A teacher's guide to school self-evaluation

Llywodraeth Cymru
Welsh Government

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Key Stage 4 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 4

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 KS4 packs for secondary schools are being issued in three 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.

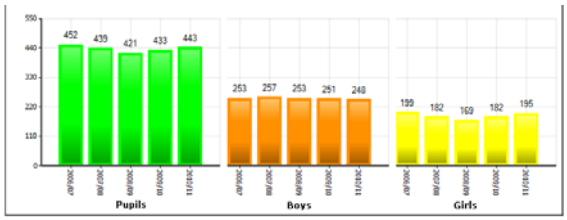
Decimal places on charts

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.

School Contextual Information

Chart 1.1a

Pupil Numbers – School

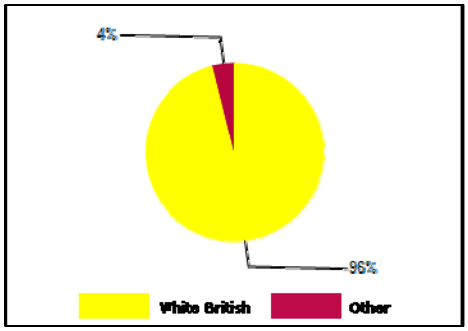


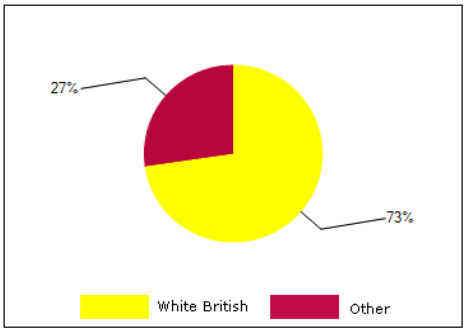
What does the graph show?
The graph shows the total numbers of pupils on roll in your school for the last five years, as recorded in January PLASC returns.
Why is this important?
This generally reflects the size of the school and how pupil numbers have changed over the last few years.
Querying the data
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

Share of pupils by ethnic background





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 2011 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

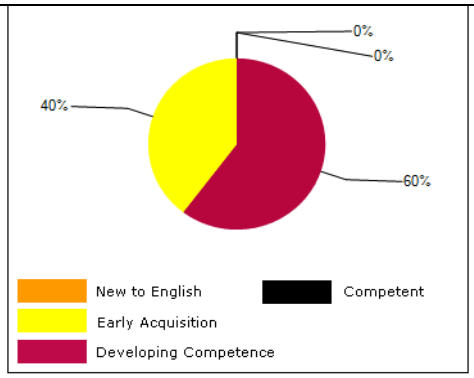
Language Acquisition Level

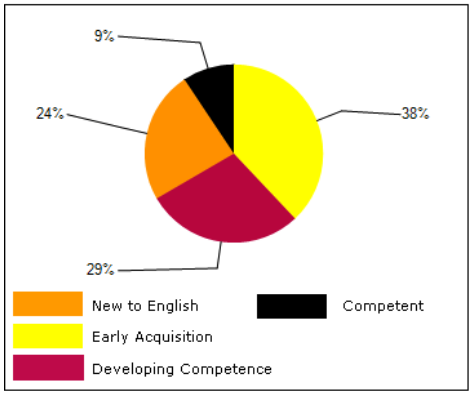
Share of pupils by language acquisition level

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 2011 January PLASC return. The mean LA figures are shown in the adjacent pie chart.

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



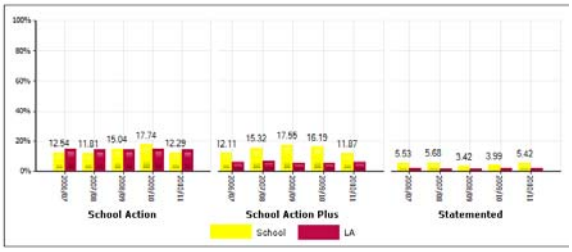


English or Welsh) pupils are. This in turn impacts upon their overall literacy skills. Good literacy skills allow pupils to more easily access the school curriculum and gain improved outcomes.

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



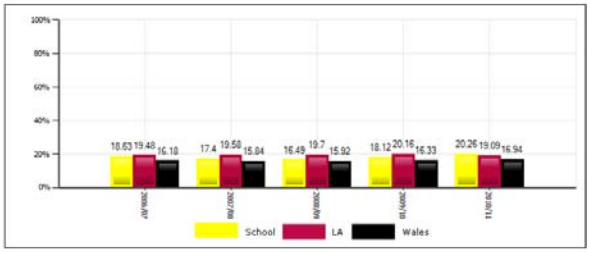
What does the graph show?
The graph shows the proportion of pupils in your school designated as having SEN and on school action, school action plus or with statements for the last five years as recorded in January PLASC returns. The mean figures for the LA are also shown.
Why is this important?
Pupils 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 3-year average %FSM figure for your school for each of the last five years and which of the 5 group(s) your school was in each year. Allocation to a benchmark group is based on the 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.



FSM benchmarking group - pupils of statutory school age eligible for FSM

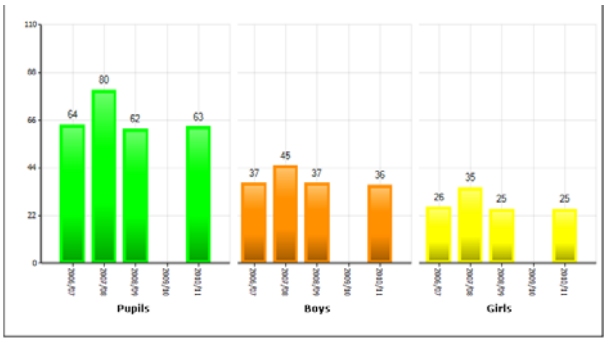
Title	2006/07	2007/08	2008/09	2009/10	2010/11
1) Up to and including 10%					
2) Over 10% and up to and including 15%					
3) Over 15% and up to and including 20%	18.63	17.40	16.49	18.12	
4) Over 20% and up to and including 30%					20.26
5) Over 30%					

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 – pupils aged 15



What does the graph show?
Chart 1.3a shows the numbers of pupils, boys and girls aged 15 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 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 outcomes?

