

# The Education Fellowship



## Using Data Dashboard

Available on the Visible Learning Platform

<http://bit.do/governors>

### Aims:

- Understanding key indicators that are available in Ofsted's data dashboard
- Effective monitoring and evaluation of pupils outcomes using data dashboard
- Using information to support and challenge
- Understand how reports can be used to support evaluation of the impact of the pupil premium

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## Attainment and Progress

- Attainment = levels or grade reached in learning (eg level 4)
- Progress = rate at which learning has taken place, measured by comparing attainment between 2 points (eg progress between Key Stage 1 and 2)  
*level 2 to level 4 equates to 2 levels progress*

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## Example of Levels

**Level 3:** Pupils extract and interpret information presented in simple tables and lists. They construct bar charts and pictograms, where the symbol represents a group of units, to communicate information they have gathered, and they interpret information presented to them in these forms.

**Level 4:** Pupils collect discrete data and record them using a frequency table. They understand and use the mode and range to describe sets of data. They group data, where appropriate, in equal class intervals, represent collected data in frequency diagrams and interpret such diagrams. They construct and interpret simple line graphs.

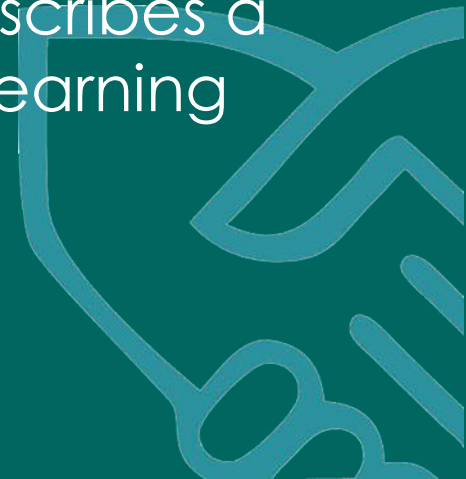
**Level 5:** Pupils understand and use the mean of discrete data. They compare two simple distributions, using the range and one of the mode, median or mean. They interpret graphs and diagrams, including pie charts, and draw conclusions. They understand and use the probability scale from 0 to 1. Pupils find and justify probabilities, and approximations to these, by selecting and using methods based on equally likely outcomes and experimental evidence, as appropriate. They understand that different outcomes may result from repeating an experiment.

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## Teacher assessments

- Teachers will carry out regular checks on their progress in each subject as a normal part of their teaching (usually 3 times a year)
- At the end of Key Stages (KS) 1, and 2 they will carry out a formal teacher assessment (TA), indicating which National Curriculum level best describes a learner's performance in each area of learning

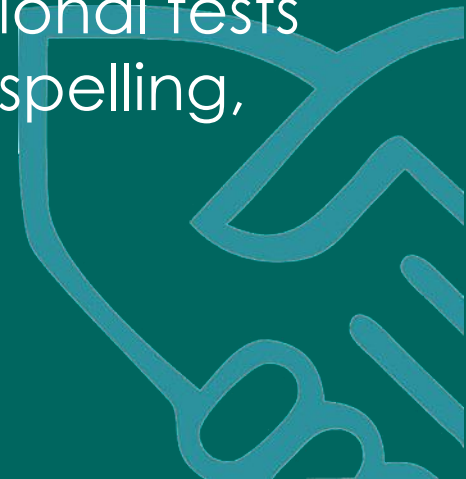


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## SAT's

- At the end of KS 1, the teacher's assessment of learners' progress will take account of their performance in reading, writing and maths, measured by tasks and tests that are administered informally in the classroom
- At the end of KS 2, learners will take national tests in reading, grammar, punctuation and spelling, maths and writing is teacher assessed.



