



n|gla National
Governance
Association

Yorkshire & Humber

REGIONAL CONFERENCE

SPRING
2018

Welcome

**Emma Knights, Chief Executive
National Governance Association**

#ngaconf

www.nga.org.uk

What is Inspiring Governance?

- a free online recruitment service which connects volunteers who are interested in becoming governors and trustee with schools that need them.
- NGA is working in partnership with the charity Education & Employers, funded by the DfE
- You can use the Inspiring Governance website to register your vacancies & make contact with local volunteers
www.inspiringgovernance.org
- Enquiries to 020 7566 4882 or enquiries@inspiringgovernance.org
- All governors and trustees recruited through Inspiring Governance receive 12 months free support from NGA.

FREE Training & support available

- Access to a dedicated support telephone line, staffed by professional advisers, for Inspiring Governance governors and trustees
- If you prefer to email your question, we also have an Inspiring Governance email address: inspiringgovernance@nga.org.uk
- Access to the NGA website, including the on-line guidance centre
- Weekly members e-newsletter & monthly “Hot Topics” for new IG governors and trustees
- A free copy of the NGA publication; “Welcome to Governance” or “Welcome to a Multi-Academy Trust”

FREE Training & support available

- For those under 40, access to the Young Governors' Network.
- A free copy of the NGA publication; “Welcome to Governance” or “Welcome to a Multi-Academy Trust”
- Providing access to 8 in-depth induction modules via Learning Link
- Access to our Governing Matters magazine via the website.
- Designed to complement local face-to-face training

n|g|a| leading
governance

Development *for* Chairs, Clerks & Boards

n|g|a| National
Governance
Association

Funded by


Department
for Education

Accredited
by
icsa

www.nga.org.uk/leadinggovernance

Programmes

Development for Chairs

This fully-funded programme for chairs, vice chairs, committee chairs and future chairs, provides opportunities for developing leadership skills and governance. Funding for £500 is available*.

Development for Clerks

This accredited programme is designed for new and experienced clerks currently working in all school settings. It helps develop the knowledge and skills needed for high-quality clerking. The programme is £75 if you take up funding worth £350*.

Development for Boards

This programme is designed for boards governing multi academy trusts or groups of schools, or boards of schools in opportunity areas where the school is judged to be requiring improvement or coasting. This is a consultant-led bespoke programme that will be tailored to your board's circumstances to improve practice and outcomes. There is funding available up to £2,000*.

What's included?

- A 360-degree diagnostic review to evaluate your performance
- Face-to-face workshops with a quality-assured facilitator
- Independent and group learning
- Access to interactive e-learning modules and resources
- A dedicated mentor to provide guidance and support
- A school-based project to ensure that theory is translated into improved practice
- Peer-to-peer networking to strengthen learning

Find out more and register your place

- For more information visit www.nga.org.uk/leadinggovernance
- Call us on 0121 237 4600
- Email us at leading.governance@nga.org.uk
- Don't miss out! Funding is limited and on a first come, first served basis.*

Please visit the NGA website to find out more about eligibility for funding that is available.

Yorkshire & Humber

REGIONAL CONFERENCE

Keynote: School improvement, accountability and oversight

**Duncan Jacques,
Member of Lancashire & West Yorkshire Headteacher Board.**

SPRING
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NGA Yorkshire & Humber
Regional Conference, Bradford
24th March 2018

School Improvement, Accountability
and Oversight

Duncan Jacques NLE

CEO Exceed Academies Trust & Member of Lancashire and West Yorkshire Headteacher Board

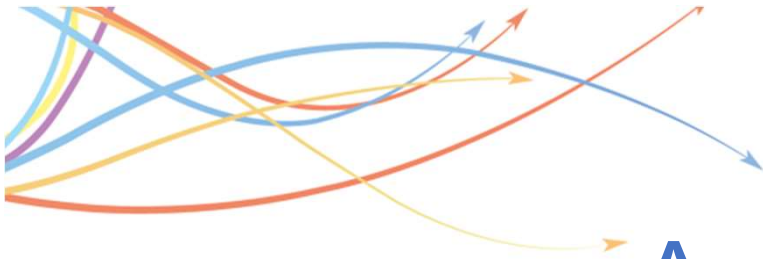
Credits: DFE, Vicky Beer (RSC Lancashire & West Yorkshire) & Sir David Carter (National Schools Commissioner)





Making a difference – Our Pupils





Accountability & Oversight



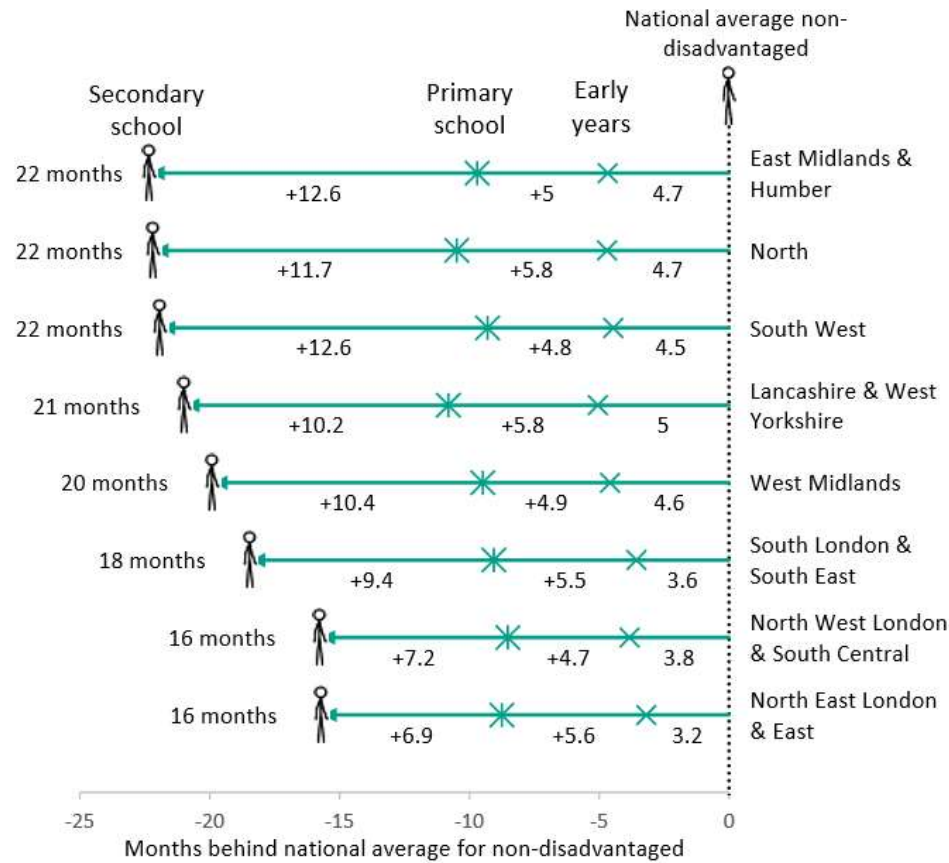
"In hindsight, I believe that our oversight was shortsighted, at least that's my insight."





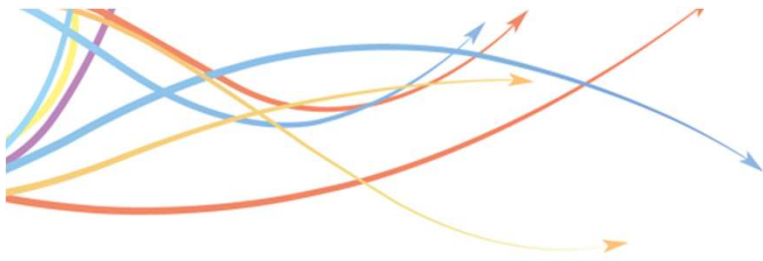
Keep the main thing the main thing.

