

Effective Data Management in Schools



Version 2 (Oct 2010)

FFTLive v3 | 359 | Daniel Winter

FISCHER FAMILY TRUST

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FISCHER FAMILY TRUST

FFT Live 3.0

Supporting School Improvement through the use of Data

FFT Live provides schools, Local Authorities and education organisations with a wide range of online reports to support target setting, self evaluation and school improvement from Key Stage 1 through to Key Stage 5. With data available at all levels - from individual pupils and pupil groups up to subject, school and LA level - FFT Live can empower and motivate children, teachers and users, allowing 'smarter', more informed decisions.

Welcome to FFT Live

FFT Live Reports Menu

To view the main FFT Reports Menu click here >

New Developments

Development reports include all the latest features and data on FFT Live such as:

- Student Explorer (which supports the identification of and planning for students with particular characteristics).
- New pupil estimates (including estimated levels/grades) and improved pupil exports (including UPNs).

For a summary of all the new developments, click here >

Latest News

Generic Pupil Logins have now been removed from FFT Live. For more information: CLICK HERE >

Feedback should be sent to your LA project contact. FFT cannot provide support directly to individual schools. For LA project contact details: **CLICK HERE >**

The data on FFT Live is consistent with the FFT Database version: **12.24**

05/07/2010: FFT Live updated with latest census data and national progress. For further details CLICK HERE >

08/12/2009: For details of all new FFT Live Development Reports: CLICK HERE >

01/12/2009: KS2 Value-added 08/09 based on amended data

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Welcome to RAISEonline

Reporting and Analysis for Improvement through School Self-Evaluation

Welcome to the trial version of RAISEonline. This version gives access to anonymised school data and can be used to investigate some of the features of RAISEonline. Users should continue to use their PANDA report and PAT for analysis of school performance. Please refer to the tutorial material before starting to use the system.

Analysis of School Performance

VIEW CVA EXCEPTIONS REPORT The CVA Exceptions report highlights the statistically significant CVA results for a school. By clicking on a result a school is taken to the underlying analysis in the interactive part of RAISEonline.	VIEW ATTAINMENT REPORTS These reports provide analysis of attainment in the National Curriculum Key Stage tests/exams, including average point score and threshold measures.	VIEW FULL REPORT Provides a link to your 2005 PANDA. This will be replaced with the RAISEonline full report in Oct 2006.
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GETTING STARTED WITH THE RAISEonline WALKTHROUGH TUTORIAL

Latest News

July Trial Release info
The trial system will be use from 09:00 on Thur. Further information about can be found here.

Support using RAISEonline
Tutorial material is provided on RAISEonline to support you. See this news article for information.

Feedback
If you have any comments, we welcome your feedback given by clicking on the feedback icon at the top of the page.

[Back to Top Terms & Conditions](#)



Management Information Support Team
&
Learning 5-11

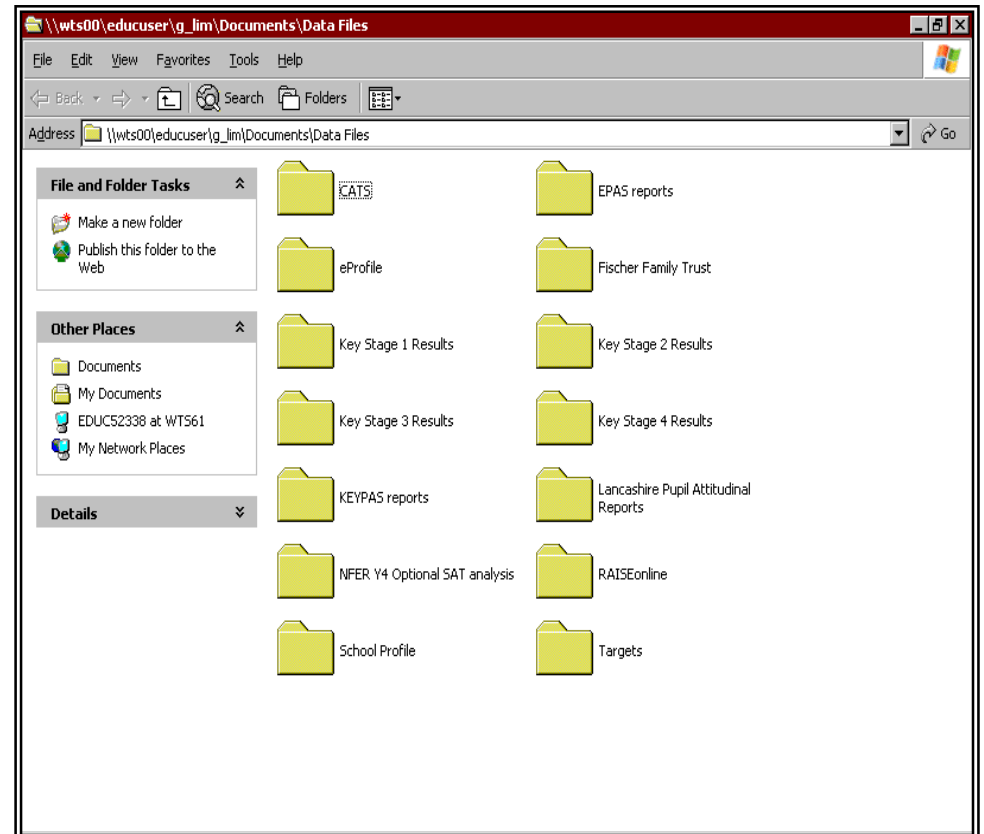
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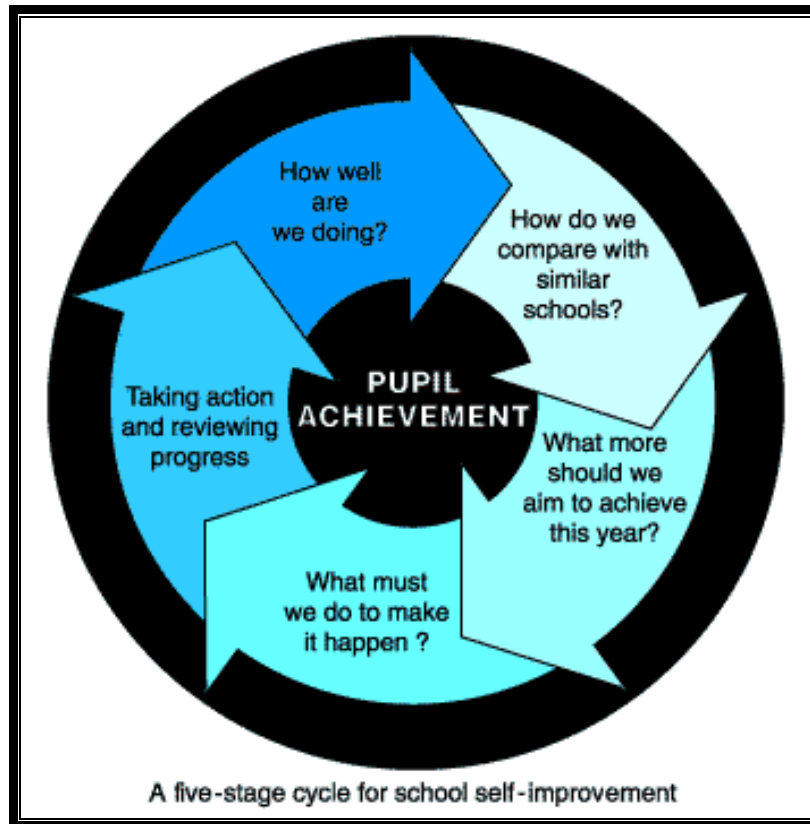


Effective Data Management and Analysis

This document seeks to outline a five stage review cycle which aims to assist schools in the effective management of information to support reflection and the self-improvement process. It also seeks to outline the roles and responsibilities of personnel within school when working with data. Timetables for data collection and the analysis of data are also provided.



School Self Improvement Cycle



In recent years the volume of data generated by and entering schools has grown significantly. If schools are to lead effective self-improvement and raise standards they are challenged with the task of developing from data-rich to information-rich environments.

The management and interrogation of data has become an integral part of the self evaluation and self improvement process. Schools that successfully strive for self improvement are continually reflecting upon current and past practice.

Managing Data Effectively: Questions, Purposes, Sources, Roles and Timing

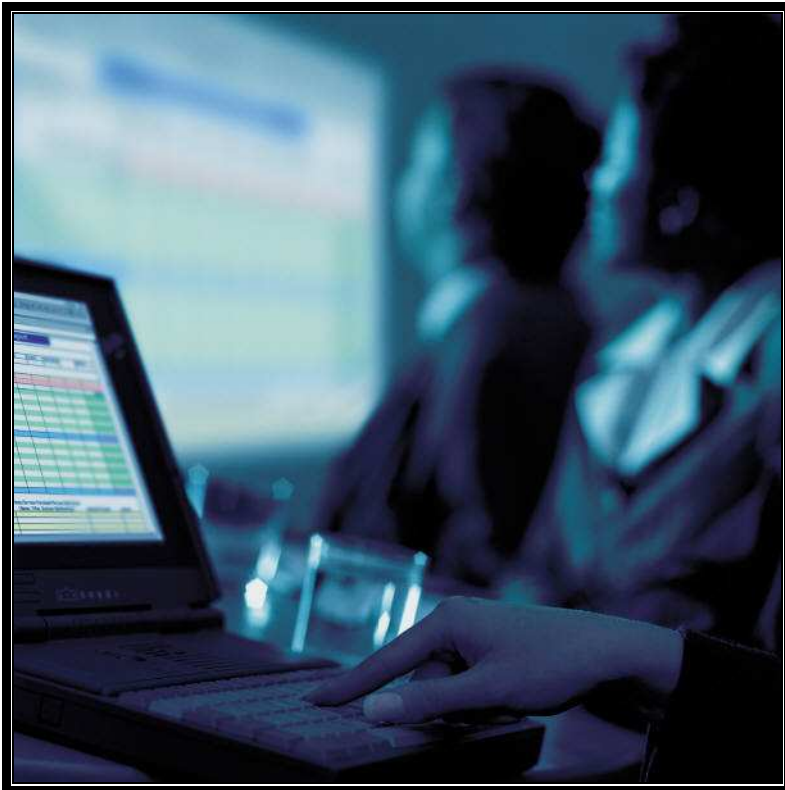
Using Data to Improve Teaching and Learning

The data that an information-rich school has about its pupil population encourages headteachers, class teachers, subject leaders, assessment leaders, inclusion leaders and governors to reflect upon their working practices in the school, e.g.:

- The quality and range of their teaching and their pupils' learning;
- The structure and organisation of the curriculum;
- The framework and content of schemes of work;
- The short and long-term learning needs of all pupils;
- The teaching of groups of pupils; gender issues ethnicity etc.;
- The encouragement of high expectations and independent learning.

A school's data may indicate, for instance, that a significant minority of the pupils are unlikely to achieve real success in an academic curriculum. Therefore, the school may need to change the overall structure of its provision.





Questions Schools should be Asking of their Data

Data management is an essential part of the school improvement process, raising important questions regarding effectiveness.

Schools should use the information raised through the successful interrogation of data as a means for identifying areas for improvement. Once identified, these areas can only be improved if there is a resulting change in practice, particularly in teaching and learning. The analysis and evaluation of pupil performance data allows schools to ask two important questions:

- How good are we?
- How good can we be?

