

Ford Primary School,
Cambridge Road,
Ford,
Plymouth,
Devon, PL2 1PU



2005 PANDA Report for Ford Primary School

Unique Reference Number (URN): 113270

DfES Number: 8792630

LEA: Plymouth
Tel: 01752 567661
Specialism: [Not Applicable]
Age Range: 3 - 11
Gender: Mixed (45% Girls / 55% Boys)

Validated Data for 2005 with Contextual Value Added

Spring 2006

Production Date: April 18th, 2006

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IMPORTANT

Office for Standards in Education (Ofsted)
Department for Education and Skills (DfES)

USING VALIDATED DATA

AIM OF THE PANDA

The PANDA report is designed to help schools and inspectors see how effectively a school is performing. The report is sent to schools to help with self-evaluation and development of plans to raise standards, and is used by inspectors when a school is inspected.

WHAT IF MY DATA ARE WRONG?

This version of the PANDA report contains validated information that incorporates approved changes to data you have requested as part of the Achievement and Attainment Tables checking exercise. These will mainly be the result of successful revisions and re-marks. If, however, your school was involved in a late appeal or if the appeal procedure is ongoing, these changes may not be shown. You do not need to contact Ofsted about changes to your data. Schools that are being inspected should continue to bring any data corrections to the attention of the lead inspector.

INTERPRETING THE PANDA REPORT

Example material providing guidance on interpreting the data within the PANDA report is available from Ofsted's ePANDA website. If you require further help you can contact the helpdesk by email at raihelpdesk@ofsted.gov.uk. **Please include your school's Unique Reference Number (URN) in any communications with Ofsted.** Your local authority may be consulted on matters relating to the use and interpretation of your PANDA report in the context of school improvement work.

ADVICE FOR HEADTEACHERS AND INSPECTORS

Inspectors should consider the PANDA report in the light of the school circumstances, drawing on other available information as appropriate. The report should help to raise questions and hypotheses to explore during inspection.

We will not publish your PANDA report widely, but we do make it available to your local authority, the DfES and the inspectors. The Freedom of Information Act came into force on 1st January 2005, and Ofsted may be required to disclose your PANDA report, or part of it, to members of the public on request. In line with the Data Protection Act, PLASC data are provided on the understanding that they should in no circumstances be used to derive, or attempt to derive, information relating specifically to an identified person or household, and that no claim will be made suggesting the possibility of deriving such information.

RECENT DEVELOPMENTS

Two additional documents have been produced to assist schools with the interpretation of their School Improvement Summary Reports (SISRs); the National Primary SISR and the National Secondary SISR, which provide national figures for items contained in schools' reports. Both national SISR documents are available to download from Ofsted's website within the "Being Inspected: Schools" area (<http://www.ofsted.gov.uk/schools>), under the National SISR links on the left hand side of the page.

Primary SISR:

<http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=4176>

Secondary SISR:

<http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=4177>

At the time of producing the 2005 validated PANDAs the national SISR documents used 2005 unvalidated data. Updated versions of the national SISRs using 2005 validated data will be available shortly.

School Improvement Summary Report

for

Ford Primary School

Plymouth LEA
Cambridge Road
Ford
Plymouth

Devon

DfES Number:	8792630
Institution Type:	Community
Age range:	3-11

Validated Data for 2005 with Contextual Value Added

Spring 2006

Inspection Judgements

The school's latest inspection report may be viewed and downloaded from the Ofsted website at:

<http://www.ofsted.gov.uk/reports/>

Reports covering inspections conducted since September 2005 are typically available within three weeks of the inspection being completed.

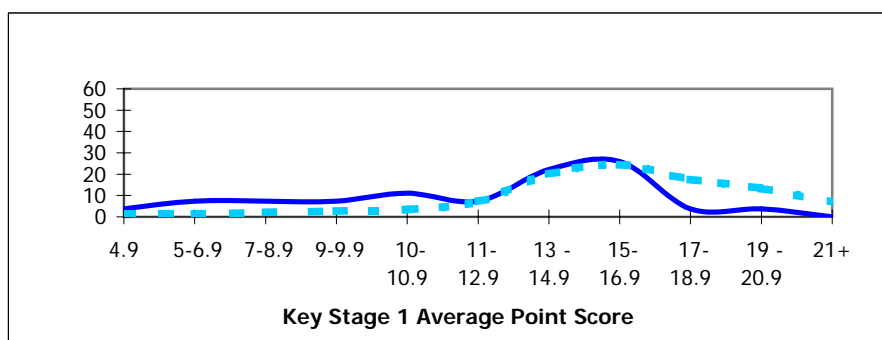
School Characteristics 2005

This shows the basic characteristics of your school and is based on information collected through the Pupil Level Annual School Census. The figures below refer only to pupils of compulsory school age.

Number of Pupils	143	Ethnic Groups (%)	
Girl/ Boy ratio:	44.8:55.2	White British	93.7
Free School Meals (%)		Irish	0.0
Percentage of pupils eligible for free school meals	43.4	Traveller of Irish heritage	0.0
Special Educational Needs (%)		Gypsy/ Roma	0.0
None	68.5	Any other white background	2.1
School Action / Action Plus	28.0	White and Black Caribbean	0.0
Statemented	2.8	White and Black African	0.0
First Language (%)		White and Asian	0.7
Percentage of pupils whose first language is other than, or believed to be other than, English	5.6	Any other mixed background	1.4
Pupil Mobility (%)		Indian	0.0
Percentage of pupils classified as mobile	32.2	Pakistani	0.0
Attendance 2004/05 (%)		Bangladeshi	0.7
Authorised absence	6.5	Any other Asian background	0.7
Unauthorised absence	0.5	Caribbean	0.0
		Black African	0.0
		Any other black background	0.0
		Chinese	0.7
		Any other ethnic group	0.0
		Unclassified	0.0

School Prior Attainment

This shows the distribution of prior attainment at Key Stage 1 amongst your Key Stage 2 cohort and compares it to the national distribution for maintained mainstream schools. The solid line shows the distribution of point scores within your school, the broken line shows the national pattern for maintained mainstream schools.



Key Stage 1 3 Year Summary

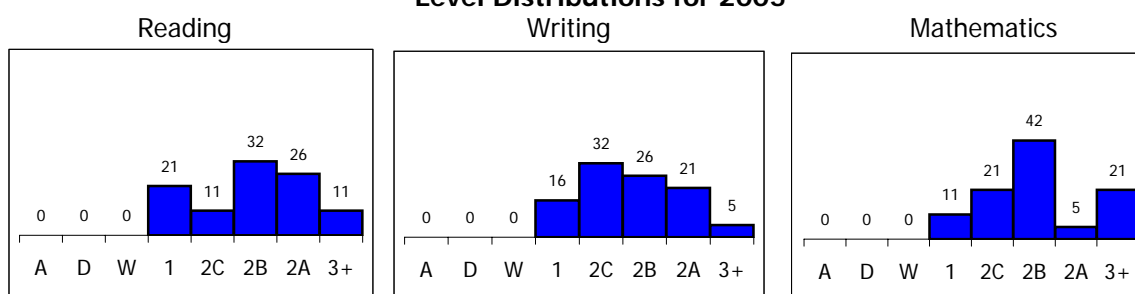
Ford Primary School
Plymouth

DfES Number: 8792630

The table below provides a summary of performance in terms of seven Key Stage 1 indicators - Average Point Score, percentage level 2+ and percentage level 2B+ in each of Reading, Writing and Mathematics. The charts below show the proportion of pupils reaching each level in 2005 for each of Reading, Writing and Mathematics. In 2005 the analysis is based on teacher assessments only. The 2004 analysis is based on teacher assessments only if your school was part of the Key Stage 1 trial. All 2003 data are based on tests only.

	2003	2004	2005
Average Point Score	13.7	14.4	14.7
% Level 2+ Reading	77.8	85.7	78.9
% Level 2+ Writing	77.8	82.1	84.2
% Level 2+ Mathematics	81.5	82.1	89.5
% Level 2B+ Reading	59.3	67.9	68.4
% Level 2B+ Writing	55.6	64.3	52.6
% Level 2B+ Mathematics	63.0	60.7	68.4

Level Distributions for 2005



Key Stage 1 Attainment By Pupil Characteristics

Ford Primary School
Plymouth

DfES Number: 8792630

The tables below provide a summary of attainment at Key Stage 1 by pupil characteristics. The first column shows the number of pupils, the second is the average point score obtained by pupils within the group. The third to sixth columns provide the same information broken down by gender, providing numbers of boys and girls and their respective average point scores.