Some context – how the disadvantage gap varies across the regions

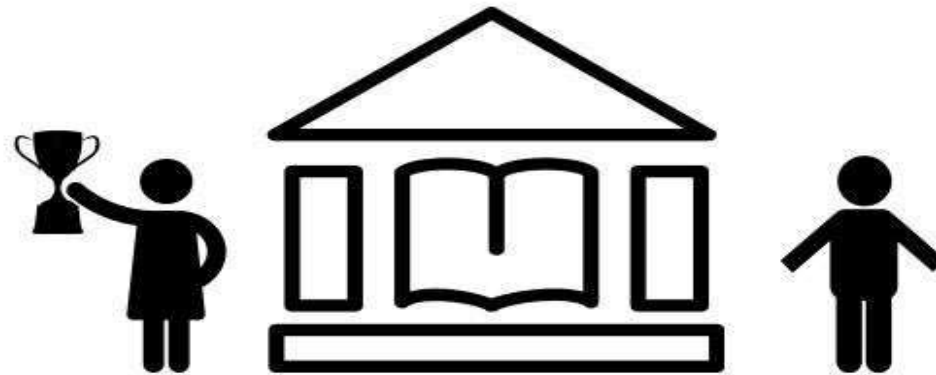


Source: EPI report (2017), *Closing the Gap? Trends in Education Attainment and Disadvantage*



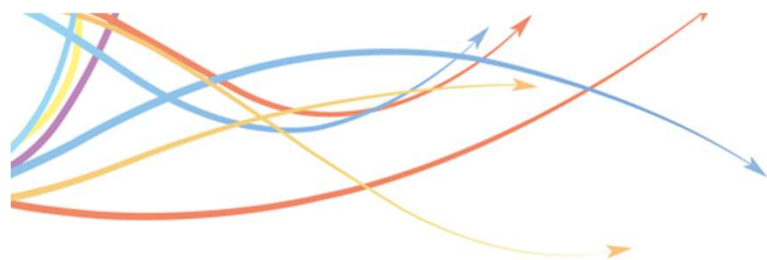


88% of the gap in progress stems from differences in achievement between children at the same school rather than variations between schools



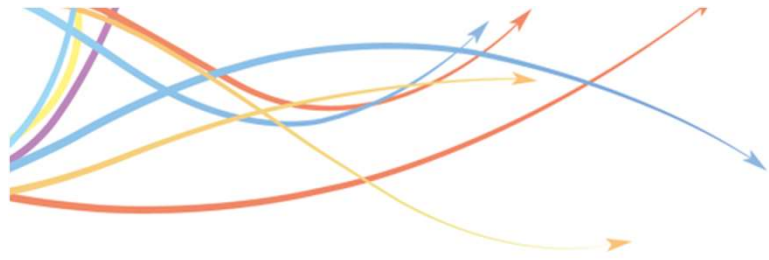
Social Mobility Commission research, February 2017





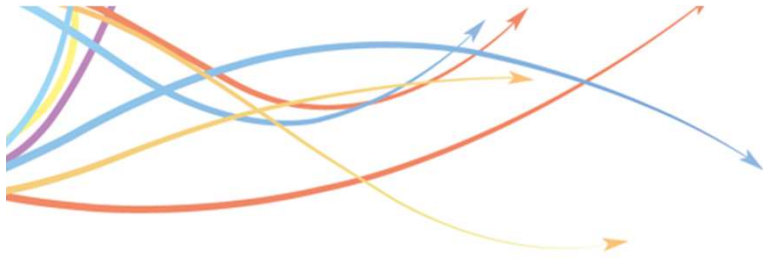
School Improvement





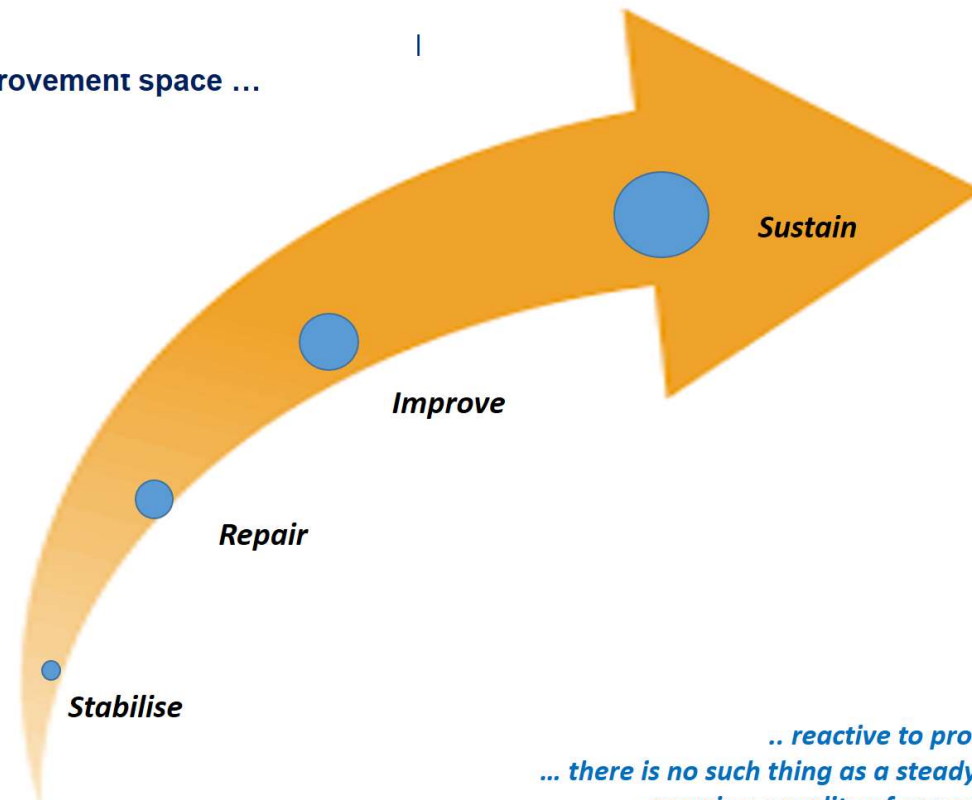
School Improvement





The School Improvement Journey

The improvement space ...



*.. reactive to proactive
... there is no such thing as a steady state
... ensuring equality of opportunity*





