

**Regulations about reporting  
school and pupil information:  
concise guidance**

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**Department for Education and Skills**

**Welsh Government**

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## Overview

This guidance gives a brief overview of changes to requirements resulting from amendment of regulations covering:

- Reporting to parents
- The Common Transfer System
- Governors' Annual Reports
- School Prospectuses
- School Target Setting

More detailed and supplementary information in relation to a number of these policy areas will be provided through further guidance and practical user guides.

A number of Regulations have been updated to reflect policy changes. The amendments primarily seek to simplify the Regulations, and clarify and update requirements to reflect policy changes in relation to the curriculum and performance monitoring.

The amendments support the drive for greater accessibility and transparency of information and the increasing focus on the use of data, robust self-evaluation and stronger accountability.

The key new requirements are, in summary:

- schools are required to publish their most recent DEWi contextual report on school performance in end of key stage assessments, or Summary of Secondary School Performance, with reports to parents, in the Governors' Annual Report and School Prospectus. Previous requirements to include specified statistics will no longer apply.
- school targets must include at least three targets that reflect the priorities identified through the self evaluation process. Other targets have been revised to reflect current policy and practice and to reduce the number of specified targets to be set.
- governors will submit targets to the local authority. If not satisfied with a target(s) the local authority may ask the governing body to submit a revised target(s). If the local authority remains dissatisfied with a revised target it can itself set a target for the school.
- Necessary for the move from National Curriculum Key Stage 1 to the Foundation Phase in terms of data collection, use, transfer and reporting.

**Please note: this guidance supersedes some sections in the following guidance documents.**

*Educational records, school reports and the common transfer system – the keeping, disposal, disclosure and transfer of pupil information* (circular 18/06)  
<http://wales.gov.uk/publications/circular/circulars2006/1552927/?lang=en>

*Governors' annual reports: guidance for governing bodies* (circular 15/01)  
[http://wales.gov.uk/topics/educationandskills/publications/circulars/Circular\\_15\\_01?lang=en](http://wales.gov.uk/topics/educationandskills/publications/circulars/Circular_15_01?lang=en)

*A governor's guide to the law* (chapters 1, 2, 5, 6, 7, 11, 14, 15)  
<http://www.governorswales.org.uk/law/>

*School prospectuses: guidance for headteachers and governing bodies* (circular 14/01)  
[http://wales.gov.uk/topics/educationandskills/publications/circulars/Circular\\_14\\_01?lang=en](http://wales.gov.uk/topics/educationandskills/publications/circulars/Circular_14_01?lang=en)

*Target setting: guidance for headteachers and governing bodies*  
(no electronic copy available)

*Statutory assessment arrangements*  
<http://wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/statutoryassessment/?lang=en>

## **Policy Context**

### **Purpose and intended effect of the legislation**

The suite of legislation is intended to support the Welsh Government's policy on collecting, publishing and sharing information about schools and pupils for the purpose of ensuring robust self evaluation and effective challenge and support to help drive up standards.

Changes to these Regulations align existing practice more closely to the policy changes which have occurred since the previous Regulations and guidance were laid or amended. Specifically, the revised Regulations support the following policy objectives.

### **Supporting Ministerial priorities for improvement**

The changes to requirements help to meet a number of the priorities for action set out in the Minister's speech of 2 February 2011. They also support the School Standards Unit in its role of facilitating improvements across the school system through the redevelopment of the accountability framework in Wales and consistent use of data and analysis.

Linking self evaluation and the core data sets to annual target setting further enhances governors' engagement with the data. Targets based on the outcome of self evaluation will give greater scope, without adding undue burden, for targets to reflect both national and local priorities and the differing needs of different pupil groups.

Enhancing the role of the local authority (LA) in agreeing targets for schools supports them in meeting their obligations to provide differentiated challenge and support. It helps ensure that targets are stretching yet realistic, focused on the real priorities for improvement in individual schools and based on robust use of evidence of relative strengths and weaknesses and relative performance. Targets will better reflect the potential of individual pupils, raise expectations and raise aspiration. Targets set in this way will also better support robust national target setting based on pupil expectations and best practice with challenge in-built throughout the system.

### **Making data more accessible and meaningful**

As part of the move to electronic collection of end of phase assessment data, the Welsh Government previously introduced comparative reports which provide a standardised, graphical view of a school's results set against those for their local authority and Wales and the five-year results trend for the school. When national results are validated and published, these reports are updated to also provide analysis of the school's results in comparison with its free school meal benchmark group. The reports are available to all schools via the DEWi secure transfer site.

By requiring that schools include these reports alongside reports to parents, in the school prospectus and within the governors' annual report, parental engagement will be improved as the data provided will be consistent, more accessible and placed in context. The reports are mainly graphical in nature;

include comparison over time and provide a comparison with the local authority and Wales, and with the free school meal benchmark group.

The bureaucratic burden on schools will be reduced compared to previous requirements since the reports, and supporting guidance to help parents and others interpret them more easily, are produced by the Welsh Government and are easily accessible via an online tool.

**The following five Regulations and their accompanying guidance are now revoked:**

- The *Education (Pupil Information) (Wales) Regulations 2004* (as amended) which specified duties in relation to the maintenance of education and curricular records, the provision of records when pupils relocate (Common Transfer) and requirements to provide reports to parents and adult pupils.
- The *Education (School Information) (Wales) Regulations 1999* (as amended) which specified the information that schools must publish in their school prospectus and that local authorities must publish in their composite prospectus.
- The *Education (School Performance and Unauthorised Absence Targets) (Wales) Regulations 1999* (as amended) which stipulated the targets that schools must set for future performance.
- The *School Governors' Annual Reports (Wales) Regulations 2001* which specified the information that school governing bodies must publish on an annual basis.
- The *Education (School Performance Information) (Wales) Regulations 2004* (as amended) which specified the information about pupil performance that must be provided to local authorities and to the Welsh Government.

Six new Regulations are in force from 1 September 2011 setting out the updated requirements.

