



School performance reporting – Bulletin 5

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.

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Background

The Welsh Government updates Local Authorities and Consortia on school performance reporting issues via this bulletin. Through this channel we will be keeping you informed on decisions impacting on performance reporting policies and providing clarification on any complex issues. Please share this information with your schools as relevant.

Contribution of the Advance Subsidiary (AS) qualification in performance measures

Reformed A level qualifications in Wales consist of Advanced Subsidiary (AS) and A2 units. The AS is a stand-alone qualification and, as previously stated on the Qualifications Wales website, its outcomes can also contribute 40% towards the full A level qualification. More information on the reformed A levels can be found on the [Qualifications Wales website](#).

It has previously been indicated that this change would be reflected in Welsh Government school performance information in terms of the value assigned to AS qualifications for the purpose of measuring school performance. However, please note that this is no longer the case.

Performance points are attributed to a qualification on the basis of its size, the level at which it is positioned on the CQFW and the grade that was achieved. As these factors have not changed for AS qualifications and it is only their contribution towards the full A level that has changed, for performance measures purposes the AS level will continue to be assigned an equivalence value of 50% of an A level. This is reflected in the performance information held in the QiW database of approved and designated qualifications in Wales.

Developing consistent performance measures for the post-16 sector

Current arrangements for measuring performance in sixth forms and further education mean that we cannot compare outcomes in a meaningful way across different learning settings. [Further information](#) is available on the work that is being undertaken to develop consistent performance measures for the post-16 sector.

To complement the school data made available in the All Wales Core Data Sets for secondary schools with 6th forms, 2016/17 achievement data tables were issued to schools and FE colleges in February and we have issued a statistical release on the [Educational destinations of key stage 4 and post-16 learners](#).

Key Stage 4 performance measures – future changes and 2018 arrangements

On the 17th May 2018 the Cabinet Secretary for Education released a statement giving a high level overview of planned changes to Key Stage 4 school performance measures for implementation in 2019 as an interim arrangement whilst development of the future Evaluation and Improvement Arrangements for schools in Wales is ongoing. We are working on these long-term future arrangements with OECD and they will be published alongside the curriculum for feedback in April 2019, for implementation in 2022.

2019 ‘interim’ Key Stage 4 performance measures

As part of our journey towards new Evaluation and Improvement Arrangements, we committed in *Our National Mission* to introducing transitional evaluation arrangements for 2019 with schools in order to support deeper collaborations between schools and secure the raising of standards for all learners.

Last year we announced a change to the way in which we are addressing the growing culture around early entry into exams and which awards can count towards performance measures where an exam has been sat multiple times by a pupil. More detail on this can be found in Bulletin 4 at <https://gov.wales/topics/educationandskills/schoolshome/schooldata/using-school-information-and-reporting-on-performance/?lang=en>. The decision remains in place that from summer 2019, only the results of the first awarding of a complete qualification will count.

We have been working collaboratively with schools on a range of transitional and interim performance measures for secondary schools that shifts the focus from the C/D border to raising our aspirations for all learners. An overview is provided below.

Whilst the high level arrangements have been agreed, please note that we will work with key stakeholders to support the implementation of the detail of the interim measures.

These new measures, based on points scores, will remove the emphasis on the Level 2 inclusive measures for GCSE and the narrow focus on borderline C/D grade pupils that past use of threshold measures has cultivated.

To this end, we will move to an updated version of the current ‘Capped 9’ points score. This will include three specified components at its core, one each reporting on GCSEs which indicate a pupil’s outcomes in literacy, numeracy and science. These will also stand as performance measures on their own. Each of these components will capture every pupil’s best GCSE results from the specified subjects.

The remaining six components will comprise pupils’ best results for GCSE, or equivalent qualifications approved or designated for delivery in Wales, and as such will be open to local choice.

Specified components

	Learning Measures (GCSE only)	Measure type
Literacy	Best of English Language, Welsh First Language, English Literature or Welsh Literature	Average points score
Numeracy	Best of mathematics or numeracy	Average points score
Science	Best of Science	Average points score

This will result in a school's average points score for each of the three subjects. All schools will be expected to self-evaluate against these points scores, plus the average points score for both learners eligible and not eligible for Free School Meals, along with the performance of boys and girls, to ensure that every child counts and that we value the progress of all pupils across the cohort.

We will expect to see that the remaining six components of the Capped 9 reflect the school's context and the breadth of curriculum offered and provide assurances that all pupils are able to follow a curriculum that meets their needs.