The Four Stages of Improving a School The Stabilise Phase

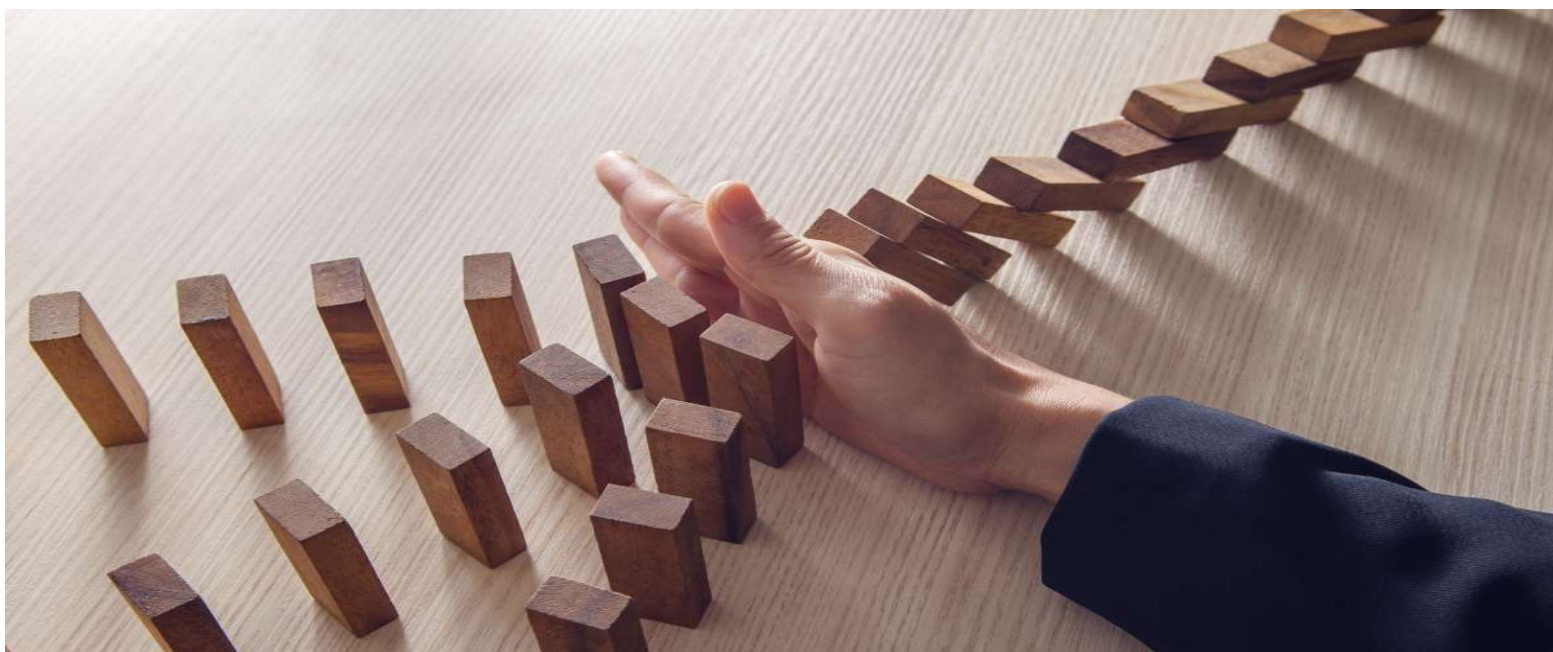
Observable Features from the System

- Unstable leadership & Ineffective governance has recently failed to hold anyone to account
- Limited evidence of any external support having had an impact
- High staff turnover and high staff absence with recruitment of better staff challenging
- Pupil attendance and PA below national floor
- Significant financial risk or mismanagement
- Poor student outcomes at KS2/KS4 – below floor and/or coasting
- T&L is poor, with limited or no CPD for staff
- Student behaviour has been chaotic or unsafe





The School Improvement Journey –Stabilise

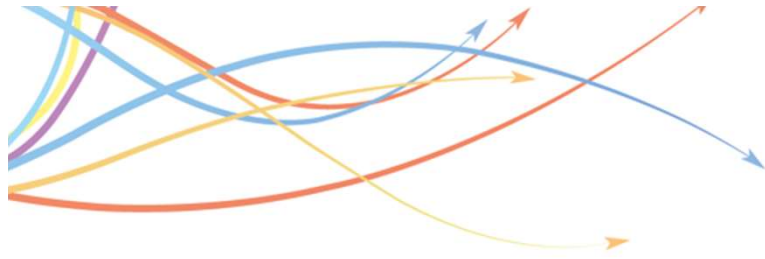




What are the key questions for governors in the Stabilise Phase?

1. How close are we to understanding the precise nature of what needs to be done?
2. Are we effective at prioritising the strategies we need to implement?
3. Who should we commission to provide the external support and challenge we need?
4. Do we have the right skills and experience on our board to critique the effectiveness of the strategies?
5. What data is going to help us to provide the challenge that our leaders need?
6. How do we understand the short term progress the school is making without having to wait for the next meeting?
7. How are monitoring the cost of improving the school?
8. What should we ask the leaders to do less of to create capacity in other areas?
9. Where are the pockets of stronger practice that we can develop and share?



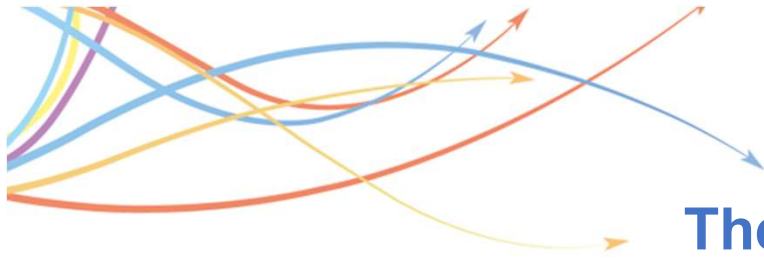


The Four Stages of Improving a School The Repair Phase

Observable Features from the System

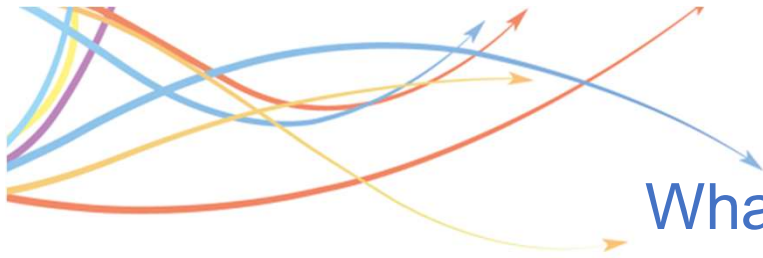
- Stable leadership across the school and trust is securing standards
- The support from a strong TSA and/or MAT is starting to repair and improve the school
- Governance is improving & holding the school leadership to account
- Improvement in outcomes is clear in internal assessments even though outcomes from national tests are taking longer to improve
- Pockets of improved performance in key year groups and subjects
- CPD quality is mixed and focus not bespoke to the needs of the school
- Student behaviour is improving but low level disruption is common and remains a barrier to progress





The School Improvement Journey - Repair

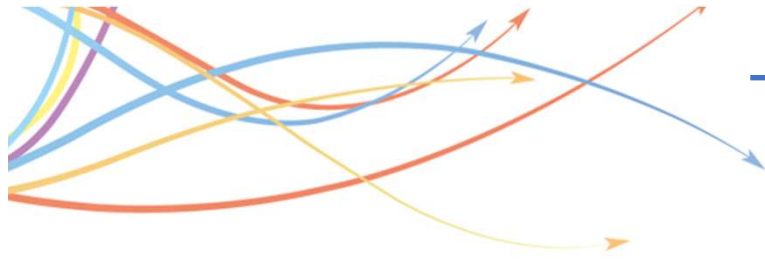




What are the key questions for governors in the Repair Phase?

The questions posed in the Stabilise Phase still apply but in addition these link to the Repair phase

1. Is the external support that we have commissioned delivering what we need it to?
2. Have we got the balance right between supporting and challenging our leaders and staff?
3. Are the leaders in the school coping?
4. How reliable is the data that the school is sharing with us to demonstrate progress? How do we moderate it?
5. Now that the school is improving, how are we working with parents and students to learn from their experience?
6. Should we commission some external reviews to reassure us that progress is as secure as we are being told it is?



The Four Stages of Improving a School

The Improve Phase

Observable Features from the System

- Stable leadership across the school and trust is securing sustainable improvement
- The TSA/MAT support and the work of the leaders in the school is shifting as much to assuring quality as on operational delivery
- Governance is strong and consistently holds leadership to account
- Student outcomes are above floor and there is confidence that this can be sustained by younger children in the school
- T&L is strong in most year groups and subject areas with just a few pockets of ineffective practice that are being addressed appropriately
- CPD is addressing the bespoke needs of more teams and individuals
- Behaviour in the school is more positive with limited low level disruption





The School Improvement Journey - Improve



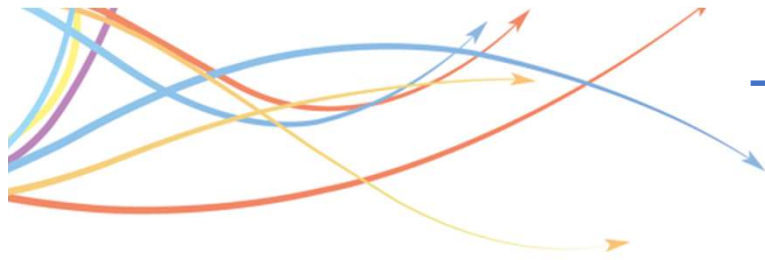


What are the key questions for governors in the Improve Phase?

