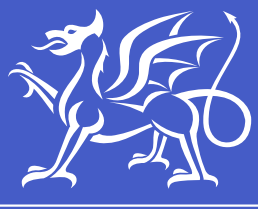
A teacher's guide to school self-evaluation



Llywodraeth Cymru
Welsh Government

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Key Stage 3 pack

F.
All Wales Core Data Sets guidance notes

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Further information

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All Wales Core Data Set
Key Stage 3

Guidance Notes

Overview

School Improvement and Effectiveness in Wales is underpinned by a strong focus on self evaluation, challenge and support.

The All Wales Core Data Sets provide a consistent and balanced suite of contextual analyses, supported with guidance and training. They are intended to support school self evaluation and performance improvement, inform work with Estyn, Local Authority Improvement Officers and consortia.

The 'All Wales Core Data Set' is designed to provide analyses of key stage and external examination results in fixed formats. It also provides performance comparisons using a range of contextual factors. The format of the reports is designed to be accessible to all those involved in the school self evaluation process. The reports also support the School Effectiveness Framework by contributing to the development of a high performance culture and by facilitating the sharing of good practice. They also support Estyn's 2010 inspection framework by contributing to school self evaluation procedures and by providing consistent data sets for both schools and inspection teams.

Families of Schools

The 2008 Estyn report noted that not all schools could easily consider their performance against that of other similar schools and share good practice because, in many local authorities, there was no formal agreement between the local authority and schools to openly share performance data and/or there may not have been suitable comparator schools within the locality.

To facilitate sharing of good practice, the 'All Wales Core Data Set' contains comparative performance data compiled from contextually similar schools. 'Families' of schools have been created; by initially grouping them based on linguistic delivery and then within each high level grouping, schools are ordered in a descending manner according to the values of an index of 'challenge', calculated as follows.

- 50% x the proportion of pupils of statutory school age eligible for free school meals; plus

- 30% x the proportion of pupils of statutory school age who live in an area classed as in the 20% most deprived parts of Wales using the Welsh Index of Multiple Deprivation (WIMD); plus

- 10% x the proportion of pupils of statutory school age subject to school action plus or with a statement of special educational needs (SEN); plus

- 10% x the proportion of pupils of statutory school age who are either new to the English language (or Welsh where relevant), at an early acquisition stage or developing competence.

In the case of the first three variables, a three-year average of data from PLASC 2008-2010 is used, whilst only PLASC 2010 data are used for the latter (as 2009 data was the first year of collection and these data were not robust).

Deprivation is measured using the overall Welsh Index of Multiple Deprivation (WIMD) 2008, so pupils with an English postcode are excluded from both the numerator and denominator of the second variable.

Once the schools are ordered using this index, they are then split into batches of around 11 to form the families.

The criteria used to form the groups ensures that family members are statistically more alike and comparisons between them fairer. By comparing your school's performance with other schools in your family, it should be possible to identify your school's strengths and weaker areas. It should also be possible to identify schools within your family who achieve better outcomes in particular areas. Knowing the names of your family schools will allow you to contact them in order to seek advice and identify good practice. Other family schools may contact you for similar purposes. From 2011, the list of all families and family members has been made available via Ffynnon and LAs in order to help facilitate sharing of best practice.

The families were fixed for 3 years in order to allow sufficient time for relationships between schools to develop. The development of school families aligns with the principles within the School Effectiveness Framework and allows schools to more effectively share good practice. It does not preclude local cluster or consortium arrangements. Rather it extends and complements other opportunities to disseminate good practice.

There is no intention to use this information as a means of creating 'league tables'. Consequently, it is important to maintain confidentiality and not allow external bodies to use family school data for any such purpose.

General Principles

Effective self evaluation requires schools to pose 3 main questions:

1. How well are we doing?
2. What needs to be improved?
3. What must we do to improve?

The data pack can help you address these questions in the following ways:

- The performance graphs show your school's current results and performance trends over five years. The graphs also show a range of important comparisons. This will allow you to consider your school's results against local and national performance as well as against the outcomes for schools in your 'family'.
- Comparing your results with similar schools may indicate particular strengths and areas for development i.e. areas that might be improved. The actual (percentage) differences in performance will inevitably vary from year to year. Therefore, it is preferable to focus on trends and relative differences in performance in order to determine strengths and areas of concern.
- Investigating the learning and teaching approaches used within high performing but contextually similar schools may reveal strategies which would help your school to improve.

Data alone is unlikely to provide solutions to identified issues. Instead, it raises questions – the answers to which might provide a solution. Most questions can only be addressed by schools themselves and when considering pupil level performance data and a wide range of contextual information which may affect pupil outcomes. The data sets within the reports are derived from pupil level data already held within centres. This will allow schools to 'drill down' their analyses in specific areas and for individual pupils when seeking underlying issues indicated by the reports.

Using the Data Sets

The data is presented in a pictorial form wherever possible so that trends and patterns are more easily identified and the information is accessible to a wide audience. Where graphs are inappropriate, tables of numerical data have been simplified and presented in a consistent format.

The guidance notes that follow are designed to help you interpret the tables and graphs within your school data pack. Examples from each section of the pack are included and commentaries arranged under three headings:

1. **What does the graph show?** – To expand on the title of the graph to aid understanding and interpretation.

2. **Why is this important?** – To indicate the main purpose of the data.

3. **Querying the data? -** To suggest questions to interrogate the data. Typical questions include:
   - What are the trends for subjects or other performance indicators?
   - In which subjects or performance indicators do pupils do best?
   - In which subjects or performance indicators do pupils do less well?
   - How do we compare against local averages?

- How do we compare against national averages?
- How do we compare with similar schools (i.e. benchmarking)?
- What contextual factors may have impacted on pupil school outcomes?

Remember to look for themes over time, across groups of pupils or subject areas and to consider issues that the graphs might raise in context.

The data pack only tells part of the story; it is for each school, supported by their local authority to consider it alongside other evidence and local knowledge in order to inform school self evaluation, target setting and planning.

The KS3 packs for secondary schools are being issued as two releases. This is in order to get as much information out to schools as early as possible in the autumn term but allowing for additional data becoming available later in the term.

For information on release dates please see the news on the Ffynnon home page and the Schools Portal.

We welcome feedback please contact us at IMS@wales.gsi.gov.uk

Health Warnings

Considerable care needs to be taken when interpreting data particularly with regard to the following:

Missing Data

Some data may appear to be omitted for some schools e.g. missing English or Welsh data where the school was not required or had no pupils eligible for assessment in one or other language, or for a specific year where there were no pupils eligible for assessment in that year.

Missing family schools

Some schools may have fewer family members either because the criteria identified a limited number of contextual matches or there is no data for some of the family schools. In these cases, the family graphs may appear incomplete.

Schools with Local Authority designated SEN classes

While the proportion of pupils subject to school action plus or with a statement of SEN is one of the criteria for establishing the families of schools, the presence of SEN classes is not. You should consider the impact this might have when evaluating your data.

Decimal places on charts

All charts are calculated to 2 decimal places; however, some charts may only show some data labels to 1 or 0 decimal places. This is due to the system not displaying a final 0 (zero) after the decimal point. For example 90.00 will be displayed as 90, and 90.10 will be displayed as 90.1.

