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Brand new to leading data: Webinar 4

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Introduction

Everyone is on mute but please ask questions (there are no daft ones!)

If you haven't received handouts via email you can access them in the webinar menu.

The materials are based on our 'normal' Brand New to Leading Data course. Where COVID-19 has had an impact we will explain how.

Programme

Webinar 1: Key principles

1. Understand the range of performance measures at Key Stage 4
2. Awareness of statistical principles which are often misused

Webinar 2 : The accountability calendar

1. Understand the key accountability points through the academic year
2. Know what information can be found where and when

Webinar 3: Tools to help, such as ASP, IDSR and the ASCL Toolkit

1. Understanding the purpose and use of external accountability tools such as ASP and IDSR
2. Detailed use of the ASCL Data Toolkit for evaluation

Webinar 4: Working effectively with teachers, leaders and governors.

1. Helping the school community to understand the meaning and impact of performance data
2. Supporting school improvement across the community

Webinar 5: Interactive session

Teachers

- Teachers value the use of data, but need a clear, short link between the data they collect and its use.
- Teachers need to understand how the performance of their pupils contributes to the whole school. Every grade could count in P8.
- Collecting bad, purposeless data drives teachers up the wall

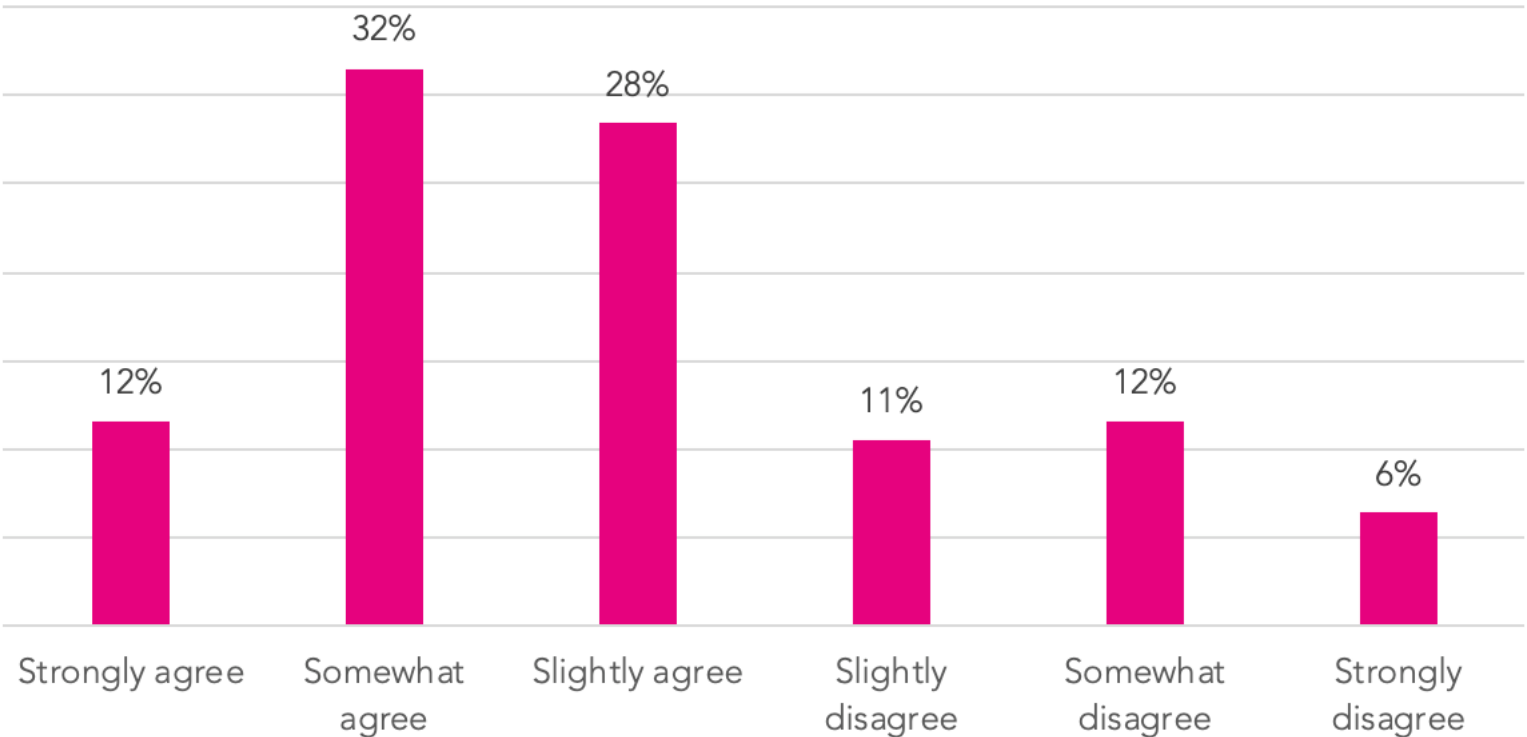
In general, the use of data is positive, supportive and constructive



