

A teacher's guide to school self-evaluation



Llywodraeth Cymru
Welsh Government

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Foundation Phase pack

D. School performance data timeline

Further information

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School Performance Data Timeline: Foundation Phase (FP)

1. Introduction

- 1.1. The first page of this document contains a summary of the key data collections and performance information releases by the Welsh Government. It is important to be aware of key data collection dates to ensure that accurate and timely data is provided as this data provides the basis for the data releases which are essential to evaluate performance and set targets.
- 1.2. The following School Performance Data Timeline provides information on what data is available to the school from the Welsh Government through the year, and where you will be able to find this data. It also provides detail about what data the release contains for FP and possible uses of this data.
- 1.3. Different versions of these documents are released during the year. Final versions are provided to include further data to those already provided in earlier versions as additional measures become available through the year.
- 1.4. Your school will have access to all of these data through one of two systems, DEWi or Ffynnon. Both systems are accessible via the [Schools' Portal](#). The timeline identifies which system each data release is available on so you can ask those in your school who have access to these systems to provide you with the data you need.
- 1.5. Not only is it good practice to use data to evaluate performance and set targets, schools have a regulatory duty to publish their most recent comparative report on school performance in their Reports to Parents, the Governors' Annual Report and the School Prospectus. Schools are also required to set targets, including at least three targets that reflect priorities identified through the self evaluation process. The data schools receive from the Welsh Government support this self evaluation process. Further information on the school information regulations are provided towards the end of this document.
- 1.6. Although the data provided by the Welsh Government to schools are a good starting point for self evaluation, statistics can only ever raise questions and should be the starting point for discussion of what is happening in a school, the strengths,

weaknesses and areas for further consideration and focus. The 'uses of data' column on the table in section 3 refers to detailed guidance which identifies the types of questions that could be raised and discussions that could be had around the data. These are by no means exhaustive but may prompt ideas of how to use the data to work towards school improvement.

- 1.7. A glossary of abbreviations, acronyms and terms is available with this course material for your reference and there are links to further relevant information available throughout.

2. Summary of Key Data Collections and Releases

This table itemises the key data collections from schools and the key releases of performance data from the Welsh Government throughout the school year from September to August. Although the first two items are released towards the end of the previous school year, they are shown at the start of this timeline as they are needed for preparation in advance of receiving the data releases in September.

Date	Type	Title of collection or release
July	Release	All Wales Core Data Sets Preliminary release of families of schools .
End of August	Release	School Comparative Report (including FSM benchmarking) release.
First week of September	Release	All Wales Core Data Sets release containing contextual and final FP performance data, but excluding FSM/non-FSM data. The FSM/non-FSM is not available until January.
Mid September	Collection	Attendance collection submission to Welsh Government is due. However, the submission from the school is due to the Local Authority prior to this. The Local Authority will advise the school of their deadline.
Autumn Term	Action	Throughout the autumn term, data should be used for self evaluation. The data analysis example document provided with this course material gives a worked example of self evaluation using the data provided by the Welsh Government. This self evaluation will also feed into setting targets by the end of December.
End of December	Action	All schools are required to set targets and submit these to their Local Authority by the end of December for agreement. Since 2011, all schools are now required to set at least three local targets that reflect priorities that have been identified through the self evaluation process with consideration of the All Wales Core Data Sets and other performance information. These targets should reflect national priorities as they apply in relation to the individual school.
Mid January	Release	All Wales Core Data Sets release including final primary school attendance and FSM/non-FSM data.
Mid January	Collection	PLASC census day.

Mid March	Collection	Submission of PLASC data is due to be sent to the Welsh Government. Schools submit data to their Local Authority prior to this. The Local Authority will advise the school of their deadline.
Mid May	Collection	All pupils on roll on a specified date are to be included in the NDC return.
Mid June	Collection	Submission of NDC data is due to be sent to the Welsh Government. Schools submit data to their Local Authority prior to this. The Local Authority will advise the school of their deadline.