Chart 1.3b

Key Stage Summary Performance

	School					LA	Wales
Title	2005/06	2006/07	2007/08	2008/09	2009/10	2009/10	2009/10
CSI		14.59	19.00	31.02	26.43	44.25	48.04
Level 1		68.81	82.00	89.32	89.19	84.19	89.65
Level 2		28.15	28.00	38.46	36.34	58.36	63.73
Level 2 inc EM/M			16.00	31.02	29.73	44.91	49.41

What does the graph show?
The graph shows the percentage of 15 year olds achieving each of the key indicators in your school for the last five years together with last year's means for the LA and Wales.

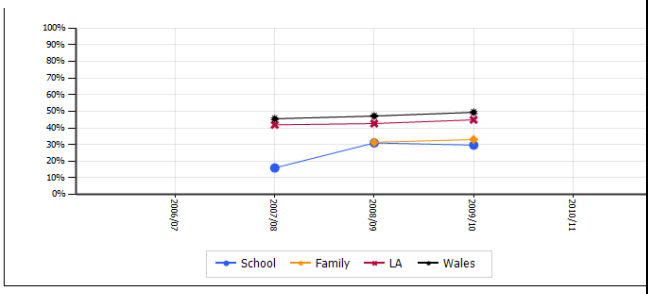
Why is this important?
The graph allows you to compare pupil outcomes in each of the key indicators with those locally and nationally.

Querying the data
Is there a trend indicated for any subject?
Are there any similarities or differences in the trends?
How does the 2011 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

Percentage of 15 year olds achieving the level 2 threshold including English/Welsh and Maths



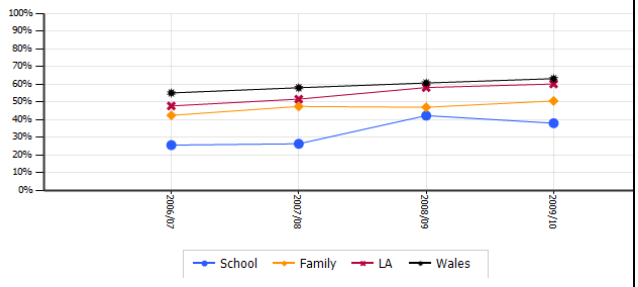
What does the graph show?
The graph shows the proportion of pupils aged 15 attaining the Level 2 Threshold including English or Welsh 1st language and mathematics in your school for the last four years together with the mean trends for your statistical family, the LA and Wales. To meet this threshold a pupil must achieve 100% or more of the Level 2 threshold (see chart 1.3a) by achieving a GCSE grade C or above in English or Welsh 1st language and mathematics plus any combination of other approved qualifications at Level 2.

Why is this important?
The graph allows you to compare pupil outcomes and trends for this performance indicator together with those in contextually similar schools, locally and nationally.

Querying the data
How does the school performance compare with your statistical family, the LA and Wales?
What are the similarities?
What are the differences?
What might account for these e.g. have any specific strategies or curricular arrangements been implemented in the school?
Are there any contextual factors that have affected performance for this indicator?

Chart 1.3a

Percentage of 15 year olds achieving the level 2 threshold



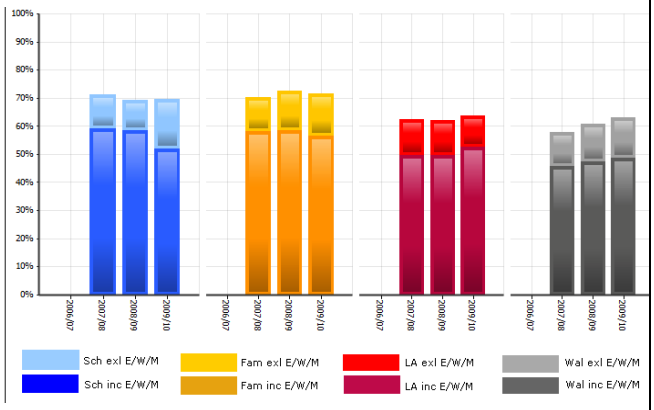
What does the graph show?
The graph shows the proportion of pupils aged 15 attaining the Level 2 Threshold in your school for the last five years together with the mean trends for your statistical family, the LA and Wales. The Level 2 Threshold represents a volume of learning equivalent to 5 GCSEs at grade A* to C.

Why is this important?
The graph allows you to compare pupil outcomes and trends at the Level 2 Threshold together with those in contextually similar schools, locally and nationally.

Querying the data
Is there a trend indicated for Level 2 Threshold performance?
Is there a trend for your statistical family, the LA and Wales?
Are there any similarities or differences in the trends?
How does the school performance compare with your statistical family, the LA and Wales?
What are the similarities?
What are the differences?
What might account for these e.g. have any specific strategies been implemented in the school?
Are there any contextual factors that have affected performance for this indicator?

Chart 1.5a

Difference between the percentage achieving Level 2 and Level 2 including English/Welsh and Maths



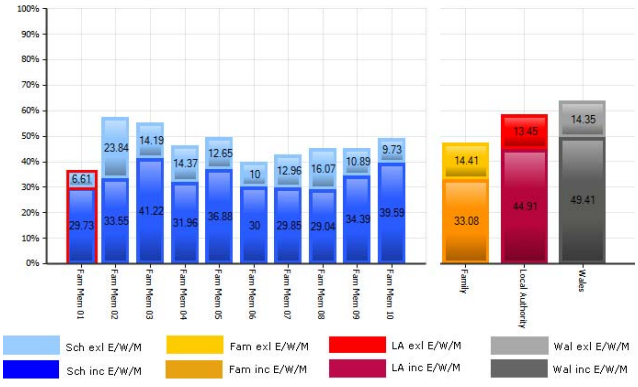
What does the graph show?
The graph shows the proportion of pupils aged 15 attaining the Level 2 Threshold and the Level 2 Threshold including English or Welsh 1st language and mathematics for the last 5 years in your school, together with the means for your statistical family, the LA and Wales. The graph also indicates the differences in outcomes for these two performance indicators.

Why is this important?
A large difference in outcomes for these two indicators may indicate that a significant proportion of pupils attain the Level 2 Threshold through a mixed curriculum but do not necessarily gain equivalent standards in core language and mathematics skills. This could reflect a school focus on broad attainment outcomes or a weakness in delivering language and mathematic skills.

Querying the data
What are the differences between the two indicators for the school?
How do these differences compare with your statistical family, the LA and Wales?
Do these outcomes advantage or disadvantage learners?
Are there implications for curriculum planning?