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## Assessment summary 2013

Age	Stage	Year	Assessment	Age related NC level
3-4	Early Years Foundation Stage			-
4-5		Reception	Ongoing TA. EYFS profile at end of reception	
5-6	Key Stage 1	Year 1	Ongoing teacher assessments Phonics screening test	2
6-7		Year 2	Teacher assessments in reading, writing,, maths and science	
7-8	Key Stage 2	Year 3	Ongoing teacher assessments	4
8-9		Year 4	Ongoing teacher assessments	
9-10		Year 5	Ongoing teacher assessments	
10-11		Year 6	National tests in reading, GPS, math and teacher assessments in writing (TA in other areas)	

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## The power of data

In schools data:

- raises questions
- promotes discussion
- provides evidence for the evaluation of performance and effectiveness
- Triggers interventions such as additional support or further assessment



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## Ofsted Data Dashboard

- High level summary
- Simple and accessible
- Designed for those with little knowledge of school statistics
- Details:
  - % pupils reaching expected levels in key subjects
  - Attendance
  - Closing the gap measures (attainment and progress of disadvantaged pupils against others)

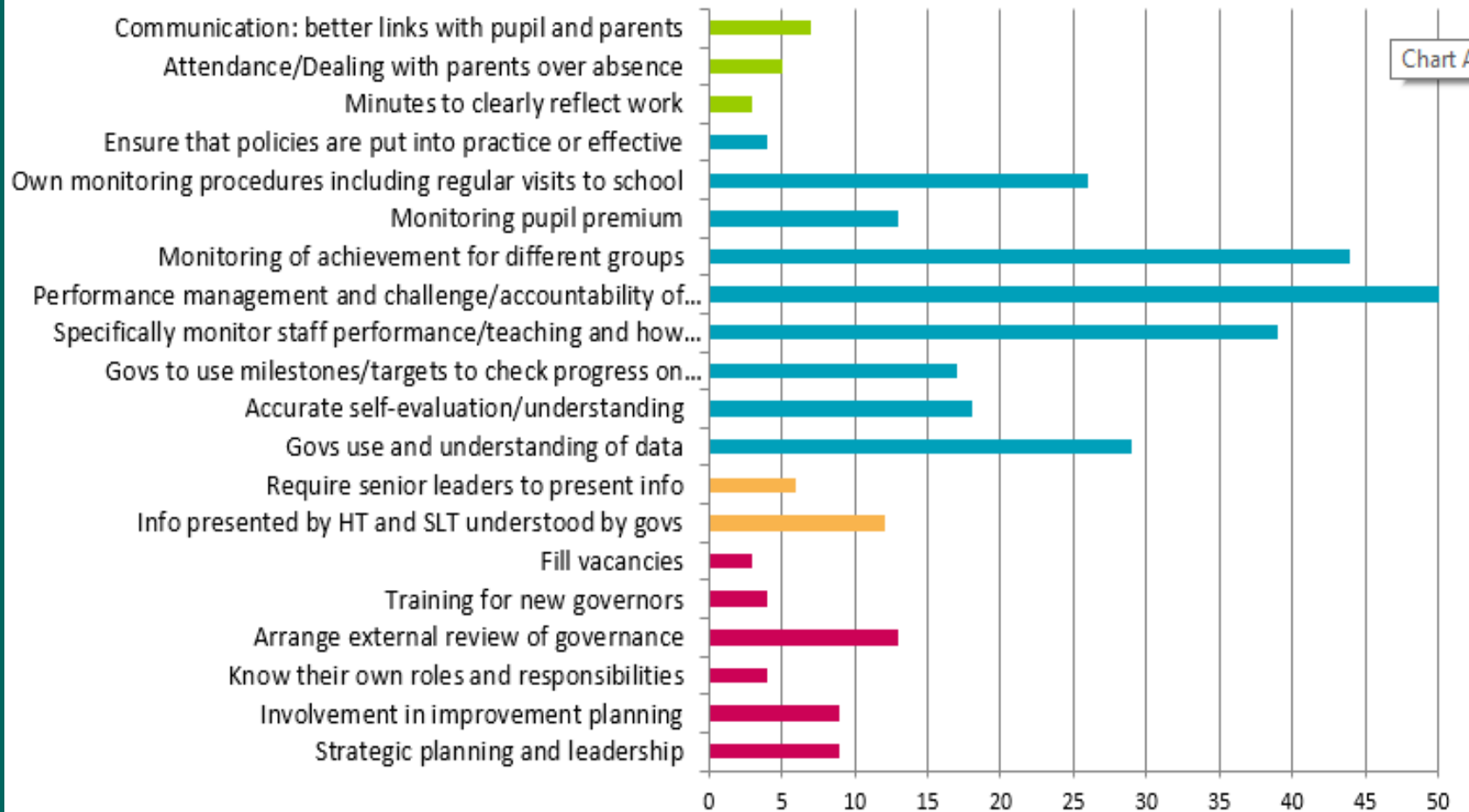




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## Main recommendations for governors September to November 2012