	Number of Pupils	APS 2005	No. of Boys	Boys APS	No. of Girls	Girls APS
All Pupils	19	14.7				
Girls	8	15.4				
Boys	11	14.2				
All Pupils						
Non-FSM	9	15.4	4	14.5	5	16.1
FSM	10	14.1	7	14.0	3	14.3
Non-SEN	13	15.5	6	15.3	7	15.7
SEN - School Action	1	10.3	1	10.3	0	-
Action Plus / Statement	5	13.5	4	13.5	1	13.7
First Language - English ¹	19	14.7	11	14.2	8	15.4
First Language - Other ²	0	-	0	-	0	-
Ethnic Groups³						
White	16	14.3	10	13.5	6	15.6
Mixed	2	18.7	1	21.0	1	16.3
Indian	0	-	0	-	0	-
Pakistani	0	-	0	-	0	-
Bangladeshi	0	-	0	-	0	-
Other Asian	0	-	0	-	0	-
Black Caribbean	0	-	0	-	0	-
Black African	0	-	0	-	0	-
Black Other	0	-	0	-	0	-
Chinese	0	-	0	-	0	-
Term of Birth						
Autumn (Sep, Oct, Nov, Dec)	9	14.9	5	14.7	4	15.2
Spring (Jan, Feb, Mar, Apr)	6	13.9	4	13.3	2	15.0
Summer (May, Jun, Jul, Aug)	4	15.5	2	14.7	2	16.3

All data are based on Teacher Assessments

Where pupils' characteristics of FSM, SEN and First Language were omitted, values of Non-FSM, Non-SEN and believed to be English, have been assigned respectively.

¹ Those whose first language is English or believed to be English

² Those whose first language is other than, or believed to be other than, English

³ Ethnic breakdown does not include 'other' and 'unclassified' categories

Significant states are not given on raw scores.

**Key Stage 2
3 Year Summary**

**Ford Primary School
Plymouth**

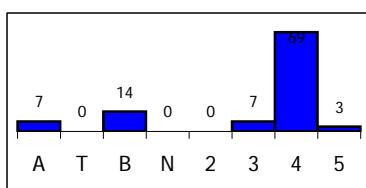
DfES Number: 8792630

The table below provides a summary of performance in terms of four Key Stage 2 indicators - Average Point Score and percentage level 4+ in each of English, Mathematics and Science. The charts below show the proportion of pupils reaching each level in 2005 for each of English, Mathematics and Science.

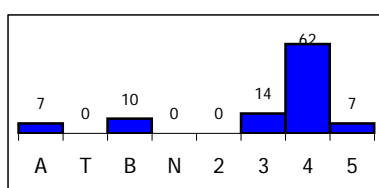
	2003	2004	2005
Average Point Score	22.5	24.2	25.8
% Level 4+ English	25.0	62	72
% Level 4+ Mathematics	34.4	62	69
% Level 4+ Science	53.1	48	79

Level Distributions for 2005

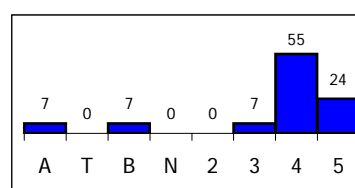
English



Mathematics



Science



Value Added Measures

The table below provides a summary of performance based on five value added measures. The first is from the Achievement and Attainment Tables (AAT) and is based on pupil prior attainment only. The second takes into account prior attainment and a range of pupil characteristics (contextual value added*). The final three give a contextual value added score for each of English, Mathematics and Science. Scores that are significantly different from average are highlighted. Where a change in value added score is significant it is shown by an arrow.

	2003	2004	2005
AAT value added	97.5	99.1	100.7
Contextual value added	97.3	99.4 ↑	100.7 ↑
English CVA	97.1	99.3 ↑	100.8 ↑
Mathematics CVA	97.7	100.5 ↑	100.8
Science CVA	97.1	98.3	100.3 ↑

Percentile Rank

This table shows the percentile rank of your school score compared to other maintained mainstream schools. A rank of 5 means your school is in the top 5% of schools. A score of 95 means that your school is in the bottom 5% of schools.

	2003	2004	2005
AAT value added	98	79	35
Contextual value added	100	74	25
English CVA	100	74	19
Mathematics CVA	97	34	23
Science CVA	99	93	39

102.0	Significantly higher than average	Cases where the value-added score is significant (to 95% confidence limits) are highlighted.	↑	Improving
98.0	Significantly lower than average	Significant states are not given on raw scores.	↓	Declining

*The contextual value added model looks at pupil progress after allowing for pupil prior attainment and characteristics as collected through the Pupil Level Annual School Census

Key Stage 2 Attainment By Pupil Characteristics

Ford Primary School
Plymouth

DfES Number: 8792630

The tables below provide a summary of attainment and Key Stage 1-2 value added and contextual value added by pupil characteristics. The first column shows the number of pupils, the second is the average point score obtained by pupils within the group. The third uses the methodology of the Achievement and Attainment Tables value added. The final three columns show a contextual value added score. The contextual value added uses a range of pupil and school characteristics.

	Number of Pupils	APS 2005	Value Added 2005	Contextual Value Added			
				2003	2004	2005	
All Pupils	29	25.8	100.7	97.3	99.4	↑ 100.7	↑
Girls	11	26.2	100.4	97.8	99.6	↑ 100.7	
Boys	18	25.6	100.9	97.4	99.3	↑ 100.5	
All Pupils							
<i>Attainment at KS1¹</i>							
Below Level 2	12	22.6	100.8	98.4	98.6	100.7	↑
At Level 2	14	27.4	100.6	97.0	99.9	↑ 100.5	
Above Level 2	1	33.0	102.0	99.5	99.8	100.3	
All Pupils							
Non-FSM	17	25.8	100.6	98.0	99.3	↑ 100.6	↑
FSM	12	25.8	100.9	96.9	99.8	↑ 100.6	
Non-SEN	16	27.7	100.9	97.6	99.7	↑ 100.4	
SEN - School Action	7	25.0	100.9	97.9	99.4	101.1	
Action Plus / Statement	6	21.4	100.0	98.7	99.2	100.1	
First Language - English ²	29	25.8	100.7	97.3	99.4	↑ 100.7	↑
First Language - Other ³	0	-	-	-	-	-	
Ethnic Groups⁴							
White	28	25.8	100.6	97.3	99.4	↑ 100.6	↑
Mixed	1	25.0	104.0	-	-	100.6	
Indian	0	-	-	-	-	-	
Pakistani	0	-	-	-	-	-	
Bangladeshi	0	-	-	-	-	-	
Other Asian	0	-	-	-	-	-	
Black Caribbean	0	-	-	-	-	-	
Black African	0	-	-	-	-	-	
Black Other	0	-	-	-	-	-	
Chinese	0	-	-	-	-	-	

¹ Refers to average levels derived from the average points scores in reading, writing and mathematics at key stage 1.

² Those whose first language is English or believed to be English

³ Those whose first language is other than, or believed to be other than, English

⁴ Ethnic breakdown excludes 'other' and 'unclassified' categories

102.0 Significantly higher than average

98.0 Significantly lower than average

Cases where the value-added score is significant (to 95% confidence limits) are highlighted.

↑ Improving
↓ Declining

Significant states are not given on raw scores.

Key Stage 2 Key Stage 1-2 Conversions

Ford Primary School
Plymouth

DfES Number: 8792630

The table below illustrates how well pupils progress within subjects in your school by showing how successful the school has been in moving pupils who started Key Stage 2 at level W, 1, 2c-a, or 3+ to level 4 and above by the end of the Key Stage in 2005. For English the average level of Reading and Writing is used as the input, for Science the average of Reading, Writing and Mathematics is used.

English			Mathematics			Science					
	Number of Pupils	Conversion to L4+		Number of Pupils	Conversion to L4+		Number of Pupils	Conversion to L4+			
	W	5	0%		W	1	0%		W	3	0%
	1	8	63%		1	6	33%		1	9	67%
	2C	6	100%		2C	11	64%		2C	5	100%
	2B	6	100%		2B	2	100%		2B	6	100%
	2A	1	100%		2A	5	100%		2A	2	100%
	3+	1	100%		3+	2	100%		3+	2	100%

The table below shows how well pupils who were above the expected level at the beginning of Key Stage 2 (i.e. level 3+) progress in your school.