The questions posed in the Stabilise and Repair Phases will apply up to a point but some will no longer be needed. These are the focus questions for the Improve phase

1. Have we articulated the lessons learned so far and are we sharing them more widely?
2. Are we getting the balance right between quality assurance and operational improvement
3. How do we make sure we are not institutionally blind to the challenges we still face?
4. What are the areas that still need repair?
5. As a board of governors do we need to refresh our professional expertise and capacity?
6. What is our strategic plan to train and develop our team of governors as we move towards becoming a very good school?



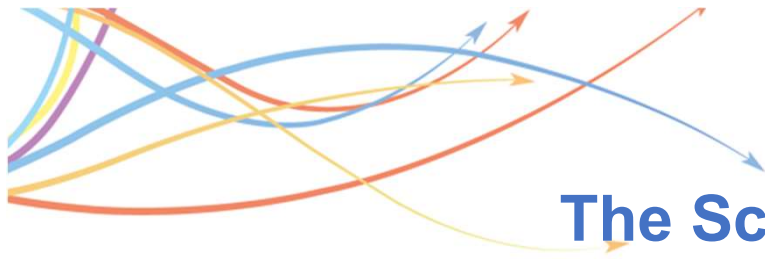


The Four Stages of Improving a School The Sustain Phase

Observable Features from the System

- Effective strategic leadership looking longer term and beginning to provide the wider school system with capacity to support other schools
- Leadership team are developing new areas of expertise that it contributes to wider system CPD and support
- Governance is strong and sustainable for the future
- Outcomes for all learners are good, the school is consistently above floor and no groups of learners significantly underperform
- Embedded and effective CPD is bespoke to need and encourages effective succession planning
- Behaviour of students is positive and low level disruption is rare



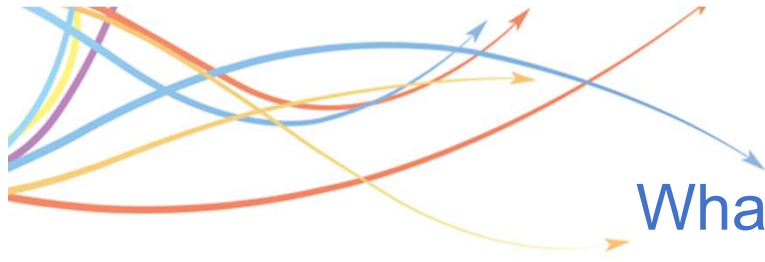


The School Improvement Journey - Sustain

**The funny
thing about
sustainability.**

**You have to
sustain it!**



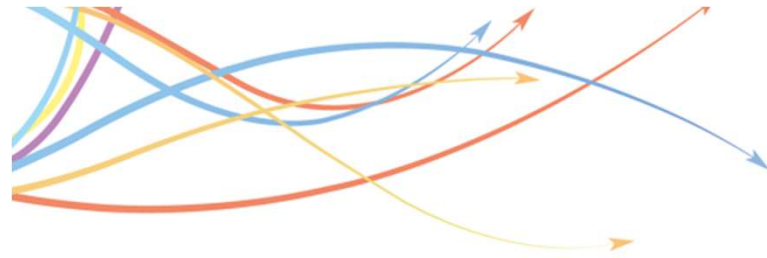


What are the key questions for governors in the Sustain Phase?

The questions that governors should be asking in the Sustain phase are about sustainability and wider system participation

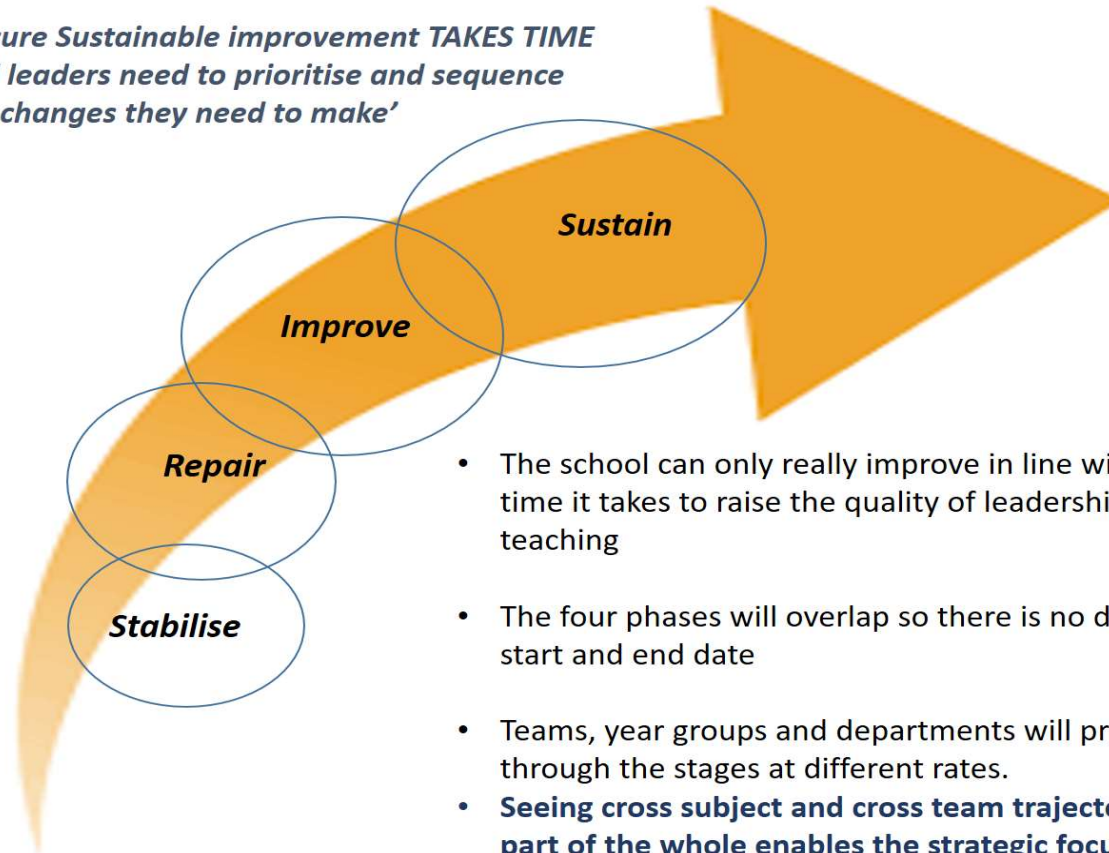
1. What are the risks to us reaching a performance plateau and how do we avoid that?
2. What capacity do we have to support another school?
3. Can we be confident that the areas of expertise we believe we have really are that good
4. Are the strategies we have implemented scalable and replicable?
5. Have we allocated key areas for sustainable performance to members of the board.
(Dis-Advantaged students, able students, collaborative practice)





