

A teacher's guide to school self-evaluation



Llywodraeth Cymru
Welsh Government

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Key Stage 3 pack

E. Analysing school performance data 2011/12 Key Stage 3 example analysis

Further information

Enquiries about this pack should be directed to:
School Information and Improvement Branch
Welsh Government
Cathays Park
Cardiff
CF10 3NQ
Tel: 029 2082 6014
e-mail: IMS@wales.gsi.gov.uk

Additional copies

This document can be accessed from the Welsh Government's website at learning.wales.gov.uk

1. **HOW TO USE DOCUMENT (E) 'ANALYSING SCHOOL PERFORMANCE DATA:
KEY STAGE 3 EXAMPLE ANALYSIS'**

- 1.1 This **Example Analysis** (e) describes one approach to evaluating school performance data to identify issues for further investigation and/ or action.
- 1.2 The following performance data documents from an example school were used for this evaluation:
- (a) **KS3 School Comparative Report**
 - (b) **All Wales Core Data Sets: KS3 Contextual Pack**, and
 - (c) **All Wales Core Data Sets: KS3 Performance Pack**
- 1.3 Document (d) **School Performance Data Timeline – KS3** provides a summary of the content of these. You will need to note the month of the release (given at paragraph 1.2 of document **Overview**), to identify the correct release in the **Timeline**, as some analyses are released more than once through the year as content is added or updated.
- 1.4 Documents (d) **School Performance Data Timeline – KS3** and (f) **All Wales Core Data Sets: KS3 Guidance Notes** are referred to throughout this **Example Analysis**. Referencing these documents as you read through this **Example Analysis** should help to contextualise and further explain the data within it.
- 1.5 A separate Glossary containing abbreviations and acronyms is also provided.

2. EXAMPLE ANALYSIS: BACKGROUND

- 2.1 Governing bodies must set and submit performance and absence targets to the local authority by 31 December. These targets should reflect priorities for the school identified through self evaluation (See sections 2 and 4 of the (d) **School Performance Data Timeline** for more details).
- 2.2 The information available in July and August, before the start of the academic year, can be used in preparation for the self evaluation, essential for identifying these priorities, to begin. This includes:
- 2.2.1 **The All Wales Core Data Set** preliminary release of **Families of schools** – This document is released in July. It is a list of contextually similar schools, with whom schools are expected to compare their performance and work with to identify and share best practice.
- For more details see:
- (d) **School Performance Data Timeline – KS3**
- (f) **All Wales Core Data Sets: KS3 Guidance Notes**
- and the **Glossary**.
- 2.2.2 **(a) KS3 School Comparative Report**. This report is released towards the end of August, and summarises the school performance for the year that has just ended and compares it to that of the LA and Wales. Analysis of this report enables an overall view of performance for the school to be formed. For more details see:
- (d) **School Performance Data Timeline – KS3**.
- 2.3 The (b) **All Wales Core Data Sets: KS3 Contextual Pack** and the (c) **All Wales Core Data Sets: KS3 Performance Pack** are released for the start of

term in September. They follow 1 – 2 weeks after the (a) **KS3 School Comparative Report** due the volume of analysis that is undertaken to produce the packs for all key stages for all schools in Wales. These packs provide considerably more detailed performance analyses than the (a) **KS3 School Comparative Report**. They can be used for detailed analysis of school performance to identify strengths and areas for improvement.

2.4 An example analysis for each of the performance data documents (a), (b) and (c) is undertaken separately in the following pages of this document. This is intended to provide examples of some of the key issues and actions that can be determined from each:

- Section 3: (a) **KS3 School Comparative Report**
- Section 4: (b) **All Wales Core Data Sets: KS3 Contextual Pack**
- Section 5: (c) **All Wales Core Data Sets: KS3 Performance Pack**

3. EXAMPLE ANALYSIS (A)

KS3 SCHOOL COMPARATIVE REPORT 2011/12

The following notes highlight key points that can be drawn from the example 2011/12 KS3 School Comparative Report that has been included in this Guide to School Self Evaluation.

3.1 Context

- Free School Meal (FSM) Benchmarking Group¹: More than 10% and up to and including 15% eligible for FSM.

3.2 Some key performance points

At the end of Key Stage 3, pupils are expected to achieve National Curriculum Level 5 or higher (level 5+). See the **Glossary** for details about National Curriculum (NC) teacher assessment levels.

The KS3 School Comparative Report provides performance data for core subjects on the first page, and non-core subjects on the second page. This Example Analysis concentrates on the core subjects only.