Pupils at level 3+ at Key Stage 1

	Number of Pupils	Level 3 or below	Level 4+	Level 5
English	1	0%	100%	100%
Mathematics	2	0%	100%	100%
Science	2	0%	100%	100%

Ford Primary School: Contextual Information

Table 1.1.1: Basic characteristics of your school

This section shows some key indicators for your school, together with national averages for primary schools. The information is based on the School Level Annual School Census (SLASC) and the Pupil Level Annual School Census (PLASC) returns, and shows three years' data. This allows you to compare your school's key indicators against the national picture for maintained mainstream schools.

For the current year 'distribution graphs' are also displayed for these indicators. These graphs are divided into five equal intervals between their lowest and the highest values. The percentage of schools in each interval is shown above the line, the interval boundaries are shown below the line, and your school's position in the distribution is indicated by a shaded box.

	2003	2004	2005	Distribution Graphs
Number on roll				
School	233	225	205	49% 43% 8% 1% 0%
National	242	240	239	5 215 425 636 846 1056
% girls				
School	46.4	47.1	45.4	0% 2% 97% 1% 0%
National	48.9	48.9	48.9	0.0 20.0 40.0 60.0 80.0 100.0
% of pupils known to be eligible for free school meals (FSM)				
School	38.6	46.6	45.2	64% 20% 11% 4% 0%
National	16.4	17.0	16.6	0.0 17.3 34.5 51.8 69.1 86.3
% of pupils from minority ethnic groups*				
School	1.8	5.9	6.3	79% 8% 4% 4% 5%
National	17.1	17.2	15.7	0.0 20.0 40.0 60.0 80.0 100.0
% of pupils' first language not / believed not to be English				
School	0.6	3.9	5.6	87% 5% 3% 2% 2%
National	8.1	8.4	8.9	0.0 20.0 40.0 60.0 80.0 100.0
% of pupils with a statement of SEN				
School	3.4	2.2	2.4	97% 2% 0% 0% 0%
National	1.7	1.7	1.7	0.0 6.0 12.0 18.0 24.0 30.0
% of pupils with SEN (including statements)				
School	20.6	28.9	22.9	65% 33% 2% 0% 0%
National	17.6	17.8	18.1	0.0 20.0 40.0 60.0 80.0 100.0
% attendance				
School	92.7	92.0	93.1	0% 0% 0% 13% 87%
National	94.2	94.5	94.6	67.0 73.5 80.0 86.5 93.0 99.6
% authorised absence				
School	5.5	6.4	6.5	75% 24% 0% 0% 0%
National	5.4	5.1	5.0	0.3 5.7 11.1 16.5 22.0 27.4
% unauthorised absence				
School	1.9	1.6	0.5	96% 3% 0% 0% 0%
National	0.4	0.4	0.4	0.0 1.9 3.9 5.8 7.7 9.7
% stability				
School	82.8	68.8	67.8	0% 1% 3% 33% 63%
National	92.0	89.0	83.6	11.4 29.1 46.9 64.6 82.3 100.0
School deprivation indicator				
School	n/a	0.3	0.3	59% 27% 12% 2% 0%
National	n/a	0.2	0.2	0.0 0.2 0.4 0.6 0.7 0.9

* Note: the formula for % of pupils from minority ethnic groups has been changed in 2005 to exclude pupils whose ethnicity was not recorded.

Ford Primary School: Contextual Information

Table 1.1.2: Basic characteristics by National Curriculum year group

The table below shows some key indicators for your school broken down by NC year group. This table includes all pupils listed in PLASC, and therefore values presented below may differ from published figures.

NC Year Group	NoR	Boy / Girl	FSM	Minority ethnic group	1st language not English	SEN
Pre-Compulsory	62	53.2 / 46.8	21.0	4.8	4.8	4.8
Year1	20	30.0 / 70.0	50.0	0.0	0.0	15.0
Year2	17	64.7 / 35.3	47.1	11.8	0.0	23.5
Year3	29	44.8 / 55.2	44.8	13.8	17.2	34.5
Year4	22	63.6 / 36.4	40.9	4.5	9.1	22.7
Year5	26	65.4 / 34.6	38.5	3.8	3.8	38.5
Year6	29	62.1 / 37.9	41.4	3.4	0.0	44.8

Table 1.1.3: Ethnicity

The table below shows some key data regarding the ethnic composition of your school. The information is derived from the the ethnic categories your school used to complete the Pupil Level Annual School Census.

Ethnic group	%
White - British	93.7
White - Irish	0.0
White - Traveller of Irish heritage	0.0
White - Romany or Gypsy	0.0
White - any other White background	2.1
Mixed - White & Black Caribbean	0.0
Mixed - White & Black African	0.0
Mixed - White & Asian	0.7
Mixed - any other mixed background	1.4
Asian or Asian British - Indian	0.0
Asian or Asian British - Pakistani	0.0
Asian or Asian British - Bangladeshi	0.7
Asian or Asian British - any other Asian background	0.7
Black or Black British - Caribbean	0.0
Black or Black British - African	0.0
Black or Black British - any other Black background	0.0
Chinese	0.7
Any other ethnic group	0.0
Parent/pupil preferred not to say	0.0
Ethnicity not known	0.0

1. In the 2005 PLASC data set, ethnicity is described using the ethnic categories introduced in PLASC in 2003. Please note that figures are rounded and may not add up to 100%.

Ford Primary School: Contextual Information

Table 1.1.4: Looked-after children

The table below shows the number of children who have been in care for any period during the time they have been at the school, broken down by National Curriculum year group.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
0	0	0	0	1	0

Table 1.1.5: Attendance & Absence

The figures below show pupils' attendance at your school over a three year period in comparison with national averages for maintained mainstream schools, and levels of absence in the current year.

	2002/03 Attendance Rate	2003/04 Attendance Rate	2004/05 Attendance Rate	2004/05 Authorised Absence	2004/05 Unauthorised Absence
School	92.7	92.0	93.1	6.5	0.5
England (primary)	94.3	94.6	94.6	5.0	0.4
School Difference	-1.6	-2.6	-1.5	1.5	0.1

Inspection Reports

The school's latest inspection report may be viewed and downloaded from the Ofsted website at:

<http://www.ofsted.gov.uk/reports/>

Reports covering inspections conducted since September 2005 are typically available within three weeks of the inspection being completed.

Ford Primary School: Contextual Information

Table 1.1.6: Census Information

In the 2001 Census of Population, the school was located in the Stoke ward. The school's ward is included in the table below. It shows some key indicators for up to 10 wards that contribute the greatest proportion of the school's pupils for whom we have been able to match pupil data with their home postcodes.

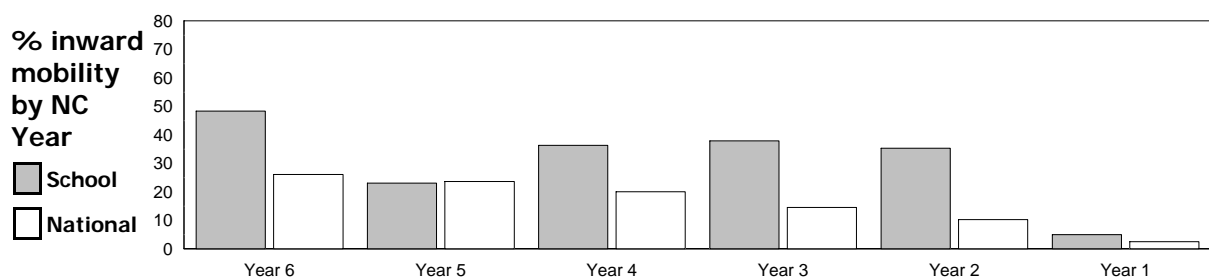
	% Pupils in ward	% Adult higher education	% High social class households	% Minority ethnic children	% Over-crowded households
Ham	44.4	6.3	8.4	1.2	9.9
Stoke	27.3	18.8	17.8	5.4	5.6
Devonport	21.5	8.8	8.8	3.1	12.2
Peverell	3.4	24.0	24.3	6.2	4.5
Honicknowle	1.5	5.1	7.6	1.4	13.1
Efford and Lipson	0.5	10.9	11.5	4.8	10.4
St Budeaux	0.5	7.1	9.2	1.5	9.6
St Peter and the Waterfront	0.5	15.3	12.4	5.7	20.7
Southway	0.5	10.1	13.5	1.8	10.3
England		19.8	20.7	10.3	15.1

Table 1.1.7 and Chart 1.1.8: Inward Mobility

The table and chart show the percentage of pupils by year group and year that they joined the school. Looking down any of the year group columns gives the proportion of pupils in that year group who joined in each year. The figure at the bottom of each column shows the proportion of pupils in each year group who started in the first year and who have remained.

