

A teacher's guide to school self-evaluation



Llywodraeth Cymru
Welsh Government

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Key Stage 2 pack

E. Analysing school performance data 2011/12 Key Stage 2 example analysis

Further information

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1. **HOW TO USE DOCUMENT (E) 'ANALYSING SCHOOL PERFORMANCE DATA:
KEY STAGE 2 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) **KS2 School Comparative Report**

(b) **All Wales Core Data Sets: KS2 Contextual Pack**, and

(c) **All Wales Core Data Sets: KS2 Performance Pack**

1.3 Document (d) **School Performance Data Timeline - KS2** 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 - KS2** and (f) **All Wales Core Data Sets: KS2 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 (d) **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 - KS2**
- (f) **All Wales Core Data Sets: KS2 Guidance Notes**
- and the **Glossary**.
- 2.2.2. **(a) KS2 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 – KS2**.
- 2.3 The (b) **All Wales Core Data Sets: KS2 Contextual Pack** and the (c) **All Wales Core Data Sets: KS2 Performance Pack** are released for the start of

term in September. They follow 1 – 2 weeks after the (a) **KS2 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) **KS2 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) **KS2 School Comparative Report**
- Section 4: (b) **All Wales Core Data Sets: KS2 Contextual Pack**
- Section 5: (c) **All Wales Core Data Sets: KS2 Performance Pack**

3. EXAMPLE ANALYSIS (A)

KS2 SCHOOL COMPARATIVE REPORT 2011/12

The following notes highlight key points that can be drawn from the example 2011/12 KS2 School Comparative Report that has been included in this Guide to School Self Evaluation.

3.1 Context

- Free School Meal (FSM) Benchmarking Group¹: More than 24 % and up to 32 % eligible for FSM.

3.2 Some key performance points

At the end of Key Stage 2, pupils are expected to achieve National Curriculum Level 4 or higher (level 4+). See the **Glossary** for details about National Curriculum (NC) teacher assessment levels.

The following table summarises some key performance issues that can be identified from the KS2 School Comparative Report for the Core Subject Indicator (CSI) and the individual core subjects. Performance is analysed by gender, looking at comparisons with the LA and Wales averages and within the school's FSM benchmarking group. Performance is also analysed across time.

¹ The report benchmarks performance against schools with a similar percentage of pupils eligible for free school meals. See **glossary** and P 20 of **All Wales Core Data Sets: KS2 Guidance Notes** for more information about FSM benchmarking.

Subject	Comparison with LA and Wales averages:	School Performance over time:	Position within FSM benchmarking group: 1 st = best performing quarter 4 th = worst performing quarter
	% achieving Level 4+	% achieving Level 4+	% achieving Level 4+
CSI ²	Boys well above boys LA & Wales averages.	Improvement in last 2 years	2 nd quarter
English	Boys well above boys LA & Wales averages.	Improvement in last 2 years	2 nd quarter
Welsh	N/A	N/A	N/A
Maths	All pupils below Wales Girls well below girls' average for Wales	Improvement in last year	3 rd quarter
Science	All pupils below Wales Girls well below girls' average for Wales	Improvement in last year	3 rd quarter

3.3 Issues and actions

ISSUE 1: Performance in maths and science is below Wales, and for girls is well below.

ACTION 1: Review the performance of all pupils in maths and science, with particular focus on girls.

Review the impact that the performance in these subjects has on the CSI.

² CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.

Investigate the tracking of pupil progress and seek ways to improve L4+ performance by providing targeted support.

ISSUE 2: Overall, boys are performing better compared to LA and Wales averages than girls.

ACTION 2: Investigate reasons why boys are performing better than girls. Consider whether this is due to the under performance of girls and the reasons for this.

ISSUE 3: School has shown an improvement in each core subject and the CSI.

ACTION 3: Consider the reasons for this.

4. EXAMPLE ANALYSIS

(B) ALL WALES CORE DATA SETS: KS2 CONTEXTUAL PACK

Introduction

The following notes highlight key points that can be drawn from the example All Wales Core Data Sets KS2 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.

- 4.1 See (f) **All Wales Core Data Sets: KS2 Guidance Notes** for a comprehensive explanation of how to use this Contextual Pack.