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## Attainment: How well pupils are doing in exams

School information and improvement from previous year

National figure

School graph

Quintiles – 20% of results

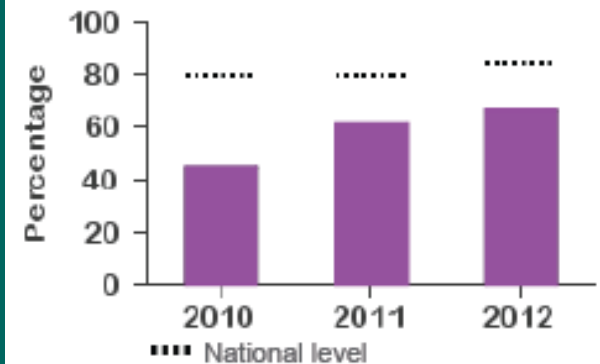
All School results are ranked in order  
Ranks split into 5 sub-groups

Similar schools – those with similar KS1 results –  
the most similar 110 schools

## Mathematics

In 2012, 67% of pupils attained Level 4 or above in the Key Stage 2 mathematics test. This is an increase of six percentage points since 2011.

Percentage of pupils who attained Level 4 or above in the Key Stage 2 mathematics test



In 2012, the school's result was in the bottom 20% of similar schools' results, and in the bottom 20% of all schools.

Comparison with other schools

Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

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## Attainment continued....

Look at the attainment figures for Writing in 2012.

Can you see the previous years data?

Can you see the national figure?

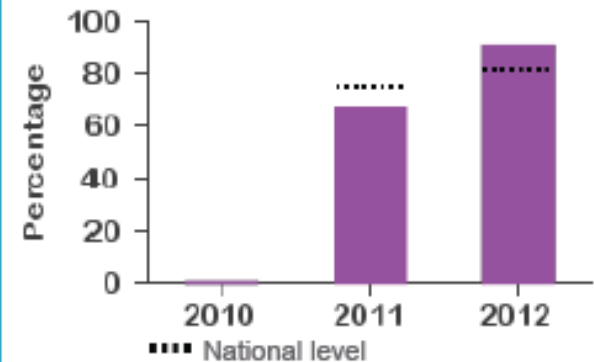
Can you see the quintiles?

Why is the school attainment for Writing in the 2<sup>nd</sup> quintile for All Schools but highest quintile for Similar schools?

## Writing

In 2012, 90% of pupils attained Level 4 or above in the Key Stage 2 writing assessment. Data for 2012 are not comparable to previous years due to changes in methodology.

### Percentage of pupils who attained Level 4 or above in the Key Stage 2 writing assessment



In 2012, the school's result was in the top 20% of similar schools' results, and in the top 40% of all schools.

### Comparison with other schools

Similar schools		All schools	
Highest	■	Highest	□
2nd quintile	□	2nd quintile	■
3rd quintile	□	3rd quintile	□
4th quintile	□	4th quintile	□
Lowest	□	Lowest	□

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## Expected levels of progress

Expected Progress - 2 levels progress KS1 to KS2

<b>KS1 Level</b>	<b>W</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>KS2 Level</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

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Compare the attainment tables for English and maths.

What do you make of the information?

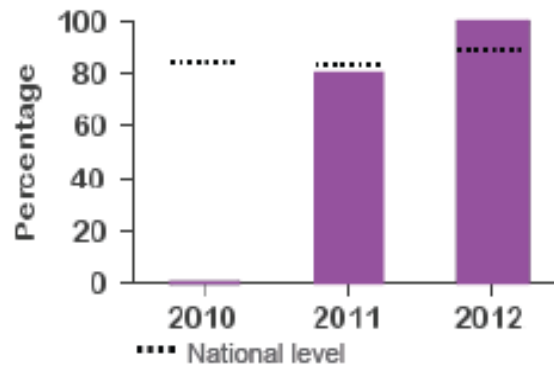
What questions might you ask?