FFT survey on
use of data in
schools with
TeacherTapp



School performance data is used in a positive, supportive
and constructive way within my school to improve education
outcomes

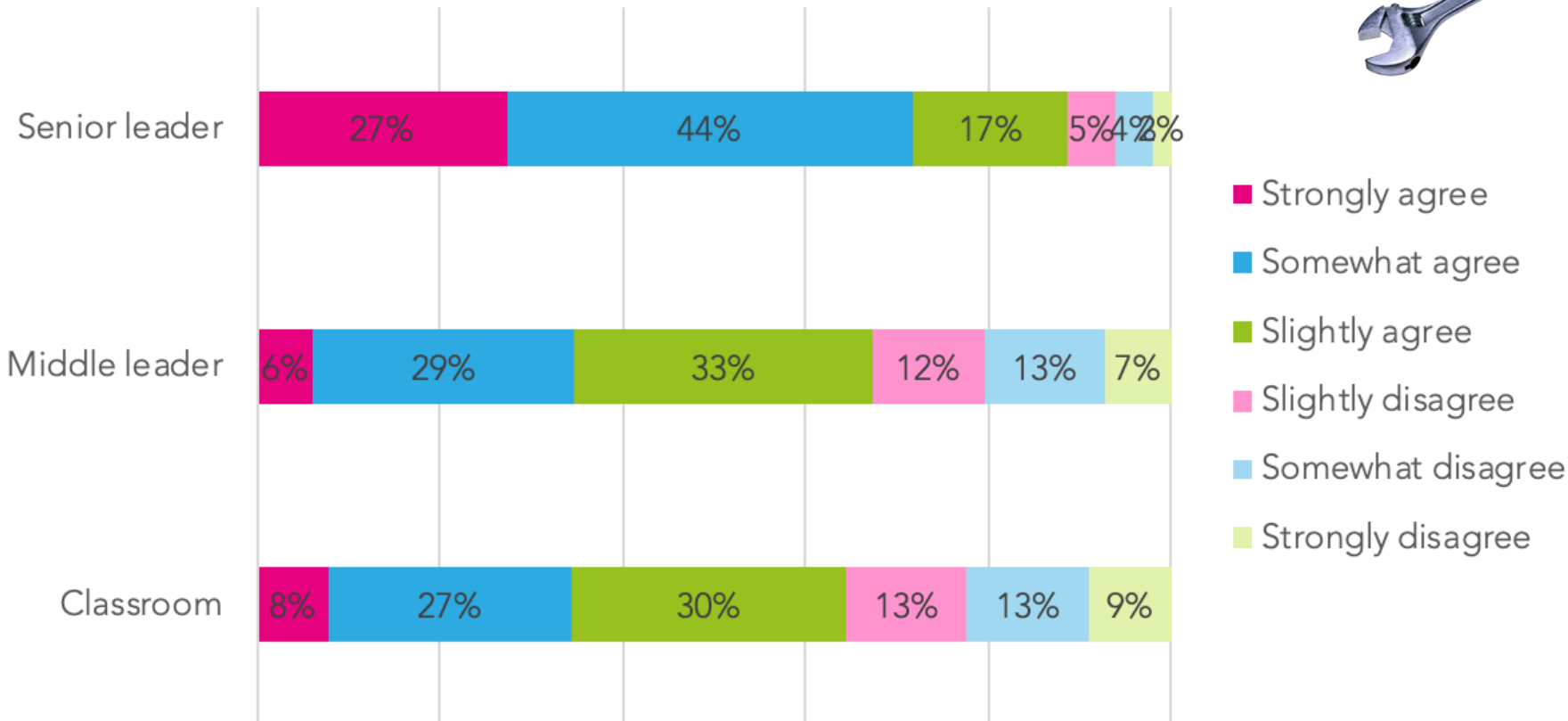


Unsurprisingly, school leaders are more positive about use of data than middle leaders or teachers

School performance data is used in a positive, supportive and constructive way within my school to improve education outcomes



FFT survey on use of data in schools with TeacherTapp





Eliminating unnecessary workload associated with data management

Report of the Independent Teacher Workload Review Group

Teachers cite lesson preparation, marking and data as the three key drivers of excessive workload.

Data management was the subject of one of the Independent Workload Review Groups

Making data work

Report of the Teacher Workload Advisory
Group



November 2018

Principles in the report

- The *purpose* and use of data is clear, is relevant to the intended audience and is in line with school values and aims.
- The *precision* and limitations of data, and what can be inferred from it, are well understood.
- The amount of data collected and the frequency with which it is collected is *proportionate*
- School and trust leaders review *processes* for both collecting data and for making use of the data once gathered.

