



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

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- Background & policy overview
- Jargon & key concepts
- Principles of self evaluation
- Introducing the All Wales Core Data Sets – my ‘statistical family’
- Using data to ask questions



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The Welsh Assembly Government remains committed to not publishing data that can be ranked publically in the form of 'league tables'.

However, we fully endorse the important role that robust self evaluation and performance data can play in promoting continuous improvement.

The All Wales Core Data Set, statistical families and comparative reports are designed to support self evaluation and development planning.



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Data should help us ask the right questions and move the emphasis in self-evaluation from what has been done ... to knowing whether it had an impact.

Not everything that can be counted counts.

Not everything that counts can be counted.

Albert Einstein

Quick Quiz...

know your acronyms



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● NC

● CSI

● KS

● FSM

● PLASC

● WIMD

● NDC

● SSSP

The 'Expected' Level



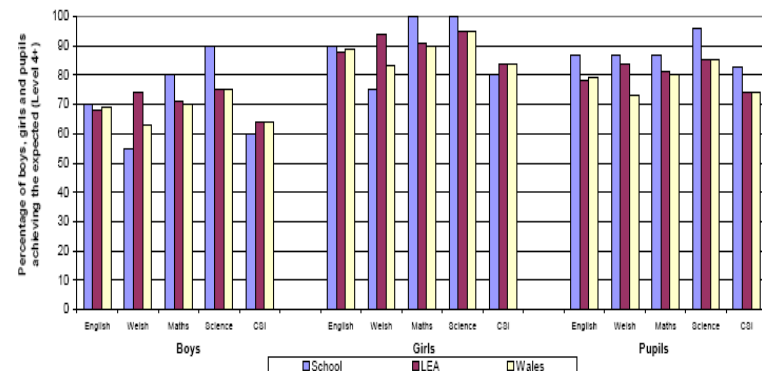
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- The level on the National Curriculum scale that the *majority* of children are expected to achieve by the end of a key stage
 - KS1 – NC level 2
 - KS2 – NC level 4
 - KS3 – NC level 5

Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2010	LEA 2010	Wales 2010	School 2010	LEA 2010	Wales 2010	School 2010	LEA 2010	Wales 2010
English	70	68	69	90	88	89	87	78	79
Welsh	55	74	63	75	94	83	87	84	73
Maths	80	71	70	100	91	90	87	81	80
Science	90	75	75	100	95	95	96	85	85
CSI	60	64	64	80	84	84	83	74	74



Level Thresholds



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- a way of measuring the volume of learning achieved in external examinations
 - Level 1 Threshold
 - Level 2 Threshold
 - Level 2 inc E/W/M
 - Level 3 Threshold

Pupils aged 15					
	Number of pupils aged 15 who were on roll in January 2009 : 75				
	Percentage of pupils aged 15 who :				
	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	C I
School 2008/09	100	95	56	44	
LEA Area 2008/09	100	90	64	50	
Wales 2008/09	99	88	61	47	
School 07/08/09	100	86	59	..	

Benchmarking



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- the process of measuring performance against that achieved by others with broadly similar characteristics
 - The most common benchmark used by schools is against FSM bands
 - Schools are grouped according to the proportion of pupils entitled to FSM
 - Results are divided into 4 performance bands – quarters or quartiles - 25% of the schools in each FSM band fall within each performance band

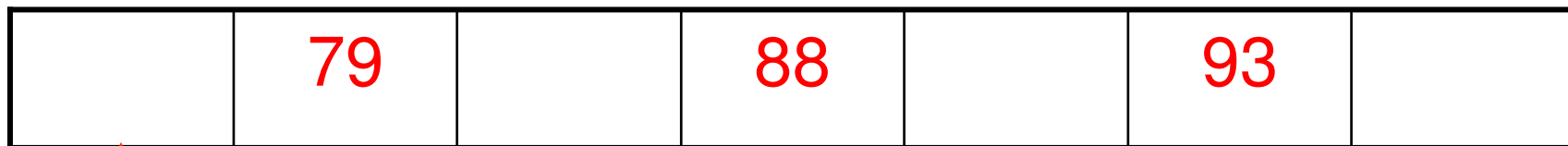
Benchmarking worked example



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- Results for 11 schools in Maths are:

61 66 **79** **84** **87** **88** 89 91 **93** 94 97



lower
quartile

Median
- middle value

upper
quartile

4th quarter
(lowest)

1st quarter
(top)

Benchmarking worked example



- My result was 84 so...
 - I am in the third quartile
 - I am below the median
 - I am in the lowest 50% of the group
 - I am in the highest 75% of the group...
- BUT think about your benchmark position in context

Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.
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Quartile 1 School is in the top 25 per cent.