Do you information displayed in this way in your school?

### English

In 2012, 100% of pupils achieved expected progress in English. Data for 2012 are not comparable to previous years due to changes in methodology.

Percentage of pupils who achieved expected progress in English



In 2012, the school's result was in the top 20% of similar schools' results, and in the top 20% of all schools.

Comparison with other schools

Similar schools		All schools	
Highest	■	Highest	■
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

### Mathematics

In 2012, 83% of pupils achieved expected progress in mathematics. This is an increase of 24 percentage points since 2011.

Percentage of pupils who achieved expected progress in mathematics



In 2012, the school's result was in the middle 20% of similar schools' results, and in the bottom 40% of all schools.

Comparison with other schools

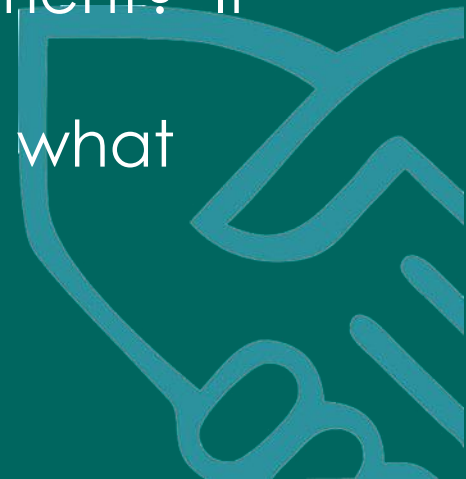
Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile	■	3rd quintile	
4th quintile		4th quintile	■
Lowest		Lowest	

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## Key questions to raise at the AAB:

- Is there the same pattern across the school?
- What have lesson observations suggested about the quality of teaching?
- How is the quality and quantity of provision monitored?
- Has there been any external validation of quality eg fellowship executive or Ofsted?
- Is there a need for professional development? If yes, how has/will this be met?
- Were these outcomes expected? If yes, what interventions were put in place?



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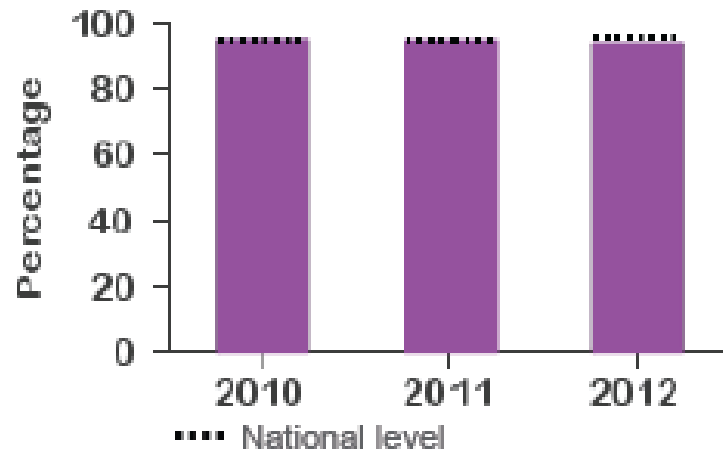


## Attendance

### Overall attendance

In 2012, the attendance rate at this school was 93.9%. The attendance rate has decreased by 0.8 percentage points since 2011. The attendance rate is in the bottom 20% of all schools.

#### Level of attendance at this school



#### Comparison with other schools

All schools	
Highest	
2nd quintile	
3rd quintile	
4th quintile	
Lowest	

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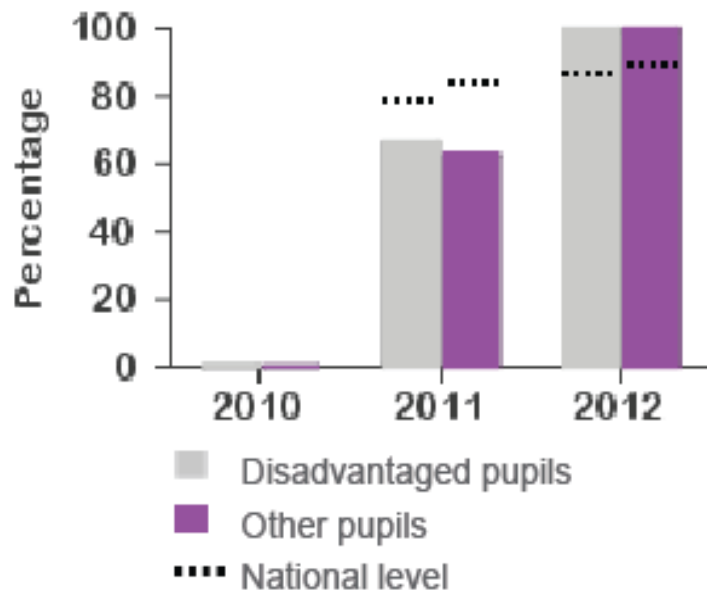