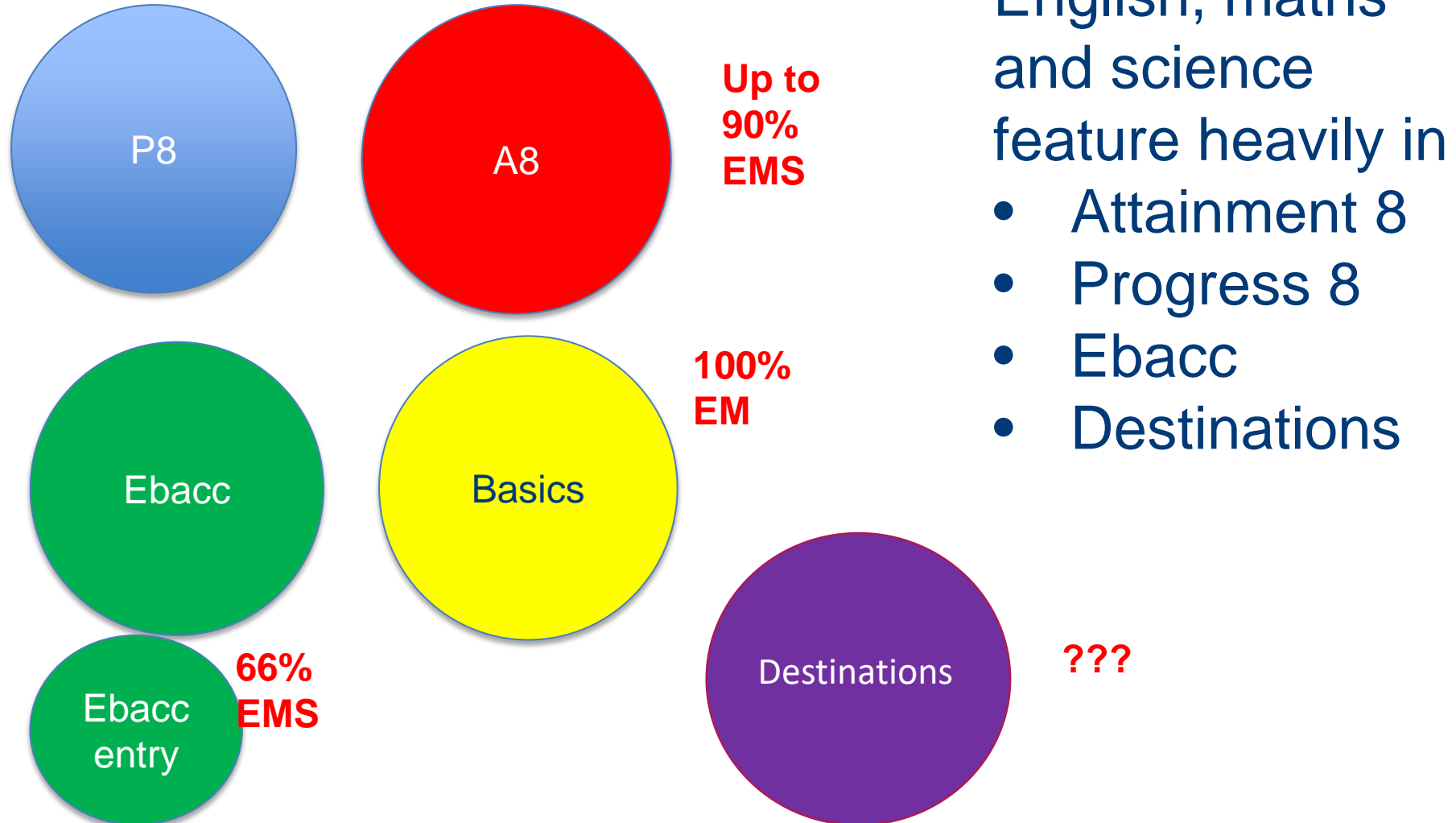
Key suggestions

- Data collection needs to be followed by action, hence no reason why a school should have more than two or three attainment data collection points a year.
- Target grades can be limiting as much as motivating. Flight paths are not valid because they understate variation in trajectories of development.
- Analysis of particular groups should be educationally meaningful, such as those with poor handwriting or weak readers. Pupil premium pupils do not share similar needs.
