

A teacher's guide to school self-evaluation



Llywodraeth Cymru
Welsh Government

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Key Stage 4 pack

E. Analysing school performance data 2010/11 Key Stage 4 example analysis

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1. **HOW TO USE (E) 'ANALYSING SCHOOL PERFORMANCE DATA:
KEY STAGE 4 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) **KS4 Summary of Secondary School Performance Report**
 - (b) **All Wales Core Data Sets: KS4 Contextual Pack**, and
 - (c) **All Wales Core Data Sets: KS4 Performance Pack**
- 1.3 Document (d) **School Performance Data Timeline – KS4** 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 these are released more than once throughout the year as content is added or updated. Note that that performance data documents (a), (b) and (c) include data up to academic year 2010-11.
- 1.4 Documents (d) **School Performance Data Timeline – KS4** and (f) **All Wales Core Data Sets: KS4 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 within the Overview document.

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 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. **(a) KS4 Summary of Secondary School Performance Report (2010-11)**. This report is released in December of the previous year, and summarises the school performance for the year that had just ended (2010-11) 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**.
- 2.2.2 **(b) All Wales Core Data Sets: KS4 Contextual Pack (2010-11)** and **(c) All Wales Core Data Sets: KS4 Performance Pack (2010-11)**. These packs are released in December 2011 and January 2012 respectively. They provide considerably more detailed performance analyses for 2010-11 than the (a) **KS4 Summary of Secondary School Performance Report**. They can be used for detailed analysis of school performance to identify strengths and areas for improvement.
- 2.2.3. **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 to work with to identify and share best practice. For more details see:

(d) **School Performance Data Timeline – KS4**

(f) **All Wales Core Data Sets: KS4 Guidance Notes**

and the **Glossary**.

2.3 The information available after the start of the academic year will include performance data for the year that has just ended (2011-12):

- The **Summary of Secondary School Performance Report (SSSP)** with provisional data for 2011-12 is released in October.
- The **All Wales Core Data Sets: KS4 Contextual Pack** and the **All Wales Core Data Sets: KS4 Performance Pack** with provisional data for 2011-12 are also released in October. They follow 1 – 2 weeks after the **Summary of Secondary School Performance Report (SSSP)** due the volume of analysis that is undertaken to produce the packs for all key stages for all schools in Wales.

School self-evaluation should be undertaken again when these are available, so that priorities identified in earlier self-evaluation can be reconsidered and revised where necessary. For more details see:

(d) **School Performance Data Timeline – KS4**

2.4 An example analysis of each of the performance data documents (a), (b) and (c) is undertaken separately in this Example Analysis to give an example of some of the key issues and actions that can be determined from each:

- Section 3: (a) **KS4 Summary of Secondary School Performance Report**
- Section 4: (b) **All Wales Core Data Sets: KS4 Contextual Pack**
- Section 5: (c) **All Wales Core Data Sets: KS4 Performance Pack**

3. EXAMPLE ANALYSIS (A)

SUMMARY OF SECONDARY SCHOOL PERFORMANCE REPORT 2010/11

Introduction

- 3.1 The following notes highlight key points that can be drawn from the example 2010/11 Summary of Secondary School Performance report that has been included in this Guide to School Self Evaluation.
- 3.2 The report provides contextual information about the school and looks at the performance of 15 year olds and 17 year olds (for schools with a sixth form) using the following key performance indicators:

Key Indicators – 15 year olds:

- **Level 1 Threshold:** a volume of learning equivalent to 5 GCSEs at grade D to G.
- **Level 2 Threshold:** a volume of learning equivalent to 5 GCSEs at grade A* to C.
- **Level 2 Inclusive Threshold:** a volume of learning equivalent to 5 GCSEs at grade A* to C including English/ Welsh and Maths.
- **Core Subject Indicator (CSI):** The CSI is a measure of overall attainment. Pupils must be assessed as achieving a volume of learning equivalent to GCSEs at grade A*-C in each of the core subjects, English or Welsh, mathematics and science, to attain the CSI.
- **Average wider points score:** Each qualification approved for delivery in Wales has a points score for the achievement of the qualification, often varying according to the grade achieved. Points scores are standardised across all qualifications in accordance with the level and size. The average wider points score is the average of the total points attained by each pupil.
- **Average wider capped points score:** The average wider points score includes all qualifications approved for pre-16 use in Wales (see above). The capped points score is the calculated average of the best 8 results

only for each pupil. Where the Welsh Baccalaureate has been achieved, each component part is considered separately as an individual qualification.

