ANALYSING SCHOOL DATA AND TARGET SETTING

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How are schools measured?
Accountability measures:

- Progress 8
- Attainment 8
- Maths and English only (Basics)
- Ebacc Eligible
- Ebacc Achieving

A data driven society

- Teachers object passionately to the accountability agenda imposed on them because of the consequences that flow from it. These are undermining creative teaching and generating labels which limit students' learning. Crucially, they also threaten children's self-esteem, confidence and mental health.

- Getting accountability measures to operate in the right way is vital because targets drive behaviour within the system. Targets determine how teacher time is deployed, and teacher time is valuable.

Exam Factories? The impact of accountability measures on children and young people

Research commissioned by the National Union of Teachers M.Hutchings (2016)

'there might be something wrong with the metric, not with the groups that we are measuring'

L. Guinier(2002)

Independent Teacher Workload Review

- When used well, data can have a profound and positive impact. They help teachers to teach, school leaders to focus on the right issues, Ofsted to do its job, and the Government to understand how the education system is performing in England.

- Too often, however, the collection of data becomes an end in itself, divorced from the core purpose of improving outcomes for pupils, often just to 'be ready' in case data are needed, what we have called 'gold plating'. This increases the workload of teachers and school leaders for little discernible benefit.

- All parts of the education system have been culpable in allowing the development of a culture of excessive data collection and all have a role to play in redressing the balance. We call on all parties in the education system to reduce the unnecessary burdens of data management by ensuring that every data collection has a clear **purpose**, and that the **process** is as efficient as possible.

- Government, school leaders, and teachers, rather than starting with what is possible in collecting data, should challenge themselves on what data will be useful and for what purpose, **and then collect the minimum amount of data required to help them evaluate how they are doing.** Decisions about the identification, collection and management of data should be grounded in educational principles. In this way schools can have greater freedom to balance professional autonomy and agency against the demands of the accountability system.

Teachers' Workload

- We have looked at how data is collected, entered, analysed, interpreted, and presented throughout the system, from the individual teacher in the classroom, through to the national data systems overseen by the Department for Education (DfE). We believe there are common overarching principles that should apply to all:

- a. Be streamlined: eliminate duplication – 'collect once, use many times'

- b. Be ruthless: only collect what is needed to support outcomes for children. The amount of data collected should be proportionate to its usefulness. Always ask why the data is needed.

- c. Be prepared to stop activity: do not assume that collection or analysis must continue just because it always has

- d. Be aware of workload issues: consider not just how long it will take, but whether that time could be better spent on other tasks

- ***Eliminating unnecessary workload associated with data management:***

- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/511258/Eliminating-unnecessary-workload-associated-with-data-management.pdf

Good practice

- Good practice at All Hallows, using data without forgetting the individual.

- Everybody from management to governing body to administrators is clear on what data will be useful and for what purpose.

Data used as formative assessment (AfL)

Progress Level	Year 7				Year 8				Target Level
6b									6b
5a									5a
5b									5b
4a									4a
4b									4b
3a									3a
3b									3b
3c									3c
3d									3d
2a									2a
2b									2b
2c									2c
2d									2d
1a									1a
1b									1b
1c									1c

End of Key Stage 3   Target **2b** (old 5c)

