

# A teacher's guide to school self-evaluation



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## Foundation Phase pack

### E. Analysing school performance data 2011/12 Foundation Phase example analysis

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## **1. HOW TO USE DOCUMENT (E) 'ANALYSING SCHOOL PERFORMANCE DATA: FOUNDATION PHASE EXAMPLE ANALYSIS'**

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

## **2. EXAMPLE ANALYSIS: BACKGROUND**

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

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

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

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

### **3. EXAMPLE ANALYSIS (A)**

#### **FOUNDATION PHASE SCHOOL COMPARATIVE REPORT 2011/12**

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

#### **3.2 Context**

- Free School Meal (FSM) Benchmarking Group<sup>1</sup>: More than 24 % and up to 32 % eligible for FSM.

#### **3.3 Some key performance points**

At the end of Foundation Phase (FP), pupils are expected to achieve Foundation Phase Outcome 5 or higher (outcome 5+) in each of the 3 core Areas of Learning (AOL):

- Personal and social development, well-being and cultural diversity
- Language, literacy and communication skills (in Welsh or English)
- Mathematical development

For more information on Foundation Phase visit:

[www.wales.gov.uk/foundationphase](http://www.wales.gov.uk/foundationphase)

The following tables summarise some key performance issues that can be identified from the Foundation Phase School Comparative Report for the Foundation Phase Indicator (FPI)<sup>2</sup> and the individual Areas of Learning (AOL). Performance is analysed by gender, looking at comparisons with the LA and Wales averages and within the school's FSM benchmarking group. In future

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<sup>1</sup> The report benchmarks performance against schools with a similar percentage of pupils eligible for free school meals. See **glossary** and P 17 of **All Wales Core Data Sets: Foundation Phase Guidance Notes** for more information about FSM benchmarking.

<sup>2</sup> The FPI is a measure of overall attainment. Pupils have to be assessed at the expected Foundation Phase Outcome or higher (i.e. Foundation Phase Outcome 5 or above) in Language, Literacy and Communication Skills in Welsh or Language Literacy and Communication Skills in English, Mathematical Development and Personal and Social Development, Well-Being and Cultural Diversity to attain the FPI.

years the report will also show performance over time. There is currently however only data for one year as the FP has only recently been introduced on a statutory basis.

AOLs and FPI	Comparison with LA and Wales averages	Position within FSM benchmarking group:  1 <sup>st</sup> = best performing quarter 4 <sup>th</sup> = worst performing quarter
	% achieving <b>Outcome 5+</b>	% achieving <b>Outcome 5+</b>
FPI	Girls <b>above</b> LA and Wales averages	2 <sup>nd</sup> quarter
Language, Literacy and Communication Skills (English)	All pupils <b>above</b> LA and Wales averages  Boys <b>well above</b> boys' LA and Wales averages	2 <sup>nd</sup> quarter
Language, Literacy and Communication Skills (Welsh)	N/A	N/A
Mathematical Development	Boys <b>below</b> boys LA and Wales averages, contrary to performance in the 2 other AOLs.	3 <sup>rd</sup> quarter
Personal and Social Development, Well-Being and Cultural Diversity	Boys <b>well above</b> LA and Wales gender averages  Girls performing <b>well below</b> boys, relative to gender averages (but, the same as Wales and slightly above LA, girls' averages, respectively).	2 <sup>nd</sup> quarter

### 3.4 Issues and actions

**ISSUE 1:** Mathematical Development: Boys performance does not match performance in other AOLs.

**ACTION 1:** Review implementation of Foundation Phase and the implications of embedding the Literacy and Numeracy Framework.

Ensure that the curriculum and schemes of work provide challenging and creative opportunities for all pupils to develop the skills that will enable them to meet the expectations of the Numeracy Framework.

**ISSUE 2:** Personal and Social Development, Well-Being and Cultural Diversity: Girls' performance is well below boys', relative to their respective LA and Wales gender averages.