Key Indicators – 17 year olds:

- **Level 3 Threshold:** a volume of learning equivalent to 2 A levels
- **Average wider points score:** See definition above.

3.3 As this is **A Teacher's Guide to School Self Evaluation: Key Stage 4 Pack**, this section will provide key points on the performance of 15 year olds and not 17 year olds.

Self Evaluation

3.4 Context

- English Medium Secondary School (ages 11-18)
- Number of pupils aged 15 on roll: 162 (86 boys/ 76 girls)
- Percentage of compulsory school aged pupils eligible for Free School Meals (FSM) – 14% (3 year average)
- Number of SEN Unit/ Special Classes – 1
- Welsh Baccalaureate is offered

3.5 Some key performance points

The following tables summarises some key performance issues that can be identified from the 2010/11 Summary of Secondary School Performance report that has been included in this Guide to School Self Evaluation.

Performance Measures:	Comparison with LA and Wales averages 2010/11 % 15 year olds achieving	School performance over 3 years 2008/09 - 2010/11 % 15 year olds achieving
Core Subject Indicator (CSI)	All Pupils below Wales average Girls below and boys above relevant LA gender averages	All Pupils: downward trend Boys and girls both show significant decline. Girls show steepest decline - drop of 9 % points since 2008-09.
Level 1	Girls and boys just above/ same as relevant LA and Wales gender averages	All Pupils: downward trend
Level 2	All Pupils below LA and well below Wales averages	All Pupils: downward trend
Level 2 Inclusive	All Pupils below Wales average Girls are well below relevant Wales gender average. Girls below and boys above relevant LA gender averages	All Pupils: downward trend Boys and girls both show significant decline. Girls show steepest decline - drop of 9 % points since 2008-09.
Average Wider Capped Points Score	All Pupils above LA but just below Wales averages	N/A
Average Wider Points Score	All Pupils above LA and Wales averages	All Pupils: upward trend

Other Performance Data:

- No pupils aged 15 achieved only Entry Level Qualifications (ELQ)¹
- Low levels of pupils aged 15 left full time education without a recognised qualification

3.6 Issues and actions

ISSUE 1: Decrease in performance over the last 3 years in all key indicators (*except Average Capped Points Score and Average Wider Points Score*).

ACTION 1: Review of performance in English and mathematics and the impact they have on Level 2 Inclusive and CSI.

Investigate contribution of core and non-core subjects to Level 1 and Level 2.

ISSUE 2: Performance is below Wales for Level 2, Level 2 Inclusive and CSI.

ACTION 2: Review of performance in English and mathematics and the impact they have on Level 2 Inclusive and CSI.

Investigate contribution of core and non-core subjects to Level 2.

¹ Entry level qualifications are specific qualifications which focus on a particular subject or area of learning. They develop basic knowledge, skills and understanding and help to build confidence and prepare for further learning and work.

ISSUE 3: Boys are performing better and girls are performing worse than the relevant LA gender averages for Level 2 Inclusive and CSI.

ACTION 3: Investigate reasons why the girls are performing less well than the boys relative to relevant gender averages.

6. EXAMPLE ANALYSIS (B):

ALL WALES CORE DATA SETS: KS4 CONTEXTUAL PACK

Introduction

- 4.1 The following notes highlight key points that can be drawn from the example All Wales Core Data Sets KS4 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 an overview of performance.
- 4.2 See (f) **All Wales Core Data Sets: KS4 Guidance Notes** for a comprehensive explanation of how to use this Contextual Pack.

Self Evaluation

4.3 Key Contextual Data

- Number of pupils of statutory school age is 875 (450 boys / 425 girls)
(Chart 1.1a)
- Number of pupils aged 15 is 162 (86 boys / 76 girls) (Chart 1.3a)
- Ethnic background - 3% non-white British (Chart 1.1b)
- English as an Additional Language pupils (EAL) – No pupils acquiring EAL are new to English. In the LA 10% of EAL pupils are new to English
(Chart 1.1c)
- Special Educational Needs (SEN) (Chart 1.2a)
 - School Action (SA) 8.8% (below LA average)
 - School Action Plus (SA+) 8.23% (above LA average)
 - Statemented 0.91%

- 14.03% of pupils entitled to free school meals (FSM) - FSM Benchmarking Group² 2 (Chart 1.2b)

N.B. Due to the wide variation in SEN policy and the organisation of facilities 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 5 of (f) **All Wales Core Data Sets: KS4 Guidance Notes**. The a) **Summary of Secondary School Performance Report** will however provide information on the number of SEN Unit/ Special Classes for the school.