Welsh Language Assessment

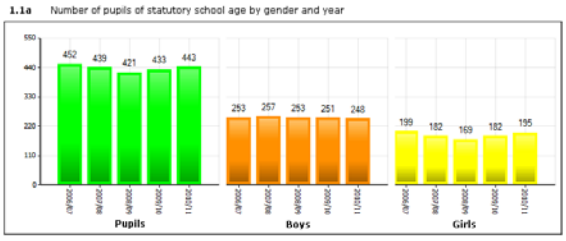
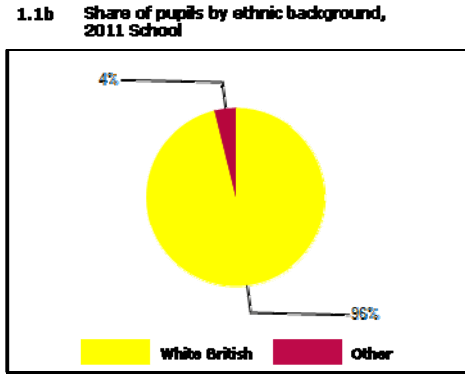
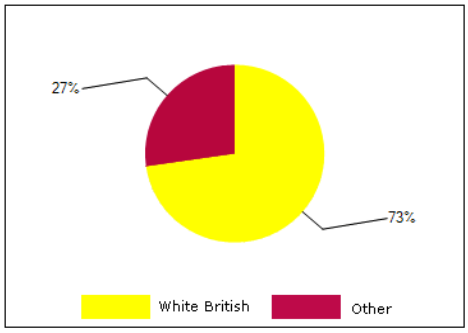
There remains some confusion over the requirements to assess and report Welsh language achievement at the end of key stages.

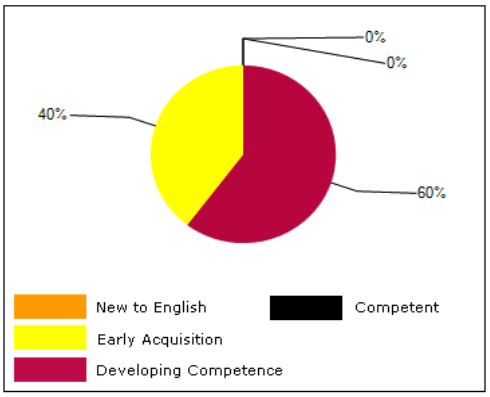
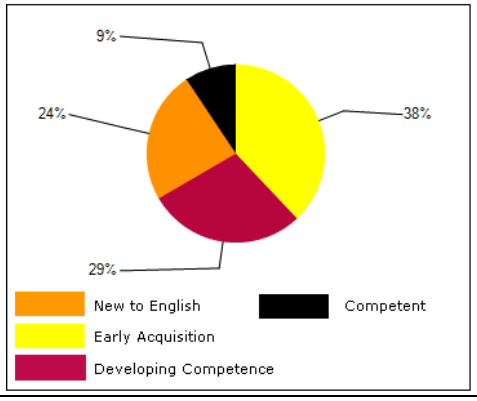
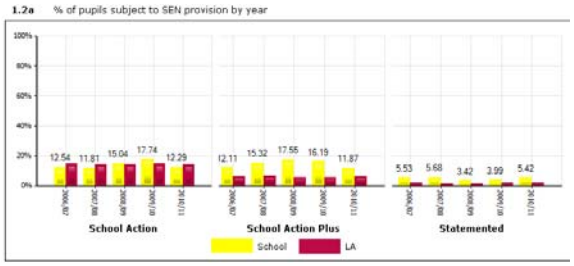
The requirement to provide teacher assessments for Welsh first language (Cymraeg) is based on which language the pupil is taught through but also changes according to key stage.

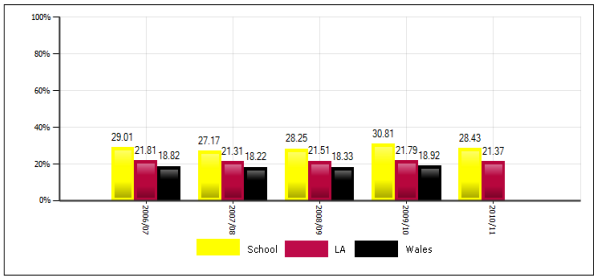
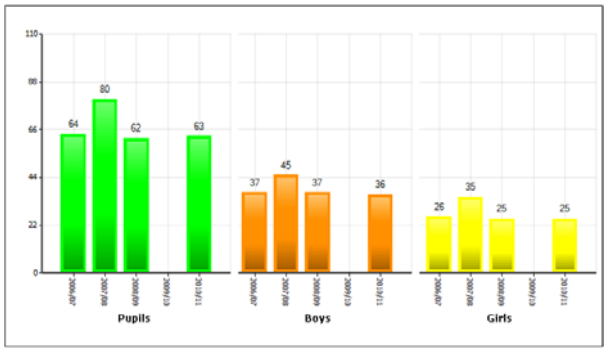
14 year old pupils taught through the medium of Welsh are required to be assessed in both Welsh as a first language and English. The higher of the two results is used to calculate the CSI.

14 year old pupils taught through the medium of English are required to be assessed in English and Welsh second language.

School Contextual Information

Chart 1.1a **Pupil Numbers – School**  	**What does the graph show?** The graph shows the total numbers of pupils on roll in your school for the last five years, as recorded in January PLASC returns. **Why is this important?** This generally reflects the size of the school and how pupil numbers have changed over the last few years. **Querying the data** Have pupil numbers changed over time? Is there an increasing or decreasing trend? Are the numbers of incoming pupils likely to change? Is there shared teaching of classes? Has this impacted on learning or standards? Are there split classes? Has this impacted on learning or standards?
Charts 1.1b **Ethnicity**   	**What does the graph show?** The pie chart shows the proportions of British-white pupils and other (combined) ethnic backgrounds in your school as recorded in the 2012 January PLASC return. The mean LA figures are shown in the adjacent pie chart. **Why is this important?** Pupils from different ethnic backgrounds may have particular learning difficulties e.g. in literacy. Schools may have to provide additional support and resources to address these. Some ethnic groups may have weaker attainment outcomes than others. **Querying the data** What proportions of pupils have different ethnic backgrounds? What numbers of pupils have different ethnic backgrounds? How does this compare with the LA? How does the attainment of ethnic minority groups compare with other pupils in the school? Do performance outcomes vary between pupils from different ethnic groups? Do particular pupils or groups of pupils have additional learning needs? Have additional support and resources been provided for these? Has this impacted upon teaching and learning in the school? Has this impacted on overall pupil outcomes? Has there been any recent change in the number or proportion of pupils from different ethnic groups? Is there an imminent change in numbers?
Charts 1.1c **Language Acquisition Level**	**What does the graph show?** The pie chart shows the proportions of pupils in your school at different language acquisition levels for those not yet 'fluent' or with 'no issues' in English or Welsh, as recorded in the 2012 January PLASC return. The mean LA figures are shown in the adjacent pie chart.

