors from business, faith or voluntarily groups, working in partnership with central, regional and local education partners.
- CC** City Technology College or City College for the Technology of the Arts, independent all-ability, non-fee-paying schools offering pupils the opportunity to study a curriculum geared with the help of private sector sponsors towards the world of work.
- LA** Local Authority School, maintained by the Local Authority (LA). The LA is the admission authority. It has main responsibility for detailing arrangements for admission of pupils.
- CS** Community Special school, maintained by the LA, which is organised to make special educational provision for pupils with special educational needs.
- FA** Foundation school, maintained by the LA. It may have a foundation (generally religious) that appoints some of the school's governing body. The governing body is the admission authority.
- FS** Foundation Special school, maintained by the LA, which is organised to make special educational provision for pupils with SEN.
- IND** Independent school, normally fee-paying.
- IP** Independent school approved under the Education Act 1996, take pupils who have special needs.
- IS** Non-maintained special school, approved by the Secretary of State under the Education Act 1996 which is specially 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) that appoints some – but not most – of the governing body. The LA is the admission authority.

ADMISSION BASIS

- COMP** Comprehensive – takes pupils regardless of ability (although a school with a recognised specialism in a prescribed subject may select up to 10% of its intake by aptitude, and comprehensives which have historically selected some pupils by ability can continue to do so).
- MOD** Modern – a school in a selective area, which takes pupils regardless of ability.
- NON SEL** Non-selective – independent school which takes pupils usually regardless of their ability or aptitude.
- 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** Business and enterprise
- E** Engineering
- H** Humanities
- L** Language
- M** Mathematics and computing
- MU** Music
- S** Sports
- SC** Science
- T** Technology

- V** Vocational
 - Be SEN** specialism: Behaviour, emotional and social development
 - Cg SEN** specialism: Cognition and learning
 - CM SEN** specialism: Communication and Interaction
 - Sp SEN** specialism: sensory and physical
- From 2003, it has been possible for schools to offer more than one specialism under the specialist school programme. These schools are marked in the Achievement and Attainment Tables with both specialisms, for example S, T.

OTHERS

- LA** Local Authority
- GCSE** General Certificate of Secondary Education
- GNVQ** General National Vocational Qualification
- KEY SKILL** Key Skills at Levels 1 and 2
- NVQ** National Vocational Qualification at Levels 1 and 2
- VRO** Vocationally Related Qualifications at Levels 1 and 2
- Entry Level** Achievement Below Level 1
- AS** Advanced Subsidiary – Level 3 qualification
- R** The school has not confirmed that it has checked the examination results
- B** The school has not confirmed that it has checked the background information
- ♦** Fewer than 0.05% of half days missed due to absence
- ⊙** The school has students aged 16–18. Relevant results are in the 2006 Post-16 Tables
- *** Contextual value added measure has been suppressed because coverage is less than 50%
- NR** No information received
- N/A** Not available/not applicable
- NE** Not Entered
- SAP** School Action Plus
- SA** School Action

ABOUT THIS BOOKLET

How the Tables were compiled

Results for pupils at the end of KS4 came from the awarding bodies concerned, and were also checked with schools. The schools themselves provided results on graded exams.

Results were checked or provided by schools in early October. Some reviews requested by schools of grades awarded to pupils were not completed in time to affect the information included in these tables. It is therefore possible that, for some schools, the published information would have been different had the results of the reviews been available earlier. If you have an interest in a particular school's results, you should check with the school.

Information about contextual factors used in the CVA measure, authorised and unauthorised pupil absence and 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 examination results, the initial 'R' appears after its age range. If the school did not confirm that it had checked its background information, the initial 'B' appears after its age range. If both 'R' and 'B' are present, the school did not confirm that it had checked either.

Schools that have opened after January 2006 will be published with background data only as we have no school census data available to report the results against.

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;
- copies of the 2006 Primary School (Key Stage 2) Achievement and Attainment Tables booklet that includes Key Stage 2 results for those at the end of Key Stage 2 (normally 11 year olds);
- copies of the 2006 Post-16 Tables booklets that include advanced level results for 16-18 year olds;
- copies of the 2006 KS1–KS2 CVA Pilot booklet; or
- copies of booklets for other areas

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

You can also view 2006 and previous years' Achievement and Attainment Tables, as well as individual school and LA averages online, at: www.dfes.gov.uk/performancetables

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