
STATUTORY RULES OF NORTHERN IRELAND

1998 No. 451

EDUCATION

**Education (School Information and Prospectuses)
(Amendment) Regulations (Northern Ireland) 1998**

Made - - - - 22nd December
1998
Coming into operation 22nd January 1999

The Department of Education, in exercise of the powers conferred on it by Articles 31(2) and (3) and 42(3) and (6) of the Education Reform (Northern Ireland) Order 1989⁽¹⁾ and of every other power enabling it in that behalf, and after consulting as required by Article 31(4) of that Order, hereby makes the following Regulations:

Citation, commencement and effect

1.—(1) These Regulations may be cited as the Education (School Information and Prospectuses) (Amendment) Regulations (Northern Ireland) 1998 and shall come into operation on 22nd January 1999.

(2) These Regulations shall have effect in relation to information to be published or otherwise made available by Boards of Governors in the school year in which they come into operation and in each subsequent school year.

Amendment of the Education (School Information and Prospectuses) Regulations (Northern Ireland) 1993

2. The Education (School Information and Prospectuses) Regulations (Northern Ireland) 1993⁽²⁾ shall be amended as provided in regulations 3 to 6.

Interpretation

3.—(1) In regulation 3(1)–

- (a) before the definition of “GCE A level” there shall be inserted the following definitions–
- ““assessment outcome” in relation to any pupil means the level of attainment achieved by that pupil in the statutory assessment at the end of the first, second or third key stage;

(1) S.I.1989/2406 (N.I. 20)
(2) S.R. 1993 No. 370

“external test” means a test, set and marked by the Northern Ireland Council for the Curriculum, Examinations and Assessment, in accordance with the statutory arrangements for the assessment of pupils at the end of the third key stage;”;

(b) after the definition of “GNVQ” there shall be inserted the following definition–

““level of attainment” means a level set out in any document of a kind referred to in Article 7(5) of the 1989 Order the provisions of which have effect, or (as the case may be) have effect as amended, by virtue of any order made under Article 7(1)(a) of that Order;”;

(c) for the definition of “other qualification” there shall be substituted the following definition–

““other qualification” means a qualification other than GCSE, GCE AS or A level, GNVQ at Foundation, Intermediate or Advanced level or the International Baccalaureate, provided by an examining body listed in Schedule 4;”;

(d) after the definition of “special education unit” there shall be inserted the following definition–

““teacher assessment” means the assessment of a pupil by a teacher, in accordance with the statutory arrangements for the assessment of pupils at the end of the first, second or third key stage;”.

(2) After regulation 3(4) there shall be added–

“(5) In these Regulations any reference to the statutory arrangements for the assessment of pupils at the end of any key stage means the arrangements made under Article 7(1)(b) and (2)(a)(ii) of the 1989 Order for the assessment of pupils in subjects at the end of that key stage and “statutory assessment” shall be construed accordingly.”

Information to be given in the annual report of the Board of Governors to parents and supply of that report

4. In regulation 10(1) for the full-stop at the end of sub-paragraph (j), there shall be substituted a semi-colon and thereafter there shall be added the following sub-paragraphs–

“(k) in the case of a primary school, the information specified in sub-paragraph (1) of paragraph 10A of Schedule 2;

(l) in the case of a secondary school, the information specified in sub-paragraph (2) of paragraph 10A of Schedule 2.”.

Savings

5. For regulation 12 there shall be substituted the following regulation:

“12.—(1) Nothing in regulation 6 or 10 shall require or authorise the Board of Governors of a school to include examination results or assessment outcomes for pupils in the school in its prospectus or annual report, or otherwise to publish examination results or assessment outcomes, in such a manner as to reveal, or enable to be deduced, the examination results or assessment outcomes of any individual pupil.

(2) Nothing in regulation 6 or 10 shall require or authorise the Board of Governors of a school to include examination results or assessment outcomes in its prospectus or annual report, or otherwise to publish examination results or assessment outcomes, in relation to pupils who are being educated in a special education unit attached to the school.”.