Self evaluation

4.2 Key Contextual Data

- Number of pupils of statutory school age is 278 (139 boys / 139 girls) (Chart 1.1a)
- Key Stage 2 (KS2) - number of pupils of statutory school age in year group 6 is 59 (27 boys / 32 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)
 - 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 Set: KS2 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: KS2 Guidance Notes**.

5. EXAMPLE ANALYSIS (C)

ALL WALES CORE DATA SETS: KS2 PERFORMANCE PACK

Introduction

- 5.1 The following notes highlight key points that can be drawn from the example All Wales Core Data Sets KS2 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: KS2 Guidance Notes** for a comprehensive explanation of how to use this Performance Pack.
- 5.3 The **All Wales Core Data Sets KS2 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 3rd 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 – CSI, chart 1.1b.
- 5.6 No data is showing for family members 1 and 6. See page 7 of (f) **All Wales Core Data Sets: KS2 Guidance Notes** for the potential reasons for this.

Self Evaluation

KS2 Performance pack Section 1: CSI

5.7 Key performance points: CSI

- CSI has improved over the last 2 years (Chart 1.1a)
- CSI is above Family, LA and Wales averages for latest year (Chart 1.1b)
- CSI gender differences³ - boys are performing slightly better than girls, by 0.81 of a percentage point. This is different to the position for the Family average, the LA and Wales, where girls outperform boys (Chart 1.1c).
- FSM pupils CSI = 66.67% v Non FSM pupils CSI = 75.76% in 2010/2011. Substantial improvement in % FSM pupils achieving CSI between 2009/10 and 2010/11. (Chart 1.2a)

5.8 Issues and actions: CSI

ISSUE 1: The impact of maths and science results on CSI performance. (Identified from (a) KS2 School Comparative Report and relevant subject sections in this performance pack)

ACTION 1: Review the impact of the performance of all pupils on the CSI. Investigate the tracking of their progress and seek ways to improve L4+ and L5+ performance by providing targeted support.

³ **Family Comparison – Gender Differences Graphs** show the differences in performance (as percentage point differences) at level 4+ between boys and girls.

- 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 indicates that boys' performance is above that of girls'

See page 12 of (f) **All Wales Core Data Sets: KS2 Guidance Notes**.

- ISSUE 2:** Gender gap – boys' performance is better than girls' performance.
- ACTION 2:** Investigate reasons why the gender difference is in favour of boys. This is contrary to the position for the Family, the LA and Wales, where girls outperform boys. Consider whether this is due to the under performance of girls or good performance of boys.
- ISSUE 3:** FSM pupils' performance in CSI improved in 2010/11.
- ACTION 3:** Consider the reasons for this

Self Evaluation

KS2 Performance pack Section 2: ENGLISH

5.9 Key performance points: ENGLISH

5.9.1 For English subject: % Pupils Achieving:

Level 4+ (Charts 2.1a-c)

- L4+ = 86.44% achieving. Only one other Family School achieving better result
- Above Family, LA and Wales averages
- Gender gap is small and lower than the Family, LA and Wales averages

Level 5+ (Charts 2.2a-c)

- L5+ = 33.90%. Improved in each of the last 3 years
- Above Family, LA and Wales averages
- However, 3 members of the Family that are in more challenging circumstances are achieving better L5+ results
- Gender gap is greater than for the Family, LA and Wales averages
- Gender gap much greater than for L4+ so the % of boys and girls achieving L4+ is similar but a much greater % of girls achieve L5.

Each National Curriculum Level (Charts 2.3a-c)

- L1 and L2 – higher percentage of pupils at these levels compared with the Family, LA and Wales averages

5.9.2 **For Attainment Targets**⁴: % Pupils Achieving

Oracy (Charts 2.4a-c and 2.5a-c):

- Oracy is improving and L4+ and L5+ are above the Family, LA and Wales averages.
- However, a higher percentage of pupils are achieving L2 than other schools in the Family, LA and Wales.

Reading (Charts 2.6a-c and 2.7a-c):

- Reading has improved in the last year and is above the Family, LA and Wales averages.
- However, a higher percentage of pupils are achieving L1 and L2 than other schools in the Family, LA and Wales.