- 2.1. **‘All Wales Core Data Set’:** consists of a Contextual Pack and a Performance Pack for the Foundation Phase and for each Key Stage for each school. These provide a consistent and balanced suite of contextual analyses of end of Foundation Phase and Key Stage assessments. They are intended to support school self evaluation and performance improvement, and inform work with Local Authority and Consortia Improvement Officers, and Estyn. The All Wales Core Data Sets are provided to schools and LAs as useful contextual analysis tools for consideration of accountability and planning within a school’s individual circumstances.
- 2.2. **Families of schools:** have been created to provide groups of schools facing a broadly equivalent level of challenge who can work together on school improvement. Families have been created by initially grouping schools based on size and linguistic delivery and then within each high level grouping, schools are ordered according to the values of an index of ‘challenge’. The index is calculated on the basis of the number of pupils eligible for free school meals, levels of deprivation, pupils with SEN and pupils with EAL.
- 2.3. **School Comparative Report:** provides a summary of school performance in end of FP assessments, showing trends over time and comparison with LA and Wales performance in the given year. It also shows school performance benchmarked against other schools with a similar percentage of pupils who are eligible for FSM. It is intended to support school self evaluation and performance improvement. Schools have a regulatory duty to publish their most recent Comparative Report in their Report to Parents, the Governor’s Annual Report and the School Prospectus.
- 2.4. **Attendance collection:** is the collection of attendance and absence data for all pupils of compulsory school age who were on roll during the reporting period. For primary schools this is the full academic year. These data are submitted to the Welsh Government on the secure file transfer and validation site, DEWi, where they are validated, aggregated and analysed by the Welsh Government. Further information and completion notes can be found [here](#).
- 2.5. **Pupil Level Annual School Census (PLASC):** the statutory collection of school information and individual pupil details and characteristics. These data are submitted to the Welsh Government on the secure file transfer and validation site, DEWi, where they are validated, aggregated and analysed by the Welsh Government. Individual pupil information is recorded and reported under a "unique pupil number"

(UPN). Information at a school level on teaching and non-teaching staff, classes as taught and teaching vacancies, is also required for PLASC. PLASC data provides much of the contextual data that is used in the All Wales Core Data Sets. It is important that the PLASC data is accurately reported by schools to ensure that performance information released by the Welsh Government is useful and appropriate to the school and LA. Of particular importance are the fields relating to a pupil's free school meal eligibility, postcode, EAL status, and special educational needs, and the language of delivery in the school, all of which are currently used to determine the school family groupings which underpin the All Wales Core Data Sets. Further information on PLASC including completion notes can be found [here](#).

2.6. **National Data Collection (NDC):** the statutory collection of teacher assessment data for Foundation Phase and Key Stages 2 and 3. These data are submitted to the Welsh Government on the secure file transfer and validation site, DEWi, where they are validated, aggregated and analysed by the Welsh Government. The data submitted in this collection is used by Estyn to inform their inspections and is used to create the School Comparative Report and the All Wales Core Data Sets. Further information on the NDC, including completion notes can be found [here](#).

3. FP School Performance Data Releases Timeline

Release Date	Data Release	Where	Content	Uses of Data
July	All Wales Core Data Sets (Preliminary)	DEWi	<ul style="list-style-type: none"> Families of schools Data used for family calculations. 	<ul style="list-style-type: none"> Families are published in July for the following school year. Although there may not be new families each year there may be changes due to schools opening, closing or merging so it is important to take note of which schools are in the same family as yours every year. Families are useful when performance data are later produced as they allow you to compare performance to other schools facing a broadly equivalent level of challenge. The data used for family calculations can be used to understand what factors are similar between your school and the other schools in the family. The list of families also shows your school's position in the family, with 1 being the school which faces the highest level of challenge according to the challenge index. This is useful when comparing performance data with other schools in the same family as it is possible to see if the schools which are performing better are facing more or less challenge and what these challenges are. It is also useful to refer back to identify a school and arrange to share any best practices this school has.
August	School Comparative	DEWi	<ul style="list-style-type: none"> The percentage of pupils in the school achieving the achieving the Foundation Phase Indicator (FPI) and the 	<ul style="list-style-type: none"> Use for school self evaluation and target setting

	Report		<p>expected outcome or higher (Outcome 5+) in each Area of Learning, also broken down by gender and compared to LA and Wales.</p> <ul style="list-style-type: none"> The percentage of pupils achieving the expected outcome or higher in each of the Areas of Learning and the FPI will also be shown over five years (Currently however, as FP has replaced KS1 from 2011/2012 the data is only available from 2011/2012). FSM benchmarking data. 	<ul style="list-style-type: none"> These data can be used to consider how the school is performing compared to the LA and Wales. If there are any areas where the school is performing particularly well or is not performing as well are there reasons for this? What strategies have been/can be implemented to improve performance in this area? These data are useful in considering if there are any trends. What may be causing these trends? Is performance especially improved in any particular Area of Learning, if so are there strategies that have been used in this area which can be translated across to improve performance in other areas? For each of the Areas of Learning and the FPI the school's results are benchmarked against other schools with a similar percentage of pupils eligible for FSM. You will be able to see for each Area of Learning if your school is performing in the top 25%, the top 50%, the bottom 50%, or the bottom 25% of schools in the same benchmarking group. It is useful when considering benchmarking to also consider where in the group the school lies, if it is at the top of the group and therefore relatively disadvantaged or the bottom and therefore relatively advantaged. This information can be found in the All Wales Core Data Set: FP Contextual Pack
September	All Wales Core Data Sets, Contextual	Ffynnon	<ul style="list-style-type: none"> Number of pupils, also shown by gender over five years. Pupils by ethnic background also compared to LA. Pupils with EAL by level of language acquisition also 	<ul style="list-style-type: none"> Use for school self evaluation and target setting and engaging with other schools in the family to share best practice. Guidance notes are provided with the contextual pack, refer to these for detailed information on how to use

