

Secondary School
GCSE (and equivalent)
Achievement and Attainment Tables
2007

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INTRODUCTION

These Tables give information on the achievement and attainment of students 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:

- Contextual Value Added (CVA) scores which measure the progress made by students from the end of Key Stage 2 (KS2) and Key Stage 3 (KS3) to the end of KS4 using their test and exam results. CVA takes into account the varying starting points of each student's KS2/KS3 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 student results;
- attainment in GCSEs (and equivalent qualifications) of students who were at the end of KS4 in the 2006/07 school year;
- bar charts which show how the GCSE (and equivalent) results for students in each school have changed each year since 2004;
- rates of student absence from school; 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 students' achievements. Schools change from year to year and their future results may differ from those achieved by current students. Although CVA provides a fairer indication of a school's overall effectiveness, attainment measures showing examination results continue to provide important information about school and student 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 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 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 students with special educational needs requiring special teaching and facilities).

ABOUT THESE TABLES

General

These Tables provide the exam results for secondary school students who are at the end of KS4. In the majority of schools, those students in Year 11 in the 2006/07 school year are at the end of KS4. 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. However, 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, by visiting schools and talking to teachers.

How to read the Tables

The Key Stage 4 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 proportion of students with special educational needs (SEN);
- cohort information for students at the end of KS4;
- GCSE (and equivalent) achievements of students at the end of KS4 including English and maths, and in science;
- KS2–4 CVA;
- KS3–4 CVA;
- information on overall and unauthorised student absences; and
- bar charts showing year on year comparisons of exam results over the past four years.

The following sections describe what is published for each school, and explains how to interpret the information and what conclusions can be drawn:

- the CVA measure (pages 9-11);
- the students and qualifications reported (page 12);
- the results for students at the end of KS4 (pages 12 and 13);
- the year on year comparisons (page 14); and
- the absence records (page 14).

You will find more information on how CVA is calculated; the National Curriculum; the National Qualifications Framework; adjustments to number of students on roll; and Special Educational Needs; in the 'More Information' section of this booklet.

Further technical detail on CVA is provided in the 'Guide to CVA'; and further detail on the points for examinations and qualifications can be found in the 'Point scores for tests and examinations' document at www.dcsf.gov.uk/performance/tables.

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.

