



## **School performance reporting – Bulletin 6**

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.  
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## **Background**

The Welsh Government updates Local Authorities and Consortia on school performance reporting issues via this bulletin. Through this channel we will be keeping you informed on decisions impacting on performance reporting policies and providing clarification on any complex issues. Please share this information with your schools as relevant.

## **Key Stage 4 interim measures – an update:**

### **Underpinning detail of the measures being implemented from the publication of KS4 results 2019**

#### **What does this update cover?**

- 1. The background and context of the interim Key Stage 4 (KS4) performance measurement arrangements**
- 2. The aims of the implementation of the interim KS4 performance measurement arrangements**
- 3. The detail underpinning the interim KS4 performance measures to be implemented from 2019.**

#### **What doesn't this update cover?**

- 1. Reporting arrangements, including the provision of data, the format of data, analysis requirements (both in terms of data presentation and break downs of pupil groups as well specific requirements on schools to consider certain data)**

#### **About interim KS4 performance measures**

### **Introduction**

This document sets out the confirmed detail underpinning the interim KS4 performance measures that will be implemented from 2019. A ministerial statement announcing these changes was published in [May 2018](#). This document now adds additional detail to the initial announcement and further explains these changes within the context of the education reform journey and the aims and intentions of introducing them.

The introduction of the interim measures is part of the draft Evaluation and improvement arrangements that form part of the significant education reform programme that we are undertaking in Wales. It is important to remember that these immediate changes are interim arrangements only. There will be an evolving picture

of future developments as we make the transition between the current system and the future plans. An update on this area of the reform work will be shared in February.

## **Background**

The Welsh Government alongside several partners and experts has undertaken a fundamental review of the accountability system for schools in Wales. Findings highlighted that the existing system and its use of performance measures has many negative unintended consequences, such as narrowing curriculum choice, disproportionate focus on particular groups of learners, the way in which benchmarking is used driving competition between schools rather than encouraging collaboration, an increased and unnecessary workload for teachers and others in the system, without the necessary impact or benefit for learners, and an aggregation of data for *accountability* purposes where it was designed for *improvement* purposes. As a result, schools have heard conflicting messages from the various parts of the system about what matters. This has often diverted effort from learning and teaching and moved us towards a culture of compliance and bureaucracy.

### **The future of performance measures**

We are developing new evaluation and improvement arrangements to replace the current accountability system. This has been co-constructed with colleagues in schools, Estyn, local government, regional consortia, and taken international research into consideration. We have taken care to ensure that the arrangements align with the emerging curriculum.

How performance measures, or any type of informative indicators, will be used and what they will look like is being fully reviewed and will be developed in the same vein. This is necessary to bring about the cultural change needed to support the implementation and realisation of the new curriculum. Measures may be quantitative and based on attainment data, or qualitative, but regardless of type they will be designed to help us secure our aim of enabling all learners to achieve their potential. We will review and consider key aspects as we move forward, including:

- how to split accountability measures from data for self-evaluation;
- how to manage teacher workload as we develop the work;
- determining any progress measures with dependable baselines; and
- giving consideration to the value of intermittent rather than end of career measures.

The role of target setting within the reformed arrangements will also be examined.

### **This year 2019**

We understand that the interim measures planned for 2019<sup>1</sup> will not significantly change the system-wide behaviours. However, we do not expect schools to be placed under disproportionate scrutiny on the basis of one or two measures in isolation as we endeavour to move to a system that values a much wider range of factors in assessing a school's effectiveness in best providing for individual learners' needs. We expect regional consortia to support schools to make appropriate decisions about their curriculum to avoid narrowing choice for learners. The intention with the changes to measures this year is to help broaden pupil choice and value individual needs and achievement.

Performance measures are designed for a specific purpose, which is to frame data in a manner appropriate for self-evaluation and as a starting point for analysis and planning. They are therefore, by design, limited in what they can convey and should not be used in isolation or out of context, nor presented as evidence of how effective a school is.

It is important for schools, governing bodies, authorities and consortia to consider and engage with the wider policy and curriculum intentions that sit behind performance measures. In particular, schools should be mindful of the need to offer a broad and balanced curriculum. As a minimum, there is an expectation that most students will be given an opportunity to take both a Welsh/English language and literature qualification, both maths and numeracy GCSEs, and either three separate science GCSEs or a double award GCSE.

Measures are being amended to be less prescriptive in terms of what will count, in order to support schools in entering learners for the most appropriate qualifications to meet their needs, however, schools curriculum / expectations of provision remain. We do not expect schools to use the interim performance measures to justify dropping GCSE Mathematics - numeracy altogether. We are also concerned with the risk of some schools taking a narrow approach to GCSE science entries.

The best interest of the learner must always be the main factor in any decision about the qualifications chosen and learners' choices must not be dictated by changes to performance measures. This work aims to support schools in achieving this. The Welsh Government is currently consulting on updates to the statutory school target setting requirements in order to align with this approach at Key Stage 4 on this interim basis.

