

A teacher's guide to school self-evaluation



Llywodraeth Cymru
Welsh Government

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Key Stage 4 pack

D. School performance data timeline

Further information

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School Performance Data Timeline: KS4

1. Introduction

1.1. The first page of this document contains a summary of the key data collections and performance information releases by the Welsh Government. It is important to be aware of key data collection dates to ensure that accurate and timely data is provided as this data provides the basis for the data releases which are essential to evaluate performance and set targets.

1.2. The following School Performance Data Timeline provides information on what data is available to the school from the Welsh Government through the year, and where you will be able to find this data. It also provides detail about what data the release contains for KS4 and possible uses of this data.

1.3. Different versions of these data release documents are provided during the year. Final versions are provided once provisional data in earlier releases have been validated (there may be changes to data between provisional and final releases so it is important to check for this). In addition some versions will include further data to those already provided in earlier versions as additional measures become available through the year.

1.4. Provisional data are provided to schools both to allow work to begin on self evaluation and target setting as early as possible but also so that schools can check the accuracy of the data and report any discrepancies before the final data are provided. It is important that schools rigorously check these data to ensure that the final data are accurate.

1.5. Your school will have access to all of these data through one of two systems, DEWi or Ffynnon. Both systems are accessible via the [Schools' Portal](#). The timeline identifies which system each data release is available on so you can ask those in your school who have access to these systems to provide you with the data you need.

1.6. Not only is it good practice to use data to evaluate performance and set targets, schools have a regulatory duty to publish their most recent comparative report on school performance in their Report to Parents, the Governors' Annual Report and

the School Prospectus. Schools are also required to set targets, including at least three targets that reflect priorities identified through the self evaluation process. The data schools receive from the Welsh Government support this self evaluation process. Further information on the school information regulations are provided towards the end of this document.

- 1.7. Although the data provided by the Welsh Government to schools are a good starting point for self evaluation, statistics can only ever raise questions and should be the starting point for discussion of what is happening in a school, the strengths, weaknesses and areas for further consideration and focus. The 'uses of data' column on the table in section 3 refers to detailed guidance which identifies the types of questions that could be raised and discussions that could be had around the data. These are by no means exhaustive but may prompt ideas of how to use the data to work towards school improvement.
- 1.8. A glossary of abbreviations, acronyms and terms is available with this course material for your reference and there are links to further relevant information available throughout.

2. Summary of Key Data Collections and Releases

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

July	Release	All Wales Core Data Sets Preliminary release of families of schools .
Last week of September	Release	Provisional Summary of Secondary School Performance (SSSP) available via DEWi.
Autumn Term	Action	Throughout the autumn term data should be used for self evaluation. The data analysis example document provided with this course material gives a worked example of self evaluation using the data provided by the Welsh Government. This self evaluation will also feed into setting targets by the end of December.
Mid October	Release	All Wales Core Data Sets release of provisional KS4 data and final attendance data for secondary schools, including attendance benchmarking data.
Late October	Release	Provisional Value Added Summary analyses for secondary schools.
Last week of November	Release	Final SSSP
Mid December	Release	Banding released for secondary schools
Mid December	Release	All Wales Core Data Sets release of final KS4 data.
Late December	Release	Final Value Added Summary for secondary schools.
Late December	Release	All Wales Core Data Sets release of final KS4 FSM/non-FSM analyses and KS2-4 & KS3-4 Value Added family analyses.

End of December	Action	All schools are required to set targets and submit these to their Local Authority by the end of December for agreement. Since 2011, all schools are now required to set at least three local targets that reflect priorities that have been identified through the self evaluation process with consideration of the All Wales Core Data Sets and other performance information. These targets should reflect national priorities as they apply in relation to the individual school.
Mid January	Collection	PLASC census day.
Mid March	Collection	Submission of PLASC data is due to be sent to the Welsh Government. Schools submit data to their Local Authority prior to this. The Local Authority will advise the school of their deadline.
Last week of June	Collection	Submission of secondary school attendance data is due to be sent to the Welsh Government. Schools submit data to their Local Authority prior to this. The Local Authority will advise the school of their deadline.