- The *(Head Teacher's Report to Parents and Adult Pupils) (Wales) Regulations 2011*  
<http://www.legislation.gov.uk/wsi/2011/1943/introduction/made>
- The *(Pupil Information (Wales) Regulations 2011*  
<http://www.legislation.gov.uk/wsi/2011/1942/made>
- The *(School Information (Wales) Regulations 2011*  
<http://www.legislation.gov.uk/wsi/2011/1944/contents/made>
- The *School Governors' Annual Reports (Wales) Regulations 2011*  
<http://www.legislation.gov.uk/wsi/2011/1939/made>

- The *School Performance and Absence Targets (Wales) Regulations 2011*  
<http://www.legislation.gov.uk/wsi/2011/1945/contents/made>
- The *School Performance Information (Wales) Regulations 2011*  
<http://www.legislation.gov.uk/wsi/2011/1963/made>

The *School Performance Information (Wales) Regulations 2011* cover pupil assessments carried out during the Foundation Phase and key stages. There is further information in the *Foundation Phase Statutory Assessment and Reporting Arrangements* available at

[http://wales.gov.uk/topics/educationandskills/earlyyearshome/foundation\\_phase/foundationphasepractitioners/sara/?lang=en](http://wales.gov.uk/topics/educationandskills/earlyyearshome/foundation_phase/foundationphasepractitioners/sara/?lang=en).

## **Reporting to Parents**

### ***The Education (Head Teacher's Report to Parents and Adult Pupils) (Wales) Regulations 2011***

These Regulations specify requirements in relation to reporting to parents and adult pupils.

Amended regulations:

- require that specified information be reported to parents and adult pupils at least once a year as detailed below.
- require the inclusion of the appropriate standard comparative report provided by the Welsh Government with each annual report to parents or adult pupils: examples of the standard reports are provided at Annexes 1, 2, 3 and 4 and,
- extend statutory reporting requirements to cover pupils in or at the end of the Foundation Phase in line with requirements at other key stages.

### **General Requirements**

A written report must be made available to all parents<sup>1</sup> or to adult pupils once each school year.

Where it appears necessary - for example to ensure that parents have equal access to the information within the report and to ensure it is accessible - the report should be translated into English or Welsh or another language or produced in Braille or audio tape.

In all cases schools should make every effort to make reports interesting, engaging, informative and accessible to parents and carers.

### **Specific Requirements**

The report must contain, at a minimum, the required information as detailed below.

<b>In relation to all pupils</b>
<p><b>Required;</b></p> <ul style="list-style-type: none"><li>• Brief particulars of the pupil's achievements and progress in relation to each area of learning, subject or activity drawing attention to any particular strengths and weaknesses.</li><li>• Particulars of the pupil's skills and abilities and general progress at school during the period to which the information relates.</li><li>• Where levels of achievement are included, a statement should be included indicating whether or not these levels have been determined in</li></ul>

<sup>1</sup> See *Parents and Parental Responsibility* guidance for a definition <http://wales.gov.uk/topics/educationandskills/publications/circulars/parents-parental-responsibility?lang=en>

### **In relation to all pupils**

accordance with the statutory assessments

- Particulars of any subject from which the pupil is exempt.
- Details of any qualification or part of a qualification obtained by the pupil during the period to which the information relates.
- A summary of the pupil's attendance record during the period to which the information relates, to include the number of possible attendances, authorised and unauthorised absences.
- Details of the arrangements whereby parents, or adult pupils, may discuss the report with teachers.
- Each pupil's report should be accompanied by the most recent school comparative report(s) (DEWi contextual reports) and - for schools with pupils following key stage 4 study programmes - the most recent Summary of Secondary School Performance (SSSP)

#### ***Additional recommendations to make reports engaging and informative***

- *'Brief particulars' should take the form of a short commentary in the subject activity concerned. Strengths and particular achievements should be highlighted together with areas of weakness, targets for improvement and suggestions of how the learner may be encouraged to develop in a particular area.*
- *Details of general progress could include an overview of behaviour, contribution to school life, special achievements, and general wellbeing.*
- *Information relating to reasons for absence / lateness and a summary of any exclusion information relevant to the period could be included.*
- *Arrangements to discuss the report could include details of parents meetings, Governors' Annual Meeting and other key events in the school calendar.*
- *Including the names of relevant teachers and information about different ways to engage with the school and teachers may help to increase engagement.*
- *Draw attention to the importance of parental engagement and the contribution that parents can make to their children's education and the life of the school.*

***Plus, as appropriate:***

### **In relation to pupils at the end of the Foundation Phase**

#### **Required**

- Details of the end of Foundation Phase outcomes, as assessed by Teacher Assessment for:
  - Personal and Social Development, Well-Being and Cultural Diversity
  - Language , Literacy and Communications Skills
  - Mathematical Development

#### ***Additional recommendations to make reports engaging and informative***

- *A commentary on what the outcomes show about the pupil's progress, strengths and areas for development*

### **In relation to pupils at the end of National Curriculum Key Stage 2**

#### **Required**

- Details of the end of the National Curriculum Levels awarded, as assessed by Teacher Assessment for:
  - English, to include a break down for each of
    - Oracy
    - Reading
    - Writing
  - mathematics
  - science
- An indication of whether the pupil achieved the Core Subject Indicator<sup>2</sup>

#### *Plus either*

- Cymraeg (Welsh first language) to include a break down for each of
  - oracy
  - reading
  - writing*where pupils are studying through the medium of Welsh*

or

- Welsh second language  
*where pupils are studying through the medium of English*

#### ***Additional recommendations to make reports engaging and informative***

- *a commentary on what the outcomes show about the pupil's progress, strengths and areas for development.*

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<sup>2</sup> The CSI is achieved at Key Stage 2 where the pupil achieves Level 4 or above in each of English or Welsh first language, mathematics and science in combination

- *schools may wish to provide a breakdown of Welsh second language performance by oracy, reading and writing.*

### **In relation to pupils at the end of National Curriculum Key Stage 3**

#### **Required**

- Details of the end of the National Curriculum levels awarded, as assessed by Teacher Assessment for
  - English, to include a break down for each of
    - oracy
    - reading
    - writing
  - mathematics
  - science
  - design and technology
  - information technology
  - history
  - geography
  - modern foreign language
  - art
  - music
  - physical education
- An indication of whether the pupil achieved the Core Subject Indicator<sup>3</sup>

#### *Plus either*

- Cymraeg (Welsh first language) to include a break down for each of
  - oracy
  - reading
  - writing

*where pupils are studying through the medium of Welsh*

or

- Welsh second language
 

*where pupils are studying through the medium of English*

#### ***Additional recommendations to make reports engaging and informative;***

- *a commentary on what the outcomes show about the pupil's progress, strengths and areas for development.*
- *schools may wish to provide a breakdown of Welsh second language and modern foreign language performance by oracy, reading and writing.*

<sup>3</sup> The CSI is achieved at Key Stage 3 where the pupil achieves Level 5 or above in each of English or Welsh first language, mathematics and science in combination

- where a pupil is studying more than one MFL then details of the languages being studied and progress in each.

