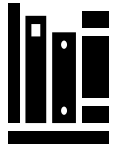# Understanding your school's Data

"What's the story?"

Rory McCormack
15th June 2022

Session Objectives

- To understand our ***strategic*** responsibilities as Govs 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 create a **holistic** picture/story of our school

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

+ 1 nugget...........

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

Always keep in mind...

- Ensuring clarity of **vision, ethos and strategic** direction;

- Holding executive leaders to account for the **educational performance** of the organisation and its pupils, and the effective and efficient performance management of staff;

- Overseeing the **financial performance** of the organisation and making sure its money is well spent

The DfE Governance Handbook for
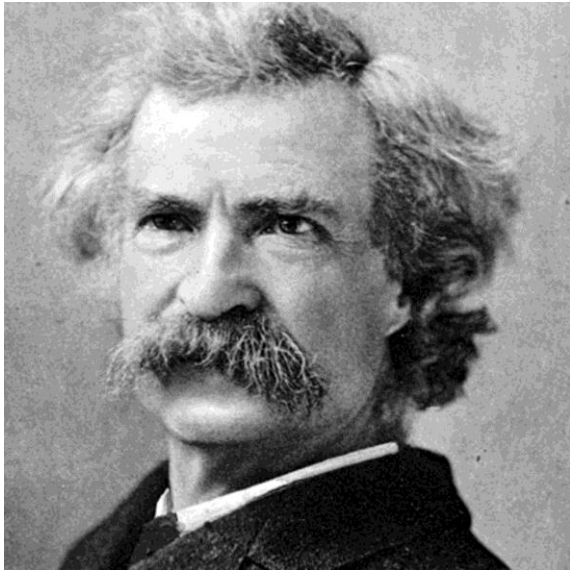Academy Trusts & Maintained Schools

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 can Data be 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?)**

Who are these people and what is their connection?

by Jef Mallett

May 08, 2006

BENJAMIN DISRAELI SAID THERE ARE THREE KINDS OF LIES:

LIES, DAMN LIES AND STATISTICS.

NINE OUT OF TEN PEOPLE SAY THAT WAS MARK TWAIN.

THERE ARE THREE KINDS OF PUNCH LINES: OBVIOUS, PAINFULLY OBVIOUS...

I THOUGHT THE TWAIN BIT ADDED AN EXTRA LAYER.

MALLETT
© 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.'**

Sources of information
Building up the picture of "our school"

Different sources of information

- Analyse school performance (ASP) – replaced Raise online in 2018
- OFSTED Inspection data summary report (IDSR)
- Performance tables
- Financial data and benchmarking
- In school assessment data
- Attendance/roll data
- School website
- Pupil and parent surveys
- School policies

All of these will help you form an overall picture of your school

Different sources of information

Key Questions/things to be thinking about....
- What are these "sources" and what can be learned from them?
- What do they relate to e.g. national norms and expectations?
- How do we relate to other schools – locally/similar?
- How has the pandemic influenced/changed things? What has changed re. the available information
- How do we go about verifying this information?
- What are good questions to ask....?

Different sources of information

Overarching question:

"What are <u>we</u> doing to raise standards for all children?"

Different sources of information

The government talks of 7 themes of information in the following document:

Understanding your data: a guide for school governors and academy trustees - GOV.UK (www.gov.uk)

They are:

1. Pupil numbers, attendance and exclusions
2. ***Attainment and progress (this will form the largest part)***
3. Curriculum planning – staff and class sizes.
4. Financial management and governance
5. Quality Assurance
6. Safeguarding and well being
7. The school community, staff, pupils and parents

This is all important data as we build up the "school story" in order to fulfil our 3 key roles as Governors.