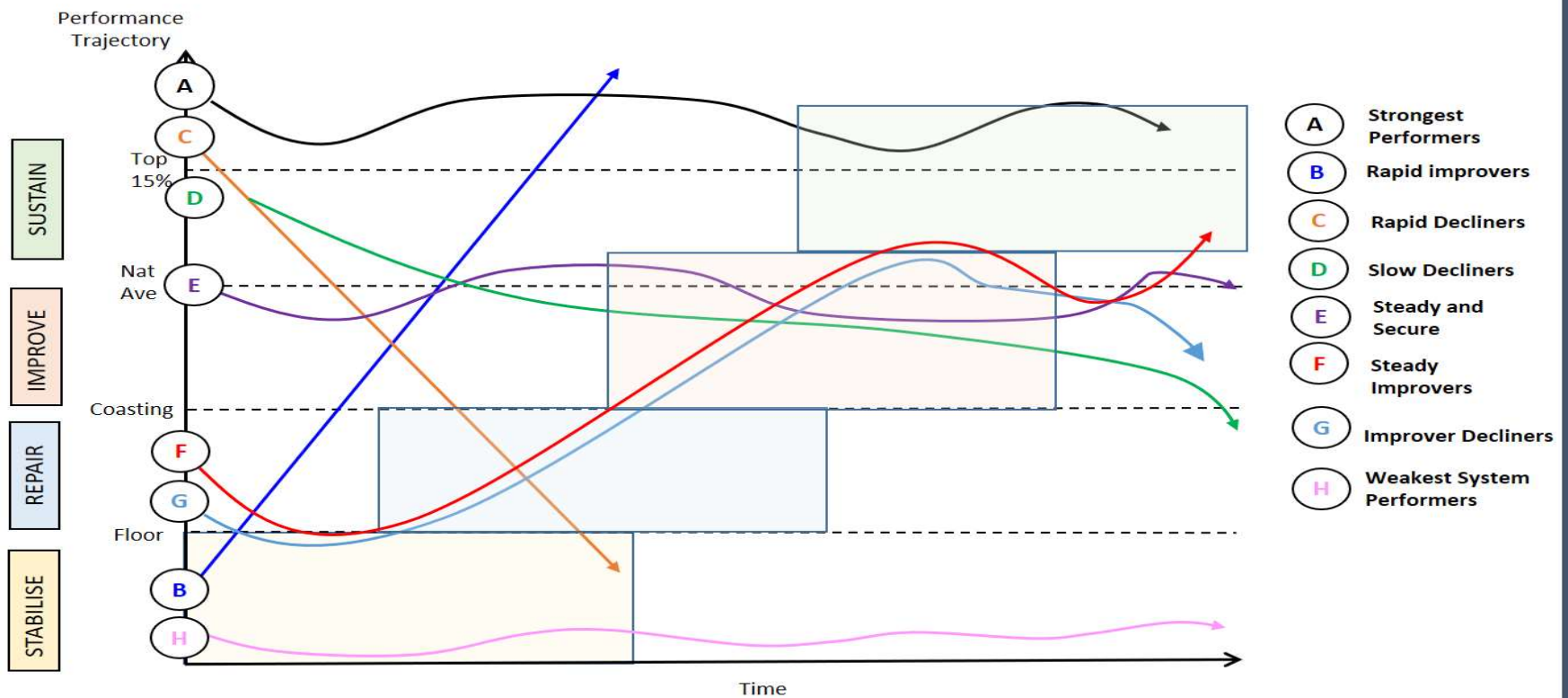
The School Improvement Journey

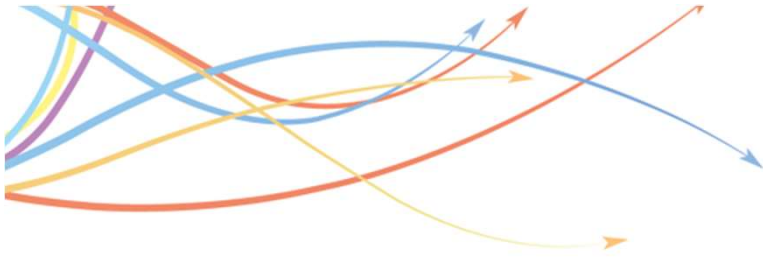
*'Secure Sustainable improvement TAKES TIME
and leaders need to prioritise and sequence
the changes they need to make'*



- The school can only really improve in line with the time it takes to raise the quality of leadership and teaching
- The four phases will overlap so there is no defined start and end date
- Teams, year groups and departments will progress through the stages at different rates.
- **Seeing cross subject and cross team trajectories as part of the whole enables the strategic focus and resources to be targeted at the right areas**





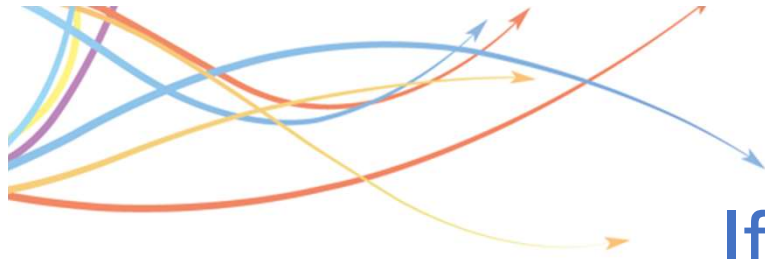


Task....

Can you identify which performance trajectory your school is in?

What questions do you need to ask as a Governor to find out?

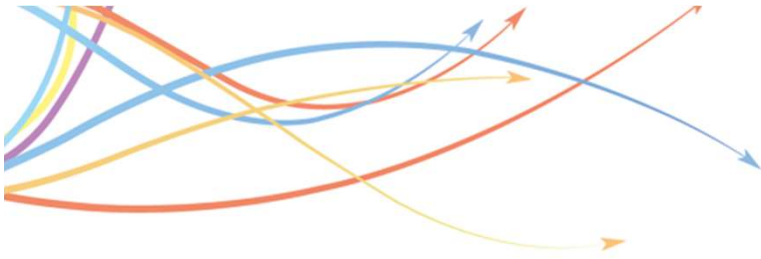




If you only ask 5 Questions....

1. How well do we know what our school or schools needs to do to improve?
2. What is it like to be a child with SEND in our school or trust?
3. How big a priority is the performance of dis-advantaged students for us?
4. Are we better at monitoring improvement than we are at raising standards?
5. How willing are our leaders to take responsibility for all of the children in the trust and not just those in their schools?





Any Questions?





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Refreshment break until 11.30am

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Being strategic

Emma Knights
Chief Executive
National Governance Association

The independent organisation
for school governors, trustees
and clerks



Creating a strategy to turn vision into reality

Core function of the Governing Board:

Setting vision, values, ethos and strategic direction, and ensuring a culture which will deliver that strategy

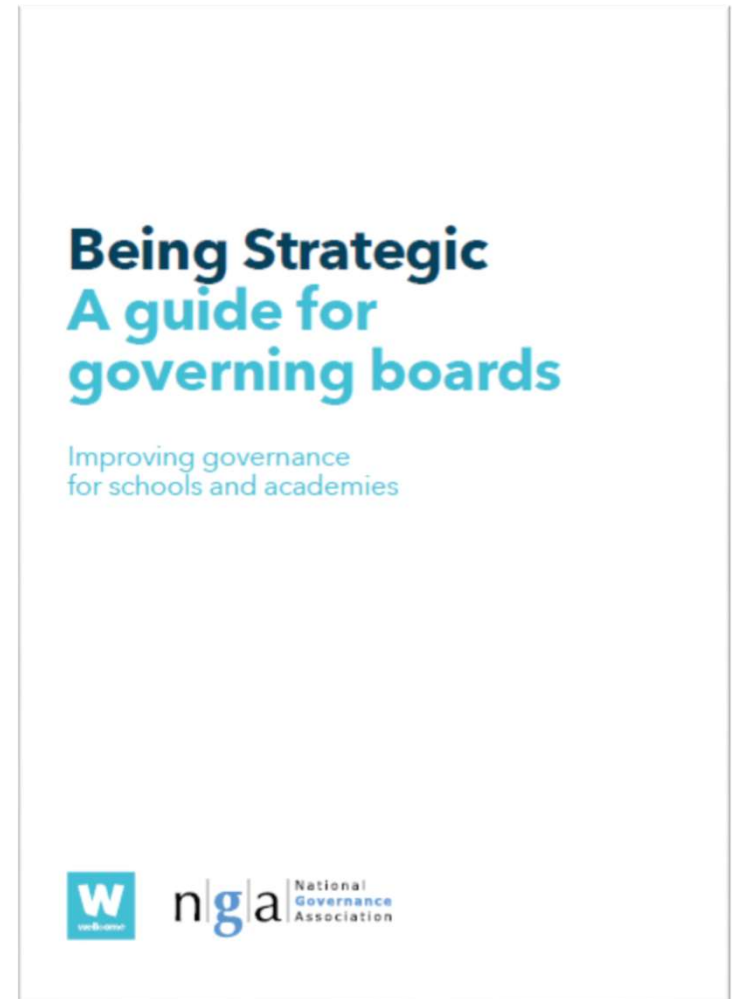
What is your vision?

How do we get there?

How do we know if we are getting there?

Do we measure what we value?