**ACTION 2:** Consider reasons why girls are performing less well. Ensure that the curriculum and schemes of work provide challenging and creative opportunities for all pupils.

Consider whether there are gender specific strategies which are favouring boys at the expense of the girls' engagement.



## **4. EXAMPLE ANALYSIS (B)**

### **ALL WALES CORE DATA SETS: FOUNDATION PHASE CONTEXTUAL PACK**

#### **Introduction**

- 4.1 The following notes highlight key points that can be drawn from the example All Wales Core Data Sets Foundation Phase Contextual pack that has been included in this Guide to School Self Evaluation. This Contextual pack describes the context in which the school operates, and also contains a high level overview of performance.
- 4.2 See (f) **All Wales Core Data Sets: Foundation Phase Guidance Notes** for a comprehensive explanation of how to use this Contextual Pack.

#### **Self evaluation**

##### **4.3 Key Contextual Data**

- Number of pupils of statutory school age is 278 (139 boys / 139 girls) (Chart 1.1a)
- Foundation Phase (FP) - number of pupils of statutory school age in year group 2 is 50 (30 boys / 20 girls) (Chart 1.3a)
- Ethnic background - 2% non-white British. Lower than Local Authority (LA) ethnic background level of 5% (Chart 1.1b)
- English as an Additional Language (EAL) pupils – No pupils acquiring EAL, lower than LA levels (Chart 1.1c)
- Special Educational Needs (SEN) percentages similar to LA (Chart 1.2a). Number of pupils worked out using data in Chart 1.1a)
  - School Action (SA)      18.71% = 52 pupils

- School Action Plus (SA+) 7.55% = 21 pupils
- Statemented 0.36% = 1 pupil
- FSM – 26.67% of pupils entitled to free school meals (FSM benchmarking group 4) (Chart 1.2b)
- English only (Chart 1.3b) (See page 5 of (f) **All Wales Core Data Sets: Foundation Phase Guidance Notes** for reasons why **Welsh as first language** data may be missing)

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

## **5. EXAMPLE ANALYSIS (C)**

### **ALL WALES CORE DATA SETS: FOUNDATION PHASE PERFORMANCE PACK**

#### **Introduction**

- 5.1 The following notes highlight key points that can be drawn from the example All Wales Core Data Sets Foundation Phase Performance pack that has been included in this Guide to School Self Evaluation. This pack provides detailed analyses of school performance in comparison with the school's Family, its Local Authority, and Wales.
- 5.2 See (f) **All Wales Core Data Sets: Foundation Phase Guidance Notes** for a comprehensive explanation of how to use this Performance Pack.
- 5.3 The **All Wales Core Data Sets Foundation Phase Performance Pack** is set out in sections. At the beginning of most of these sections is a list of guidance questions which you may want to use to help guide your own self evaluation. In most cases, these were developed in conjunction with Estyn.

## Self Evaluation - Family background

- 5.4 **Family of Schools:** This is the 3<sup>rd</sup> least challenged school within the family group as it is family member 9 in a family of 11 schools. In each family, the first family member in the group is the most challenged and the last is the least challenged
- 5.5 The position within the family group is provided in the **All Wales Core Data Set preliminary release** in July. It can also be seen readily on any of the Family Comparison charts, where the school's bar on the chart is edged in red. For example, see Section 1 – FPI, chart 1.1b.
- 5.6 No data is showing for family members 1 and 6. See page 6 of (f) **All Wales Core Data Sets: Foundation Phase Guidance Notes** for the potential reasons for this.

## **Self Evaluation**

### **Foundation Phase Performance pack Section 1:**

#### **FOUNDATION PHASE INDICATOR (FPI)**

##### **5.7 Key performance points: FPI**

###### **% achieving FPI:**

(Charts 1.1b – 1.1c)

- Performance is above the Family average, on a par with the LA average and slightly above the Wales average
- Performance is below a Family member in lesser challenging circumstances (and marginally below 2 schools in more challenging circumstances).
- FPI gender gap – difference in performance between boys and girls is greater than the Family, LA and Wales averages (girls' performance is better than boys').