	Year 6	Year 5	Year 4	Year 3	Year 2	Year 1
% of pupils joining before 1st October of each year	2004/05 6.9	2004/05 3.8	2004/05 27.3	2004/05 13.8	2004/05 35.3	2004/05 95.0
	2003/04 13.8	2003/04 3.8	2003/04 9.1	2003/04 13.8	2003/04 64.7	
	2002/03 10.3	2002/03 7.7	2002/03 0.0	2002/03 62.1		
	2001/02 3.4	2001/02 7.7	2001/02 63.6			
	2000/01 6.9	2000/01 76.9				
	1999/00 51.7					

Columns may not add up to 100% due to pupils joining after 30th September 2004.



The school figure for each year group in the chart is an aggregation of the percentage of pupils who did not join the school at the normal time. Pupils who joined after 30th September 2004 are included in the denominator for all year groups. The national figure is for maintained mainstream schools in England.

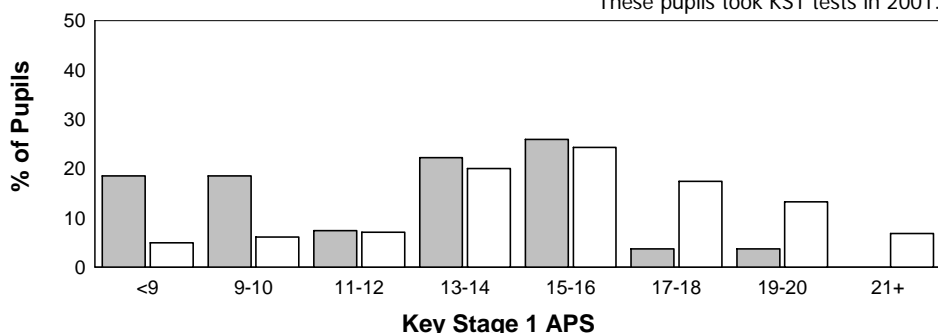
Ford Primary School: Contextual Information

The prior attainment of pupils in Key Stage 2: The graphs below show the prior attainment in terms of Key Stage 1 average points score, of pupils studying at Key Stage 2 in your school in 2004/05. This has been broken down by year group. The graphs also show the national picture for maintained mainstream schools (the national average displayed beside each graph is based on matched pupil records from the 2005 National Pupil Database, and is not the same as the average score of all pupils who took the tests). When interpreting the charts the level of coverage should be taken into account. In the charts, Key Stage 1 APS has been rounded down to the nearest integer.

Chart 1.2.1: Year 6 in 2005

COVERAGE: 93%

These pupils took KS1 tests in 2001.



KEY:



KS1 AVERAGE

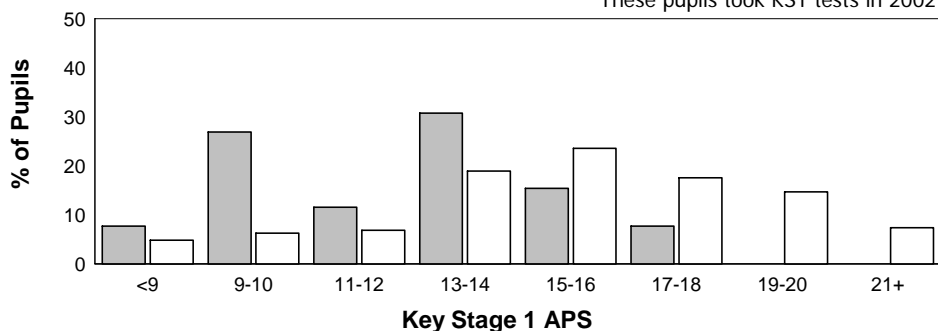
School: 12.2

National: 15.4

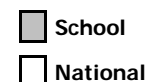
Chart 1.2.2: Year 5 in 2005

COVERAGE: 100%

These pupils took KS1 tests in 2002.



KEY:



KS1 AVERAGE

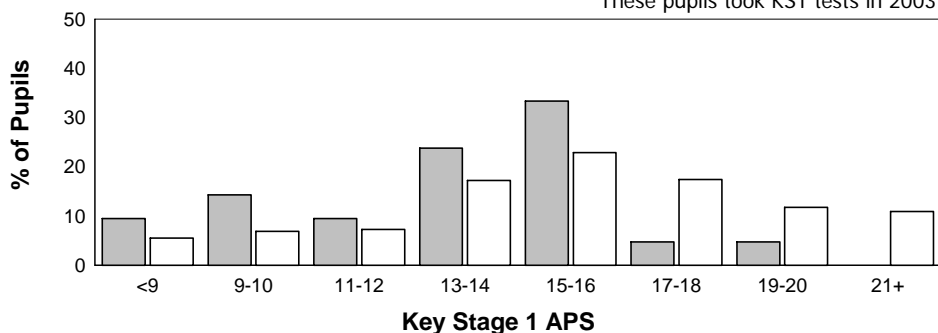
School: 12.2

National: 15.5

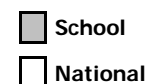
Chart 1.2.3: Year 4 in 2005

COVERAGE: 95%

These pupils took KS1 tests in 2003.



KEY:



KS1 AVERAGE

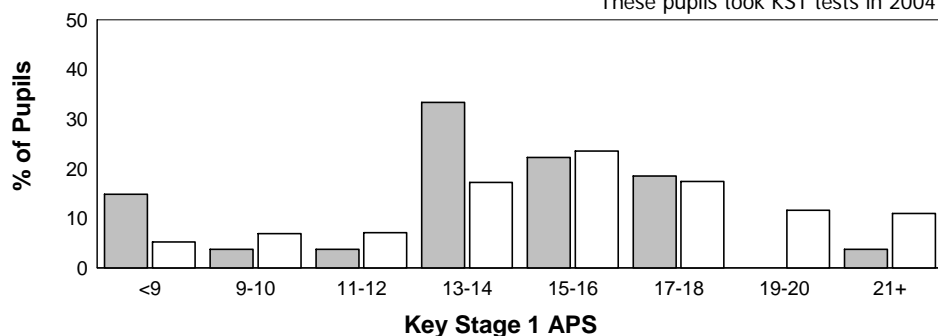
School: 13.0

National: 15.5

Chart 1.2.4: Year 3 in 2005

COVERAGE: 93%

These pupils took KS1 tests in 2004.



KEY:



KS1 AVERAGE

School: 14.0

National: 15.5

Contextual Value Added: summary

This section provides the overall contextual value added measure for the school, together with core subjects and groups within schools, relative to the national mean of 100. Where the current school value differs significantly to the previous year's, \uparrow or \downarrow is shown to indicate respectively a statistically significant improvement or decline in the CVA score.

**Table 2.1.1.1
Overall CVA: school analysis**

	2003	2004	2005
School	97.3	99.4 \uparrow	100.7 \uparrow
Cohort for CVA	31	29	25
95% Confidence Interval (+/-)	0.7	0.7	0.8
Significance	sig-		

**Table 2.1.1.2
CVA for core subjects: school analysis**

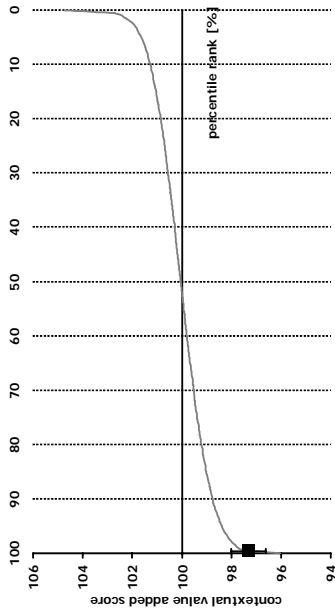
	English			Mathematics			Science		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
School	97.1	99.3 \uparrow	100.8 \uparrow	97.7	100.5 \uparrow	100.8	97.1	98.3	100.3 \uparrow
Cohort for CVA	30	28	25	31	27	25	30	29	25
95% Confidence Interval (+/-)	0.8	0.8	0.8	0.9	1.0	1.0	0.8	0.9	1.0
Significance	sig-			sig-			sig-	sig-	

Ford Primary School: Contextual Value Added Summary, Key Stages 1 to 2

Contextual Value Added: overall CVA for school

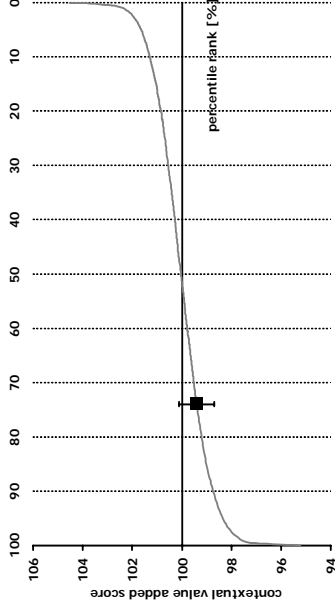
This section provides the overall contextual value added measure for the school, together with core subjects and groups within schools relative to the national mean of 100. The school is also placed within a national distribution to illustrate the range of CVA scores attained by other maintained mainstream schools.

