

Primary School
(Key Stage 2)
Achievement and
Attainment Tables
2007

Salford
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INTRODUCTION

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

The Tables show:

- a Key Stage 1 (KS1) to Key Stage 2 (KS2) Contextual Value Added (CVA) score which measures the progress made by pupils from the end of KS1 to the end of KS2 using their test and exam results. It takes into account the varying starting points of each pupil's KS1 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;
- results from the KS2 tests taken in May 2007 in English, mathematics and science;
- rates of pupil absence from school, showing the percentage of overall absence and the percentage of unauthorised absence for each mainstream maintained 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 pupils' achievements. Schools change from year to year and their future results may differ from those achieved by current pupils. Although CVA provides a fairer indication of a school's overall effectiveness, attainment measures showing test 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 must provide parents with prospectuses on request.

The School Profile was developed after consultation with schools, LAs, 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.

Each booklet is one of a set of 150 tables, covering each LA area in England. All maintained primary schools in the area are listed in alphabetical order. Schools that do not take pupils up to the age of 11 (i.e. infant schools) and independent schools are not included.

Pupils with a statement of SEN may go to special schools. If there are any special schools in the area, they are listed in a separate section at the end of the Tables.

As in previous years, results are not published for schools that had 10, or fewer, pupils eligible to sit the KS2 tests. Background information for these schools is published so that you can contact the school about their KS2 test results.

ABOUT THESE TABLES

General

The National Curriculum Key Stage 2 (KS2) test results for maintained schools in England are provided in these Tables. For each Local Authority (LA), schools are listed alphabetically with special schools shown in a separate section at the end of each list.

If your child already attends a school listed in the Tables, you will 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 primary schools for your child, you will find helpful information in the Tables about the performance of schools in your area. However, the Tables provide only part of the picture of each school's overall achievements.

You can find more information in school prospectuses and School Profiles, by checking if there have been any recent Ofsted inspections and, of course, by visiting schools and talking to teachers.

If your child is nearing the end of his, or her, time at primary school, you will probably want to look at the Secondary School Achievement and Attainment Tables to help you decide which secondary schools to express preferences for. These are available at www.dcsf.gov.uk/performance/tables or by calling Freephone 0800 24 23 22.

How to read the Tables

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

- background information for each school, including the number and percentage of pupils (a) with statements of Special Educational Needs (SEN) or with SEN supported at School Action Plus; and (b) with SEN supported at School Action;
- a Contextual Value Added (CVA) measure and coverage percentage;
- the number of pupils eligible for KS2 assessment including the number and percentage of pupils (a) with statements of SEN or with SEN supported at School Action Plus; and (b) with SEN supported at School Action;
- the percentage of pupils achieving Level 4 and above and Level 5 at KS2, and the percentage of pupils absent from the tests or unable to access the tests;
- the average point score for the school;
- bar charts showing results for the past four years; and
- percentage of overall absence and the percentage of unauthorised absence (for mainstream schools only).

The following sections explain how to read the Tables and what conclusions can be drawn from:

- the KS1–KS2 CVA; and
- the KS2 test results.

You will find more information on CVA, Absence Records, Year on Year Comparisons, SEN and the National Curriculum and its key stages (the levels of achievement expected of pupils at various ages and stages, and teacher assessments and tests).

The glossary, abbreviations and meanings, explanations about where the information in this booklet comes from, how to get extra copies of the tables, and further information are at the back of the booklet.

How to read the Tables

SCHOOLS

School *
Address
Address
Postcode Tel 00000 000 0000

CY 7 11 B

Background information				Key Stage 1 to Key Stage 2 Contextual Value Added		
Total number of pupils on roll (all ages)	Total number and percentage of pupils with SEN		Number of pupils on roll aged 10 as at 31 August 2006	KS1-2 CVA Score	Confidence Intervals	Coverage
	with statements	without statements			Upper Limit	Lower Limit
373	5 1.3%	62 16.6%	94	99.6	99.7 99.5	96%

The number of pupils on roll at the school.

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

This shows the total number and percentage of pupils on roll with SEN but without statements. These are pupils with SEN at 'School Action' or 'School Action Plus'.

The number of pupils aged 10 in August 2006 on roll on 18th January 2007

CVA measure based on individual pupil progress between KS1 and KS2. The measure is represented as a number based around 100 and indicates the value the school has added on average for their pupils.

CVA scores are a way of estimating the underlying effectiveness of a school. We cannot calculate this underlying score exactly, but the confidence interval gives a range for where it is most likely to fall. The figures here show the upper and lower limits of this range.

The percentage of pupils eligible for KS2 assessment who were included in the value added calculation. A CVA measure is not published for schools with less than 50% coverage.

Key Stage 2 Test Results							Year on year comparison				Absence record for day pupils of compulsory school age									
Pupils eligible for Key Stage 2 assessment			% achieving Level 4 or above		% achieving Level 5 (% absent or unable to access the tests)		Average point score	Aggregate of test percentages for Level 4+				Aggregate of test percentages for Level 5				Number of day pupils of compulsory school age	% of half days missed due to:			
Total	with statements or supported at School Action Plus	Supported at School Action	English	Mathematics	Science	2004		2005	2006	2007	2004	2005	2006	2007	Overall absence		Unauthorised absence			
94	3 3.2%	22 23.4%	79% (3%)	41% (3%)	74% (3%)	45% (3%)	89% (3%)	42% (3%)	28.0	229	247	223	242	109	117	110	128	382	6.0%	0.2%

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

The percentage of pupils achieving Level 4 and above, and the percentage of pupils achieving Level 5, in the test. Level 4 is the expected level for most 11 year olds.

This shows the number and percentage of eligible pupils with SEN.

Number of pupils eligible for KS2 assessment in 2007. This number includes pupils absent or unable to access the tests.

Average Point Score is calculated by dividing the total number of points achieved by all pupils eligible for KS2 assessment in each subject, by the number of eligible pupils.

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

There may be minor inconsistencies for some schools between this number, and the number of pupils on roll in the school. The two numbers have been worked out in different ways to serve different purposes.

The percentage of half days missed due to authorised and unauthorised absence.

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

THE KEY STAGE 1 TO KEY STAGE 2 (KS1–KS2) CONTEXTUAL VALUE ADDED (CVA) MEASURE

Following a successful pilot in 2006, based on established KS2–4 CVA methodology, we are publishing for the first time this year a KS1–KS2 CVA measure for all maintained primary schools.

More information on the CVA pilots can be found online at www.dcsf.gov.uk/performance/tables.

What is Contextual Value Added?

What do we mean by CVA?

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

We measure the progress that individual pupils have made between tests when they are in Year 2 (KS1), generally aged seven, and tests taken when they are in Year 6 (KS2) and generally aged 11.

When comparing the performance of schools it is important to recognise the progress they have helped pupils make. Measures of absolute attainment therefore need to be complemented by measures of the progress made by pupils – the value added – from one key stage to another. Value Added (VA), which was first published in the Primary School (KS2) Performance Tables in 2003, did this by comparing the results achieved in Year 6 against a pupil's starting point (or prior attainment) – the results of KS1 assessments in Year 2.

CVA is not very different from VA. The basic principle of measuring progress from the KS1 to KS2 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 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, such as, 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.

This means that CVA gives a much fairer statistical measure of the effectiveness of a school and provides a solid basis for comparisons. Nevertheless, no single measure of performance can tell the whole story about a school's effectiveness and CVA must not be viewed in isolation. Attainment data continues to play an important role in painting the full picture of a school's performance.

Calculating the Contextual Value Added scores

We base each pupil's CVA score on a comparison between their actual KS2 performance and the KS2 performance predicted for each pupil by the CVA model, having taken into account the range of factors affecting performance. An average of all pupils' CVA scores is produced for a school. That average is adjusted by the CVA model to account for cohort size, which then produces a school level CVA measure. This number is presented as a number based around 100. This indicates the value the school has added on average for its pupils.

Coverage of CVA

CVA covers all maintained schools and non-maintained special schools. CVA models have been produced separately for mainstream schools and special schools.

Interpretation of a school's CVA score

The CVA section shows, for each school:

- the KS1–KS2 CVA score;
- the upper and lower limits of a 95% confidence interval; and
- a coverage indicator.

The coverage indicator shows the percentage of pupils at the end of KS2 included in the CVA calculation. This might not be 100 per cent because we do not have the KS1 test results for some pupils – for example, because they were previously educated outside England. If the coverage is very low (below 50 per cent) 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 100. Scores above 100 represent schools where pupils on average made more progress than similar pupils nationally, while scores below 100 represent schools where pupils made less progress.

What a school's CVA measure tells you

For KS1–2 CVA, a measure of 101 means that, on average, the school's KS2 cohort has achieved one term's more progress than the national average. A score of 99 means that the school's pupils made a term's less progress.

The CVA measures give the best indication in these Tables of school's 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 school or pupil progress between KS1 and KS2.