Different sources of information
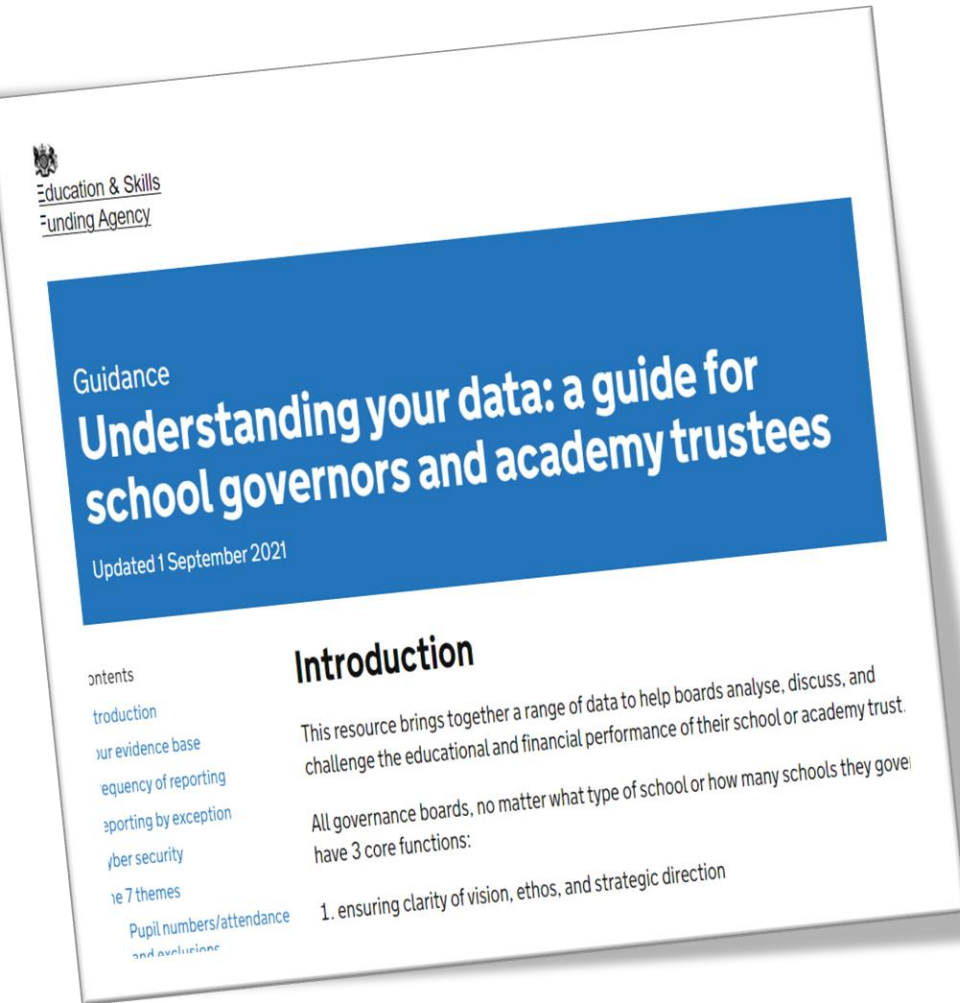
In all cases, you should consider what the data is telling you:

- what is going well?
- what learning can you apply from one area to another?
- what are the concerns?
- are any areas at risk of becoming a concern?
- what changes need to be made?
- what can be done about it?
- how will this affect productivity for your school or academy trust?
- what is the impact on educational and financial outcomes?

Pupil numbers, attendance and exclusions

How do we find this out, what is the context, what do we learn in terms of impact?

Fitting this all together

Quality Assurance

Financial management

Curriculum planning

Safeguarding and wellbeing

Our School

Attainment and progress

The school community, staff, parents and pupils

Going forward: Actions, decisions arising from this data

Pupil numbers, attendance and exclusions

Pupil numbers, attendance and exclusions

In my opinion these are crucial pieces of information in terms of understanding our school.

Firstly, how are we given these pieces of data and what analysis is given of them…

- HT report (termly?)
- Is there any analysis e.g trends, action arising, impact on teaching and learning?
- Are we as Governors given the opportunity to question as a result of this data?

Pupil numbers, attendance and exclusions

This is the national link and is updated regularly

Some questions that Governors could ask:

1. Where does our attendance rate in comparison to national norms and expectations?

2. Is the presentation of data clear so I can understand it?

3. What is our admission rate? Are we full? (This can have a serious impact on school finance so needs to be monitored – **Governor role 3**)

Pupil numbers, attendance and exclusions

4. What is our unauthorized v authorized absence rate?
- How do we define these terms?
- What are the methods used for determining whether an absence is unauthorized or authorized?
- What are the consequences of unauthorized absence?

5. Persistent absence. Have we got data on this? How do we define it? What actions are taken to combat it? Is the rate going up or down – trends...

