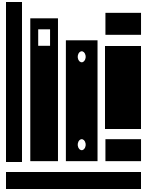# Governor Support Service

Making sense of data

Rory McCormack

15/7/2020

Session Objectives

- To understand our **strategic** responsibilities as Governors regarding the use and interpretation of data

- To find out the different types of data available

- To be able to make use of the different types of data available

- To develop skills to enable us to question/challenge the school using the available types of data

Role of Governors

- 1988 Act gave Governors increased powers/responsibilities

- Headteachers now Governors

- Strategic responsibility – what does this entail?

- Operational responsibility – what does this entail

- Who does what?

- This is very important to remember in terms of analysis of data

Role of Governors

National Governors' Association — GUIDANCE CENTRE

The independent organisation for school governors and trustees

INTRODUCTION TO:

Statutory framework for School Governance

Government legislation and guidance

Need advice?

For advice on any issue, Gold members have access to GOLDline legal advice

Role of Governors

- "Statutory Framework for School Governance" NGA p.9

- Responsibilities of the governing body The Roles, Procedures and Allowances Regulations set out the key functions of the governing body, which are to:

❑ ensure that the vision, ethos and strategic direction of the school are clearly defined;

❑ ***ensure that the head teacher performs his or her responsibilities for the educational performance of the school;*** and

❑ ensure the sound, proper and effective use of the school's financial resources.

Who are these people and what is their connection?
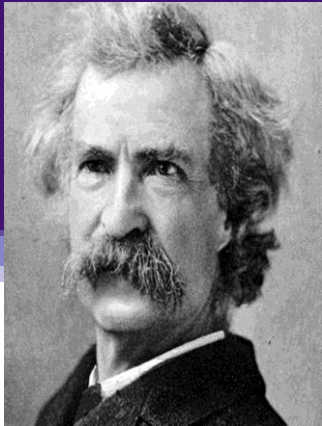
by Jef Mallett — May 08, 2006 — © UFS, Inc.
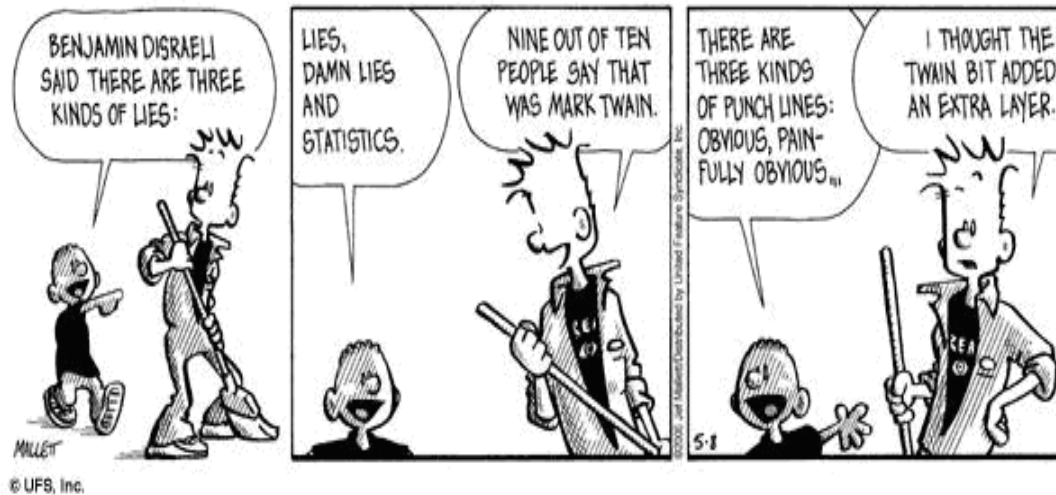
Mark Twain popularized the saying in *Chapters from My Autobiography*, published in the *North American Review* in 1907. "Figures often beguile me," he wrote, "particularly when I have the arranging of them myself; in which case the remark attributed to Disraeli would often apply with justice and force:

'There are three kinds of lies: lies, damned lies, and statistics.'"

Governors and data

As Governors it is not our job to be professional analysts – it is our job to make strategic decisions based on what we **learn** from the data – the current story

gg64358048 GoGraph ©

How is data useful?