Writing (Charts 2.8a-c and 2.9a-c):

- Writing has improved in the last year and is above the Family, LA and Wales averages.
- Boys' performance is very positive at L4+ but no boys achieved L5+
- Girls are achieving below the Family, LA and Wales averages at L5+
- A higher percentage of pupils are at L1 in comparison to the Family, LA and Wales.

⁴ Following the 2008 NC Programme of Study revisions, English and Welsh are the only core subjects to retain separate attainment targets (ATs). The attainment targets for English and Welsh are: AT1 – Oracy, AT2 – Reading, AT3 – Writing. (see page 14 of (f) **All Wales Core Data Sets: KS2 Guidance Notes** for more information).

5.10 Issues and actions: ENGLISH

ISSUE 1: Low % of pupils achieving L5+ in writing.

ACTION 1: Review of approaches to teach extended writing; establish specific Professional Learning Community (PLC). Use the literacy framework to review schemes of work for writing and extend skills to raise expectations of pupils.

ISSUE 2: Number of pupils at L1 and L2.

ACTION 2: Targeted intervention programme of support for L1 and L2 pupils. Use the literacy framework to review schemes of work to ensure pupils are working towards expected outcomes.

Self Evaluation

KS2 Performance pack Section 3: WELSH

5.11 Key performance points: WELSH

No pupils taking Welsh as first language

Self Evaluation

KS2 Performance pack Section 4: MATHEMATICS

5.12 Key performance points: MATHEMATICS

For Mathematics: % Pupils Achieving:

Level 4+ (Charts 4.1a-c)

- L4+ results improved last year
- However, below Family, LA and Wales averages
- 4 schools in the Family in more challenging circumstances have higher achievement at L4+
- 3rd quarter in the FSM benchmarking group (Section 9: Benchmarking, Chart 9.1b)

Level 5+ (Charts 4.2a-c)

- L5+ results fluctuating over the last 5 years but always lower than the Family, LA and Wales averages
- Lowest performance in Family for the latest year
- Significantly below Family, LA and Wales averages for most years
- 4th quarter in the FSM benchmarking group (Section 9: Benchmarking, Chart 9.1c)

Each National Curriculum Level (Charts 4.3a-c)

- Higher % of pupils at L2 in comparison to Family, LA and Wales

5.13 Issues and actions: MATHEMATICS

ISSUE 1: Improve performance at all levels and improve L4+; need to sustain improvements year-on-year.

ACTION 1: Use the numeracy framework to review schemes of work at all levels and ensure all skills are developed.

ISSUE 2: Improve performance at L5+.

ACTION 2: Provide greater challenge to more able pupils through extension activities.

Use the numeracy framework to review schemes of work.

Consider establishing a Professional Learning Community (PLC) with other Family members to develop extension activities.

Self Evaluation

KS2 Performance pack Section 5: SCIENCE

5.14 Key performance points: SCIENCE

For Science: % Pupils Achieving:

Level 4+ (Charts 5.1a-c)

- L4+ above Family average, just above LA average but below Wales average
- Performance improved last year after 2 years of decline
- 3rd quarter in the FSM benchmarking group (Section 9: Benchmarking, Chart 9.1b)

Level 5+ (Charts 5.2a-c)

- L5+ is significantly below the Family, LA and Wales average for all years
- Lowest performing school in the Family
- Girls performed slightly better than boys.
- 4th quarter in the FSM benchmarking group for the last 3 years (Section 9: Benchmarking, Chart 9.1c)

Each National Curriculum Level (Charts 5.1a-c; 5.2a-c and 5.3a-c)

- Schools in the Family in more challenging situations performing better at L4+ and L5+

5.15 Issues and actions: SCIENCE

ISSUE 1: Improve performance of all pupils in science.

ACTION 1: Review schemes of work and provide greater challenge to all pupils through extension activities.

Consider establishing a Professional Learning Community (PLC) with other schools in the Family or working with schools in the local cluster including the secondary school.

Self Evaluation

KS2 Performance pack Section 6: GENDER DIFFERENCES COMPARISONS

5.16 Key performance points: GENDER DIFFERENCES

Level 5+ (Charts 6.1a and 6.2a): % Pupils Achieving:

English:

- Gender difference decreased significantly between 2010/11 and 2011/12 but were lower prior to 2010/11.
- However, girls' performance is still significantly better than boys'. This is similar to the position in the Family, LA and Wales but the gender difference is greater in this school.