CVA is, however, based on a given set of pupils' results for a particular test 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 (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 pupils included in the calculation. The CVA methodology produces a 95 per cent CI to show the range within which we can be confident the CVA measure represents the overall effectiveness of a school. 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 CI. Schools where the lower limit of the CI is above 100 represent schools where pupils on average made significantly more progress than pupils nationally, while schools where the upper limit of the CI is below 100 represent schools where pupils made significantly less progress.

Examples for KS1–KS2 CVA:

- a measure of 100.6 with a CI between 99.8 and 101.4 means the progress made by pupils in the school's KS2 cohort is not significantly different from the national average;
- a measure of 101.5 with a CI between 100.9 and 102.1 means the progress made by pupils in the school's KS2 cohort is significantly above the national average;
- a measure of 99.2 with a CI between 99.0 and 99.4 means the progress made by pupils in the school's KS2 cohort is significantly below the national average.

Further information on calculation and interpretation of CVA measures and confidence intervals can be found in the 'CVA Guide 2007' on the website at www.dcsf.gov.uk/performance/tables.

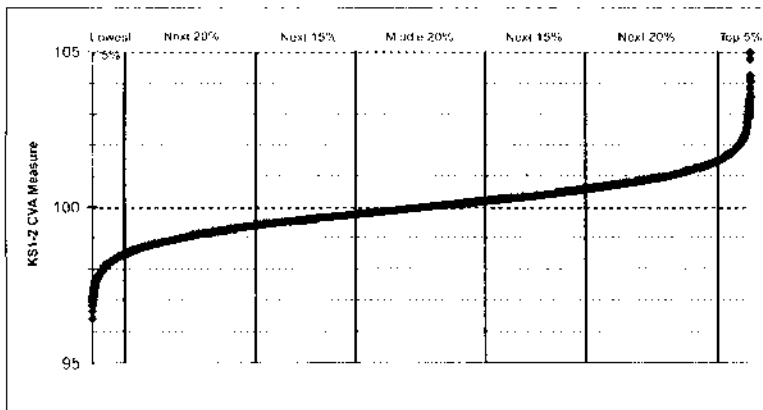
Contextual Value Added (CVA) Percentiles

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: all schools (i.e. both mainstream and special); mainstream schools only; and special schools only.

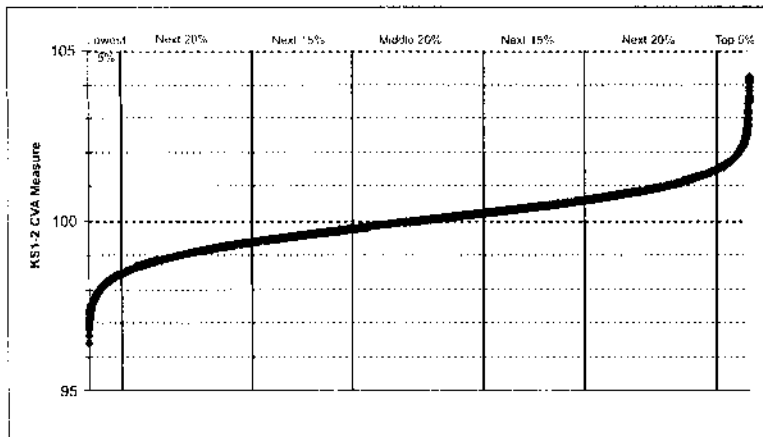
Key Stage 1 to Key Stage 2 CVA Measure (centred around 100)			
Profiles			Percentiles
All Schools	All Maintained Mainstream Schools	All Special Schools	
101.5 and above	101.5 and above	101.8 and above	Top 5% of schools nationally
100.6 to 101.4	100.6 to 101.4	100 to 101.7	Next 20% of schools nationally
100.2 to 100.5	100.2 to 100.5	99.8 to 99.9	Next 15% of schools nationally
99.8 to 100.1	99.8 to 100.1	99.7 to 99.7	Middle 20% of schools nationally
99.4 to 99.7	99.4 to 99.7	99.6 to 99.6	Next 15% of schools nationally
98.5 to 99.3	98.5 to 99.3	99.2 to 99.5	Next 20% of schools nationally
98.4 and below	98.4 and below	99.1 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.

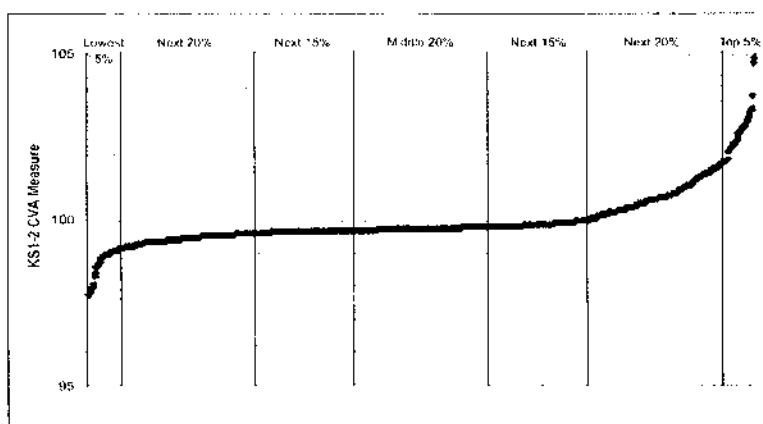
All schools



All maintained mainstream schools



All special schools (including non-maintained special schools)



KEY STAGE 2 TEST RESULTS

Further details on the National Curriculum tests can be found in 'The National Curriculum' section at the back of the booklet.

The results

This part of the Tables shows:

- the number of pupils who were at the end of Key Stage 2 (KS2) and, therefore, eligible to take the tests in May 2007. All pupils – including those with Special Educational Needs (SEN) – are eligible for assessment under the National Curriculum when they reach the end of KS2. Most pupils will be aged 11 by the end of the school year, but some may be older or younger;
- the number and percentage of eligible pupils (a) with statements of SEN or with SEN supported at School Action Plus; and (b) with SEN supported at School Action as at May 2007;
- the percentage of eligible pupils in each subject who achieved Level 4 or above in the English, mathematics and science tests;
- the percentage of eligible pupils in each subject who achieved Level 5 in the English, mathematics and science tests; and
- the Average Point Score (APS).

Eligible pupils with SEN

The Tables show how many of the pupils eligible for KS2 assessment had SEN. Some of these pupils may not have taken the tests – because they were working below the level assessed by the tests, or because they were working at the level of the tests but unable to access them. This will affect the school's overall results.

Level 4 or above and Level 5 at KS2

The Tables show the percentages of pupils achieving Level 4 or above and Level 5 in the KS2 tests for English, mathematics and science. Level 4 is the level expected of most 11 year olds. Level 5 means pupils are achieving beyond the expected level. These percentages are based on all eligible pupils, including those who were absent at the time of the tests or working at the level of the tests but unable to access them and, therefore, did not achieve a result. We include all eligible pupils in our calculations to ensure that the Tables give more comprehensive information about school performance.

What a school's CVA measure tells you

National Curriculum tests measure pupil's attainment against the levels set by the National Curriculum. They measure the extent to which pupils have the specific knowledge, skills and understanding which the National Curriculum expects pupils to have mastered by the end of KS2. The National Curriculum tests do not measure a pupil's general ability in each of the subject areas.

Measures of attainment, such as the proportion reaching Level 4 or above; the proportion reaching Level 5; and the average point score show the actual results achieved by the cohort of pupils who took their KS2 tests in 2007, i.e. the standards reached in the tests.

However, school's KS2 results are largely affected by the prior attainment of their pupils (how well they did at KS1). To compare the effectiveness of two or more primary schools, it is best to look at their contextual value added measures, which adjust for differences in prior attainment. If you do wish to compare school's KS2 results, bear in mind that small differences between school results are unlikely to be significant, particularly if the school's year group is small.

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

Some pupils were absent from school at the time the tests were taken in May 2007 (perhaps due to illness) and did not achieve a test level.

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

Each school's results at Level 4 or above and Level 5 are based on the results of all pupils at the end of KS2, including those who were absent on the day of the test or working at the level of the tests but unable to access them. Because those pupils are included in the calculations but did not achieve a test level, they may disproportionately affect a school's results.

To help you take this into account, the percentage of eligible pupils who were absent at the time of the tests or working at the level of the tests but unable to access them is shown alongside the percentage achieving Level 4 or above and Level 5. The higher the percentage of those pupils, the more a school's results may have been affected by pupils with no test results.

Adjustments to the number of eligible pupils

The results of some schools have been adjusted. Some schools requested that pupils recently admitted from overseas with little, or no, English be discounted from the figures. This is allowed where the pupil was admitted for the first time to an English school in the 2005/2006 school year from outside the United Kingdom, they arrived from overseas prior to their admission and their first language is not English. The Government accepts that these pupils are unlikely to be able to show what they can do in the tests until they have improved their English language skills and are more familiar with the school curriculum in this country.