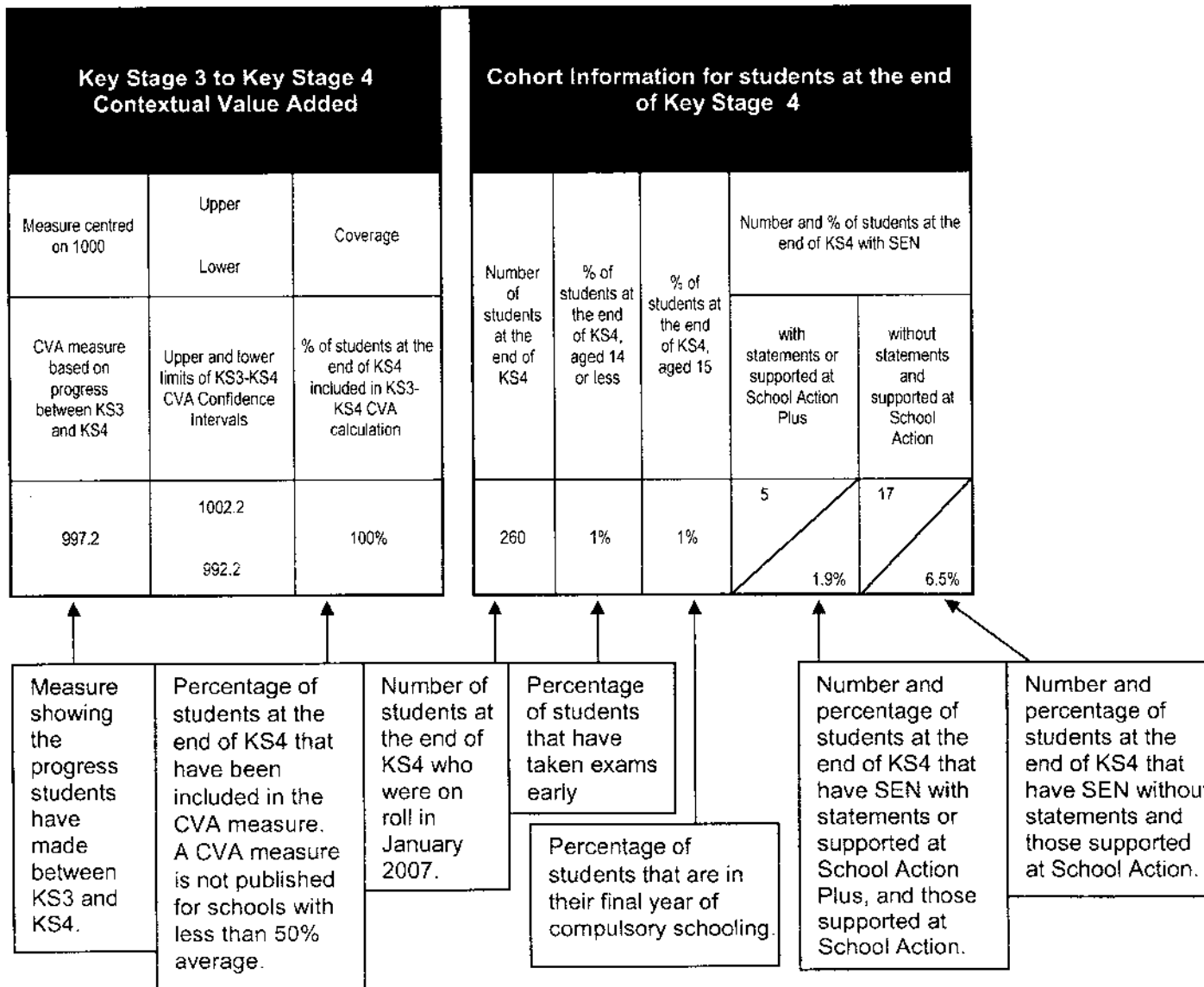
HOW TO READ THE TABLES

Local Authority					Key Stage 2 to Key Stage 4 Contextual Value Added			
					Measure centred on 1000	Upper Lower	Coverage	Number of qualifications
SCHOOLS					CVA measure based on progress between KS2 and KS4	Upper and lower limits of KS2-KS4 CVA Confidence intervals	% of students at the end of KS4 included in KS2-KS4 CVA calculation	Average number of qualifications taken by students in KS2 - KS4 CVA calculation
School 1	CY	COMP	11-16	R	997.2	1002.2	100%	8.4
Street name Village / Town				B		992.2		
City/County	(Sc.T)	MIXED						
Postcode 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 students have made between KS2 and KS4.

Percentage of students 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.



GCSE and equivalent achievements of students at the end of Key Stage 4								Number of 15 Year Old Students on Roll in 2006/07
% of students achieving:							Average total point score per student	
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)	2 grades A*-C which cover the KS4 science programme of study	% of students achieving at least one qualification		
40%	80%	85%	50%	96%	35%	98%	290.8	260

Percentage of students achieving the different levels of attainment listed under the 'results for students 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								Background Information			Absence	
% of 15 year old students achieving 5+ A*-C (GCSE and equivalent) including English and maths GCSEs				% of 15 year old students achieving 5+ A*-C (GCSE and equivalent)				Total number of students (all ages)	Total number and % of students with SEN		% of half days missed due to	
2004	2005	2006	2007	2004	2005	2006	2007		with statements or supported at School Action Plus	Supported at School Action	total absence	unauthorised absence
45%	40%	41%	40%	49%	51%	48%	50%	1318	19	165	8.3%	0.5%
									1.4%	12.5%		

This shows how the results have changed since 2004. This is based on students aged 15 (as at 31.08.06) instead of students at the end of KS4.

Number of students on roll in January 2007.

Number and percentage of students on roll in January 2007 with statements or supported at School Action Plus.

Number and percentage of students on roll in January 2007 with SEN supported at School Action.

Percentage of half days missed due to unauthorised absence. This includes all unexplained or unjustified absences.

Percentage of half days missed due to absence. This includes absence for which a satisfactory explanation has been provided, e.g. illness and unexplained or unjustified absences.

KEY STAGE 2 to KEY STAGE 4 (KS2–4) AND KEY STAGE 3 to KEY STAGE 4 (KS3–4) CONTEXTUAL VALUE ADDED MEASURE (CVA)

In addition to the KS2–4 CVA measure shown in last year's KS4 Tables, we will be publishing a KS3–4 CVA measure. We have delayed the publication of a KS3–4 CVA measure to coincide with the introduction of the KS2–3 CVA measure, which will be published later in the Key Stage 3 Tables. It is important that these complementary measures are not focussed on in isolation, as to do so could give rise to misleading interpretation of a school's performance.

CVA is not published for independent schools because the Department does not collect from them the student level information needed to calculate CVA.

What is Contextual Value Added?

What do we mean by contextual value added?

The examination results attained by students provide important information about the performance of a school – for example, the amount getting five 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 five GCSEs, for others seven or eight good grades will be relatively easily attained, and for some (perhaps with significant special educational needs) one or two qualifications might be a huge achievement. We therefore also measure the progress made by a student 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 students 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 student'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 students' 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.

Calculating the Contextual Value Added scores

We base each student'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 students with similar characteristics and similar results at KS2 for KS2–4 CVA and at KS3 for KS3–4 CVA scores. If their GCSE (and equivalent) results are better than the average achieved by similar students, the CVA will be positive; if they do less well, it will be negative. All individual student 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 students 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 students, given what is known about the circumstances of its student intake.

A more detailed explanation of the statistical model and the calculations used to produce the CVA measures can be found in the 'Guide to CVA' at www.dcsf.gov.uk/performance/tables. A detailed

explanation of how to work out a student's best eight results can be found in the 'Point scores for tests and examinations' document also available on the website.

Interpretation of a school's CVA score

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

- both the KS2–4 and KS3–4 CVA scores;
- the upper and lower limits of a 95% confidence interval;
- a coverage indicator; and
- the average number of qualifications taken by students included in the CVA calculation.

The coverage indicator shows the percentage of students at the end of KS4 included in the CVA calculation. This might not be 100% because we do not have prior attainment for some students (e.g. the KS2 test results) – 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 students on average made more progress than similar students nationally, while scores below 1000 represent schools where students made less progress.

For both of the KS4 CVA measures, a measure of 1006 means that on average each of the school's students achieved the equivalent of one GCSE grade higher in one subject than the average attained by similar students. A score of 1048 means that on average each student achieved one GCSE grade higher in each of their best eight subjects than the average attained by similar students. Conversely, a score of 994 means that the school's students achieved one grade lower in one subject on average, while a score of 952 means that students 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. However, the significance that can be attached to any particular school's CVA measure depends, among other things, on the number of students included in the CVA calculation. The smaller the number of students, 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 school's or student's progress between KS2 and KS4.

CVA is, however, based on a given set of students' 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 students might have achieved different results on the day. And the school would almost certainly have shown slightly different results with a different set of students, even with the same levels of prior attainment. Hence, although the CVA is based on all students 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 (CI)*. 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 students included in the calculation. The CVA methodology produces a 95% 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 students on average made significantly more progress than students nationally, while schools where the upper limit of the CI is below 1000 represent schools where students made significantly less progress.

Examples for KS2-4 CVA:

- a measure of 995.3 with a CI between 1007.5 and 983.1 means the progress made by students 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 students 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 students in the school's KS4 cohort is significantly below the national average.