#### **In relation to pupils at the end of National Curriculum Key Stage 4**

##### **Required**

- details of any entry to an approved qualification, or part thereof, and grade (if any) achieved.
- the average points scored in each examination entered by the pupil.
- outcome or progress toward achieving the Welsh Baccalaureate Qualification if appropriate.

The Welsh Government publishes a leaflet for parents to explain their child's school report, *How is your child doing at school? A parent's guide*. The leaflet for the 2010-11 academic year is available at

<http://wales.gov.uk/topics/childrenyoungpeople/publications/howisyourchilddoingatschool09/?skip=1&lang=en>

This leaflet will be completely revised for the 2011-12 academic year, to reflect changes in policy such as the introduction of the Foundation Phase.

## **Pupils' records and the Common Transfer System (CTS)**

### ***The Education (Pupil Information) (Wales) Regulations 2011***

These Regulations specify requirements in relation to the maintenance of curricular and educational records and the transfer of information through the Common Transfer System (CTS) when pupils change schools.

The CTS is a secure system used to transfer a pupil's record electronically when they move from one school to another. The CTS ensures that pupil information moves electronically when pupils relocate, thus reducing the administrative burden of data collection and increasing the accuracy and continuity of records. It also supports local authorities in meeting their obligations to identify and prevent pupils from going missing from education by facilitating the identification of records where pupils leave one school and do not appear to register at another.

#### **General requirements for common transfer**

It is requirement that a Common Transfer File (CTF) containing the specific information is sent to the pupil's next school when a pupil relocates. The file should be provided within 15 days of the pupil ceasing to be registered at the school or of receipt of a request from the head teacher of a pupil's new school.

The CTF must be sent electronically. For transfers beyond the current local authority border it must be sent via the s2s transfer facility provided for this purpose. For transfers within an LA, a local secure intranet service may be used.

Where the destination of the pupil is unknown, all reasonable efforts should be made to identify it. If the head teacher remains unable to ascertain the destination then the CTF must be uploaded to the specified area of s2s.

Further information on CTS, s2s and children missing education can be found below. Please note that this document supersedes some sections in existing guidance.

Common Transfer System

<http://wales.gov.uk/topics/educationandskills/schoolshome/schooldata/ims/datexchange/school2schoolcommon/?skip=1&lang=en>

Preventing children from going missing from education

<http://wales.gov.uk/topics/educationandskills/publications/guidance/missingeducation/?lang=en>

#### **Specific Requirements**

The CTF must contain, as a minimum, the required information about the individual pupil(s) as detailed below.

## Common Transfer Information

Unique Pupil Number (UPN)

*Including any temporary UPN and/or previous UPN*

Unique Learner Number (ULN) where available

*ULNs are being introduced in Wales for learners over the age of 14.*

Surname

First name(s)

Date of Birth

Gender

Ethnicity and details of who provided the information about the pupil's ethnic group.

National Identity

*Ethnicity and national identity information is required for all learners over 5 years of age. Guidance on the recording of information on ethnicity can be found at <http://wales.gov.uk/topics/educationandskills/publications/circulars/circular0062009/?lang=en>*

First language

*Guidance on the recording of information on first language can be found at <http://wales.gov.uk/topics/educationandskills/publications/guidance/collectingdata/?lang=en>*

Level of fluency in the Welsh language

Whether or not Welsh is spoken at home

Details of who provided the information about the pupil's fluency in Welsh and use of Welsh at home

Free School Meal (FSM) eligibility

Where a pupil is learning English as an additional language, details of the level of language acquisition.

Where a pupil has special educational needs (SEN)

- confirmation of the primary and any secondary identified need
- SEN provision type according to the Special Educational Needs Code of Practice for Wales
- Support provided

An indicator of whether the pupil is looked after by a local authority and if so the name of the local authority.

The address where the pupil normally lives.

The surname of at least one contact person for the pupil and the details of their relationship to the pupil.

An indicator where medical information exists that may be relevant to the pupil's new school.

Attendance information for the current or most recent academic year.  
*An attendance history should also be included where available.*

The most recent teacher assessment information.  
*Where possible details of previous teacher assessments and other assessments should also be included.*

### **Specific requirements relating to educational and curricular records**

The curricular record is a formal record of a pupil's academic achievements, skills, abilities and progress. The curricular record must be updated at least once per year.

The educational record is a record of any information, including the curricular record, which relates to the pupil other than information processed by and for the sole use of an individual teacher

The head teacher is required to:

- Transfer the entire educational record to the receiving school when a pupil relocates. This information may be transferred in electronic format, on paper or a mixture of formats.
- Within 15 days, provide a copy of a pupil's educational record to the pupil's parent on receipt of a written request. A charge may be made for provision of the copy - not exceeding the cost of supply.
- Within 15 school days, provide a copy of the educational record (excluding information regarding results of any assessment of the pupil's achievements) to a school, FE college or other place of education or training who are considering the pupil for admission.

## **The School Prospectus**

### ***The Education (School Information) (Wales) Regulations 2011***

These Regulations set out the requirements for the content of individual school prospectuses and local authority composite prospectuses.

A school prospectus provides general information about a school, such as the number of pupils, names of teachers, school policies and rules. It provides parents with information about the school their child attends. A local authority composite prospectus covers the admissions policies for the schools in that authority's area. It provides parents with information to help them consider which school they would like their child to attend.

Amendments in relation to school prospectuses:

- require the inclusion of a comparative report of results in end of phase teachers assessment and external examinations (where applicable) provided by the Welsh Government;
- require the prospectus to include additional/updated information in relation to
  - the school's language category;
  - information about the way the Welsh language is used in the school and by different age groups of pupils
  - the number of places available for entry (for secondary schools)
  - information about the member of staff with responsibility for looked after children;
  - details of provision for sports and extra-curricular sport activities;
  - provision of toilet facilities and their cleaning.

A summary of the full range of information to be included in the School Prospectus is provided below.

Details of the amendments in relation to composite prospectuses will be provided separately to LAs.

### **General Requirements**

The governing body is required to publish a single document, known as the school prospectus, containing the minimum required information as set out below.

The document must be distributed to parents of pupils at the school on request and without charge and made available for reference by parents and other persons at the school.

Special schools must make copies of the prospectus available for reference at the offices of the local authority who maintain the school.