Take control of your own destiny



Achieving the vision

In order to achieve the vision, it is necessary to identify:

- Where the school is now (through self evaluation)
- Where you want the school to be (the vision) and
- How the school will get there (by determining the priorities to be pursued and targets to be achieved)

which is the ...



- Hold an annual strategy session
- Review and update

The strategy document includes

Our **vision** (where we want to be)



Our **priorities** for improvement (how we are going to get there)



Measures & milestones for each priority:
(how we will know when we have getting there)



Monitoring and review arrangements
(are we happy with the progress we are making?)

NB. An SDP is not usually a strategy: that's a management action plan

Four stages of the annual strategic cycle

A: Governing principles



B: Creating the strategy



C: Monitoring the strategy



D: Reviewing the strategy



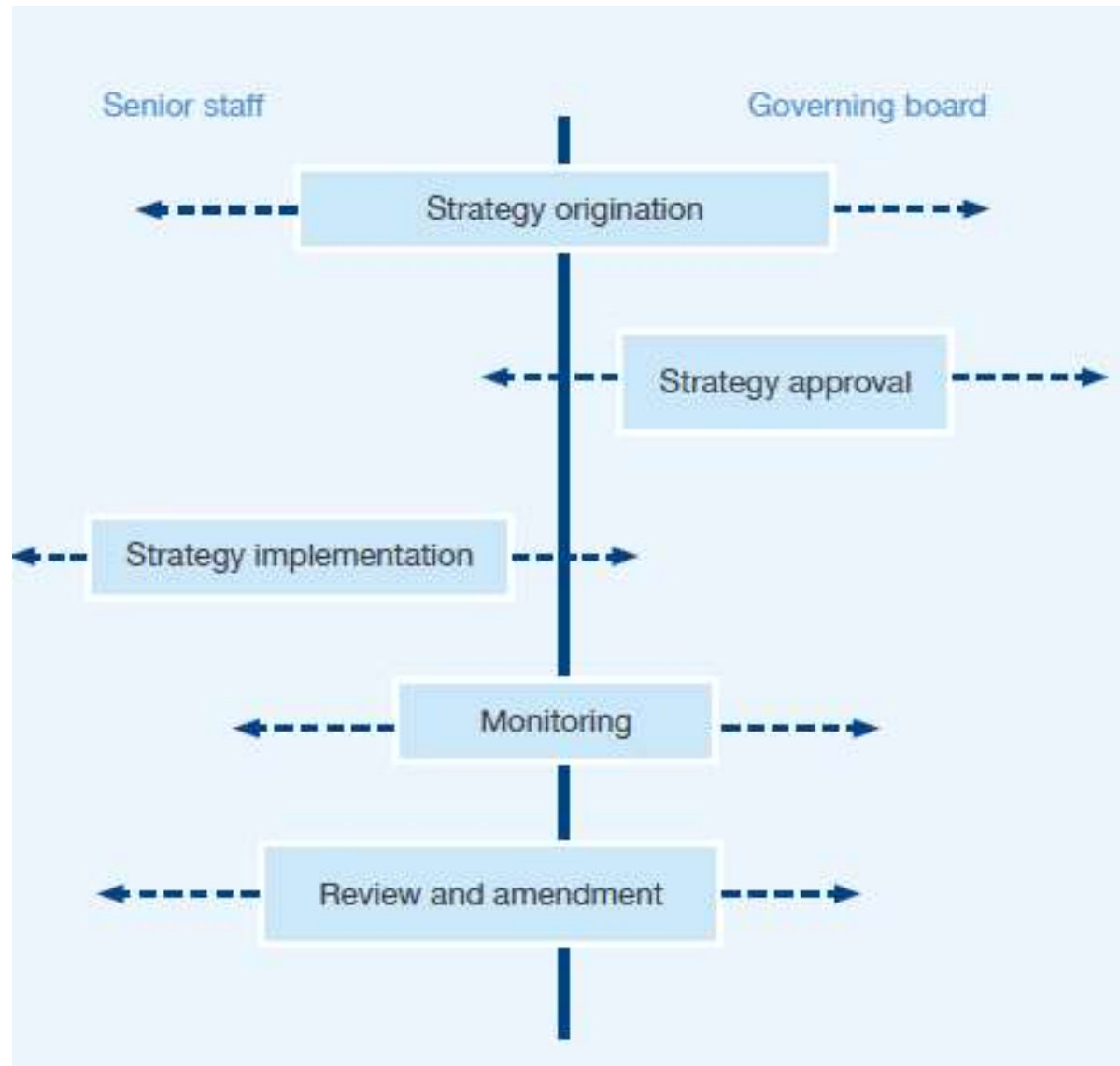
Delegation

NB This may vary in a MAT depending how much is delegated to the academy committee

For ALL:

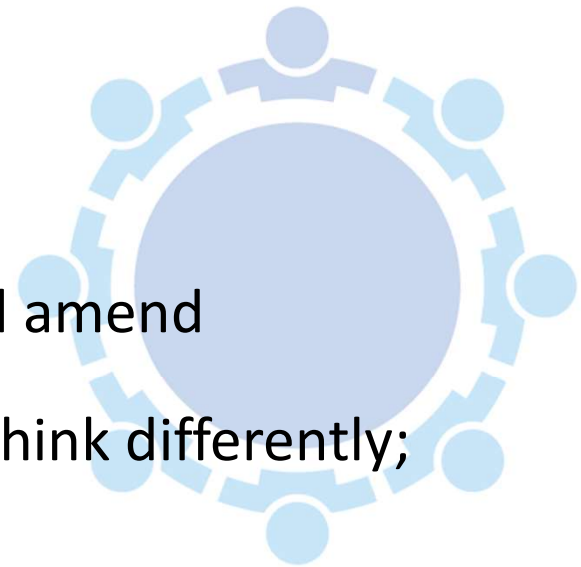
Don't forget the consultation

Ownership of the strategy



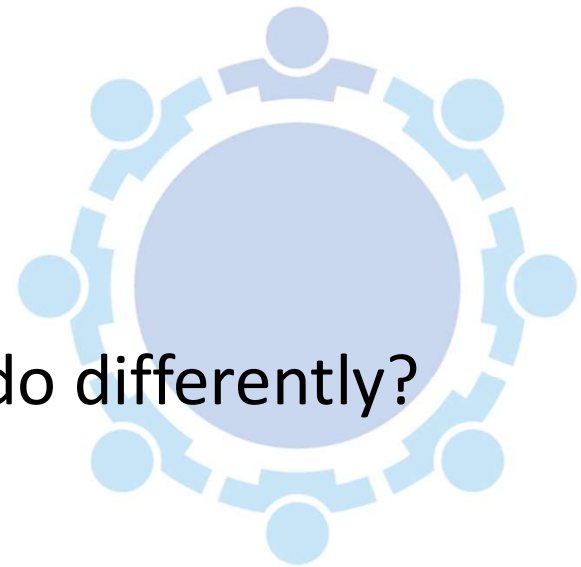
Use the strategy

- Let the strategy drive your board's agenda
- Let the strategy drive your governors' school visits
- Resource the priorities for improvement
- The strategic priorities become your headteacher's/CEO's objectives for performance management
- **Communicate it**
- BUT it is not set in concrete; review it and amend
- On the annual strategy day: be creative: think differently; have fun; do not let yourself be limited



Discuss

- Do you have a strategy?
- How did you decide it?
- Who did you consult?
- What are you measuring?
- Are you making progress?
- What worked and what might you do differently?



Your school's culture

“A strategy that is at odds with a company’s culture is doomed. Culture trumps strategy every time – culture eats strategy for breakfast.”

Attributed to Peter Drucker & popularised in 2006 by Mark Fields, president of Ford Motor Company

The culture:

- is the way things get done around here and the way people behave
- should flow from its values and ethos
- may have developed over many years
- might not be perceived in the same way by everyone
- will usually be affected by a change of senior leadership, but not to a great extent if it truly comes from the school’s values & ethos

The Governing Board must ensure the culture is healthy



From mission to results

Your organisation's values must permeate and inform all of this

The culture - the way we do things round here - is co-created by the Board and senior leaders

How do you know the culture and the climate – how it feels – of the school or trust you govern?