Aspirational

Expected

Students RAG rate themselves
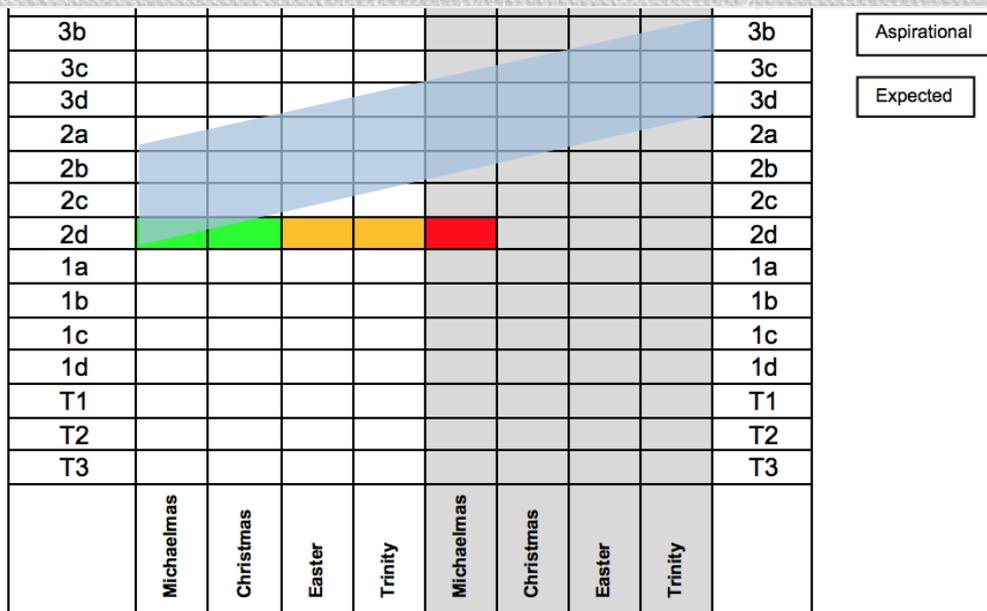
Key

1-6 are GCSE grade equivalents.

T means working towards GCSE level.

- Shade your target level in green in the far right hand column
- Traffic light your progress level for the current term using the grades on the right
    - Green – on or above the flight path
    - Amber – one grade below the flight path
    - Red – two or more grades below the flight path

Transparency with governors

Y12 AS Results June 2016	Art and Design	Biology	Chemistry	General Studies	Dance	Economics	English Language	English Literature	French	General Studies	Geography	History	Maths (Further)	Maths (General)	Music Technology	Physics	Product Design	Psychology	Religious Studies	Sociology	Spanish	Theatre Studies	Total with General Studies	Total without General Studies	% Grades to Entries (inc GS)	% Grades to Entries (Excl GS)
Number of A																										
Number of B																										
Number of C																										
Number of D																										
Number of E																										

10th October 2016.

Feedback to Governors – Preliminary 2016 Analysis of Results:

GCSE

- 2016 Cohort (last years' Yr 11) has a larger lower ability (11.4%)
- 2017 Cohort is bigger on lower (12.4%) and upper (46.6%)!
- How is the ability of the cohort calculated? Provided by RAISE

Who is responsible for the data?

- Administrator enters data
- Standards Leader (Deputy Head teacher)
- Raising Standards Leader responsible for intervention (Assistant Head teacher)
- Heads of Department
- Classroom teachers
- Pastoral team
- Administrators
- Parents (parental gateway)

Tools used:

- SISRA (software used as an analytical tool)
- SIMMS (database, information on attendance and assessment management, reports to parents via the parental gateway)
- PIXL (a charitable organisation of 2000 schools sharing good practice).
- Showmyhomework
- Parental Surveys

How are the tools used

- SISRA can analyse classes, groups of children and different strands of needs just by using a filter.
- Down to the individual student.

PIXL

- PIXL is used to enhance the assessment process and for intervention.
- PIXL coordinator in school.