1.1c Share of EAL pupils by language acquisition level 2011 (n.b. see your PLASC return for no. of EAL pupils): School  	Note that this chart represents the distribution of 'EAL' pupils only – NOT the language acquisition status of the whole school or cohort. **Why is this important?** Language acquisition levels indicate how fluent (in English or Welsh) pupils are. This in turn impacts upon their overall literacy skills. Good literacy skills allow pupils to more easily access the school curriculum and gain improved outcomes. **Querying the data** What proportion of pupils is at each language acquisition level? What number of pupils is at each language acquisition level? How does this compare with the LA? How does the attainment of specific language groups compare with other pupils in the school? Do particular pupils or groups of pupils have specific literacy difficulties? Have additional support and resources been provided? Has this impacted upon teaching and learning in the school? Has this impacted on overall pupil outcomes? Has there been any recent change in the number or proportion of pupils at differing language acquisition levels? Is there an imminent change in the numbers?
Chart 1.2a **Special Education Needs** 	**What does the graph show?** The graph shows the proportion of pupils in your school designated as having SEN and on school action, school action plus or with statements for the last five years as recorded in January PLASC returns. The mean figures for the LA are also shown. **Why is this important?** Pupils with SEN may be significantly disadvantaged in their learning progress and attainment. This in turn may impact upon NC outcomes. **Querying the data** What proportion of pupils is at each SEN stage? What number of pupils is at each SEN stage? How does the number of pupils with statements compare with the LA? How does the attainment of SEN groups compare with other pupils in the school? Are there any obvious trends? What are the future predictions for SEN numbers? Have additional support and resources been provided for pupils with SEN? Has this impacted upon teaching and learning in the school? Has this impacted on overall pupil outcomes?
Chart 1.2b **FSM entitlement / benchmarking group**	**What do the graph & table show?** There are 5 national benchmarking groups for secondary schools based on the proportion of pupils entitled to receive free school meals (FSM). The table shows the 5 benchmarking groups, the 3-year average %FSM figure for your school for each of the last five years and which group(s) your school was in. Allocation to a benchmark group is

1.2b % of pupils of statutory school age entitled to free school meals - 3-year average  FSM benchmarking group - pupils of statutory school age eligible for FSM Title | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 1) Up to and including 8% 2) Over 8% and up to and including 16% 3) Over 16% and up to and including 24% 4) Over 24% and up to and including 32% | 29.01 | 27.17 | 28.25 | 30.81 | 28.43 5) Over 32%	based on a 3-year average of FSM entitlement. The graph shows the 3-year average %FSM figure for your school for the last 5 years compared with the means for the LA and Wales. **Why is this important?** FSM benchmarking groups allow performance outcomes to be compared between similar schools. A change in % FSM entitlement might cause a school to move to a different benchmarking group and affect its benchmarking performance. **Querying the data** Has the school benchmarking group changed over time? Has this affected the school's national benchmarking performance? Is the school advantaged or disadvantaged by being at the top or bottom of the FSM range? Is the % FSM figure for the school exceptional e.g. 65% FSM? How has this impacted on pupil outcomes?
Chart 1.3a **Cohort Numbers – Year 9** 1.3a C  	**What does the graph show?** Chart 1.3a shows the numbers of pupils, boys and girls in Years 9 in your school for the last five years, as recorded in January PLASC returns. **Why is this important?** Each pupil has a percentage weighting which contributes to NC results. Pupils in smaller cohorts have a higher percentage weighting. Comparing the performance of small numbers of pupils may be statistically unreliable. The numbers of boys and girls in the cohort is important because girls generally attain better outcomes than boys. A large proportion of boys or girls in a cohort might distort the overall results compared with other years. **Querying the data** What is the percentage weighting for each pupil, boy and girl? What is the proportion of boys and girls in the cohort? Is there a difference in performance between boys and girls? What is the age distribution for boys and girls? (Older pupils generally perform better). Do any pupils have additional learning needs (ALN)? Have any of these factors impacted on NC outcomes?
Chart 1.3b **Key Stage Summary Performance**	**What does the graph show?** The graph shows the proportion of pupils attaining level 5+ in the core subjects in your school for the last five years together with last year's means for the LA and Wales. **Why is this important?** The graph allows you to compare pupil outcomes at level 5+ with those locally and nationally. **Querying the data** Is there a trend indicated for any subject? Are there any similarities or differences in the trends?

1.3f % of pupils achieving level 5 or above in each subject at KS3

	School				LA	Wales
Title	2006/07	2007/08	2008/09	2009/10	2009/10	2009/10
Core Subject Indicator	53.91	52.24	62.86	62.40	59.20	63.72
English	66.28	62.46	69.53	69.60	69.03	72.46
Welsh as First Language				100.00	71.16	76.81
Mathematics	69.72	64.49	71.24	72.00	70.07	75.47
Science	75.72	79.10	79.11	79.20	74.06	77.07
Art	65.97	69.98	72.53	74.60	71.04	76.92
Design and Technology	71.19	77.14	71.67	77.60	73.67	78.12
Geography	64.61	65.31	73.39	70.40	67.06	74.25
History	69.14	82.04	70.82	70.40	66.82	74.39
Information Technology	74.07	69.98	83.69	82.40	74.65	80.63
Modern Foreign Language	63.91	63.67	67.81	69.60	66.19	66.86
Music	61.07	66.12	71.24	79.60	72.39	76.95
Physical Education	93.83	80.00	84.12	78.80	72.67	73.86
Welsh as Second Language	69.14	69.39	73.92	72.57	59.60	59.35

How does the 2012 school performance compare with that for the LA and for Wales?
What might account for these e.g. have any subject based strategies been implemented in the school?
Are there any contextual factors that may have affected performance in this subject?

School Performance Data

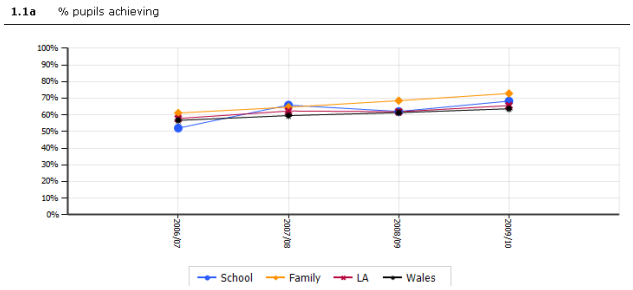
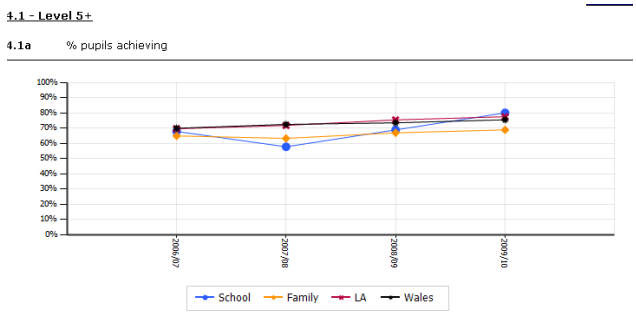
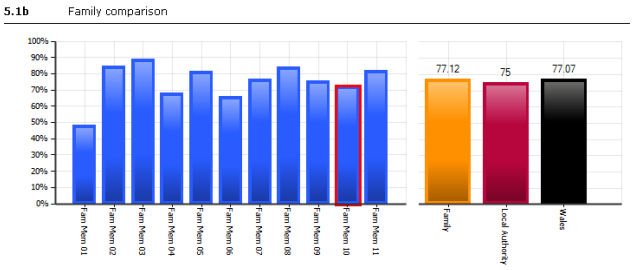
Chart 1.1a **National Curriculum Performance – CSI**  	**What does the graph show?** The graph shows the proportion of pupils attaining the core subject indicator (CSI) in your school for the last five years together the mean trends for your statistical family, the LA and Wales. **Why is this important?** The CSI is a measure of overall attainment. Pupils have to be assessed at the expected NC level or better (i.e. level 5+ at KS3) in English or Welsh, mathematics and science to attain the CSI. The CSI outcomes for the school will always be limited by the lowest core subject performance. The graph allows you to compare school CSI outcomes and trends with those locally, nationally and in contextually similar schools. **Querying the data** Is there a trend indicated for CSI performance? Is there a trend for the family schools, the LA or Wales? Are there any similarities or differences in the trends? How does the school performance compare with those of the family schools, the LA, and Wales? What are the similarities? What are the differences? What might account for these e.g. the weakest performing core subject? Are there any contextual factors that may have affected CSI performance?
Charts 2.1a, 3.1a, 4.1a and 5.1a **National Curriculum Performance – Core Subjects**  	**What does the graph show?** The graph shows the proportion of pupils attaining level 5+ in a core subject in your school for the last five years together with the mean trends for your statistical family, the LA, and Wales. **Why is this important?** The graph allows you to compare pupil outcomes and trends at level 5+ with those in contextually similar schools, locally and nationally. **Querying the data** Is there a trend indicated for this subject? Is there a trend for the family schools, the LA or Wales? Are there any similarities or differences in the trends? How does the school performance compare with the LA and Wales? What are the similarities? What are the differences? What might account for these e.g. have any subject based strategies been implemented in the school? Are there any contextual factors that may have affected performance in this subject?