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group
Over 8 per cent and up to 16 per cent
eligible for FSM

Benchmarking

84%



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	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		76		83	84	91	
Welsh		65		80	84	91	
Maths		79	84	88		93	
Science	84	85		91		95	
CSI		72		80	84	88	

Benchmarking – *same info different presentation...*



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Section 10 - Benchmarking

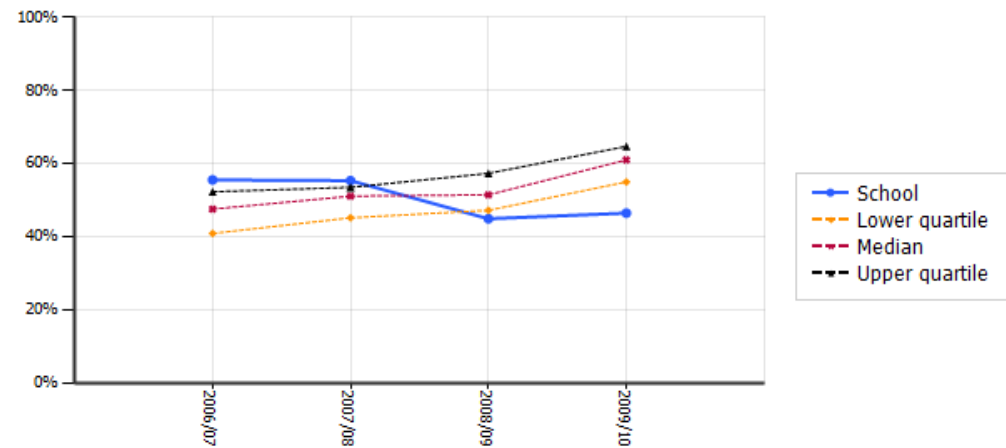
10.1a FSM benchmarking group - pupils of statutory school age eligible for FSM

Title	2006/07	2007/08	2008/09	2009/10
1) Up to and including 10%				
2) Over 10% and up to and including 15%				
3) Over 15% and up to and including 20%				19.81
4) Over 20% and up to and including 30%	21.88	22.12	21.14	
5) Over 30%				

10.2 - % pupils achieving Level 5+ by position within the relevant FSM benchmarking group

10.2a CSI

Title	2006/07	2007/08	2008/09	2009/10
Lowest quarter			44.90	46.46
Lower middle quarter				
Higher middle quarter				
Highest quarter	55.56	55.35		



Core Data Sets



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- Uniform approach to analysis of nationally available data sets across Wales
 - Establishes a baseline – a minimum standard
 - Reducing duplication
 - Freeing up LA time and resource
- Improved skills in analysing core data and using it to support improvement
 - Training and guidance
- Integral to SEF and aligned with Estyn 2010

Families of schools



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High level groupings

- Primary schools are initially grouped by language and size
- Secondary schools are grouped by language only

‘Challenge index’

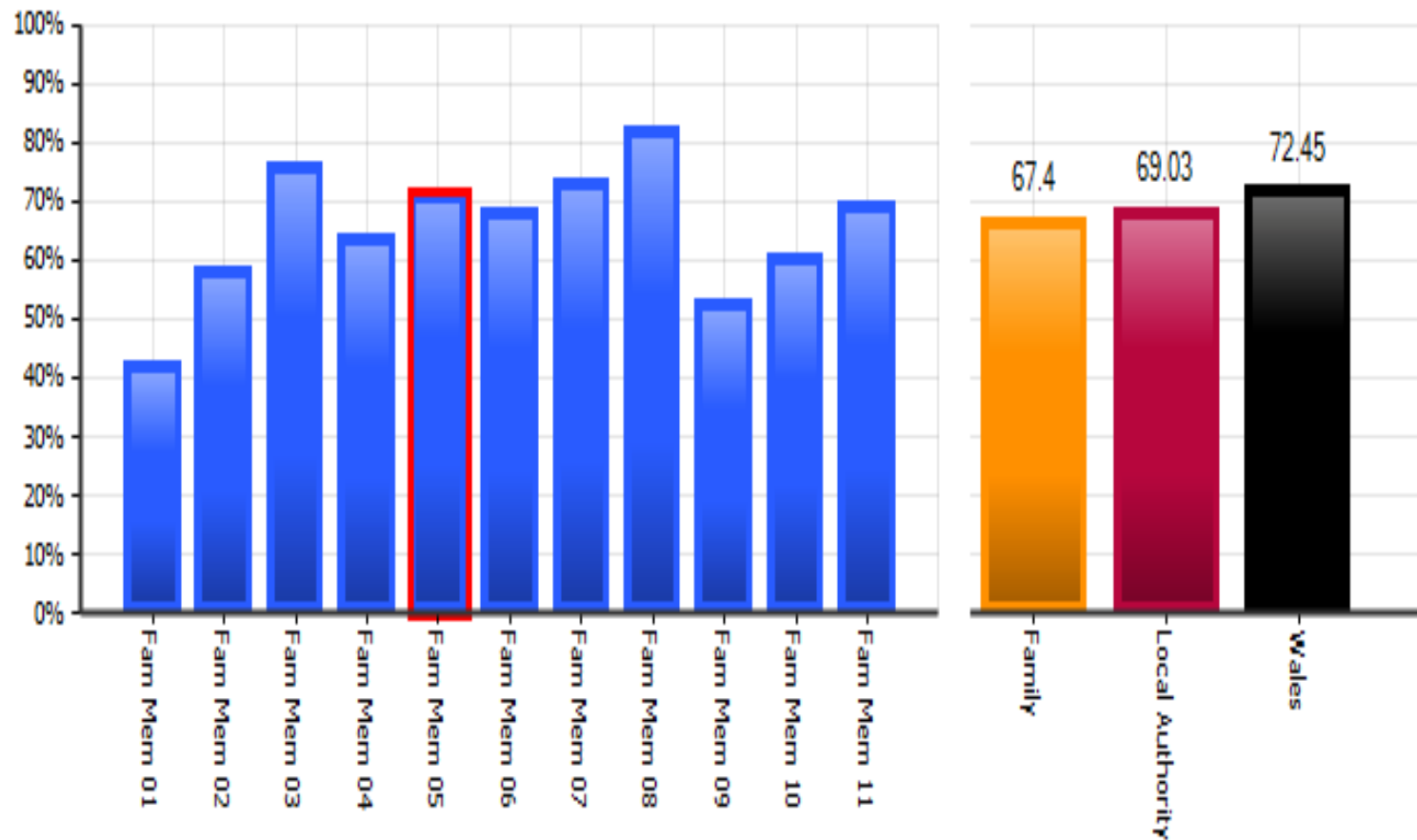
The proportion of pupils in the school:

- entitled to free school meals - **FSM** (**50%** weighting);
- living in the 20% most deprived areas in Wales - derived from Welsh Index of Multiple Deprivation data – **WIMD** (**30%** weighting);
- identified as having **Special Educational Needs (SEN)** - excluding ‘School Action’ (**10%** weighting);
- from **Language Acquisition** data - new to English, early acquisition or developing competence (**10%** weighting).



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Family Schools Comparisons



Good Self Evaluation



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- Open and honest.
- Identifies areas for improvement as well as good features.
- Informed by rigorous analysis of performance data.

Good Self Evaluation



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- Consider a range of data
 - Enough to give a balanced view
 - But not so much you can't see wood for trees
- Trends in performance over time
 - Core subjects and CSI - all key stages
 - Expected level plus 1- in KS1, 2 and 3
 - Non core subjects – in KS3
 - Level thresholds and wider points – in KS4

Good Self Evaluation



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- Consider data in context
- Comparison with LEA, Wales and other schools
- Comparison across subjects
- Free school meal benchmark data
- Families of schools
- Progression and value added

Asking questions



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- Data does not hold the answers – it helps you ask the questions
 - Are we doing as well, or even better, than we were three years ago?
 - How do we compare with similar schools?
 - Do our pupils make enough progress through each key stage?
 - How well does our performance compare across subjects / teaching groups?
 - Do we identify any underperforming groups?
 - Are we doing as well as we should be?

Asking questions



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- Using the DEWi comparative report to start the conversation....

School Comparative Summary



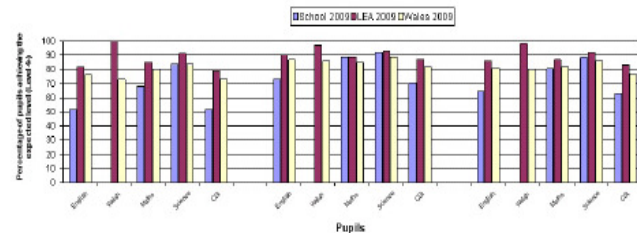
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School comparative information: National Curriculum Assessments 2009 with benchmarking

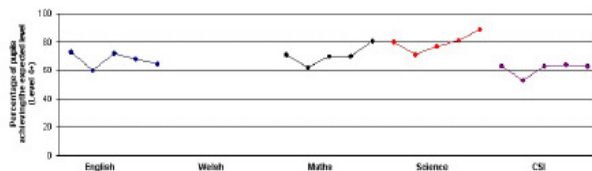
Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	52	82	76	73	90	87	65	86	81
Welsh	-	100	73	-	97	86	-	98	80
Maths	68	85	80	89	89	85	81	87	82
Science	84	91	84	92	93	89	89	92	86
CSI	52	79	73	70	87	82	63	83	77



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.
School's results shown in greyed boxes. Column headings refer to...

- Quartile 1 School is in the top 25 per cent.
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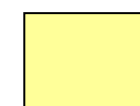
Free School Meal Group
More than or equal to 32 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		63	85	73			81
Welsh		64		70			84
Maths		65		74	81		83
Science		71		81			88
CSI		58	83	67			76

Notes:
1. Figures for Welsh refer to attainment in Welsh for language only.