Chart 1.5b

Family Schools Comparison - Difference between the percentage achieving Level 2 and Level 2 including English/Welsh and Maths



What do the graphs show?
The graph shows the proportion of pupils aged 15 attaining the Level 2 Threshold and the Level 2 Threshold including English or Welsh 1st language and mathematics in your school in the last academic year, 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 / practices being used in particular areas in those schools.

Querying the data
How do we compare with other family schools?
Is there any pattern evident in the comparisons?
Which family schools have the best outcomes?
What might be the reason(s) for this?

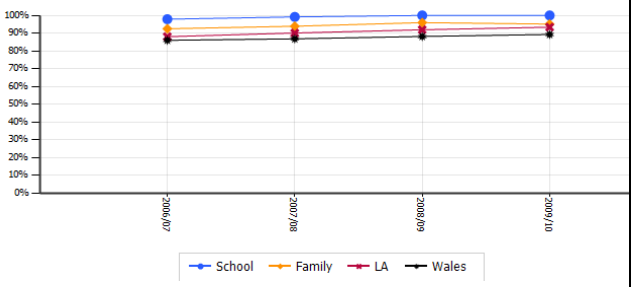
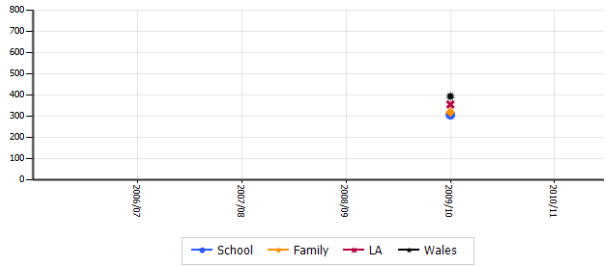
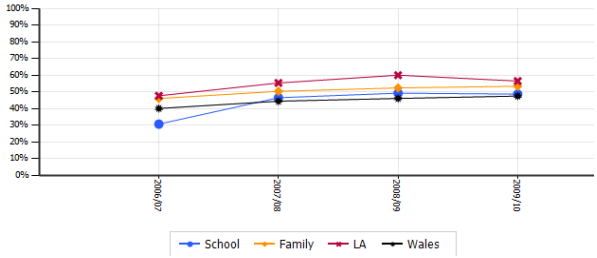
Chart 1.6a **Percentage of 15 year olds achieving the Level 1 threshold**  	**What does the graph show?** The graph shows the proportion of pupils aged 15 attaining the Level 1 Threshold in your school for the last five years together with the mean trends for your statistical family, the LA and Wales. The Level 1 Threshold represents a volume of learning equivalent to 5 GCSEs at grade D to G. **Why is this important?** The graph allows you to compare pupil outcomes and trends at the Level 1 Threshold together with those in contextually similar schools, locally and nationally. **Querying the data** Is there a trend indicated for Level 1 Threshold performance? Is there a trend for your statistical family, the LA and Wales? Are there any similarities or differences in the trends? How does the school performance compare with your statistical family, the LA and Wales? What are the similarities? What are the differences? What might account for these e.g. have any specific strategies been implemented in the school? Are there any contextual factors that have affected performance for this indicator?
Chart 1.8a **Capped points score across all subjects**  	**What does the graph show?** The graph shows the average capped points score for pupils aged 15 in your school for the last two years together with the mean trends for your statistical family, the LA and Wales. The capped points score is based on the average points per 15 year old for all qualifications at all grades achieved up to the equivalent in volume of 8 GCSEs. Learners 'best' results are taken first. **Why is this important?** The graph allows you to compare pupil outcomes and trends for the capped points score together with those in contextually similar schools, locally and nationally. Comparing the capped points score with threshold performance may indicate particular school strengths and areas for development. **Querying the data** Is there a trend indicated for this performance indicator? Is there a trend for your statistical family, the LA and Wales? Are there any similarities or differences in the trends? How does the school performance compare with your statistical family, the LA and Wales? Are there similarities or differences between average points scores and threshold performance compared with your statistical family, the LA and Wales? What are the similarities? What are the differences? What might account for these e.g. have any specific strategies been implemented in the school? Are there any contextual factors that might have affected performance for this indicator?

Chart 1.9a

Percentage of 15 year olds achieving the Core Subject Indicator



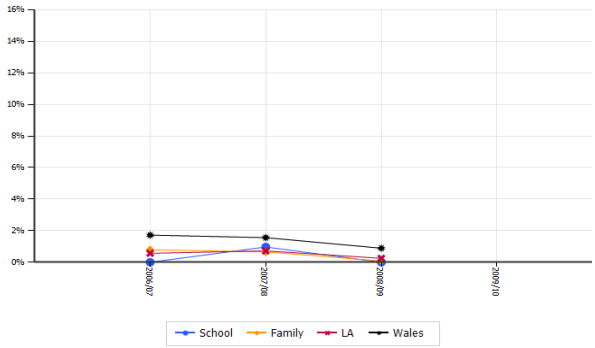
What does the graph show?
The graph shows the proportion of pupils aged 15 attaining the core subject indicator (CSI) in your school over the last five years together with the mean trends for your statistical family, the LA and Wales.

Why is this important?
The CSI is a measure of overall attainment.
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 in contextually similar schools, locally and nationally.

Querying the data
Is there a trend indicated for CSI performance?
Is there a trend for your statistical family, the LA and Wales?
Are there any similarities or differences in the trends?
How does the school performance compare with those of your statistical family, the LA and Wales?
What are the similarities?
What are the differences?
What might account for these e.g. is there a weaker performing core subject?
Are there any contextual factors that have affected CSI performance?

Chart 1.11a and 1.13a

Percentage of 15 year olds achieving no qualifications leaving / not leaving full time education



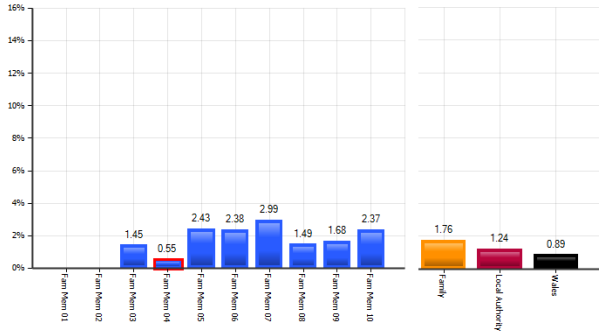
What do the graphs show?
The graphs show the proportion of pupils aged 15 achieving no qualifications leaving / not leaving education in your school for the last five years together with the mean trends for your statistical family, the LA and Wales.