Maintained secondary schools must provide copies, without charge, to those providing career services in the area served by the school.

The school prospectus is an annual document and must be produced not later than six weeks before either the closing date for applications for admission to the school or the date by which parents may express a preference for a school, whichever is the earlier.

Where it appears necessary - for example to ensure that parents have equal access to the information within the prospectus and to ensure it is accessible - the report should be translated into English or Welsh or another language or produced in Braille or audio tape.

In all cases schools should make every effort to make the school prospectus interesting, engaging, informative and accessible to a wide audience.

### **Specific requirements**

The school prospectus must contain, as a minimum, the required information detailed below.

<b>Information to be published in the school prospectus</b>
1. Name, address and telephone number of the school
2. Name of the head teacher
3. Name of the current chair of governors
4. The classification of the school as <ul style="list-style-type: none"><li>• Community, foundation, voluntary controlled, voluntary aided, community special or foundation special school</li><li>• Primary, middle or special school;</li><li>• Comprehensive, grammar or partially selective;</li><li>• Co-educational or single-sex school;</li><li>• Day, boarding or both.</li></ul>
5. The language of the school as shown in their PLASC category. See guidance <i>Defining schools according to Welsh medium provision</i> available at <a href="http://wales.gov.uk/topics/educationandskills/publications/guidance/defining-schools?lang=en">http://wales.gov.uk/topics/educationandskills/publications/guidance/defining-schools?lang=en</a>
6. Any affiliation of the school with a particular religion or religious denomination.
7. Details of the admissions policy for pupils of different ages, including those above or below compulsory school age (not applicable for special schools) and special arrangements for the admission of, and to enable access for, disabled pupils.
8. Secondary schools (but not special schools) should also include details of the number of places for each relevant age group which were available at the start of the preceding year, the number of written applications or preferences, the number of appeals made and the

number of them that were successful.

9. Details of any arrangements for parents to visit the school.
10. A statement on the ethos and values of the school.
11. Information about the curriculum, the organisation of education and teaching methods. This should include details of any special arrangements made for particular groups of pupils including those with special educational needs.
12. A summary of the content and organisation of sex education
13. Details of any careers education and any arrangements for work focused experiences for pupils.
14. A summary of the religious education provided at the school and details of how a parent, or sixth-form pupil, can exercise their right to choose not to participate in religious education and of any alternative provision made for such pupils.
15. A summary of the school policies and arrangements in relation to
  - a. provision for children with special educational needs.
  - b. supporting and promoting the education achievement of looked after children.
  - c. charging for optional extras and details of the policies in relation to circumstances where these charges will be waived.
  - d. equal opportunities
16. Details of the member of staff designated as having responsibility for promoting the educational achievement of looked after children.
17. Information about any determination made in relation to the character of collective worship in the school.
18. A summary of the sporting aims of the schools and details of arrangements for pupils to participate in sport and extra-curricular sports activities.
19. Details of the term dates and session times for the school for the year to which pupils are being invited to apply for admission.
20. The arrangements made to ensure the security of pupils, staff and the school premises.
21. A summary of the key features of the home-school agreement.
22. A brief statement about the use of the Welsh language in the school, to ensure that parents and prospective parents can gain a full

understanding of the linguistic character of the school. This should include

- a. use of Welsh as a language of instruction in different key stages, different subjects and - if appropriate - the availability of alternative instruction in English;
- b. details about the use of Welsh as a usual language of communication at the school outside of formal instruction;
- c. any restriction to the ability to choose the language of instruction;
- d. arrangements at the school for facilitating continuity for pupils instructed through the medium of Welsh whilst registered at the school or when transferring from primary to secondary school; and,
- e. details of any exception from the National Curriculum in Welsh as long as inclusion of this information does not identify an individual pupil affected.

23. The most recent school comparative report(s) of performance in end of key stage teacher assessments (DEWi contextual reports) and, for schools with pupils following key stage 4 study programmes, the most recent Summary of Secondary School Performance (SSSP).

24. Secondary schools should include details of the proportion of pupils aged 15 or 16 at the start of the previous academic year who

- a. continued in full-time education, training or work based learning
- b. went on to employment
- c. are known to have neither continued in education nor gained employment, or
- d. whose destination is unknown.

25. Details of the most recent annual attendance and absence figures for the school.

26. A statement of how a complaint can be made.

## **The Governors' Annual Report**

### **The School Governors' Annual Reports (Wales) Regulations 2011**

These Regulations replace and revoke the *School Governors' Annual Reports (Wales) Regulations 2001* as amended. The Regulations require amendment to update the terminology to reflect policy developments and ensure consistency, and to clarify the interpretation of terms used.

The Regulations cover the information published in the governors' annual report to parents.

#### **New regulations**

- require the inclusion of a comparative report of results in end of phase teachers assessment and external examinations (where applicable), provided by the Welsh Government;
- require schools to engage with the community and be community focused. This will involve forming links with agencies such the police.
- update the information to be included to reflect the requirements of the Welsh-medium Education Strategy namely to publish details of how Welsh is used as the medium of instruction separately for each key stage (and the Foundation Phase, if appropriate) and to provide more information about the language of instruction and any limitations that may limit the parents' opportunity to choose the language of instruction.
- better reflect engagement with sporting activity at the school
- reflect requirements to ensure accessibility to and safety of toilet facilities as well as cleanliness.

#### **General requirements**

Governors are required to produce an annual report to parents which includes the information detailed below. A summary report must be distributed to all parents; the summary report must contain the required information and details of how a parent can request a copy of the full report.

The report, or summary report, must be made available to parents no less than two weeks before the date of annual meeting where the report will be considered.

The information detailed below should be included as a minimum in the Governors' Annual Report to Parents. Governors are at liberty to include additional material to help keep parents informed and to make the document as engaging as possible.

Information on the requirements to hold an annual meeting with parents and the valid exemptions from such can be found in Chapter 5 of *A school governor's guide to the law* at <http://www.governorswales.org.uk/law/>

#### **Information required in the Governors' Annual Report to Parents**

Those items highlighted in bold must be included in the summary report.

**Details of the arrangements for the next annual parents' meeting to include time, place, purpose and agenda, and a report on any consideration made in relation to any resolutions passed at the previous annual meeting.**

Details about the members of the governing body and the clerk to include

- name,
- category of governor
- if they are an ex-officio governor
- if they are not an ex-officio governor the date on which their term of office comes to an end
- if an appointed governor, who appointed them
- the name and address of the chair and the clerk

**Information, if available, about the arrangements for the next election of parent governors.**

A financial statement, to include

- The section 52 statement provided by the local authority;
- A summary of how the school's budget was used;
- Details of any gifts and their use
- Details of the total amounts paid for travel and subsistence to members of the governing body.