6. What is our exclusion rate and how does it compare nationally? Short term exclusions/permanent exclusions? What are the reasons for exclusions? How is reintegration back into school handled? Implications for teaching and learning?

Pupil numbers, attendance and exclusions

7. **How does this data impinge on the following?**

- Teaching and learning? Standards we are achieving. **(Nb: the overarching question of standards for all children – slide 13)**

- Are there particular groups more affected by absence/exclusion e.g. boys, PPG, particular ethnic groups? If so why and are we trying to alleviate this? What are the standards for these groups compared to other, perhaps better attending groups?

- Are our numbers on roll having an impact on the curriculum we can offer e.g. declining roll. If so what actions might we take to do something about this as Governors. Short/medium/long term strategic planning **Governor role 1 – vision and ethos)**

Academic data

What information is available to us currently….?

Fitting this all together

Academic data

What are Governors' sources of information?

Previously (pre Pandemic), Governors would be supplied with 2 sorts of information:

1. In school data (teacher assessment)
2. External data (based on test results)

- It is important to remember what the curriculum structure is and how this is shown in terms of the information we might receive.
- This will show us what the expectations are and what the data/information is telling us or what we should be interpreting….

Academic data

How does the curriculum work?
How is it structured?

All schools must follow the National Curriculum:

- Primary National Curriculum

- Secondary National Curriculum

+ subject programmes of study….

- If you have time …by all means, but worth asking your school – "How do we organise the curriculum and **WHY?**
- **What does it say on your school website?**

Academic data

Understand the terms……

Academic data

Understand the terms……

- I picked this school at random
- Every school must have this information on its website.
- If you click on the "curriculum tab" this is what you get….
- What does your school say?

Academic data

Understand the terms so you can ask the right questions….

What do the following mean?

1. Expected
2. Attainment
3. Progress

1. **Expected** – this is what a child is "expected to learn" in a school year as laid out in the N.C. programmes of study

2. **Attainment** – this is what a child achieves in terms of its learning in a school year relative to the expectations of the N.C.

3. **Progress** – this is how much a child has learned relative to its starting position in a school year (or between statutory assessments e.g. KS1 – KS2 or KS2 to GCSE).

My definitions…….

Question: How does your school organise the curriculum?

Question: What is the basis for this organisation? How does this fit with our "vision, ethos and strategy?" (Role 1 of Governors)

Question: Does this organisation reflect the community we serve?

Question: How is this assessed?

Question: Are these assessments moderated both internally and externally so we can be sure of their accuracy?

Academic data

Understand the terms so you can ask the right questions….

An example of what you might be told….

"83% of Year 2 have made expected progress in Reading."

Let's just interrogate that statement to see what it means

1. 83% out of how many? – 30/35/45/60/75/90/some other number. **You will need to know**

2. "Expected" – what is the amount of progress that is "expected?" Is this good, what is the context, how many pupils are in specific groups e.g. SEND, PPG etc…

3. Progress – what were the starting points?

4. How does this relate to how Year 2 have done in previous years?

5. Progress – what about the 17% who did not make expected progress? What are we going to do for them? Did they make expected attainment?

6. Attainment – not mentioned here, but what are the actual attainment levels relative to progress. Again what were the starting points. This could be a tremendous achievement because attainment was very low in Year 1. However, it could be a falling back from the attainment in Year 1.

CONTEXT – you need to be able to interpret this to make some sense and see what the story is here**.....**

Academic data

External assessments – how do they fit in?

Question: How do we find out about external assessments?

Question: what external assessments are there?

Question: what has been the situation in 2020 and 2021 as there have been no external assessments?

Question: what is happening in 2022?

Question: "Us v other similar schools?"

"On 19th July 2021 the government announced the following:

"…that it would not publish school or college level results data on Compare school and college performance (also commonly referred to as school and college performance tables) in autumn 2020 or autumn 2021, and that this data would not be used to hold schools and colleges to account. **We have also made clear that results data from 2020/21 will not be used in school and college level performance measures in future years."**

Coronavirus (COVID-19): school and college accountability 2021/22 - GOV.UK (www.gov.uk)

Academic data

External assessments – how do they fit in?