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SALFORD

SCHOOLS

			Background Information			Key Stage 1 to Key Stage 2 Contextual Value Added				
			Total number of pupils on roll (all ages)	Total number and percentage of pupils with SEN		Number of pupils on roll aged 10 as at 31 August 2006	KS1-2 CVA Score	Confidence Intervals		Coverage
				with statements or supported at School Action Plus	Supported at School Action			Upper Limit	Lower Limit	
All Souls RC Primary School Kintyre Avenue Weaste Salford Lancashire M5 5NR Tel 0161 7363841	VA	3-11	111	11 9.9%	12 10.8%	16	99.1	100.1 98.1	86%	
Barton Moss Community Primary School Trippier Road Peel Green Eccles Manchester Lancashire M30 7PT Tel 0161 9211840	CY	3-11	180	12 6.7%	23 12.8%	23	99.7	100.4 98.9	100%	
Beech Street Community Primary School Beech Street Winton Eccles Manchester Lancashire M30 8GB Tel 0161 7891553	CY	3-11	188	21 11.2%	23 12.2%	14	100.3	101.3 99.4	100%	
Boothstown Methodist Primary School 6 Chapel Street Boothstown Worsley Manchester M28 1DG Tel 0161 7903263	VC	4-11	196	4 2.0%	7 3.6%	29	100.5	101.2 99.7	97%	
Brenthall Primary School Northumberland Street Higher Broughton Salford Lancashire M7 4RP Tel 0161 7924317	CY	3-11	174	10 5.7%	20 11.5%	20	99.8	100.7 98.9	80%	
Bridgewater Primary School Bridgewater Street Little Hulton Manchester Lancashire M38 9WD Tel 0161 7902281	CY	3-11	243	7 2.9%	23 9.5%	31	98.9	99.6 98.1	90%	
Broadoak Primary School Fairmount Road Swinton Manchester M27 0EP Tel 0161 7942326	R	3-11	462	14 3.0%	45 9.7%	60	100.2	100.8 99.7	98%	
Broughton Jewish Cassel Fox Primary School Legh Road Salford Lancashire M7 4RT Tel 0161 7927773	VA	3-11	317	13 4.1%	12 3.8%	44	101.1	101.7 100.5	91%	
Cadishead Primary School Allotment Road Cadishead Manchester Lancashire M44 5JD Tel 0161 7752217	CY	3-11	339	20 5.9%	32 9.4%	52	99.9	100.5 99.4	100%	
Local Authority (LA) Average				6.3%	11.2%		100		96%	
England Average				8.8%	11.3%					

1

R The school has not confirmed that it has checked the test results

B The school has not confirmed that it has checked the background information

N/A No results were published for the year in question, or Contextual Value Added (CVA) information is not applicable, or absence return is not required
CVA information not published as school has coverage of less than 50%

NIR The school failed to provide test results; or, the school failed to provide absence data

Key Stage 2 Test Results

Year on year comparison

Absence record for day pupils of compulsory school age

Pupils eligible for Key Stage 2 assessment			% achieving Level 4 or above		% achieving Level 5 (% absent or unable to access the tests)		Average point score	Aggregate of test percentages for Level 4+				Aggregate of test percentages for Level 5				Number of day pupils of compulsory school age	% of half days missed due to		
Total	with statements or supported at School Action Plus	Supported at School Action	English	Mathematics	Science	English		Mathematics	Science	2004	2005	2006	2007	2004	2005		2006	2007	Overall absence
14	4	3	71%	36%	64%	29%	86%	36%	212	183	271	221	104	92	135	100	90	6.9%	1.1%
	28.6%	21.4%	(7%)	(7%)	(7%)														
25	4	4	72%	8%	80%	16%	80%	16%	172	139	195	237	17	17	38	40	155	6.6%	0.8%
	16.0%	16.0%	(0%)	(0%)	(4%)														
14	4	3	100%	14%	71%	36%	93%	21%	250	270	220	264	71	65	110	71	147	6.7%	1.2%
	28.6%	21.4%	(0%)	(0%)	(7%)														
29	0	2	93%	59%	90%	52%	93%	69%	271	255	267	276	154	138	120	179	172	4.9%	0.0%
	0.0%	6.9%	(0%)	(0%)	(0%)														
20	4	2	90%	0%	80%	20%	90%	15%	237	225	241	260	89	46	41	35	146	6.6%	0.9%
	20.0%	10.0%	(0%)	(0%)	(0%)														
30	2	2	83%	20%	70%	10%	83%	27%	210	224	203	237	43	58	71	57	187	4.7%	0.7%
	6.7%	6.7%	(0%)	(0%)	(0%)														
59	3	3	98%	61%	97%	75%	98%	78%	273	290	286	291	168	160	187	214	358	3.9%	◇
	5.1%	5.1%	(0%)	(0%)	(0%)														
46	4	2	98%	61%	96%	61%	100%	70%	287	294	293	293	197	185	216	191	286	4.5%	◇
	8.7%	4.3%	(0%)	(0%)	(0%)														
52	4	5	88%	25%	83%	21%	96%	73%	251	261	247	267	100	86	119	119	278	5.3%	0.5%
	7.7%	9.6%	(0%)	(0%)	(0%)														
	8.4%	15.5%	80%	31%	78%	31%	88%	48%	230	240	234	245	87	93	99	109		5.5%	0.7%
	10.0%	13.4%	80%	34%	77%	32%	88%	46%	237	240	242	245	101	104	111	113		5.2%	0.5%

< School had 10 or less eligible pupils for KS2 assessment at the time of the 2007 tests
 + Test results are unavailable for reasons beyond the school's control. Readers of the Tables should contact the school for full information on estimates of the test results that were expected to be achieved.
 ◇ Less than 0.05% but greater than zero absence.

Key Stage 2 Test Results

Year on year comparison

Absence record for day pupils of compulsory school age

Pupils eligible for Key Stage 2 assessment			% achieving Level 4 or above		% achieving Level 5 (% absent or unable to access the tests)				Average point score	Aggregate of test percentages for Level 4+				Aggregate of test percentages for Level 5				Number of day pupils of compulsory school age	% of half days missed due to	
Total	with statements or supported at School Action Plus	Supported at School Action	English	Mathematics	Science	English	Mathematics	Science		2004	2005	2006	2007	2004	2005	2006	2007		Overall absence	Unauthorised absence
27	4 14.8%	6 22.2%	74% (0%)	30% (0%)	59% (0%)	30% (0%)	81% (0%)	37% (0%)	26.9	213	263	250	215	57	85	139	96	152	5.8%	1.2%
27	1 3.7%	4 14.8%	67% (0%)	26% (0%)	70% (0%)	22% (0%)	81% (0%)	41% (0%)	27.0	242	261	239	219	50	104	74	89	157	4.7%	0.3%
23	1 4.3%	3 13.0%	91% (0%)	35% (0%)	91% (0%)	26% (0%)	87% (0%)	57% (0%)	28.7	268	214	244	270	121	86	152	117	149	4.4%	0.0%
40	8 20.0%	4 10.0%	75% (0%)	18% (0%)	83% (3%)	35% (3%)	93% (0%)	60% (0%)	28.3	263	216	245	250	86	75	63	113	246	5.8%	0.5%
36	0 0.0%	7 19.4%	81% (0%)	19% (0%)	86% (0%)	25% (0%)	100% (0%)	61% (0%)	28.4	239	238	251	267	82	107	88	106	244	5.0%	0.7%
20	1 5.0%	14 70.0%	55% (10%)	5% (5%)	70% (5%)	20% (5%)	70% (10%)	20% (10%)	25.5	224	157	150	195	29	50	15	45	149	6.2%	0.1%
30	1 3.3%	1 3.3%	90% (0%)	40% (0%)	93% (0%)	53% (0%)	97% (0%)	77% (0%)	29.9	293	297	278	280	169	130	178	170	183	4.0%	◇
38	4 10.5%	10 26.3%	63% (5%)	13% (3%)	58% (3%)	8% (3%)	87% (3%)	32% (3%)	26.2	198	239	225	208	55	83	34	53	173	6.4%	1.4%
34	2 5.9%	8 23.5%	76% (0%)	24% (0%)	79% (0%)	26% (0%)	94% (0%)	29% (0%)	27.6	236	253	240	250	79	85	109	79	222	5.8%	1.3%
	8.4%	16.5%	80%	31%	78%	31%	88%	48%	27.8	230	240	234	245	87	93	99	109		5.5%	0.7%
	10.0%	13.4%	80%	34%	77%	32%	88%	46%	27.9	237	240	242	245	101	104	111	113		5.2%	0.5%

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 ◇ Less than 0.05% but greater than zero absence.