- Current practice in using pupil attainment data in teacher performance management is often poor.

Middle leaders

- They are leaders, part of the school leadership team
- Need to understand how their subject fits into whole school performance
- Individual subjects appear in a range of performance measures, or can form a significant part of the measure

Role of English, maths and science



English, maths and science feature heavily in

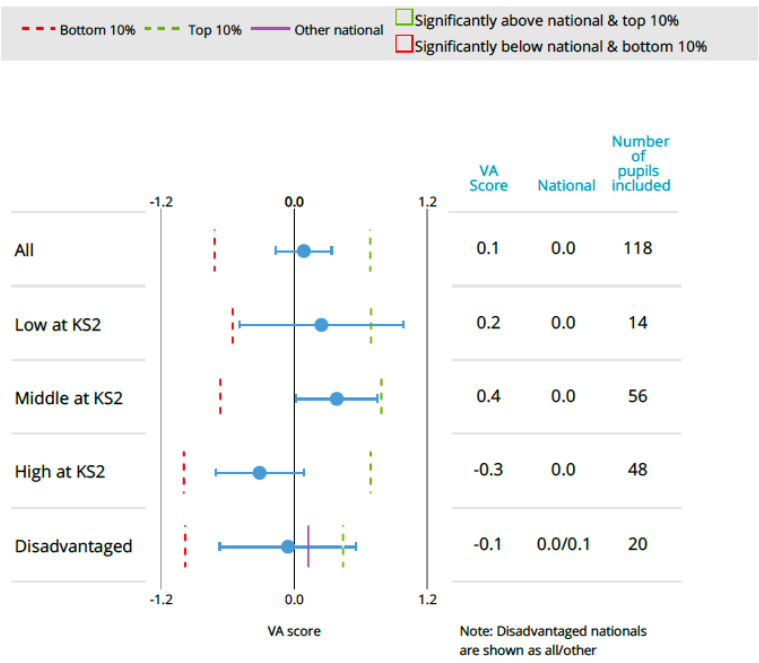
- Attainment 8
- Progress 8
- Ebacc
- Destinations