Chart 1.1b, 2.1b, 4.1b and 5.1b

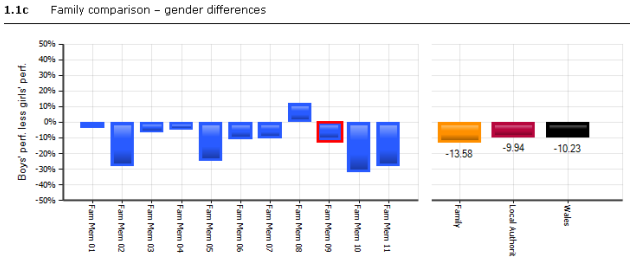
Family Schools Comparison – NC Subjects



What do the graphs show?
The graphs show the proportion of pupils attaining level 5+ in the CSI and the core subjects in your school in 2012 together with the outcomes for members of your statistical family and the means for your statistical family, the LA and Wales.
Why is this important?
Family schools are contextually similar and so performance outcomes might also be expected to be similar. By comparing actual outcomes you can identify those schools which have higher performance levels. This may reflect effective strategies or practices being used in particular subjects in those schools.
Querying the data
How do we compare with other family schools?
What are our stronger and weaker subjects?
Is there any pattern evident in the comparisons?
Which family schools have the best outcomes in different subjects?
Are some family schools more consistent in having higher outcomes?
Why might this be?

Chart 1.1c, 2.1c, 4.1c and 5.1c

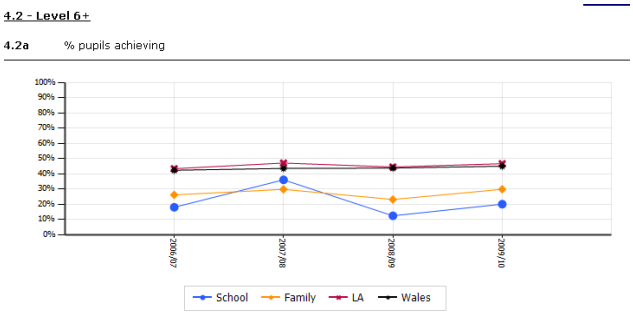
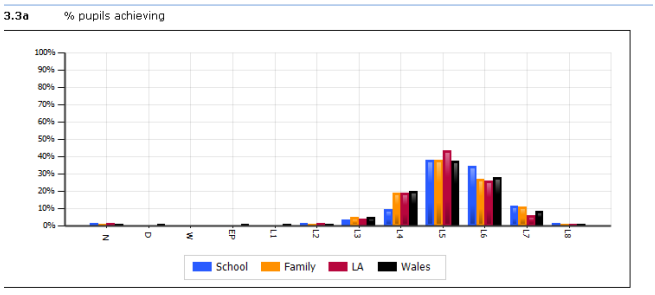
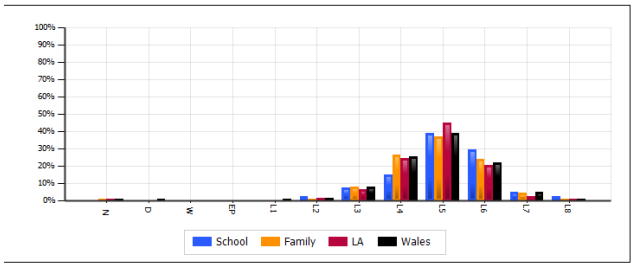
Family Schools Comparison – Gender Differences



What do the graphs show?
The graphs show the differences in performance (as percentage point differences) at level 5+ between boys and girls for 2012 in the CSI and the core subjects in your school together with those for your statistical family and the means for your statistical family, the LA and Wales. Note that in the graphs:

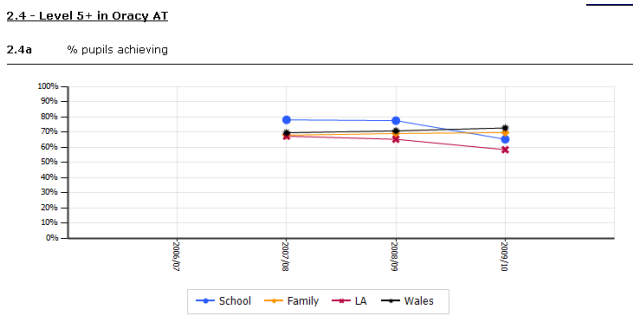
- a zero value indicates that there is no difference between boys' and girls' performance
- a negative value indicates that boys' performance is below that of girls'
- a positive value indicates that boys' performance is above that of girls'

Why is this important?
Girls generally attain better NC outcomes than boys. It is important to develop and implement strategies to improve boys' performance. Family schools are contextually similar and so gender differences might also be expected to be similar. By comparing actual outcomes you can identify those schools which have smaller gender differences. This may reflect effective strategies / practices being used in those schools.
Querying the data
How do we compare with other family schools?
Which subject(s) has the greatest or least gender difference?
Is there any pattern evident in the comparisons?
Which family schools have the smallest gender differences in different subjects?
Are some family schools more consistent in having smaller gender differences?
Why might this be?
Has the school or have other family schools implemented any strategies to address gender differences?
Have these impacted on gender differences?