Performance in current year

boys, girls, pupils
School, LA, Wales



Performance over time

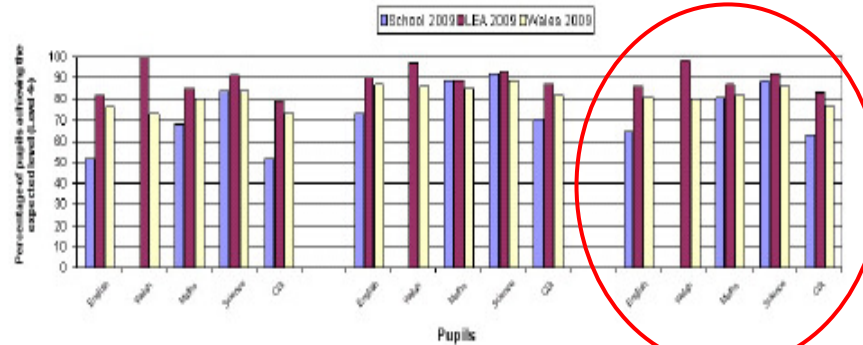
Performance compared to similar schools nationally

School comparative information: National Curriculum Assessments 2009 with benchmarking

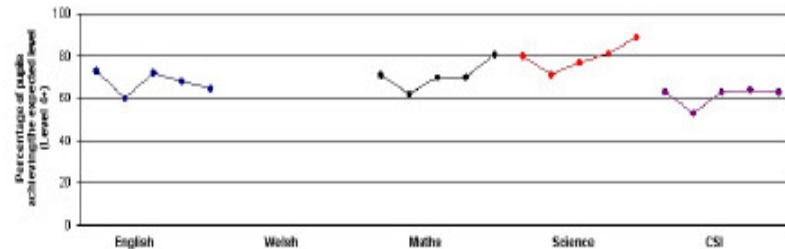
Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
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Welsh	-	100	73	-	97	86	-	98	80
Maths	68	85	80	89	89	85	81	87	82
Science	84	91	84	92	93	89	89	92	86
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Quartile	Description	Free School Meal Group
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Quartile 2	School is in the top 50 per cent but not the top 25 per cent.	More than or equal to 32 per cent eligible for FSM
Quartile 3	School is in the bottom 50 per cent but not the bottom 25 per cent.	More than or equal to 32 per cent eligible for FSM
Quartile 4	School is in the bottom 25 per cent.	More than or equal to 32 per cent eligible for FSM

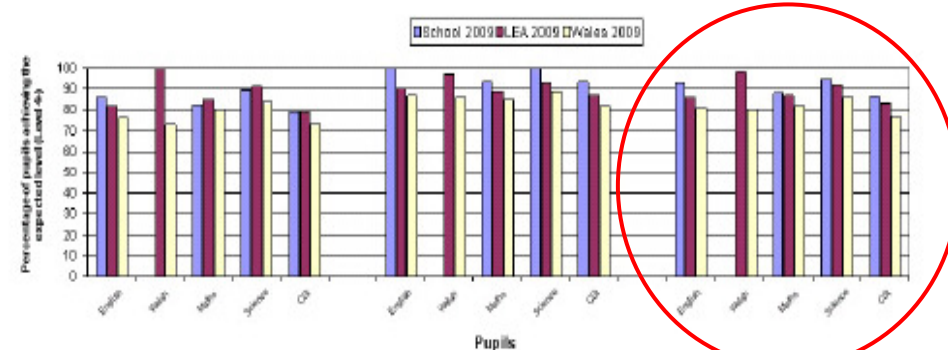
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Welsh		64		70		84	
Maths		65		74	81	83	
Science		71		81		88	88
CSI		56	63	67		76	

School comparative information: National Curriculum Assessments 2009 with benchmarking

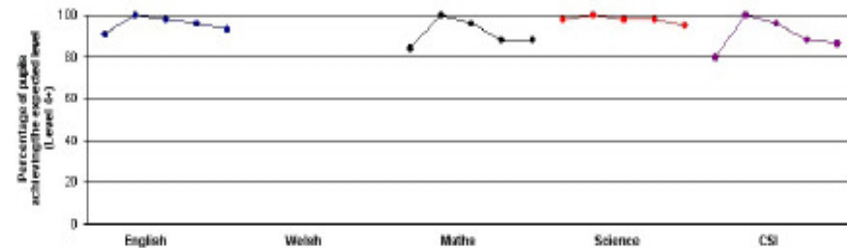
Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	86	82	76	100	90	87	93	86	81
Welsh	-	100	73	-	97	86	-	98	80
Maths	83	85	80	93	89	85	88	87	82
Science	90	91	84	100	93	89	95	92	86
CSI	79	79	73	93	87	82	86	83	77



School Performance over time (2005 - 2009)