They also said:

"We will, however, still produce the normal suite of KS2 accountability measures at school level and share these securely with primary schools, academy trusts, local authorities and Ofsted for school improvement purposes and to help identify schools most in need of support. "

"KS2 results from 2021/22 will also be used to calculate Progress 8 baselines for future institution-level progress measures." **Note to Secondary Governors..**

"Primary schools will be able to access their own performance data via the schools checking exercise and Analyse School Performance (ASP). **More of that in a second….**

"Primary schools will continue to inform parents of their own child's recent test and assessment results."

"Results from qualifications achieved in 2021/22 will be published on school and college performance tables, using our normal suite of accountability measures, as far as that is possible……KS4 performance measures will be available to schools in ASP and 16-18 school and college data will be shared via the checking exercise website."

Academic data

External assessments – how do they fit in?

What are they…?

So that is where we are currently…..

What external assessments are there?
1. Primary
- EYFS – end of Reception
- Phonics screen - Year 1
- Key Stage 1 – Reading/writing/maths – end of Year 2
- Times tables screening – Year 4
- Key Stage 2 – Reading/writing/maths – end of Year 6

2. Secondary
- GCSE – end of Year 11
- B.Tec's/apprenticeships etc…post 16
- A levels – end of Year 13

Academic data

External assessments – how do they fit in?

How do we find out about them?

In all probability you will be presented with :
- Internal/in school results - teacher assessed
- External results - **these have been carried out "in school" in 2020 and 2021 due to the pandemic**

Governors need to be aware of how much the results have been distorted due to the pandemic.
This is why I am advocating a much more "holistic" approach to data.
Question: how were these teacher assessments carried out?
- Regular marking of books
- Assessments devised by school
- External assessments from previous years used "in house."
- Moderated sampling of all of the above….who by?

Academic results in 2022

Have gone back to pre - pandemic?

Academic results in 2022

Schools Week Article – 18/5/2022

"**Ofsted will use results from this year's SATs and GCSEs to judge the impact of school curriculums, the government has confirmed today.**

The Department for Education today published a new update for primary and secondary accountability measures in 2021-22.

It informs schools that the government will provide both key stage 2 and key stage 4 data to Ofsted to go into the Inspection Data Summary Report (IDSR).

This will "inform inspection activity under the Quality of Education judgement, for example, on the impact of curriculum decisions".

But the guidance adds inspectors will be "sensitive in their use of this data".

"Inspectors will be clear that 2021/22 data is not comparable with earlier years and aware of the caveats on the data due to the changes to the methodology outlined in this document and the uneven impact of the pandemic on pupils and schools."

Academic data

External assessments – how do they fit in?

How do we find out about them? When are they?