IDSR has value-added for science, languages and humanities

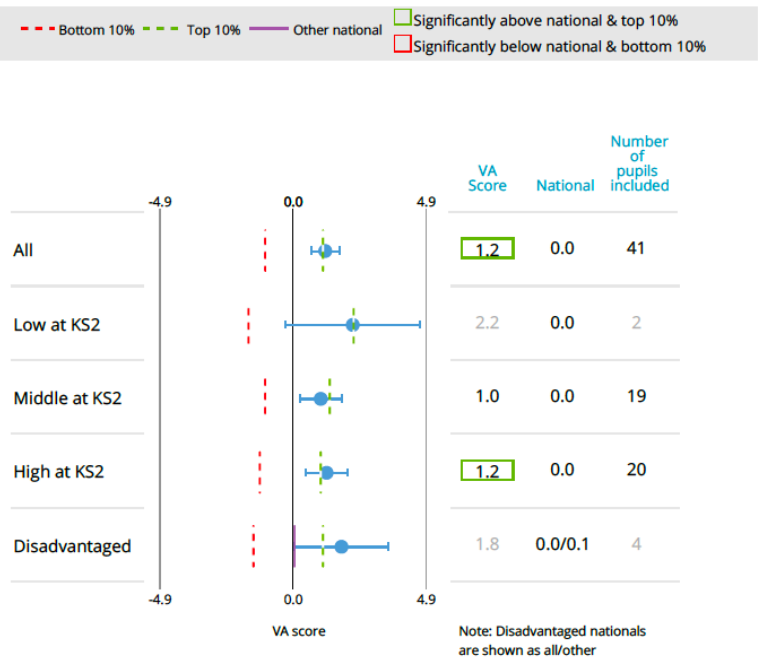
Key stage 4 in 2018

Tarleton Academy

Science Value Added



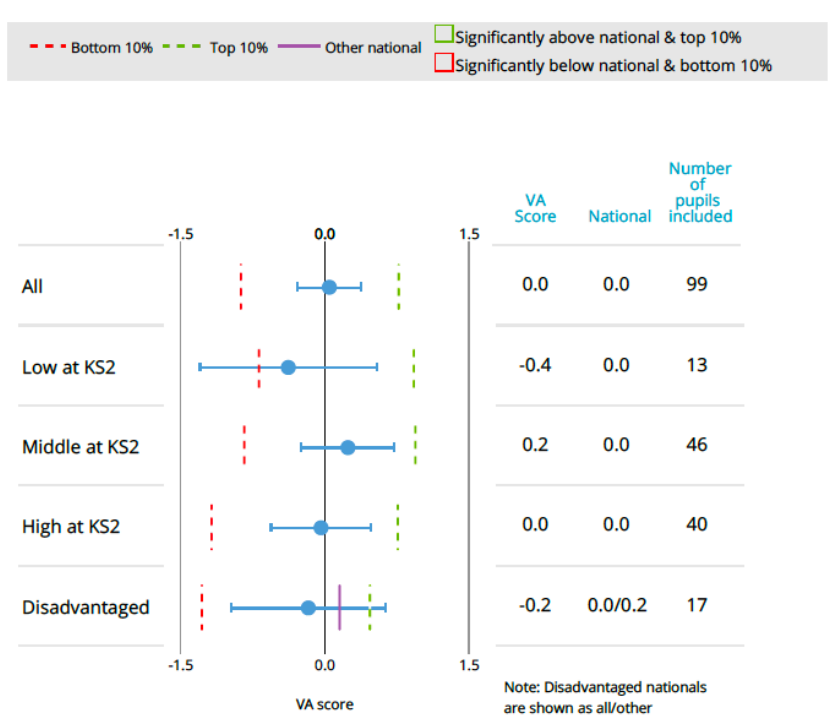
Languages Value Added



Key stage 4 in 2018

Tarleton Academy

Humanities Value Added



Notes: Significance is only flagged for cohorts greater than 10. For cohorts of 10 or fewer, information is shown in grey. Prior attainment is based on overall KS2 attainment. For further information on methodology see www.gov.uk/government/collections/using-ofsteds-inspection-dashboard

Inspection Data Summary Report, revised (KS4) 2018, 29 April 2019 Page 11

Training and engaging staff

Make it relevant - data must be recent, relevant, about students they know and teach

Make it interactive – eg look at the ASCL toolkit together

Train small, role-specific groups – SLT, subject leaders, class teachers, teaching assistants, inclusion/SEN, governors

Continue the discussion – use data to inform improvement

Governors

Strategic roles of governance

The core strategic roles of a governing body are to:

1. Ensure clarity of vision, ethos and strategic direction;
2. Hold the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
3. Oversee the financial performance of the school and make sure its money is well spent.

Performance data features highly in ‘Schools causing concern’ guidance

Low standards of pupil performance

The detail of what constitutes “low standards of performance” is set out in section 60(3) of the 2006 Act, specifying that this refers to any one or more of the following:

- I. the standards that the pupils might in all the circumstances reasonably be expected to attain; or
- II. where relevant, the standards previously attained by them; or
- III. the standards attained by pupils at comparable schools.

In considering whether a warning notice should be issued to a maintained school, local authorities should take into account the following objective indicators, any of which may suggest that the school shows sufficiently “low standards of performance”:

- The most recent Ofsted inspection judgement shows the school requires improvement because the standards of education are low and the local authority determines that it is likely to remain so; and/or