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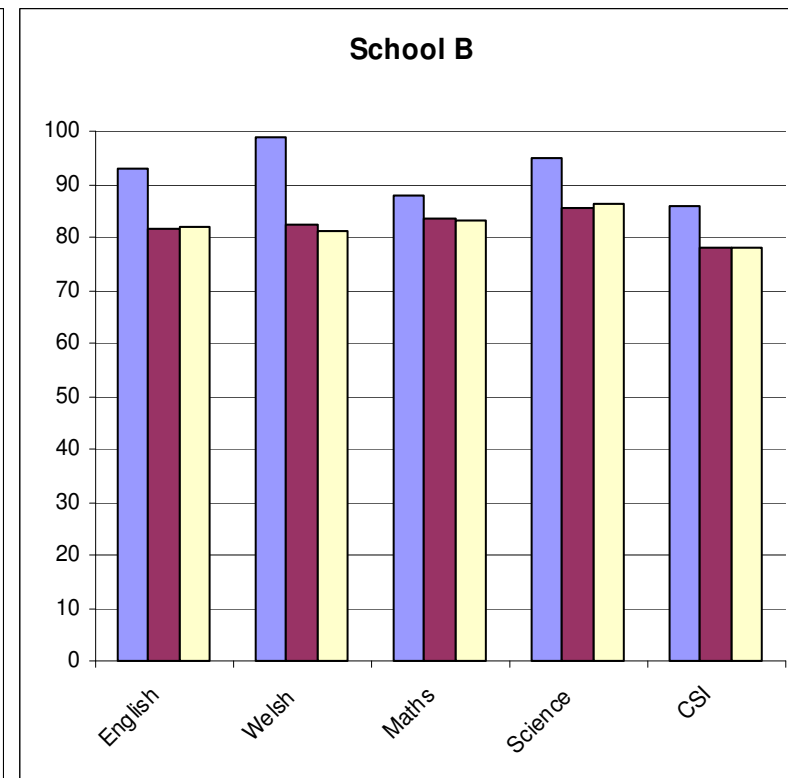
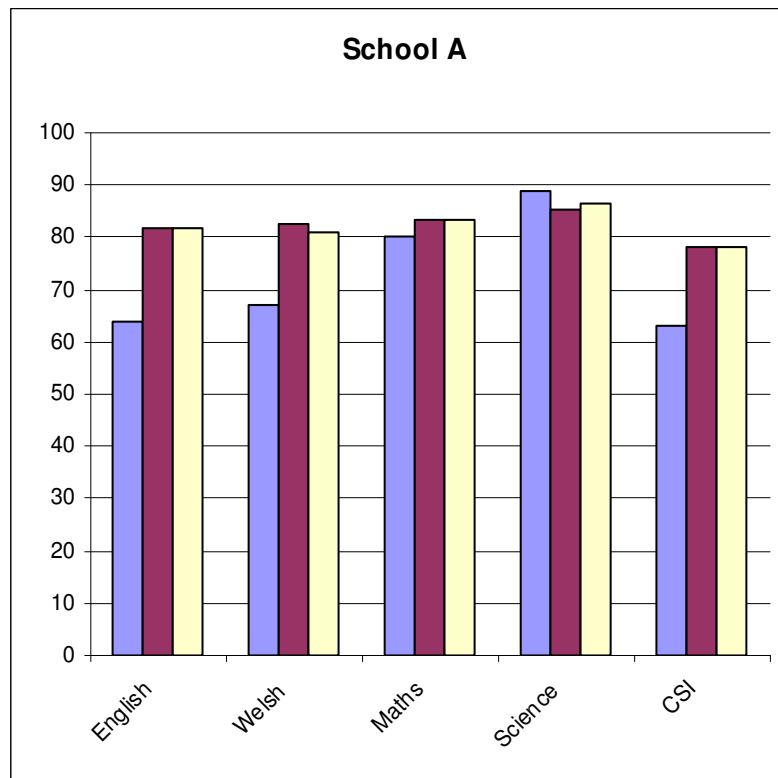
Quartile	Description	Free School Meal Group
Quartile 1	School is in the top 25 per cent.	Less than 8 percent eligible for FSM
Quartile 2	School is in the top 50 per cent but not the top 25 per cent.	Less than 8 percent eligible for FSM
Quartile 3	School is in the bottom 50 per cent but not the bottom 25 per cent.	Less than 8 percent eligible for FSM
Quartile 4	School is in the bottom 25 per cent.	Less than 8 percent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		84		90	93	100	
Welsh		79		88		100	
Maths		84	88	92		100	
Science		89	95	97		100	
CSI		80	88	88		96	