Information relating to individual schools (other than nursery schools) to be published by the Board of Governors of the school or by the relevant board on their behalf

6. In Schedule 2–

(a) after paragraph 10 there shall be added the following paragraphs–

“10A. In the case of a primary school the following information, that is to say–

(a) the proportion (expressed as a percentage) of pupils in the final year of the first key stage in the school who achieved the second level of attainment (or above) of the Northern Ireland Curriculum,

(i) in English and in mathematics; or

(ii) in the case of an Irish speaking school, in Irish and in mathematics,

and the proportion, expressed as a percentage, of pupils in the final year of that key stage in Northern Ireland who achieved that level in those subjects;

(b) the proportion (expressed as a percentage) of pupils in the final year of the first key stage in the school who achieved the third level of attainment (or above) of the Northern Ireland Curriculum,

(i) in English and in mathematics; or

(ii) in the case of an Irish speaking school, in Irish, and in mathematics,

and the proportion, expressed as a percentage, of pupils in the final year of that key stage in Northern Ireland who achieved that level in those subjects;

(c) the proportion (expressed as a percentage) of pupils in the final year of the second key stage in the school who achieved the fourth level of attainment (or above) of the Northern Ireland Curriculum,

(i) in English and in mathematics; or

(ii) in the case of an Irish speaking school, in Irish, in English and in mathematics,

and the proportion, expressed as a percentage, of pupils in the final year of that key stage in Northern Ireland who achieved that level in those subjects; and

(d) the proportion (expressed as a percentage) of pupils in the final year of the second key stage in the school who achieved the fifth level of attainment (or above) of the Northern Ireland Curriculum,

(i) in English and in mathematics; or

(ii) in the case of an Irish speaking school, in Irish, in English and in mathematics,

and the proportion, expressed as a percentage, of pupils in the final year of that key stage in Northern Ireland who achieved that level in those subjects.

10B. In the case of a secondary school, the following information, that is to say–

(a) the proportion (expressed as a percentage) of pupils in the final year of the third key stage in the school who achieved the fifth level of attainment (or above) of the Northern Ireland Curriculum, in English, in mathematics and in science, and the proportion (expressed as a percentage) of pupils in the final year of that key stage in Northern Ireland who achieved that level in those subjects, in–

(i) teacher assessment; and

(ii) external tests; and

- (b) the proportion (expressed as a percentage) of pupils in the final year of the third key stage in the school who achieved the sixth level of attainment (or above) of the Northern Ireland Curriculum, in English, in mathematics and in science, and the proportion (expressed as a percentage) of pupils in the final year of that key stage in Northern Ireland who achieved that level in those subjects, in—
 - (i) teacher assessment; and
 - (ii) external tests.”.
- (b) for paragraph 13 there shall be substituted the following paragraph—

“13.—(1) In the case of a secondary school, the following information, that is to say—

- (a) the number of pupils in the school who on 31st October of the school year before the school year in which the prospectus is published were enrolled in year 12 and the aggregate number of pupils who were enrolled in years 13 and 14;
- (b) the number of pupils who on 31st October of the school year before the school year in which the prospectus is published were enrolled in year 12 and the aggregate number of pupils who were enrolled in years 13 and 14 and in respect of whom an education and library board is maintaining a statement of special educational needs;
- (c) particulars in accordance with sub-paragraphs (2) or (3), as the case may be, about the performance in public examinations of pupils who on 31st October of the school year before the school year in which the prospectus is published were enrolled in year 12; and
- (d) particulars in accordance with sub-paragraph (4), of the performance in GCE AS Level, GCE A level and other public examinations of pupils in the school who on 31st October of the school year before the school year in which the prospectus is published were enrolled in year 13 and year 14.

(2) The particulars referred to in sub-paragraph (1)(c) are, in the case of a grammar school—

- (a) the proportion (expressed as a percentage) of the pupils in question who were entered for GCSE examinations in 7 or more subjects or who were entered for a combination of GCSE and GNVQ Part 1 examinations which, in aggregate, is equivalent to GCSE examinations in 7 or more subjects;
- (b) the proportion (expressed as a percentage) of the pupils in question who were entered for GCSE examinations in 5 or more subjects or who were entered for a combination of GCSE and GNVQ Part 1 examinations which, in aggregate, is equivalent to GCSE examinations in 5 or more subjects;
- (c) the proportion (expressed as a percentage) of the pupils in question who achieved—
 - (i) Grades A*-C in 7 or more GCSE examinations or in a combination of GCSE examinations and GNVQ Part 1 examinations at Intermediate level which, in aggregate, is equivalent to 7 or more GCSE examinations;
 - (ii) Grades A*-C in 5 or more GCSE examinations or in a combination of GCSE examinations and GNVQ Part 1 examinations at Intermediate level which, in aggregate, is equivalent to 5 or more GCSE examinations;