Summer term: national assessments

End of Summer term: "headlines to staff and Governors

Autumn Term: ASP: national

Autumn Term: + OFSTED's view

Throughout year: internal school assessments
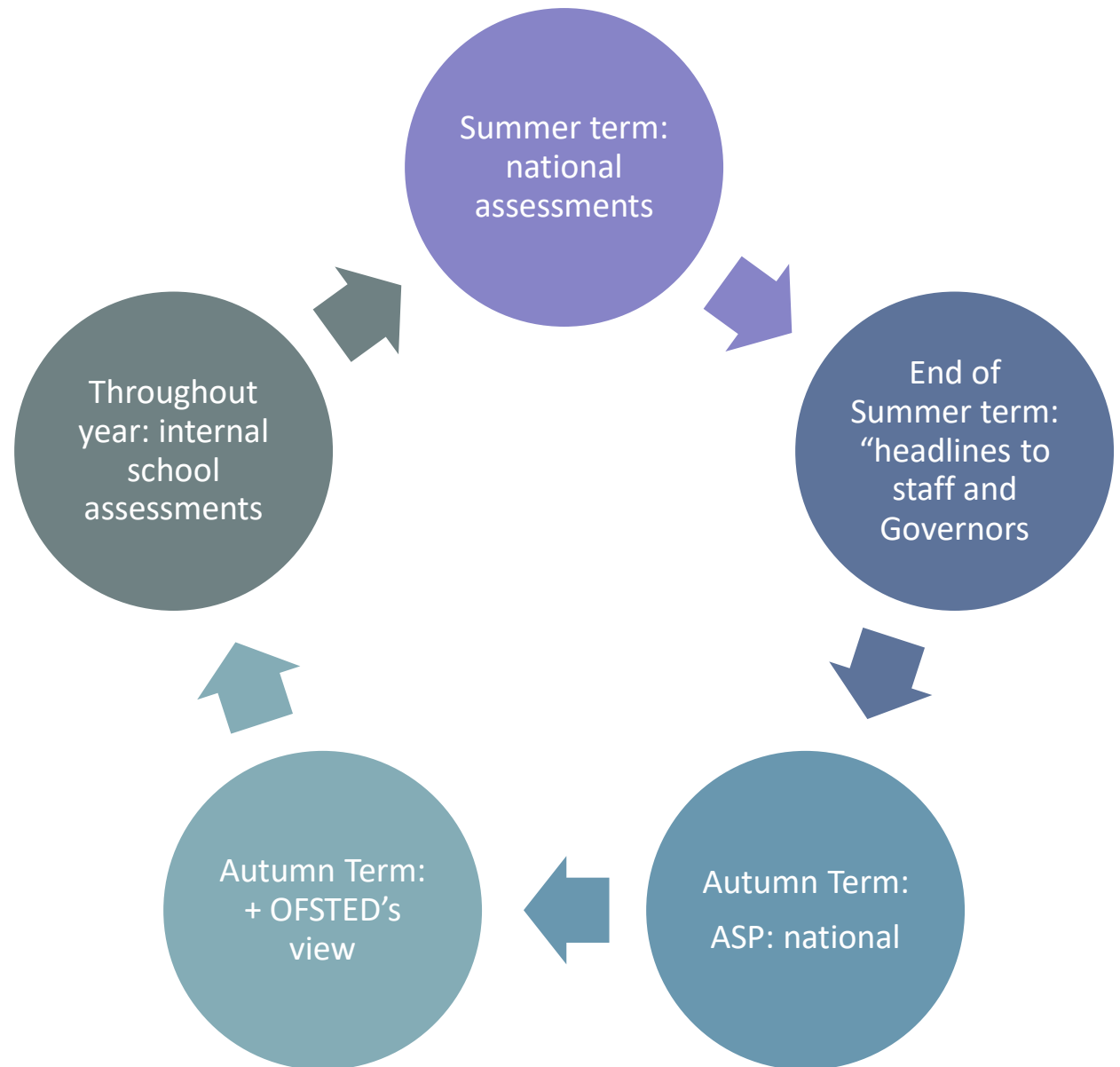
Academic data

ASP
Replaced "Raise online" in 2018

- 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
- Includes other data e.g attendance
- Raised profile of inspection dashboard