Comparing performance in two schools



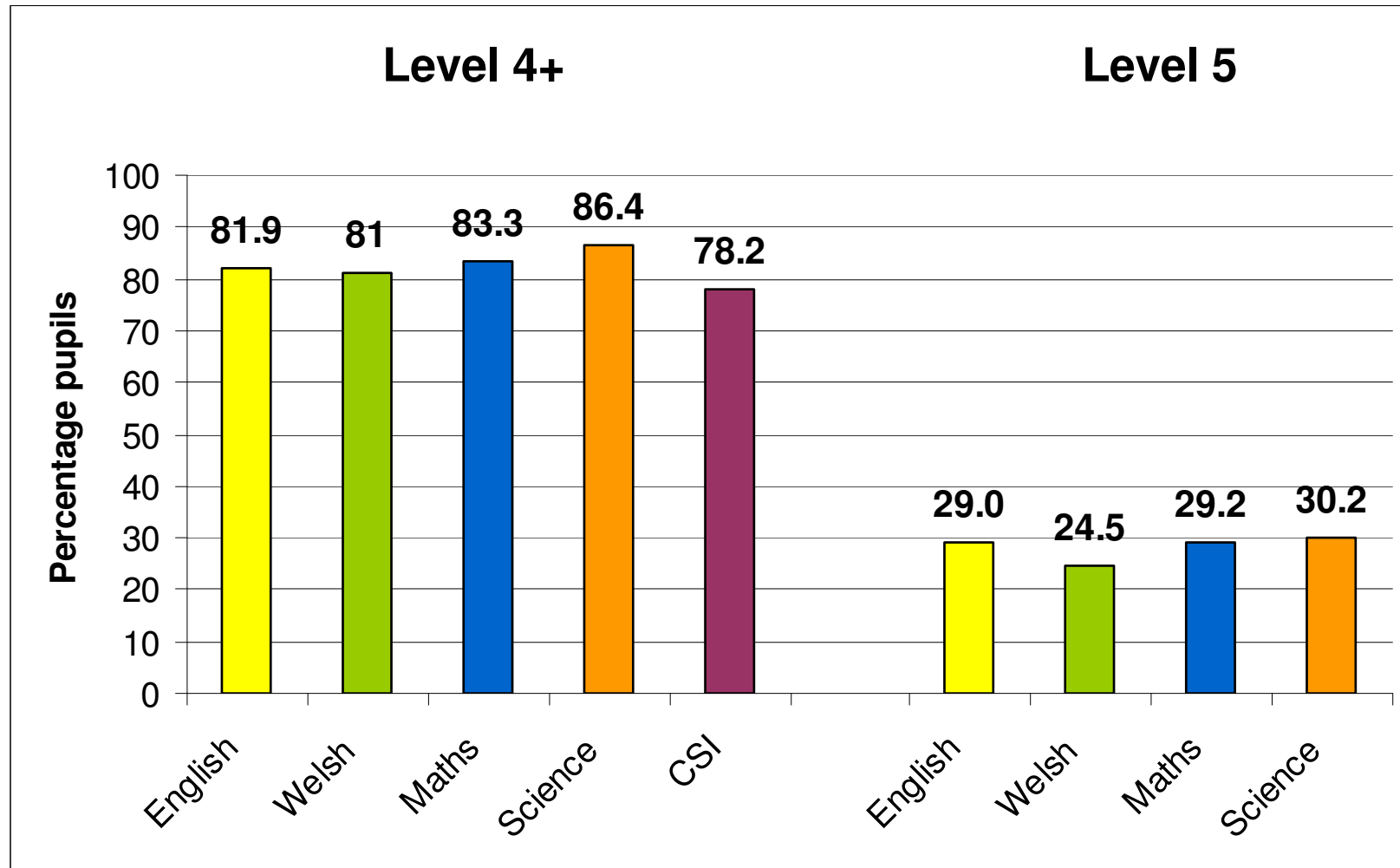
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Key stage 2 National performance: 2010



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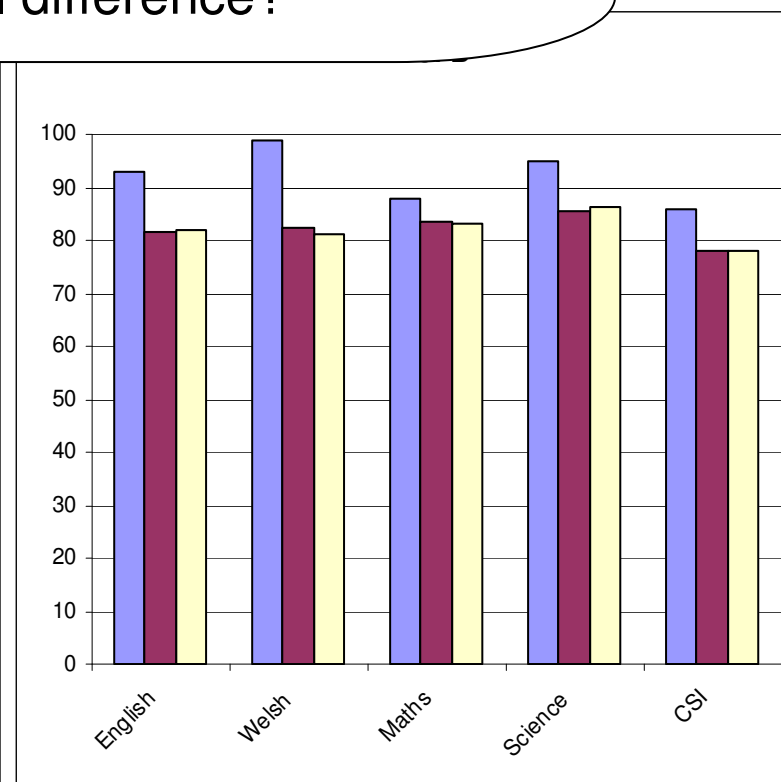
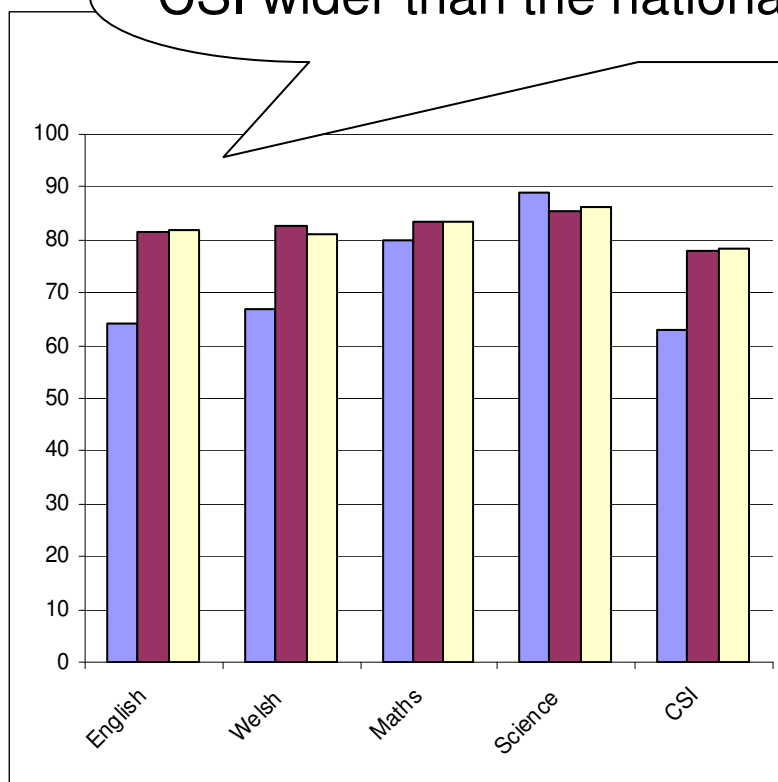


