

A teacher's guide to school self-evaluation



Llywodraeth Cymru
Welsh Government

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Key Stage 4 pack

Overview
and
abbreviations, acronyms and glossary

Further information

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

What is ‘A Teacher’s Guide to School Self Evaluation’?

1.1 School Self Evaluation

School improvement and effectiveness in Wales is underpinned by a strong focus on school self evaluation, challenge and support. Schools are expected to operate within a culture of continual review and improvement, and self evaluation is an essential part of this process.

In addition to this, governing bodies have a statutory duty to set performance and absence targets for their schools that reflect priorities identified through self evaluation.

Effective self evaluation will help teachers to identify:

- how well their school is performing
- what needs to be improved
- what action to take to make those improvements.

1.2 A Teacher’s Guide to School Self Evaluation: Key Stage 4 (KS4) Pack

This pack has been produced to help teachers who are new to school self evaluation to understand and use the data analyses the Welsh Government provides for this purpose.

The ‘**Key Stage 4 Pack**’ contains examples of 3 key school level performance data releases, and 3 guidance documents designed to help teachers to make the most of these performance data.

The 3 key performance data releases provided are:

- a) KS4 Summary of Secondary School Performance**
2010/11 data – final release December 2011
- b) All Wales Core Data Sets: KS4 Contextual Pack**
2010/11 data – released December 2011
- c) All Wales Core Data Sets: KS4 Performance Pack**
2010/11 data – released January 2012

The 3 guidance documents are:

d) School Performance Data Timeline – KS4

Provides key dates, a summary of the key data releases for self evaluation, a summary of the pupil data collections for the Welsh Government, and the legislative context for these.

e) Analysing School Performance Data: KS4 Example Analysis

f) All Wales Core Data Sets: KS4 Guidance Notes

Provides full guidance on how the All Wales Core Data Set should be used for self evaluation.

1.3 Additional data

There are additional statistical bulletins and data releases from the Welsh Government that teachers may also wish to use to assist in school self-evaluation. For further information please visit the [Welsh Government School Statistics Webpage](#) or the [StatsWales Website](#).

Abbreviations, Acronyms and Glossary

Acronym/ Abbreviation	Item	Description
AWCDS	All Wales Core Data Set	The 'All Wales Core Data Set' consists of the Key Stage 4 Contextual Pack and the Key Stage 4 Performance Pack for each school. This provides a consistent and balanced suite of contextual analyses for the end of KS4 assessments. The AWCDS is intended to support school self evaluation and performance improvement, and inform work with Local Authority and Consortia Improvement Officers and Estyn.
	Attendance Collection	The 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. Further information and completion notes can be found here .
	Average Wider Capped Points Score	The average wider points score includes all qualifications approved for pre-16 use in Wales (see above). The average wider 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.
	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.
	Banding	The national school banding system groups schools into bands which reflects their performance and progress and considers the challenges they face and their individual circumstances. 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. For more information see here .
	Consortia	All local authorities in Wales have formed into 4 regional groupings, known as consortia. These consortia are working collaboratively on school improvement.
CSI	Core Subject Indicator	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.
DEWi	Data Exchange Wales Initiative	Online secure file transfer, validation and reporting system.
EAL	English as an Additional Language	Pupils with EAL will have different levels of acquisition of English. Where pupils have a low level of acquisition it may impact upon their ability to access the rest of the curriculum so it is important to consider what additional resource or support is needed for these pupils.
ELQ	Entry Level Qualification	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.
	Families of schools	Families of schools are groups of schools facing a broadly equivalent level of challenge who can work together for school improvement. Families have been created by initially grouping schools based on linguistic delivery and then within each high level grouping, schools are ordered in descending order according to the values of an index of 'challenge'. This 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.
Ffynnon		Ffynnon is the pan Wales performance management system
FSM	Free School Meals	There are a number of ways to identify social deprivation, but the most widely accepted is by using free school meals (FSM) data. Broadly speaking when the levels of pupils with free school meals rise, the levels of performance fall, although this is not a definitive relationship and some schools consistently outperform others with similar or lower levels of FSM.
FSM bench-marking	Free School Meals Benchmarking	National data consistently shows a link between the percentage of pupils eligible for FSM within schools and performance outcomes. In general, attainment falls with increasing FSM eligibility. It would be unfair to compare schools that have very low FSM figures with those with very high figures. To overcome this, schools have been placed in 5 benchmarking groups based on the percentage of pupils eligible for FSM. Schools are compared within their FSM group and placed into quarters depending on their performance.
LA	Local Authority	There are 22 local authorities in Wales. Local authorities are responsible for the delivery of education in maintained schools, and school improvement.
	Level 1	The Level 1 Threshold represents a volume of learning equivalent to 5 GCSEs at grade D to G.
	Level 2	The Level 2 Threshold represents a volume of learning equivalent to 5 GCSEs at grade A* to C.
	Level 2 Inclusive	The Level 2 Inclusive Threshold represents a volume of learning equivalent to 5 GCSEs at grade A* to C including English/Welsh and Maths.
	MyLocalSchool	MyLocalSchool is a website due to be launched by the Welsh Government in Spring 2013. It is designed to make school performance data more accessible to parents. It may also be of interest to others, such as pupils and governors.
PLASC	Pupil Level Annual School Census	Statutory collections of school information, pupil details and characteristics.
SA	School Action	When a class teacher / SEN specialist identifies a child with SEN the class teacher should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies (School Action). For further information please see these guidance notes .
SA+	School Action plus	An additional level of support over and above that provided under School Action for pupils with SEN. For further information please see these guidance notes .

SEN	Special Educational Needs	The term SEN refers to children who have learning difficulties or disabilities which call for special educational provision to be made for them. There are different levels of SEN: pupils may be subject to school action, school action plus or may have a statement. Different SEN policies are used in different local authorities and so there is no consistent approach to identify the level of need. Where comparisons are made to group schools into Families, therefore, only those subject to Statement and School Action plus are used.
	Statemented	Pupils with a statutory assessment of Special Educational Needs. For further information please see these guidance notes .
SSSP	Summary of Secondary School Performance	The SSSP form was introduced in 2008 and contains summary examination information specific to each school. An example of a SSSP is available within the resources provided, and a worked example of how this data can be used for self evaluation is also given in the analysis example.
VA	Value Added	VA measures the difference between what we might expect a pupil / school to achieve based on previous attainment and what they actually did achieve. A number of other factors which are outside a school's control, such as gender, month of birth, movement between schools, and family circumstances which are known to affect a student's performance are taken into account.
WIMD	Welsh Index of Multiple Deprivation	The Welsh Index of Multiple Deprivation (WIMD) is the official measure of deprivation in small areas in Wales. Deprivation is a wider concept than poverty. Poverty means a lack of money. Deprivation refers to wider problems caused by a lack of resources and opportunities. Therefore, WIMD is constructed from eight different types of deprivation. These are: income, housing, employment, access to services, education, health, community safety, physical environment.