Closing the gap between disadvantaged and other pupils

## English expected progress

In 2012, 100% of disadvantaged pupils achieved expected progress, while 100% of other pupils achieved expected progress.

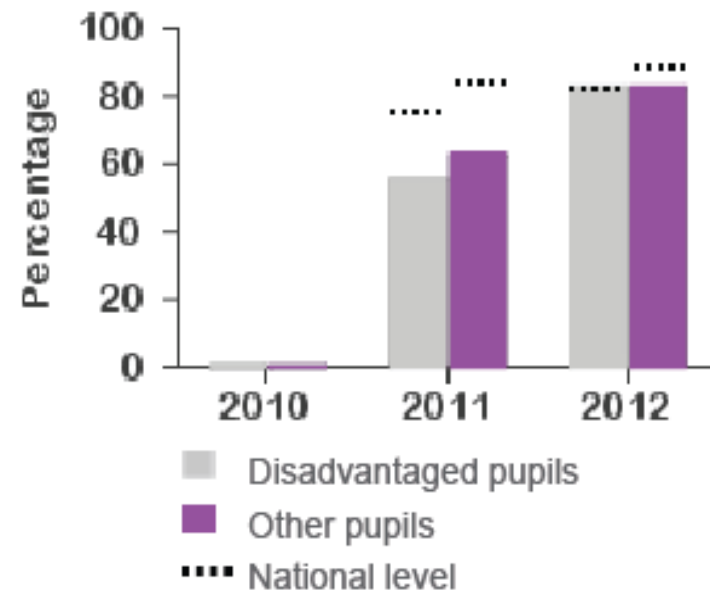
### Percentage of pupils who achieved expected progress



## Mathematics expected progress

In 2012, 83% of disadvantaged pupils achieved expected progress, while 83% of other pupils achieved expected progress.

### Percentage of pupils who achieved expected progress





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## Disadvantaged pupils

Pupils described as 'disadvantaged' are eligible for additional funding payable to the school to support their learning, this is called Pupil Premium:

- Pupils eligible for Free School Meals (FSM) at any point over the last 6 years
- Children Looked After (CLA) who have been looked after continuously for 6 months



## Closing the Gap

The table looks at English progress outcomes for 'disadvantaged' and 'other' pupils.