Comparing performance in two schools



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Does the relative performance of the 3 subjects reflect national differences ?
Is any one subject having a detrimental effect?
Is the gap between the lowest subject and the CSI wider than the national difference?



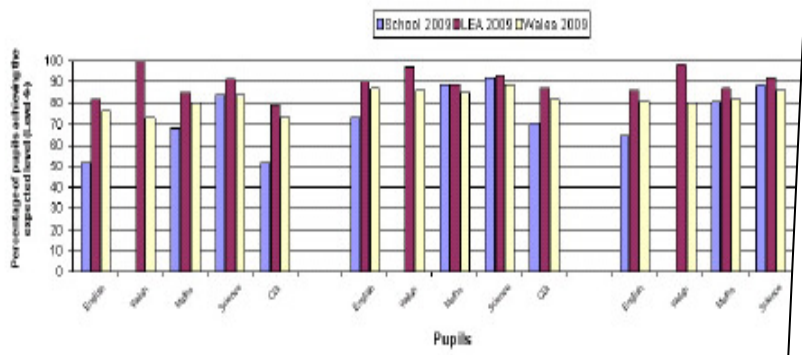
School comparative information: National Curriculum Assessments

Key Stage 2

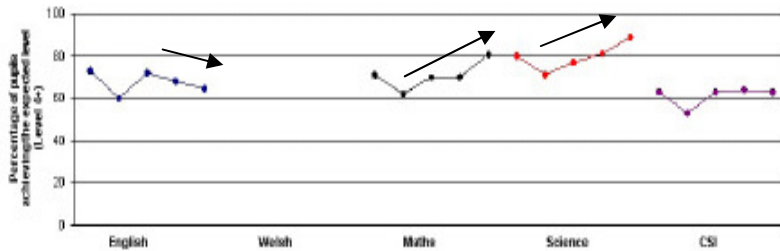
Percentage of boys, girls, and pupils achieving at least the expected level (Level 4)

	Boys			Girls		
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Welsh	-	100	73	-	97	81
Maths	68	85	80	89	89	81
Science	84	91	84	92	93	81
CSI	52	79	73	70	87	82

In general, is performance declining, improving or fluctuating but maintaining standards?



School Performance over time (2005 - 2009)

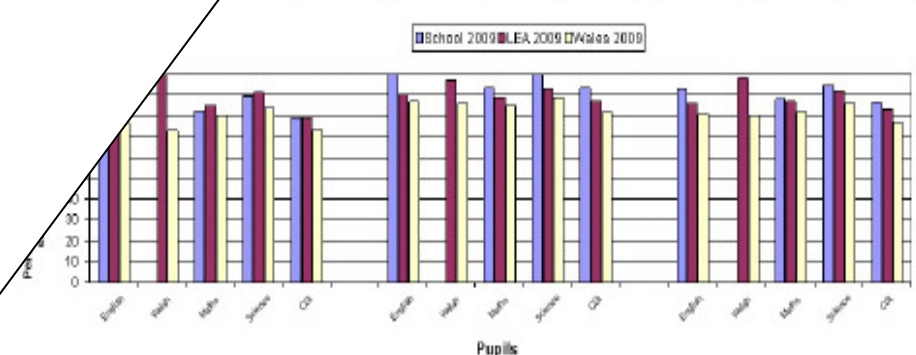


Contextual Information

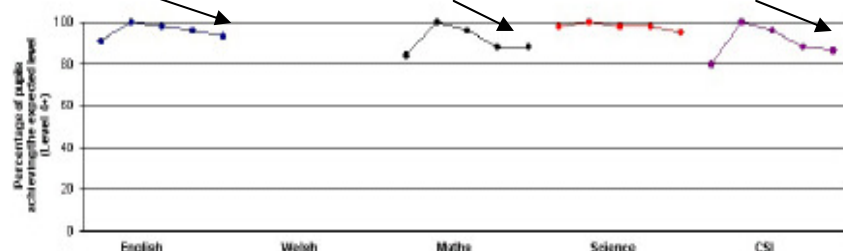
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School Performance over time (2005 - 2009)