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Lunch break until 1.00pm

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Understanding your school's data

Gary Limb, Education Adviser, FFT Education Ltd

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Understanding your school's data

Presenter : Gary Limb, Education Adviser, FFT Education Ltd

24th March 2018



Areas to cover

- How do we measure school performance: 2017 changes
- The DfE's Analyse School Performance (ASP) system
- FFT School Dashboard for Governors
- Planning for changes in 2018
- Monitoring progress for current pupils
- Training and support for governors from FFT

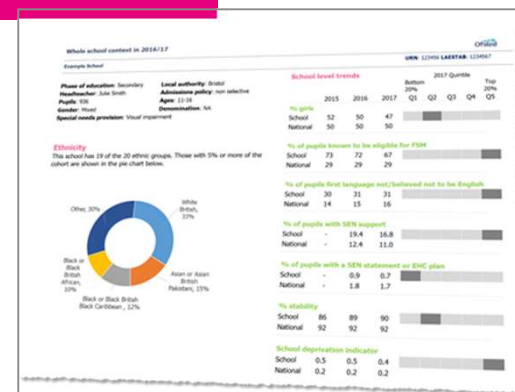
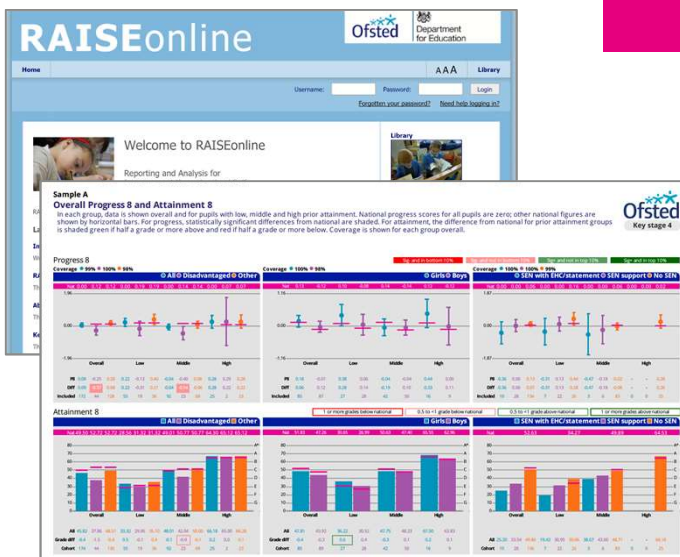


New data analysis tools for schools

RAISEonline
+
Inspection Dashboard

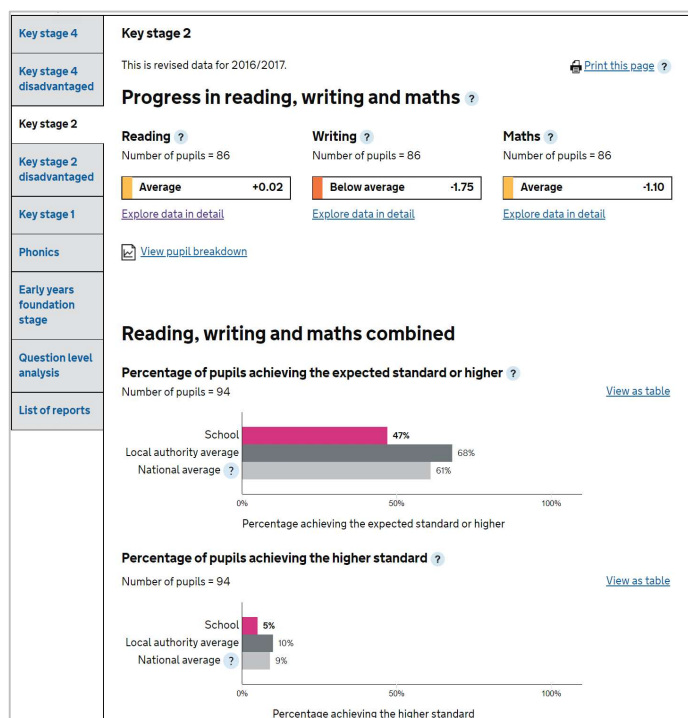


Analyse School Performance (ASP)
+
Inspection Data Summary Report (IDSR)