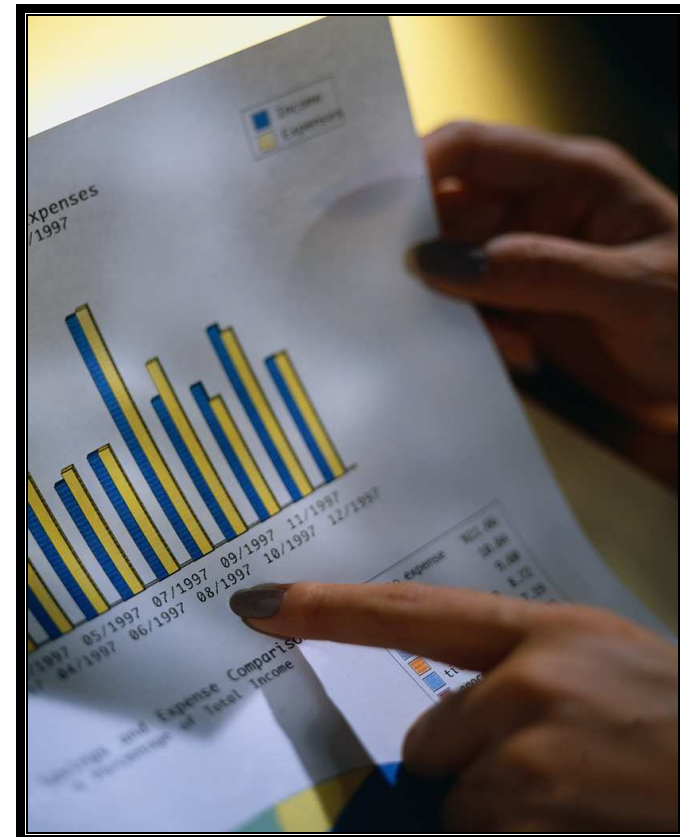
Those schools striving for continuous improvement will have successful data management, analysis and evaluation as an integral part of their self evaluation process. The information provided as part of this process will help inform schools to make appropriate and effective changes to their practice. Schools recognise that, if they continue to do what they have always done, their pupils will continue to achieve at the levels they have always done.

Care must be taken when Interpreting Data

Information gathered through the interrogation of data is likely to raise more questions rather than provide answers.

Schools should take the following points into consideration when interpreting data:-

- *Cohort Sizes* – the results of small cohorts can be affected by the achievement of one or two pupils. This may lead to exaggeration of year-on-year differences.
- *Entry Level Aptitude* – the prior attainment and aptitude of pupils on entry can vary significantly from school to school and between year groups. Therefore, value-added analysis of data should be undertaken.
- *Trend Analysis* – Schools' results should be reviewed over a period of three years. The pattern in results provides a more complete picture of children's achievements than a single year's analysis.
- *Measures* – Schools should use more data than that obtained from statutory assessments to measure achievement.
- *Overall Achievement* – Published results show the outcomes of assessments in core subjects only. No account is taken of a child's achievement in other subjects or aspects such as personal, social and emotional development.



Key Stage 2



Type SX

The estimates shown here have been recalculated to be consistent with progress made by all pupils in 2005/2006

Wigan

Y6 Year: 2005 / 2006

Pupil Estimate and Actual (Value-Added) LA/School Number:

The purpose of this analysis is to support review and evaluation within schools and local authorities. Use outside of this context is NOT permitted.

PA	NC	SS	Y2 Test Levels			Y2 TA Levels			Overall		English				Mathematics				Science				
			Y2	RD	WR	MA	EN	MA	SC	Estimate	Act	Estimates		Act		Estimates		Act		Estimates		Act	
										Pts	Pts	Lev	L4+	L5+	Lev	Lev	L4+	L5+	Lev	L4+	L5+	Lev	L4+
U	129	3	2A	3	3	3	3	32.4	32.1	5.3	99%	87%	5.4	5.5	99%	88%	5.2	5.4	99%	88%	5.4		
U	112	2B	2B	3	2	3	2	30.2	30.5	4.8	98%	46%	5.2	5.2	98%	69%	5.3	5.1	98%	69%	4.7		
U	111	3	3	2A	3	2	3	30.1	28.2	5.1	99%	76%	4.9	4.8	95%	39%	4.6	5.1	98%	69%	4.6		
M	103	2A	2B	2A	2	3	2	29.2	29.2	4.9	98%	48%	4.9	4.8	94%	33%	5.0	5.0	97%	59%	4.7		
M	97	2B	2C	2A	2	2	2	27.9	28.7	4.5	91%	11%	4.9	4.7	94%	28%	4.8	4.8	96%	44%	4.7		
M	100	2B	2C	2A	2	2	2	27.6	25.9	4.5	93%	16%	4.4	4.6	89%	19%	4.6	4.7	94%	34%	4.0		
M	108	2A	2B	2B	2	2	2	27.4	27.8	4.6	94%	20%	4.8	4.4	82%	11%	4.4	4.7	94%	35%	4.6		
M	98	2B	2B	2B	2	2	2	27.2	25.7	4.6	94%	20%	4.4	4.4	81%	10%	4.2	4.7	93%	31%	4.3		
L	97	2B	2C	2C	2	2	2	26.0	25.2	4.4	91%	11%	4.4	4.1	63%	4%	4.0	4.5	88%	20%	4.2		
M	98	2A	2B	2C	2	2	2	25.9	27.0	4.4	90%	11%	4.9	4.0	56%	3%	4.4	4.5	88%	20%	4.2		
L	99	2C	2C	2B	2	2	2	25.5	26.8	4.2	82%	5%	4.6	4.1	67%	5%	4.5	4.4	83%	14%	4.4		
M	95	2C	2B	2B	2	2	2	24.6	24.4	4.1	72%	2%	4.0	3.9	49%	2%	3.9	4.3	80%	12%	4.2		
M	94	2C	2C	2A	2	2	2	24.4	25.0	3.9	54%	1%	3.9	4.0	57%	3%	4.3	4.3	81%	12%	4.3		
L	90	2B	2B	2C	2	2	1	24.2	24.7	4.1	76%	3%	4.1	3.7	33%	1%	4.0	4.3	76%	9%	4.2		
L	99	2C	1	2A	1	2	2	24.1	27.7	3.6	28%	1%	4.4	4.1	70%	5%	4.6	4.3	83%	12%	4.9		
L	91	1	1	2A	1	2	2	23.9	26.5	3.6	32%	1%	3.7	4.0	58%	3%	4.9	4.3	80%	12%	4.6		
L	86	1	2C	1	2	2	2	23.4	22.0	3.9	62%	1%	3.7	3.6	27%	1%	3.8	4.2	69%	7%	3.5		
L	82	1	1	2B	1	2	1	22.4	24.0	3.4	16%	1%	4.3	3.8	44%	1%	3.6	4.0	63%	5%	4.1		
L	83	1	1	2C	1	2	1	21.5	24.2	3.2	11%	1%	4.2	3.5	24%	1%	3.8	4.0	58%	4%	4.0		
L	77	1	1	1	1	2	1	20.6	25.9	3.2	11%	1%	4.0	3.2	11%	1%	4.3	3.8	43%	2%	4.6		
L	81	1	1	1	1	1	2	20.4	20.7	3.1	8%	1%	3.6	3.2	10%	1%	3.2	3.8	46%	2%	3.6		
L	80	1	1	1	1	1	1	20.3	17.6	3.2	8%	1%	2.6	3.2	10%	1%	2.4	3.8	44%	2%	3.8		
L	77	1	WV	1	1	1	1	19.8	22.0	2.9	3%	1%	3.3	3.2	11%	1%	3.6	3.8	42%	2%	4.2		
L	75	1	WV	1	1	1	1	19.7	22.4	2.9	3%	1%	3.5	3.2	10%	1%	3.6	3.8	40%	2%	4.0		
L	75	1	1	1	1	1	1	19.6	18.8	3.1	6%	1%	3.0	3.0	6%	1%	2.3	3.7	33%	1%	3.1		
L	74	1	WV	1	1	1	1	19.6	20.4	2.9	3%	1%	2.7	3.2	10%	1%	3.3	3.8	39%	2%	4.3		
L	74	1	1	1	1	1	1	19.1	19.8	3.0	4%	1%	3.9	2.9	4%	1%	2.6	3.6	28%	1%	3.5		

FISCHER FAMILY TRUST and WIGAN LA

Actual higher than estimate by half a level or more

Actual lower than estimate by half a level or more

Database - v11.72; Report - v1; Latest Results Data - Unamended; Printed - 11/12/2006

What Schools should be doing to Raise Standards

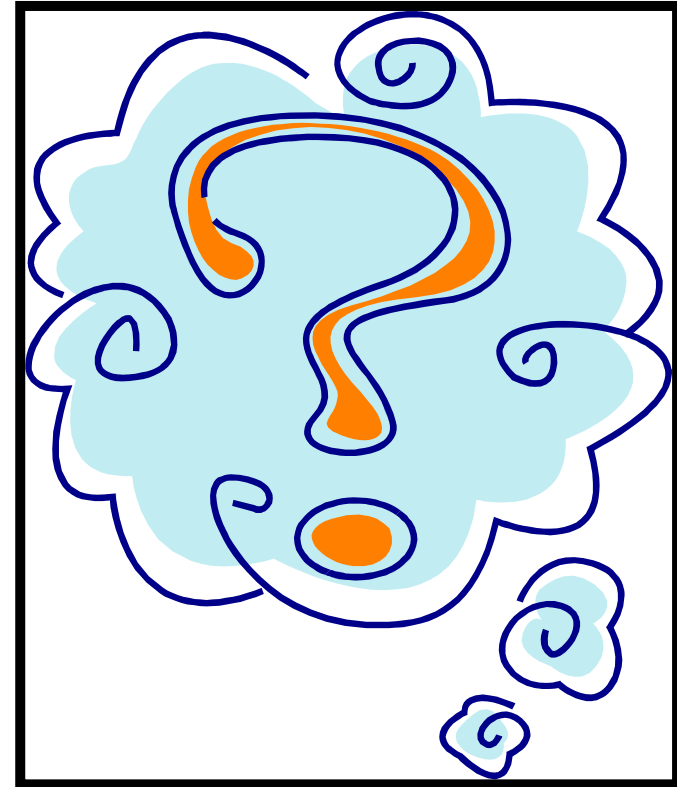
To raise standards, schools must:

- Analyse current performance of pupils and groups.
 - Stage One** – How well are we doing?
- Compare with national standards and similar schools.
 - Stage Two** – How well should we be doing?
- Set clear and measurable targets.
 - Stage Three** – What more can we achieve?
- Identify and implement improvement plans.
 - Stage Four** – What must we do to make it happen?
- Take action – review success – start again.
 - Stage Five** – What went well?
 - What can we do better?