- Comparison to national data for all your pupils and groups

- To identify strengths in pupil outcomes

- To identify areas for development in pupil outcomes and other areas

- Used to evaluate success of school priorities

- Used to agree new school development priorities

- Used to set teacher and HT appraisal targets

- Used to measure impact of school spending

- Support with developing school vision and strategy –**OFSTED Framework (less data led?)**

Possible timetable of data
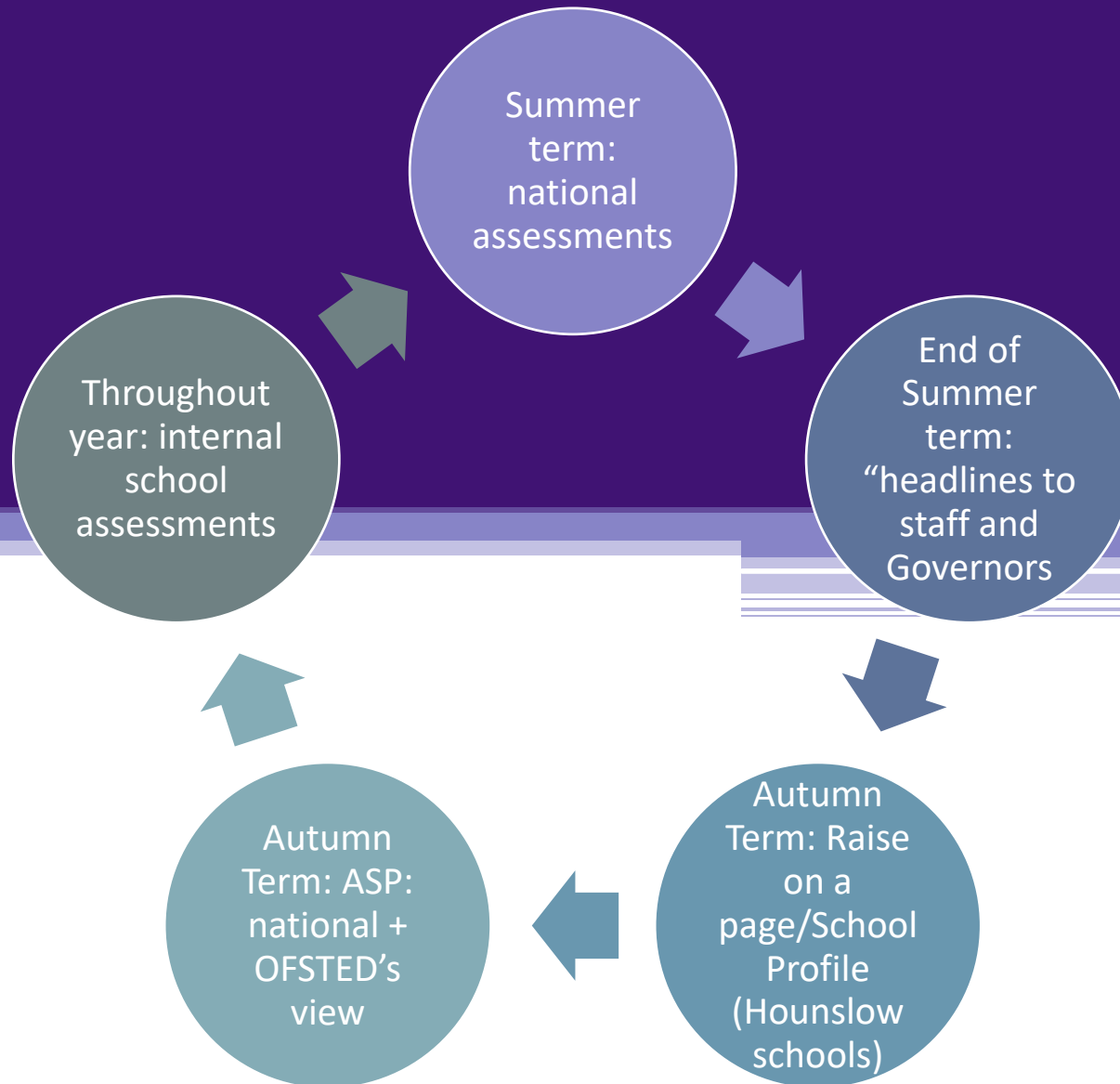
"Headlines"

- Governors should <u>not</u> expect detailed analysis at this stage

- A lot of information not yet available

- "Headline" data can change e.g. KS2 children who are withdrawn from the statistics at data checking exercise in September.