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<sup>1</sup> We will be reporting on the new interim measures in autumn 2019 for pupils who will have reached the end of Key Stage 4 in the preceding summer i.e. the year 11 pupils finishing in summer 2019.

The Welsh Government has highlighted to regional consortia the particular need to support, challenge and engage with schools on the matters of decision making around qualification entry of learners and placing learners in out-of-expected year groups as we implement these changes. We have also emphasised the above rationale with regard to considering school performance on a wide range of factors and using pupil attainment information as a small part of this.

Alongside this, we have also begun work to address some of the pressures that stem from the wider system of scrutiny of school performance, and are working with these stakeholders towards changing the culture around focussing on single measures out of context.

**Next steps for the implementation of interim measures:**

- 1. Finalise analysis requirements and reporting arrangements working with key stakeholder organisations**
- 2. Publish comprehensive guidance on the interim measures, provision of data and expected use - late spring 2019**
- 3. Provide schools with 2018 data in the 2019 interim measures format - late spring 2019**

## Detail of the KS4 interim measures

### The cohort to be measured

1. The cohort measured will remain as Year 11 pupils. The Welsh Government is currently looking at the accuracy of the year group data reported to us, possible additional system checks needed to ensure the reliability of this information and considering what further actions can be taken to ensure that pupils are placed out of their expected year group only where appropriate.
2. All Year 11 pupils on the school's role will be included in KS4 results data, with the exception of those identified as NEWBES (New to the English or Welsh based Education System within the last two academic years) or FEWBES (From an English or Welsh based Education System but with qualifications that are not counted in Wales KS4 performance data). Such pupils can be excluded from the figures, however, this will mean they are excluded from **all** the KS4 performance data measures at a school and LA level.

### Qualifications that can be included in performance data

3. All qualifications approved or designated for delivery in Wales will continue to count towards KS4 performance measures, other than where particular subject requirements are specified, providing that they are:
  - a qualification up to and including Level 3;
  - approved / designated for delivery to pre-16 learners and displayed on QiW as such; and
  - not an Essential Skills Wales qualification - these qualifications will continue to be excluded from Key Stage 4 performance measures in line with the recommendation made in the Review of Qualifications for 14-19 year olds in Wales 2012. Notwithstanding, these qualifications may be an appropriate option for some pre-16 learners.
4. Only the first complete awarding of a qualification can be included in the measures, irrespective of whether a better grade is subsequently achieved for the same qualification by a pupil.
5. The existing discounting system will be retained – discounting codes can be found on the [Qualifications in Wales \(QiW\)](#) system.

6. Some of the interim measures require, or include slots that require, attainment of a specific qualification or one of a small number of specific qualifications. These are for: literacy, numeracy, science and Welsh Baccalaureate Skills Challenge Certificate. All qualifications that can contribute to these measures will be clearly identified on the QiW system for stakeholders.
7. Double science award GCSE grades will be treated as separate single GCSE awards for the purpose of calculating performance measures.
8. Awards attained by a pupil in a previous year will continue to count when the pupil reaches the year 11 cohort being measured.

### **Attaching values to qualifications**

9. We will continue to apply the existing parameters and base values set around qualification level, Guided Learning Hours (GLH) and grading structures.
10. The maximum contribution that any individual non-GCSE qualification (other than AS and A levels) can make towards any of the measures will remain at an equivalence of two GCSEs. The associated values that are used to calculate measures will continue to be taken from the date of award of a qualification.
11. More information on the logic around how values are attached to qualifications can be found at: <https://beta.gov.wales/school-performance-measurement-contribution-values-qualifications>.

### **The interim measures - overview**

12. All measures will be points based, i.e. a school average of individual pupils' points scores rather than percentage of pupils attaining a minimum threshold level.
13. The headline measures that the Welsh Government will publish are:
  - The Capped 9 measure
  - Literacy measure
  - Numeracy measure
  - Science measure
  - Welsh Baccalaureate Skills Challenge Certificate measure

The following sections detail the construction of each of these measures.