Academic data

ASP
Replaced
"Raise online"
in 2018

Academic data

ASP
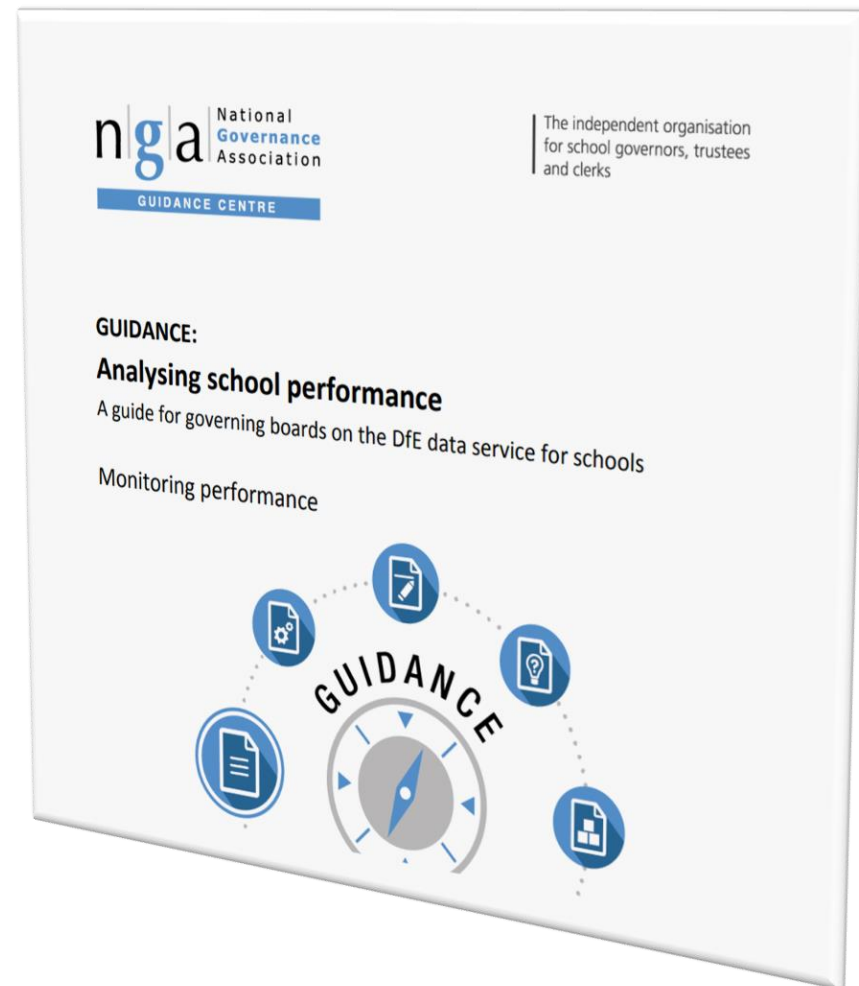
Replaced "Raise online" in 2018

To interpret the data in ASP accurately, those governing will need to have a broad knowledge of the headline measures that concern their school (i.e. "progress/attainment 8" or "early years foundation stage" etc.)

ASP will help Governors support and challenge leaders **(Governors Role 2)**

- **Understand the strengths and weaknesses of the school.** With a focus on pupil results (attainment), pupil progress (achievement), pupil groups and performance across different subjects
- **School improvement development planning**. Identifying areas for future improvement and ensure that these are firmly embedded in the school development plan
- **Ofsted inspection.** Ofsted inspectors will expect governors to have a good understanding of pupil results and progress and see evidence that governors are supporting and challenging school leaders
- **Performance management.** ASP provides an external view of school performance which can be used to support headteacher performance management
- **Setting the strategic vision for the school.** To set a vision and future direction for a school, governors need to understand historical performance and the current strengths and weaknesses of the school **(Governor role 1)**
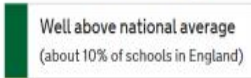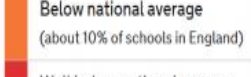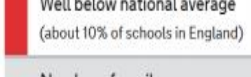
"Analysing school performance, NGA, p.5

ALL governors, trustees and academy committee members have a right to access the service, free of charge. However, as usual, governors and trustees will only be entitled to view information which is not pupil specific

Academic data

- An ASP page (KS2)…

ASP
Replaced "Raise online" in 2018

Progress in reading, writing and maths

▶ Help with progress scores

	Reading	Writing	Maths
	Explore data in detail	Explore data in detail	Explore data in detail
School progress score Confidence interval ?	**+0.23** -1.38 to +1.83	**+1.41** -0.16 to +2.98	**-0.24** -1.70 to +1.22
Well above national average (about 10% of schools in England)			
Above national average (about 10% of schools in England)			
Average (about 60% of schools in England)	●	●	●
Below national average (about 10% of schools in England)			
Well below national average (about 10% of schools in England)			
Number of pupils	88	87	88

The data suggests that students are making positive progress in reading and, in particular, writing. The weakest area in the school for progress is maths. However, all of the progress scores fall within the confidence interval – potentially due to the low pupil numbers. This means that it is uncertain whether the progress made by students was due to the measures taken by the school or not.

Unlike attainment measures, the progress charts in ASP give a clear indication of whether a school is above or below the national average. It also gives some indication of the statistical significance of each progress
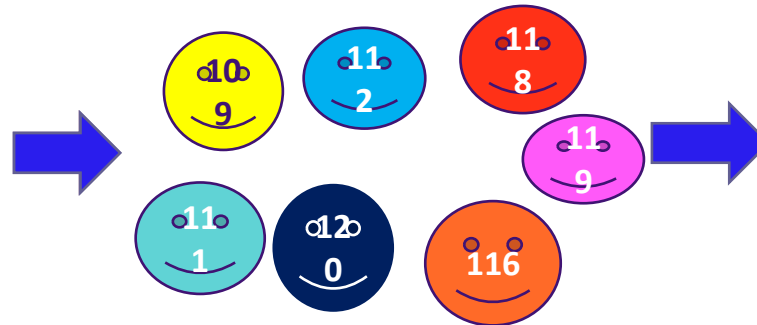
KS2 Progress measure- How it works