Five-stage cycle for school self-improvement

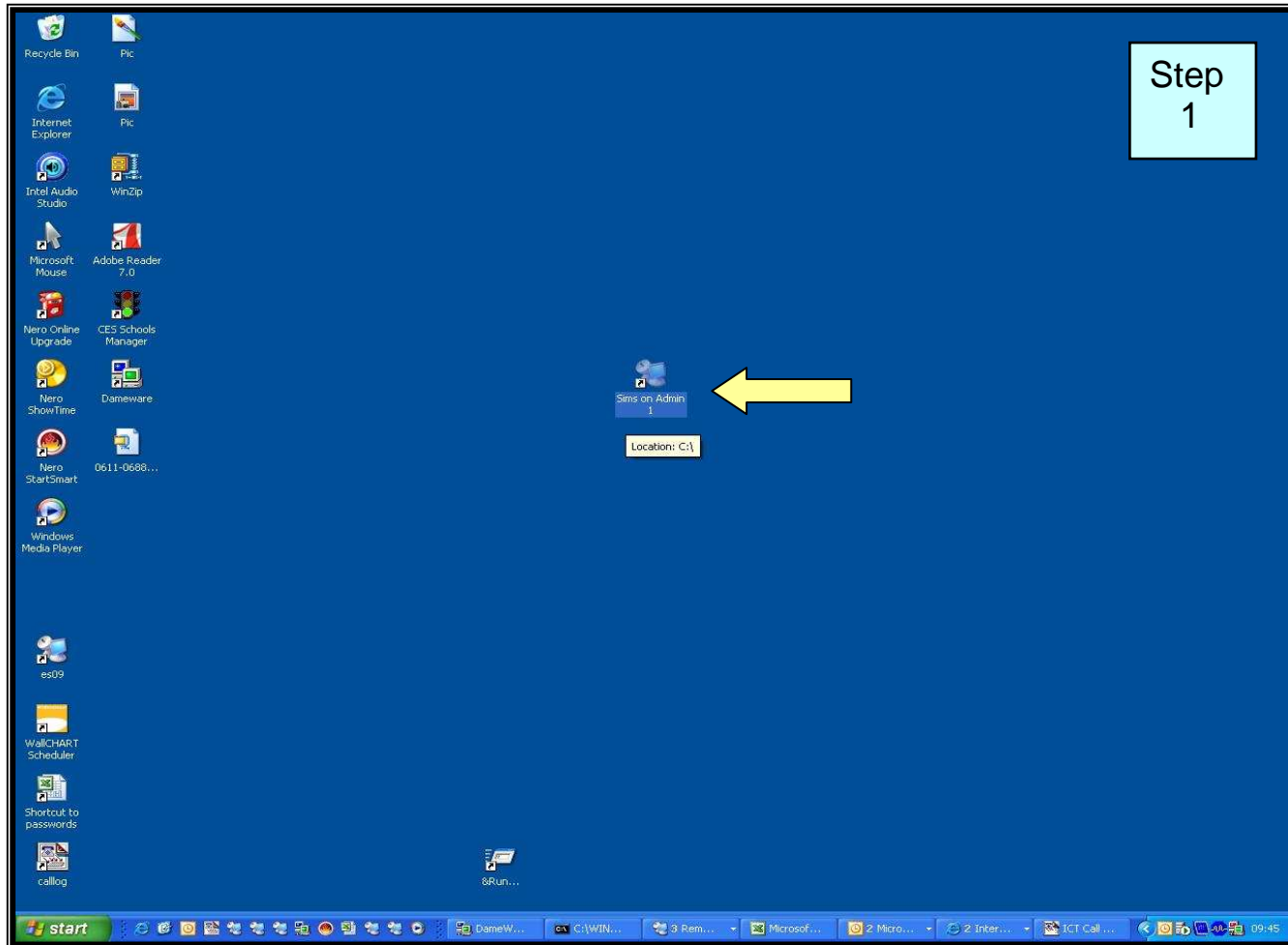
Using the headings of the five-stage review cycle outlined earlier, the following tables seek to suggest questions that different groups within schools should ask of their data. Examples of data sources that could be used to answer these questions are also provided.

- Stage 1** : - How well are we doing?
- Stage 2** : - How well should we be doing?
- Stage 3** : - What more can we achieve?
- Stage 4** : - What must we do to make it happen?
- Stage 5** : - What went well? What can we do better?

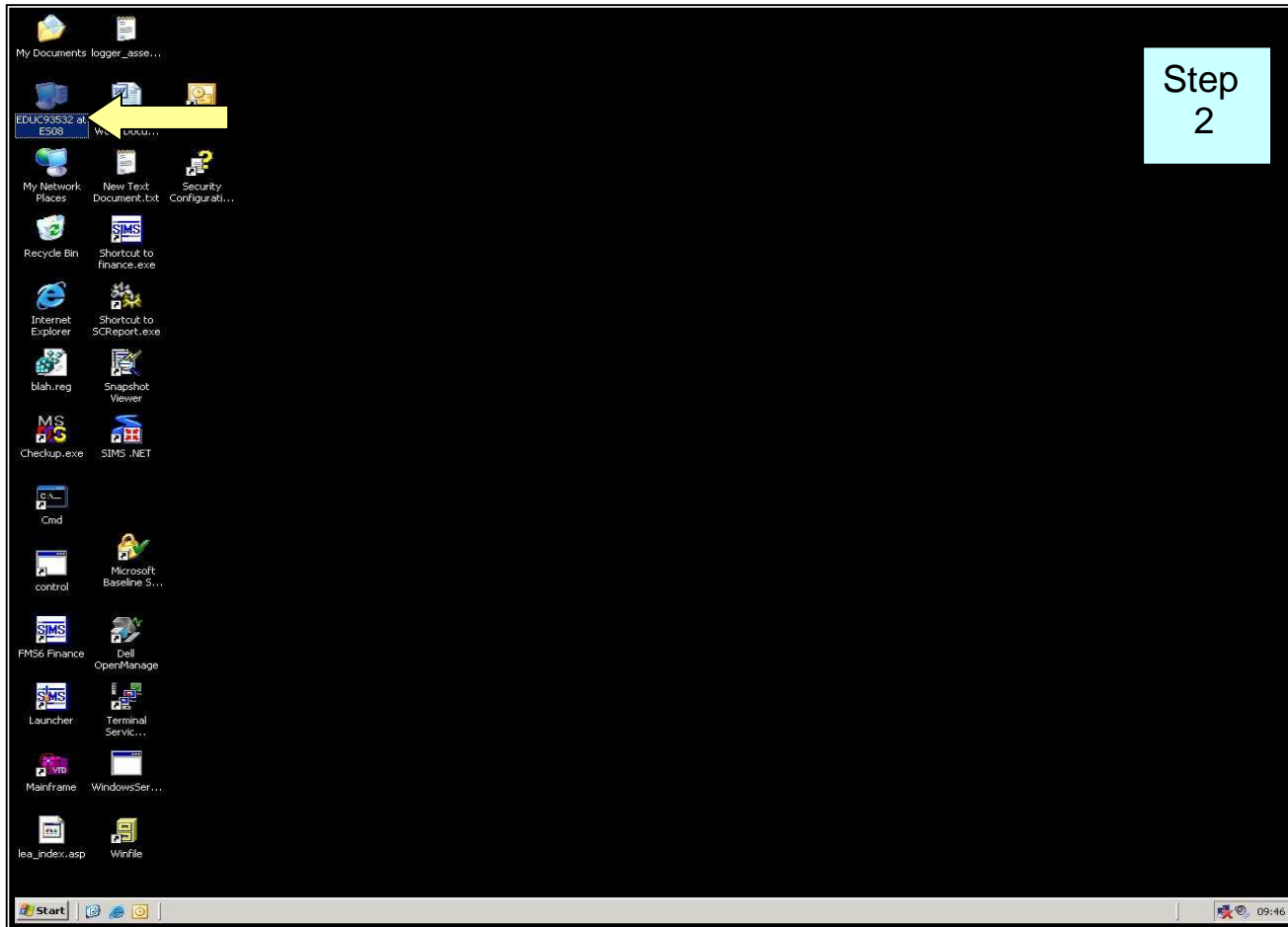


Accessing Reports Supplied by the Authority

The following pages refer to several reports supplied or re-distributed electronically by the Local Authority. These include analysis of the Foundation Stage Profile, Key Stage 1, Year 4 and Key Stage 2 results by the Local Authorities KEYPAS database and also the transition matrices. All of these reports are delivered electronically to schools via the LEA folder located on the S:/ drive of the schools admin machine. The following images exemplify how to access this folder.