- (d) a list, in alphabetical order, of the subjects in which any of the pupils in question were entered for GCSE examinations, and the number entered for each subject;
 - (e) a list, in alphabetical order, of the vocational areas in which any of the pupils in question were entered for GNVQ Part 1 examinations, and the number entered for each vocational area;
 - (f) for each subject listed in accordance with head (d), the proportion (expressed as a percentage) of the pupils who entered for the subject who achieved each grade from A* to G or who were ungraded;
 - (g) for each vocational area listed in accordance with head (e), the proportion (expressed as a percentage) of the pupils who were entered for that vocational area who achieved the full qualification;
 - (h) the proportion (expressed as a percentage) of the pupils in question who were entered for one or more qualifications other than GCSE or GNVQ Part 1;
 - (i) the proportion (expressed as a percentage) of the pupils in question who achieved one or more such qualifications;
 - (j) a list, in alphabetical order, of the qualifications other than GCSE and GNVQ Part 1 for which any of the pupils in question were entered;
 - (k) for each qualification, other than GCSE or GNVQ Part 1, listed in accordance with head (j), the number of pupils who were entered and the proportion (expressed as a percentage) of those pupils who achieved that qualification; and
 - (l) the proportion (expressed as a percentage) of the pupils in question who achieved none of the following—
 - (i) a grade A* to G in GCSE;
 - (ii) a GNVQ Part 1; or
 - (iii) a qualification listed in accordance with head (j).
- (3) The particulars referred to in sub-paragraph (1)(c) are, in the case of a secondary school which is not a grammar school—
- (a) the proportion (expressed as a percentage) of the pupils in question who were entered for GCSE examinations in 5 or more subjects or who were entered for a combination of GCSE and GNVQ Part 1 examinations which, in aggregate, is equivalent to GCSE examinations in 5 or more subjects;
 - (b) the proportion (expressed as a percentage) of the pupils in question who were entered for GCSE examinations in not less than 1 and not more than 4 subjects or who were entered for a combination of GCSE and GNVQ Part 1 examinations which, in aggregate, is equivalent to GCSE examinations in not less than 1 and not more than 4 subjects;
 - (c) the proportion (expressed as a percentage) of the pupils in question who achieved—
 - (i) Grades A*-C in 5 or more GCSE examinations or in a combination of GCSE examinations and GNVQ Part 1 examinations at Intermediate level which, in aggregate, is equivalent to 5 or more GCSE examinations;
 - (ii) Grades A*-C in not more than 4 GCSE examinations or in a combination of GCSE examinations and GNVQ Part 1 examinations at

- Intermediate level which, in aggregate, is equivalent to not more than 4 GCSE examinations;
- (iii) Grades A*-G in 5 or more GCSE examinations or in a combination of GCSE examinations and GNVQ Part 1 examinations at Foundation or Intermediate level which, in aggregate, is equivalent to 5 or more GCSE examinations;
- (iv) Grades A*-G in not more than 4 GCSE examinations or in a combination of GCSE examinations and GNVQ Part 1 examinations at Foundation or Intermediate level which, in aggregate, is equivalent to not more than 4 GCSE examinations;
- (d) the proportion (expressed as a percentage) of the pupils in question who were entered for GCSE or GNVQ Part 1 examinations but who achieved no Grades A*-G in GCSE and no GNVQ Part 1 qualifications;
- (e) a list, in alphabetical order, of the subjects in which any of the pupils in question were entered for GCSE examinations, and the number entered for each subject;
- (f) a list, in alphabetical order, of the vocational areas in which any of the pupils in question were entered for GNVQ Part 1 examinations, and the number entered for each vocational area;
- (g) for each subject listed in accordance with head (e), the proportion (expressed as a percentage) of the pupils in question who entered for the subject who achieved each grade from A* to G or who were ungraded;
- (h) for each vocational area listed in accordance with head (f), the proportion (expressed as a percentage) of the pupils in question who were entered for the subject who achieved the full qualification;
- (i) the proportion (expressed as a percentage) of the pupils in question who were entered for one or more qualifications other than GCSE or GNVQ Part 1;
- (j) the proportion (expressed as a percentage) of the pupils in question who achieved one or more such qualifications;
- (k) a list, in alphabetical order, of the qualifications other than GCSE and GNVQ Part 1 for which any of the pupils in question were entered;
- (l) for each qualification, other than GCSE or GNVQ Part 1, listed in accordance with head (k), the number of pupils who were entered and the proportion (expressed as a percentage) of those pupils who achieved that qualification;
- (m) the proportion (expressed as a percentage) of the pupils in question who achieved none of the following—
- (i) a grade A* to G in GCSE;
 - (ii) a GNVQ Part 1; or
 - (iii) a qualification listed in accordance with head (k).
- (4) The particulars referred to in sub-paragraph (1)(d) are—
- (a) the number of the pupils in question in the final year of a GCE AS level course and the proportion (expressed as a percentage) of that number achieving one or more grades A to E at that level;
 - (b) the number of the pupils in question in the final year of a GCE A level course and the proportion (expressed as a percentage) of that number who achieved—
 - (i) Grades A to C in 3 or more subjects;