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

119

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
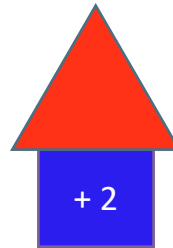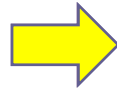
Back to Chris

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

KS2 Progress measure how does it work

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

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

+ 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
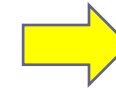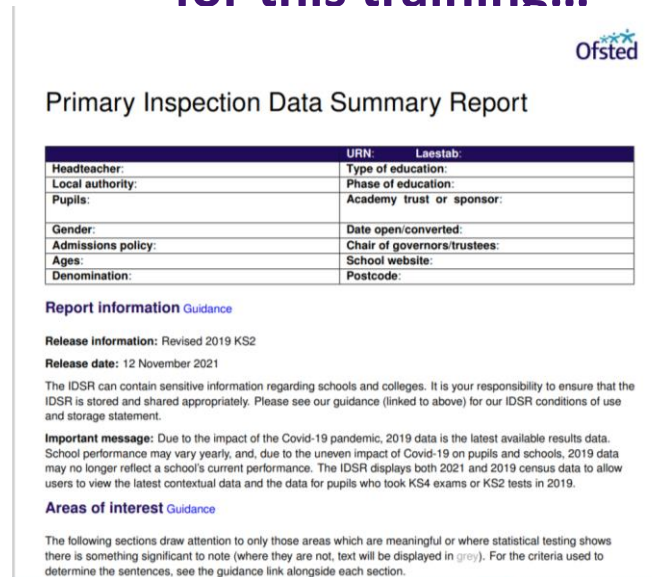
The different progress measures added together gives the school progress measure for that subject. This can then be compared for all pupils and groups to national comparators.

Academic data

ISDR(Inspection summary data report)

There is an example copy of ISDR with the papers for this training…

Primary Inspection Data Summary Report

- Its always worth knowing what OFSTED are thinking about our school..
- They are generic and compiled electronically.
- They are mainly academic data, (hence I am including it in this section,), but also include other sources of information e.g. absence, exclusions…

Academic data

ISDR(Inspection summary data report)

Year group context 2019 (Primary)

Characteristics Guidance

Year group markedly above average of others [ ]   Year group markedly below average of others [ ]

	Number on Roll	Low prior R/W/M	Mid prior R/W/M	High prior R/W/M	% FSM	FSM Nat	% EAL	EAL Nat
Y1						18		21
Y2						20		21
Y3	58	10/15/10	33/39/37	15/4/11	28	24	2	21
Y4	64	11/17/9	29/33/37	24/14/18	25	26	2	21
Y5	60	11/16/12	32/36/41	17/8/7	28	29	2	22
Y6	65	3/3/3	37/46/45	23/14/15	34	30	3	21

Prior attainment Guidance

Well above national [ ]   Well below national [ ]   In line with national [-]   Small cohort [X]

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading			-	-	-	-
Writing			-	-	-	-
Mathematics			-	Above	-	-

SEND characteristics Guidance

Type of resourced provision:
Number of pupil with SEND who are also disadvantaged: 28

SEND primary need	SEND Support (58)						EHC Plan (2)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty			2	0	0	0			0	0	0	0
Moderate Learning Difficulty			5	1	2	5			0	0	0	0
Severe Learning Difficulty			0	0	0	0			0	0	0	0
Profound & Multiple Learning Difficulty			0	0	0	0			0	0	0	0

Nb: data up to 2019

Academic data

Internal school data

- This is currently very important due to the lack of external data since 2019
- They will be presented in different ways according to the school's preference.
- OFSTED are saying:
  - will not be using teacher assessed grades from 2020 or 2021, but will still consider externally published data throughout the inspection.
  - inspectors will be "mindful of the age of this data, especially around statutory assessment and qualifications, when making judgments".
  - Inspectors will "not expect or accept" internal data" instead of or in addition to published data.

Academic data

Internal school data

<u>Some potential areas of questioning to be thinking about…..</u>

- How were these results arrived at? Methodology?
- Are these progress <u>and</u> attainment?
- Can we go through these year by year please?
- Please explain how this data is being presented?
- How do we relate to national norms/local norms?
- How do they relate to previous year's results?
- Have they been internally moderated? How was this carried out?
- Have they been externally validated? If yes who by and how? If no are we going to do this?