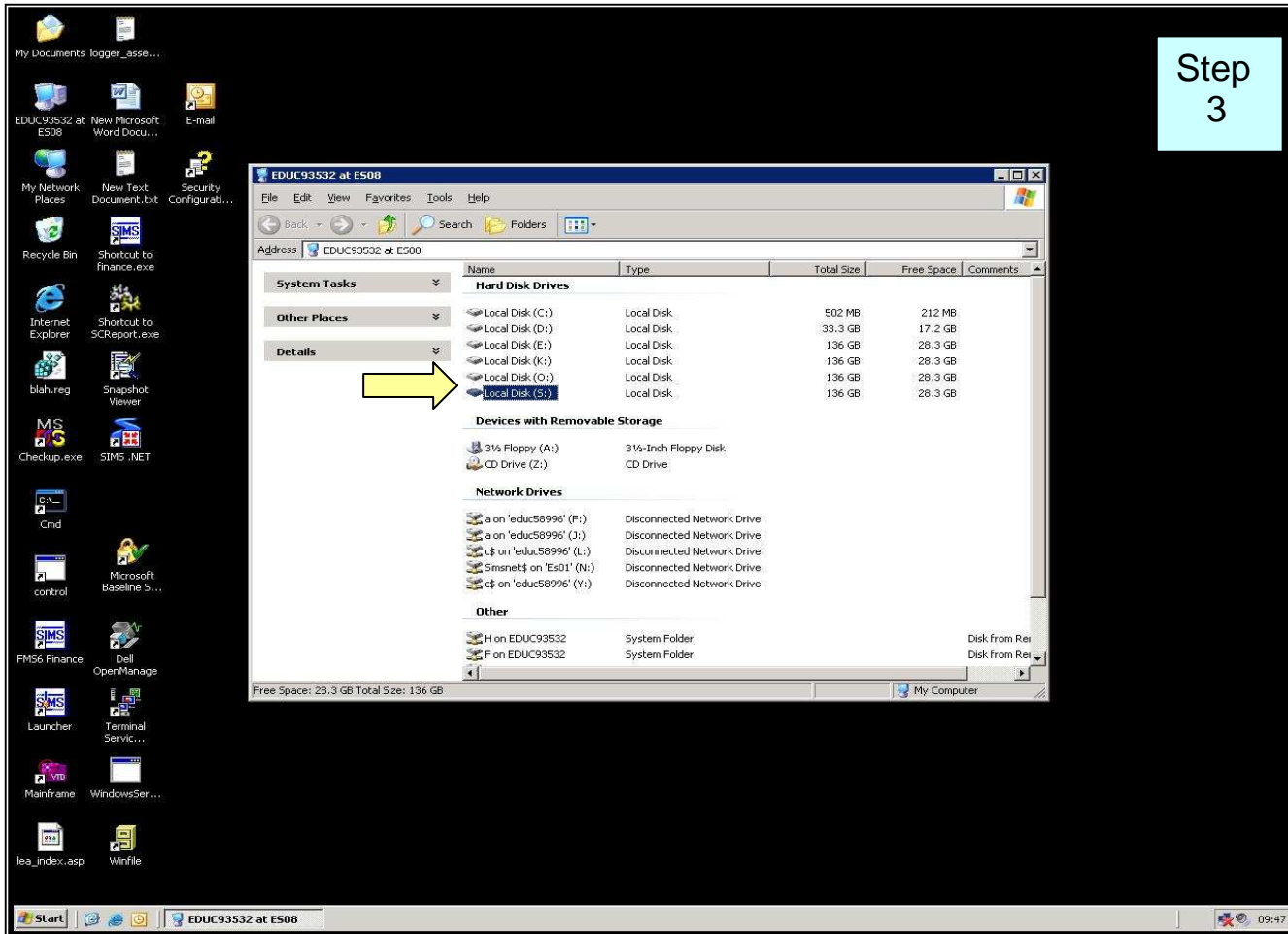


Connect to SIMS by double clicking on the icon located on the desktop



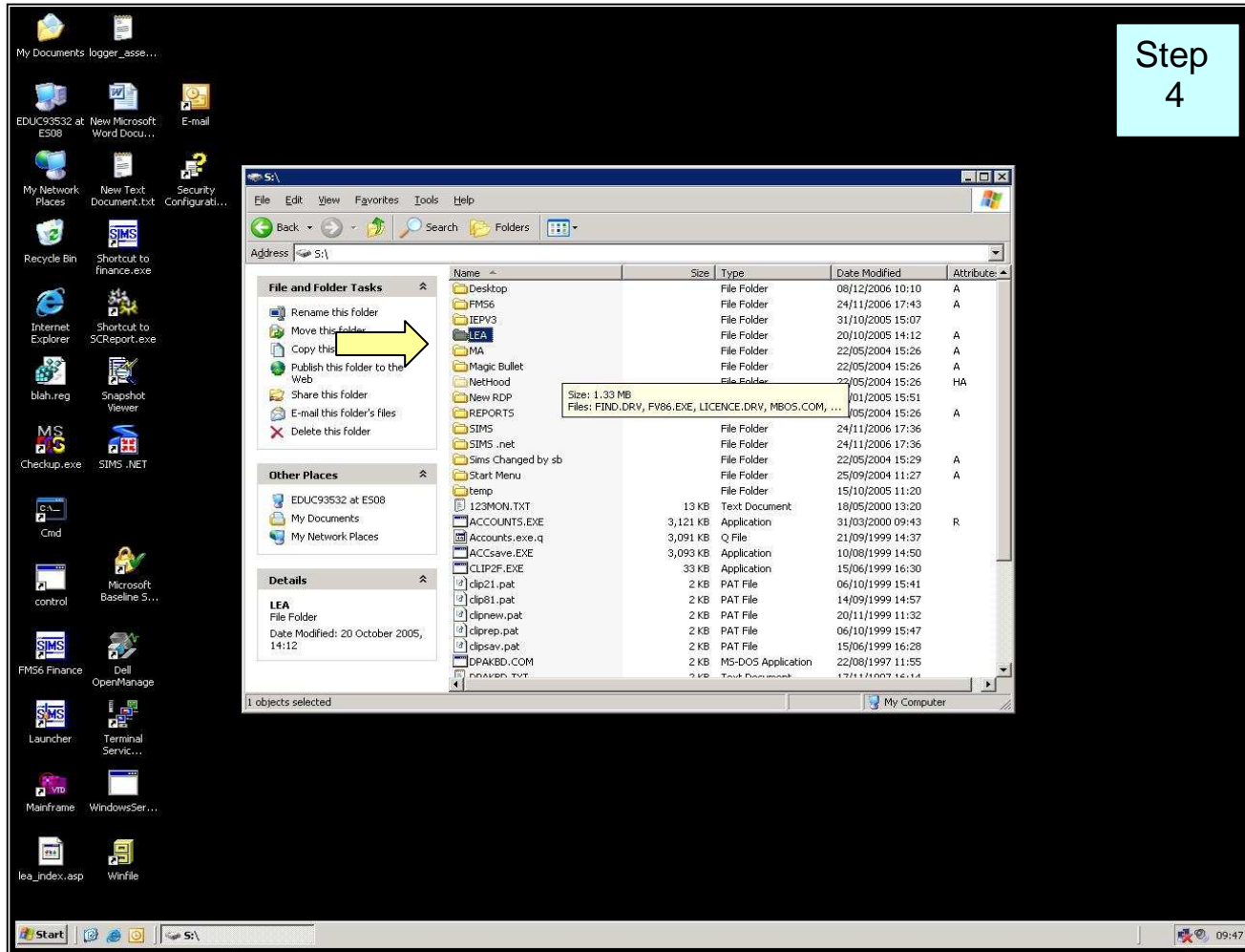
Double click on the computer icon

Step
3



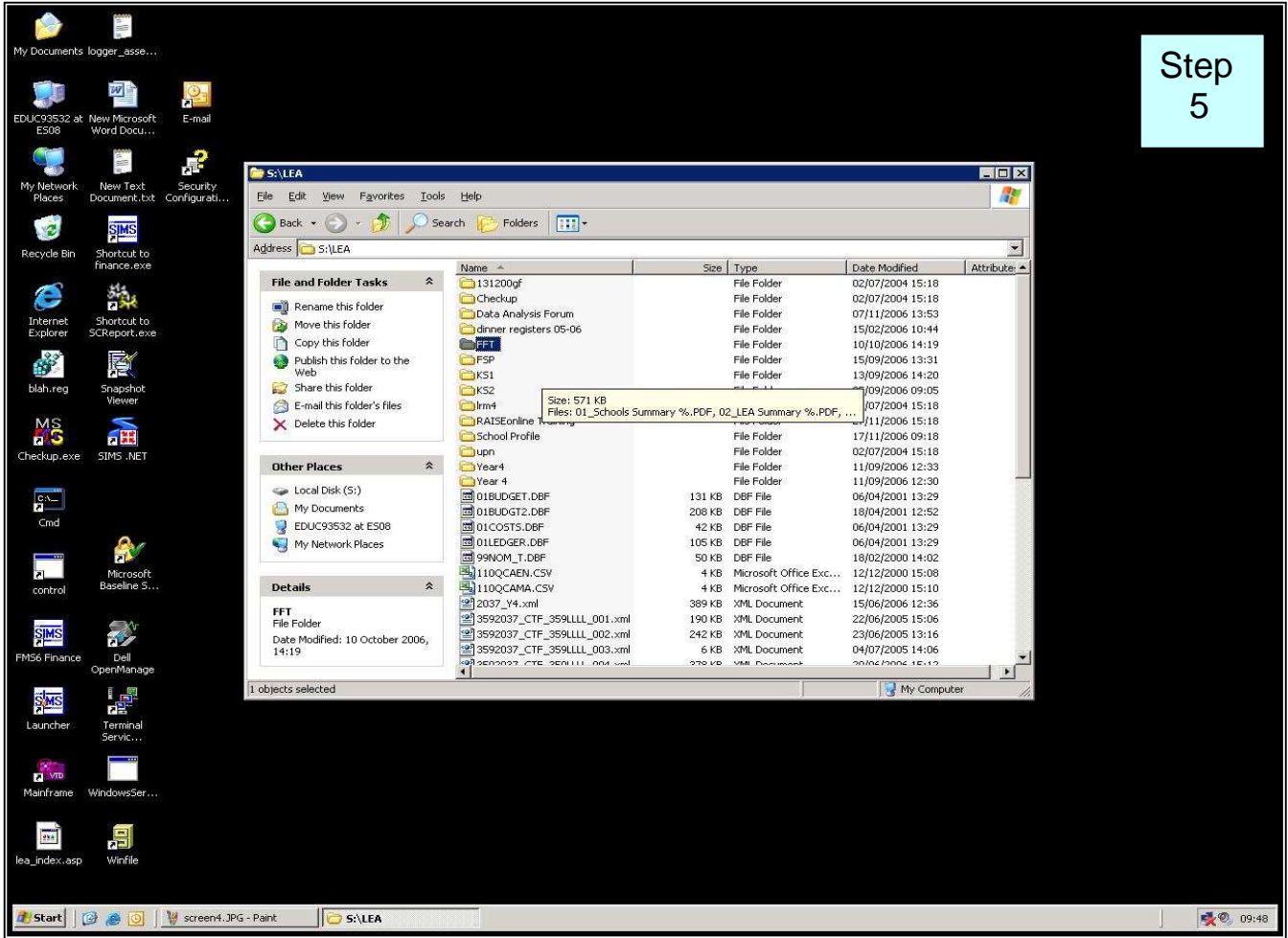
Open the S:/ drive by
double clicking on the
Local Disk (S:) icon

Step 4



Open the LEA folder by double clicking on it.

Step 5



The various reports are located in their respective folders. They can be accessed by double clicking on the folder of the report that you are interested in. Each folder contains electronic copies of the reports. These can be viewed and printed by double clicking on the report of your choice.

Accessing Other Reports

Fischer Family Trust (FFT)

FFT is now provided direct from the FFT Live website. This can be found by logging on to the internet and accessing <https://www.fftlive.org/>. You will need a username and password for your school which can be obtained from Wigan's Management Information Support Team (MIST) on 01942 486190.

Primary Data Profiles

These information packs are compiled by MIST and provides data performance for the whole school including FSP, KS1, Y4 and KS2 scores. These packs merely contain 'scores on the doors' and not contextual analysis. It is intended that they are e-mailed directly to Head teachers in the first week of September on an annual basis.

**Stage
1**

How well are we doing?

Comparison with national results

Comparison with Wigan results

Comparison with schools of similar prior attainment

Comparison of schools with similar contextual values

Contextual Value Added indicators

RAISEonline & Transition Matrices¹

FSP, KS1, Y4 & KS2 KEYPAS reports¹

Fischer Family Trust²

RAISEonline

Do school trends match national trends? Do school results at each level and in each subject differ significantly from national? Question level analysis – are there any areas of weakness?

How do the results we obtain compare with LA results? Are there any significant differences in gender or subjects?

Using the estimates/actuals reports, how do our results compare in the PA (*prior attainment, gender, age*) and extended school 'no hiding place' SX (*prior attainment, gender, age, ethnicity, SEN stage, time in school, school context factors*) models?

Where do we fall within the CVA quadrant?

What are our areas of strength? Where can we improve?

¹These can be found in the FSP, KS1, Y4 & KS2 folders located in the LA folder on the S:/ drive as outlined on pages 10 to 14.

² This can be accessed via the internet at <https://www.fftlive.org/>.

Stage 2

How well should we be doing?

Consider Key Stage 2 national VA measure

Consider national value added graphs between Key Stage 1 and Key Stage 2 year groups.

Consider target setting

Consider school results with LA results.

RAISEonline

Fischer Family Trust, RAISEonline and Y4 NFER analysis (if available)

KEYPAS reports

How did our Value Added measure compare to the national?

Are our pupils on track to achieve expected levels?
 Can we identify groups that need targeting?
 How are our targeted groups performing?
 Is there a discrepancy between subjects?
 Are our staff deployed in a way to best support pupil progress?