**The most recent school comparative report(s) of performance in end of key stage teacher assessments (DEWi contextual reports) and, for schools with pupils following key stage 4 study programmes, the most recent Summary of Secondary School Performance (SSSP).**

The most recent annual attendance and absence figures for the school.

Secondary schools should include details of the proportion of pupils aged 15 or 16 at the start of the previous academic year who;

- continued in full-time education, training or work based learning
- went on to employment
- are known to have neither continued in education nor gained employment, or
- whose destination is unknown.

Details of the steps taken to develop and strengthen the school's links with the community including with the police.

**The most recent targets for improvement and for reducing absences agreed by the governing body with the local authority.**

Details of arrangements for pupils to participate in sport and extra-curricular sports activities.

A summary of any review undertaken and any action taken as a result and

details of any policy or strategy adopted by the governing body.

Details of the term dates and session times for the school for the year for which pupils are being invited to apply for admission.

Information about any changes to information in the school prospectus.

Information about the curriculum, the organisation of education and teaching methods. This should include details of any special arrangements made for particular groups of pupils including those with special educational needs.

The language of the school as shown in their PLASC category. See the guidance *Defining schools according to Welsh medium provision* available at <http://wales.gov.uk/topics/educationandskills/publications/guidance/definingschools?lang=en>

A brief statement about the use of the Welsh language in the school, to ensure that parents and prospective parents can gain a full understanding of the linguistic character of the school. This should include

- a. use of Welsh as a language of instruction in different key stages, different subjects and if appropriate the availability of alternative instruction in English,
- b. details about the use of Welsh as a usual language of communication at the school outside of formal instruction;
- c. any restriction to the ability to choose the language of instruction;
- d. arrangements at the school for facilitating continuity for pupils instructed through the medium of Welsh whilst registered at the school or when transferring from primary to secondary school; and,
- e. details of any exception from the National Curriculum in Welsh as long as inclusion of this information does not identify an individual pupil affected.

A brief statement about the provision of toilet facilities for pupils and the arrangements made to ensure their cleanliness.

## **Setting School Targets**

### ***The Education (School Performance and Absence Targets) (Wales) Regulations 2011***

These Regulations will replace and revoke the *Education (School Performance and Unauthorised Absence Targets) (Wales) Regulations 1999* (as amended).

The Regulations require the governing body to set targets for performance for pupils at the end of key stage 2, 3 and 4 and in relation to reducing absence.

The revised requirements reflect the greater emphasis on school self evaluation and effective use of data. Schools are expected to use their All Wales Core Data Set and other available information to evaluate progress, strengths and weaknesses and set realistic but challenging targets to improve performance.

The new regulations

- clarify the terminology and interpretations specifically in relation to external examinations;
- reduce the number of specified targets by removing the requirement to set targets for gender difference;
- require schools to set a minimum of three local targets, in addition to those specified, that reflect the priorities identified through self evaluation and consideration of core data sets and other comparative information. These should reflect national priorities as they apply in relation to the individual school; and,
- establish the right of the local authority to request that a governing body revise a target where the local authority is not satisfied, and
- establish the right of the local authority to set a target for the school where it remains dissatisfied with a revised target.

### **General requirements**

The governing body must set targets and **have them agreed by the local authority** no later than **31 December** in each school year.

Performance targets are set for three years.

**Final targets** relate to the performance of the pupils in the final year of key stage 2, 3 or 4 as appropriate. These were reviewed last year and should not be amended without the express agreement of the local authority.

**Reviewed targets** relate to the performance of pupils who will enter the final year of key stage 2, 3 or 4 (as appropriate) in the next academic year. These are the provisional targets set last year and should be revised in the light of the review if necessary.

**Provisional targets** relate to the performance of pupils who will enter the final year of key stage 2, 3 or 4 as appropriate the year after next.

There is a maximum of four specified targets for pupils reaching the end of each stage. In addition schools must set a **minimum of three local targets**, as well as those specified, that reflect the priorities identified through self evaluation and consideration of core data sets and other comparative information. These should reflect national priorities as they apply in relation to the individual school.

Where the **local authority is not satisfied** with the targets set by the governing body it must, **within three working days** of receipt of the target proposals, give notice to the governing body of the fact. In this circumstance the governing body must then reconsider the target(s) **and submit a revised one within 21 days**.

In the event that the **local authority remains dissatisfied** with a revised target(s), it must **set the target for the school**.

Once set, targets for performance or absence may not be modified without the prior agreement of the local authority.

#### **Detailed requirements**

Identifying the pupils for whom to set targets for performance:

#### **At the end of key stage 2**

<b>NC Year group</b>	<b>Provisional</b> Newly set	<b>Review</b> Last year's provisional targets and revise if necessary	<b>Final</b> Last year's reviewed targets – cannot now be amended
6			✓
5		✓	
4	✓		

**At the end of key stage 3**

	<b>Provisional</b> Newly set	<b>Review</b> Last year's provisional targets and revise if necessary	<b>Final</b> Last year's reviewed targets – cannot now be amended
<b>NC Year group</b>			
9			✓
8		✓	
7	✓		

**At the end of key stage 4**

	<b>Provisional</b> Newly set	<b>Review</b> Last year's provisional targets and revise if necessary	<b>Final</b> Last year's reviewed targets – cannot now be amended
<b>NC Year group</b>			
11			✓
10		✓	
9	✓		

Targets should be set for performance of pupils in relation to

<b>Key Stage 2</b>	<b>Key Stage 3</b>	<b>Key Stage 4</b>
Percentage of pupils achieving Level 4 or above in English	Percentage of pupils achieving Level 5 or above in English	Percentage of pupils achieving the Level 2 Threshold including English/Welsh and mathematics
Percentage of pupils achieving Level 4 or above in Welsh first language <sup>4</sup>	Percentage of pupils achieving Level 5 or above in Welsh first language <sup>4</sup>	Percentage of pupils achieving the Level 1 Threshold
Percentage of pupils achieving Level 4 or above in mathematics	Percentage of pupils achieving Level 5 or above in mathematics	Percentage of pupils achieving the Core Subject Indicator
Percentage of pupils achieving Level 4 or above in science.	Percentage of pupils achieving Level 5 or above in science.	Percentage of pupils leaving school without achieving an approved qualification
<i>Local target 1</i>	<i>Local target 1</i>	<i>Local target 1</i>
<i>Local target 2</i>	<i>Local target 2</i>	<i>Local target 2</i>
<i>Local target 3</i>	<i>Local target 3</i>	<i>Local target 3</i>