Raise on a page

- Internal to Hounslow

- Provides a useful overview of school

- Is more detailed than "headlines" and so adds to our story and therefore the strategic decisions we take re priorities and resources.

What can we learn from the anonymised Raise on a Page?
What questions might we ask?
What strategic decisions might we have to make?

Raise on a page

Hounslow RAISE on a Page 2019

School Profile / URN

School Profile							URN	
No on Roll (PLASC May 19)	445	% EAL (PLASC May 19)	77.3%	Fixed Term Exclusions 18/19	5	Most Recent Ofsted Inspection	Overall Effectiveness	2
No of Boys	238	% SEN (PLASC May 19)	9.4%	% Persistent Absentees (4 half terms)	2.9%	Achievement of Pupils	Behaviour and Safety of Pupils	
No of Girls	207	% Attendance (4 half terms)	97.6%	School Mobility 18/19	3.4%	Quality of Teaching	Leadership and Management	
% FSM (Ever6) (PLASC May 19)	15.8%	Permanent Exclusions 18/19	0	LBH Mobility 18/19	4.3%	Early Years Provision	HLP Grade	G
							LA Category	G

Early Years

Early Years	2017	2018	2019	LA	National
No of EYFS Pupils	60	59	52	3458	
No in LA Bottom 20%	5	11	7	692	
% Achieving GLD	85.0%	69.5%	73.1%	73.6%	71.5%
% Exp/Exc Reading	90.0%	83.1%	90.4%	78.1%	77.0%
% Exp/Exc Writing	88.3%	72.9%	76.9%	76.0%	73.7%
% Exp/Exc Number	88.3%	86.4%	86.5%	80.2%	79.6%
% Exp/Exc SS&M	90.0%	89.8%	84.6%	80.7%	81.7%

Phonics

Phonics	2017	2018	2019	LA	National
No of Y1 Pupils	59	60	58	3521	
% Achieving 32+	84.7%	91.7%	86.2%	85.0%	82.0%

Key Stage 1

Key Stage 1	2017	2018	2019	LA	National
No of Y2 Pupils	60	60	60	3591	
Reading % Expected+	83.3%	73.3%	83.3%	78.0%	75.0%
Writing % Expected+	76.7%	71.7%	80.0%	74.0%	69.0%
Maths % Expected+	83.3%	86.7%	81.7%	79.0%	76.0%
RWM % Expected+		70.0%	71.7%	71.0%	65.0%
Reading % Above Expected	23.3%	20.0%	28.3%	31.0%	25.0%
Writing % Above Expected	20.0%	11.7%	18.3%	19.0%	15.0%
Maths % Above Expected	20.0%	18.3%	26.7%	29.0%	22.0%
RWM % Above Expected		11.7%	13.3%	16.0%	11.0%

Key Stage 2

Key Stage 2	2018	2019	LA	National
No of Y6 Pupils	60	60	3515	
GPS % Expected+	93%	95%	84%	78%
Reading % Expected+	72%	80%	77%	73%
Writing % Expected+	88%	88%	82%	78%
Maths % Expected+	88%	92%	83%	79%
RWM % Expected+	70%	77%	69%	65%
GPS % Above Expected	45%	63%	48%	36%
Reading % Above Expected	27%	25%	31%	27%
Writing % Above Expected	20%	25%	27%	20%
Maths % Above Expected	27%	42%	35%	27%
RWM % Above Expected	15%	12%	16%	11%
Reading Avg Progress	-0.74	-0.17	0.20	
Writing Avg Progress	1.14	1.43	1.00	
Maths Avg Progress	1.13	1.52	0.90	

NB The 2019 Key Stage 2 school and national results are provisional as at October 2019