It is important to remember that these questions indicate "areas" for you to investigate. The answers and your school's circumstances will determine where you go with the questioning and any subsequent actions…..

Academic data

Overarching question:
How well does the curriculum provide for and stretch all pupils?

Questions on this section…

Curriculum Planning

How is the curriculum organised.
+ Staffing and class sizes….

Fitting this all together

Curriculum Planning

How and why do we organise the curriculum as we do
Staffing and class sizes

- How and why do we (our school) plan and organise the curriculum in the way we do? **(Governors roles 1 and 2)**
- What are the specifics of our curriculum as it relates to our community?
- National curriculum coverage
- Is it based on the specific needs of our children?
- How do we as Governors receive this information – documents, talks by subject leaders etc… **(refer to slides 23 – 25)**

Curriculum Planning

How and why do we organise the curriculum as we do

Staffing and class sizes

1. What is our pupil to staff ratio?
   - ❑ What percentage of staffing is "frontline" teaching?
   - ❑ How much teaching do SMT do? What percentage of the staffing budget is accounted for by SMT **(Governor role 3)**
   - ❑ How are the staff deployed?
   - ❑ Have we benchmarked staffing budgets against other similar school? **(Governor role 3)**

❑ How is the staffing organized – e.g departments, Key Stages, organisation plans, staffing structures

2. Do we know what our class sizes are – trends, what would we like them to be? Infant class size legislation, financial implications **(Note Slide 17)**

Financial Management

Budgets, effective use of resource, how do we measure this, benchmarking…

Fitting this all together

Financial Management

Budgets, effective use of resource, benchmarking

This is a whole piece of training on its own!!

For the purposes of this I have 2 points to make:

1. Finance is everyone's responsibility not just the members of Finance Committee

"All governors (whether they are part of a finance committee or not) must have a basic understanding of the school's financial cycle and the legal requirements of the school on accountability and spend."

NGA/Govs handbook

2. It is Governor role 3 (out of 3) so MONITOR!!!!

Quality Assurance

Have we got any? If so at what cost and how was it sourced. What is it saying?

Fitting this all together

Quality Assurance

Have we resourced this?

What is it saying?

All schools need quality assurance – both internal and external.

It is our role(s) as Governors to ensure that this is :

1. Robust
2. Budgeted for
3. We understand the information as it is presented to us

We will need this information to inform our judgements in terms of Performance Management, future planning etc…. **(Governor roles 2 and 3)**

It should be presented so we can question and then plan strategically based on the information we receive. (**(Governor role 1)**

The last thing we want is for OFSTED to arrive and we think everything is "hunky dory" and it isn't!!!!

Safeguarding and wellbeing

Statutory responsibilities. Data arising from these responsibilities……

Fitting this all together

Safeguarding and wellbeing

Statutory responsibilities, data arising from this

This too is a whole piece of training on its own!!

❑ All Governors need to constantly undertake safeguarding training.

1. Do we know what our statutory responsibilities are? Are we meeting them as a school? Are we meeting them as Governors?

2. How is safeguarding reported to us as Governors? Is there a designated (and trained) governor?

3. Does this have any impact on teaching and learning, finance etc

The school community, staff, governors pupils and parents

What are the characteristics of our school community? How do we find out?

Fitting this all together

Quality Assurance

Financial management

Curriculum planning

Safeguarding and wellbeing

Our School

Attainment and progress

The school community, staff, parents and pupils

Going forward: Actions, decisions arising from this data

Pupil numbers, attendance and exclusions

The school community – staff, governors, pupils and parents

Characteristics and impact of this.

Every school community will have its own particular characteristics.

1. What are ours?"
2. "How do we know?"
3. Does the GB reflect this community?
4. Does the GB/school leadership have ways of communicating with the community as a whole – newsletters, online, accessibility
5. If so how does this impact on all that we as a GB do and the decisions we make – curriculum structure, funding community resources from school budget, supporting particular groups in school e.g SEND. PPG, particular ethnic groups…

Any questions?

What have I learned this during this session?

What was yours?

1. What difference will this make to the way I work as a Governor in my school?

2. What do I think now of our systems, processes and procedures in the light of this training?

3. Have I access to all of the information spoken of?

4. What might I/we do differently as a result of what we have spoken of

5. How well *do* I know our school?

So what are you going to do when you get back to school?

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