- 2.1. **‘All Wales Core Data Set’:** consists of a Contextual Pack and a Performance Pack for each Key Stage for each school. These provide a consistent and balanced suite of contextual analyses of end of Key Stage assessments. They are intended to support school self evaluation and performance improvement, and inform work with Local Authority and Consortia Improvement Officers, and Estyn. The All Wales Core Data Sets are provided to schools and LAs as useful contextual analysis tools for consideration of accountability and planning within a school’s individual circumstances.
- 2.2. **Families of schools:** have been created to provide groups of schools facing a broadly equivalent level of challenge who can work together on school improvement. Families have been created by initially grouping schools based on linguistic delivery and then within each high level grouping, schools are ordered according to the values of an index of ‘challenge’. The index is calculated on the basis of the number of pupils eligible for free school meals, levels of deprivation, pupils with SEN and pupils with EAL.
- 2.3. **Summary of Secondary School Performance (SSSP):** provides a summary of school performance in end of KS4 assessments, both over time and compared to LA and Wales performance in the given year. It also contains a summary of school performance for pupils aged 17. It is intended to support school self evaluation and performance improvement. Schools have a regulatory duty to publish their most recent SSSP in their Report to Parents, in the Governor’s Annual Report and the School Prospectus.
- 2.4. **Value Added Summary:** is a summary of measures of the difference between what a pupil/school might be expected to achieve and what they actually achieve. A number of pupil and school contextual factors which are outside a school’s control, such as gender, movement between schools, and family circumstances which are known to affect a student’s performance are taken into account.
- 2.5. **Banding:** the national school banding system groups schools into bands, which reflect their performance and progress, taking account of the challenges they face and their individual circumstances. Banding is a relative model where Band 1 schools are those who show good overall performance and progress across a number of measures, and Band 5 schools are those where performance and progress are weak relative to other schools. For more information, please see [here](#).

2.6. Pupil Level Annual School Census (PLASC): the statutory collection of school information and individual pupil details and characteristics. These data are submitted to the Welsh Government on the secure file transfer and validation site, DEWi, where they are validated, aggregated and analysed by the Welsh Government. Individual pupil information is recorded and reported under a "unique pupil number" (UPN). Information at a school level on teaching and non-teaching staff, classes as taught and teaching vacancies, is also required for PLASC. PLASC data provides much of the contextual data that is used in the All Wales Core Data Sets. It is important that the PLASC data is accurately reported by schools to ensure that performance information released by the Welsh Government is useful and appropriate to the school and LA. Of particular importance are the fields relating to a pupil's free school meal eligibility, postcode, EAL status, and special educational needs, and the language of delivery in the school, all of which are currently used to determine the school family groupings which underpin the All Wales Core Data Sets. Further information on PLASC including completion notes can be found [here](#).

2.7. Attendance collection: is the collection of attendance data for all pupils of compulsory school age who were on roll at any time during the reporting period. For secondary schools, this is from the start of the academic year until the end of the first half term of the summer term. These data are submitted to the Welsh Government on the secure file transfer and validation site, DEWi, where they are validated, aggregated and analysed by the Welsh Government. Further information and completion notes can be found [here](#).

3. KS4 Performance Data Timeline

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

October	Provisional SSSP	DEWi	<ul style="list-style-type: none"> • The number of pupils age fifteen registered at the school. • The percentage of fifteen year olds who entered at least one qualification. • The percentage of fifteen year olds who achieved the Level1 Threshold, the Level 2 threshold, the Level 2 Inclusive Threshold, and the CSI, along with the average capped points score. • The average wider points score per pupil. • The percentage of fifteen year olds who achieved one or more entry level qualifications only and the percentage who achieved no recognised qualification. • Data is given for the past 3 years for the school and compared to the LA and Wales. It is also broken down by gender. • The number of SEN Units / Special Classes • The Number of Pupils on Roll in NCY 11 • The percentage of pupils eligible for FSM in the past three years. • The percentage of 15 year old pupils on the SEN register. 	<ul style="list-style-type: none"> • Use for school self-evaluation and target setting. • These data can be used to consider how the school is performing compared to the LA and Wales. If there are any indicators where the school is performing particularly well or is not performing as well, are there reasons for this? What strategies have been / can be implemented to improve performance in this area? • These data are useful in considering if there are any trends over time. What may be causing these trends? Is performance especially improved in any particular indicator, if so are there strategies that have been used which can be translated to improve performance in other areas?
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October	All Wales Core Data Sets Contextual Release 1	Ffynnon	<ul style="list-style-type: none"> • Number of pupils, over time, also shown by gender. • Pupils by ethnic background, also compared to LA. • EAL pupils by level of language acquisition, also compared to LA • Percentage of pupils with SEN provision over five years, also compared to LA • Percentage of pupils eligible for FSM over five years, and compared to LA and Wales. • FSM benchmarking group. • Cohort sizes over five years, also shown by gender. • Percentage of 15 year old pupils achieving the CSI, Level 1, Level 2 and Level 2 Inclusive over five years. 	<ul style="list-style-type: none"> • Use for school self evaluation and target setting and engaging with other schools in the family to share best practice. • Guidance notes are provided with the contextual pack, refer to these for detailed information on how to use these data.
October	All Wales Core Data Sets Provisional Performance Release 1	Ffynnon	<ul style="list-style-type: none"> • Percentage of 15 year olds achieving Level 2 Inclusive, Level 2, Level 1, and the CSI and the capped points score. • For each of the above levels the school is compared to other schools in the same family. Comparisons also shown for the family, LA and Wales. • The difference between the percentage of 	<ul style="list-style-type: none"> • Use for school self evaluation and target setting and engaging with other schools in the family to share best practice. • Guidance notes are provided with the performance pack, refer to these for detailed information on how to use these data.