The EYFS national results are provisional from Nexus

Contextual Results 2019

Contextual Results 2019	EYFSP	Phonics	Key Stage 1				Key Stage 2			
	% GLD	%32+	Reading % Exp+	Writing % Exp+	Maths % Exp+	RWM % Exp+	Reading % Exp+	Writing % Exp+	Maths % Exp+	RWM % Exp+
Male	68%	97%	83%	81%	86%	75%	79%	88%	94%	79%
Female	78%	75%	83%	79%	75%	67%	81%	89%	89%	74%
FSM (Ever6)	33%	100%	100%	100%	100%	100%	77%	85%	92%	69%
Not FSM (Ever6)	80%	86%	81%	77%	79%	68%	81%	89%	91%	79%
Non EAL	73%	92%	92%	100%	83%	83%	71%	88%	82%	65%
EAL	74%	87%	80%	74%	80%	67%	84%	88%	95%	81%
SEN	50%	0%	83%	67%	83%	67%	40%	50%	60%	20%
Not SEN	75%	91%	83%	81%	81%	71%	88%	96%	98%	88%

School Profile – by Key Stage

- Also internal to Hounslow
- Produced by Key Stage
- Very visual
- Compares to national
- Progress and attainment

Again what can we learn?
What questions should we be asking?
What strategic decisions might arise?

School Profile

Attainment & Progress Summary (2019)

Key to shading
- ▇ >3* above Eng / within 1* of Eng
- ▇ >1* above Eng / >1* below Eng
- >3* below Eng

*Number of pupils (see page 3 for explanation)

		School 2016	School 2017	School 2018	School 2019	School Change from 2018 (-15% -5% +5% +15%)	Eng 2016	Eng 2017	Eng 2018	Eng 2019 (Provisional)	2019 Difference from England (-15% -5% +5% +15%)
KS2 Expected Standard*	Reading Test	55%	71%	82%	**80%**	-2%	66%	72%	75%	**73%**	+7%
	Writing TA	75%	87%	89%	**87%**	-2%	74%	77%	78%	**78%**	+9%
	Maths Test	67%	69%	89%	**95%**	+6%	70%	75%	75%	**79%**	+16%
	RWM Test/TA	46%	60%	78%	**73%**	-5%	54%	62%	64%	**65%**	+8%
	GPS Test	80%	83%	93%	**95%**	+2%	73%	78%	78%	**78%**	+17%
KS2 Higher Standard*	Reading Test	20%	28%	28%	**30%**	+2%	19%	25%	28%	**27%**	+3%
	Writing TA	35%	31%	29%	**29%**	-	15%	18%	20%	**20%**	+9%
	Maths Test	26%	35%	41%	**44%**	+3%	17%	23%	24%	**27%**	+17%
	RWM Test/TA	11%	19%	18%	**15%**	-3%	5%	9%	10%	**10%**	+5%
	GPS Test	32%	43%	63%	**62%**	-1%	23%	31%	34%	**36%**	+26%

		School 2016	School 2017	School 2018	School 2019	School Change from 2018 (-2 -1 0 +1 +2)	Eng 2016	Eng 2017	Eng 2018	Eng 2019	2019 Difference from England (-2 -1 0 +1 +2)
KS2 Progress	Reading Prog Score	+1.0	+1.4	-1.1	**+0.8**	+1.9	0	0	0	**0**	+0.8
	Writing Prog Score	+4.6	+3.8	+0.6	**+2.3**	+1.7	0	0	0	**0**	+2.3
	Maths Prog Score	+1.1	+1.9	+1.9	**+3.3**	+1.4	0	0	0	**0**	+3.3

Inspection Summary Data Report (ISDR)

ASP (Analysing School Performance)

- Reflects the assessment and testing reporting arrangements
- Reflects school data for one year
- Raised profile of KS2 progress
- Raised profile of disadvantaged pupils
- Raised profile of prior attainment for KS2 and KS1
- Science teacher assessment now included
- Includes analysis of test outcomes for KS2 pupils
- Raised profile of inspection dashboard

Assessment at KS1 and KS2

- For reading, writing and maths at KS1 there are 3 main standards. These are based on judgements by teacher assessment and not test results:

    - Working towards the expected standard

    - Working at the expected standard

    - Working at greater depth within the expected standard

- For writing at KS2 there are 3 main standards. These are based on judgements by teacher assessment and not test results:

    - Working towards the expected standard

    - Working at the expected standard

    - Working at greater depth within the expected standard

- For KS2 science there is one standard. This is based on teacher assessment and not test results:

    - Working at the expected standard

Reporting test results (attainment)

Pupils in KS2 are tested in Maths and English(Reading, Grammar, Punctuation and Spelling)

- Each child will be awarded a raw score for each test they take based on the number of questions they get correct
- The raw score for each test in each subject area will be added together to give overall raw score for that subject
- This raw score will be converted to a scaled score
- To have met the expected standard for the end of KS2 the pupil's scaled score range is from 100-109. Any scaled score below this the pupil has not met the standard.
- A scaled score of 110 + is judged to be a high score

KS2 Progress measure- How it works

Stage 1:
This is Chris
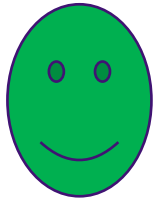
Chris' result are
- KS1 Average Point Score = 18.0
- KS2 reading scaled score=117

All other pupils nationally with average score at KS1 of 18.0

109

112

118

111

120

116

110
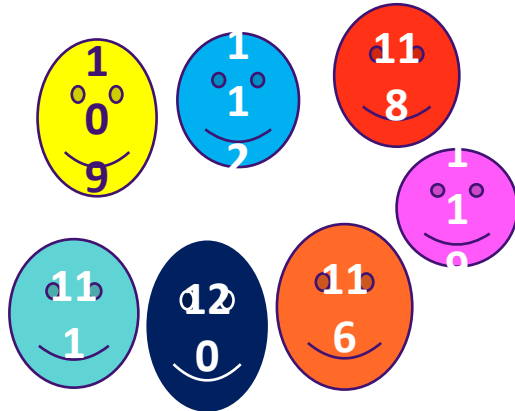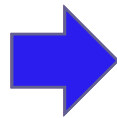
All these pupils' KS2 scores are added together and divided by the number of pupils in the group = average (national mean) reading score is 116
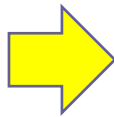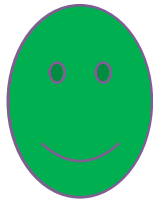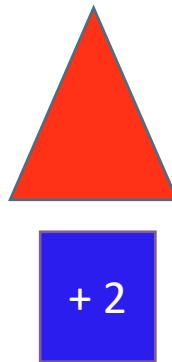
Back to Chris

- He got one point(+1) more than the average for those with similar starting points

# KS2 Progress measure how does it work

Stage 2:
Chris now brings his +1 progress score with him

We put Chris back with his Y6 peers in his school.

+ 2

- We add all the Y6 progress scores together and divide by the number of pupils to give a mean score
- Schools progress score is +2
- So pupils in Chris' school made slightly more progress than those with similar starting points nationally
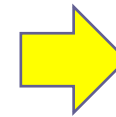
The different progress measures added together gives the school progress measure for that subject. This can then be compared for all pupils and groups to national comparators.

Analysing School Performance

• This is the information Inspectors see

• This is what they will be basing inspection "decisions" e.g. "deep dives"

Why are the "areas to investigate" chosen?
Look back at "School Profile – progress"
How is that school doing?

Analysing School Performance: disadvantaged pupils

Average progress for disadvantaged pupils in reading, writing and maths

Reading	Writing	Maths
-1.25	**2.25**	**-1.44**

Progress score for disadvantaged pupils

Confidence interval

-4.6 to 2.0	-0.8 to 5.4	-4.4 to 1.6

Number of disadvantaged pupils	13	13	13
Disadvantaged pupils with adjusted score	0	0	0
National average for **non-disadvantaged pupils**	0.31	0.24	0.31

Future steps

To consider:

• What would be our lines of enquiry?
• Am I aware of these aspects already?
• Are they covered in our school plan?
• Are they current school priorities?
• How do I know about progress in these areas i.e. Headteachers report to Governors, subject leader reports, Governor visits, meetings with Middle/Senior Leaders), school visits
• How do they feature in finance, HT/staff appraisals?

Next steps for me?

Next step for Governors generally?

Questions?

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