Tuesday 27 June 2023

Governors & School Data Session

Governors & School Data Session

The session will cover how Governors can use data to both challenge and support school leaders.

Polite Request

Please do not record any of the sessions. We want Governors to be able to speak freely about their schools

An edited recording of the session will be made available

Introductions:

- ➢ **Jason Hughes - Primary School Advisor (presenting)**
- ➢ **Michael Hawkins - Interim Service Manager (supporting)**
- ➢ **Richard Woodfinn - Primary School Advisor (supporting)**
- ➢ **Nicki O'Flanagan - Education Improvement Officer (supporting)**

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Introductions:

Jason Hughes - Primary School Advisor

- **Former Lead OFSTED inspector**

- **Former Chair of Governors (Primary)**

- **Current Safeguarding Governor (secondary)**

Suggestions

➢ **Please use the 'chat' option to ask questions, all questions will be answered, some by a follow up email**

➢ **The slides will be made available to you, please make notes as you see fit**

This session is part of a suite of training offered to support Hillingdon Schools in preparation for inspection.

Previous sessions included:

For Schools:

Session 1:   Phone Call Preparation

Session 2:   Curriculum Leader Preparation

Session 3:   Subject Leaders Meeting Inspectors

Session 4:   Preparation for Deep Dives, Subject Leaders Looking at Books

Session 5:   Preparation for Deep Dives for Teachers

Session 6:   Bringing Everything Together

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Videos of the training and discussions are available here:

Inspection Training: The Questions Inspectors Will Ask - Spring 2023 - Leap (hillingdon.gov.uk)

For Governors:

Session 1   Meeting Inspectors – a guide for Governors

Session 2   Governors & School Data

Further Training

Plans are also in place for a suite of sessions on reading

Accredited courses are also planned

Part 1 - Agenda (Primary and Secondary)

- Rationale
- Challenge and support
- Links to the school development plan and self evaluation
- OFSTED
- IDSR
- ASP
- Groups
- Attendance
- Exclusions

Part 2 - Agenda (secondary)

- Progress 8, Buckets and GCSE

- Attainment 8

- EBACC

- Sixth Form Progress Measures

- ALPS

- Destinations

Rationale

- **To support governors in navigating and understanding the data that school presents.**

- **To provide practical advice to ensure governors can appropriately challenge and support the school**

Governance Handbook (1)

- It is a clear expectation of the Governance Competency Framework that all Governors, and not just the nominated Data Governor, are able to navigate and understand the data the school presents.

Governance Handbook (2)

- Despite the shift in focus of the Education Inspection Framework, in order to both understand their school's strengths and areas of development. Governors still need to understand and interrogate their school's data.

Challenge & Support

There needs to be a balance in applying appropriate challenge and support

Question: Could Governors please think about the questions around data that they have asked or that they have heard asked of leaders at your school

Challenge & Support

How do these questions compare?

1.   Why are the results in maths so poor?

2.   How can we, as Governors, support leaders in improving the outcomes in underperforming subjects?

School Development Plan (SDP) or School Improvement Plan (SIP)

- The SDP/SIP should be the driving force for school improvement

- The self-evaluation (SEF) needs to be accurate and give a clear picture of where the school is. For example, which subject area requires the most support? Why?

- The SEF should link seamlessly to the SDP

School Development Plan (SDP) or School Improvement Plan (SIP)

QUESTION:

- **Does your SEF/SDP include the areas for development identified at your most recent OFSTED inspection?**

- **Does your SDP include the most pressing priorities for your school? For example, is it staffing, attendance, leadership etc.**

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Governor self-evaluation

- **When was the most recent skills audit completed for your school governors?**

- **Are you addressing these areas for improvement in your governing body?**

Data

Are leaders sure of the accuracy of internal data?

What moderation has taken place/planned?

Data

How are leaders sure of the accuracy of internal data? Moderation

What moderation has taken place/planned?
Internal moderation, working with other schools, national bodies, local authority, historic external accuracy

Data

When talking about data schools need to consider and discuss the year groups coming through from KS1 and KS2 with no external data

- Current year 4 and 5 (no KS1 data)

- Current year 8 and 9 (no KS2 data)

OFSTED

What is the most important area that OFSTED inspect?