			<p>pupils achieving Level 2 and the Level 2 Inclusive.</p> <ul style="list-style-type: none"> • For each of the core subjects the percentage of pupils achieving Level 1 and Level 2 are given over five years. • The gender differences of pupils achieving all of the above are also shown compared to the rest of the family and the family is compared to the LA and Wales. • Percentage of half day sessions attended and percentage of half day sessions missed with unauthorised absence over five years, also by gender. • Comparison of attendance data of schools in the same family is also shown and the family data is compared against LA and Wales • FSM benchmarking for each indicator for the last five years 	
October	Provisional Value Added Summary	DEWi	<ul style="list-style-type: none"> • Percentage of pupils achieving the Level 2 Inclusive Threshold, Level 2 Threshold, the Level 1 Threshold, and the CSI, and the capped points score. • The 'value added' for the above measures matched to KS3 prior attainment i.e. the actual percentage of pupils achieving each measure minus the estimated percentage of pupils achieving the measure. Positive numbers represent value added, whilst negative 	<ul style="list-style-type: none"> • Use for school self-evaluation and target setting. • As pupils have different learning needs, some will need to make greater levels of progress to achieve the expected outcomes than others. The 'value added' therefore measures the progress made by a pupil from one stage to another.

			<p>numbers represent actual outcomes lower than would be expected.</p> <ul style="list-style-type: none"> The 'value added' for the above measures matched to KS2 prior attainment. 	<ul style="list-style-type: none"> It is useful to consider how much pupils have progressed. If pupils are achieving much more than expected, are there any particular reasons for this? If pupils are achieving less than is expected, are there reasons for this and how can these problems be remedied? It is important to note VA is less reliable for very high achievement. If an intake all had very high prior attainment they might reasonably be expected to achieve very high grades so it becomes difficult for them to exceed the expectation and so generate positive VA.
December	Final SSSP		<ul style="list-style-type: none"> As provisional SSSP, but the data has been validated, plus, The percentage of fifteen year olds who achieved no recognised qualification is replaced with the percentage of pupils aged 15 leaving education with no qualifications. 	<ul style="list-style-type: none"> Use to review school self evaluation and targets.

December	Banding	DEWi	<ul style="list-style-type: none"> • The band the school is in. • The school's group scores for each of the data groups: <ul style="list-style-type: none"> • Level 2 Inclusive threshold • Capped points score • English/Welsh and mathematics • Attendance • The scores for each of the measures in the data groups: actual performance, performance relative to FSM progress over time, and performance relative to contextual value added are given according to the quarter in which performance for this measure falls – quarter 1 represents performance in the top 25% of schools in Wales and quarter 4 represents the lowest 25%. 	<ul style="list-style-type: none"> • Banding is a relative model where Band 1 schools are those whose data show good overall performance and progress across the measures and Band 5 schools are those where performance and progress are weak relative to other schools • Performance in each of the measures is ranked in comparison to other schools across Wales. Ranking shows which quarter the performance falls into, where quarter 1 represents performance in the top 25% of schools and quarter 4 represents performance in the lowest 25%. • The rankings are aggregated to give an overall score. The range of overall scores are then divided into five bands. • If your school is in a low band, it is good to think about what best practice is undertaken and how this can be shared with other schools in the higher bands. If your school is in a higher band it is useful to think about which of the scores have been particularly high and what measures can be undertaken to address these specific areas.
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December	All Wales Core Data Sets Performance Release 2	Ffynnon	<ul style="list-style-type: none"> As previous release but with validated data plus, Percentage of pupils achieving no qualifications and leaving / not leaving education over five years, compared to family, LA and Wales. Gender differences for pupils achieving no qualifications compared to other schools in the same family. Comparisons also shown for the family, LA and Wales. 	<ul style="list-style-type: none"> Use to review school self evaluation and target setting, and amend if appropriate, based upon new data as well as engaging with other schools in the family to share best practice. Guidance notes are provided with the performance pack, refer to these for detailed information on how to use this data.
December	All Wales Core Data Sets Contextual Release 2	Ffynnon	<ul style="list-style-type: none"> As previous release but with validated data for the performance summary table. 	
December	Final Value Added Summary	DEWi	<ul style="list-style-type: none"> As provisional but with validated data. 	<ul style="list-style-type: none"> Use to review school self evaluation and target setting, and amend if appropriate, based upon new data as well as engaging with other schools in the family to share best practice.
December (late)	All Wales Core Data Sets Release 3	Ffynnon	<ul style="list-style-type: none"> As previous release, plus, FSM/non FSM comparison for each of the indicators. This data is compared to each of the other schools in the same family. The family data is also compared to the LA and Wales. 	<ul style="list-style-type: none"> Use to review school self evaluation and target setting, and amend if appropriate, based upon new data as well as engaging with other schools in the family to share best practice. Guidance notes are provided with the performance pack, refer to these for detailed

			<ul style="list-style-type: none"> • Final KS2-4 & KS3-4 Value Added by each key indicator and compared to other schools in the same family. 	information on how to use these data.
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4. Regulations

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

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

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

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

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

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

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

5. Data Protection

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

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

6. Biometric Data

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