Chart 2.1.3
School CVA: 2003



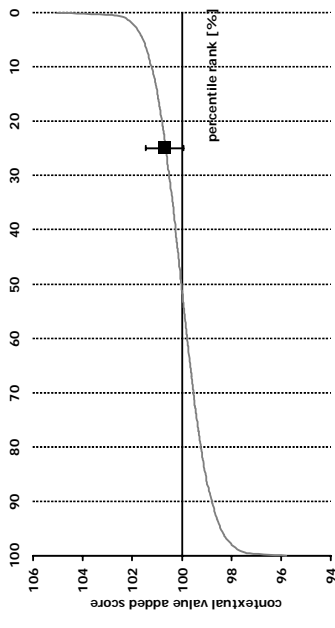
CVA Coverage: 97%

Chart 2.1.4
School CVA: 2004



CVA Coverage: 100%

Chart 2.1.5
School CVA: 2005



CVA Coverage: 86%

Chart 2.1.6
School CVA and KS2 attainment: 2003

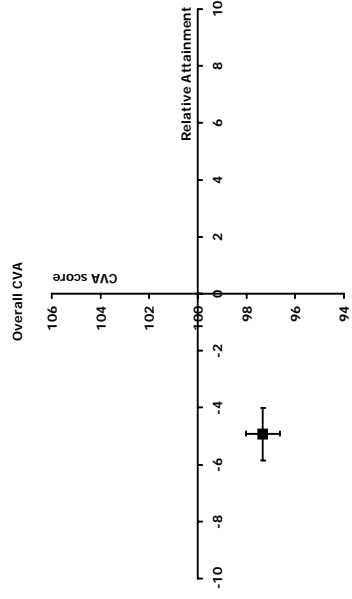


Chart 2.1.7
School CVA and KS2 attainment: 2004

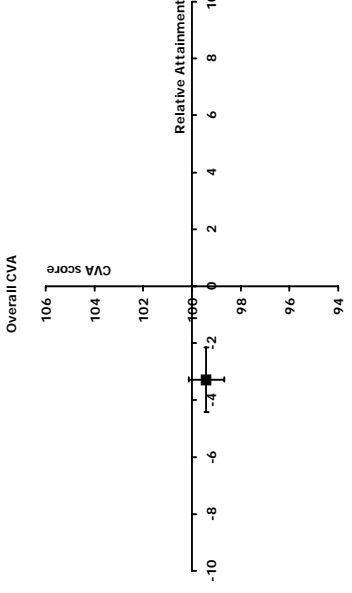
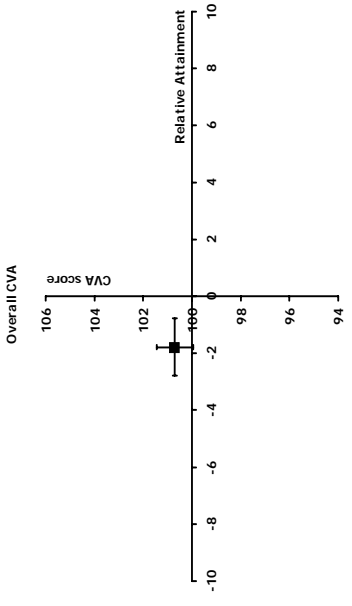


Chart 2.1.8
School CVA and KS2 attainment: 2005

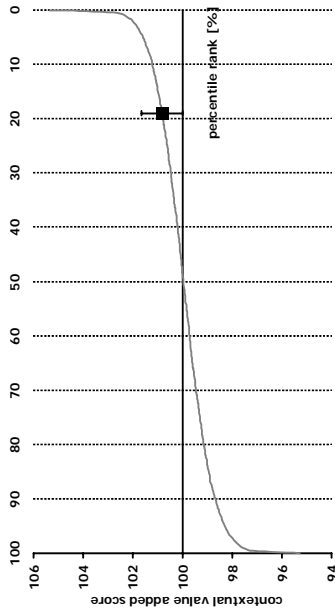


Ford Primary School: Contextual Value Added Summary, Key Stages 1 to 2

Contextual Value Added: core subjects within school

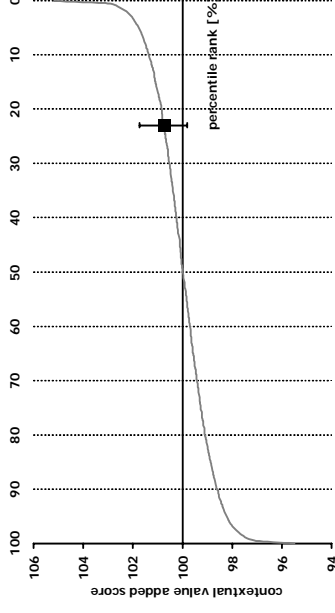
Analysis in this section focuses on the contextual value added for the National Curriculum core subjects (English, Mathematics and Science) in the current year. For all of the subject-based CVA analyses, prior attainment used in the CVA models was based on a combination of all three core subjects.

Chart 2.1.1.9
CVA: English



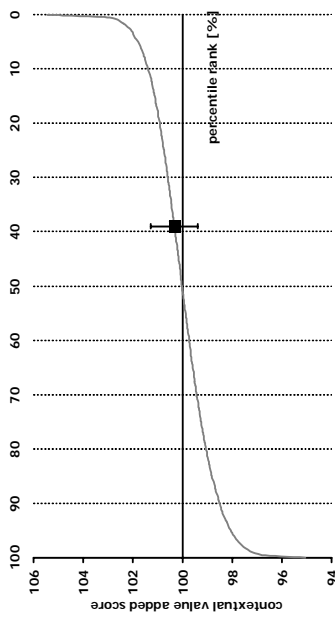
CVA Coverage: 86%

Chart 2.1.1.10
CVA: Mathematics



CVA Coverage: 86%

Chart 2.1.1.11
CVA: Science



CVA Coverage: 86%

Chart 2.1.1.12
CVA and KS2 attainment: English

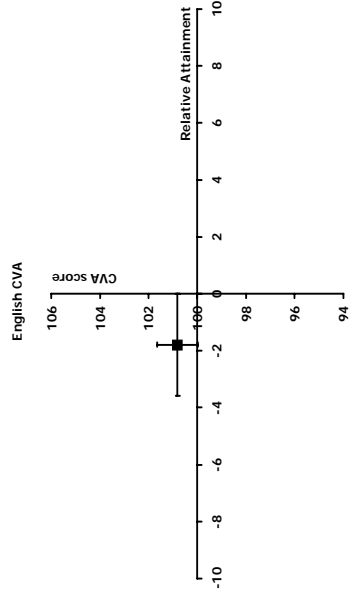


Chart 2.1.1.13
CVA and KS2 attainment: Mathematics

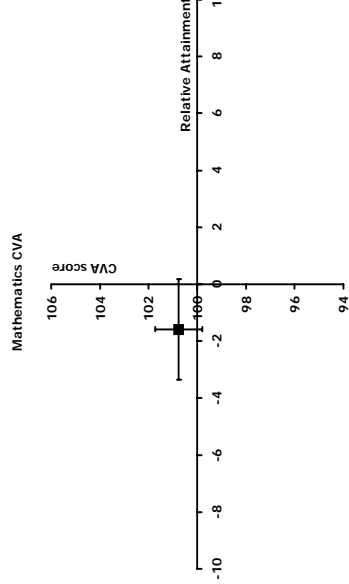
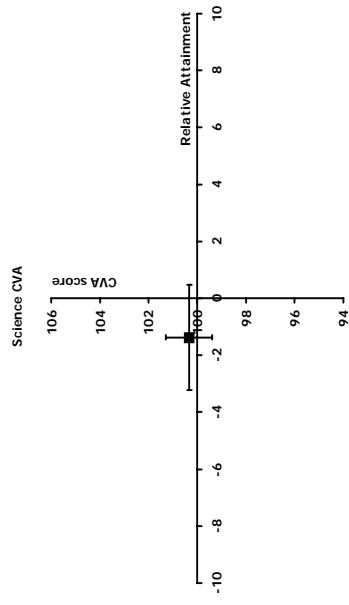