Why is this important?
The graphs allow you to compare pupil outcomes and trends for those achieving no qualifications / achieving no qualifications and leaving education, together with those in contextually similar schools, locally and nationally. Comparing these indicators may indicate particular school strengths and areas for development.

Querying the data
Are there trends indicated for these performance indicators?
Are there trends for your statistical family, the LA and Wales?
Are there any similarities or differences in the trends?
How does the school performance compare with those of your statistical family, the LA and Wales?
What are the similarities?
What are the differences?
What might account for these e.g. have any specific strategies been implemented in the school?
Are there any contextual factors that have affected the achievement of qualifications?

Chart 1.11b and 1.13b

Family Schools Comparison - achieving no qualifications leaving / not leaving full time education



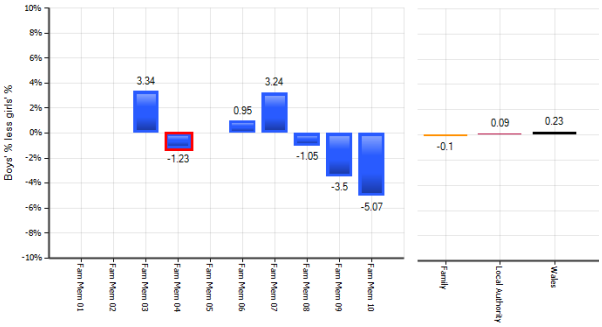
What do the graphs show?
The graphs show the proportion of pupils aged 15 achieving no qualifications and leaving / not leaving education in your school in the last academic year together with the outcomes for members of your statistical family and the means for your statistical family, the LA and Wales.

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 / practices being used in particular areas in those schools.

Querying the data
How do we compare with other family schools?
Is there any pattern evident in the comparisons?
Which family schools have the best outcomes?
What might be the reason(s) for this?
How does the pattern for 1.11b compare with that for 1.13b?

Charts 1.12a and 1.14a

Family Schools Comparison – Gender Differences (no qualifications leaving / not leaving education)



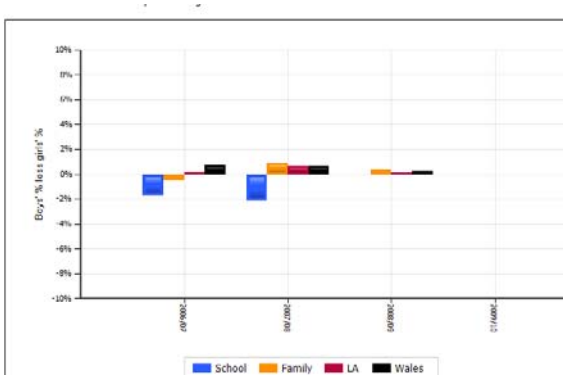
What do the graphs show?
The graphs show the differences in performance (as a percentage) between boys and girls for the last academic year in achieving no qualifications leaving / not leaving education in your school, together with those for members of your statistical family and the means for your 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 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 performance indicator has the greatest and least gender difference?
Is there a difference between graphs 1.12a and 1.14a?
Is there any pattern evident in the comparisons?
Which family schools have the smallest gender differences for the two performance indicators?
Why might this be?
Has the school / have other family schools implemented any strategies to address gender differences?
Have these impacted on gender differences?

Chart 1.12b and 1.14b

Gender Differences – organisation (no qualifications leaving / not leaving education)



What do the graphs show?
The graphs show the differences in performance (as percentages) between boys and girls achieving no qualifications leaving / not leaving education in your school for the last 5 years, together with the means of your statistical family, the LA and Wales.
Note that in the graph:

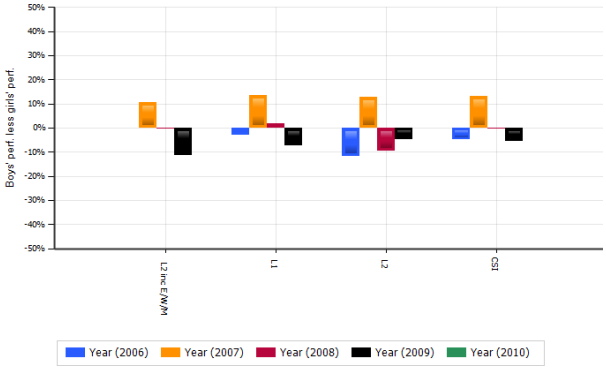
- a zero value indicates that there is no difference between boys' and girls' performance
- a negative value indicates that boys' performance is below that of girls'
- a positive value indicate that boys' performance is above that of girls'

Why is this important?
Girls generally attain better outcomes than boys. It is important to develop and implement strategies to improve boys' performance.

Querying the data
How do the school gender differences compare to those in your statistical family, the LA and Wales?
Are there any trends evident?
Has the school implemented any strategies to address gender differences?
Have these impacted on gender differences?

Chart 1.15a

Percentage of 15 year olds achieving by qualification and year: gender differences



What do the graphs show?
The graphs show the differences in performance (as percentages) between boys and girls for the main relevant KS4 performance indicators for the last 5 years. Note that in the graphs:

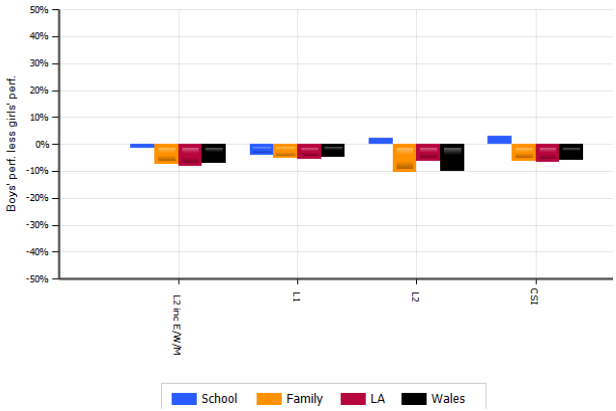
- a zero value indicates that there is no difference between boys' and girls' performance
- a negative value indicates that boys' performance is below that of girls'
- a positive value indicate that boys' performance is above that of girls'

Why is this important?
Girls generally attain better outcomes than boys. It is important to develop and implement strategies to improve boys' performance.

Querying the data
Are there any trends evident?
Which performance indicator(s) has the greatest or least gender difference?
What might be the reason(s) for this?
Has the school implemented any strategies to address gender differences?
Have these impacted on gender differences?