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<sup>4</sup> This target should be set in relation to those pupils following a Welsh first language course of study only

Targets should be set for reducing the absence of pupils in relation to

	<b>Provisional</b>	<b>Review</b>	<b>Final</b>
All pupils of compulsory school age	Total absence for the school year after next	Total absence for the next school year	Total absence for the current school year
Primary schools for the period covering the entire school year	Newly set	Last year's provisional targets reviewed and revised if necessary	Last year's reviewed targets – cannot now be amended
Secondary schools for the period covering the period from the start of the school year until the Friday before the last Monday in May	Newly set	Last year's provisional targets reviewed and revised if necessary	Last year's reviewed targets – cannot now be amended

### **Transition from old to new arrangements**

Schools will currently have performance targets set against the previous requirements. Targets for current end of key stage pupils (those who enter NC year group 6, 9 or 11 on 1 September 2011) should NOT be amended.

The review process for targets set for pupils who move into NC year groups 5, 8 and 10 from 1 September 2011 should look to revise the targets to reflect the new arrangements.

Setting of new, provisional targets for pupils who move into NC year groups 4, 7 and 9 from 1 September 2011 should be in line with the new arrangements.

Target setting requirements in relation to absence remain unchanged.

### **Expressing the local targets**

Local targets should reflect the school's analysis of the strengths and weaknesses of the school as a whole and of the particular cohort of pupils.

Targets should be 'SMART' - Specific, Measurable, Achievable, Realistic and Time-bound - be expressed clearly and be supported by a clear evidence base which can be also used later to measure progress.

Tips to make target setting more robust include

- Making sure the whole school team knows what the targets are.

- Basing your targets on accurate data and robust evaluation of strengths and weaknesses.
- Monitoring progress towards achieving the targets.
- Identifying barriers to achieving the targets early and looking for ways to overcome them.
- Making the setting of targets an integral part of the school evaluation and planning cycle.

Self evaluation including review of the All Wales Core Data Set for the school should form the basis of the targets. Targets for the school should link to or relate to those set for individual and groups of learners and to the targets set for teachers and the head teacher.

Schools should be mindful of the national priorities when considering their local targets namely

- Raising standards in literacy.
- Raising standards in numeracy.
- Reducing the impact of deprivation on attainment.

Schools will also want to consider how the targets link to their school development plan, and how they can use continuing professional development and professional learning communities to support achievement of the targets.

## Annex 1 Sample Key Stage 2 comparative report

This report uses data for 2010 for LA and Wales comparative information

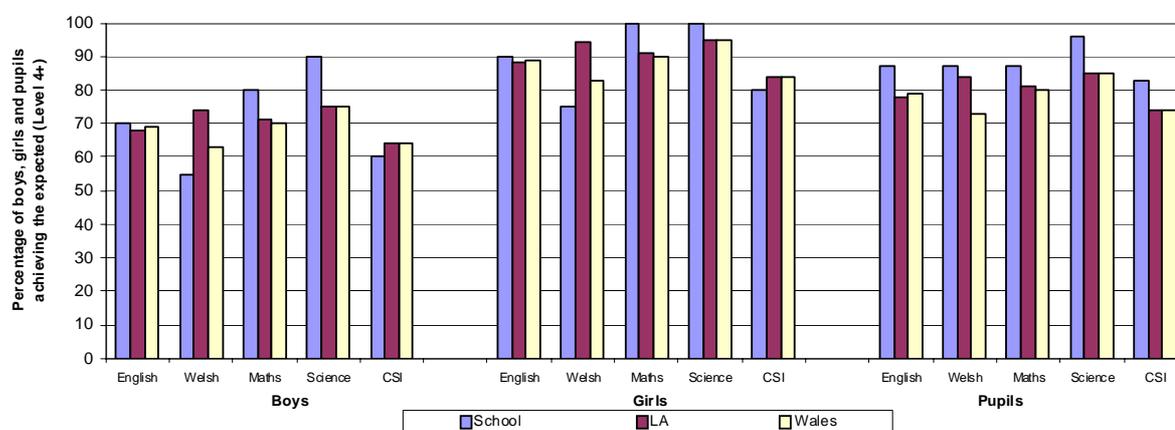
Green Abbey Primary School  
Local Authority Name

LA/School no: XXX/XXXX

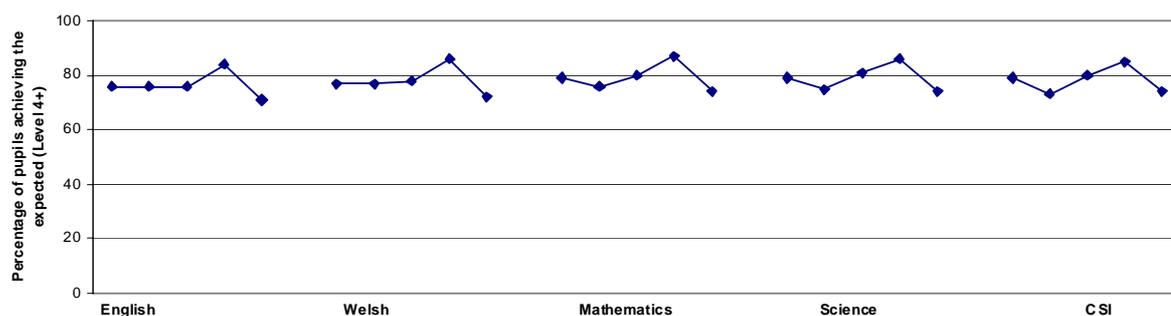
### School comparative information: National Curriculum Assessments 2011 Key Stage 2

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

	Boys			Girls			Pupils		
	School 2011	LA 2010	Wales 2010	School 2011	LA 2010	Wales 2010	School 2011	LA 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



### School Performance over time (2007 - 2011)



#### Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.
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.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue to show a gap for that year.