### **The Capped 9 measure**

14. The Capped Points Score is a performance measure calculating the average of the scores for the best awards for all individual pupils in the cohort, capped at a specified volume of GCSEs or equivalent qualifications.
15. In 2019, the interim measures version will remain capped at a volume of nine GCSEs or equivalent qualifications.
16. Three of the nine slots require the awards of specific subjects and qualifications in order to contribute any points towards the measure. These slots are each one GCSE in size, specifying requirements in literacy, numeracy and science GCSEs only.
17. The best grade from any of the literature or first language Welsh or English GCSEs can contribute towards the literacy slot. The best grade from either of the mathematics or mathematics – numeracy GCSEs can contribute towards the numeracy slot. The best grade from a science GCSE can contribute towards the science slot (currently this is limited to awards in the WJEC suite of science GCSE qualifications currently available to learners: biology, chemistry, physics, science (double award) applied science (double award) and applied science (single award) - these are identified as being able to contribute towards science measures on the QiW database at [www.qiw.wales](http://www.qiw.wales)).
18. Where a pupil has multiple awards for one of the qualifications that can contribute toward a subject specific slot, it is only the result for the first complete awarding of that qualification that will be considered when determining the best grade from a group of qualifications.
19. For each learner, the remaining six slots will reflect the points attached to their best six qualifications other than those awards that are contributing towards the subject-specific slots.
20. Although there is a cap in place for the maximum volume that any individual qualification can contribute (see point 10 in the main document), there will be no cap on the total volume of non-GCSEs that can contribute towards the non-subject-specific slots of the measure. However, we expect to see schools offering a broad and balanced curriculum appropriate to the needs of the pupil. We have highlighted to regional consortia the importance of supporting and engaging with schools on this matter.

21. The Welsh Baccalaureate Skills Challenge Certificate qualification will count towards a non-subject-specific slot of the Capped 9 measure where it features in a pupil's best results that don't already count towards the subject-specific slots.
22. Double science award GCSE grades will be treated as separate single GCSE awards for the purpose of calculating performance measures. Where a pupil's best science result is for the double science award and adjacent grades are awarded, it is the better of the two grades that will count towards the science specific slot. The lower of the two grades can count towards a non-subject-specific slot of the Capped 9 measure where it features in a pupil's best results that don't already count towards the subject-specific slots.
23. A diagram can be found at Annex A that details the Capped 9.

### **The literacy measure**

24. The literacy measure is a performance measure calculating the average of the scores for all individual pupils in the cohort, taking the best grade from any of the literature or first language Welsh or English GCSEs awarded to a pupil. The qualifications that are valid for these slots will be noted on the QiW database at [www.qiw.wales](http://www.qiw.wales).
25. Where a pupil has multiple awards for one of the qualifications that can contribute towards this measure, it is only the result for the first complete awarding of that qualification that will be considered when identifying the best grade.

### **The numeracy measure**

26. The numeracy measure is a performance measure calculating the average of the scores for all individual pupils in the cohort, taking the best grade from either of the mathematics or mathematics – numeracy GCSEs awarded to a pupil. The qualifications that are valid for these slots will be noted on the QiW database at [www.qiw.wales](http://www.qiw.wales).
27. Where a pupil has multiple awards for one of the qualifications that can contribute towards this measure, it is only the result for the first complete awarding of that qualification that will be considered when identifying the best grade.

## **The science measure**

28. The science measure is a performance measure calculating the average of the scores for all individual pupils in the cohort, taking the best grade from a science GCSE awarded to a learner (currently this is limited to awards in the WJEC suite of science GCSE qualifications available to learners: biology, chemistry, physics, science (double award) applied science (double award) and applied science (single award) - these are identified as being able to contribute towards science measures - these are identified on the QiW database at [www.qiw.wales](http://www.qiw.wales)).
29. Where a pupil has multiple awards for one of the qualifications that can contribute towards this measure, it is only the result for the first complete awarding of that qualification that will be considered when identifying the best grade.
30. Where a pupil's best science result is for the double science award and adjacent grades are awarded, it is the better of the two grades that will count towards the science measure.

## **The Welsh Baccalaureate Skills Challenge Certificate measure**

31. The Welsh Baccalaureate Skills Challenge Certificate measure is a performance measure calculating the average of the scores for the Welsh Baccalaureate Skills Challenge Certificate awards for all individual pupils in the cohort, whether it is the Foundation (Level 1) or the National (Level 2) award.

## **Contact Us**

Please email us at [ims@gov.wales](mailto:ims@gov.wales) with any further queries on school performance reporting.

## Annex A – The 2019 interim measures revised Capped 9 – a diagram

Slot	Requirement	
1 – literacy slot	Welsh 1 <sup>st</sup> language or English language or Welsh literature or English literature GCSEs only	<p>Subject specific requirements. Where multiple awards can count, the best grade achieved by a pupil is taken. Only the result for the first complete awarding of that qualification that will be considered when identifying the best grade.</p>
2 – numeracy slot	Mathematics – numeracy or Mathematics GCSEs only	
3 – science slot	Limited to awards in the WJEC suite of science GCSE qualifications available to learners: biology, chemistry, physics, science (double award) applied science (double award) and applied science (single award)	
4		<p>'Other six' (six GCSEs or equivalent volume of qualifications). There is no cap on total volume of non-GCSEs contributing.</p> <p>All qualifications approved/ designated for pre-16 delivery in Wales can count, subject to usual discounting rules and excluding Essential Skills Wales qualifications.</p> <p>The Welsh Baccalaureate Skills Challenge Certificate qualification can count towards a non-subject-specific slot of the measure where it features in a pupil's best awards.</p>
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