Charts 2.2a, 3.2a, 4.2a and 5.2a **Performance Outcomes at NC Level L6+** 	**What do the graphs show?** The graphs show the proportion of pupils attaining level 6+ in a core subject in your school for the last five years together the mean trends for your statistical family, the LA and Wales. **Why is this important?** The number of pupils attaining higher NC levels is generally increasing. Schools need to have high expectations of pupils and to monitor their outcomes at higher NC levels. The graph allows you to compare pupil outcomes and trends at level 6+ to those locally, nationally and in contextually similar schools. **Querying the data** Is there a trend indicated for this subject? Are there any trends for family schools, the LA or Wales? Are there any similarities or differences in the trends? How does the school performance compare with those of the family of schools, the LA and Wales? What are the similarities? What are the differences? What might account for these e.g. do some schools have effective strategies to address the needs of more able and talented pupils? Are there any contextual factors that may have affected performance in this subject?
Other NC Level 6+ Graphs	**Commentaries as for level 5+ graphs**
Charts 2.3a-c, 3.3a-c, 4.3a-c and 5.3a-c **NC Level Distribution – Core Subjects**  	**What do the graphs show?** The graphs show the proportion of pupils, boys and girls at each NC level in your school in 2012 together with the mean distribution for your statistical family, the LA and Wales. **Why is this important?** The majority of children are expected to reach an indicted NC level for each Key Stage (i.e. level 5 for KS3). Some pupils will have reached lower or higher NC levels. The graph allows you consider the school's outcomes against in contextually similar schools, locally and nationally. **Querying the data** What is the proportion of pupils at the expected level? Is there a significant proportion of pupils at lower or higher NC levels? Was a significant proportion of pupils not assessed or disapplied? What were the reasons for this? How do school outcomes compare with the family of schools, the LA and Wales? What are the main differences (if any)? What might have caused these differences e.g. contributing contextual factors?

Charts 2.4a, 2.6a, 2.8a
3.4a, 3.6a and 3.8a

National Curriculum Performance – English & Welsh Attainment Targets



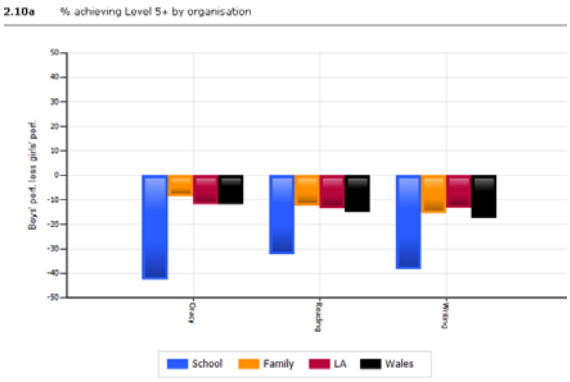
What do the graphs show?
The graphs show the proportion of pupils attaining level 5+ in an English or Welsh attainment target (AT) in your school for the last five years together the mean trends for your statistical family, the LA and Wales.
The attainment targets for English and Welsh are:
AT1 – Oracy, AT2 – Reading, AT3 – Writing

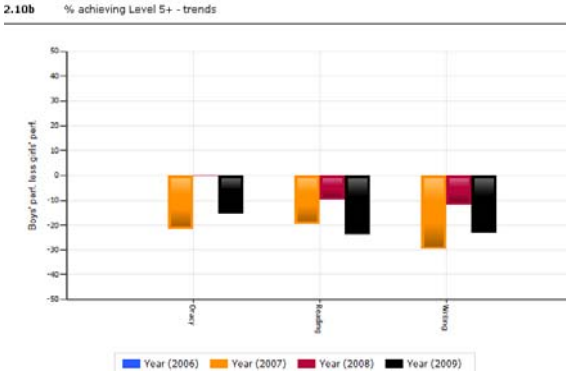
Why is this important?
Following the 2008 NC Programme of Study revisions, English and Welsh are the only core subjects to retain separate attainment targets (ATs). Pupils' literacy skills are critical in allowing them to access the entire curriculum. The graph allows you to compare pupil outcomes and trends with those in contextually similar schools, locally and nationally.

Querying the data
Is there a trend indicated for the ATs?
Are there any trends for the family of schools, the LA or Wales?
Are there any similarities or differences in the trends?
How does the school performance compare with those of the family of schools, the LA and Wales?
What are the similarities?
What are the differences?
What might account for these e.g. have any literacy strategies been implemented in the school?
Are there any contextual factors that may have affected performance in the ATs?

Charts 2.10a & b and 3.10a & b

Comparing Gender Differences





What do the graphs show?
The graphs shows the differences in performance (as percentage point differences) at level 5+ between boys and girls for English or Welsh ATs in your school for the last five years, and for 2012 compared to the means of your statistical family, the LA and Wales.

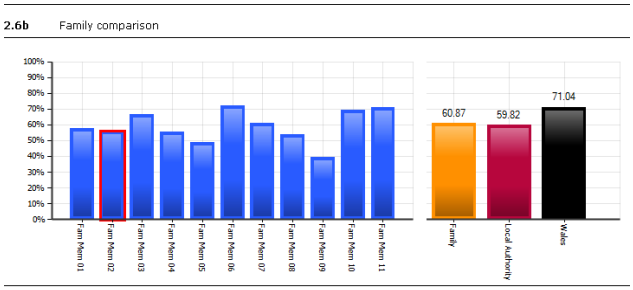
The format is the same as for previous graphs showing gender differences.

Why is this important?
Girls generally have better literacy than boys particularly in writing. It is important to compare school gender differences with those in contextually similar schools, locally and nationally in order to determine if there are significant differences generally or for particular ATs.

Querying the data
Which AT(s) has the greatest or least gender difference?
How has this impacted on overall English or Welsh outcomes?
Has the school implemented any strategies to address gender differences in these areas?
Have these impacted on gender differences?
How do the school gender differences compare to statistical family, the LA and Wales differences?
Are the statistical family figures notably different from the others? Why might this be?

Charts 2.4b, 2.6b, 2.8b
3.4b, 3.6b and 3.8b

Family Schools Comparison – English & Welsh Attainment Targets (ATs)



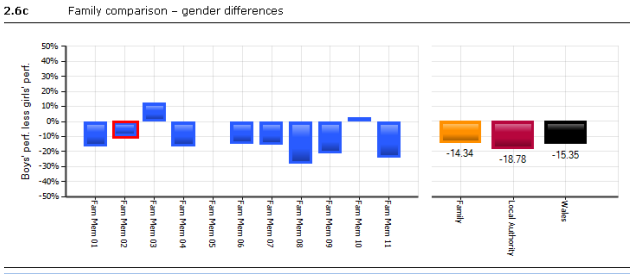
What do the graphs show?
The graphs show the proportion of pupils attaining level 5+ in an English or Welsh attainment target (AT) in your school in 2012 together with the outcomes for members of your statistical family and the means for your statistical family, the LA and Wales.

Why is this important?
Family schools are contextually similar and so performance outcomes might also be expected to be similar. By comparing results you can identify those schools which have higher literacy outcomes. This may reflect effective strategies or practices being used for literacy development in those schools.

Querying the data
How do we compare with other family schools?
What are our stronger and weaker ATs?
Is there any pattern evident in the comparisons?
Which family schools have the best outcomes in the different ATs?
Are some family schools more consistent in achieving higher outcomes for particular ATs?
Why might this be?

Charts 2.4c, 2.6c, 2.8c
3.4c, 3.6c and 3.8c

Family Schools Comparison – Gender Differences



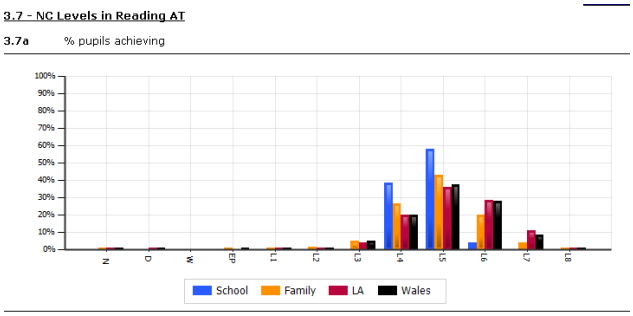
What do the graphs show?
The graphs show the differences in performance (as percentage point differences) at level 5+ between boys and girls for 2012 in an English or Welsh AT in your school together with those for your statistical family and the means for your statistical family, the LA and Wales.
The format is the same as for previous graphs showing gender differences.