SIMMS

All Hallows Catholic College

- Attendance and behavior are analysed and reported to parents in real time via the Parental Gateway.

| Alex ARCHER ▾ | General ▾ | **Attendance ▾** | Behaviour ▾ | Assessments ▾ | Reports ▾ |

Attendance Summary   Attendance Comparison   Attendance Career

Lesson Summary   Report absences

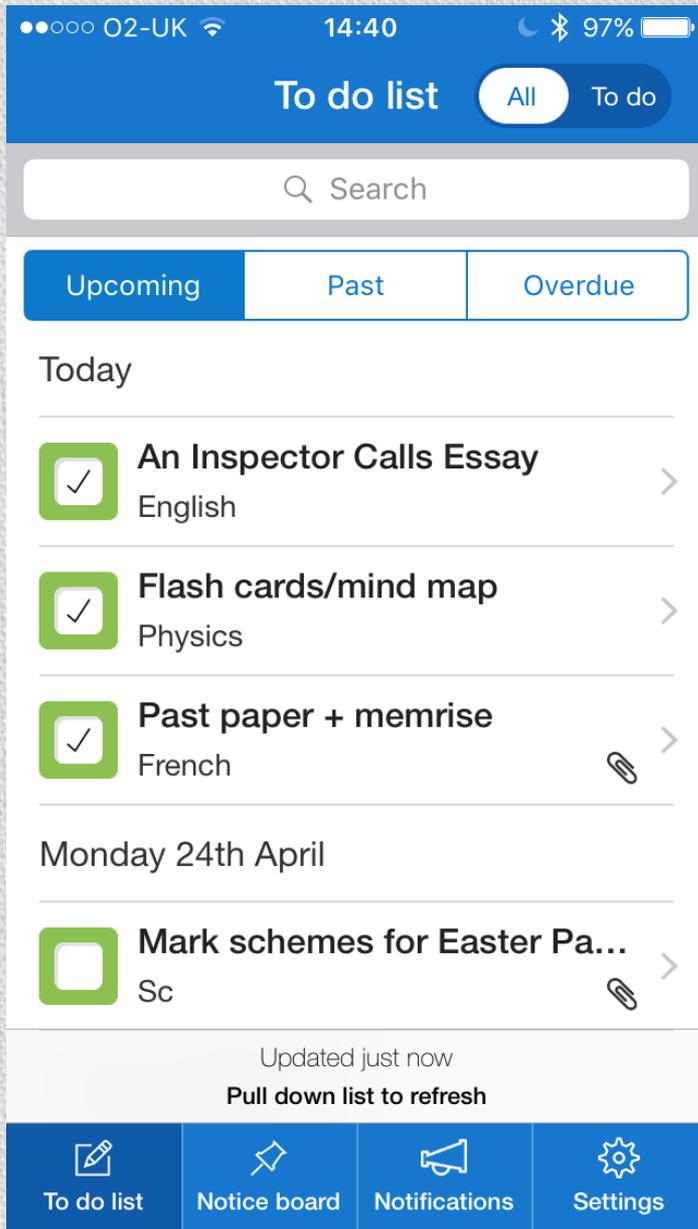| Alex ARCHER ▾ | General ▾ | Attendance ▾ | **Behaviour ▾** | Assessments ▾ | Reports ▾ |

Behaviours   Detentions   Report Card

Parents and students satisfaction survey

- Analysed at leadership level

- Also used to track parental involvement

All Hallows Catholic College

Feedback Questionnaire for Parents and Carers

	YEAR GROUP		Strongly agree	Agree	Disagree	Strongly disagree	Don't know
1	My child is happy at the College						
2	My child feels safe at the College (secure environment, College procedures and rules)						
3	My child makes good progress at the College (as seen through progress reports and teacher comments)						
4	My child is well looked after at the College						
5	My child is taught well at the College (based on what you know about your child's progress)						
6	My child receives appropriate homework for their age						
7	The College makes sure its students are well behaved (through clear expectations and sanction)						
8	The College deals effectively with bullying (bullying includes persistent name-calling, cyber, racist and homophobic bullying)						
9	The College is well led and managed						
10	The College responds well to any concerns I raise						
11	I receive valuable information from the College about my child's progress (Student Planner, progress and annual reports, Parent Evenings)						
12	The College meets my child's particular needs						
13	The College helps my child to develop good skills in numeracy and mathematics (confident in using						