Chart 1.15b

Percentage of 15 year olds achieving by main performance indicator and organisation : gender differences



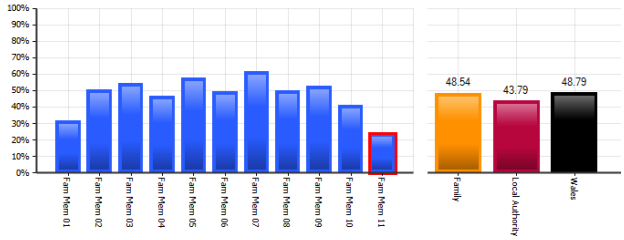
What do the graphs show?
The graphs show the differences in performance (as percentages) between boys and girls for the latest set of data in the main performance indicators for your school, together with the means for your statistical family, the LA and Wales.
The format is the same as for the previous graph showing gender differences.

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 performance indicators. Some differences may be linked to teaching and learning approaches within the school.

Querying the data
How do the school gender differences compare to those for your statistical family, the LA and Wales?
Which performance indicator(s) has the greatest and least gender difference?
What might be the reason for this?
Are the family school figures notably different from the others?
What might be the reason(s) for this?

Charts 1.1b, 1.3b, 1.6b, 1.8b, 1.9b,

Family Schools Comparison – Main Performance Indicators



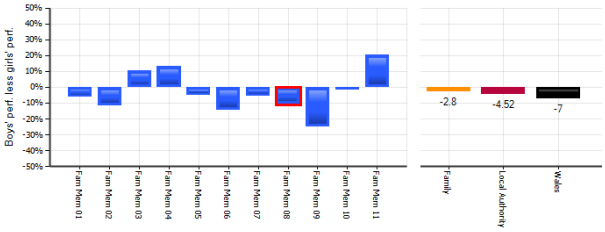
What does the graph show?
The graph shows the proportion of pupils aged 15 attaining the main performance indicators in your school in the last academic year together with the outcomes for members of your statistical family and the means for your statistical family, the LA and Wales.

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 / practices being used in particular areas in those schools.

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

Charts 1.1c, 1.3c, 1.6c, 1.8c, 1.9c,

Family Schools Comparison Main Performance Indicators – Gender Differences



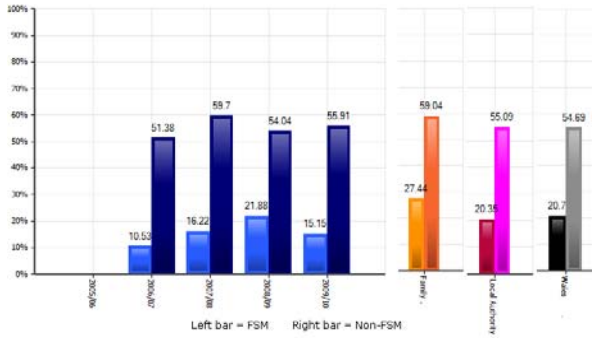
What do the graphs show?
The graphs show the differences in performance (as percentages) between boys and girls for the last academic year in the main performance indicators in your school together with those for members of your statistical family and the means for your statistical family, the LA and Wales.
The format is the same as for previous graphs showing gender differences.

Why is this important?
Girls generally attain better 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?
What performance indicator(s) has the greatest and least gender difference?
Is there any pattern evident in the comparisons?
Which family schools have the smallest gender differences for different performance indicators?
Are some family schools more consistent in having smaller gender differences?
Why might this be?
Has the school / have other family schools implemented any strategies to address gender differences?
Have these impacted on gender differences?

Charts 1.2a, 1.4a, 1.7a, 1.8d, 1.10a

FSM/non FSM trend



What do the graphs show?
The graphs show the proportions of pupils attaining the main performance indicators, split between those eligible / not eligible for FSM, in your school over the last five years together with the means for your statistical family, the LA and Wales.

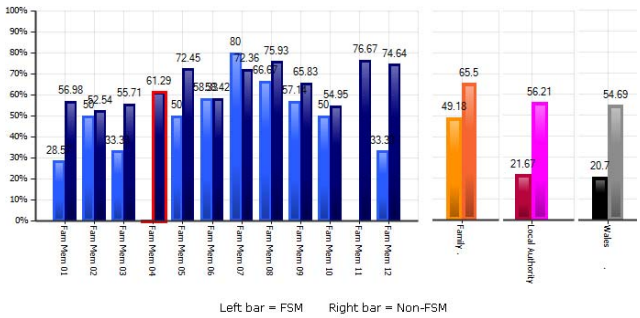
Why is this important?

Non-FSM pupils generally attain better outcomes than FSM pupils. It is important to develop and implement strategies to improve the performance of all pupils and to narrow the gap between the performance of FSM / non-FSM pupils.

Querying the data
Are there trends indicated for FSM and non-FSM performance?
How does the school performance for FAM and non-FSM compare with that of your statistical family, the LA and Wales?
Is the FSM / non-FSM difference greater or smaller than that for your statistical family, the LA and Wales
What might account for this e.g. have any specific strategies been implemented in the school?

Charts 1.2b, 1.4b, 1.7b, 1.8e, 1.10b

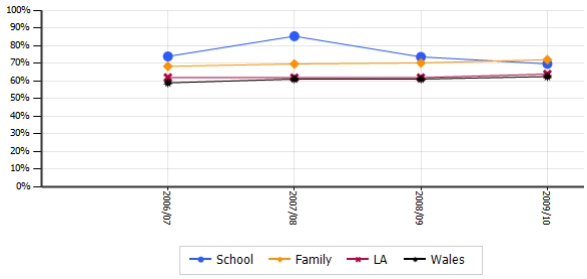
FSM/non FSM – Family comparison



Commentary as for previous family comparison graphs

Charts 2.1a, 2.2a, 3.1a, 3.2a, 4.1a, 4.2a, 5.1a and 5.2a

Core Subject Performance (Level 1 and 2) - % 15 year olds achieving



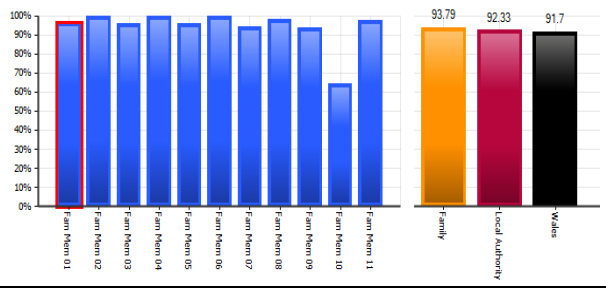
What do the graphs show?
The graphs show the proportion of pupils aged 15 attaining Level 1 or Level 2 in core subjects in your school for the last five years together with the mean trends for your statistical family, the LA and Wales.
Level 1 represents a qualification equivalent to GCSE grades D to G.
Level 2 represents a qualification equivalent to GCSE grades A* to C.