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OFSTED (1)

DEEP DIVES:

- **OFSTED look deeply into a number of subjects to understand the quality of education. Usually, 4-6 subjects**

- **OFSTED are interested in systemic issues across a number of subjects**

- **Deep dives involve: High level curriculum conversations with school leaders and subject leaders. Classroom visits. Book looks. Talking to teachers and children**

OFSTED (2)

- **OFSTED do not look at internal data, but will ask what the internal data says about the school**

- **They will be interested in how the school is reacting to internal data and how well-informed Governors and stakeholders are**

- **OFSTED look at external data for example, KS1, KS2, Phonics, times tables, GCSE, A' level etc.**

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OFSTED

"We want to see the assessment information you use as a school to identify how well your pupils are progressing in your curriculum and, crucially, how you use that information to improve pupils' achievement."

Sean Harford HMI

Progress v Attainment

- Attainment is the grades students receive in a subject.
  For example,
  at KS2 working at the expected standard
  or grade 6 at GCSE
  or passed the phonics screening test

- Progress is a measure of the improvement students have made e.g.,
  from the RBA in reception to the KS2 SATS and reflects the work that
  the school has done to educate students

Target for 90% of key stage two pupils to meet expected standards

In its January 2022 white paper, 'Levelling Up the United Kingdom', the Government announced an ambition for 90% of key stage two pupils to reach the expected standards in reading, writing and mathematics by 2030, and for the proportion meeting the expected standard in the "worst performing areas" to improve by a third. The 90% target was also restated in the March 2022 schools white paper, 'Opportunity for all: strong schools with great teachers for your child'.

Current Primary School Assessments

Reception Baseline Assessment (RBA)

EYFS Profile

Phonics Screening

KS1 SATS

Times Tables Test

KS2 SATS

https://researchbriefings.files.parliament.uk/documents/CBP-7980/CBP-7980.pdf

Assessments in primary education
England

What?	When?	Reporting
Baseline assessment; looks at maths, literacy, communication and development (statutory from 2021/22)	Within first 6 weeks of starting reception	Results not published
Early Years Foundation Stage Profile	Reception class (age 4-5)	Not reported at school level
Phonics screening check (reading ability)	Year 1 (age 5-6)	Reported at local authority level
National curriculum assessments in maths, English reading and writing, and science	Year 2 (age 6-7)	Reported at local authority level
Multiplication tables check	Year 4 (age 8-9)	Reported at local authority level
National curriculum assessments ('SATs') in English reading and writing, grammar, punctuation and spelling, and science (for a sample of schools)	Year 6 (age 10-11)	Usually reported at school level (but not between 2010/20 and 2021/22)

Reception Baseline Assessment (RBA)

- **In response to the 2017 primary assessment consultation, the government announced plans to introduce a statutory reception baseline assessment (RBA) in autumn 2020.**

- **Due to the challenges faced by schools because of COVID-19, statutory introduction of the RBA was postponed to autumn 2021.**

https://www.gov.uk/guidance/reception-baseline-assessment

Reception Baseline Assessment (RBA)

What will be assessed

The RBA is an activity-based assessment of pupils' starting points in:

- **language, communication and literacy**
- **mathematics**

https://www.gov.uk/guidance/reception-baseline-assessment

Reception Baseline Assessment (RBA)

- **The RBA will be a short task-based assessment. Pupils will use practical resources to complete these tasks and teachers will record the results on a laptop, computer or tablet. It will not be used to label or track individual pupils.**

https://www.gov.uk/guidance/reception-baseline-assessment

Reception Baseline Assessment (RBA)

- **Schools will be required to carry out the assessment within the first 6 weeks of pupils starting reception. No numerical score will be shared and the data will only be used at the end of year 6 to inform the school-level progress measure.**

https://www.gov.uk/guidance/reception-baseline-assessment

Reception Baseline Assessment (RBA)

- **However, teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first term.**

https://www.gov.uk/guidance/reception-baseline-assessment

Key Stage 1 SATS

- **2022/23 is the last year of statutory assessment at the end of key stage one. Key stage two SATs will continue.**

https://www.gov.uk/guidance/reception-baseline-assessment

New times table check in year four

Since the 2021/22 academic year, schools have administered an online multiplication tables check for children in year four (normally aged eight or nine). This tests recall of times tables up to 12.