The following table summarises some key performance issues that can be identified from the KS3 School Comparative Report for the Core Subject Indicator (CSI) and the individual core subjects. Performance is analysed by gender, looking at comparisons with the LA and Wales averages and within the school's FSM benchmarking group. Performance is also analysed across time.

¹ The report benchmarks performance against schools with a similar percentage of pupils eligible for free school meals. See **glossary** and P 20 of **All Wales Core Data Sets: KS3 Guidance Notes** for more information about FSM benchmarking.

Core Subject	Comparison with LA and Wales averages: 2011/12	School Performance over time: 2007/08 - 2011/12	Position within FSM benchmarking group: 2011/12 1 st = best performing quarter 4 th = worst performing quarter
	% achieving Level 5+	% achieving Level 5+	% achieving Level 5+
CSI ²	Boys above and girls well below Wales gender averages Boys well above boys' LA average	Decline in the last 2 years	4 th quarter
English	Boys well above and girls below relevant LA and Wales gender averages	Decline in the last 2 years	4 th quarter
Welsh	N/A	N/A	N/A
Maths	Boys above boy's LA and Wales averages Girls below girls' Wales average and same as girls' LA average Girls perform less well relative to LA and Wales gender averages than the boys	No improvement in last year following decline the year before	4 th quarter

² CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 5 in both Mathematics and Science and either English or Welsh first language.

Science	Boys well above boys' LA average	Slight decline in last year	4 th quarter
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3.3 Issues and actions:

ISSUE 1: Performance is in the 4th quarter (worst performing) and is declining or static in all subjects and CSI. Improve performance for all subjects.

ACTION 1: Review of performance of core subjects and the impact they have on CSI. See Section 5 for additional subject specific actions.

ISSUE 2: Boys' and girls' performance is similar (other than for Science). However, boys are performing well above LA, and above Wales, in all core subjects and CSI. Girls are performing less well compared to LA, and below Wales averages for all subjects and CSI.

ACTION 2: Investigate reasons why boys are performing better than girls compared to gender averages. Consider whether this is due to the under performance of girls or good performance of boys and the reasons for this.

2. EXAMPLE ANALYSIS (B)

ALL WALES CORE DATA SETS: KS3 CONTEXTUAL PACK

Introduction

The following notes highlight key points that can be drawn from the example All Wales Core Data Sets KS3 Contextual pack that has been included in this Guide to School Self Evaluation. This Contextual pack describes the context in which the school operates, and also contains a high level overview of performance.

- 4.1 See (f) **All Wales Core Data Sets: KS3 Guidance Notes** for a comprehensive explanation of how to use this Contextual Pack.

Self evaluation

4.2 Key Contextual Data

- Number of pupils of statutory school age is 863 (437 boys / 426 girls) (Chart 1.1a)
- Key Stage 3 (KS3) – number of pupils of statutory school age in year group 9 is 176 (90 boys / 86 girls) (Chart 1.3a)
- Ethnic background - 4% non-white British, same level as LA (Chart 1.1b)
- English as an Additional Language (EAL) pupils – 15% of those with EAL status are New to English, higher than LA which is 11% (Chart 1.1c)
- Special Educational Needs (SEN) (Chart 1.2a)
 - School Action (SA) 9.15% - below LA
 - School Action Plus (SA+) 7.76% - above LA
 - Statemented 0.7% - similar to LA

- FSM – 14.77% of pupils are eligible for free school meals (FSM benchmarking group 2) (Chart / Table 1.2b)
- No Welsh as First Language results for the school - English only (Chart 1.3b) (See page 5 of (f) **All Wales Core Data Sets: KS3 Guidance Notes** for reasons why **Welsh as First Language** data may be missing)

N.B. Due to the wide variation in SEN policies and the organisation of facilities and support for pupils with SEN between LAs, the contextual data does not include information on whether a school has a special unit / resource base. This may have an impact on performance outcomes and should be considered as part of the self evaluation. See page 7 of (f) **All Wales Core Data Sets: KS3 Guidance Notes.**