SALFORD

SCHOOLS

		Background Information			Key Stage 1 to Key Stage 2 Contextual Value Added			
		Total number of pupils on roll (all ages)	Total number and percentage of pupils with SEN		Number of pupils on roll aged 10 as at 31 August 2006	KS1-2 CVA Score	Confidence Intervals	Coverage
			with statements or supported at School Action Plus	Supported at School Action			Upper Limit	% of eligible pupils included in CVA calculation
						Lower Limit		
Grosvenor Road Primary School Parkgate Drive Swinton Manchester Lancashire M27 5LN Tel 0161 7941096	CY 3-11	387	14 3.6%	116 30.0%	51	100.0	100.5	94%
Hilton Lane Primary School Madam's Wood Road Little Hulton Worsley Manchester Lancashire M28 0JY Tel 0161 7904357	CY 3-11	217	3 1.4%	10 4.6%	28	100.5	101.2	96%
Holy Cross and All Saints RC Primary School Trafford Road Eccles Salford Lancashire M30 0JA Tel 0161 7894386	VA 3-11	229	5 2.2%	24 10.5%	30	99.2	99.9	100%
Irlam Endowed Primary School Chapel Road Irlam Salford Lancashire M44 6EE Tel 0161 7752911	VC 3-11	244	24 9.8%	16 6.6%	29	98.9	99.6	100%
Irlam Primary School Liverpool Road Irlam Manchester Lancashire M44 6NA Tel 0161 7752015	CY 3-11	379	24 6.3%	14 3.7%	50	100.0	100.6	100%
James Brindley Community Primary School Parr Fold Avenue Walkden Worsley Manchester Greater Manchester M28 7HE Tel 0161 7908050	CY 3-11	230	14 6.1%	28 12.2%	29	99.7	100.4	100%
Langworthy Road Primary School Langworthy Road Salford Lancashire M6 5PP Tel 0161 9211970	CY 3-11	269	8 3.0%	38 14.1%	42	98.5	99.1	98%
Lark Hill Community Primary School Liverpool Street Salford Lancashire M5 4BJ Tel 0161 921 1390	CY 3-11	226	15 6.6%	38 16.8%	24	99.4	100.2	88%
Lewis Street Primary School Lewis Street Patricroft Eccles Manchester Lancashire M30 0PU Tel 0161 7894400	CY 3-11	154	6 3.9%	23 14.9%	22	101.0	101.8	91%
Local Authority (LA) Average			6.3%	11.2%		100		96%
England Average			8.8%	11.3%				

5

R The school has not confirmed that it has checked the test results

B The school has not confirmed that it has checked the background information

N/A No results were published for the year in question, or Contextual Value Added (CVA) information is not applicable, or absence return is not required
CVA information not published as school has coverage of less than 50%

NIR The school failed to provide test results; or, the school failed to provide absence data

Key Stage 2 Test Results

Year on year comparison

Absence record for day pupils of compulsory school age

Pupils eligible for Key Stage 2 assessment			% achieving Level 4 or above		% achieving Level 5 (% absent or unable to access the tests)		Average point score	Aggregate of test percentages for Level 4+				Aggregate of test percentages for Level 5				Number of day pupils of compulsory school age	% of half days missed due to			
Total	with statements or supported at School Action Plus	Supported at School Action	English	Mathematics	Science	English		Mathematics	Science	2004	2005	2006	2007	2004	2005		2006	2007	Overall absence	Unauthorised absence
51	3 5.9%	22 43.1%	71% (6%)	24% (4%)	69% (4%)	29% (4%)	82% (4%)	43%	27.5	245	213	210	277	75	77	85	96	332	5.9%	0.8%
27	0 0.0%	1 3.7%	85% (0%)	37% (0%)	93% (0%)	30% (0%)	100% (0%)	63%	29.1	293	263	275	278	129	119	107	110	169	4.7%	0.2%
30	1 3.3%	7 23.3%	80% (0%)	23% (0%)	73% (0%)	20% (0%)	83% (0%)	30%	26.9	252	227	243	217	117	87	117	73	182	5.3%	1.1%
30	7 23.3%	6 20.0%	60% (3%)	10% (3%)	50% (3%)	13% (3%)	87% (0%)	37%	25.7	213	231	224	197	81	28	76	60	189	5.3%	0.2%
48	2 4.2%	3 6.3%	88% (0%)	19% (2%)	88% (2%)	35% (2%)	96% (0%)	65%	28.8	270	267	239	271	137	126	78	119	290	4.6%	0.1%
30	2 6.7%	3 10.0%	97% (0%)	33% (0%)	90% (0%)	33% (0%)	97% (0%)	47%	28.9	257	253	286	283	109	86	141	113	179	4.2%	0.2%
43	2 4.7%	5 11.6%	63% (0%)	9% (2%)	67% (2%)	21% (2%)	79% (0%)	28%	25.9	207	250	134	209	30	66	28	58	209	5.4%	0.6%
24	2 8.3%	4 16.7%	58% (0%)	21% (0%)	50% (0%)	13% (0%)	54% (4%)	8%	24.4	178	183	150	163	34	31	19	42	172	6.6%	1.5%
22	2 9.1%	7 31.8%	64% (0%)	36% (0%)	77% (0%)	14% (0%)	77% (0%)	41%	26.7	215	270	250	218	85	126	75	91	127	7.1%	0.6%
	8.4%	15.5%	80% 31%	78% 31%	78% 31%	88% 48%	48%	27.8	230	240	234	245	87	93	99	109		5.5%	0.7%	
	10.0%	13.4%	80% 34%	77% 32%	77% 32%	88% 46%	46%	27.9	237	240	242	245	101	104	111	113		5.2%	0.5%	

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SALFORD

SCHOOLS

		Background Information			Key Stage 1 to Key Stage 2 Contextual Value Added			
		Total number of pupils on roll (all ages)	Total number and percentage of pupils with SEN		Number of pupils on roll aged 10 as at 31 August 2006	KSI-2 CVA Score	Confidence Intervals	Coverage
			with statements or supported at School Action Plus	Supported at School Action			Upper Limit	Lower Limit
Light Oaks Junior School Lancaster Road Salford Manchester M6 8LU Tel 0161 7891070	CY 7-11	346	27 7.8%	50 14.5%	81	99.9	100.4 99.5	100%
Lower Kersal Community Primary School St Aidan's Grove Salford Lancashire M7 3TN Tel 0161 7922726	CY 3-11	184	15 8.2%	20 10.9%	22	99.6	100.3 98.8	100%
Marlborough Road Primary School Marlborough Road Salford Lancashire M7 4XU Tel 0161 7926458	R CY 3-11	457	20 4.4%	51 11.2%	53	99.6	100.2 99.0	71%
Mesne Lea Primary School Walkden Road Walkden Worsley Manchester Lancashire M28 7FG Tel 0161 7904234	CY 4-11	259	9 3.5%	15 5.8%	48	100.3	100.8 99.7	98%
Monton Green Primary School Pine Grove Eccles Manchester Lancashire M30 9JP Tel 0161 7072287	CY 3-11	275	19 6.9%	39 14.2%	32	100.6	101.3 100.0	100%
Moorfield Community Primary School Cutnook Lane Irlam Salford Greater Manchester M44 6GX Tel 0161 7754772	CY 3-11	160	11 6.9%	29 18.1%	21	100.5	101.4 99.7	100%
Moorside Primary School Holdsworth Street Swinton Salford Greater Manchester M27 0LN Tel 0161 9211295	CY 3-11	280	10 3.6%	14 5.0%	36	99.3	99.9 98.7	97%
Mossfield Primary School Mossfield Road Swinton Manchester Lancashire M27 6EH Tel 0161 9212160	CY 3-11 B	278	9 3.2%	19 6.8%	37	99.9	100.6 99.2	89%
North Grecian Street Primary School Grecian Street North Salford Greater Manchester M7 2JR Tel 0161 7924598	CY 3-11	285	22 7.7%	57 20.0%	29	99.2	100.0 98.4	81%
Local Authority (LA) Average			6.3%	11.2%		100		96%
England Average			8.8%	11.3%				

7

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Key Stage 2 Test Results

Year on year comparison

Absence record for day pupils of compulsory school age

Pupils eligible for Key Stage 2 assessment			% achieving Level 4 or above		% achieving Level 5 (% absent or unable to access the tests)				Average point score	Aggregate of test percentages for Level 4+				Aggregate of test percentages for Level 5				Number of day pupils of compulsory school age	% of half days missed due to	
Total	with statements or supported at School Action Plus	Supported at School Action	English	Mathematics	Science	English	Mathematics	Science		2004	2005	2006	2007	2004	2005	2006	2007		Overall absence	Unauthorised absence
80	4	7	85%	43%	80%	39%	90%	59%	25.9	25.1	25.3	25.5	11.4	10.4	14.5	14.0	355	4.4%	0.2%	
			(0%)	(0%)	(0%)															
22	0	9	77%	5%	64%	23%	82%	14%	23.9	21.3	21.5	22.3	10.6	6.5	7.1	4.1	148	5.7%	2.0%	
			(0%)	(0%)	(0%)															
55	0	21	55%	13%	44%	9%	56%	20%	18.6	21.3	20.2	15.5	3.6	6.3	4.5	4.7	403	5.8%	2.2%	
			(4%)	(4%)	(4%)															
47	4	1	85%	32%	79%	23%	89%	53%	25.0	25.4	27.6	25.3	13.5	12.1	12.8	10.9	230	4.7%	0.2%	
			(2%)	(2%)	(0%)															
32	5	10	88%	41%	78%	28%	94%	56%	21.6	25.0	25.8	25.9	11.7	8.2	13.3	12.5	221	4.3%	0.2%	
			(0%)	(0%)	(0%)															
18	2	5	94%	56%	72%	17%	89%	56%	18.1	24.1	21.0	25.6	5.4	5.3	8.0	1.8	131	6.9%	1.2%	
			(0%)	(0%)	(6%)															
36	1	4	75%	36%	75%	25%	81%	47%	25.7	27.7	26.0	23.1	9.8	10.9	13.3	10.8	231	4.9%	0.4%	
			(6%)	(6%)	(3%)															
36	2	5	67%	28%	86%	25%	92%	53%	25.0	26.1	22.1	24.4	10.7	11.5	7.6	10.6	241	6.5%	0.7%	
			(0%)	(0%)	(0%)															
26	2	6	69%	15%	65%	27%	85%	35%	18.3	18.1	20.7	21.9	1.2	3.8	6.1	7.7	229	7.5%	1.7%	
			(8%)	(12%)	(8%)															
	8.4%	15.5%	80%	31%	78%	31%	88%	48%	27.8	230	240	234	245	87	93	99	109	5.5%	0.7%	
	10.0%	13.4%	80%	34%	77%	32%	88%	46%	27.9	237	240	242	245	101	104	111	113	5.2%	0.5%	