●●○○○ O2-UK 📶　　14:40　　🌙 ✳ 97% ▭

To do list　All | To do

🔍 Search

| Upcoming | Past | Overdue |

Today

☑ **An Inspector Calls Essay**
English 〉

☑ **Flash cards/mind map**
Physics 〉

☑ **Past paper + memrise**
French 📎 〉

Monday 24th April

☐ **Mark schemes for Easter Pa...**
Sc 📎 〉

Updated just now
Pull down list to refresh

✎ To do list | 📌 Notice board | 📣 Notifications | ⚙ Settings

Show my homework

- Teachers and parents use it to track homework completion
- Learners use it to help with organisation
- Leadership uses it to track teachers' involvement with homework.

Data is communicated with parents and learners

	B	C	D	E	F	G	H (Y9-11 PROG GRADE MATHS MOCK - REAL GRADES)	I (ELS OF PROG MOCK)	J (Y9-11 PROG GRADE MATHS - REAL GRADES)	K (ELS OF PROG MOCK)	L (Levels of improvement oct - dec)	Z (projected progress grade)	AA (projected levels of progress)	AB	AC
	(il Premium Indicator)	GROUP	TAR GRD	Ma KS2 RESULTS	vels of progress	vels of progress									
53		11Y1IN	D	3a	D	C	D	3	D	3	0	C	4	Making suitable progress	
06		11Y1IN	B	4a	C	B	D	2	C	3	1	C	3	Making suitable progress	
07		11Y1IN	C	4b	C	B	D	2	D	2	0	C	3	Making suitable progress	
08		11Y1IN	C	4b	C	B	D	2	D	2	0	C	3	Making suitable progress	
09		11Y1IN	B	4b	C	B	D	2	C	3	1	C	3	Making suitable progress	
10		11Y1IN	D	4c	C	B	E	1	D	2	1	C	3	Making suitable progress	
11	Y	11Y1IN	C	4c	C	B	D	2	D	2	0	C	3	Making suitable progress	
12		11Y1IN	B	5c	B	A	D	1	C	2	1	B	3	Making suitable progress	
13	Y	11Y1IN	B	4a	C	B	D	2	D	2	0	C	3	Making suitable progress	
14		11Y1IN	C	4c	C	B	D	2	D	2	0	C	3	Making suitable progress	
15		11Y1IN	C	4b	C	B	D	2	C	3	1	C	3	Making suitable progress	
16		11Y1IN	C	4b	C	B	D	2	D	2	0	C	3	Making suitable progress	
17		11Y1IN	C	4a	C	B	D	2	D	2	0	C	3	Making suitable progress	
18		11Y1IN	C	4b	C	B	C	3	D	2	-1	C	3	Making suitable progress	
19		11Y1IN	B	4b	C	B	D	2	C	3	1	C	3	Making suitable progress	
20		11Y1IN	C	4b	C	B	D	2	E	1	-1	C	3	Making suitable progress	
21		11Y1IN	B	4b	C	B	D	2	D	2	0	C	3	Making suitable progress	
22		11Y1IN	C	4c	C	B	D	2	C	3	1	C	3	Making suitable progress	
23	Y	11Y1IN	B	4a	C	B	D	2	D	2	0	C	3	Making suitable progress	
24		11Y1IN	D	4c	C	B	D	2	D	2	0	C	3	Making suitable progress	
44		11Y1IN	C	4a	C	B	E	1	E	1	0	D	2	Needs to achieve a grade C	attitude preventing progress
55		11Y1IN	F	4c	C	B	F	0	F	0	0	F	0	Needs to achieve a grade C	external issues that are preven
85		11Y1IN	A	5b	B	A	D	1	D	1	0	C	2	Needs to achieve a grade B	
96															
97															
98	Further dept support														
99	discuss with Anne, dept support														
00															
01															
02															

action plan | Mock Results | Sheet2 | Sheet5 | grade boundaries | levels of progress | Sheet3 | Sheet4 | Sheet6 | +