5. EXAMPLE ANALYSIS

(C) ALL WALES CORE DATA SETS: KS3 PERFORMANCE PACK

Introduction

- 5.1 The following notes highlight key points that can be drawn from the example All Wales Core Data Sets KS3 Performance pack that has been included in this Guide to School Self Evaluation. This pack provides detailed analyses of school performance in comparison with the school's Family, its Local Authority, and Wales. The pack provides performance data for core subjects and non-core subjects. This Example Analysis concentrates on the core subjects only.
- 5.2 See (f) **All Wales Core Data Sets: KS3 Guidance Notes** for a comprehensive explanation of how to use this Performance Pack.
- 5.3 The **All Wales Core Data Sets KS3 Performance Pack** is set out in sections. At the beginning of most of these sections is a list of guidance questions which you may want to use to help guide your own self evaluation. In most cases, these were developed in conjunction with Estyn.
- 5.4 Data comparing performance of FSM and non-FSM pupils for 2011/12 is not included in the version of the KS3 Performance Pack used for this analysis. These data are not available in September when this version of the Pack is published, but become available in December. See the (d) **School Performance Data timeline – KS3** document for information about when particular performance data is released by the Welsh Government.

Self Evaluation - Family background

- 5.5 **Family of Schools:** This is the 4th least challenged school within the family group as it is family member 8 in a family of 11 schools. In each family, the first family member in the group is the most challenged and the last is the least challenged.
- 5.6 The position within the family group is provided in the **All Wales Core Data Set preliminary release** in July. It can also be seen readily on any of the Family Comparison charts, where the school's bar on the chart is edged in red. For example, see Section 1 – CSI, Chart 1.1b.
- 5.7 In this example KS3 pack, there are data for each Family member school. Therefore, all of the Family comparison bar charts have bars for each of the Family members 1 to 11. For example, see Charts 1.1b, 2.1b and 2.2b.
- 5.8 For some Families, sometimes in the Family comparison charts there is no data showing for one or more Family members. See page 5 of (f) **All Wales Core Data Sets: KS3 Guidance Notes** for the potential reasons for this.

Self Evaluation

KS3 Performance pack Section 1: CSI

5.9 Key performance points: CSI

- The percentage achieving the CSI is above that expected based on FSM eligibility. However, the school is ranked 9th amongst its Family members (There are 8 schools further above the line in Chart 10.3a indicating that they are achieving further above expectation (Chart 10.3a).
- CSI has declined over the last 2 years, it was above the Family average for the previous 2 years but has now fallen below it (Chart 1.1a).
- CSI is below the Family and Wales averages but above the LA (Chart 1.1b).
- There are 4 more challenged schools in the Family that have achieved better CSI results (Chart 1.1b).
- CSI gender differences - boys are performing slightly better than girls (Chart 1.1c).
- However, girls are performing better than boys in the individual core subjects (Charts 2.1c, 4.1c, 5.1c).
- CSI for FSM pupils improved last year (data not yet available for 2011/12) (Chart 1.2a).

5.10 Issues and actions: CSI

ISSUE 1: School underperformance in CSI

ACTION 1: Review of performance in all core subjects in terms of the impact on CSI.

Contact Family members who are achieving better CSI results to identify any good practice that can be transferred.

ISSUE 2: Gender gap – boys' performance is slightly better than girls' performance in CSI.

ACTION 2 : Investigate reasons why the gender difference is in favour of boys, which is contrary to the Family, LA and Wales position. Consider whether this is due to the under performance of girls in English and maths, or the good performance of boys.

Self Evaluation

KS3 Performance pack Section 2: ENGLISH

5.11 Key performance points: ENGLISH

5.11.1 For English subject: % Pupils Achieving:

Level 5+ (L5+) (Charts 2.1a-c)

- L5+ - declined over the last 2 years, below Family average, but above LA and Wales
- Not performing as well as 4 other Family schools in more challenging circumstances
- Gender difference is significantly less than the Family, LA and Wales and is the 2nd lowest in the Family

Level 6+ (L6+) and Level 7+ (L7+) (Charts 2.2a-c, 2.3a-c and 10.2b)

- L6+ - below the Family, LA and Wales average and in the 4th (worst) quarter
- 6 Family members have better performance
- As for L5+, gender difference is significantly less than the Family, LA and Wales and is the 2nd lowest in the Family
- L7+ - in the 2nd quarter and above Family, LA and Wales averages
- Girls' performance is better than Family, LA and Wales and boys' performance is better and Family and LA and close to Wales at L7+ (see Charts 11.1a raw data tables for actual figures)

Each National Curriculum Level (Charts 2.3a-c)

- No pupils at L2 and a lower % of pupils at L3 than the Family, LA and Wales averages
- Higher % of pupils at L7 and L8 than the Family, LA and Wales averages

5.11.2 For Attainment Targets³: % Pupils Achieving

Oracy (L5+) (Charts 2.4a-c and 2.5a-c):