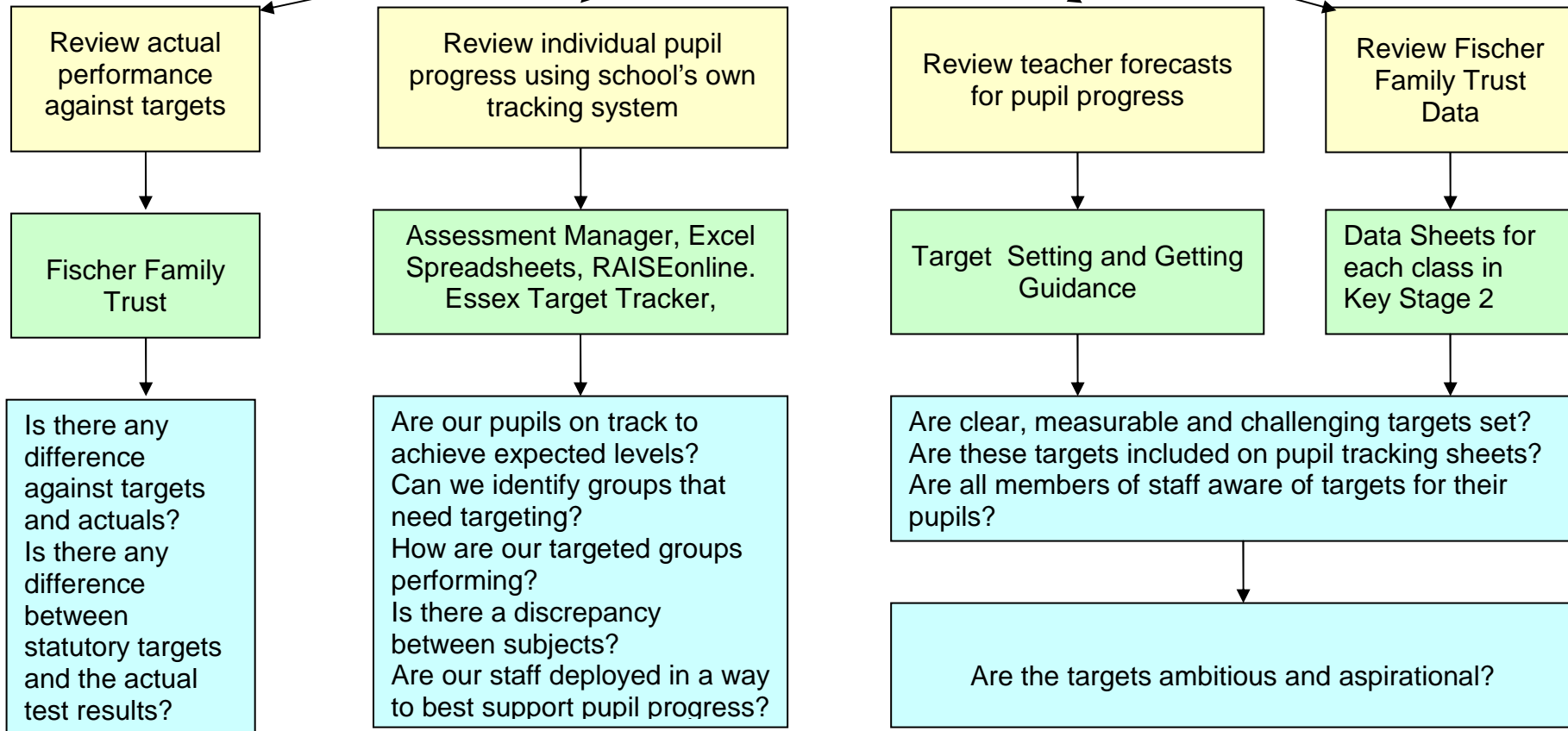
How ambitious are our cohort and individual pupil targets?
 How realistic is the possibility of achieving model D estimates?
 What tracking systems have we in place to monitor the progress of our pupils towards these targets?
 How do we identify pupils falling below targets?

How do our school results compare with other Wigan schools?

What evidence do we have of adding value and ensuring better than expected performance?

Stage 3

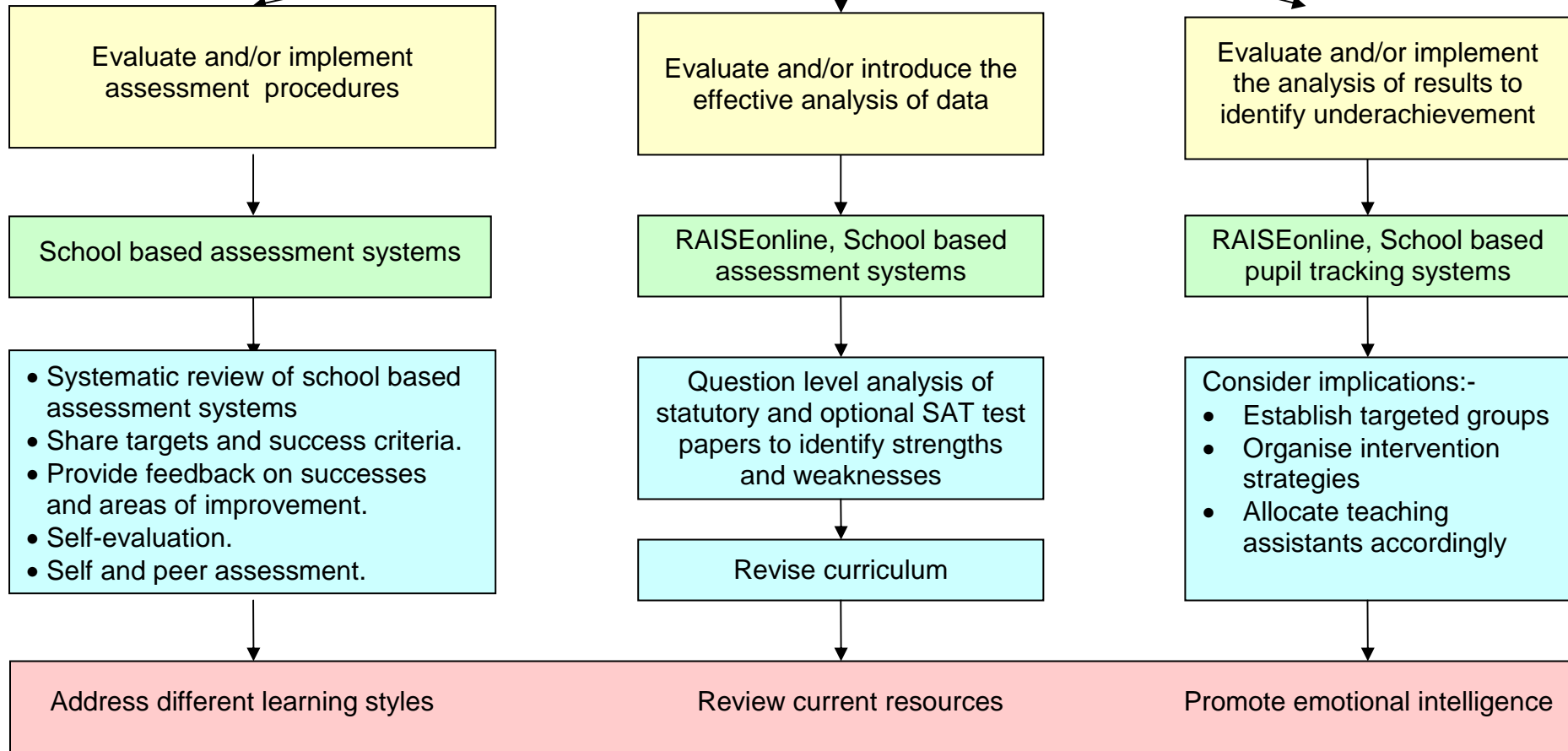
What more can we achieve?



Are staff encouraged to have high expectations for their pupils?

**Stage
4**

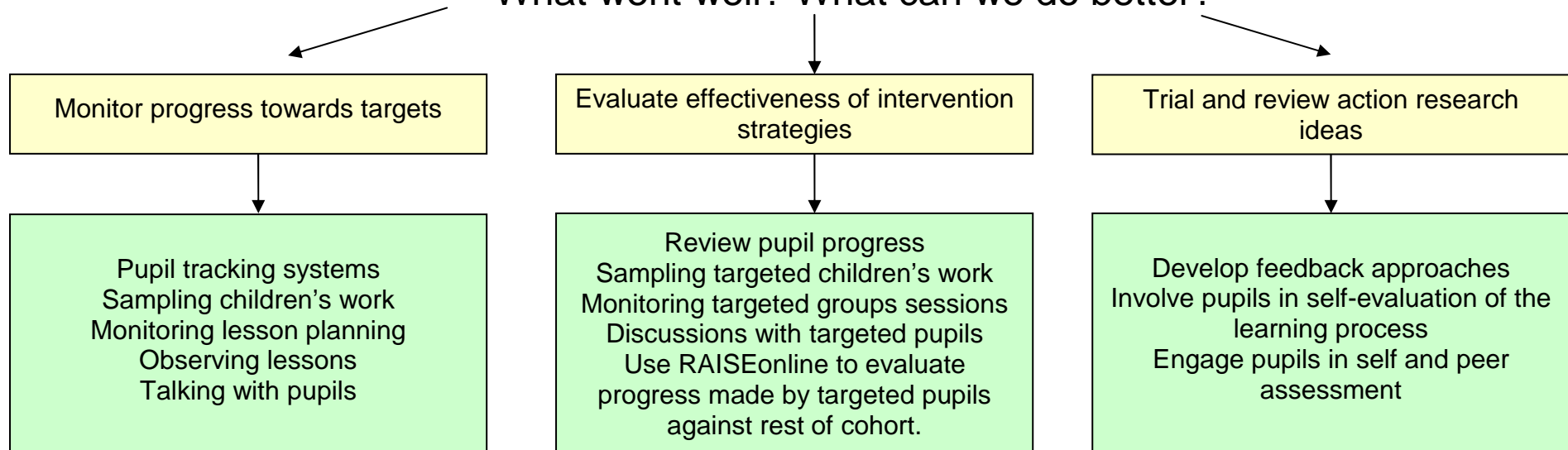
What must we do to make it happen?



Is learning at the heart of everything we do?