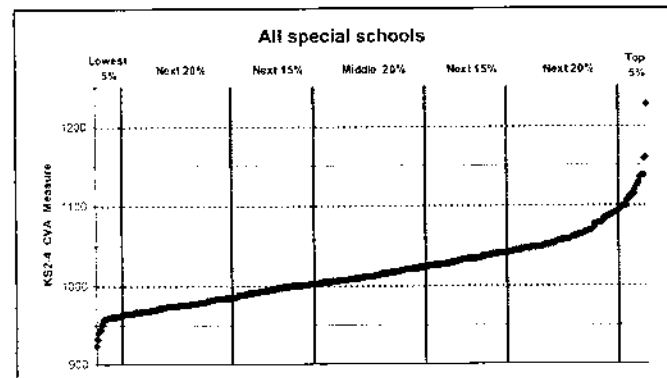
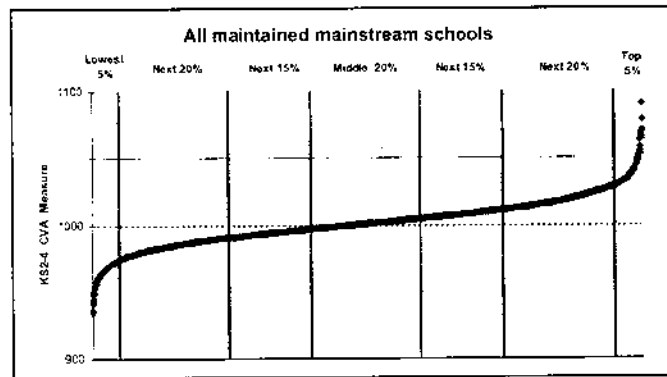
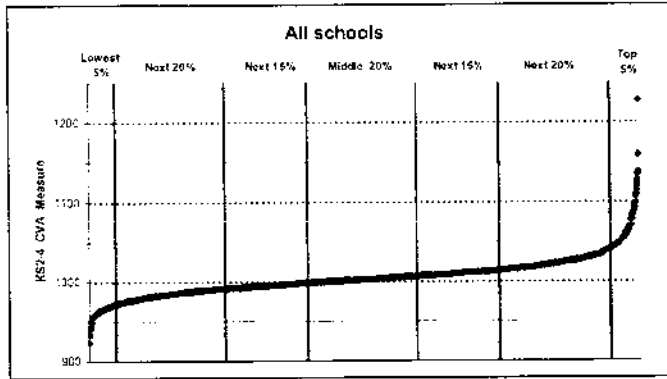
Further information on calculation and interpretation of CVA measures and confidence intervals can be found in the 'Guide to CVA' at www.dcsf.gov.uk/performance/tables

Contextual Value Added (CVA) Percentiles

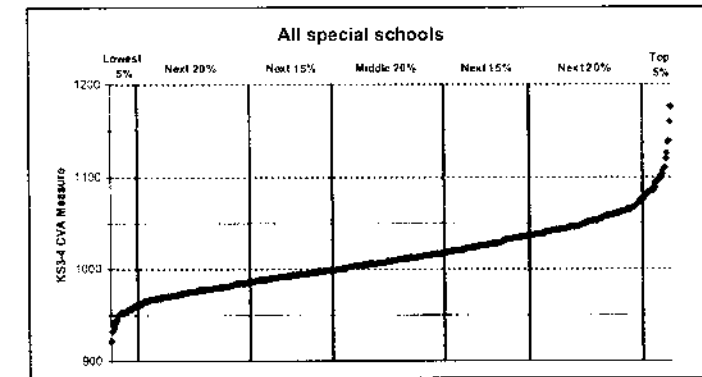
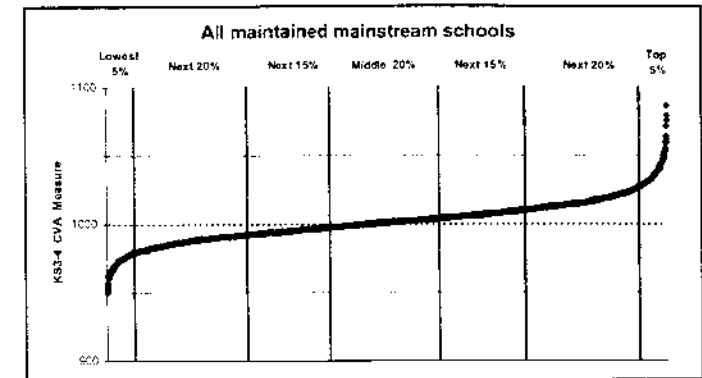
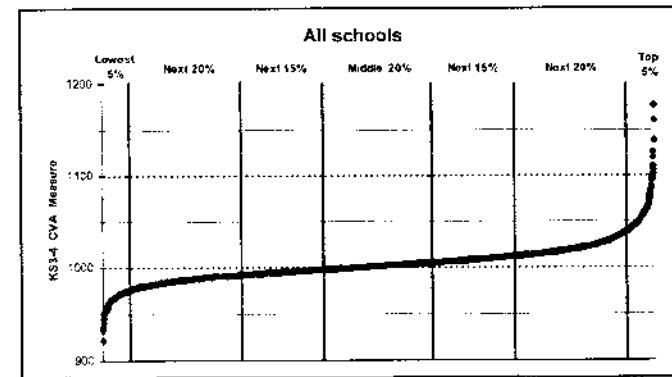
The CVA percentiles give the distribution of CVA scores and show where schools are placed nationally compared to other schools, based on the CVA measure. There are three versions, which allow comparisons against: mainstream schools only; special schools only; and all schools (i.e. both mainstream and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