- Above the Family, LA and Wales
- Gender difference is the 2nd lowest in the family, and the only school where boys perform better than girls

Reading (L5+) (Charts 2.6a-c and 2.7a-c):

- Declined in last year, below Family and Wales and is 9th out of the 11 Family schools
- Smallest gender difference in the family at only 0.02%
- Even though a similar % of boys and girls achieve L5+, girls are performing better at L6 and L7 compared to boys. However, this is still below Family, LA and Wales for girls at L6 and L7

Writing (L5+) (Charts 2.8a-c and 2.9a-c):

- Declined over last 2 years, but above the Family, LA and Wales
- Gender difference is less than the Family, LA and Wales, but gender gap for the school is much greater than for Oracy and Reading

³ Following the 2008 NC Programme of Study revisions, English and Welsh are the only core subjects to retain separate attainment targets (ATs). The attainment targets for English and Welsh are: AT1 – Oracy, AT2 – Reading, AT3 – Writing. (see page 14 of (f) **All Wales Core Data Sets: KS3 Guidance Notes** for more information).

5.12 Issues and actions: **ENGLISH**

- ISSUE 1:** Improving boys' and girls' performance at Level 5+.
- ACTION 1:** Review target setting and tracking of all learners from KS2 to KS3.
- Undertake departmental review of teaching including scheme of work and its delivery.
- Establish an inter-school English Professional Learning Community (PLC) with Family of school members 6 and 7 who perform better in all measures.
- ISSUE 2:** Improve Reading and Writing performance
- ACTION 2:** Consult with Family members and establish an intra-school PLC to develop and improve higher order writing and reading skills. This could involve core and foundation subjects to improve literacy across the curriculum in line with the expectations of the Literacy and Numeracy framework.
- ISSUE 3:** Gender differences are different to the Family, LA and Wales
- ACTION 3:** Investigate reasons why the gender difference for English subject is contrary to Family and National trends. Consider whether this is due to the under performance of girls or due to gender specific strategies which are favouring boys at the expense of girls' engagement in English.

Self Evaluation

KS3 Performance pack Section 3: WELSH

5.13 Key performance points: WELSH

No pupils taking Welsh as first language

Self Evaluation

KS3 Performance pack Section 4: MATHEMATICS

5.14 Key performance points: MATHEMATICS

For Mathematics: % Pupils Achieving:

Level 5+ (Charts 4.1a-c)

- L5+ performance declined over last 2 years, is below Family but above LA
- 5 more challenged schools performing better; School 7 performs substantially better
- No significant gender gap and less than the Family, LA and Wales
- CSI and Maths L5+ results are below the average for Wales
- 4th quarter in the FSM benchmarking group (Chart 10.1b, Section 10: Benchmarking)

Level 6+ (Charts 4.2a-c)

- L6+ are fluctuating and currently above LA and Wales but below Family
- Boys performing much better than girls. Gender difference much greater than the Family, LA or Wales. 2nd highest gender difference in the family.
- 3rd quarter in the FSM benchmarking group; 4th quarter for L7+ (Chart 10.1b, Section 10: Benchmarking)

Each National Curriculum Level (Charts 4.3a-c)

- Higher % of pupils at L4 than Family, LA and Wales
- Girls performing better than boys at L8, but boys performing better than girls at L6 and L7

5.15 Issues and actions: MATHEMATICS

ISSUE 1: Declining L5+ performance which compares poorly in the family

ACTION 1: Review target setting and tracking of all learners from KS2 to KS3.

Undertake departmental review of teaching including scheme of work and its delivery.

Establish intra-school PLC to develop and improve numeracy skills involving core and foundation subjects to improve numeracy across the curriculum in line with the expectations of the Literacy and Numeracy framework.

ISSUE 2: Relatively poor performance of girls compared to boys at L6+

ACTION 2: Establish an inter-school PLC with one or more of the more challenged schools in the Family that have better performance e.g. School 7, to look at girls' under performance.

Self Evaluation

KS3 Performance pack Section 5: SCIENCE

5.16 Key performance points: SCIENCE

For Science: % Pupils Achieving:

Level 5+ (Charts 5.1a-c, Chart 10.2e)

- L5+ not improving, below Family but above the LA and at Wales averages
- 5 other more challenged schools performing better
- 4th quarter in the FSM benchmarking group

Level 6+ (Charts 5.2a-c)

- L6+ is stable but 5 other more challenged schools performing significantly better
- Below Family, LA and Wales averages
- 4th quarter in the FSM benchmarking group; also for L7+

Each National Curriculum Level (Charts 5.3a-c)

- Higher % of pupils at L4 and L5 and lower % at L6 and L7 than Family

5.17 Issues and actions: SCIENCE

ISSUE 1: Improve L5+ performance and provide challenge to all learners

ACTION 1: Review target setting and tracking of all learners from KS2 to KS3.