² Performance is benchmarked against schools with a similar percentage of pupils eligible for free school meals (FSM). See **Glossary** and p 20 of (f) **All Wales Core Data Sets: KS4 Guidance Notes** for more information about FSM benchmarking.

5 EXAMPLE ANALYSIS (C):

ALL WALES CORE DATA SETS: KS4 PERFORMANCE PACK

Introduction

- 5.1 The following notes highlight key points that can be drawn from the example All Wales Core Data Sets KS4 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.
- 5.2 See (f) **All Wales Core Data Sets: KS4 Guidance Notes** for a comprehensive explanation of how to use this Performance Pack.
- 5.3 This **Performance Pack** is set out in sections. At the beginning of most of these sections a list of guidance questions is provided, which you may want to use to help guide your own self evaluation. In most cases, these were developed in conjunction with Estyn.

Self Evaluation – Family Background

- 5.4 **Family of Schools:** This is the 4th least challenged school within this family group as it is family member 8 of 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.
- 5.5 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 – Key Indicators, chart 1.1b.

Self Evaluation

KS4 Performance Pack Section 1: Key Indicators

- 5.6 This Section in the Performance Pack looks at the percentage of 15 year old pupils achieving the key performance indicators. Analyses include comparisons with the school's Family, its Local Authority, and Wales; gender differences and differences between FSM/non-FSM pupils' performance.
- 5.7 Issues identified in **Section 8: Benchmarking** will also be included in the key points raised for this Section. The number of the chart from which an issue has been identified will be given alongside the relevant issue or action.
- 5.8 **Level 2 Inclusive: Issues and actions**
(Charts 1.1a-c and 1.2a, b)

ISSUES:

- Decrease in performance over the last 3 years
- Performance is below the family and Wales average but just above LA average
- Both FSM and Non-FSM pupils' performance declined
- Some 5% fewer pupils achieving L2 Inclusive than expected, based on FSM eligibility – (Chart 8.8a. See p23 of (f) All Wales Core Data Sets: KS4 Guidance Notes for more details about comparisons against modelled expected performance)
- 4th quarter³ in the FSM benchmarking group (Chart 8.1b)

ACTIONS:

- Contact Family member 7; performance is highest in the Family

³ Where 1st = best performing quarter and 4th = worst performing quarter. See **glossary** and P 20 of **All Wales Core Data Sets: KS4 Guidance Notes** for more information about FSM benchmarking.

- Consider the establishment of an inter-school Professional Learning Community (PLC)
- Contact schools in the Family who are in more challenging circumstances and whose FSM pupils are performing at a higher level
- Consider strategies used in 2007/08 when performance was in the 1st quarter, despite gender imbalance in the cohort (more boys than girls aged 15 in 2007/08). (Chart 8.3a and in (b) **All Wales Core Data Sets: KS4 Contextual Pack**, Chart 1.3a)

5.9 **Level 2: Issues and Actions**

(Charts 1.3a-c and 1.4a, b)

ISSUES:

- Performance has declined and is now below Family, LA and Wales averages
- Gender gap is -7.49% (higher % girls achieving L2 than boys)⁴; which is greater than Family average
- Performance of FSM pupils is further behind Family, LA and Wales FSM averages than that of Non-FSM pupils
- 4th quarter in the FSM benchmarking group (Chart 8.1b)

ACTIONS:

- Review the performance and contribution of all subject areas
- Contact Family member 7 to discuss strategies that may have been used to reduce gap in gender performance at Level 2
- Contact other schools in the Family where FSM pupils are performing at a higher level

⁴ 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 indicate that boys' performance is above that of girls'. See pages 13-15 of **(f) All Wales Core Data Sets: KS4 Guidance Notes**.

5.10 **Level 2 comparison with whether or not Level 2 Inclusive is achieved**

(Charts 1.5 a, b)

These charts show the % of pupils who achieved L2 but did not achieve the L2 Inclusive. They allow comparisons to be made with the performance of the Family, LA and Wales. No additional issues, to those already identified, have been drawn out from these charts in this instance.