Key Stage 2 to Key Stage 4 CVA Measure (centred around 1000)			
All Schools	Profiles		Percentiles
	All Maintained Mainstream Schools	All Special Schools	
1041.11 and above	1029.09 and above	1095.46 and above	Top 5% of schools nationally
1013.41 to 1041.10	1011.16 to 1029.08	1041.11 to 1095.45	Next 20% of schools nationally
1006.11 to 1013.40	1005.01 to 1011.15	1023.11 to 1041.10	Next 15% of schools nationally
997.61 to 1006.10	997.11 to 1005.00	1002.31 to 1023.10	Middle 20% of schools nationally
990.66 to 997.60	990.91 to 997.10	984.86 to 1002.30	Next 15% of schools nationally
971.54 to 990.65	973.82 to 990.90	963.34 to 984.85	Next 20% of schools nationally
971.53 and below	973.81 and below	963.33 and below	Bottom 5% of schools nationally

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



Key Stage 3 to Key Stage 4 CVA Measure (centred around 1000)			
	Profiles		Percentiles
	All Maintained Mainstream Schools	All Special Schools	
All Schools	All Maintained Mainstream Schools	All Special Schools	Percentiles
1038.31 and above	1027.11 and above	1077.24 and above	Top 5% of schools nationally
1011.91 to 1038.30	1009.91 to 1027.10	1036.71 to 1077.23	Next 20% of schools nationally
1004.71 to 1011.90	1003.81 to 1009.90	1017.91 to 1036.70	Next 15% of schools nationally
997.57 to 1004.70	997.41 to 1003.80	998.71 to 1017.90	Middle 20% of schools nationally
991.61 to 997.56	992.01 to 997.40	985.69 to 998.70	Next 15% of schools nationally
975.21 to 991.60	978.71 to 992.00	960.21 to 985.68	Next 20% of schools nationally
975.20 and below	978.70 and below	960.20 and below	Bottom 5% of schools nationally



STUDENTS AND QUALIFICATIONS REPORTED

Reporting at the end of KS4

Since 2005, the Achievement and Attainment Tables have reported on all students at the end of their KS4 programme of study instead of achievements of only those students aged 15 (i.e. aged 15 by 31 August 2006) to allow for different rates of learning. In most schools this will be the students in Year 11 classes. Although most students are aged 15 at the start of the school year, in some schools there are younger and older students in this year group, as different students progress at different rates.

All performance data published in the Tables are based on the achievements of students at the end of KS4. However, because data on KS4 student performance has only been collected since 2005, the bar charts showing results over the past four years are based on the achievements of students 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, we ensure that schools receive full recognition of their efforts to broaden the curriculum opportunities available to their students in the 14-19 phase of education.

These Tables report achievements in all qualifications approved for students of compulsory school age: Entry level qualifications; GCSEs; Level 2 Vocationally Related Qualifications; NVQs; Key Skills; and Basic Skills. AS levels and Advanced Free Standing Maths qualifications taken early will also be counted.

Qualifications that are not accredited by the Qualification and Curriculum Authority (QCA) or approved by the Secretary of State for Children, Schools and Families for school age use (e.g. International GCSEs) are not reported in the Achievement and Attainment Tables.

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, 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.

QCA have assigned each qualification a threshold contribution figure expressed as a percentage as well as a point score. Examples of qualifications and their threshold contribution and points allocation can be found in the 'Point scores for tests and examinations' document on the website at www.dcsf.gov.uk/performance/tables.

RESULTS FOR STUDENTS AT THE END OF KEY STAGE 4

New Science Indicator

The Government's *Science and Innovation Investment Framework 2004–2014: Next Steps* document, published in March 2006, announced our intention to publish 'the percentage of students who achieve two or more good (A*-C) GCSEs in science' in school Achievement and Attainment Tables from 2007.

For each school, we have published the percentage of students at the end of KS4 who have achieved at least two GCSEs at grades A*-C (or equivalent) which cover the KS4 science programme of study and provide a progression route to A levels in Physics, Chemistry, Biology or Applied Science and other substantial level 3 qualifications in science.

This means, that to be counted in the indicator:

- students must have achieved grades A*-C in:
 - GCSE Science ('core') and GCSE Additional Science; or
 - GCSE Science ('core') and GCSE Additional Applied Science; or
 - GCSE Applied Science Double Award; or
 - GCSE Science and GCSE Environmental and Land-based Science; or
 - Intermediate Science GNVQ; or
 - Level 2 BTEC First Certificates and First Diplomas in Applied Science at pass, merit and distinction; or
 - OCR Level 2 National Awards and National Certificates in Science at pass, merit and distinction.

- students will have to have taken all three science GCSEs (Physics, Chemistry and Biology), but need only have attained A*-C in any two;
- students who have taken AS levels early will also be counted, provided that they have taken all three of physics, chemistry and biology and gained A-E in at least two.

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

This sets a standard of excellence by showing the proportion of students at a school who reach the standard necessary to go on to study at advanced level, including grades A*-C in GCSE English and GCSE maths.

This 'gold standard' indicator shows the percentage of students at the end of KS4 achieving five or more GCSEs (and equivalent) at grades A*-C including English and maths GCSEs.

Students 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 are counted except English Literature and statistics.

Percentage of students achieving Level 2 in 'functional' English and Maths

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

Students 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 students achieving Level 1 in 'functional' English and Maths

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

Students 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 students achieving five or more GCSE grades A*-C, (and equivalent)

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

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

This shows the proportion of students who have achieved the equivalent of five GCSE pass grades.

Percentage of students achieving at least one qualification

This shows the proportion of students 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 students of all abilities. Two schools with similar percentages of students 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 students at the end of KS4 by the number of students on roll at the end of KS4.

The average point score published here includes all of each student's GCSE (and equivalent) qualifications, not just the best eight.

