Usage and Everyone's role in Understanding Data

This overview should help you have a clearer understanding of what data is available and how to access it.

It should help you understand how to analyse data effectively and be prepared for how to use data.

Feel confident to challenge others in the school about how to ensure the best outcomes for pupils.

What do we use data for?

The school uses data to form a theory/ hypothesis to support judgements:
- Effectiveness of leadership and management
- Quality of Teaching and learning
- Personal development, behaviour and welfare
- Outcomes for children
- Overall effectiveness.

As governors and staff, we have a responsibility to ensure data is monitored. Governors understand data to help support and challenge the school leaders to ensure data is used to support decisions about children's outcomes improving.
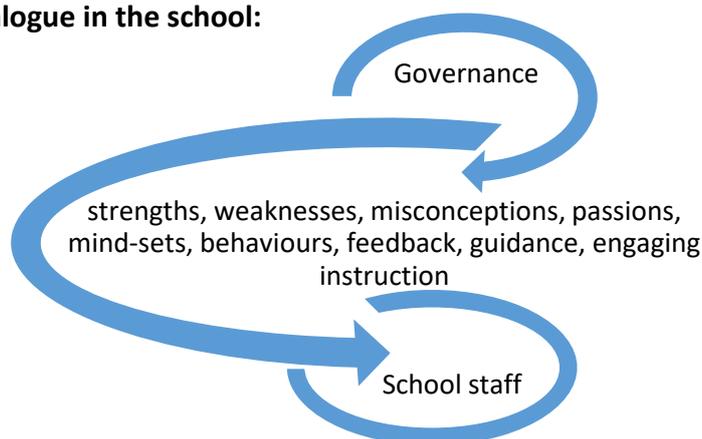
All staff and governors need to know about the following data:
- Attainment and progress of pupils from different starting points
- Boys' and girls' progress
- Disadvantaged pupils – such as those accessing Free School Meals and how Pupil Premium is being used to support these pupils
- Looked After Children – the use of Pupil Premium to support these
- SEND – we break data down into different SEND vulnerable groups
- EAL/ BME pupils

As such, governors and staff need an understanding of data to support the three areas of:
- Attainment
- Progress
- Closing the gap/ Diminishing the Difference

Data is central to professional dialogue in the school:

Governance

strengths, weaknesses, misconceptions, passions, mind-sets, behaviours, feedback, guidance, engaging instruction

School staff

To prevent a declining school, we need to ensure we are not subject to factors such as:
- Lack of data skills or training
- Excessive trust or too friendly
- Lack of external evidence
- Headteacher providing unbalanced information
- Lack of monitoring
- Misplaced loyalty
- Over-reliance on the head for knowledge of the school
- Not enough evaluation, challenge or strategic direction
- Diverted by other plans/issues
- Internal turbulence

"Data helps us make informed decisions. Data is information."

What is data and why do you need it?

Data analysis isn't only for scientists. Terms like databases, analytics and statistics are ones that most of us associate exclusively with the professional world. Most of us exploit the ability to analyse, search and find patterns and make predictions in our everyday lives.

A lot of our everyday activities use decision making as a result of an analytical process. Facebook knows to suggest new friends for you, Google can complete your search before even typing the 3rd letter and we check the weather to inform us if we need to take an umbrella before leaving the house.

Schools provide the DfE with a range of data on pupils:
- Exit data from EYFS (Reception)
- Year 1 phonics screening test (Yr2 who didn't reach the standard in Yr1)
- End of KS1 class teacher assessments in reading, writing, maths, science
- End of KS2 assessment reading, grammar punctuation, spelling and maths (NC tests)
- End of KS2 teacher assessments in writing and science
- Exit data from KS4 – GCSE/ BTEC exams
- KS5 AS Levels, A'Levels

Key Sources of data for schools:
- *Compare Schools Performance* website (End of KS2, KS4 as well as absence & expenditure)
- *Analyse School Performance* website (RAISEonline). Inspection Data Summary Report (IDSR)
  - Data for KS2, KS1, Phonics and EYFS broken down into pupils groups as well as for KS4 and KS5
  - Progress 8 scores
- *Fischer Family Trust* (have to buy into it) sets targets for future performance
- Data produced by the *local authority*
- Data produced by *teachers and our school* (how pupils do within vulnerable groups, our priorities on closing gaps and triangulated data with pupils' books and observations).

National levels are constantly changing, affecting the ability to compare data:
- o 2014 – new NC curriculum and abolition of NC levels of assessment
- o 2016 – changes to primary assessment levels
- o 2016 – new approach to measuring progress at KS2 and KS4
- o 2016 - New DfE definitiions of underperformance, coasting and floor standards
- o 2017 – New GCSE grading structure

"A school is where it is today because of the choices made by the school leaders, yesterday."

Do not think what data do we need to collect? But rather, what do we want data for – what information will it provide, what questions will it answer and what new questions will arise?
- o Data needs to enable and support sound discussions and decision making
- o The sheer amount of data a school could collect is vast
- o What is useful and relevant
- o Avoid duplication, data collection is time-consuming
- o Data is only as good as the questions you ask

Analysing data effectively requires:
- o Being specific – what do you want to know and why?
- o Keeping things simple – be consistent in format, content over time
- o Thinking opportunities – instead of asking what is, consider instead 'what are the plans to'
- o When analysing data, it's the why:
- o You have to know WHY you do WHAT you do- If you don't know why, how will others know?
- o Understand HOW you do things and have the discipline to hold people accountable
- o WHAT results are required versus expected and WHAT actions need to happen

Anaylsing the root cause of a problem – ask why, why, why
Informed decisions are made using a range of data sources. Try to use more than one data source to inform your decisions.
- o Never underestimate the power of asking why to find the route cause of any issue
- o Focus on the opportunities the data presents
- o Offer advice and support
- o What do we want the data for?
- o What information will it provide?
- o What questions will it answer?
- o What new questions will arise?

"Your understanding of data dictates if a young person thrives or barely survives."