##### **5.8 Issues and actions: FPI**

**ISSUE 1:** Performance in FPI is close to that of the LA. Work to improve on percentage of pupils achieving FPI.

**ACTION 1:** Consider performance of girls and boys in each AOL.

Review implementation of Foundation Phase and the implications of embedding the Literacy and Numeracy Framework. Ensure that the curriculum and schemes of work provide challenging and creative opportunities to develop the skills that will enable all pupils to meet the expectations of the Literacy and Numeracy Framework.

**ISSUE 2:** Gender gap is greater than the Family, LA and Wales averages (girls' performance is better than boys').

**ACTION 2:** Consider reasons why the gender difference is greater than the Family, LA and Wales. If appropriate consider the establishment of an intra-school Professional Learning Community (PLC).

## **Self Evaluation**

### **Foundation Phase Performance pack Section 2:**

#### **LANGUAGE, LITERACY AND COMMUNICATION (ENGLISH)**

##### **5.9 Key performance points: LANGUAGE, LITERACY AND COMMUNICATION (ENGLISH):**

###### **% Pupils Achieving:**

###### **Outcome 5+ (Charts 2.1a-c)**

- Outcome 5+ = 88% - one of the lesser challenged schools and 2 other more challenged schools in the Family achieving better results
- Above Family, LA and Wales averages
- Gender gap is above the Family but below LA and Wales

###### **Outcome 6+ (Charts 2.2a-c)**

- Outcome 6+ = 30% - best performance in the Family
- Above Family, LA and Wales averages
- Gender gap – boys' performance is better than girls' and the difference between Family, LA and Wales averages is significant
- 1<sup>st</sup> quarter of the FSM benchmarking group, (see Chart 8.1 – in Section 8: Benchmarking).

### **Each Foundation Phase Outcome (Charts 2.3a-c)**

- Outcome 3 - smaller % pupils at this level than the Family and LA averages
- Outcome 4 – smaller % pupils at this level than the LA and Wales averages

#### **5.10 Issues and actions: LANGUAGE, LITERACY AND COMMUNICATION (ENGLISH):**

**ISSUE 1:** Improve on percentage of pupils achieving Outcome 5+.

**ACTION 1:** Use the literacy framework to review schemes of work and extend skills to raise expectations of pupils.

**ISSUE 2:** Improve performance of pupils at FP Outcome 3 and 4.

**ACTION 2:** Targeted intervention programme of support for Outcome 3 and 4 pupils. Use the literacy framework to review schemes of work to ensure pupils are working towards expected outcomes.

**ISSUE 3:** Gender gap for Outcome 6+ - boys' performance is better than girls' performance.

**ACTION 3:** Consider reasons why a higher percentage of boys are achieving Outcome 6+.



## **Self Evaluation**

### **Foundation Phase Performance pack Section 3:**

#### **LANGUAGE, LITERACY AND COMMUNICATION (WELSH)**

5.11 No pupils taking Welsh as first language.

## **Self Evaluation**

### **Foundation Phase Performance pack Section 4:**

#### **MATHEMATICAL DEVELOPMENT**

##### **5.12 Key performance points: MATHEMATICAL DEVELOPMENT**

###### **% Pupils Achieving:**

###### **Outcome 5+ (Charts 4.1a-c)**

- Outcome 5+ = 86%
- Similar to Family, LA and Wales averages
- 3 schools in the Family have a higher % of pupils achieving Outcome 5+
- 3<sup>rd</sup> quarter of the FSM benchmarking group, (see Chart 8.1b – in Section 8: Benchmarking).

###### **Outcome 6+ (Charts 4.2a-c)**

- Outcome 6+ = 28%
- Above the Family, LA and Wales averages
- Gender gap – boys' performance is better than girls' and the difference between the Family, LA and Wales averages is significant (however the Family average is pulled down by Family member 1's substantial gender gap)

###### **Each Foundation Phase Outcome (Charts 4.3a-c)**

- FP Outcome 4 and lower – 14% of pupils at these levels

### 5.13 Issues and actions: MATHEMATICAL DEVELOPMENT

**ISSUE 1:** Improve percentage of pupils achieving Outcome 5+ and try to move into the 2<sup>nd</sup> quarter of the FSM benchmarking group.