Why is this important?
Girls generally attain better NC outcomes than boys. It is important to develop and implement strategies to improve boys' performance. Family schools are contextually similar and so gender differences might also be expected to be similar. By comparing actual outcomes you can identify those schools which have smaller gender differences. This may reflect effective strategies or practices being used to develop boys' literacy in those schools.

Querying the data
How do we compare with other family schools?
Which subject(s) has the greatest or least gender difference?
Is there any pattern evident in the comparisons?
Which family schools have the smallest gender differences in different ATs?
Are some family schools more consistent in having smaller gender differences?
Why might this be?
Has the school or have other family schools implemented any strategies to address gender differences in relation to literacy?
Have these impacted on gender differences in relation to literacy?

Charts 2.5a-c, 2.7a-c, 2.9a-c
3.5a-c, 3.7a-c and 3.9a-c

NC Level Distribution – English and Welsh Attainment Targets



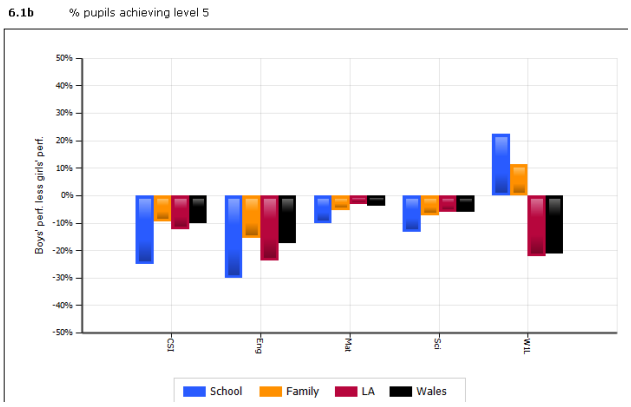
What do the graphs show?
The graphs show the proportion of pupils, boys and girls at each NC level in your school in 2012 for English or Welsh attainment targets together with the mean distribution for your statistical family, the LA and Wales.

Why is this important?
The majority of children are expected to reach an indicted NC level for each Key Stage (i.e. level 5 for KS3). Some pupils will have reached lower or higher NC levels. The graph allows you to consider the school's outcomes for oracy, reading and writing against those in contextually similar schools, locally and nationally.

Querying the data
What is the proportion of pupils at the expected level?
Is there a significant proportion of pupils at lower or higher NC levels?
Was a significant proportion of pupils not assessed or disapplied?
What were the reasons for this?
How do school outcomes compare with the family of schools, the LA and Wales?
What are the main differences (if any)?
What might have caused these differences e.g. contributing contextual factors?
Are any literacy issues indicated?

Chart 6.1b

Comparing Gender Differences



What does the graph show?
The graph shows the differences in performance (as percentage point differences) at level 5+ between boys and girls for 2012 in core subjects and CSI for your school and the means of your statistical family, the LA and Wales.

Why is this important?
It is important to compare school gender differences with those in contextually similar schools, locally and nationally in order to determine if there are significant differences generally or for particular subjects.

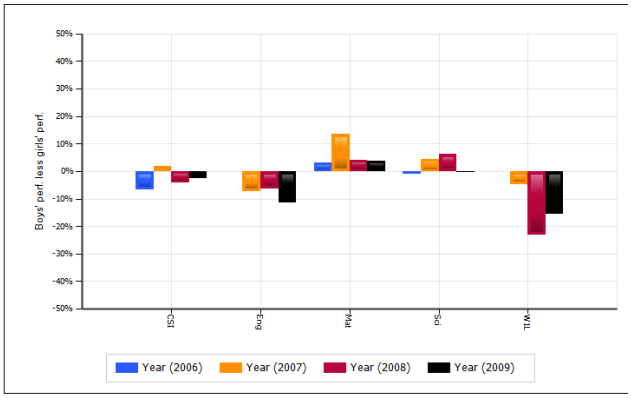
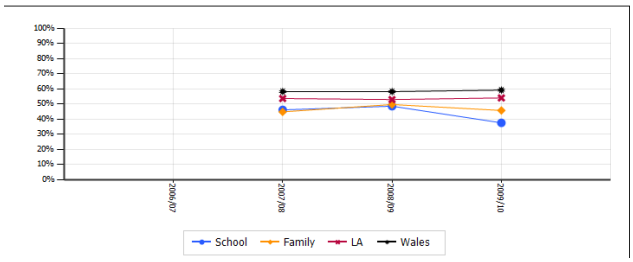
Querying the data
How do the school gender differences compare to the statistical family, the LA and Wales differences?
Which subject(s) has the greatest or least gender difference?
Are the family school figures notably different from the others?
Why might this be?

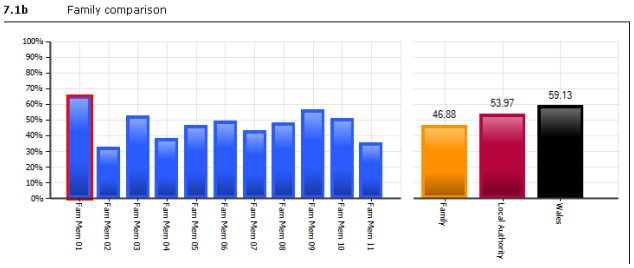
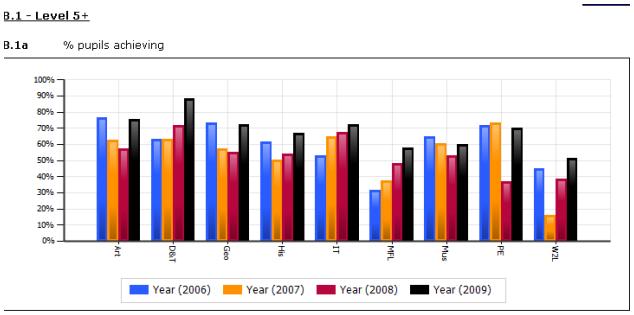
Chart 6.2b

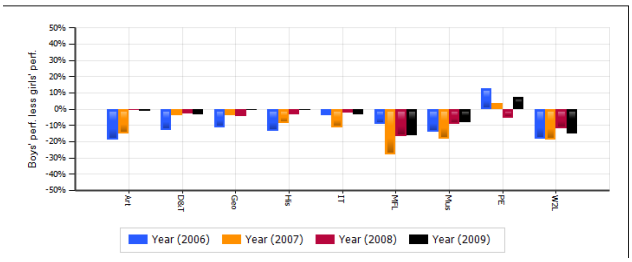
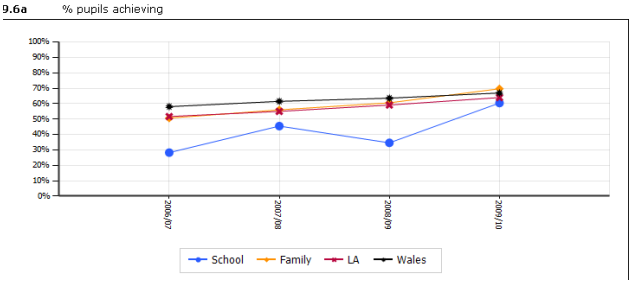
NC Performance - Gender Differences