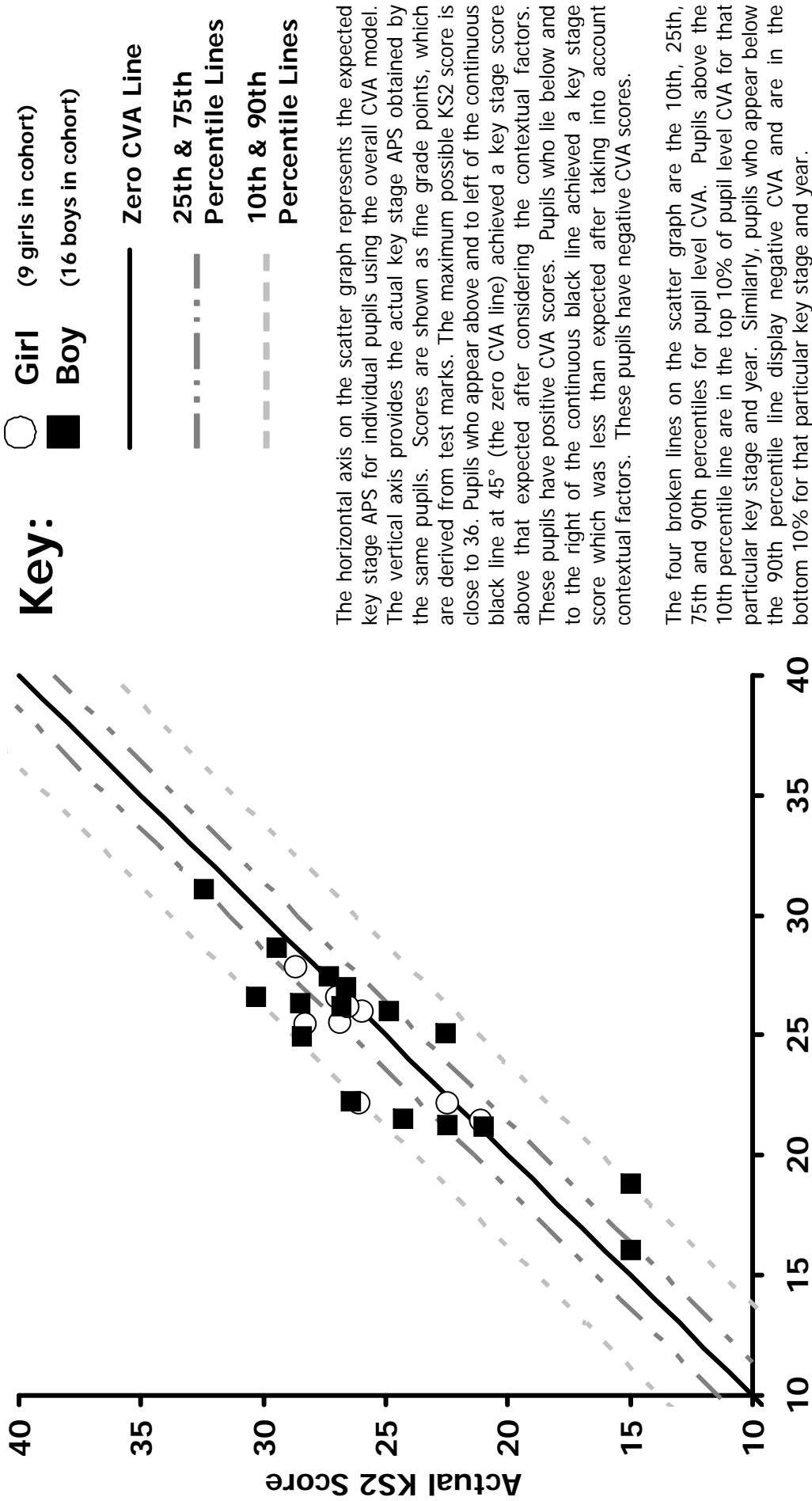
Chart 2.1.1.14
CVA and KS2 attainment: Science



Ford Primary School: Contextual Value Added Summary, Key Stages 1 to 2

Contextual Value Added: performance of pupils within school

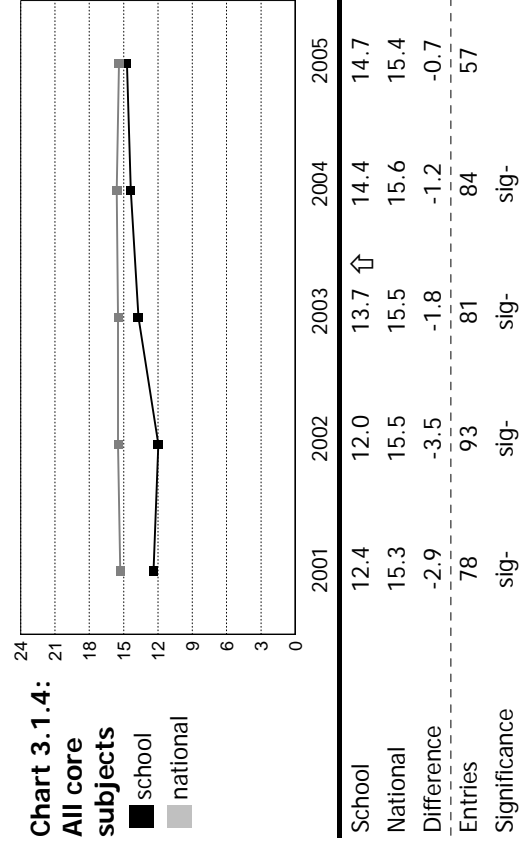
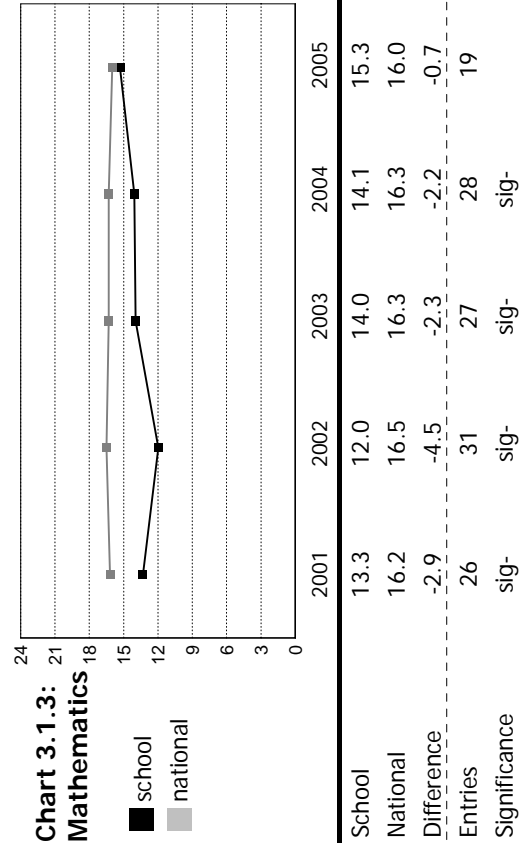
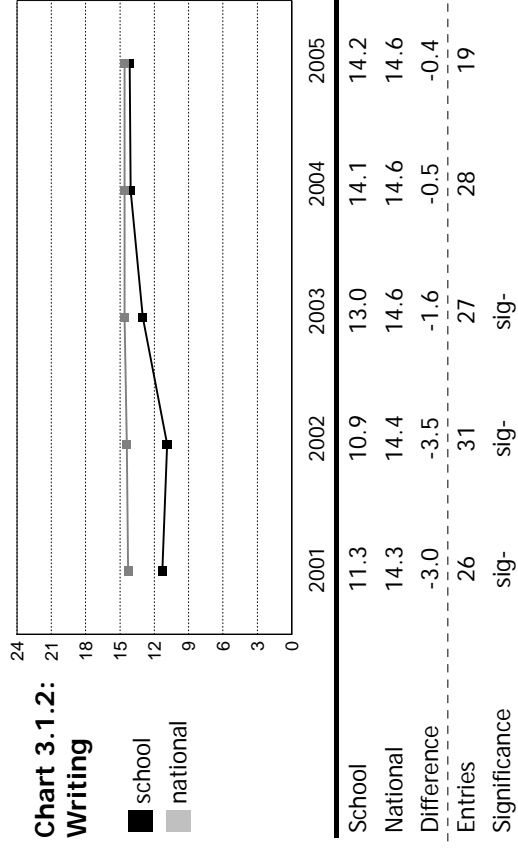
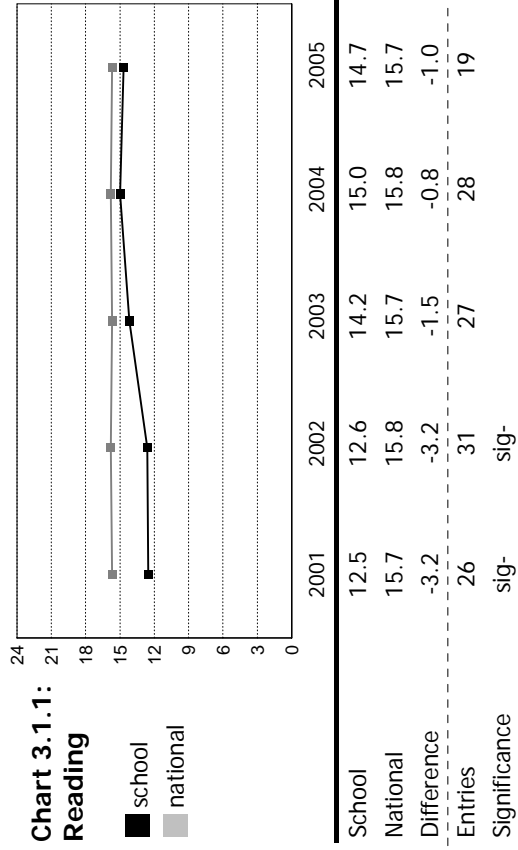
The analysis in this section shows each pupil's contextual value added (CVA) score, which is calculated using the national overall CVA model for pupils in the current year.