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 students in each school have changed since 2004, 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 students at the end of KS4, the data used for the time series is based on the achievements of all students on roll at the school who were in their last year of compulsory schooling aged 15. This may include students 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 2004, 2005, 2006 and 2007, 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 students, with different prior attainment and other characteristics, results may fluctuate from year to year for reasons to do with the students rather than the school. Small fluctuations from year to year are unlikely to be significant, particularly if the school's year group is small.

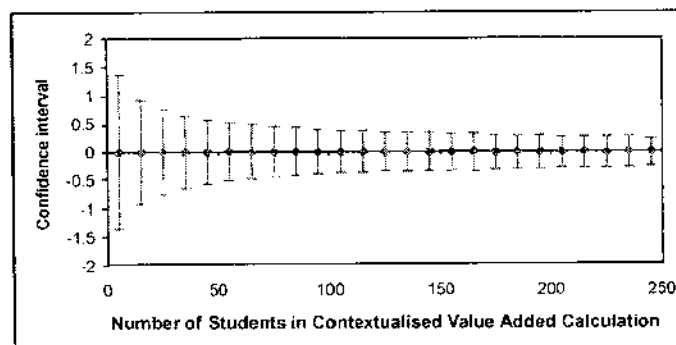
The year on year comparisons data for 2007 include all the results achieved by students in their last year of compulsory schooling, even if some or all of those results were obtained in earlier years. Early-taken results are credited to the school where the student is on roll at the time of statutory school-leaving age. However, where students 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 students achieve early.

Ready Reckoner

The Contextual Value Added (CVA) Ready Reckoner is an additional tool which allows you to look at the detailed calculations, is accessible from the website at www.dcsf.gov.uk/performance/tables

The uncertainty of a CVA score as a measure of school effectiveness can be presented as a Confidence Interval (CI). This is a range of scores within which we can be statistically confident that the 'true' school effectiveness will lie. The size of the CI is determined by the number of students in the calculation.



Smaller schools have larger confidence intervals since we are estimating the score on a smaller number of results.

ABSENCE RECORDS

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

Overall absence is authorised and unauthorised absence added together. 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 from school **without** permission from a teacher or other authorised representative of the school. This includes all unexplained or unjustified absences.

The information relates to student absences in the autumn and spring terms of the 2006/07 school year as the whole year absence data has not yet been verified. Boarding students are not included. The first column shows the number of day students in this age range. The second and third columns show the percentage of half days missed as a result of:

- unauthorised absence; and
- overall 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 students. In the case of schools that are part boarding, the published statistics relate only to the school's **day** students 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 students on roll on 18 January 2007 and the students of compulsory school age for calculating student absences. This is because they have been calculated in different ways and serve different purposes.

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SCHOOLS

	Key Stage 2 to Key Stage 4 Contextual Value Added				Key Stage 3 to Key Stage 4 Contextual Value Added			Cohort Information for students at the end of Key Stage 4				
	Measure centred on 1000	Upper Lower	Coverage	Number of qualifications	Measure centred on 1000	Upper Lower	Coverage	Number of students at the end of KS4	% of students at the end of KS4 aged 14 or less	% of students at the end of KS4 aged 15	Number and percentage of students at the end of KS4 with SEN	
	CVA measure based on progress between KS2 and KS4	Upper and lower limits of KS2-KS4 CVA Confidence Intervals	% of students at the end of KS4 included in CVA calculation	Average number of qualifications taken by students in KS2-KS4 VA calculation	CVA measure based on progress between KS3 and KS4	Upper and lower limits of KS3-KS4 CVA Confidence Intervals	Average number of qualifications taken by students in KS3-KS4 VA calculation				with statements of supported at School Action Plus	Supported at School Action
The Albion High School		1022.7				1030.2					22	19
London Street Salford Lancashire M6 6QT Tel: 0161 9211230	CY	1012.7	87%	9.5	1021.8	1013.4	89%	168	0%	98%	13.1%	11.3%
All Hallows RC Business and Enterprise College		1063.5				1039.3					4	8
Weaste Lane Salford Greater Manchester M5 5JH Tel: 0161 7364117	VA (B&E)	1049.2	88%	12.4	1027.6	1015.9	96%	74	0%	99%	5.4%	10.8%
Beis Yaakov High School		1040.1				1038.7					3	2
69 Broom Lane Salford Lancashire M7 4FF Tel: 0161 7088220	VA	1020.1	93%	9.6	1021.4	1004.0	90%	29	0%	97%	10.3%	6.9%
Bnos Yisroel Schools											0	0
Leicester Road Salford Lancashire M7 4DA Tel: 0161 7923896	IND	Not published	Not published	Not published	Not published	Not published	Not published	43	N/A	N/A	0.0%	0.0%
Bridgewater School											0	0
Drywood Hall Worsley Manchester Lancashire M28 2WQ Tel: 0161 7941463	IND	Not published	Not published	Not published	Not published	Not published	Not published	65	N/A	N/A	0.0%	0.0%
Buile Hill High School		1010.4				1025.3					11	16
Eccles Old Road Salford Lancashire M6 8RD Tel: 0161 7361773	CY	1001.7	95%	8.5	1018.0	1010.6	96%	207	0%	100%	5.3%	7.7%
Harrop Fold School		991.7				1012.9					9	3
Hilton Lane Worsley Manchester Lancashire M28 0SY Tel: 0161 7905022	CY (A)	983.4	96%	10.3	1005.7	998.5	97%	226	0%	99%	4.0%	1.3%
Hope High School		975.1				972.9					4	8
Prestwood Road Salford M6 8GG Tel: 0161 7362637	CY	965.8	97%	7.2	965.0	957.1	97%	176	0%	100%	2.3%	4.5%
Irlam and Cadishead Community High School		1027.3				1038.3					12	10
Macdonald Road Irlam Manchester Lancashire M44 5LH Tel: 0161 7755525	CY (B&E,M&C)	1018.6	98%	13.5	1030.9	1023.6	98%	201	0%	100%	6.0%	5.0%
Local Authority (excluding independent schools)		1003.8				1009.9						
England (including all schools)												