What does the graph show?
The graph shows the differences in performance (as percentage point differences) at level 5+ between boys and girls for core subjects and CSI for your school for the last five years. Note that in the graphs:

- a zero value indicates that there is no difference between boys' and girls'

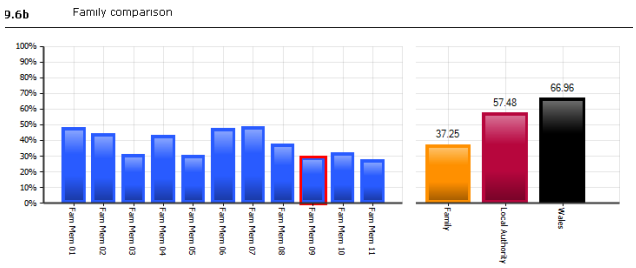
6.2b % pupils achieving level 5  	performance • a negative value indicates that boys' performance is below that of girls' • a positive value indicates that boys' performance is above that of girls' **Why is this important?** Girls generally attain better NC outcomes than boys. It is important to develop and implement strategies to improve boys' performance. **Querying the data** Are there any trends evident? Which subject(s) has the greatest or least gender difference? How has this impacted on the CSI? Has the school implemented any strategies to address gender differences? Have these impacted on gender differences?
Chart 7.1a **Reading, writing and mathematics in combination** 7.1 - Expected level in reading, writing and mathematics in combination 7.1a % pupils achieving  	**What does the graph show?** The graph shows the proportion of pupils attaining level 5+ in English or Welsh attainment targets 2 (reading), 3 (writing) and mathematics in combination in your school in 2012, together with the mean outcomes for your statistical family, the LA and Wales. **Why is this important?** Pupils' NC outcomes in reading, writing and mathematics provide an indication of their basic or key skills which are critical in allowing them to access the entire curriculum. The graph allows you to compare the school's outcomes with those in contextually similar schools, locally and nationally. **Querying the data** How does the school performance compare with those of the family of schools, the LA and Wales? What might account for these e.g. have any specific literacy, numeracy or basic skills strategies been implemented in the school? Have these impacted upon pupil outcomes? Are there any contextual factors that may have affected performance in these areas?
Chart 7.2a **Reading, writing, mathematics and science in combination**	Commentary as above + science.
Chart 7.1b **Family Schools Comparison – reading, writing and mathematics in combination**	**What does the graph show?** The graph shows the proportion of pupils attaining level 5+ in English or Welsh attainment targets 2 (reading), 3 (writing) and mathematics in combination in your school in 2012 together with the outcomes for members of your statistical family and the means for your statistical family, the LA and Wales. **Why is this important?** Family schools are contextually similar and so

	performance outcomes might also be expected to be similar. By comparing results you can identify those schools which have higher outcomes. This may reflect effective strategies / practices being used for these skill areas in those schools. **Querying the data** How do we compare with other family schools? Which family schools have the best outcomes? Are some family schools more consistent in achieving higher outcomes? Why might this be?
Chart 7.2b **Family Schools Comparison – reading, writing, mathematics and science in combination**	Commentary as above + science.
Chart 7.1c and 7.2c **Family Schools Comparison – Gender Differences**	Commentary as for previous gender difference graphs
Charts 7.3a and 7.3b **Reading, writing, mathematics (and science) in combination – gender differences**	Commentary as for previous gender difference graphs
Chart 8.1a **National Curriculum Performance – Non Core Subjects** 	**What does the graph show?** The graph shows the proportion of pupils attaining level 5+ in NC non core subjects in your school for the last five years. **Why is this important?** The graph allows you to identify trends in pupil outcomes at level 5+ for each subject and to compare performance between subjects. Significant differences between subjects may require further investigation. **Querying the data** Is there a trend indicated for any subject? Are there any similarities or differences in subject trends? How does performance compare between subjects? Which are the highest and lowest performing subjects? What might account for the differences? Is there evidence of good practice in specific subjects? Are there any contextual factors that may have affected performance in this subject? How does subject performance relate to the KS3 external moderator's report?
Chart 8.1b **Non Core Subject Performance Gender Differences**	**What does the graph show?** The graph shows the differences in performance (as percentage point differences) at level 5+ between boys and girls for NC non core subjects in your school for the last five years

8.1b % pupils achieving - gender differences  	**Why is this important?** Girls generally attain better outcomes than boys, other than in physical education. It is important to compare gender differences to determine if there are significant differences generally or for particular subjects. **Querying the data** Which subjects have the greatest and least gender differences? Is there any pattern evident in the comparisons? Is there a trend indicated for any subject? Are there any similarities or differences in subject trends? Is there evidence of good practice in specific subjects?
Chart 8.2a **Non Core Subject Performance Outcomes at Level L6+**	Commentary as for previous level 6+ graphs
Chart 8.2b **Non Core Subject Performance Gender Differences – L6+**	Commentary as for previous gender difference graphs
Charts 9.1a, 9.2a, 9.3a, 9.4a, 9.5a, 9.6a, 9.7a, 9.8a and 9.9a **Comparative Non Core Subject Performance at NC Level 5+** 9.6 - Level 5+ - Modern Foreign Language 9.6a % pupils achieving  	**What do the graphs show?** The graphs show the proportion of pupils attaining level 5+ in a non core subject in your school for the last five years together the mean trends for your statistical family, the LA and Wales. **Why is this important?** The graph allows you to compare pupil outcomes and trends at level 5+ with those in contextually similar schools, locally and nationally. **Querying the data** Is there a trend indicated for this subject? Is there a trend for the family schools, the LA or Wales? Are there any similarities or differences in the trends? How does the school performance compare with the family schools, the LA and Wales? What are the similarities? What are the differences? What might account for these e.g. have any subject based strategies been implemented in the school or are there assessment issues in some subjects? Are there any contextual factors that may have affected performance in this subject?
Chart 8.1c **Comparative Non Core Subject Performance Gender Differences**	Commentary as for previous gender difference graphs

Charts 9.1b, 9.2b, 9.3b, 9.4b, 9.5b, 9.6b, 9.7b, 9.8b and 9.9b

Family Schools Comparison
Non Core Subjects



What do the graphs show?
The graphs show the proportion of pupils attaining level 5+ in a non core subject in your school in 2012 together with the outcomes for members of your statistical family and the means for your statistical family, the LA and Wales.

Why is this important?
Family schools are contextually similar and so performance outcomes might also be expected to be similar. By comparing actual outcomes you can identify those schools which have higher performance levels. This may reflect effective strategies or practices being used in particular subjects in those schools.

Querying the data
How do we compare with other family schools?
What are our stronger and weaker subjects?
Is there any pattern evident in the comparisons?
Which family schools have the best outcomes in different subjects?
Are some family schools more consistent in having higher outcomes?
Why might this be?