Undertake departmental review of teaching including scheme of work and its delivery.

Establish an inter-school PLC with School 5 in the Family, which is in more challenging circumstances but has significantly better performance.

Self Evaluation

KS2 Performance pack Section 6: GENDER DIFFERENCES COMPARISONS

5.18 Key performance points: GENDER DIFFERENCES

Level 6+ (Charts 6.1a and 6.2a) and **Level 5+** (Charts 6.1b and 6.2b): %
Pupils Achieving

English:

- Gender difference very small for both L5+ and L6+ and much less than Family, LA and Wales
- Gender differences were much greater in previous years

Maths:

- Boys much better than girls for L6+ but little difference for L5+
- Difference for L6+ was very small for 3 years prior to current year
- Large difference last year which has been removed this year at L5+

Science:

- Small differences at L6+ and L5+, less than Family, LA and Wales
- Differences have reduced over previous years for both L6+ and L5+

5.19 Issues and actions: GENDER DIFFERENCES

ISSUE 1: At L5+ gender differences reduced in the last year in English, maths and science. At L6+ gender differences reduced in the last year in English and science but increased in maths.

ACTION 1: Investigate reasons why the gender difference reduced in the latest year. Consider whether this is due to under performance of girls or improved performance of boys
Consider ways to reduce this difference further.

ISSUE 2: Large gender difference in maths L6+

ACTION 2: Investigate what strategies were employed to reduce the gender difference in maths at L5+ from last year and look at whether these can be used to improve girls' performance at L6+.

Establish an inter-school Professional Learning Community (PLC) with one or more of the more challenged schools in the Family that have better performance e.g. School 7, to look at girls' under performance.

Self Evaluation

KS2 Performance pack Section 7: ACHIEVEMENT OF COMBINATIONS

5.20 Key performance points: ACHIEVEMENT OF COMBINATIONS

5.20.1 Reading / Writing / Maths (R/W/M)

Expected Level (L5+) in combination (Charts 7.1a-c and 7.3a-b)

- Declining over the last 2 years since previous significant improvement
- Below Family and Wales
- 3 other more challenged schools performing better
- Gender gap is very small and the lowest in Family and less than LA and Wales averages

5.20.2 Reading / Writing / Maths / Science (R/W/M/S)

Expected Level (L5+) in combination (Charts 7.2a-c and 7.3a-b)

- Declined over the last 2 years since previous significant improvement
- Below Family and Wales
- 3 other more challenged schools performing better
- Gender gap is very small and the lowest in Family and less than LA and Wales averages

5.21 Issues and actions: **ACHIEVEMENT OF COMBINATIONS**

ISSUE 1: Improvement in individual core subjects

ACTION 1: As suggested for the individual core subjects.

Self Evaluation

KS2 Performance pack Section 8: NON-CORE SUBJECTS SUMMARY

- 5.22 This Example Analysis concentrates on the core subjects only. Key performance points, issues and actions for the Non-Core Subjects Summary section are therefore not being provided. See the (f) **All Wales Core Data Sets: KS3 Guidance Notes** for more information about the Benchmarking Section of (c) **All Wales Core Data Sets: KS3 Performance Pack**.

Self Evaluation

KS2 Performance pack Section 9: INDIVIDUAL NON-CORE SUBJECTS

- 5.23 This Example Analysis concentrates on the core subjects only. Key performance points, issues and actions for the Individual Non-Core Subjects section are therefore not being provided. See the (f) **All Wales Core Data Sets: KS3 Guidance Notes** for more information about the Benchmarking Section of (c) **All Wales Core Data Sets: KS3 Performance Pack**.

Self Evaluation

KS2 Performance pack Section 10: BENCHMARKING

5.24 Key performance points: BENCHMARKING

Key performance points, issues and actions for the Benchmarking section are not provided here.

Key performance points in relation to FSM Benchmarking have been included earlier on in this document within the relevant subject area.

See the (f) **All Wales Core Data Sets: KS3 Guidance Notes** for more information about the Benchmarking Section of (c) **All Wales Core Data Sets: KS3 Performance Pack**.