- (ii) Grades A to E in 2 or more subjects; or
 - (iii) in the case of a school which is not a grammar school, Grades A to E in 1 subject or more;
 - (c) a list, in alphabetical order, of the subjects in which any of the pupils in question were entered for GCE AS level examinations and the number entered for each subject;
 - (d) for each subject listed in accordance with head (c), the proportion (expressed as a percentage) of pupils who entered for the subject who achieved each grade from A to E or who were ungraded;
 - (e) a list, in alphabetical order, of the subjects in which any of the pupils in question were entered for GCE A level examinations and the number entered for each subject;
 - (f) for each subject listed in accordance with head (e), the proportion (expressed as a percentage) of pupils who entered for the subject who achieved each grade from A to E or who were ungraded;
 - (g) in respect of each of the following qualifications—
 - (i) GNVQ at Advanced level (and, in the case of a school which is not a grammar school, at Intermediate level);
 - (ii) the International Baccalaureate at the subsidiary and higher levels respectively; the number of the pupils in question who were in the final year of a course leading to such a qualification and the proportion (expressed as a percentage) who achieved the full qualification;
 - (h) in respect of GCSE and other qualifications—
 - (i) the aggregate number of the pupils in question who were in the final year of a course leading to such a qualification and the proportion (expressed as a percentage) of those pupils who achieved one or more such qualifications;
 - (ii) in respect of each course leading to such a qualification, the total number of the pupils in question who were in the final year and the proportion (expressed as a percentage) of the pupils who achieved that qualification.
- (5) For the purposes of—
- (a) sub-paragraph (1)(c) references to performance in public examinations of pupils enrolled in year 12 on 31st October of the school year before the school year in which the prospectus is published shall include performance in public examinations taken by those pupils when they were enrolled in year 11 save that where a pupil takes the same subject in the same examination in two consecutive years only the result from the school year in which the highest level or grade was obtained shall be included;
 - (b) sub-paragraph (2)(a) and (b) GCSE and GNVQ Part 1 shall be aggregated on the basis that GNVQ Part 1 is equivalent to 2 GCSEs;
 - (c) sub-paragraph (2)(c)(i) and (ii) and (3)(c)(i) and (ii) GCSE and GNVQ Part 1 at Intermediate level shall be aggregated on the basis that each such GNVQ Part 1 is equivalent to 2 GCSEs at Grades A* to C; and
 - (d) sub-paragraph (3)(c)(iii) and (iv) GCSE and GNVQ Part 1 at Foundation or Intermediate level shall be aggregated on the basis that each such GNVQ Part 1 at Foundation level is equivalent to 2 GCSEs at Grades D to G and that

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each such GNVQ Part 1 at Intermediate level is equivalent to 2 GCSEs at Grades A* to C.”.

Sealed with the Official Seal of the Department of Education on

22nd December 1998.

C. Jendoubi (Mrs)
Assistant Secretary

EXPLANATORY NOTE

(This note is not part of the Regulations.)

These Regulations further amend the Education (School Information and Prospectuses) Regulations (Northern Ireland) 1993.

The Regulations make the following principal changes–

1. Regulation 4 requires the Board of Governors to publish, in its annual report, information relating to the performance of pupils in the statutory assessments at the ends of key stages.

2. Regulation 5 makes provision whereby a school is not required to publish assessment outcomes in such a manner as to reveal the results of any individual pupil, or to publish assessment outcomes in relation to pupils being educated in a special education unit attached to the school.

3. Regulation 6(1) requires the Board of Governors to include in the school prospectus information about the performance of pupils in the statutory assessments at the ends of key stages. This information is the same as that required to be included in the annual report of the Board of Governors.

4. Regulation 6(2) amends paragraph 13 of Schedule 2 of the principal Regulations to provide for the range of information, in relation to the performance of pupils in public examinations, which must be included in the school prospectus and in the annual report of the Board of Governors of a grammar school to differ from that which must be included in the school prospectus and the annual report of the Board of Governors of a secondary school which is not a grammar school.