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SALFORD

SCHOOLS

		Background Information			Key Stage 1 to Key Stage 2 Contextual Value Added				
		Total number of pupils on roll (all ages)	Total number and percentage of pupils with SEN		Number of pupils on roll aged 10 as at 31 August 2006	KS1-2 CVA Score	Confidence Intervals		Coverage % of eligible pupils included in CVA calculation
			with statements or supported at School Action Plus	Supported at School Action			Upper Limit	Lower Limit	
North Walkden Primary School Worsley Road North Walkden Worsley Manchester Greater Manchester M28 3QD Tel 01204 571039	CY 3-11	154	8 5.2%	17 11.0%	20	99.7	100.5 98.9	100%	
Our Lady and Lancashire Martyrs' RC Primary School Wicheaves Crescent Worsley Manchester Lancashire M28 0HF Tel 0161 7905089	VA 3-11	130	6 4.6%	26 20.0%	24	98.1	99.0 97.2	71%	
Peel Hall Primary School Greencourt Drive Worsley Manchester Lancashire M38 0BZ Tel 0161 7904641	CY 3-11	174	18 10.3%	43 24.7%	24	98.9	99.6 98.1	100%	
Primrose Hill Primary School and Children's Centre Phoebe Street Ordsall Salford M5 3PJ Tel 0161 9212400	CY 4-11	School opened after January 2007 and had no eligible pupils in 2007			School opened after January 2007 and had no eligible pupils in 2007				
Seedley Primary School Liverpool Street Salford Lancashire M6 5GY Tel 0161 7363700	CY 3-11	225	6 2.7%	18 8.0%	29	100.0	100.7 99.3	96%	
St Andrew's CofE Primary School Vicars Hall Lane Boothstown Worsley Manchester Lancashire M28 1HS Tel 0161 7902113	VC 3-11 B	428	4 0.9%	23 5.4%	45	100.0	100.5 99.4	100%	
St Andrew's CofE Primary School Barton Lane Eccles Manchester Lancashire M30 0FL Tel 0161 7894853	VC 3-11	173	39 22.5%	15 8.7%	19	99.4	100.3 98.5	94%	
St Andrew's Methodist Primary School Prescott Street off Hilton Lane Worsley Manchester Lancashire M28 0ZA Tel 0161 7903194	VC 3-11	229	7 3.1%	9 3.9%	28	100.7	101.4 100.0	100%	
St Augustine's CofE Primary School 380 Bolton Road Pendlebury Swinton Manchester Lancashire M27 8UX Tel 0161 7944083	VA 3-11	208	7 3.4%	11 5.3%	28	100.1	100.8 99.4	96%	
Local Authority (LA) Average			6.3%	11.2%		100		96%	
England Average			8.8%	11.3%					

Key Stage 2 Test Results

Year on year comparison

Absence record for day pupils of compulsory school age

Pupils eligible for Key Stage 2 assessment			% achieving Level 4 or above		% achieving Level 5 (% absent or unable to access the tests)				Average point score	Aggregate of test percentages for Level 4+				Aggregate of test percentages for Level 5				Number of day pupils of compulsory school age	% of half days missed due to	
Total	with statements or supported at School Action Plus	Supported at School Action	English	Mathematics	Science	English	Mathematics	Science		2004	2005	2006	2007	2004	2005	2006	2007		Overall absence	Unauthorised absence
21	0	3	81%	29%	95%	38%	90%	48%	177	229	196	267	40	90	52	114	123	6.1%	1.2%	
	0.0%	14.3%	(0%)	(0%)	(0%)															
24	2	8	50%	8%	50%	8%	63%	13%	204	247	100	165	58	87	10	29	117	9.0%	1.6%	
	8.3%	33.3%	(0%)	(4%)	(4%)															
24	3	4	83%	0%	75%	8%	88%	25%	157	223	196	246	18	53	36	33	148	6.8%	0.2%	
	12.5%	16.7%	(0%)	(0%)	(0%)															
School opened after January 2007 and had no eligible pupils in 2007										School opened after January 2007 and had no eligible pupils in 2007						School opened after January 2007 and had no eligible pupils in 2007				
28	1	4	86%	32%	68%	21%	79%	36%	220	247	241	232	58	84	78	89	193	6.4%	0.2%	
	3.6%	14.3%	(0%)	(0%)	(0%)															
44	1	4	86%	48%	95%	59%	95%	61%	261	265	258	277	129	113	123	168	339	3.9%	0.2%	
	2.3%	9.1%	(0%)	(0%)	(0%)															
18	6	2	78%	28%	83%	28%	89%	33%	139	200	154	250	50	57	43	89	143	5.5%	0.5%	
	33.3%	11.1%	(0%)	(0%)	(0%)															
29	2	0	93%	38%	93%	52%	97%	66%	279	271	287	283	167	167	140	155	175	4.8%	0.1%	
	6.9%	0.0%	(0%)	(0%)	(0%)															
28	2	1	86%	43%	71%	18%	93%	36%	257	271	219	250	104	113	78	96	168	5.6%	0.4%	
	7.1%	3.6%	(0%)	(0%)	(0%)															
	8.4%	15.5%	80%	31%	78%	31%	88%	48%	230	240	234	245	87	93	99	109		5.5%	0.7%	
	10.0%	13.4%	80%	34%	77%	32%	88%	46%	237	240	242	245	101	104	111	113		5.2%	0.5%	

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◆ Less than 0.05% but greater than zero absence.

SALFORD

SCHOOLS

		Background Information			Key Stage 1 to Key Stage 2 Contextual Value Added				
		Total number of pupils on roll (all ages)	Total number and percentage of pupils with SEN		Number of pupils on roll aged 10 as at 31 August 2006	KS1-2 CVA Score	Confidence Intervals		Coverage
			with statements or supported at School Action Plus	Supported at School Action			Upper Limit	% of eligible pupils included in CVA calculation	
St Boniface RC Primary School Yew Street Salford Lancashire M7 2HL Tel 0161 7925659	VA 3-11	218	8 3.7%	47 21.6%	29	101.9	102.7 101.2	96%	
St Charles' RC Primary School Emlyn Street Moorside Road Swinton Manchester M27 9PD Tel 0161 7944536	VA 3-11 B	222	7 3.2%	38 17.1%	23	100.9	101.7 100.1	91%	
St Edmund's RC Primary School Bridgewater Street Little Hulton Worsley Manchester Lancashire M38 9ND Tel 0161 7902329	VA 3-11	186	10 5.4%	19 10.2%	30	99.1	99.8 98.4	100%	
St George's CofE Primary School Concord Place Salford Lancashire M6 6SU Tel 0161 7376688	VC 3-11	165	1 0.6%	14 8.5%	19	99.1	99.9 98.2	100%	
St Gilbert's RC Primary School Cambell Road Winton Eccles Manchester Lancashire M30 8LZ Tel 0161 7895035	VA 3-11 B	238	3 1.3%	14 5.9%	29	101.9	102.6 101.2	100%	
St James' RC Primary School Colwyn Street Pendleton Salford Greater Manchester M6 5JG Tel 0161 7361455	VA 3-11 B	144	8 5.6%	11 7.6%	18	99.6	100.5 98.8	84%	
St John's CofE Primary School Daisy Bank Avenue Swinton Manchester Lancashire M27 5FU Tel 0161 7374622	VC 3-11	196	9 4.6%	12 6.1%	29	99.5	100.2 98.7	93%	
St Joseph's RC Primary School Old Lane Little Hulton Worsley Manchester Lancashire M38 9RU Tel 0161 7905278	VA 3-11	128	2 1.6%	17 13.3%	15	101.0	102.0 100.1	100%	
St Joseph's RC Primary School St Joseph's Drive Ordsall Salford Lancashire M5 3JP Tel 0161 8721062	VA 3-11 B	141	6 4.3%	54 38.3%	13	101.2	102.2 100.2	100%	
Local Authority (LA) Average			6.3%	11.2%		100		96%	
England Average			8.8%	11.3%					