## Annex 2 Sample Key Stage 2 comparative report including benchmarking

This report uses data for 2011 for LA and Wales comparative information

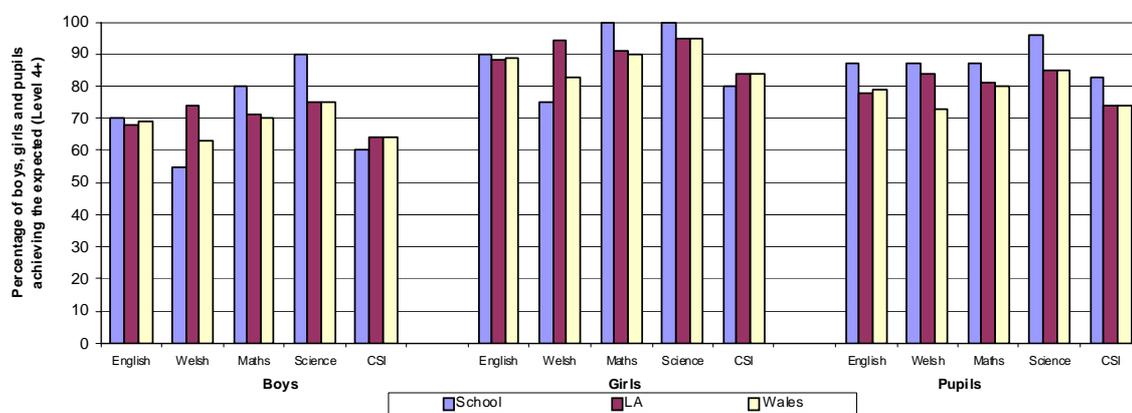
Green Abbey Primary School  
Local Authority Name

LA/School no: XXX/XXXX

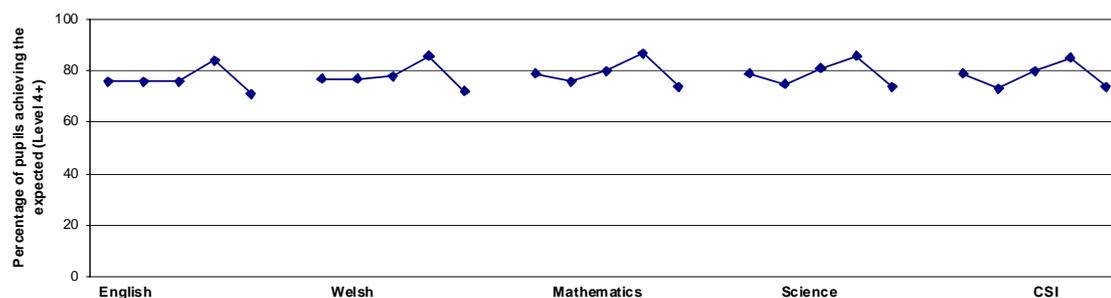
### School comparative information: National Curriculum Assessments 2011 Key Stage 2

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

	Boys			Girls			Pupils		
	School 2011	LA 2011	Wales 2011	School 2011	LA 2011	Wales 2011	School 2011	LA 2011	Wales 2011
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



### School Performance over time (2007 - 2011)



### 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.

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**

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		76		83	<b>87</b>	91	
Welsh		65		80	<b>87</b>	91	
Maths		79	<b>87</b>	88		93	

## Annex 3 Sample Key Stage 3 comparative report for core subjects including benchmarking

This report uses data for 2011 for LA and Wales comparative information

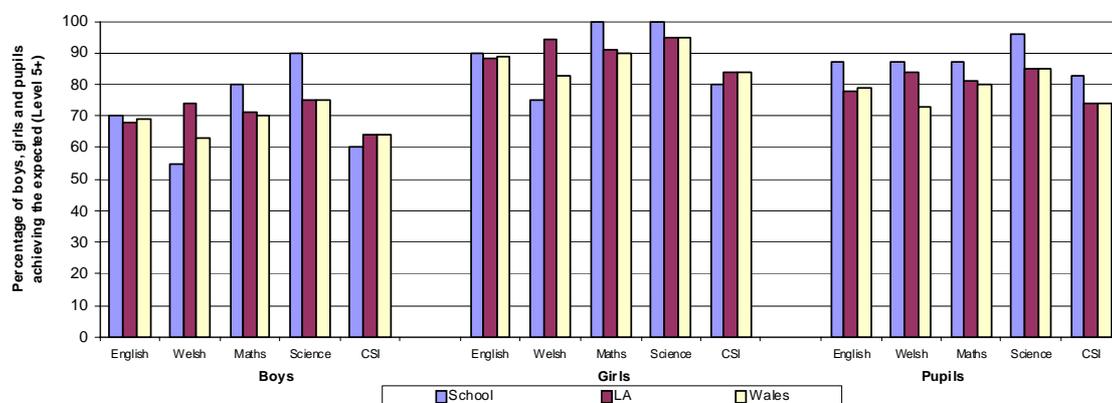
Green Abbey Secondary School  
Local Authority Name

LA/School no: XXX/XXXX

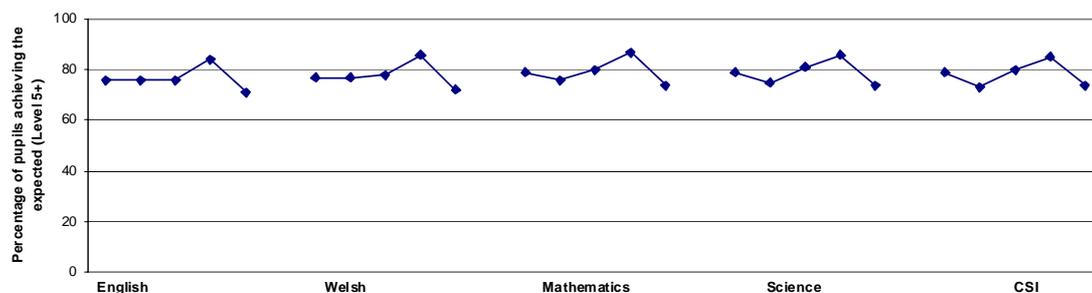
### School comparative information: National Curriculum Assessments 2011 Key Stage 3

Percentage of boys, girls, and pupils achieving at least the expected level (Level 5+):

	Boys			Girls			Pupils		
	School 2011	LA 2011	Wales 2011	School 2011	LA 2011	Wales 2011	School 2011	LA 2011	Wales 2011
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



### School Performance over time (2007 - 2011)



### 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.

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

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		76		83	87	91	
Welsh		65		80	87	91	
Maths		79	87	88		93	

## Annex 4 Sample Summary of Secondary School Performance

xxxSchool Namexxx

**Provisional SSSP**

Summary of Secondary School Performance (1)