In addition to the separate components, schools will also need to self-evaluate against the average points score for the whole Capped 9 and, again, the splits between learners eligible and not eligible for Free School Meals and girls and boys. This approach will allow a far more sophisticated and robust analysis of school and learner progress than is currently in operation.

Attainment of the Welsh Baccalaureate Skills Challenge Certificate at Foundation and National level will be included as specific performance measures to ensure all young people engage with this qualification which provides the skills that both employers and HE require. Additionally, the Skills Challenge Certificate can count in the Capped 9 alongside any other approved or designated qualifications for delivery in Wales. The Skills Challenge Certificate qualification will count if it is one of a pupil's best six results outside of the three specified components.

Furthermore, we will be sharing with schools a further range of information and analyses to support robust and rigorous self-evaluation. In addition to the above, schools will also need to consider using the following analyses:

- the cohort for each school will be divided into thirds showing the average score for the top third highest scorers in the cohort, second third of the cohort and lowest third of the cohort. This will ensure that schools do not drive up their averages simply by focusing on a single part of the cohort. The same approach will be taken at a national level,

and each third cohort compared. This will further reinforce that every learner counts;

- the performance of schools in a very similar socio-economic setting, so that schools can more easily learn from the successes of others facing similar challenges;
- participation, entry and grades received for English Language, Welsh Language (first and second language), Mathematics and Mathematics - Numeracy along with single, double and triple science. It is our intention that we continue to focus on improving the quality of outcomes for our young people in all of these key areas, and through the self-evaluation system.

Reporting against the interim performance measures will commence in September 2019.

We are considering with urgency the school target setting requirements, in view of the changes being brought in, and will engage with the sector how these should be managed and we will publish details as soon as we are able to.

2018 Key Stage 4 Performance Measures

Before we can move to the revised interim measures at Key Stage 4 in 2019, we have the current year's Key Stage 4 results to consider.

For 2018, we will continue with the planned implementation of reporting on attainment of the Welsh Baccalaureate (Foundation and National) as well as the Welsh Baccalaureate Skills Challenge Certificate (Foundation and National). The scheduled introduction of a 'GCSE only' requirement for science indicators and components of the existing 'Capped 9' points score will also still be put in place.

There will be no additional changes to the existing suite of performance measures in 2018. This means we will continue to report on Level 2 inclusive, Level 2 and Level 1 threshold measures in addition to the new Welsh Baccalaureate measures, the Capped 9 points score and other indicators that we report against.

In the meantime, we will continue to engage with headteachers and others, including Chairs of Governors and local authority officials and education leads to ensure that we have a fully joined up approach to the achievement of our ambitions.

The Education (Amendments Relating to Teacher Assessment Information) (Wales) Regulations 2018

We have recently consulted on draft regulations to cease publication of Teacher Assessment data and National reading and Numeracy test data below the national level. The consultation closed on 30 January and a

summary of responses was published on 4 May. A copy of the consultation and summary of responses can be found [here](#).

We anticipate that the amending regulations will come into force in August for implementation from September 2018. Subject to the Legislative process, this will mean that from 2018/19, the Welsh Government will no longer publish teacher assessment data and National Reading and Numeracy Tests (test) data below the national level. **This includes the 2018 assessment and test data.** Teacher Assessment and test data will no longer be included in the School Comparative Reports, All Wales Core Data Sets ('datapacks') and the My Local School website. At a school level we will still publish context, attendance, Key Stage 4 and 6th form performance data via these media. Schools are still required to assess pupils, record the results and report teacher assessment data to the Welsh Government.

Schools, governing bodies and local authorities will continue to have access to their own data held on their own systems, alongside national level data for self-evaluation and planning purposes. However, routine data publications from the Welsh Government to schools and local authorities will be simplified and will help shift the focus back to pupil assessment.

Key Stage 4 cohort – Pupils repeating year 11

Some schools have queried whether pupils repeating year 11 can be excluded from the Key Stage 4 cohort to ensure that the results of these pupils are only counted once. Please note that this is not possible.

We report school performance on a year 11 cohort basis rather than for pupils aged 15 at the start of the year. The year 11 cohort is based on the number of pupils who were registered as being on roll in year 11 in the school on the day of the school census. Where a pupil repeats year 11, their results will be counted in successive years.

Contact Us

Please email us at ims@gov.wales with any further queries on school performance reporting.