Maths:

- Gender difference has fluctuated in the last 5 years. Boys' performance is better than girls' in the latest year.
- The gender difference is higher than the Family, LA and Wales.

Science:

- Girl's performance was significantly better than boys' in 2010/11 but this difference decreased considerably in the latest year.

Level 4+ (Charts 6.1b and 6.2b): % Pupils Achieving:

- Gender difference is marginal at L4+ for CSI, maths and science. Boys' performance is slightly better than girls'. This is contrary to the position in the Family, LA and Wales.

- Girls' performance in English is slightly better than boys' but the gender difference is much smaller than that for the Family, LA and Wales.
- English and CSI: There was a swing in 2010/11. Girls significantly outperformed boys in 2009/10. From 2010/11, boys began to outperform or match girls' performance.

5.17 Issues and actions: **GENDER DIFFERENCES**

ISSUE 1: Gender difference at L5+ for English and Science reduced in the latest year. Girls' performance remains better than boys'.

ACTION 1: Investigate reasons why the gender difference reduced in the latest year. Consider whether this is due to under performance of girls or improved performance of boys (analyses in Section 2 – English provide details for performance in 2011/12). Consider ways to reduce this difference further.

ISSUE 2: Boys' performance is slightly better than girls' at L4+ for CSI, maths and science. This is contrary to the position in the Family, LA and Wales.

ACTION 2: Investigate reasons why the gender difference is not as marked as for the Family, LA and Wales. Consider whether this is due to the under performance of girls or good performance of boys.

Self Evaluation

KS2 Performance pack Section 7: ACHIEVEMENT OF COMBINATIONS

5.18 Key performance points: ACHIEVEMENT OF COMBINATIONS

5.18.1 Reading / Writing / Maths (R/W/M)

Expected Level (L4+) in combination (Charts 7.1a-c and 7.3a-b)

- Above Family, LA and Wales; improved performance in the last year following 2 years of reducing performance
- Boys are performing better than girls, contrary to the Family, LA and Wales
- The second most challenged school in the Family is performing considerably better.

5.18.2 Reading / Writing / Maths / Science (R/W/M/S)

Expected Level (L4+) in combination (Charts 7.2a-c and 7.3a-b)

- Above Family, LA and Wales; improved performance in the latest year following 2 years of reducing performance
- Boys are performing better than girls, contrary to the Family, LA and Wales
- Best performing school in the Family

5.19 Issues and actions: ACHIEVEMENT OF COMBINATIONS

ISSUE 1: Improved performance in R/W/M and R/W/M/S in the last year.

ACTION 1: Investigate reasons for the reversal in performance in the last year. Continue to seek improvements in core subjects and performance.

ISSUE 2: Boys are performing better than girls for both R/W/M and R/W/M/S.

ACTION 2: Consider whether this is due to under performance of girls or good performance of boys, or both. Continue to seek improvements in girls' performance.

Self Evaluation

KS2 Performance pack Section 8: ATTENDANCE

5.20 Key performance points: ATTENDANCE

Attendance (Chart 8.3: Data shown is 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).

- 92.9% in 2010/11
- Places school in the 2nd quarter for its FSM benchmarking group (See Chart 9.3 – in the Benchmarking Section) having been in quarter 3 for the previous 3 years.
- Attendance level improved after 2 years of marginal decline.
- Proportion of **unauthorised** absences above LA and Wales for both boys and girls.

5.21 Issues and actions: ATTENDANCE

ISSUE 1: Improve attendance of all pupils to prevent movement back into 3rd 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

KS2 Performance pack Section 9: BENCHMARKING

5.22 Key performance points: BENCHMARKING

Key performance points, issues and actions for the Benchmarking section are not provided here.

Key performance points in relation to FSM Benchmarking have been included earlier on in this document within the relevant subject area.

See the (f) **All Wales Core Data Sets: KS2 Guidance Notes** for more information about the Benchmarking Section of (c) **All Wales Core Data Sets: KS2 Performance Pack**.