			<p>compared to LA.</p> <ul style="list-style-type: none"> Percentage of pupils with SEN provision over five years. Percentage of pupils eligible for FSM over five years, and compared to LA and Wales. FSM benchmarking group Cohort sizes over five years, also shown by gender. Percentage of pupils achieving the FPI and Outcome 5+ in each Area of Learning. 	these data.
September	All Wales Core Data Sets Performance Release 1	Ffynnon	<ul style="list-style-type: none"> Percentage of pupils achieving the FPI. This data is compared to each of the other schools in the same family, also broken down by gender. The percentage of pupils achieving the FPI in the family is also compared to LA and Wales. For each Area of Learning the percentage of pupils achieving Outcome 5+ and Outcome 6+ is given. This data is compared to each of the other schools in the same family, also shown by gender. The percentage of pupils achieving each outcome is also compared to the family, LA and Wales. This is also shown by gender. Percentage of half day sessions attended and percentage of half day sessions missed with 	<ul style="list-style-type: none"> Use for school self evaluation and target setting and engaging with other schools in the family to share best practice. Guidance notes are provided with the performance pack, refer to these for detailed information on how to use these data.

			<p>unauthorised absence over five years, also by gender</p> <ul style="list-style-type: none"> • Comparison of attendance data of schools in the same family are also shown and the family data is compared against LA and Wales • FSM benchmarking for the FPI and Outcome 5+ and Outcomes 6+ in each Area of Learning 	
January	All Wales Core Data Sets Performance Release 2	Ffynnon	<ul style="list-style-type: none"> • Same data as first release plus, • FSM/non FSM comparison for pupils achieving the FPI. This data is compared to each of the other schools in the same family. The family data is also compared to the LA and Wales. 	<ul style="list-style-type: none"> • Use to review school self evaluation and target setting and amend if appropriate, based upon new data as well as engaging with other schools in the family to share best practice. • Guidance notes are provided with the performance pack, refer to these for detailed information on how to use these data.

For further information please visit the [Welsh Government School Statistics Webpage](#) or the [StatsWales Website](#). For further information on Data Collections please see [here](#).

4. Regulations

4.1. The Welsh Government has the general power to collect data from schools under section 29 of the [Education Act 1996](#).

4.2. There are a number of regulations which require schools to collect data, including:

- [The Education \(Information About Individual Pupils\) \(Wales\) Regulations 2007](#) as amended by [The Education \(Information About Individual Pupils\) \(Wales\) \(Amendment\) Regulations 2011](#)
- [The School Performance Information \(Wales\) Regulations 2011](#)

These require the collection of specific data which is undertaken in the PLASC, Attendance and NDC collections.

4.3. There are also a number of regulations which require schools to publish data. These are:

- [The Education \(Head Teacher's Report to Parents and Adult Pupils\) \(Wales\) Regulations 2011](#) require the publication of the comparative report.
- [The School Governors' Annual Reports \(Wales\) Regulations 2011](#) require the publication of the comparative report.
- [The Education \(School Performance and Absence Targets\) \(Wales\) Regulations 2011](#) require schools to publish data and set targets using data.

4.4. Further information about the powers and requirements concerning the collection and publication of school data can be found via the link to 'Amended Education regulations 2011' on the Schools' Portal: <http://schoolportalwales.org.uk/home.aspx>.

5. Data Protection

5.1. In the collection, storage and processing of personal information regarding pupils the school is acting as 'Data Controller' and as such must satisfy certain obligations in order to comply with the Data Protection Act 1998. Schools are required to issue a Privacy Notice to children and young people and/or parents and guardians

summarising the information held on record about children and young people, why it is held, and the third parties to whom it may be passed. A template of such a notice can be found [here](#). For more information please refer to the [Information Management Strategy](#) and for detailed information about the Data Protection Act and responsibilities under the act see the [Information Commission's Website](#).

6. Biometric Data

- 6.1. The [Protection of Freedoms Act 2012](#) introduced new duties on schools and colleges that use automated biometric recognition systems, for example, those that operate fingerprint technology systems for cashless catering or for pupils to access library services.
- 6.2. The new duties are expected to commence from 1 September 2013. Guidance is currently being compiled on how to meet new legal requirements and should be available by the end of the year.