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Getting information about schools (GIAS)

GIAS

- **The GIAS website has open access to all and includes information around governance and statutory information**

- **It links to the find-school-performance-data website**

https://get-information-schools.service.gov.uk/Search?SelectedTab=Establishments

Find School Performance Data Service

Find school Performance data service

- **The Find school Performance data service website has open access to all**
- **Here external data is published for example, attendance and outcomes data (when available)**

https://www.find-school-performance-data.service.gov.uk/

School inspection data summary report (IDSR)

IDSR

- **The IDSR is available to schools, Governors and OFSTED inspectors**
- **The IDSR summarises external data**
- **Included in the IDSR are statements pointing out both negative and positive trends within the data.**
- **Inspectors use these statements to support their inspection activities. For example, inspectors quote the IDSR as evidence to back up their findings**

https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide

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IDSR

- **If you do have your IDSR to hand, please take a look.**

- **Each schools IDSR is different, they are a unique snapshot of your school**

- **Please find the metric around mobility – we will discuss this**

- **On your IDSR please find any statements that pinpoints an area for development or for celebration**

Groups

School leaders and Governors should consider the outcomes for groups of pupils. The performance of students in the following groups are an appropriate starting point:

Special Educational Needs
Gender
Disadvantaged
Race

Local and National issues

The fallout from COVID

Reading

Disadvantaged/FSM (particular issue in borough)

BME – best performers – positive changes

Black Caribbean – not improving

EAL

Asylum and refugees

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Attendance

Possible questions:

- **How do attendance figures compare to schools nationally?**

- **What about punctuality, do Governors receive this information?**

- **Are attendance figures improving?**

- **Who are the weakest attenders? Which groups?**

Exclusions

Exclusions come in two types:

- **Suspensions, which are temporary. The old fixed term exclusions (FTE)**
- **Exclusions, which are permanent. The old permanent exclusions (PE)**

The data is published in IDSR.

- **Are your school exclusions increasing or decreasing? Why? What is the long-term trend?**

Any Questions?

Part 2 - Secondary Schools

Buckets

➢ **Both Attainment 8 and Progress 8 are used to measure outcomes for GCSE in Key Stage 4**

➢ **The '8' refers to the eight subjects, from three buckets**

Bucket 1

- ➢ **Maths**
- ➢ **English**

- ➢ **NB. Maths and English are double weighted to actually make the calculations out of 10 subjects**

Bucket 2 – three highest grades from:

- ➢ **Separate Sciences**

- ➢ **Core & Additional Sciences**

- ➢ **Computer Science**

- ➢ **History**

- ➢ **Geography**

- ➢ **Languages**

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Bucket 2

➢ **NB. Along with English, English Literature and mathematics, these subjects are also known as the EBACC subjects 'The English Baccalaureate'**

Bucket 3 – The highest grades from three other subjects

➢ The grades from three other subjects make up Bucket 3.

➢ This can include English Literature and other GCSEs

➢ Slots can also be filled by 'Other' GCSEs or approved academic, arts or vocational qualifications by the DfE.

Attainment 8

What is Attainment 8?

The Attainment 8 score is the average measure of students' achievement across the 8 subjects
The Attainment 8 score is used with prior attainment at the end of Key stage 3 to work out the Progress 8 score.

Progress 8

What is Progress 8?

The Progress 8 score is calculated by comparing each student's Attainment 8 score to those nationally of other students who had the same KS2 SATs results. This is designed to measure how much progress each student has made from Year 6 to Year 11

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Progress 8

How does Progress 8 work?

A school's Progress 8 score is usually between -1 and +1. A score of +1 means that pupils in that school achieve one grade higher in each qualification than other similar pupils nationally. A score of -1 means they achieve one grade lower.

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Progress 8

How does Progress 8 work?

The average Progress 8 score of all secondary schools nationally is 0.
Schools with a Progress 8 score of below -0.5 are not achieving the minimum standard expected by the Government.
A score of +0.5 or above shows that pupils in that school are making well above the expected level of progress

The English Baccalaureate (EBACC)

The EBacc is a performance measure for schools, not a qualification for pupils. It includes the following subjects:

- English language and literature
- Maths
- The sciences
- Geography or history
- A language

https://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc

The English Baccalaureate (EBACC)

Secondary schools are measured on the number of pupils that take GCSEs.

Schools are also measured on how well their pupils do in these subjects

Currently the Department for Education is interested in the number of students that are completing the subjects that make up the EBACC

A' Level Performance System   (ALPS)

ALPS is both a progress measure and a target setting tool

ALPS is a system that allows schools to get a measure of the value they add to a pupil's A' level performance compared to what might be expected of them following their previous academic performance at GCSE.

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Destinations

Destination information is published for your leavers

- Schools receive information from the local authority on the IDSR
- This information reflects on the school's ability to prepare students for the next stage of the educational career