

A teacher's guide to school self-evaluation



Llywodraeth Cymru
Welsh Government

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Foundation Phase 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: Foundation Phase (FP) 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 ‘**Foundation Phase 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) **Foundation Phase School Comparative Report**
2011/12 data - released end of August 2012
- b) **All Wales Core Data Sets: Foundation Phase Contextual Pack**
2011/12 data – released early September 2012
- c) **All Wales Core Data Sets: Foundation Phase Performance Pack**
2011/12 data – released early September 2012.

The 3 guidance documents are:

d) School Performance Data Timeline – Foundation Phase

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: Foundation Phase Example Analysis

f) All Wales Core Data Sets: Foundation Phase 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 Sets	The 'All Wales Core Data Set' consists of the Foundation Phase Contextual Pack and the Foundation Phase Performance Pack for each school. This provides a consistent and balanced suite of contextual analyses for the end of Foundation Phase assessments. The AWCDS is intended to support school self evaluation and performance improvement, and inform work with Estyn, Local Authority Improvement Officers and Consortia.
	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 .
	Consortia	All local authorities in Wales have formed into 4 regional groupings, known as consortia. These consortia are working collaboratively on school improvement.
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.
	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 size and 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. Schools in the same family are considered to be facing a similar overall level of challenge.
Ffynnon		Ffynnon is the pan Wales performance management system
FPI	Foundation Phase Indicator	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.
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.
	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.
NDC	National Data Collection	The NDC takes place in the summer term and is the electronic collection of teacher assessment data for Foundation Phase, and Key Stages 2 and 3. This data is used to create the School Comparative Report and the All Wales Core Data Sets. It is also used by Estyn as the primary data source to inform their inspections. Further information on the NDC, including completion notes, can be found here .
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 .
	School Comparative Report	The School Comparative Report provides a summary of school performance in end of FP assessments, both over time and compared to the LA and Wales performance for the given year. It is intended to support school self evaluation and performance improvement. Schools have a regulatory duty to publish their most recent Report in the Governor's Annual Report and School Prospectus.
SEN	Special Educational Needs	The term SEN refers to children who have learning difficulties or disabilities which calls 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 .
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