Why is this important?
The graphs allow you to compare school core subject outcomes and trends with those in contextually similar schools, locally and nationally.
Core subject outcomes contribute to the school CSI performance.

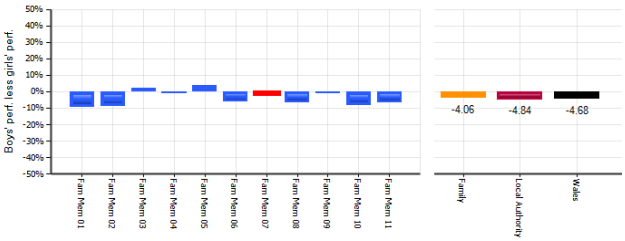
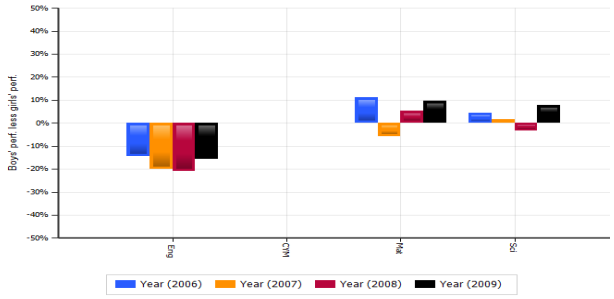
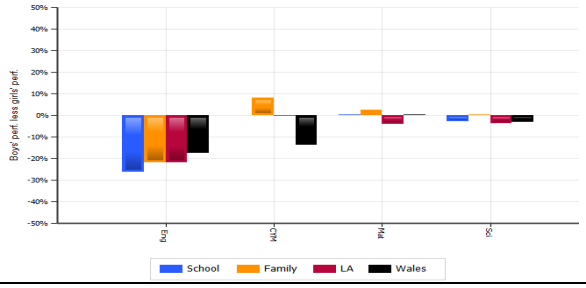
Querying the data
How does the school performance compare with your statistical family, the LA and Wales?
What are the similarities?
What are the differences?
Which is the lowest / highest performing core subject?
What might account for these e.g. have any specific strategies or curricular arrangements been implemented in the school?
Are there any contextual factors that have affected performance for this indicator?

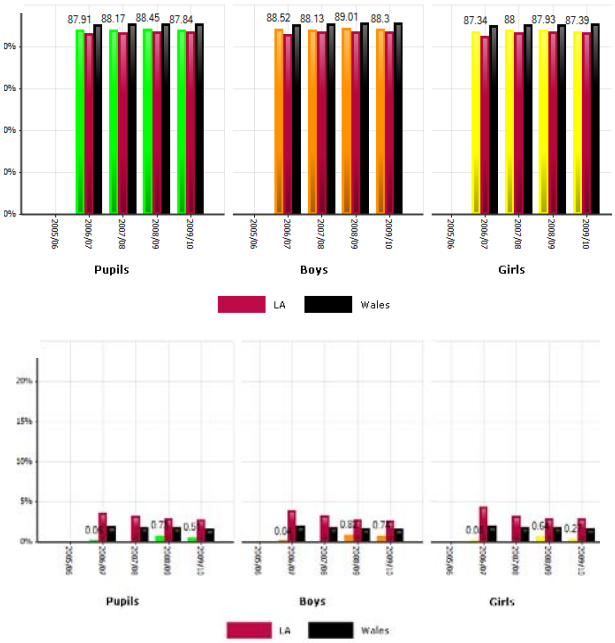
Charts 2.1b, 2.2b, 3.1b, 3.2b, 4.1b, 4.2b, 5.1b and 5.2b

Family Schools Comparison – Core Subject Performance (Level 1 and 2)



What do the graphs show?
The graphs show the proportion of pupils aged 15 attaining Level 1 and Level 2 in core subjects in your school in the last academic year together with the outcomes for members of your statistical family and the means for your statistical family, the LA and Wales.
Level 1 represents a qualification equivalent to GCSE grades D to G.
Level 2 represents a qualification equivalent to GCSE grades A* to C.
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 and

	practices being used in particular core subjects in those schools. **Querying the data** How do we compare with other family schools? What are our stronger and weaker core subjects? Is there any pattern evident in the comparisons? Which family schools have the best outcomes in core subjects? Are some family schools more consistent in having higher outcomes? What might be the reason(s) for this?
Charts 2.1c, 2.2c, 3.1c, 3.2c, 4.1c, 4.2c, 5.1c and 5.2c **Family Schools Comparison – Core Subject Gender Differences** 	**What do the graphs show?** The graphs show the differences in performance (as percentages) between boys and girls for the last academic year for the core subjects 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?** See previous guidance notes. **Querying the data** See previous guidance notes.
Charts 6.1a and 6.1b **Gender differences – trends (Level 1 and 2)** 	**What do the graphs show?** The graphs show the differences in performance (as percentages) between boys and girls for the core subjects for the last 5 years. The format is the same as for previous graphs showing gender differences. **Why is this important?** Girls generally attain better outcomes than boys. It is important to develop and implement strategies to improve boys' performance. **Querying the data** Are there any trends evident? Which core subject has the greatest or least gender difference? What might be the reason(s) for this? Has the school implemented any strategies to address gender differences? Have these impacted on gender differences?
Charts 6.2a and 6.2b **Gender Differences - organisation (Level 1 and 2)** 	**What do the graphs show?** The graphs show the differences in performance (as percentages) between boys and girls for the last academic year, in the core subjects for your school, together with the means for your statistical family, the LA and Wales. The format is the same as for the previous graphs showing gender differences. **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 performance indicators. Some differences may be linked to teaching and learning approaches within the school.