LA/School No. xxx/xxxx

### Pupils aged 15

**Number of pupils aged 15 who were on roll in January 2011 : xx**

**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	Core Subject Indicator (2)	Average capped (3) wider points score per pupil	Average wider points score per pupil
School 2010/11	xx	xx	xx	xx	xx	xxx	xxx
LA Area 2010/11	xx	xx	xx	xx	xx	xxx	xxx
Wales 2010/11	xx	xx	xx	xx	xx	xxx	xxx
School 09/10/11	xx	xx	xx	xx	xx	..	xxx
School 08/09/10	xx	xx	xx	xx	xx	..	xxx

**Number of boys aged 15 who were on roll in January 2011 : xx**

**Percentage of boys 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	Core Subject Indicator (2)	Average capped (3) wider points score per pupil	Average wider points score per pupil
School 2010/11	xx	xx	xx	xx	xx	xxx	xxx
LA Area 2010/11	xx	xx	xx	xx	xx	xxx	xxx
Wales 2010/11	xx	xx	xx	xx	xx	xxx	xxx
School 09/10/11	xx	xx	xx	xx	xx	..	xxx
School 08/09/10	xx	xx	xx	xx	xx	..	xxx

**Number of girls aged 15 who were on roll in January 2011 : xx**

**Percentage of girls 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	Core Subject Indicator (2)	Average capped (3) wider points score per pupil	Average wider points score per pupil
School 2010/11	xx	xx	xx	xx	xx	xxx	xxx
LA Area 2010/11	xx	xx	xx	xx	xx	xxx	xxx
Wales 2010/11	xx	xx	xx	xx	xx	xxx	xxx
School 09/10/11	xx	xx	xx	xx	xx	..	xxx
School 08/09/10	xx	xx	xx	xx	xx	..	xxx

(1) For details on approved qualifications, point scores and contribution to thresholds, please see the Database for Approved Qualifications in Wales (DAQW) at <http://www.dagw.org.uk/>

(2) For information about which syllabuses are included in each subject area see Notes for Guidance.

(3) Average capped wider point scores are calculated using the best 8 results.

(4) Entry Level Qualification.

(5) For the final SSSP this definition will be replaced with the percentage of pupils aged 15 leaving education with no qualifications as defined under the National Performance Indicator EDU/002.

(6) Used for all Free School Meal benchmarking tables.

(7) Used in the calculation of the Core Data Set statistical family.

.. Data not available.

**Pupils aged 15**

	Percentage of pupils aged 15 who:		Percentage of boys aged 15 who:		Percentage of girls aged 15 who:	
	achieved one or more ELQ (4) only	achieved no recognised qualification (5)	achieved one or more ELQ (4) only	achieved no recognised qualification (5)	achieved one or more ELQ (4) only	achieved no recognised qualification (5)
School 2010/11	xx	xx.x	xx	xx.x	xx	xx.x
LA Area 2010/11	xx	xx.x	xx	xx.x	xx	xx.x
Wales 2010/11	xx	xx.x	xx	xx.x	xx	xx.x
School 09/10/11	xx	..	xx	..	xx	..
School 08/09/10	xx	..	xx	..	xx	..

**Pupils aged 17**

	Number of pupils aged 17 who were on roll in January 2011: xx		Number of boys aged 17 who were on roll in January 2011: xx		Number of girls aged 17 who were on roll in January 2011: xx	
	Percentage of 17 year old pupils entering a volume equivalent to 2 A levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17	Percentage of 17 year old pupils entering a volume equivalent to 2 A levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17	Percentage of 17 year old pupils entering a volume equivalent to 2 A levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17
School 2010/11	xx	xx	xx	xx	xx	xxx
LA Area 2010/11	xx	xx	xx	xx	xx	xxx
Wales 2010/11	xx	xx	xx	xx	xx	xxx
School 09/10/11	xx	xx	xx	xx	xx	xxx
School 08/09/10	xx	xx	xx	xx	xx	xxx

(1) For details on approved qualifications, point scores and contribution to thresholds, please see the Database for Approved Qualifications in Wales (DAQW) at <http://www.daqw.org.uk/>

(2) For information about which syllabuses are included in each subject area see Notes for Guidance.

(3) Average capped wider point scores are calculated using the best 8 GCSE results or the vocational equivalent.

(4) Entry Level Qualification.

(5) For the final SSSP this definition will be replaced with the percentage of pupils aged 15 leaving education with no qualifications as defined under the National Performance Indicator EDU/002.

(6) Used for all Free School Meal benchmarking tables.

(7) Used in the calculation of the Core Data Set statistical family.

.. Data not available.

xxxSchool Namexxx  
School Type: xxxxxx  
Linguistic Delivery: xxxxxx

## Provisional SSSP

LA/School No. xxx/xxxx

Number of SEN Unit/Special Classes: xx

Number of Pupils on Roll in NCY 11: xx

Percentage of compulsory school age pupils eligible for FSM 09/10/11<sup>(6)(7)</sup>: xx

Percentage of compulsory school age pupils who live in an area classed as in the 20% most deprived parts of Wales using the Welsh Index of Multiple Deprivation (WIMD) 09/10/11<sup>(7)</sup>: xx

Percentage of compulsory school age pupils who are either new to the English language (or Welsh where relevant), at an early acquisition stage or developing competence 2010/11<sup>(7)</sup>: xx

Percentage of compulsory school age pupils subject to school action plus or with a statement of special educational needs (SEN) 09/10/11<sup>(7)</sup>: xx

Percentage of 15 year old pupils on SEN register: xx

Welsh Baccalaureate Offered: xx

Level of Welsh Baccalaureate Offered:

Advanced for post-16 pupils	Intermediate for post-16 pupils	Foundation for post-16 pupils	Intermediate for pre-16 pupils	Foundation for pre-16 pupils
xx	xx	xx	xx	xx

(1) For details on approved qualifications, point scores and contribution to thresholds, please see the Database for Approved Qualifications in Wales (DAQW) at <http://www.daqw.org.uk/>

(2) For information about which syllabuses are included in each subject area see Notes for Guidance.

(3) Average capped wider point scores are calculated using the best 8 GCSE results or the vocational equivalent.

(4) Entry Level Qualification.

(5) For the final SSSP this definition will be replaced with the percentage of pupils aged 15 leaving education with no qualifications as defined under the National Performance Indicator EDU/002.

(6) Used for all Free School Meal benchmarking tables.

(7) Used in the calculation of the Core Data Set statistical family.

.. Data not available.