GCSE and equivalent achievements of students at the end of Key Stage 4								Number of 15 Year Old Students on Roll in 2006/07	Year on Year comparisons								Background Information			Absence	
% of students achieving							Average total point score per student		% of 15 year old students achieving 5+A*-C (GCSE and equivalent) including English and maths GCSEs				% of 15 year old students achieving 5+A*-C (GCSE and equivalent)				Total number of students (all ages)	Total number and percentage of students with SEN		% of half days missed due to	
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)	Two grades A*-C which cover the KS4 science programme of study	% of students achieving at least one qualification			2004	2005	2006	2007	2004	2005	2006	2007		with statements or supported at School Action Plus	Supported at School Action	authorised absence	unauthorised absence
23%	45%	91%	55%	81%	20%	98%	344.3	167	12%	12%	16%	23%	19%	21%	29%	54%	879	142	121	14.1%	2.9%
24%	42%	100%	62%	97%	38%	100%	407.4	73	23%	23%	24%	23%	49%	58%	58%	62%	494	40	63	10.2%	2.0%
90%	93%	100%	90%	93%	83%	100%	443.5	29	90%	71%	86%	90%	90%	75%	86%	196	16	13	7.8%	1.2%	
86%	86%	95%	93%	98%	0%	100%	321.4	42	N/A	N/A	N/A	N/A	N/A	N/A	N/A	496	4	48	Not applicable	Not applicable	
80%	80%	97%	83%	97%	65%	97%	378.6	65	70%	74%	64%	86%	74%	84%	70%	90%	519	0	0	Not applicable	Not applicable
29%	60%	94%	53%	86%	34%	96%	311.0	206	78%	66%	72%	74%	85%	94%	81%	77%	879	27	128	11.6%	3.7%
19%	26%	91%	47%	81%	32%	96%	370.1	225	21%	17%	13%	29%	29%	21%	25%	52%	963	40	29	10.7%	2.1%
23%	26%	88%	32%	88%	23%	97%	235.7	178	15%	15%	19%	19%	20%	21%	43%	47%	706	21	94	9.2%	3.7%
38%	38%	97%	71%	97%	69%	99%	462.9	200	30%	23%	28%	29%	23%	34%	34%	31%	946	51	77	9.2%	2.1%
37.8%	46.2%	92.6%	59.6%	89.2%	39.8%	97.0%	375.4		28%	34%	36%	38%	59%	78%	71%	72%				9.0%	2.0%
46.7%	50.3%	90.8%	62.0%	91.7%	50.3%	98.9%	378.1		42.6%	44.3%	45.3%	46.0%	53.7%	56.3%	58.5%	60.8%				7.8%	1.4%

SALFORD

SCHOOLS

Key Stage 2 to Key Stage 4 Contextual Value Added

Key Stage 3 to Key Stage 4 Contextual Value Added

Cohort Information for students at the end of Key Stage 4

School Name	Type	Age Group	Key Stage 2 to Key Stage 4 Contextual Value Added				Key Stage 3 to Key Stage 4 Contextual Value Added			Cohort Information for students at the end of Key Stage 4				
			Measure centred on 1000	Upper Lower	Coverage	Number of qualifications	Measure centred on 1000	Upper Lower	Coverage	Number of students at the end of KS4	% of students at the end of KS4 aged 14 or less	% of students at the end of KS4 aged 15	Number and percentage of students at the end of KS4 with SEN	
			CVA measure based on progress between KS2 and KS4	Upper and lower limits of KS2-KS4 CVA Confidence Intervals	% of students at the end of KS4 included in CVA calculation	Average number of qualifications taken by students in KS2-KS4 VA calculation	CVA measure based on progress between KS3 and KS4	Upper and lower limits of KS3-KS4 CVA Confidence Intervals	Average number of qualifications taken by students in KS3-KS4 VA calculation				with statements or supported at School Action Plus	Supported at School Action
Mechinoh School	IND	BOYS											0	0
13 Upper Park Road Salford Lancashire M7 4HY Tel: 0161 7959275		11-16											0.0%	0.0%
Moorside High School				986.2				998.6					16	13
East Lancashire Road Swinton Manchester Lancashire M27 0BH Tel: 0161 7941045	CY	COMP MIXED	978.2	970.2	98%	8.5	991.9	985.1	98%	244	0%	100%	6.6%	5.3%
OYY Lubavitch Girls' School													0	0
Beis Menachem Park Lane Broughton Park Salford Lancashire M7 4JD Tel: 0161 7950002	IND	GIRLS											0.0%	0.0%
St Ambrose Barlow RC High School				1021.0				1029.9					6	7
Shaftesbury Road Swinton Manchester Lancashire M27 5SZ Tel: 0161 7943521	VA (T)	COMP MIXED	1010.8	1000.5	99%	13.1	1021.2	1012.6	100%	140	0%	99%	4.3%	5.0%
St George's RC High School				1022.5				1019.7					5	9
Parsonage Drive Worsley Manchester Lancashire M28 3SH Tel: 0161 7904420	VA (T)	COMP MIXED	1011.2	1000.0	99%	11.3	1010.1	1000.4	97%	114	0%	100%	4.4%	7.9%
St Patrick's RC High School and Arts College				1028.8				1035.0					3	22
Guilford Road Eccles Manchester M30 7JF Tel: 0161 7894678	VA (A)	COMP MIXED	1020.1	1011.5	98%	11.3	1027.7	1020.3	98%	203	0%	100%	1.5%	10.8%
Salford City Academy				1037.6				1025.3					14	16
Northfleet Road Peel Green Eccles Manchester Lancashire M30 7PQ Tel: 0161 7895359	AC	COMP MIXED	1025.8	1014.0	94%	10.3	1015.2	1005.1	93%	107	0%	100%	13.1%	15.0%
The Swinton High School				1045.0				1045.6					19	25
Sefton Road Swinton Salford Lancashire M27 6JU Tel: 0161 7946215	CY (A)	COMP MIXED	1035.9	1026.8	91%	11.9	1038.1	1030.6	97%	196	0%	100%	9.7%	12.8%
Walkden High School				994.9				990.7					4	13
Birch Road Walkden Worsley Manchester Lancashire M28 7FJ Tel: 0161 975 8000	CY (L)	COMP MIXED	986.8	978.8	98%	10.0	983.9	977.2	100%	237	0%	100%	1.7%	5.5%
Local Authority (excluding independent schools)			1003.8				1009.9							
England (including all schools)														