	Querying the data How do the school gender differences compare to those for your statistical family, the LA and Wales? Which core subject has the greatest and least gender difference? What might be the reason for this? Are the family school figures notably different from the others? What might be the reason(s) for this?
Charts 7.1a and 7.1b **School Attendance and Absence**  	**What do the graphs show?** The graphs show the % of half-day sessions attended, and the % missed due to unauthorised absences for all pupils, boys and girls for the years 2007-11. The mean figures for the LA and Wales are also shown. **Why is this important?** Pupils need to be in school in order to learn. Schools need to employ a range of strategies to minimise absenteeism and promote learning for all pupils. Estyn recognise this when analysing and reporting on absenteeism in inspection reports. **Querying the data** What are the attendance levels? How do these compare with the LA and national figures? Are there any trends for all pupils, boys or girls? Are absence levels attributable to specific pupils in the school? What strategies have been employed to address absenteeism for specific pupils? What strategies have been employed to address absenteeism generally? Have these strategies impacted on attendance?
Chart 7.2a **Family Comparison – Attendance**	Commentary as for previous family comparison graphs
Chart 7.2b **Family Comparison – Attendance Gender Differences**	Commentary as for previous gender difference graphs
Chart 7.3 **School attendance and absence - data table**  Attendance and absence - % of half day sessions Source: Pupil Attendance Record	**What does the table show?** The table shows the percentage of half day sessions which were attended, and authorised and unauthorised absence for your school for the last five years. **Why is this important?** See previous guidance notes for 7.1a and 7.1b. **Querying the data** See previous guidance notes for 7.1a and 7.1b.

Charts 8.1a, 8.3a-b, 8.4a-b, 8.5a, 8.6a-b and 8.7a-b

National Benchmarking Performance – Main Performance Indicators and Core Subjects

8.1a Fig.1 – National FSM Benchmarking Group

Title	2006/07	2007/08	2008/09	2009/10	2010/11
1) Up to and including 10%					
2) Over 10% and up to and including 15%					
3) Over 15% and up to and including 20%	18.63	17.40	16.49	18.12	
4) Over 20% and up to and including 30%					20.26
5) Over 30%					

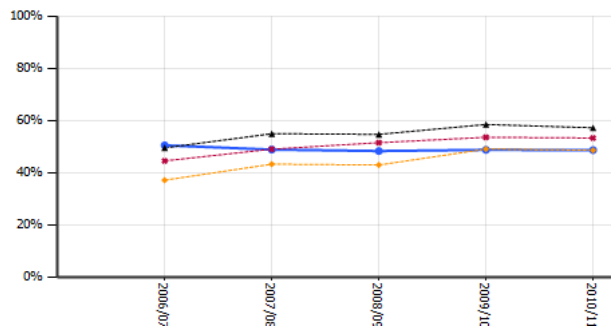
Fig. 2 – National Benchmarking Performance – tables by Main Indicators and Core Subjects

8.5a % of 15 year olds achieving the CSI

Title	2005/06	2006/07	2007/08	2008/09	2009/10
1) Highest quarter		14.59			
2) Higher middle quarter				31.02	26.43
3) Lower middle quarter					
4) Lowest quarter			19.00		

Source: National Curriculum Assessments Database and Pupil Level Annual School Census (PLASC).

Fig. 3 – National Benchmarking Performance – graphs by Main Indicators and Core Subjects



What do the tables and graph show?
National data consistently shows a link between the percentage of pupils eligible for FSM 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 (**see Fig.1**). The FSM figures and benchmarking groups for your school over the last five years are shown 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.

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 KS4 outcomes.

If the %FSM for your school has risen, it may have moved into the next highest FSM benchmarking group. Your performance will now be compared with schools generally having lower KS4 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 five 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 benchmarking outcomes?
Which performance indicators have the best benchmarking outcomes?
Which performance indicators are weaker?
Is there any trend(s) in benchmarking performance?
Has the school's benchmarking group changed?
Has the school's 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 8.5b
National Benchmarking Performance - Attendance

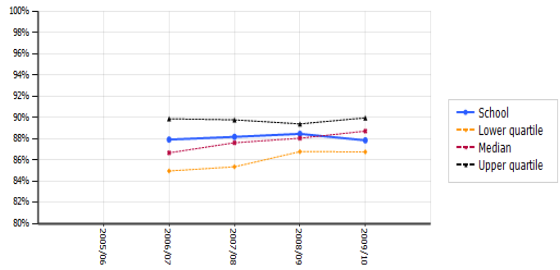
Fig. 1

8.5b % of half-day sessions attended (n.b. the x-axis in this chart runs from 80% - 100%)

Title	2005/06	2006/07	2007/08	2008/09	2009/10
1) Highest quarter				88.17	88.45
2) Higher middle quarter		87.91			87.84
3) Lower middle quarter					
4) Lowest quarter					

Source: National Curriculum Assessments Database and Pupil Level Annual School Census (PLASC).

Fig. 2



What do the tables and graph show?
The attendance levels for each benchmarking group are analysed each year in order to determine 4 absence bands. 25% of schools fall into each absence band – referred to as 'quarters' (**see Fig.1**). Schools would generally target being in the lowest or lower middle quarters.

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

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

Such changes may affect your benchmarking performance even if pupil absences in your schools remain the same or fall.

The benchmarking graph shown in **Fig.2** illustrates such changes more clearly. The school line shows how absences have changed over the last three years. The other three lines represent the quartile boundaries between the 25% 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 absences with other schools having similar socio-economic circumstances (using %FSM as a proxy indicator of deprivation).

Querying the data
What are the absence benchmarking outcomes?
Is there any trend(s) in benchmarking performance?
Has the school's benchmarking group changed?
Have the school's absences changed?
Is the school advantaged / disadvantaged by being at the extremes of the FSM range within their group?
Are there any trends for boys, girls or all pupils?
Are absence levels attributable to specific pupils in the school?
What strategies have been employed to address absenteeism for specific pupils?
What strategies have been employed to address absenteeism generally?
Have these strategies impacted on attendance?

Chart 8.1b

National FSM Benchmarking Performance – Summary Table

Title	2006/07	2007/08	2008/09	2009/10	2010/11
1) % of 15 year olds achieving the level 2 threshold including English/Welsh and Maths		4.00	2.00	2.00	
2) % 15 year olds achieving the level 2 threshold	3.00	4.00	3.00	4.00	
3) % 15 year olds achieving the level 1 threshold	3.00	1.00	1.00	1.00	
4) % 15 year olds achieving the CSI	1.00	4.00	2.00	2.00	
5) Capped points score across all subjects				2.00	
6) % 15 year olds achieving a level 2 qualification in English	1.00	2.00	2.00	3.00	
8) % of 15 year olds achieving a level 2 qualification in Mathematics	2.00	4.00	2.00	1.00	
9) % of 15 year olds achieving a level 2 qualification in Science	1.00	1.00	2.00	3.00	

What does the table show?
The table shows the national benchmarking performance for the main KS4 performance indicators in the school over the last five years. The numbers indicate the benchmarking quarters for each subject in those years.