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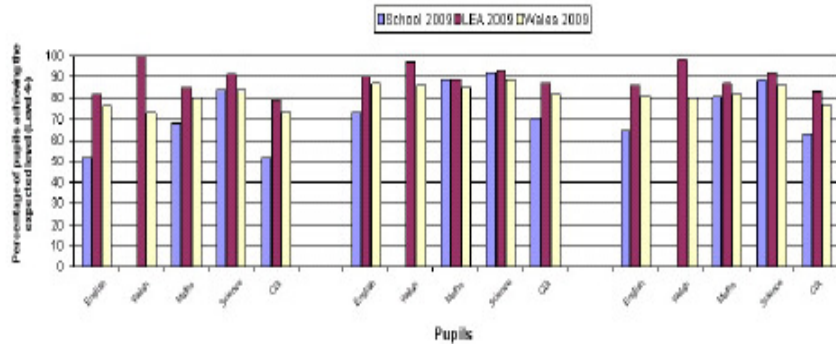
	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		84		90	93	100	
Welsh		75		88		100	
Maths		84	88	92		100	
Science		69	85	97		100	
CSI		60	68	68		96	

School comparative information: National Curriculum Assessments 2009 with benchmarking

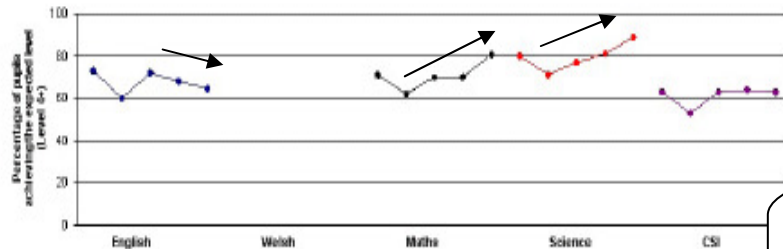
Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

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English	52	82	76	73	90	87	65	86	81
Welsh	-	100	73	-	97	86	-	98	80
Maths	68	85	80	89	89	85	81	87	82
Science	84	91	84	92	93	89	89	92	86
CSI	52	79	73	70	87	82	63	83	77



School Performance over time (2005 - 2009)



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Free School Meal Group
More than or equal to 25 per cent for FSM

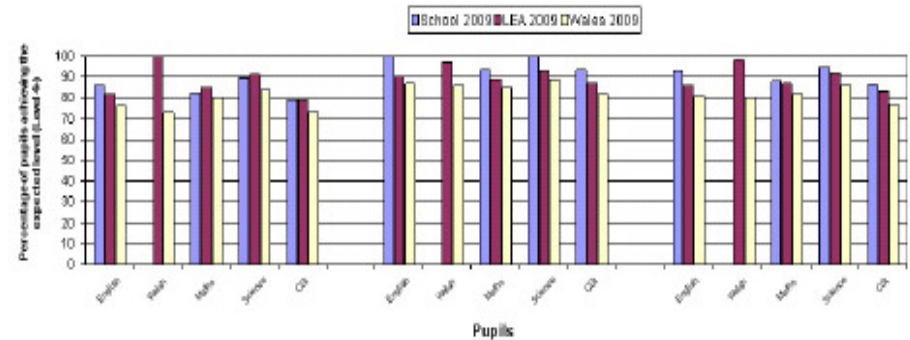
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School comparative information: National Curriculum Assessments 2009 with benchmarking

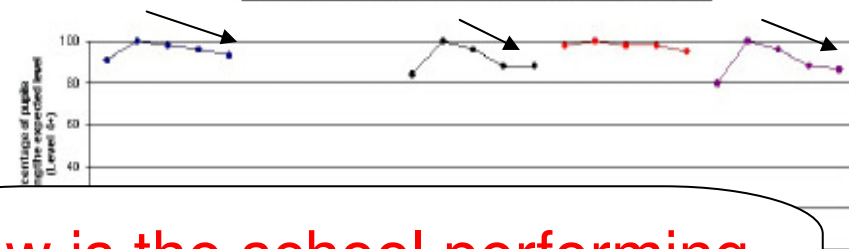
Key Stage 2

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	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	86	82	76	100	90	87	93	86	81
Welsh	-	100	73	-	97	86	-	98	80
Maths	83	85	80	93	89	85	88	87	82
Science	90	91	84	100	93	89	95	92	86
CSI	79	79	73	93	87	82	86	83	77



School Performance over time (2005 - 2009)



How is the school performing compared with schools facing similar challenges? (FSM)

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		84		90	83	100	
Welsh		75		88		100	
Maths		84		88	92	100	
Science		83	85	97		100	
CSI		60	88	68		96	

A final question



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- Are we using data to challenge our performance....
- or to justify it?



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Thank you

Questions?

IMS@wales.gsi.gov.uk