**ACTION 1:** Use the numeracy framework to review schemes of work and extend skills to raise expectations of pupils

**ISSUE 2:** Improve performance of pupils FP Outcome 4 and lower.

**ACTION 2:** Targeted intervention programme of support for these pupils. Use the numeracy framework to review schemes of work to ensure pupils are working towards expected outcomes.

**ISSUE 3:** Gender gap for Outcome 6+ - boys' performance is better than girls' performance.

**ACTION 3:** Consider reasons why a higher percentage of boys are achieving Outcome 6+. Look at ways of engaging girls in mathematics.

## **Self Evaluation**

### **Foundation Phase Performance pack Section 5:**

#### **PERSONAL AND SOCIAL DEVELOPMENT, WELL BEING AND CULTURAL DIVERSITY**

##### **5.14 Key performance points: PERSONAL AND SOCIAL DEVELOPMENT, WELL BEING AND CULTURAL DIVERSITY**

###### **% Pupils Achieving:**

###### **Outcome 5+ (Charts 5.1a-c)**

- Outcome 5+ = 96%
- Above the Family, LA and Wales averages and 2<sup>nd</sup> highest in the Family
- Gender gap – boys' performance is better than girls'

###### **Outcome 6+ (Charts 5.2a-c)**

- Outcome 6+ = 46%
- Above the Family, LA and Wales averages
- Gender gap – is less than the Family, LA and Wales averages
- 1<sup>st</sup> quarter of the FSM benchmarking group, (see Chart 8.1c – in Section 8: Benchmarking).

###### **Each Foundation Phase Outcome (Charts 5.3a-c)**

- Outcome 4 – 4% of pupils at this level (2 pupils)

**5.15 Issues and actions: PERSONAL AND SOCIAL DEVELOPMENT, WELL BEING AND CULTURAL DIVERSITY**

**ISSUE 1:** Improve performance of pupils not achieving Outcome 5

**ACTION 1:** Consider further interventions to support pupils who may have specific development needs.

## **Self Evaluation**

### **Foundation Phase Performance pack Section 6:**

#### **GENDER DIFFERENCE COMPARISONS**

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

## Self Evaluation

### Foundation Phase Performance pack Section 7:

#### ATTENDANCE

##### 5.17 Key performance points: ATTENDANCE (Charts 7.1-7.3)

- 92.9% of half-day sessions attended in 2010/11
- Places school in the 2<sup>nd</sup> quarter for its FSM benchmarking group having been in quarter 3 for the previous 3 years, (see Chart 8.3 – in Section 8: Benchmarking).
- Attendance level improved marginally after 2 years of marginal decline.
- Proportion of **unauthorised** absences above LA and Wales averages for both boys and girls.

**NB:** Data is provided for 2007/08 to 2010/11. Data for 2011/12 is provided in a later release in January. See (d) **School Performance Data Timeline** for more details.

##### 5.18 Issues and actions: ATTENDANCE

**ISSUE 1:** Improve attendance of all pupils to prevent movement back into 3<sup>rd</sup> quarter.

**ACTION 1:** Increase parental engagement to reduce the number of unauthorised absences.

Review of current strategies and continue to follow up unauthorised absences.

## Self Evaluation

### Foundation Phase Performance pack Section 9: BENCHMARKING

#### 5.19 Key performance points: BENCHMARKING

National data consistently shows a link between the % 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 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 (Table 8.1a). See the (f) **All Wales Core Data Sets: Foundation Phase Guidance Notes** for more information about the Benchmarking Section of (c) **All Wales Core Data Sets: Foundation Phase Performance Pack**. Issues identified from this section have been presented earlier on in this document within the relevant performance/ subject area.