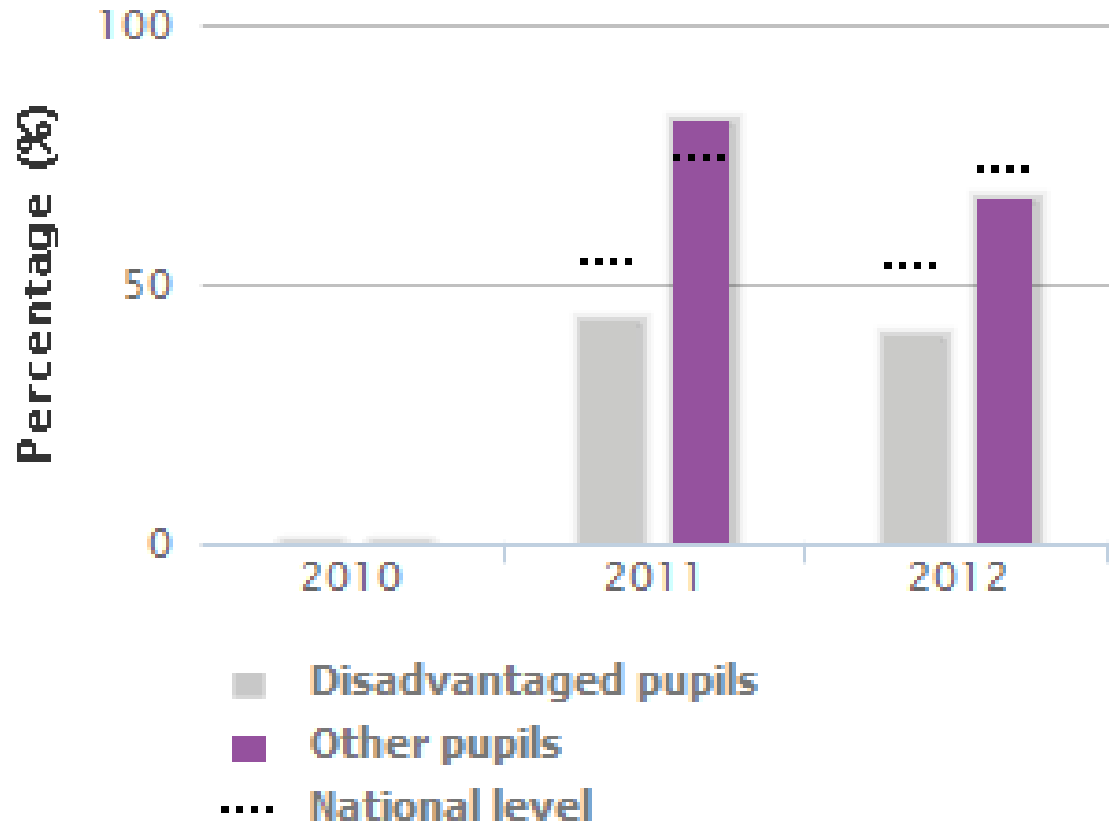
What do you notice?

What questions might you ask?

## English expected progress

In 2012, 40% of disadvantaged pupils achieved expected progress, while 67% of other pupils achieved expected progress.

### Percentage of pupils who achieved expected progress



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## Using Pupil Premium to raise achievement

Resources:

The Pupil Premium. How schools are spending the funding successfully to maximise achievement.

The Pupil Premium. Analysis and challenge tool for schools.

<http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement>

*Report Sept 2012*



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## Which of the following should AABs be doing about Pupil Premium?

- Ensuring that all eligible pupils are supported with teaching assistants
- Monitoring the progress of children who have English as an additional language
- Publish on the school website a report on their spending of pupil premium funding?
- Monitor the progress of children who are from Service families
- Hold the Principal/Headteacher to account for whether spending is overcoming barriers to learning for the eligible pupils
- Monitor the progress of children eligible for free school meals and who are looked after
- Providing out of school classes to all FSM children

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## Where to find school data

<http://www.ofsted.gov.uk/news/chief-inspector-raises-stakes-for-school-governance-0>

<http://dashboard.Ofsted.gov.uk/>

<http://www.education.gov.uk/schools/performance>



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## Performance Tables example

**Wiltshire** Local Authority (2012)

KS2 2012 Results | Pupil Absence | 2011-12 Finance | School Workforce | School characteristics | Ofsted

Topline | Pupil Progress | Key Stage 2 Test Results | Narrowing the Gap | Teacher Assessment | Low, middle, high attainers | English as Additional Language and gender

Non-mobile pupils | Cohort Information

**Topline** [Filters](#) [Guidance](#) [Download data](#) [Share](#) [Print](#)

KS2 2012 Results / Topline - Sorted by School name, in ascending order.

KS2 2012 Results data last updated on 14 Mar 2013

1 2 3 4 5 [Next](#)

Displaying 1 - 50 of 236 schools.

Click on headings to sort figures in ascending/descending order.  
Schools without data will be displayed below those with data.

▲ School name	School type	% achieving Level 4 or above in both English and maths in				% making expected progress	
		2012	2011	2010	2009	English	Maths
England - all schools		79%	74%	73%	72%	89%	87%
England - state funded schools only		79%	74%	73%	72%	89%	87%
Local Authority		78%	75%	75%	71%	90%	85%

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## Homework

- Look at the Data Dashboard information for your school
- Note your findings and further questions that you have
- How does the Dashboard information compare to that on the DfE performance table?