Key Stage 2 Test Results

Year on year comparison

Absence record for day pupils of compulsory school age

Pupils eligible for Key Stage 2 assessment			% achieving Level 4 or above		% achieving Level 5 (% absent or unable to access the tests)				Average point score	Aggregate of test percentages for Level 4+				Aggregate of test percentages for Level 5				Number of day pupils of compulsory school age	% of half days missed due to	
Total	with statements or supported at School Action Plus	Supported at School Action	English	Mathematics	Science	English	Mathematics	Science		2004	2005	2006	2007	2004	2005	2006	2007		Overall absence	Unauthorised absence
28	0 0.0%	6 21.4%	100% (0%)	50% (0%)	100% (0%)	57% (0%)	100% (0%)	86% (0%)	279	283	264	300	68	86	112	193	169	6.8%	0.5%	
23	0 0.0%	9 39.1%	91% (0%)	43% (0%)	91% (0%)	52% (0%)	91% (0%)	48% (0%)	293	257	258	274	148	111	129	143	178	5.4%	1.5%	
29	3 10.3%	3 10.3%	86% (0%)	17% (0%)	69% (0%)	21% (0%)	90% (0%)	41% (0%)	241	267	250	245	66	93	100	79	143	6.2%	0.4%	
18	0 0.0%	2 11.1%	78% (0%)	11% (0%)	89% (0%)	6% (0%)	100% (0%)	22% (0%)	223	240	179	267	50	90	54	35	134	5.5%	0.9%	
29	0 0.0%	5 17.2%	90% (0%)	62% (0%)	97% (0%)	69% (0%)	97% (0%)	86% (0%)	282	271	257	283	133	135	203	217	180	4.9%	♦	
19	2 10.5%	4 21.1%	68% (0%)	16% (0%)	58% (5%)	5% (0%)	74% (0%)	11% (0%)	197	221	252	200	58	47	62	32	125	6.6%	0.6%	
29	4 13.8%	0 0.0%	93% (0%)	31% (0%)	66% (0%)	24% (0%)	90% (0%)	45% (0%)	223	226	245	248	90	70	150	100	207	5.7%	0.5%	
15	0 0.0%	0 0.0%	100% (0%)	60% (0%)	87% (0%)	33% (0%)	87% (0%)	67% (0%)	208	185	229	273	18	69	50	160	103	6.1%	0.7%	
12	1 8.3%	4 33.3%	92% (0%)	33% (0%)	75% (0%)	8% (0%)	100% (0%)	33% (0%)	211	243	238	267	63	76	86	75	101	6.1%	1.0%	
	8.4%	15.5%	80% 31%	78% 31%	88% 48%				230	240	234	245	87	93	99	109		5.5%	0.7%	
	10.0%	13.4%	80% 34%	77% 32%	88% 46%				237	240	242	245	101	104	111	113		5.2%	0.5%	

< School had 10 or less eligible pupils for KS2 assessment at the time of the 2007 tests

+ Test results are unavailable for reasons beyond the school's control. Readers of the Tables should contact the school for full information on estimates of the test results that were expected to be achieved.

♦ Less than 0.05% but greater than zero absence.

SALFORD

SCHOOLS

		Background Information			Key Stage 1 to Key Stage 2 : Contextual Value Added			
		Total number of pupils on roll (all ages)	Total number and percentage of pupils with SEN		Number of pupils on roll aged 10 as at 31 August 2006	KS1-2 CVA Score	Confidence Intervals	Coverage
			with statements or supported at School Action Plus	Supported at School Action			Upper Limit	% of eligible pupils included in CVA calculation
St Joseph The Worker RC Primary School Cutnook Lane Irlam Salford Lancashire M44 6GX Tel 0161 7754548	VA 3-11	145	8 5.5%	21 14.5%	15	100.5	101.5 99.6	100%
St Luke's CofE Primary School Eccles New Road Salford Manchester M5 5NX Tel 0161 7363455	VC 3-11	152	10 6.6%	15 9.9%	17	100.4	101.4 99.5	94%
St Luke's RC Primary School Swinton Park Road Salford Lancashire M6 7WR Tel 0161 7366874	VA 3-11	311	7 2.3%	17 5.5%	30	99.7	100.4 99.0	100%
St Mark's CofE Primary School Aviary Road Walkden Worsley Manchester Lancashire M28 2WF Tel 0161 7903423	VA 3-11	339	3 0.9%	25 7.4%	36	100.4	101.0 99.8	97%
St Mark's RC Primary School Queensway Clifton Swinton Manchester Lancashire M27 8QE Tel 0161 7943876	VA 3-11	229	3 1.3%	11 4.8%	29	100.6	101.3 99.9	100%
St Mary's CofE Primary School Buckingham Road Cadishead Manchester Lancashire M44 5HG Tel 0161 7759594	VC 3-11	202	6 3.0%	30 14.9%	15	99.7	100.6 98.8	100%
St Mary's RC Primary School Hemming Drive Eccles Manchester Lancashire M30 0FJ Tel 0161 7894532	VA 3-11	232	15 6.5%	26 11.2%	31	101.5	102.2 100.8	100%
St Mary's RC Primary School Milner Street Swinton Manchester Lancashire M27 4AS Tel 0161 7944028	VA 3-11	253	1 0.4%	7 2.8%	29	101.6	102.3 100.9	93%
St Paul's CofE Primary School Neville Road Salford Lancashire M7 3PT Tel 0161 7929474	VC 3-11	156	11 7.1%	11 7.1%	20	98.0	98.9 97.2	89%
Local Authority (LA) Average			6.3%	11.2%		100		96%
England Average			8.8%	11.3%				

Key Stage 2 Test Results

Year on year comparison

Absence record for day pupils of compulsory school age

Pupils eligible for Key Stage 2 assessment			% achieving Level 4 or above		% achieving Level 5 (% absent or unable to access the tests)				Average point score	Aggregate of test percentages for Level 4+				Aggregate of test percentages for Level 5				Number of day pupils of compulsory school age	% of half days missed due to	
Total	with statements or supported at School Action Plus	Supported at School Action	English	Mathematics	Science	English	Mathematics	Science		2004	2005	2006	2007	2004	2005	2006	2007		Overall absence	Unauthorised absence
14	0 0.0%	3 21.4%	86% (0%)	29% (0%)	86% (0%)	29% (0%)	93% (0%)	79% (0%)	28.9	274	247	231	264	100	129	76	136	125	5.8%	◇
16	1 6.3%	2 12.5%	100% (0%)	38% (0%)	81% (0%)	31% (0%)	94% (0%)	56% (0%)	29.0	253	200	228	275	93	60	68	125	126	6.4%	2.9%
30	1 3.3%	7 23.3%	93% (0%)	43% (0%)	77% (3%)	17% (3%)	97% (0%)	33% (0%)	28.3	273	279	251	267	109	164	131	91	235	4.9%	0.3%
36	1 2.8%	2 5.6%	94% (0%)	58% (0%)	94% (0%)	58% (0%)	94% (0%)	75% (0%)	30.4	287	275	281	283	149	130	128	192	260	4.3%	0.1%
29	1 3.4%	2 6.9%	93% (0%)	52% (0%)	90% (3%)	41% (3%)	93% (0%)	79% (0%)	29.7	287	292	280	276	153	152	140	177	183	5.5%	0.8%
16	1 6.3%	1 6.3%	69% (0%)	19% (0%)	94% (0%)	25% (0%)	100% (0%)	25% (0%)	27.6	226	259	247	263	65	77	83	69	171	5.5%	0.6%
30	5 16.7%	2 6.7%	93% (0%)	47% (0%)	98% (0%)	43% (0%)	97% (0%)	77% (0%)	29.7	266	281	243	280	148	126	51	167	184	4.2%	0.3%
29	0 0.0%	3 10.3%	93% (0%)	34% (0%)	97% (0%)	59% (0%)	97% (0%)	66% (0%)	29.9	248	286	290	286	147	186	175	159	193	4.2%	◇
19	1 5.3%	4 21.1%	58% (0%)	21% (0%)	74% (0%)	32% (0%)	79% (0%)	58% (0%)	27.0	200	200	193	211	55	38	60	111	119	5.7%	0.1%
	8.4%	15.5%	80% 31%	78% 31%	88% 48%	48%	27.8	230	240	234	245	87	93	99	109	5.5%	0.7%			
	10.0%	13.4%	80% 34%	77% 32%	88% 46%	46%	27.9	237	240	242	245	101	104	111	113	5.2%	0.5%			

< School had 10 or less eligible pupils for KS2 assessment at the time of the 2007 tests

+ Test results are unavailable for reasons beyond the school's control. Readers of the Tables should contact the school for full information on estimates of the test results that were expected to be achieved.

◇ Less than 0.05% but greater than zero absence.