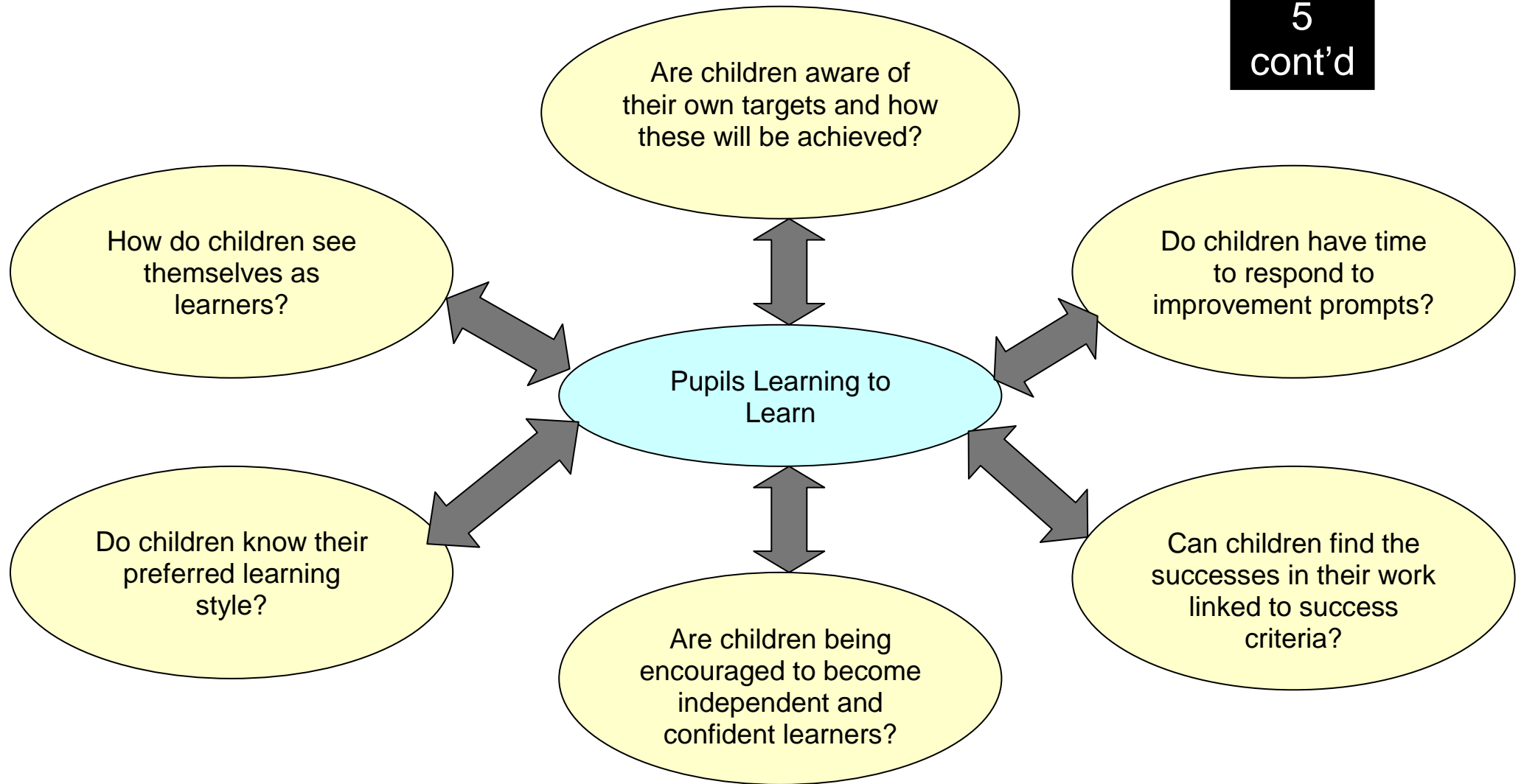
Stage
5

What went well? What can we do better?



The diagram on the next page suggests where children fit into this process.

Stage
5
cont'd



What Data Should Schools Collect?

Schools wishing to successfully raise standards must become information-rich environments. The vast amounts of data used to compile this information need to be gathered, analysed, evaluated and reported upon effectively. Data should be collected once but then used many times. The following table outlines the main purposes for collecting data and the appropriate sources.

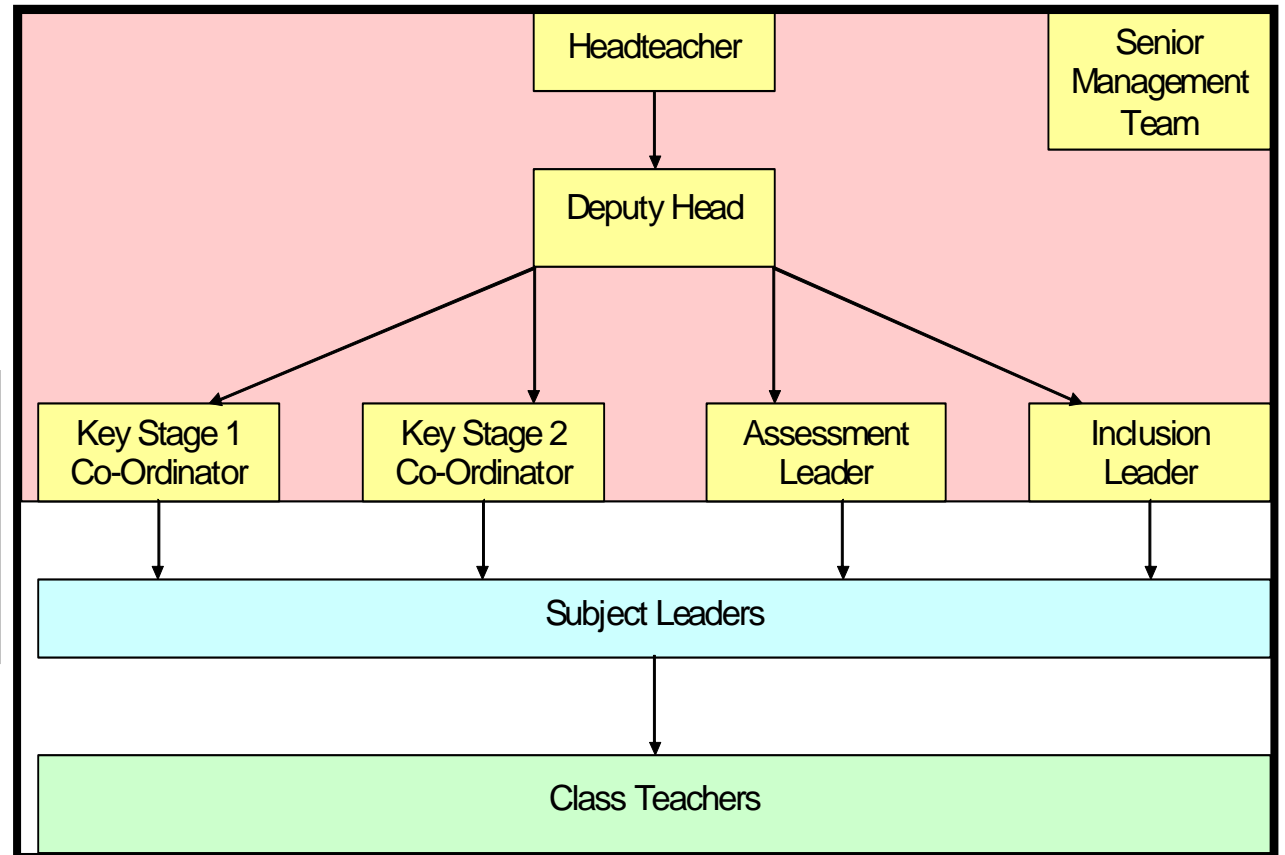


	+2.688
	+5.000
	+1.500
	+1.125
	+1.062

What Data Should Schools Collect?

Purpose	Tool	Data Required	
Describing the pupil population	School SIMS	School based data	Pupils' names, dates of birth, gender, ethnic group, SEN, Looked after Children, prior attainment, previous schools, date of entry, attendance, free school meals eligibility, UPN number.
Setting individual pupil targets	FFT, RAISEonline and Y4 NFER Analysis (if available)		Pupils' prior attainment, contextual data obtained from PLASC.
Setting statutory whole school targets	FFT		Foundation Stage Profile, Key Stage 1 results school and pupil level contextual information.
Monitoring pupil progress	Pupil tracking system		Pupils' prior attainment, individual pupil targets, teacher assessments, standardised test scores.
Evaluating subject strengths and weaknesses, teaching and learning effectiveness	RAISEonline/ Internal systems		Subject results, national results, subject attainment trends, prior attainment, question level responses in standardised tests.
Identifying underachieving groups of pupils	RAISEonline, pupil tracking systems.		CENSUS data, subject results, prior attainment, predicted targets, teaching groups, target groups.

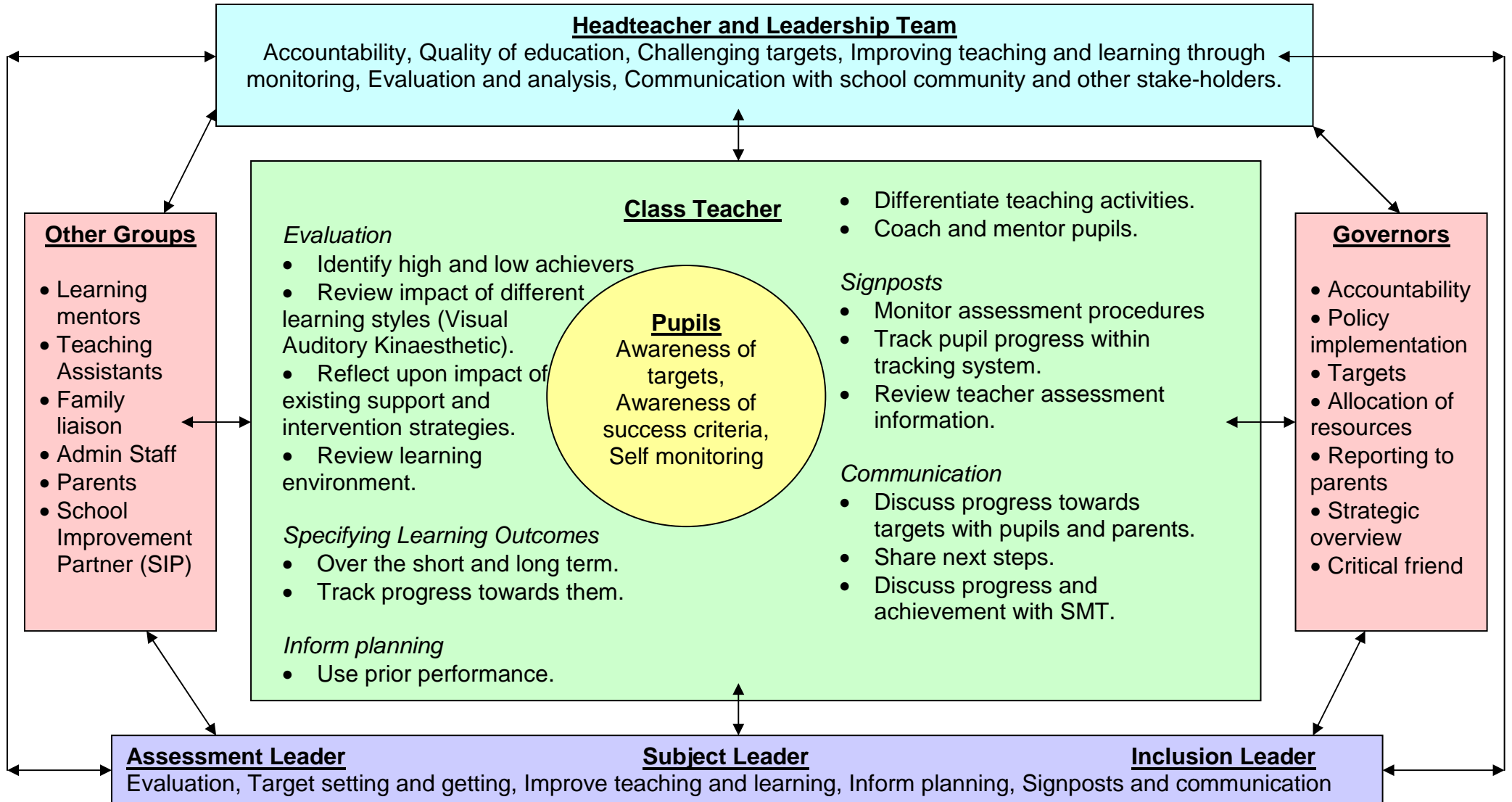
Roles and Responsibilities



Data in schools is obtained from numerous sources and is interrogated by many different people. The following tables outline the roles and responsibilities of personnel and provide suggestions as to the key questions that should be asked.