5.11 **Level 1: Issues and actions**

(Charts 1.6a-c and 1.7 a, b)

ISSUES:

- Performance has declined and is below that of the Family for the first time in 5 years. Performance is marginally above LA and Wales averages.
- Gender gap is the same as Family and marginally less than LA and Wales averages
- FSM pupils' performance has declined and is below the Family and LA averages and on a par with Wales
- 4th quarter in the FSM benchmarking group (Chart 8.1b)

ACTION:

- Review the performance and contribution of all subject areas
- Review examination entries and support for all pupils
- Consider strategies used in 2007/08 when performance was in the 1st quarter for L1 despite gender imbalance in the cohort (more boys than girls aged 15). (Chart 8.4a and in (b) **All Wales Core Data Sets: KS4 Contextual Pack**, Chart 1.3a)

5.12 **Capped Points Score: Issues and actions**

(Charts 1.8a-e)

ISSUES:

- Scores are below Family and marginally below Wales, but above LA average
- Gender gap is greater than for the Family, but just below LA and Wales averages
- FSM pupils have significantly lower capped points score than non-FSM pupils
- 4th quarter in the FSM benchmarking group (Chart 8.1b)
- Achieving slightly fewer points than expected, based on FSM eligibility (Chart 8.8b)

ACTION:

- Review strategies to support FSM pupils

5.13 **Core Subject Indicator (CSI): Issues and actions**

(Charts 1.9a-c and 1.10a, b)

ISSUES:

- Decline in performance over the last 3 years. Performance is below the Family and Wales averages but above LA average
- Gender gap is less than the Family, LA and Wales averages
- FSM pupils' performance is declining and is below Family, LA and Wales averages
- 4th quarter in the FSM benchmarking group (Chart 8.1b)

ACTION:

- Raise performance in English and mathematics to the 2nd quarter to match science (Chart 8.1b. See paragraphs 5.18 – English and 5.21 – science for analysis relating to this)
- Contact other schools in the Family where FSM pupils are performing at a higher level
- Review strategies used in 2007/08 when performance was in the 1st quarter, despite gender imbalance in the cohort (more boys than girls aged 15). (Chart 8.5a and in (b) **All Wales Core Data Sets: KS4 Contextual Pack** Chart 1.3a)

5.14 Achieving No Qualifications: Issues and actions

(Charts 1.11a, b; 1.12a, b; 1.13a, b; 1.14a, b)

These charts show the proportion of pupils aged 15 achieving no recognised qualifications who are leaving full time education and the proportion achieving no qualifications who are not leaving full time education. See p12 of **(f) All Wales Core Data Sets: KS4 Guidance Notes** for more details.

ISSUES:

- Maintained a low level of pupils achieving no qualification
- Close to Wales average for those leaving education; below Wales average for those not leaving education, but above LA average for both
- Gender gap – more boys achieving no qualification than girls. (NB in Charts 1.12a, b and 1.14a, b, positive values indicate that boys' performance is below that of girls'; and negative values indicates that boys' performance is above that of girls'. In other charts displaying gender difference the opposite is true).

ACTION:

- None

5.15 **Gender Differences**

(Charts 1.15a, b)

These graphs show the differences in performance (as percentages) between boys and girls for the main KS4 performance indicators for the last 5 years. No additional issues, to those already identified, have been drawn out from these charts in this instance.

Self Evaluation

KS4 Performance Pack Section 2, 3, 4 and 5:

Level 1 (L1) and Level 2 (L2) Threshold Analyses by Core Subject

5.16 These charts show the proportion of pupils aged 15 attaining Level 1 or Level 2 in core subjects in your school for the last five years together with comparisons against your Family, the LA and Wales. See (f) **All Wales Core Data Sets: KS4 Guidance Notes** for more details.

- **Level 1:** represents a qualification equivalent to GCSE grades D to G
- **Level 2:** represents a qualification equivalent to GCSE grades A* to C

5.17 Issues identified in **Section 8: Benchmarking** will also be included in the key points raised for this Section. The location of the chart from which an issue has been identified will be given alongside the relevant issue or action.

5.18 **Section 2: ENGLISH: Issues and actions**

(Section 2: Charts 2.1a-c and 2.2a-c)

ISSUES:

- **L2:**
 - Decline in performance this year
 - Below the Family, LA and Wales averages
 - Gender gap is comfortably below the Family, LA and Wales averages
 - 4th quarter in the FSM benchmarking group (Chart 8.6a)
- **L1:**
 - Performance fluctuating at around 95%+ over the last 5 years (see Raw Data Tables 10.1a in Section 10 for actual figures)
 - Above Family, LA and Wales averages

- Gender gap is slightly greater than the Family average and slightly below LA and Wales averages

ACTIONS:

- Focus on raising the numbers of *A-C grades (see paragraph 3.2.1 or the Glossary for the definitions of L2 Threshold and L1 Threshold)
- Consider why L2 gender gap is below Family, LA and Wales averages. Is this due to good performance of the boys or poor performance of the girls, relative to gender averages. Improve the % of both boys and girls achieving a L2 English

5.19 **Section 3: WELSH AS FIRST LANGUAGE**

No pupils taking Welsh as first language. See page 5 of (f) **All Wales Core Data Sets: KS2 Guidance Notes** for more information on why Welsh as first language data may be missing for some school All Wales Core Data Sets.