SALFORD

SCHOOLS

		Background Information			Key Stage 1 to Key Stage 2 Contextual Value Added			
		Total number of pupils on roll (all ages)	Total number and percentage of pupils with SEN		Number of pupils on roll aged 10 as at 31 August 2006	KS1-2 CVA Score	Confidence Intervals	Coverage
			with statements or supported at School Action Plus	Supported at School Action			Upper Limit	% of eligible pupils included in CVA calculation
St Paul's CofE Primary School Heathside Grove Walkden Manchester Greater Manchester M28 3NZ Tel 0161 7908915	VC 3-11	176	4 2.3%	21 11.9%	22	100.0	100.8 99.2	95%
St Paul's CofE Primary School Cross Lane Salford Lancashire M5 4AL Tel 0161 7366871	VA 3-11	184	20 10.9%	38 20.7%	20	100.4	101.3 99.6	90%
St Paul's CofE Primary School Crompton Street Walkden Worsley Manchester Lancashire M28 3HP Tel 0161 7904162	VA 3-11	231	9 3.9%	14 6.1%	32	100.6	101.2 99.9	100%
St Paul's Peel CofE Primary School Stocksfield Drive Little Hulton Worsley Manchester Lancashire M38 9RB Tel 0161 7902327	R VC 3-11 B	297	18 6.1%	38 12.8%	38	101.4	102.0 100.8	100%
St Peter's CofE Primary School Vicarage Road Swinton Manchester Lancashire M27 0WA Tel 0161 7942616	VA 3-11	260	13 5.0%	10 3.8%	36	99.7	100.3 99.0	100%
St Peter and John RC Primary School Mount Street Salford Lancashire M3 6LU Tel 0161 8344150	VA 3-11	124	16 12.9%	11 8.9%	13	99.8	100.7 98.8	100%
St Philip's CofE Primary School Barrow Street Salford Lancashire M3 5LF Tel 0161 8326637	R VA 3-11	105	23 21.9%	12 11.4%	16	98.1	99.0 97.2	100%
St Philip's RC Primary School Cavendish Road Salford Lancashire M7 4WP Tel 0161 7924595	VA 3-11	388	15 3.9%	9 2.3%	48	100.7	101.3 100.1	98%
St Sebastian's RC Primary School Douglas Green Salford Lancashire M6 6ET Tel 0161 7366875	VA 3-11	127	5 3.9%	15 11.8%	21	100.4	101.2 99.5	89%
Local Authority (LA) Average			6.3%	11.2%		100		96%
England Average			8.8%	11.3%				

Key Stage 2 Test Results

Year on year comparison

Absence record for day pupils of compulsory school age

Pupils eligible for Key Stage 2 assessment			% achieving Level 4 or above		% achieving Level 5 (% absent or unable to access the tests)		Average point score	Aggregate of test percentages for Level 4+				Aggregate of test percentages for Level 5				Number of day pupils of compulsory school age	% of half days missed due to		
Total	with statements or supported at School Action Plus	Supported at School Action	English	Mathematics	Science	English		Mathematics	Science	2004	2005	2006	2007	2004	2005		2006	2007	Overall absence
22	1	3	68%	18%	73%	23%	100%	32%	176	220	236	241	38	50	72	73	145	5.8%	0.6%
	4.5%	13.6%	(0%)	(0%)	(0%)														
20	1	8	55%	15%	85%	20%	90%	40%	189	238	258	230	46	38	47	75	148	8.2%	1.5%
	5.0%	40.0%	(0%)	(0%)	(0%)														
32	2	1	97%	66%	91%	44%	100%	66%	252	217	281	288	119	110	148	175	181	4.1%	0.3%
	6.3%	3.1%	(0%)	(0%)	(0%)														
37	3	6	97%	35%	95%	32%	100%	81%	288	286	298	292	174	181	178	149	234	5.7%	0.4%
	8.1%	16.2%	(0%)	(0%)	(0%)														
36	5	1	78%	42%	78%	44%	83%	47%	217	244	237	239	88	103	71	133	201	6.6%	1.5%
	13.9%	2.8%	(0%)	(3%)	(3%)														
13	2	2	92%	31%	62%	15%	92%	54%	233	232	246	246	83	95	100	100	89	6.9%	0.5%
	15.4%	15.4%	(0%)	(0%)	(0%)														
15	5	0	53%	0%	67%	7%	73%	0%	218	238	177	193	100	69	46	7	82	6.8%	0.6%
	33.3%	0.0%	(0%)	(0%)	(0%)														
48	4	2	98%	52%	98%	58%	100%	71%	293	293	287	296	124	116	173	181	302	3.4%	0.0%
	8.3%	4.2%	(0%)	(0%)	(0%)														
18	2	3	83%	39%	83%	22%	83%	50%	150	167	233	250	25	52	40	111	119	8.6%	1.6%
	11.1%	16.7%	(0%)	(0%)	(0%)														
	8.4%	15.5%	80%	31%	78%	31%	88%	48%	230	240	234	245	87	93	99	109		5.5%	0.7%
	10.0%	13.4%	80%	34%	77%	32%	88%	46%	237	240	242	245	101	104	111	113		5.2%	0.5%

< School had 10 or less eligible pupils for KS2 assessment at the time of the 2007 tests
 + Test results are unavailable for reasons beyond the school's control. Readers of the Tables should contact the school for full information on estimates of the test results that were expected to be achieved.
 ⇨ Less than 0.05% but greater than zero absence.

SALFORD

SCHOOLS

		Background Information			Key Stage 1 to Key Stage 2 Contextual Value Added			
		Total number of pupils on roll (all ages)	Total number and percentage of pupils with SEN		Number of pupils on roll aged 10 or over at 31 August 2006	KS1-2 CVA Score	Confidence Intervals	Coverage
			with statements or supported at School Action Plus	Supported at School Action			Upper Limit	% of eligible pupils included in CVA calculation
						Lower Limit		
St Teresa's RC Primary School Clarendon Road Irlam Manchester Lancashire M44 5ZA Tel 0161 7778203	VA 3-11	225	18 8.0%	20 8.9%	30	100.8	101.5 100.1	97%
St Thomas of Canterbury Primary School Hadfield Street Higher Broughton Salford Manchester M7 4XG Tel 0161 921 2060	VA 3-11	209	11 5.3%	23 11.0%	31	101.5	102.3 100.7	76%
Summerville Primary School Summerville Road Salford Lancashire M6 7HB Tel 0161 7364814	CY 3-11 B	190	26 13.7%	19 10.0%	25	99.5	100.3 98.7	92%
The Deans Primary School Vicarage Road Swinton Manchester Lancashire M27 0WA Tel 0161 7282089	CY 3-11	231	4 1.7%	16 6.9%	27	102.7	103.4 102.0	100%
The Friars Primary School Cannon Street Salford Lancashire M3 7EU Tel 0161 8324664	CY 3-11	229	21 9.2%	73 31.9%	27	101.6	102.4 100.9	93%
Tootal Drive Primary School Tootal Drive Salford Manchester M6 8DP Tel 0161 7365287	CY 3-11	165	17 10.3%	26 15.8%	21	99.2	100.1 98.3	86%
Wardley CofE Primary School Moss Bank Road Wardley Swinton Manchester Lancashire M27 9XB Tel 0161 7937058	VC 3-11	202	11 5.4%	25 12.4%	27	99.5	100.2 98.7	100%
Westwood Park Community Primary School Vaughan Street Winton Eccles Manchester Lancashire M30 8DH Tel 0161 7892598	CY 3-11 B	326	16 4.9%	41 12.6%	45	99.2	99.8 98.6	98%
Wharton Primary School Rothwell Lane Little Hulton Salford M38 9XA Tel 0161 7904473	CY 3-11	224	2 0.9%	20 8.9%	31	99.3	100.0 98.6	100%
Local Authority (LA) Average			6.3%	11.2%		100		96%
England Average			8.8%	11.3%				

Key Stage 2 Test Results

Year on year comparison

Absence record for day pupils of compulsory school age

Pupils eligible for Key Stage 2 assessment			% achieving Level 4 or above		% achieving Level 5 (% absent or unable to access the tests)			Average point score	Aggregate of test percentages for Level 4+				Aggregate of test percentages for Level 5				Number of day pupils of compulsory school age	% of half days missed due to	
Total	with statements or supported at School Action Plus	Supported at School Action	English	Mathematics	Science	English	Mathematics		Science	2004	2005	2006	2007	2004	2005	2006		2007	Overall absence
30	2 6.7%	4 13.3%	90%	33%	97%	30%	100%	60%	281	276	262	287	104	114	77	123	169	4.6%	0.7%
29	3 10.3%	7 24.1%	69%	7%	69%	24%	76%	24%	183	175	111	214	41	31	25	55	171	4.9%	1.5%
25	4 16.0%	0 0.0%	84%	24%	64%	20%	80%	52%	178	156	203	228	48	53	97	96	200	5.7%	0.2%
26	0 0.0%	2 7.7%	100%	100%	100%	92%	100%	100%	278	285	300	300	85	189	243	297	173	4.7%	0.5%
28	8 28.6%	8 28.6%	68%	7%	68%	18%	79%	46%	210	176	204	234	76	71	83	71	182	6.2%	1.0%
21	2 9.5%	4 19.0%	67%	0%	67%	24%	81%	24%	197	184	255	214	70	59	36	48	148	8.5%	2.7%
26	2 7.7%	2 7.7%	88%	35%	88%	42%	92%	50%	203	227	238	269	69	105	117	127	152	4.8%	0.1%
45	2 4.4%	6 13.3%	58%	9%	60%	11%	91%	24%	155	208	210	209	41	64	90	44	280	7.2%	2.6%
31	2 6.5%	3 9.7%	77%	32%	71%	19%	90%	29%	208	230	215	279	22	70	47	81	186	5.7%	0.2%
	8.4%	15.5%	80%	31%	78%	31%	88%	48%	230	240	234	245	87	93	99	109		5.5%	0.7%
	10.0%	13.4%	80%	34%	77%	32%	88%	46%	237	240	242	245	101	104	111	113		5.2%	0.5%