Charts 9.1c, 9.2c, 9.3c, 9.4c, 9.5c, 9.6c, 9.7c, 9.8c and 9.9c

Family Schools Comparison – Non Core Subjects Gender Differences

Commentary as for previous gender difference graphs

Charts 10.1a, 10.2a-e

National Benchmarking Performance
Core Subjects and CSI

Fig.1 – National Benchmarking Groups

Section 10 - Benchmarking

10.1a Free school meals (FSM) benchmarking group

Title	2006/07	2007/08	2008/09	2009/10
1) Up to and including 10 %	7.51	7.64	8.39	9.11
2) Over 10 % and up to and including 15 %				
3) Over 15 % and up to and including 20 %				
4) Over 20 % and up to and including 30 %				
5) Over 30 %				

Fig. 2 – National Benchmarking Performance

10.2a CSI

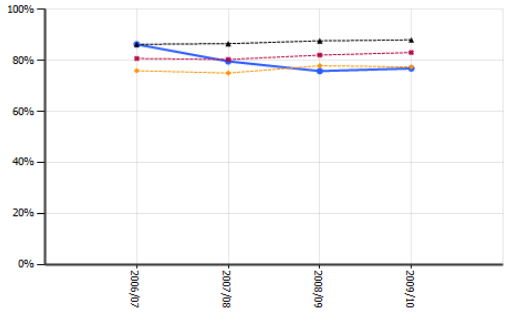
Title	2006/07	2007/08	2008/09	2009/10	2010/11
1) Highest quarter				70.31	
2) Higher middle quarter	58.65				
3) Lower middle quarter		54.77	56.00		56.85
4) Lowest quarter					

What do the tables and graph show?
National data consistently shows a link between the % of pupils eligible for FSM within schools and NC performance outcomes. In general, attainment falls with increasing FSM eligibility. It would be unfair to compare schools which have very low FSM figures with those with very high figures. To overcome this, schools have been placed in 5 benchmarking groups based on %FSM eligibility (**see Fig.1/Table 10.1a**). The FSM figures and benchmarking groups for your school over the last five years are show alongside the national FSM benchmarking groups.

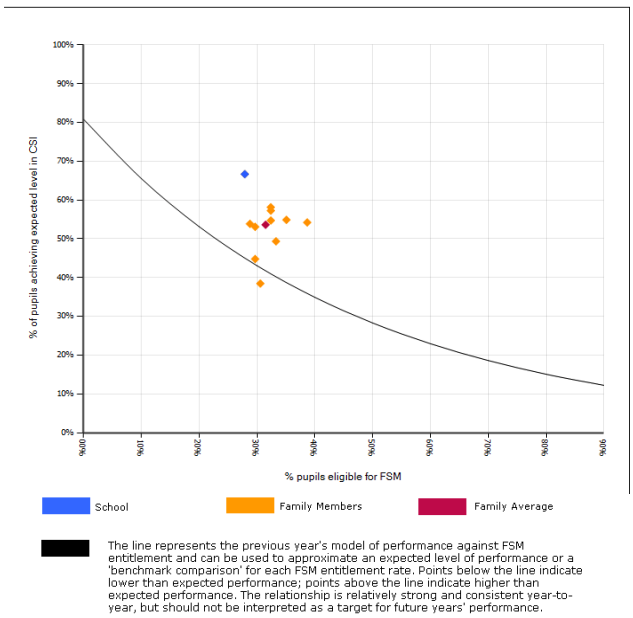
The performance of each benchmarking group is analysed each year in order to determine 4 performance bands. 25% of schools fall into each performance band – referred to as 'quarters' (**see Fig.2**). Schools would generally target being in the highest or higher middle quarters.
NB : Benchmarking chart 10.2c for Welsh as 1st Language results is against all schools with Welsh as 1st Language results rather than against your FSM benchmark group

If the %FSM for your school has fallen, it may have moved into the next lowest FSM benchmarking group. Your performance will now be compared with schools generally having higher NC outcomes.

If the %FSM for your school has risen, it may have moved into the next highest FSM benchmarking

Fig.3 – National Benchmarking Performance  	group. Your performance will now be compared with schools generally having lower NC outcomes. Such changes may affect your benchmarking performance even if pupil outcomes remain the same or improve. The benchmarking graph shown in **Fig.3** illustrates such changes more clearly. The school line shows how performance has changed over the last three years. The other three lines represent the quartile boundaries between the 25% performance bands. A school may have the same performance over a number of years but its benchmarking performance might change because the quartile boundaries move. **Why is this important?** National benchmarking data allows you to compare your school's performance with other schools having similar socio-economic circumstances (using %FSM as a proxy indicator of deprivation). **Querying the data** What are the NC benchmarking outcomes? Which subjects have the best benchmarking outcomes? Which subjects are weaker? Is there any trend(s) in benchmarking performance? Has the school's benchmarking group changed? Has the school's NC performance changed? What caused these changes (if any)? Is the school advantaged / disadvantaged by being at the extremes of the FSM range within their group?
Charts 10.2f-n **National Benchmarking Performance – Non Core Subjects**	As for core subject benchmarking
Table 10.1b **National Benchmarking Performance – Summary Table** 10.1b Benchmark summary: % achieving L5+ in each subject by FSM benchmark group Note: Welsh as 1st Language results are benchmarked against all schools with Welsh as 1st Language results rather than FSM benchmark group	**What do the tables show?** The tables show the benchmarking quarters that the performance of each core and non core subject at levels 5+, 6+ and 7+ in your school falls into over the last five years. For more details of how quarters are derived see notes for Charts 10.2a-e, Fig.2. **Why is this important?** National benchmarking data allows you to compare your school's performance with other schools having similar socio-economic circumstances (using %FSM as a proxy indicator of deprivation). The table can be interrogated horizontally to determine trends in subject performance or vertically to indicate differences between subjects. This may allow the identification of good practice and those subjects requiring support. **Querying the data** What are the NC benchmarking outcomes? Which subject(s) has the best benchmarking positions? Which subject(s) is weaker? What are the reasons for these differences?

Title	2005/06	2006/07	2007/08	2008/09	2009/10
Core Subject Indicator		1.00	1.00	1.00	1.00
English		1.00	1.00	1.00	1.00
Welsh As First Language					
Mathematics		1.00	2.00	1.00	1.00
Science		1.00	2.00	1.00	1.00
Art		1.00	1.00	1.00	1.00
Design and Technology		1.00	2.00	1.00	1.00
Geography		3.00	4.00	1.00	3.00
History		1.00	2.00	1.00	3.00
Information Technology		2.00	2.00	1.00	1.00
Modern Foreign Language		1.00	3.00	1.00	1.00
Music		1.00	2.00	1.00	2.00
Physical Education		2.00	2.00	1.00	1.00
Welsh As Second Language		1.00	2.00	2.00	1.00

	Is there any trend(s) in benchmarking performance? Has the school's benchmarking group changed? Has the school's NC performance changed? What caused these changes (if any)? Is the school advantaged / disadvantaged by being at the extremes of the FSM range within their group?
Chart 10.3a **Family Schools Comparison – CSI vs FSM** 10.3a  	**What does the graph show?** The graph indicates the CSI performance in relation to FSM entitlement for your family of schools. Your school is indicated by the (blue) coordinate. The line represents the statistical model calculated from the performance of all schools in Wales in 2010 and may be used to estimate the 'expected' performance of a school given its FSM entitlement. A school whose actual matched its expected performance would sit on the line. The position of your school indicates whether pupil outcomes are higher than expected (above the line) or lower than expected (below the line). The further from the line – the greater the difference from expected performance. **Why is this important?** The position of your school on the graph indicates how closely its actual performance matches its expected performance. The graph may also allow you to identify which schools 'buck the trend' and have higher performance than expected. **Querying the data** Is your school's performance higher, the same as or lower than expected? How much different was actual from expected performance (a little – a lot)? If there is a substantial difference - what might have caused this? Which family schools are furthest above the line? Do these schools use particular strategies to improve pupil performance?