GCSE and equivalent achievements of students at the end of Key Stage 4								Number of 15 Year Old Students on Roll in 2006/07	Year on Year comparisons								Background Information			Absence	
% of students achieving							Average total point score per student		% of 15 year old students achieving 5+A*-C (GCSE and equivalent) including English and maths GCSEs				% of 15 year old students achieving 5+A*-C (GCSE and equivalent)				Total number of students (all ages)	Total number and percentage of students with SEN		% of half days missed due to	
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)	Two grades A*-C which cover the KS4 science programme of study	% of students achieving at least one qualification		2004	2005	2006	2007	2004	2005	2006	2007	with statements or supported at School Action Plus		Supported at School Action	authorised absence	unauthorised absence	
							15								64			Not applicable	Not applicable		
							243								1026			9.1%	2.7%		
44%	48%	93%	52%	88%	41%	97%	1							72			Not applicable	Not applicable			
							139								734			6.4%	1.4%		
64%	64%	96%	89%	99%	68%	100%	114							595			6.8%	0.4%			
47%	49%	96%	61%	96%	39%	97%	203							909			6.3%	1.0%			
56%	60%	99%	87%	99%	35%	100%	107							583			9.5%	1.5%			
41%	47%	90%	62%	85%	26%	94%	196							991			8.3%	1.5%			
38%	53%	92%	76%	91%	42%	96%	239							1199			6.2%	0.2%			
58%	58%	98%	68%	97%	57%	99%															
37.8%	46.2%	92.6%	59.6%	89.2%	39.8%	97.0%	375.4	26.8%	32.3%	31.7%	37.6%	38.3%	45.4%	50.9%	59.3%			9.0%	2.0%		
46.7%	50.3%	90.8%	62.0%	91.7%	50.3%	98.9%	378.1	42.6%	44.3%	45.3%	46.0%	53.7%	56.3%	58.5%	60.8%			7.8%	1.4%		

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SCHOOLS

Wentworth High School

Wentworth Road Eccles Manchester
M30 9BP Tel: 0161 7894565

CY COMP MIXED 11-16

Yeshivah Ohr Torah School

28 Broom Lane Salford Lancashire
M7 4FX Tel: 0161 7921230

IND BOYS 11-16

SPECIAL SCHOOLS

Chatsworth High

Chatsworth Road Eccles Salford Manchester
M30 9DY Tel: 0161 9211405

CYS (SEN C&I) N/A MIXED 11-19

Inscape House

Silkhey Grove Worsley Manchester
M28 7FG Tel: 0161 9752340

NMSS MIXED 4-16

New Park High School

Off Green Lane Patricroft Eccles Manchester
M30 0RW Tel: 0161 9212000

FDS N/A MIXED 11-16

Oakwood High School

Chatsworth Road Ellesmere Park Eccles Lancashire
M30 9DY Tel: 0161 9212140

CYS (A,T) N/A MIXED 11-16

Local Authority (excluding independent schools)

England (including all schools)

Key Stage 2 to Key Stage 4 Contextual Value Added

Key Stage 3 to Key Stage 4 Contextual Value Added

Cohort Information for students at the end of Key Stage 4

Measure centred on 1000	Upper Lower	Coverage	Number of qualifications	Measure centred on 1000	Upper Lower	Coverage	Number of students of the end of KS4	% of students at the end of KS4 aged 14 or less	% of students at the end of KS4 aged 15	Number and percentage of students at the end of KS4 with SEN	
										with statements or supported at School Action Plus	Supported at School Action
CVA measure based on progress between KS2 and KS4	Upper and lower limits of KS2-KS4 CVA Confidence Intervals	% of students at the end of KS4 included in CVA calculation	Average number of qualifications taken by students in KS2-KS4 VA calculation	CVA measure based on progress between KS3 and KS4	Upper and lower limits of KS3-KS4 CVA Confidence Intervals	Average number of qualifications taken by students in KS3-KS4 VA calculation					
987.2	996.5	98%	9.7	979.3	987.3	97%	173	0%	99%	7	29
	977.8				971.4					0	0
								N/A	N/A		
										0.0%	0.0%
Not entered	Not entered	Not entered	Not entered	Not entered	Not entered	Not entered	8	0%	100%		
Not entered	Not entered	Not entered	Not entered	Not entered	Not entered	Not entered	7	0%	100%		
#	#	45%	#	1005.1	1026.9	50%	20	0%	80%		
#	#				983.2						
1091.7	1106.3	83%	9.7	1085.0	1097.2	94%	36	0%	94%		
	1077.1				1072.7						
1003.8				1009.9							