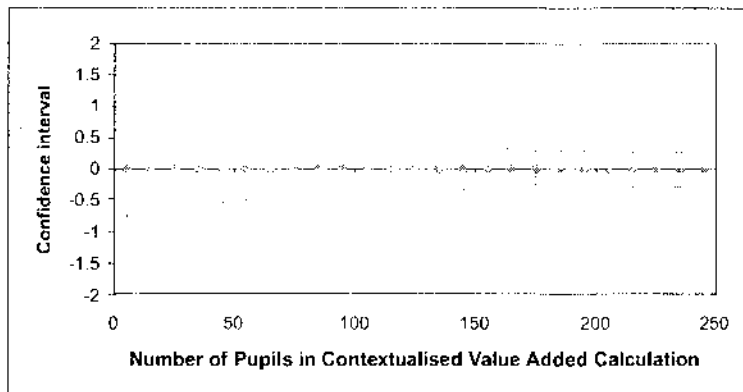
< School had 10 or less eligible pupils for KS2 assessment at the time of the 2007 tests
 + Test results are unavailable for reasons beyond the school's control. Readers of the Tables should contact the school for full information on estimates of the test results that were expected to be achieved.
 ✦ Less than 0.05% but greater than zero absence.

MORE INFORMATION

Ready Reckoner

The Contextual Value Added (CVA) Ready Reckoner is an additional tool which allows you to look at the detailed calculations, and is accessible from the website 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 pupils 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 percentage of total absence and the percentage of unauthorised absence for each mainstream maintained school.

Overall absence is the percentage of half days missed due to authorised and unauthorised absence.

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 2006/7 school year up to and including Friday 25 May 2007.

The second and third columns show the percentage of half days missed as a result of:

- Overall 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 special schools or new schools that opened after the tests have taken place.

There may be inconsistencies for some schools in the figures for the number of pupils on roll on 18 January 2008 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.

YEAR ON YEAR COMPARISONS

The Tables show how the KS2 results of pupils in each maintained school have changed over the past four years. Bar charts show the aggregates of the three percentages of pupils achieving Level 4 or above and Level 5 in the English, mathematics and science tests in each of the years, 2004, 2005, 2006 and 2007.

The Level 4 and above aggregate is calculated as follows:

$$\left[\frac{\text{No. of pupils achieving L4+ in English}}{\text{No. of eligible pupils in English}} + \frac{\text{No. of pupils achieving L4+ in mathematics}}{\text{No. of eligible pupils in mathematics}} + \frac{\text{No. of pupils achieving L4+ in science}}{\text{No. of eligible pupils in science}} \right] \times 100$$

= Aggregate (to the nearest whole number)

The Level 5 aggregate is calculated as follows:

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

= Aggregate (to the nearest whole number)

What the year on year comparisons tell you

From the bar charts, you can see the history of a school's KS2 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.

SPECIAL EDUCATIONAL NEEDS (SEN)

The Achievement and Attainment Tables show information about the numbers of pupils in a school with 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. From 2006, we will continue to show information about the two main groups of pupils but will also publish the following:

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

MORE INFORMATION

The National Curriculum

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

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

During Key Stage 2 pupils must be taught the following subjects: English, mathematics, science, design and technology, information and communication technology, history, geography, art and design, music, physical education and religious education.

Levels of achievement

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

- most seven-year-olds are expected to achieve Level 2;
- most eleven-year-olds are expected to achieve Level 4;
- most fourteen-year-olds are expected to achieve Level 5 or 6.

Teacher assessments

Throughout the year, all teachers assess their pupils' progress in each subject as a normal part of their teaching. The teacher decides which level best describes a pupil's performance in each area of learning in that subject. They must report their assessments in English, mathematics and science when pupils reach the end of each key stage. Teacher assessments are not reported in the Primary School Achievement and Attainment Tables.

Tests

National tests, taken at the end of each key stage, give a snapshot of a pupil's attainment in the core subjects. At the end of KS2, pupils are tested in English, mathematics and science.

These end of key stage tests give an independent and nationally standardised measure of how pupils and schools are performing compared with national standards in the core subjects.

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

Age	7 years	11 years	14 years
Key Stage	KS1	KS2	KS3
Level 8			Level 8 in maths only
Level 7			
Level 6			
Level 5			
Level 4			
Level 3			
Level 2a, 2b, 2c			
Level 1			

	Beyond expectations
	At level expected
	Below expectations

PLEASE NOTE: KS3 mathematics tests advance to Level 8. KS3 English and science tests advance to Level 7.

GLOSSARY AND ABBREVIATIONS AND THEIR MEANINGS

TYPE OF SCHOOL

AC	Academy , publicly funded independent school offering free education to pupils of all abilities, established by sponsors from business, faith or voluntary groups working in partnership with central Government and local education partners.
CY	Community School , maintained by the local authority (LA). The LA is the admissions authority – it has main responsibility for deciding arrangements for admitting pupils.
CYS	Community Special School , maintained by the LA, which is organised to make special educational provision for pupils with special educational needs (SEN).
FD	Foundation School , maintained by the LA. May have a foundation (generally religious) that appoints some – but not most – of the governing body. The governing body is the admissions authority.
FDS	Foundation Special School , maintained by the LA, which is specifically organised to make special educational provision for pupils with SEN.
VA	Voluntary Aided school , maintained by the LA, with a foundation (generally religious) that appoints most of the governing body. The governing body is the admissions authority.
VC	Voluntary Controlled school , maintained by the LA, with a foundation (generally religious) which appoints some – but not most – of the governing body. The LA is the admissions authority.

OTHER INFORMATION IN THE TABLES

KS1	Key Stage 1. Key Stage 1 tasks and tests are taken at the end of the Key Stage 1 programme of study, normally in Year 2 when children are 7 years old. The tests cover reading, writing and mathematics.
KS2	Key Stage 2. Key Stage 2 tests are taken at the end of the Key Stage 2 programme of study normally in Year 6 when children are 11 years old. Children have to be assessed at working at level 3 or above to take the tests. The subjects covered are English, mathematics and science.
Eligible pupils	Number of pupils eligible for Key Stage 2 assessment in the 2004/2005 school year. All pupils, including those with SEN, are eligible for assessment under the National Curriculum when they reach the end of Key Stage 2. Most will be aged 11 by the end of the school year, but some will be older or younger. This number includes all eligible pupils on the school roll at the time of the tests in May 2006, regardless of whether or not they sat the tests (some pupils may have been absent or working at the level of the tests but unable to access them).

OTHER INFORMATION IN THE TABLES CONT.

LA	Local Authority.
R	The school has not confirmed that it has checked the test results.
B	The school has not confirmed that it has checked the background information.
<	The school had 10 or fewer pupils eligible for KS2 assessment at the time of the 2006 tests. Results are not shown because of the risk of an individual pupil's results being identified; or no absence data is shown where the school has 10, or fewer, day pupils of compulsory school age on roll.
#	Shown for the CVA measure and coverage indicator where schools have less than 50 per cent coverage.
N/A	No results were published for the year in question; or contextual value added information is not applicable; or an absence return is not required (boarding schools and new schools which opened after the start of the academic year).
NIR	No information received: The school failed to provide test results; or, the school failed to provide absence data.
+	Test results are unavailable for reasons beyond the school's control. Readers of the Tables should contact the school for full information on estimates of the tests results that were expected to be achieved; or absence rates not published due to a missing or incorrect return.
@	Absence return not required.
◇	Less than 0.05 per cent of pupils with special educational needs; or less than 0.05 per cent unauthorised absence.

ABOUT THIS BOOKLET

How the Tables were compiled

Key Stage 2 results were supplied by the National Assessment Agency's (NAA's) Data Collection Agency and checked with schools.

Key Stage 2 results and Contextual Value Added scores were checked with or provided by schools in September 2007.

Information about overall 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 test results and/or background information, the letters "R" or "B" (or both) appear after its age range.

About the Tables

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; or
- copies of booklets for other areas;

you can get these free of charge by using the contact details given on the back cover.

The Internet

Achievement and Attainment Tables for other areas and for previous years are available at:

<http://www.dcsf.gov.uk/performancetables>

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