Ford Primary School: Attainment Summary, Key Stage 1

Average points scores, 2001-2005, by NC core subject

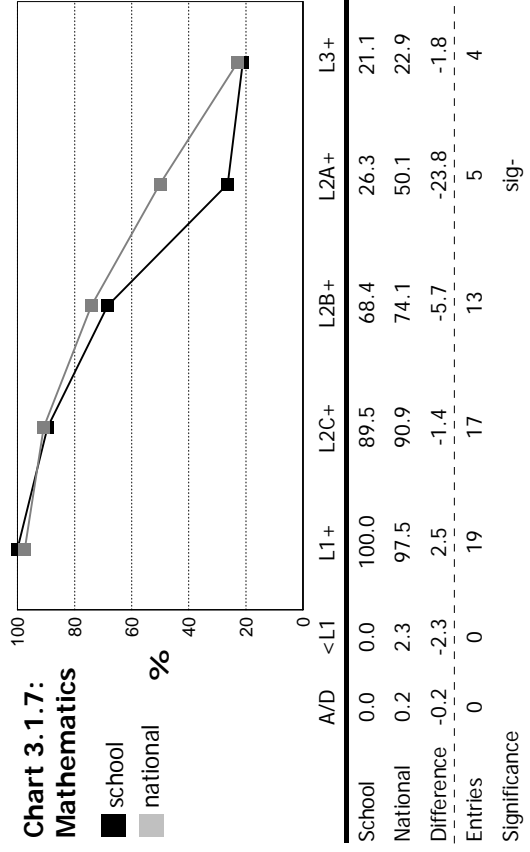
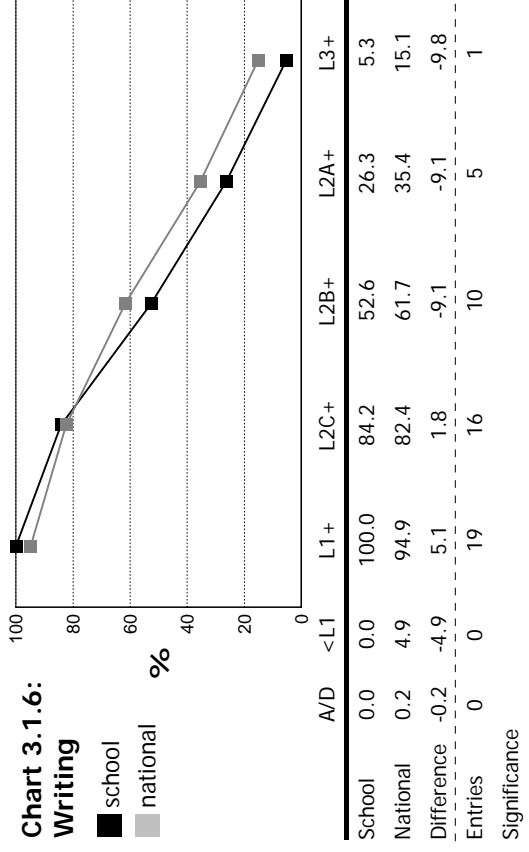
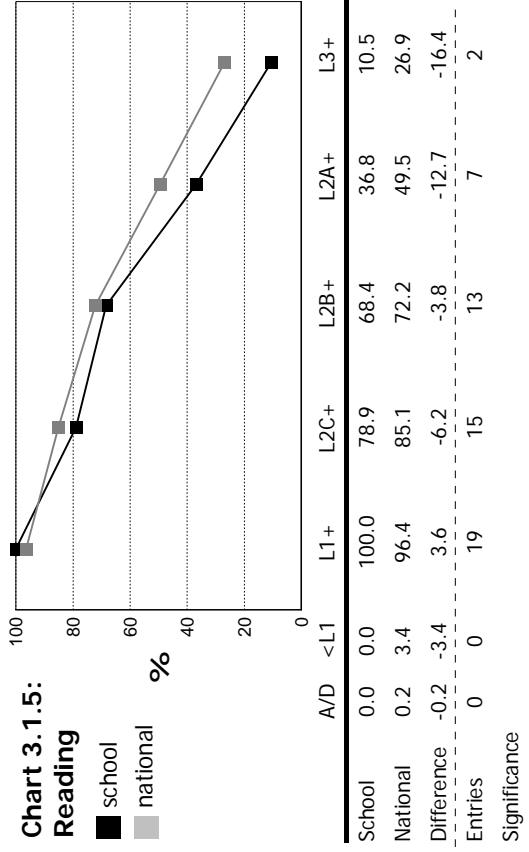
This page provides analysis of pupils' average points scores over the last five years in the National Curriculum core subjects. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value **sig+** or **sig-** is shown below. Where the school value differs significantly from the previous year's, \uparrow or \downarrow is shown to the right.