GCSE and equivalent achievements of students at the end of Key Stage 4								Number of 15 Year Old Students on Roll in 2006/07	Year on Year comparisons								Background Information			Absence	
% of students achieving							Average total point score per student		% of 15 year old students achieving 5+A*-C (GCSE and equivalent) including English and maths GCSEs				% of 15 year old students achieving 5+A*-C (GCSE and equivalent)				Total number of students (all ages)	Total number and percentage of students with SEN		% of half days missed due to	
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)	Two grades A*-C which cover the KS4 science programme of study	% of students achieving at least one qualification		2004	2005	2006	2007	2004	2005	2006	2007	with statements or supported at School Action Plus		Supported at School Action	authorised absence	unauthorised absence	
25%	38%	93%	42%	89%	30%	100%	173										26%				25%
							1								33			Not applicable	Not applicable		
Not entered	Not entered	Not entered	Not entered	Not entered	Not entered	Not entered	8								94			Not applicable	Not applicable		
Not entered	Not entered	Not entered	Not entered	Not entered	Not entered	Not entered	7								59			Not applicable	Not applicable		
0%	0%	20%	0%	15%	0%	50%	16								64			Not applicable	Not applicable		
0%	0%	42%	0%	50%	0%	97%	37								179			Not applicable	Not applicable		
37.8%	46.2%	92.6%	59.6%	89.2%	39.8%	97.0%	375.4	26.8%	32.3%	31.7%	37.6%	38.3%	45.4%	50.9%	59.3%			9.0%	2.0%		
46.7%	50.3%	90.8%	62.0%	91.7%	50.3%	98.9%	378.1	42.6%	44.3%	45.3%	46.0%	53.7%	56.3%	58.5%	60.8%			7.8%	1.4%		

MORE INFORMATION

More information on CVA Calculations

Students included

The KS2–4 and KS3–4 CVA measures are based on the results achieved by students:

- who were at the end of KS4 (i.e. Year 11) during the 2006/2007 school year;
- were on the school roll on 18 January 2007; and
- for whom we were able to match prior attainment in their KS2 and KS3 tests.

Calculation of a school's coverage percentage

This shows the proportion of students included in the KS2–4 and KS3–4 CVA calculations. For example, if a school had 10 students at the end of KS4 on roll but only six of them were included in the CVA measure, then the actual number of students included in the CVA score would be six. The coverage in this example would be:

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

Average number of qualifications taken by students in the CVA calculation

This shows the average number of approved qualifications taken by each student included in the CVA calculation. It has been calculated by dividing the total number of examinations taken by each student by the number of students 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 students who are included in the calculation and the number of examinations taken by each of the students is as follows:

Student	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 students 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 CVA in the Tables. The national KS2–4 CVA score is published separately on the Statistical First Release website www.dcsf.gov.uk/rsgateway/DB/SFR/s000702/index.shtml under GCSE and Equivalent Examination Results in England 2006/07 (Revised).

Calculation of capped point score

The KS4 Achievement and Attainment Tables includes all approved qualifications in Entry Level, Level 1 and Level 2, AS levels taken early and level 3 Free Standing Maths qualifications. A capped point score is calculated, at the best eight GCSEs or equivalent.

A more detailed explanation of how to work the capped point score from a student's best eight results can be found in the 'Point scores for tests and examinations' document on the website at www.dcsf.gov.uk/performance/tables

The national curriculum

Students 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 students 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 students of compulsory school age.

Adjustments to number of students on roll

The results for some schools have been adjusted. Some schools requested that students recently admitted from overseas with little or no English be discounted from the figures. This has been agreed where the student was admitted to the school in the 2005/06 or 2006/07 school year from outside the United Kingdom and their first language is not English. The Government accepts that these students 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 student who was permanently excluded from another school in the 2005/06 or 2006/07 school year. Students admitted to a maintained school following permanent exclusion from another maintained school are not counted in the number of students at the end of KS4 on roll, but any results achieved by these students do contribute towards the school's figures. This is part of the Government's policy to encourage schools to admit students permanently excluded from elsewhere so that they can continue their education.

Special Educational Needs (SEN)

The Achievement and Attainment Tables will show the following special educational needs (SEN) groups:

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

The information reported for each group of students will be split into the following categories:

- a. The number (and percentage) with statements or supported at school action plus; and
- a. 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 student'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 student:

- 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 students 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 students 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 schools offering students 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 students.
CYS	Community Special school , maintained by the LA, which is organised to make special educational provision for students 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 organised to make special educational provision for students with SEN.
IND	Registered independent school , normally charging fees.
IND(SS)	Independent school , approved under the Education Act 1996 to take students who have statements of SEN.
NMSS	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 students 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 students 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 students by ability can continue to do so).
MOD	Modern – a school in a selective area, which takes students regardless of ability.
NON SEL	Non-selective – independent school which takes students usually regardless of their ability or aptitude.
SEL	Selective – a school which takes students selected for high ability; also known as a grammar school.

Some schools have dual admission arrangements which are partly selective and partly comprehensive. They are not separately identified in the Tables.

SPECIALIST SCHOOLS (as designated under the specialist school programme)

A	Arts
B&E	Business and enterprise
E	Engineering
H	Humanities
L	Languages
M&C	Mathematics and computing
Mu	Music
Sc	Science
Sp	Sports
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
LePP	Leading Edge
RATL	Raising Achievement Transforming Learning
Ts	Training School
YST	YST Youth Sport Trust (YST) School Consultant Programme

Specialist schools are marked in the Achievement and Attainment Tables with the specialisms, for example Sp, T. Where schools have a combined specialism and/or high performing specialist schools options these are also shown in the Tables.

OTHER INFORMATION IN THE TABLES

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 Qualifications at Levels 1 and 2
VRQ	Vocationally Related Qualifications at Levels 1 & 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 <i>2006 Post-16 tables</i>
#	Value added measure has been suppressed because coverage is less than 50%
NIR	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 students 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 students 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 student 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 2007 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 2007 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 2007 Post-16 Tables booklets that include advanced level results for 16-18 year olds;
- copies of the 2007 Post-16 CVA Pilot booklet; or
- copies of booklets for other areas

you can get these free of charge, by using the number or address given on the back cover, or by accessing our website at www.dcsf.gov.uk/performance/tables.

The Internet

You can also view 2007 and previous years' Achievement and Attainment Tables, as well as individual school and LA averages online, at www.dcsf.gov.uk/performance/tables.

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