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;"; and

(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;