- In a school with a sixth form, the most recent Ofsted inspection judgement shows that the 16-19 study programme is inadequate, even though the school overall may not have been judged inadequate; and/or
- Performance data showing sustained historical underperformance.

Trustees

- Governors have to understand the **absolute** performance of their school
- Trustees of a MAT have to understand both **absolute** and **relative** performance

Headteacher Report to Governors

- Before every full governors meeting the headteacher will write a report. It is likely that the SLT data lead may have to write a section about school performance and (often the case), be present at the meeting whilst the headteacher presents the report.
- It is important that you consider exactly what you are going to tell the governors.
- Focus on basics and comparisons with this time last year.
- Do not make any predictions related to Progress 8.

Useful sources

- Example report format in materials
- FFT Aspire
- ASP has governor level access. Getting access/permissions has been difficult.
- NGA Governor resources for ASP...

NGA guidance: Analysing school performance



The independent organisation
for school governors, trustees
and clerks

GUIDANCE:
Analysing school performance

A guide for governing boards on the DfE data service for schools

Monitoring performance



The table can be used to clearly capture the strengths and weaknesses and, mostly importantly, any follow on actions, questions or investigations for school leaders and governors.

	Strengths	Weaknesses	Questions & actions for governors & school leaders
Pupil Results (attainment)			
Pupil Progress (achievement)			
Subject Performance			
Pupil Premium			
Other Pupil Groups			
Absence & Attendance			

What next?

- The data/accountability role in SLT is mission critical, complex, requires specific knowledge and good interpersonal skills
- You need CPD. Today is not enough.
- ASCL PD:
 - Accountability conferences in Sept and Feb.
 - ASP/IDSR courses.
 - Individual work with schools

Identify:

- What is the biggest challenge going to be for you?
- What can you/we do about it?



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