5.20 **Section 4: MATHEMATICS: Issues and actions**

(Charts 4.1a-c and 4.2a-c)

ISSUES:

- **L2:**
 - Declined this year and lowest performance for the last 4 years
 - Below Family and Wales averages but above LA average
 - 4th quarter in the FSM benchmarking group (Chart 8.7a)
- **L1:**
 - Performance fluctuating around 95%+ for last 5 years (see Raw Data Tables 10.1a in Section 10 for actual figures)
 - Boys are performing better than the girls

ACTIONS:

- Focus on raising the numbers of *A-C grades (see paragraph 3.2.1 or the Glossary for the definitions of L2 Threshold and L1 Threshold)
- Review strategies used in 2007/08 when performance was in the 1st quarter for L2, despite gender imbalance in the cohort (more boys than girls aged 15). (Chart 8.7a and in (b) **All Wales Core Data Sets: KS4 Contextual Pack**, Chart 1.3a)

5.21 Section 5: SCIENCE: Issues and actions

(Charts 5.1a-c and 5.2a-c)

ISSUES:

- **L2:**
 - Performance declined in the last year.
 - Above Family, LA and Wales averages
 - 2nd quarter in the FSM benchmarking group (Chart 8.7b)
- **L1:**
 - Performance 94% and higher over the last 5 years (see Raw Data Tables 10.1a in Section 10 for actual figures)
 - Gender gap is minimal and below the family, LA and Wales averages

ACTION:

- Focus on strategies to improve performance and to move L2 performance to 1st quarter of the FSM benchmarking group (Chart 8.7b)

Self Evaluation

KS4 Performance Pack Section 6:

Level 1 and Level 2 Threshold Analyses – Gender Differences

- 5.22 These graphs show the differences in performance (as percentages) between boys and girls for the core subjects for the last 5 years and compares performance with the Family, LA and Wales. No additional issues, to those already identified, have been drawn out from these charts in this instance.

Self Evaluation
KS4 Performance Pack Section 7:
Attendance

5.23 ATTENDANCE: Issues and actions

(Charts 7.1a, b; 7.2 a, b and 7.3)

ISSUES:

- Attendance above the Family, LA and Wales averages
- Low levels of unauthorised absence

ACTION:

- Maintain strategies to improve attendance

Self Evaluation
KS4 Performance Pack Section 8:
Benchmarking

5.24 BENCHMARKING

National data consistently shows a link between the percentage of pupils eligible for Free School Meals within schools and KS4 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. This section of the Pack compares performance against other schools in the relevant FSM benchmarking group. See pages 20-22 of (f) **All Wales Core Data Sets: KS4 Guidance Notes** for more details. Issues identified from this section have been presented under the relevant key performance indicator or subject area earlier on in this document.

Self Evaluation
KS4 Performance Pack Section 9:
Value Added

5.25 VALUE ADDED

The graphs show a measurement of the progress made by pupils aged 15 from KS2 or KS3 teacher assessments to attainment of the main indicators at KS4, in the school in the last academic year together with the outcomes for members of your family. Schools showing a positive value have performed better than expected; those showing a negative value have performed below expected levels. See p23 of (f) **All Wales Core Data Sets: KS4 Guidance Notes** and (d) **School Performance Data Timeline – KS4** for more details.

5.26 Issues and actions: VALUE ADDED

ISSUES:

- **KS2 – KS4:** significantly below expected performance for L2 Inclusive, L2, CSI and Capped Points Score
- **KS3 – KS4:** significantly below expected performance L2

ACTION:

- Consider whether end of KS2 and KS3 teacher assessments are accurately reflecting performance. Discuss with Cluster Primary schools the moderation of KS2 and KS3 levels for core subjects in the relevant year for that cohort and any improvements since.
- Consider actions identified earlier in this document for improving performance of L2 Inclusive, L2, CSI and Capped Points Score.