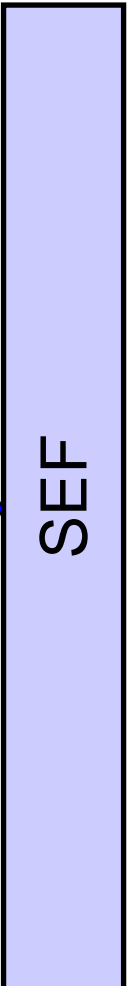
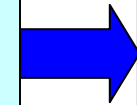
Please note: There are a number of different models/school structures depending upon the needs of each school. This is one possible model.

Typical Roles and Responsibilities of People Using the Data



Headteacher and Leadership Team

Who	Key Questions	Evidence
Headteacher and Leadership Team	<ul style="list-style-type: none"> Are standards high enough for all pupils? 	<ul style="list-style-type: none"> Headteachers report to Governors on standards and progress (based on RAISEonline and FFT)
	<ul style="list-style-type: none"> Are pupils making optimum progress? 	<ul style="list-style-type: none"> Internal analysis comparing performance with Wigan and national standards. CVA indicators within RAISEonline. Pupil progress within pupil tracking system against yearly FFT targets (reviewed frequently).
	<ul style="list-style-type: none"> Are our targets suitably challenging? 	<ul style="list-style-type: none"> Targets informed by model D within Fischer Family Trust. Internal tracking. Discussions with SIP.
	<ul style="list-style-type: none"> Which are the strong/weak areas? 	<ul style="list-style-type: none"> Internal analysis showing trends over time using RAISEonline. School's OFSTED report. Subject monitoring, lesson observations, book scrutiny. SIP reports.
	<ul style="list-style-type: none"> Are there significant differences in achievement between cohorts, classes & vulnerable groups? 	<ul style="list-style-type: none"> Progress analysis using RAISEonline to filter particular groups. Comparison with National trends. FFT SX report.



Headteacher and Leadership Team needs to be able to...

- Make comparisons between different variables (ideally using historical, current and predictive data).
- Use data about the whole school, individual subjects and cohorts of underachieving pupils in order to monitor standards and progress towards School Improvement Plan (SIP) targets.
- Identify appropriate interventions.

Signposts

- Monitor and analyse pupil progress frequently.
- Regular analysis and monitoring of published data, e.g. / RAISEonline, KEYPAS/EPAS reports, Fischer Family Trust.
- Review standardised test results.
- Monitor formative assessment procedures.

Improve Teaching and Learning

- Monitor pupil progress at whole school level, compare with past performance and with target set, assess CVA models in RAISEonline.
- Monitor specific groups, eg ethnic, gender, looked-after children, targeted groups (RAISEonline)
- Combine data sets and analyse performance of target groups to consider impact of intervention strategies.
- Assess allocation of resources on the basis of pupil outcomes.
- Gain evidence for bids for additional resources
- Monitor impact of new resources, e.g. impact of using ICT.

Set Targets

- Use available data (FFT, NFER (if available), RAISEonline) to set challenging but attainable pupil targets and address the key priorities for the school.
- Set individual staff targets for their own professional development.
- Discuss targets with the School Improvement Partner (SIP) to consider schools contribution to overall improvement in Wigan.

Accountability

- Have an objective understanding of the overall quality of education offered, based on comparison with other schools.
- Know the key strengths and weaknesses of key stages and subjects within the school.
- Demonstrate cost effectiveness.
- Determine the added value the school has contributed to pupil progress.
- Inform the Performance Management process, especially aspects concerning children's progress.
- Assess the effectiveness of the School Improvement Plan in defining priorities.

Communication

- Provide Governors with data analysis so they have clear evidence base to make decisions and contribute effectively to the priorities of the school.
- Report to parents, Wigan and other stakeholders.

Assessment Leader

Who	Key Questions	Example
Assessment Leader	<ul style="list-style-type: none"> • Are standards high enough for all pupils? 	<ul style="list-style-type: none"> • Assessment Leader's report to Leadership Team on standards and progress (based on RAISEonline and FFT)
	<ul style="list-style-type: none"> • Are pupils making optimum progress? 	<ul style="list-style-type: none"> • Internal analysis comparing performance with Wigan and national standards. • Pupil progress within pupil tracking system against yearly FFT targets (reviewed frequently).
	<ul style="list-style-type: none"> • Which are the strong/weak subject areas? 	<ul style="list-style-type: none"> • Internal analysis showing trends over time using RAISEonline. • School's OFSTED report. • Subject monitoring, lesson observations, book scrutiny.
	<ul style="list-style-type: none"> • Are there significant differences in achievement between cohorts, classes and vulnerable groups? 	<ul style="list-style-type: none"> • Reports generated by schools own monitoring system. • Reports generated by Wigan's KEYPAS/EPAS database and placed in school folders. • Agreement trialling and portfolios of children's work. • Analysis using value added and progress charts within RAISEonline.

Assessment Leader needs to be able to make comparisons between different variables, ideally using historical, current and predictive data, using data about the whole school, individual subjects and cohorts of underachieving pupils in order to monitor both standards and progress towards the School Improvement Plan (SIP) targets.

Signposts

- Regularly analyse and monitor the progress of cohorts towards targets within schools chosen tracking system.
- Regularly analyse and monitor published data, e.g. Wigan KEYPAS/EPAS reports, RAISEonline.
- Review results obtained in statutory and option SAT's.
- Monitor formative assessment procedures.

Improve Planning and Impact upon Teaching and Learning

- Monitor pupil progress at whole school level, compare with past performance and with target set, assess CVA models in RAISEonline.
- Monitor specific groups, eg ethnic, gender, looked-after children, targeted groups (RAISEonline)
- Combine data sets and analyse performance of target groups to consider impact of intervention strategies.
- Monitor impact of pupil mobility on particular cohorts or ability groups.

Review Targets

- Monitor progress of cohorts towards end of year and end of Key Stage targets.
- Assess whether pupils' progress is in line with expectations based upon prior attainment.
- Use P scale criteria for assessment and target setting where appropriate.
- Support Leadership Team in discussions with School Improvement Partner in relation to the school's overall improvement.

Accountability

- Have an objective understanding of the overall quality of education offered, based on comparison with other schools.
- Know the key strengths and weaknesses of key stages and subjects within the school.
- Demonstrate cost effectiveness.
- Determine the added value the school has contributed to pupil progress.
- Assess the effectiveness of the School Improvement Plan in defining priorities.

Communication

- Provide Governors with data analysis so they have clear evidence base to make decisions and contribute effectively to the priorities of the school.

Class Teacher

Who	Key Questions	Example
Class Teacher	<ul style="list-style-type: none"> Are all my pupils making suitable/appropriate progress? 	<ul style="list-style-type: none"> Internal analysis of pupil progress within pupil tracking system towards annual targets (reviewed regularly, at least termly).
	<ul style="list-style-type: none"> How does the performance of pupils in my class compare with performance of pupils across the school and in other similar schools? 	<ul style="list-style-type: none"> Subject leader's report and action plan to Leadership Team. School's OFSTED report. Schools full report from RAISEonline. Review value-added graphs within RAISEonline.
	<ul style="list-style-type: none"> Do I know each child's prior attainment and the next steps needed to achieve the targets set? Are the targets suitably challenging? 	<ul style="list-style-type: none"> Pupil tracking system including prior attainment, predicted targets using FFT, RAISEonline and Y4 NFER analysis (if available). (NB Y1 teachers to use FSP and teacher assessment in the autumn term to make National Curriculum assessments and consider the next steps.) Consideration of pupil's current level of attainment, future targets for next term and next year. End of Key Stage targets, informed by Fischer Family Trust Data (model D), which include a degree of challenge. Where appropriate, targets informed by P scales.
	<ul style="list-style-type: none"> Do I know my pupils' strengths and weaknesses within core subject areas? Do I know which aspects of core subjects I teach well and which not so well? 	<ul style="list-style-type: none"> Question level analysis of statutory and non-statutory test papers and its impact on medium term planning. Feedback from monitoring of my teaching and my pupils' learning.
	<ul style="list-style-type: none"> Is my short term planning informed by what my pupils demonstrate they know and can do? 	<ul style="list-style-type: none"> Planning and assessment documents/folders. Evaluation of Teaching Assistants', intervention strategies.

Class teachers require information about pupils' learning needs (prior attainment and expected progress) to enable them to use the most effective teaching techniques and to set appropriate targets. They should keep a record of assessment in order to improve classroom practice and maximise pupil potential.

Signposts

- Regular formative assessment of individual and group learning.
- Track progress towards targets on a termly basis (minimum).
- Comparisons of progress made against historical data.
- Consideration of differences in progress across subjects.
- Review standardised test results.

Improve Planning and Impact upon Teaching and Learning

- Identify the learning styles of individuals and groups and design teaching strategies accordingly.
- Be aware of prior performance, including individual education plans (IEPs) and personal education plans (PEPs).
- Use formative assessments and pupil tracking systems to monitor progress towards targets – identify underachievement and potential.
- Monitor effectiveness of differentiation and progression, revise accordingly.

Predict Outcomes

- Set short term and long term targets that are challenging but achievable.
- Involve pupils in target setting and getting.

Evaluation

- Did the teaching and learning styles used and curriculum organisation have an appropriate impact on individual pupil's attainment?
- Have individual pupils and groups progressed in line with expectations?

Communication

- Report to Leadership Team, subject leaders and other teachers on progress and achievement, especially at points of transition.
- Report to pupils and parents, complete with an indication of pupils' next steps.

Subject Leader

Who	Key Questions	Example
Subject Leader	<ul style="list-style-type: none"> • How do overall standards in my subject compare with Wigan, national standards and similar schools? 	<ul style="list-style-type: none"> • Subject leader's report to Leadership Team and action plan. • School's OFSTED report • Schools full report within RAISEonline. • Analysis of KEYPAS/EPAS reports provided by Wigan.
	<ul style="list-style-type: none"> • What is happening to standards over time? 	<ul style="list-style-type: none"> • Internal analysis comparing school performance with national (RAISEonline) and Wigan (KEYPAS/EPAS reports) standards. • Internal analysis showing trends over time in RAISEonline.
	<ul style="list-style-type: none"> • What are the strengths of individual staff, with all pupils and with pupils of different ability levels? 	<ul style="list-style-type: none"> • Internal analysis of cohorts, classes, sets and groups. • Monitoring reports including review of planning, lesson observations, book scrutiny.
	<ul style="list-style-type: none"> • What are the strengths/weaknesses within my subject area? 	<ul style="list-style-type: none"> • Question level analysis of statutory and non-statutory test papers and its impact on medium term planning. • Book scrutiny. • Discussion with pupils. • Lesson observations. • Pupil tracking.

	<ul style="list-style-type: none"> • Is progress good enough? 	<ul style="list-style-type: none"> • Evaluation of intervention strategies.
	<ul style="list-style-type: none"> • Do I know pupils' prior attainment and the targets towards which they are working? 	<ul style="list-style-type: none"> • Use of RAISEonline to evaluate the effectiveness of intervention strategies. School tracking system. • Use of P scales criteria to support assessment and target setting, where appropriate. • Moderation of teacher assessments to ensure common interpretation of level descriptors for assessment and target setting.
	<ul style="list-style-type: none"> • Are all pupils making suitable/appropriate progress? 	<ul style="list-style-type: none"> • Internal analysis showing pupil progress against yearly targets (reviewed regularly, minimum termly) • Use of RAISEonline to review progress of groups of pupils
	<ul style="list-style-type: none"> • Are the range of teaching and learning strategies reviewed regularly? 	<ul style="list-style-type: none"> • Overview of long and medium term planning. • Outcomes of Performance management are reviewed. • Intervention strategies are evaluated.