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 performance for a specific performance indicator or vertically to indicate differences between indicators. This may allow the identification of those areas requiring attention.

Querying the data
What are the benchmarking outcomes?
Which indicators have the best benchmarking positions?
Which indicators are weaker?
What are the reasons for these differences?
Is there any trend(s) in benchmarking performance?
Has the school's benchmarking group changed?
Has the school's 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 8.2a and 8.2b

Benchmark summary: % achieving each indicator and attendance by FSM benchmark group & year

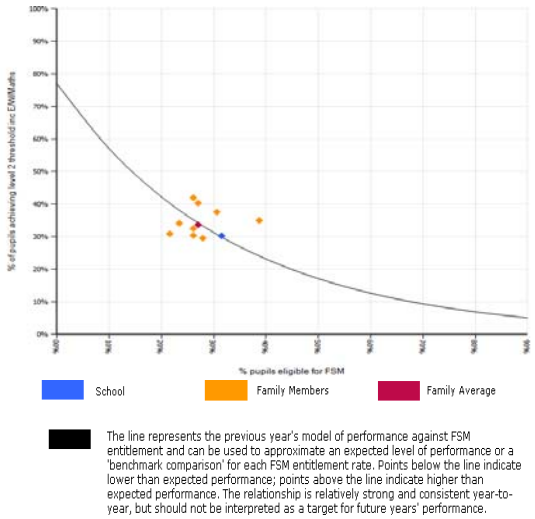
Level 2

Title	2006/07	2007/08	2008/09	2009/10	2010/11
In highest 25%					
Upper quartile	42.42	44.38	49.23	47.25	
In highest 50% - 25%					
Median	31.28	37.36	40.80	42.42	
In lowest 25% - 50%	28.15		38.46		
Lower quartile	25.97	29.46	36.66	37.15	
In lowest 25%		28.00		36.34	

What do the tables show?
These are information tables which show the FSM benchmark boundaries for each of the main indicators and attendance, alone with school performance over the last five years.

Charts 8.8a-c

Family Schools Comparisons – against modelled expected performance



What do the graphs show?
The graphs show the proportion of pupils aged 15 attaining the performance indicator, plotted against % FSM. The graphs also show the line representing the 'expected' performance (or attendance) of a school given its FSM entitlement based on statistical analysis of the data from all schools in Wales.

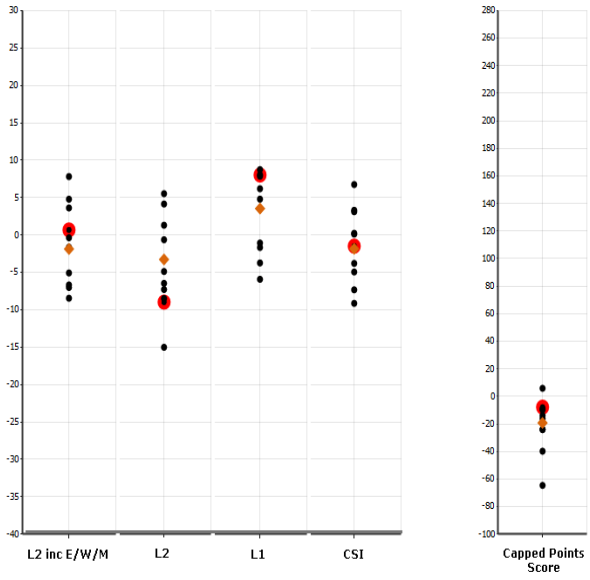
A school whose actual performance matched its expected performance would sit on the line. The position of your school indicates whether pupil outcomes or attendance are higher than expected (above the line) or lower than expected (below the line). In all cases, the further from the line – the greater the difference from expected performance.

Why is this important?
The position of your school on the graph indicates how closely its actual performance (or attendance) matches its expected performance (or attendance). The graph may also allow you to identify which schools have higher performance (or attendance) than expected.

Querying the data
Is your school's performance (or attendance) higher, the same as, or lower than expected?
How much different were actual outcomes from expected (a little – a lot)?
If there is a notable difference - what might have caused this?
Which family schools are furthest above (or below) the line?
Do these schools use particular strategies to improve pupil performance and attendance?

Charts 9.1a, 9.1b

Value Added – Family comparisons by main indicator



What do the graphs show?
The graphs show the progress made by pupils aged 15, from KS2 or KS3 teacher assessments to attainment of the main indicators at KS4, in your school in the last academic year together with the outcomes for members of your statistical family.

Value Added (VA) = (Actual % of matched pupils achieving a particular indicator) – (Estimated %), where the estimate is calculated using model 2b for those pupils aged 15 whose attainment has been matched to previous attainment.

Why is this important?
When comparing the performance of schools it is important to recognise the progress they have helped pupils make.
Schools showing a positive value have performed better than expected; those showing a negative value have performed below expected levels.
Value added is less reliable for high level achievement. If prior attainment is high, the school might reasonably be expected to achieve very high performance so it becomes difficult to exceed the expectation and generate a positive VA.
Querying the data
How do we compare with other family schools?
What are our stronger and weaker performance

	indicators? Are we above or below the family average?
Charts 9.2a, 9.2b **Value Added – trends** **Value Added KS2-KS4 : All values** Title | 2008/09 | 2009/10 1. Level 2 inc E/M/M | | 5.37 2. Level 2 | | -3.87 3. Level 1 | | 10.22 4. CSI | | 2.95 5. Capped Points Score | | 6.59 **Value Added KS2-KS4 : Significant values only** Title | 01 Sep 08 | 01 Sep 09	**What do the tables show?** The tables show the value added (Actual – Estimate) measures for the main indicators for your school for the last 2 years. An **S** next to a value denotes a "significant" value, where it is 95% certain, taking into account the number of pupils in the calculation that the difference is unlikely to have arisen by chance. **Why is this important?** The VA model provides estimates of probability for each pupil based on prior attainment and contextual factors. Focusing on significant VA figures, either positive or negative, identifies which if any of the main indicators show progress that is unlikely to have arisen by chance. **Querying the data** Which indicators have significant value added values? Is there a trend indicated for any indicator? Are there any similarities or differences in the trends? Why might this be? Do none of the indicators have a significant value?