Ford Primary School: Attainment Summary, Key Stage 1

Percentage of pupils attaining or surpassing each level in 2005, cumulative distribution by NC core subject

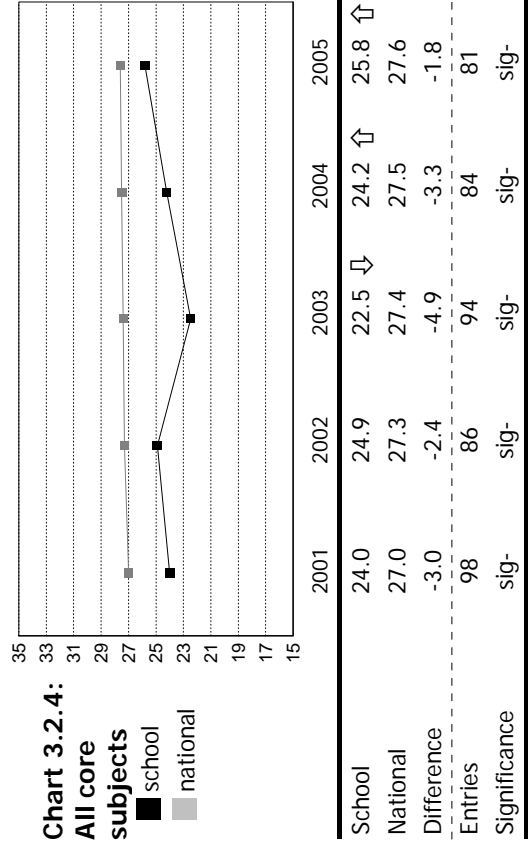
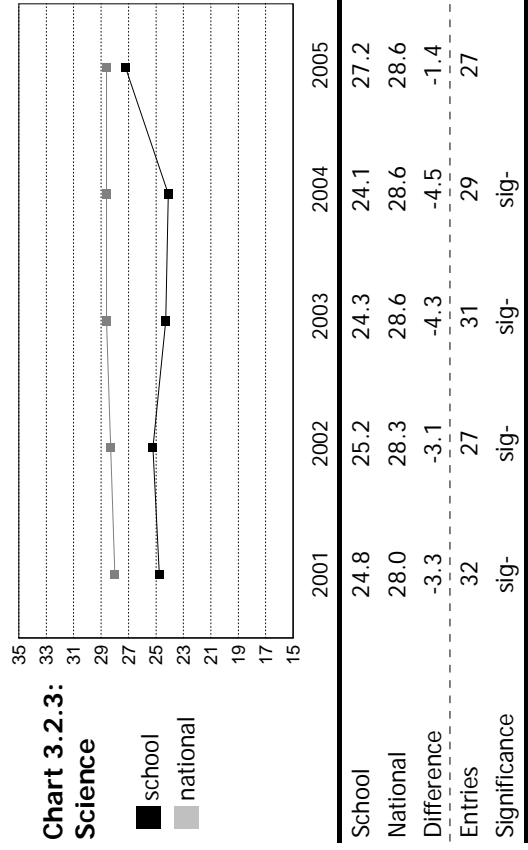
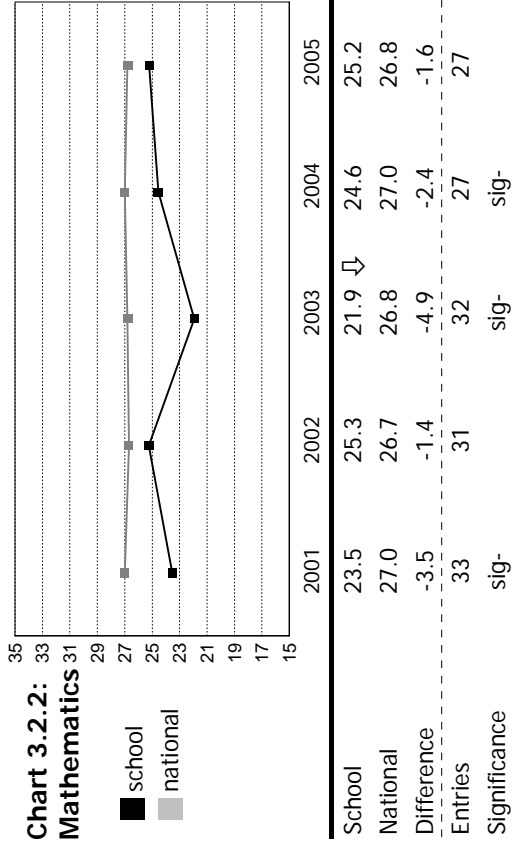
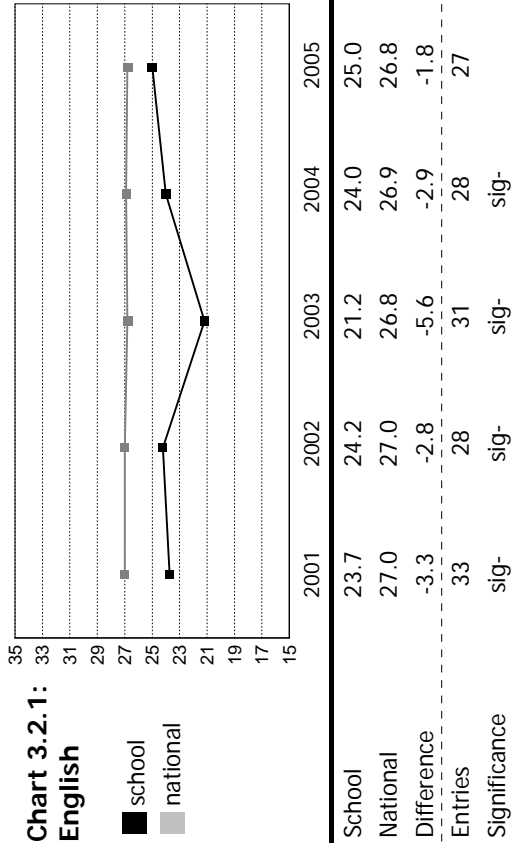
The charts below show the cumulative distribution of the levels achieved by the school for Key Stage 1 in 2005. The lines on the graphs show the percentage of pupils in the school and nationally who attain or surpass the required standard for each level. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value **sig+** or **sig-** is shown below.



Ford Primary School: Attainment Summary, Key Stage 2

Average points scores, 2001-2005, by NC core subject

This page provides analysis of pupils' average points scores over the last five years in the National Curriculum core subjects. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value **sig+** or **sig-** is shown below. Where the school value differs significantly from the previous year's, \uparrow or \downarrow is shown to the right.



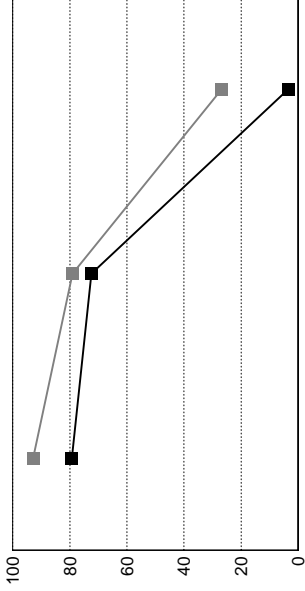
Ford Primary School: Attainment Summary, Key Stage 2

Percentage of pupils attaining or surpassing each level in 2005, cumulative distribution by NC core subject

The charts below show the cumulative distribution of the levels achieved by the school for Key Stage 2 in 2005. The lines on the graphs show the percentage of pupils in the school and nationally who attain or surpass the required standard for each level. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value **sig+** or **sig-** is shown below.

Chart 3.2.5: English

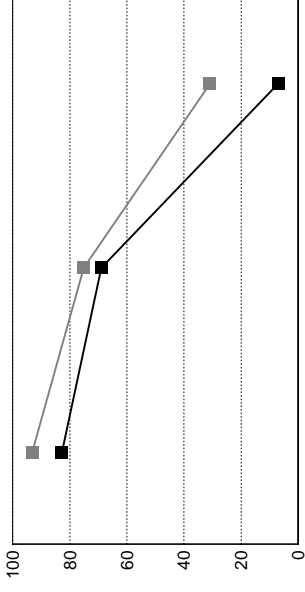
■ school
■ national %



A/D	<L3	L3+	L4+	L5+
School	6.9	13.8	79.3	72.4
National	0.9	1.6	92.8	79.1
Difference	6.0	12.2	-13.5	-6.6
Entries	2	4	23	21
Significance				1

Chart 3.2.6: Mathematics

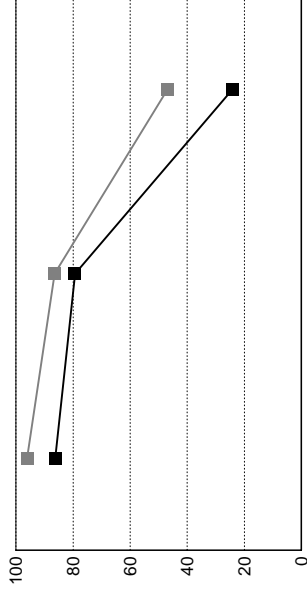
■ school
■ national %



A/D	<L3	L3+	L4+	L5+
School	6.9	10.3	82.8	69.0
National	0.9	1.8	93.2	75.2
Difference	6.0	8.6	-10.4	-6.2
Entries	2	3	24	20
Significance				2

Chart 3.2.7 Science

■ school
■ national %



A/D	<L3	L3+	L4+	L5+
School	6.9	6.9	86.2	79.3
National	0.8	1.2	96.1	86.5
Difference	6.1	5.7	-9.9	-7.2
Entries	2	2	25	23
Significance				7