Subject Leaders need summarised information about the teaching of their subject, and comparative information about all other subjects, in order to monitor and improve curriculum delivery and identify training needs of staff.

Signposts

- Regular analysis to check that the school is progressing towards its targets.
- Published data, eg Wigan produced KEYPAS/EPAS reports, RAISEonline
- Monitor formative assessment procedures.
- Review standardised test results.

Improve Planning and Impact upon Teaching and Learning

- Monitor the progress of groups and identify underachievement and potential in own subject, and across the curriculum.
- Widen range of teachers' pedagogic skills to adapt teaching styles to learning needs.
- Develop long term strategic planning, including resource allocation.
- Assess professional development needs in light of strengths and weaknesses of individual teachers.

Predict Outcomes

- Set targets that are challenging but achievable.
- Assess whether pupils' progress is in line with expectations.

Evaluation

Identify:-

- The effectiveness of the subject teaching in meeting the expected outcomes for pupil attainment.
- The impact of any changes in teaching and learning.
- Those elements of the curriculum which pupils find difficult.
- Issues arising from comparisons with other schools, and other subject areas in the school.
- Whether teaching styles and curriculum organisation are matched to pupil needs.
- Whether staff are performing in line with expectations.

Communication

- Report to Leadership Team and Governors.

Inclusion Leader

Who	Key Questions	Example
Inclusion Leader	<ul style="list-style-type: none"> How do overall standards for specific groups of pupils compare with Wigan and national standards? 	<ul style="list-style-type: none"> Inclusion Leader's report to Leadership Team and action plan. School's OFSTED report Value-Added analysis within RAISEonline.
	<ul style="list-style-type: none"> What is happening to progress and standards over time? 	<ul style="list-style-type: none"> Internal analysis comparing performance with national (RAISEonline) and Wigan (KEYPAS/EPAS reports) standards. Internal analysis showing trends over time in RAISEonline.
	<ul style="list-style-type: none"> What are the strengths of individual staff with pupils of additional and differing needs? 	<ul style="list-style-type: none"> Internal analysis of cohorts, classes, sets and groups. Monitoring reports including review of planning, lesson observations, book scrutiny.
	<ul style="list-style-type: none"> What are the strengths/weaknesses in the subject area? 	<ul style="list-style-type: none"> Question level analysis of statutory and non-statutory test papers and its impact on medium term planning.
	<ul style="list-style-type: none"> Is progress good enough? 	<ul style="list-style-type: none"> Evaluation of intervention programmes and strategies.

	<ul style="list-style-type: none"> • To what extent do pupils make predicted progress based upon prior attainment? • How appropriate are the targets in pupils' Individual Education Plan (IEP), Pastoral Support Programme (PSP) towards which they are working? 	<ul style="list-style-type: none"> • Pupil tracking system. • Use of P scales criteria to support assessment and target setting, where appropriate. • Moderation of teacher assessments to ensure common interpretation of level descriptors for assessment and target setting.
	<ul style="list-style-type: none"> • Are all pupils making appropriate progress? • Are there significant differences in achievement between vulnerable groups? 	<ul style="list-style-type: none"> • Internal analysis showing pupil progress against yearly targets (reviewed regularly, minimum termly). • Use of RAISEonline to review progress of groups of pupils.
	<ul style="list-style-type: none"> • Are the range of teaching and learning strategies reviewed regularly? 	<ul style="list-style-type: none"> • Overview of long and medium term planning. • Outcomes of Performance management are reviewed. • Intervention strategies are evaluated and provision mapped across school.

Inclusion Leaders need summarised information about the progress and achievements of all pupils – Special Educational Needs (SEN), English as an Additional Language (EAL), Boys & Girls, Gifted and Talented (G&T), Traveller, Ethnicity and Looked after Children (LAC) – in order to monitor, improve and support curriculum delivery and to identify training needs of staff.

Signposts

- Regular formative assessment of individual and group learning.
- Comparisons of the progress of groups and individuals against historical data.
- Published data to review comparisons with schools with similar percentages of SEN, EAL and LAC etc.
- Use of screening and diagnostic testing.

Improve Planning and Impact upon Teaching and Learning

- Monitor the progress of groups to identify underachievement and potential in relation to poor attainment.
- Widen range of teachers' pedagogic skills to adapt teaching styles to learning needs.
- Devise strategies to improve differentiation and progress.

Predict Outcomes

- Set short and long term targets for individual pupils that are challenging but achievable, including use of P scales, where appropriate.
- Assess whether pupils' progress is in line with expectations.

Evaluation

Identify:-

- The effectiveness of support and strategies to meet the expected outcomes for individual pupil attainment.
- The impact of intervention programmes or strategies upon the progress of individuals and groups.
- Whether teaching styles and curriculum organisation are matched to pupil needs.
- The elements of the curriculum which specific pupils find difficult, creating barriers to learning for pupils with additional educational needs.
- The appropriateness of the intervention in relation to individual and group progress.

Communication

- Reporting to Leadership Team and Governors.
- Liaising with outside agencies.
- Meet with parents and pupils to review progress and identify next steps and consider targets for IEPs, PSPs, etc.

Governing Body

The Governing Body requires comparative information about the progress and achievement of pupils within their school to monitor overall pupil and school performance. The Governing Body is required to set and publish statutory Key Stage Two targets. The school's results should be published in the Governors' Annual Report to Parents.

Who	Key Questions	Example
Governing Body	<ul style="list-style-type: none"> • Are our standards high enough for all our pupils? 	<ul style="list-style-type: none"> • Headteacher's report for Governing Body on standards and progress based on reports and information within RAISEonline. • Internal analysis showing progress over time, reviewing trends within RAISEonline.
	<ul style="list-style-type: none"> • How do our standards compare with Wigan, national standards and those of similar schools? 	<ul style="list-style-type: none"> • OFSTED report. • Full school report available within RAISEonline. • Pupil tracking within RAISEonline. • Comparison of pupil progress against national progress in RAISEonline.
	<ul style="list-style-type: none"> • Are our targets suitably challenging? 	<ul style="list-style-type: none"> • Results of professional discussion with School Improvement Partner and schools link adviser. • Targets informed by Fischer Family Trust, RAISEonline and Y4 NFER analysis (if available).
	<ul style="list-style-type: none"> • Are teacher assessments secure and regularly reviewed? 	<ul style="list-style-type: none"> • Headteacher and teachers' reports to Governing Body.

All statistical data should be interpreted with care. Information provided through the analysis of data will generate questions rather than provide answers. In particular when making judgements and drawing conclusions governors should be aware that:-

- One or two pupils' achievement within a small cohort can significantly affect results. In this way year-on-year differences are likely to be exaggerated.
- There can be a significant variation in the prior attainment and aptitude of children upon entry between schools and also between year groups. It is important to consider the contextual value added analysis of data and not simply the end of Key Stage results.
- The pattern of a school's results over at least three years will help build a more complete picture of children's achievement. Again the results for small cohorts of pupils should be treated with care.
- Published results just show the outcomes of assessments in the core subjects. They do not provide a measure of the foundation subjects nor do they provide a measure in the area of the children's personal, social and emotional development, which should not be overlooked.
- The analysis of a school's achievement and performance is complex and the data from statutory assessments should not be used on their own. A complete picture of school life and performance needs to be built using data and evidence from a wide variety of sources.

Suggested Timetables

The management and analysis of data is an ongoing process. However, there are times of the year when key processes should be completed, the following two timetables provide suggestions for when this should be done.



Data Collection

	Autumn Term				Spring Term				Summer Term				
Key Stage	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul		
Foundation Stage	On entry FSP scores entered		* e-Profile software * Pupil names can be exported from SIMS via CTF		Exported electronically from e-Profile to Assessment Manager (AM)								
			End of Autumn Term FSP scores updated and progress monitored				End of Spring Term FSP scores updated and progress monitored		End of FSP scores updated, progress reviewed. Results exported to Wigan	FSP results reported to parents			
Key Stage 1	FSP prior attainment data shared with staff	FSP prior attainment data used to inform end of KS1 targets	End of term TAs used to track pupil progress towards targets		Exported electronically via marksheets in AM				End of term TAs used to track pupil progress towards targets	Key Stage 1 SAT's	KS1 results exported to Wigan	KS1 results reported to parents	
Key Stage 2	KS1 Prior attainment data shared with staff	Prior attainment, FFT, RAISE Online, NFER Analysis used to inform end of KS2 targets. Statutory Y5 targets set. Optional Y3 and Y4 targets set		End of term TAs used to track pupil progress towards targets		Exported electronically via marksheets in AM				End of term TAs used to track pupil progress towards targets	Statutory KS2 and optional Y3, Y4 and Y5 SAT's	Y4 results exported electronically to Wigan via AM	KS2 TA's submitted to DfE, reports to parents

Data Analysis

	Autumn Term				Spring Term				Summer Term		
Key Stage	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Foundation Stage	Use e-Profile "Quick summary of component scores" report	Use e-profile charts to show incremental progress									
		FSP entry scores used for setting end of reception targets	Analyse half termly progress and adjust groups, teaching and learning	Analyse Autumn Term progress and adjust groups, teaching and learning	Analyse half termly progress and adjust groups, teaching and learning	Analyse Spring Term progress and adjust groups, teaching and learning	Analyse half termly progress and adjust groups, teaching and learning	Analyse annual progress, consider implications for next years' curriculum			
Key Stage 1	Use QLA in RAISE Online										
	Analyse previous years results, consider implications for grouping	Analyse results of half term TAs if conducted, adjust T&L accordingly	Analyse results of termly TAs, consider planning & intervention strategies	Analyse results of Half term TAs if conducted, adjust T&L accordingly	Analyse results of termly TAs, consider planning & intervention strategies	Monitor pupil progress within pupil tracking system	Analyse KS1 results, consider implications of next years' curriculum				
Key Stage 2	Use QLA in RAISE Online										
	Analyse Question level data for groups/subjects causing concerns	Analyse results of half term TAs if conducted, adjust T&L accordingly	Analyse results of termly TAs, consider planning & intervention strategies	Analyse results of half term TAs if conducted, adjust T&L accordingly	Analyse results of termly TAs, consider planning & intervention strategies	Analyse Y3, Y4 & Y5 Optional SATs, consider implications for following year	Analyse KS2 SATs - identify booster and T&L issues for Sept				
Whole School strategic analysis by Headteacher and Leadership Team	Use FFT and RAISE Online. Consider 5 stage cycle for school improvement.										
	How do we compare with similar schools - pupils, subject, cohort, groups	Analyse targets - identify cohorts/groups not on track, agree catch-up strategies	Analyse full report in RAISE Online, consider CVA performance	Use FFT, RAISE Online & Y4 NFER estimates							Identify issues within full report, drill down to find influencing factors

Acknowledgements

Thanks to the Schools Advisory Service of Kent County Council who kindly agreed to the use of their “Guide to Managing Data Effectively in the Primary School” booklet as a base for this document.