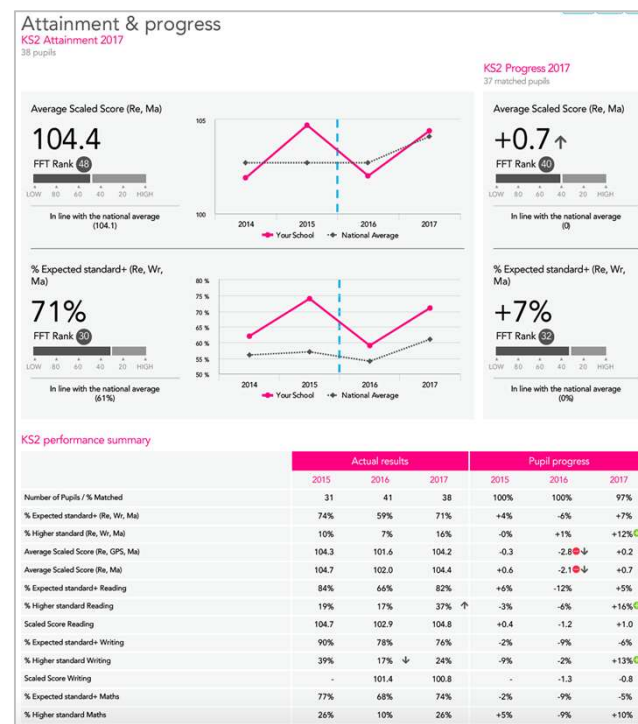


DfE's ASP and FFT School Dashboard for Governors

DFE ASP



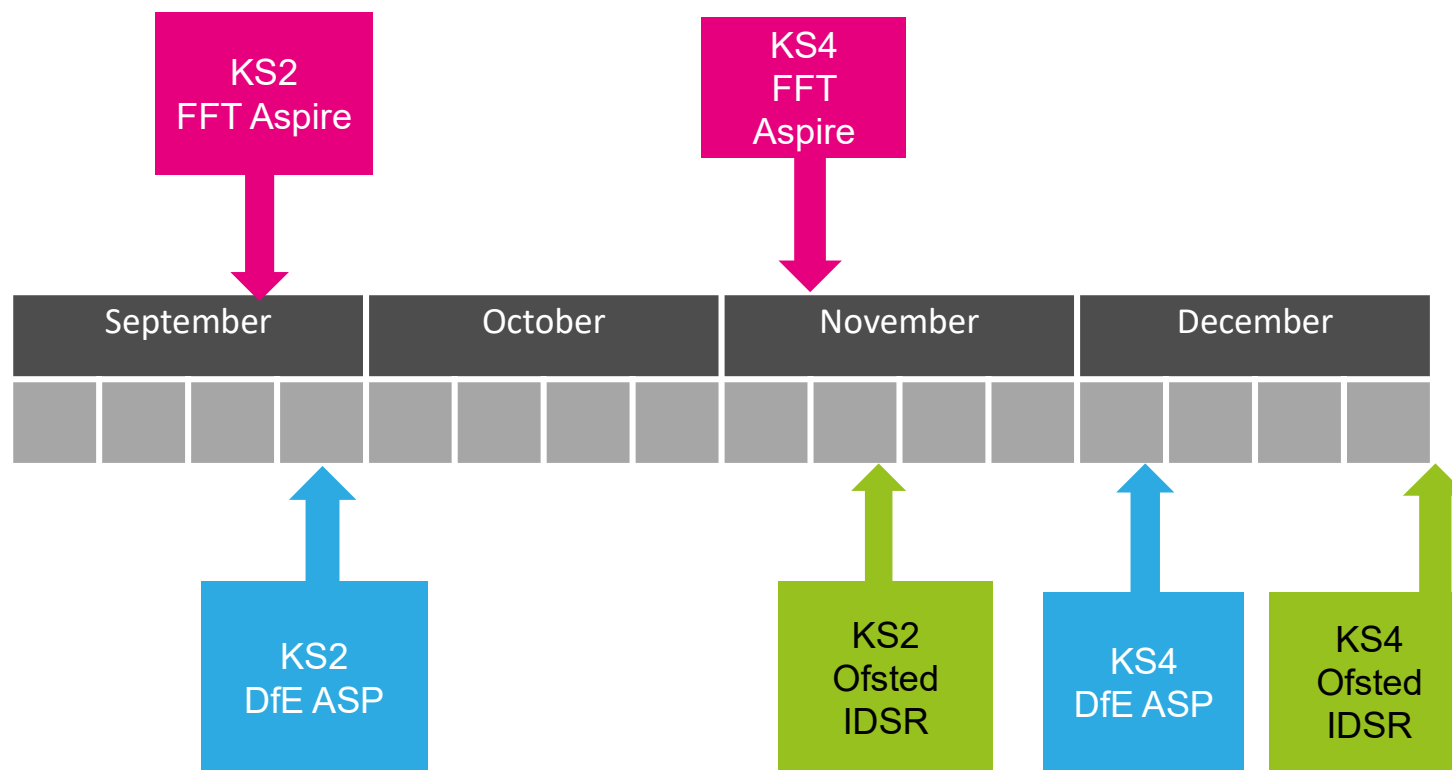
fft aspire



Analysing school performance	DfE ASP	Ofsted IDSR	FFT Aspire
Single year: analyse results & progress including breakdown by pupil groups and subjects	✓	✓ (limited groups)	✓
Disadvantaged pupils report	✓	✗	✓
Pupil scatterplot reports to spot patterns and outliers	✓	✓ (static)	✓
4 year trend: analyse results & progress from 2014 to 2017	✗	✗	✓
Statistical significance for all performance indicators / pupil groups	✗	✗	✓
Percentile rank for all performance indicators	✗	✗	✓
Summary reports (PDF) designed for use by school governors	✗	✗	✓



Data release Autumn 2017



Highlights: 2017 results and changes

Primary Schools

- National increase in KS2 results in all subjects
- Combined RWM increased by 8%
- A 1% increase between boys and girls to 8%
- 14% gap between children born in Sept and those in August
- Writing teacher assessment is more in line with reading & maths test results



Highlights: 2017 results and changes

Secondary Schools

- New 9-1 GCSEs in English and Maths
- Linear A-levels (no AS)
- KS4: new point score for Attainment & Progress 8 (changed from 1-8 scale to 1-9 scale)
- Two headline attainment indicators (threshold):
 - % grade 4 (C) or above in English and Maths (standard pass)
 - % grade 5 or above in English and Maths (strong pass)



Changes in 2018 and beyond.....

Primary Schools



Secondary Schools

- No changes to tests and accountability until 2019
- New Reception Baseline in 2020
- KS1 tests/teacher assessment to become non-statutory in 2023 (if reception baseline is reliable alternative)
- All subjects move to new 9-1 GCSEs in 2018 and 2019
- Changing GCSE entry patterns



DfE Analyse School Performance



- Key stage 4
- Key stage 4 disadvantaged
- Key stage 2
- Key stage 2 disadvantaged
- Key stage 1
- Phonics
- Early years foundation stage
- Question level analysis

Key stage 2
 This is revised data for 2016/2017. [Print this page ?](#)

Progress in reading, writing and maths ?

Reading ?
 Number of pupils = 86
 Average **+0.02**
[Explore data in detail](#)

Writing ?
 Number of pupils = 86
 Below average **-1.75**
[Explore data in detail](#)

Maths ?
 Number of pupils = 86
 Average **-1.10**
[Explore data in detail](#)

[View pupil breakdown](#)

1

Reading, writing and maths combined

Percentage of pupils achieving the expected standard or higher ?
 Number of pupils = 94 [View as table](#)

Category	Percentage
School	47%
Local authority average	68%
National average ?	61%

2

Average scaled score in:

Reading ?
 Number of pupils = 94 [View as table](#)

Category	Average Scaled Score
School	102.7
Local authority average	104.8
National average ?	104.1

[Explore data in detail](#) [View pupil breakdown](#)

3

Summary

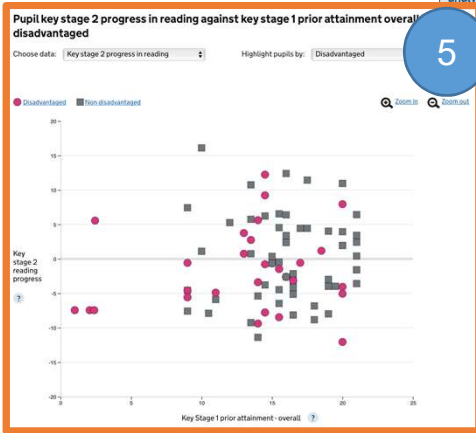
Key stage 2 reading progress and attainment by pupil group
 This is published data for 2016/2017.

Breakdown	Reading progress		Reading attainment						
	Colour	Score	Colour	Achieving the expected standard	Achieving a higher standard	Average score			
	School %	National benchmark	School %	National benchmark	School	National benchmark			
All pupils	89	91.41	100	63	66	59	19	103.8	102.6
Male	51	89.4	59	63	62	22	16	102.2	101.8
Female	38	93.30	41	63	70	17	22	101.4	103.4
Disadvantaged	32	88.8	32	50	72	6	23	98.5	103.8
Other	57	94.42	68	69	72	26	25	103.3	101.8
Free school meals	30	92.06	30	50	72	7	23	98.1	103.8
Children looked after	1	34.4	1	0	66	0	19	NA	102.6
SEN with statement or EHC plan	3	88.8	3	33	66	0	19	99.9	102.6
SEN without	13	92.27	14	29	66	0	19	94.6	102.6
Not SEN	72	92.37	83	70	74	24	22	102.8	103.8
Overall in years 5 and 6	67	92.39	90	62	67	21	19	101.9	102.6

4

Pupil groups

Five key reports



5

Scatterplot



DfE ASP: main summary report

Progress score in reading, writing and maths ?

Reading	Writing	Maths
Average +0.4	Well above average +3.9	Well below average -4.1
More score details ?	More score details ?	More score details ?

Progress is the headline measure(s) in all schools

Key stage 4

This is validated data for 2015/2016.

Progress 8 ?

School	-0.20	<ul style="list-style-type: none"> ■ Well above average ■ Above average ■ Average ■ Below average ■ Well below average
Confidence interval ?	-0.42 to +0.02	
Number of pupils	89	
National average	+0.00	
School compared to national average ?	Average	



DfE ASP: main summary report

Reading, writing and maths combined

Percentage of pupils achieving the expected standard ?

Number of pupils = 100



Attainment 8 ?

Number of pupils = 99



Attainment comes second



DfE ASP: pupil groups (KS2)

Key stage 2 reading progress and attainment by pupil group

This is validated data for 2019/2020.

[Filters](#)

[Print this page](#)

Breakdown	Reading progress		Reading attainment						
	Cohort	Score ?	Cohort	Achieving the expected standard ?		Achieving a higher standard ?		Average score ?	
				School %	National benchmark	School %	National benchmark	School	National benchmark
All pupils	89	-0.41	100	63	66	20	19	101.8	102.6
Male ?	51	-0.94	59	63	62	22	16	102.2	101.8
Female ?	38	0.30	41	63	70	17	22	101.4	103.4
Disadvantaged ?	32	-1.88	32	50	72	6	23	98.5	103.8
Other ?	57	0.42	68	69	72	26	23	103.3	103.8
Free school meals ?	30	-2.06	30	50	72	7	23	98.1	103.8
Children looked after ?	1	-7.44	1	0	66	0	19	N/A	102.6
SEN with statement or EHC plan ?	3	-1.88	3	33	66	0	19	109.0	102.6
SEN support ?	13	-0.27	14	29	66	0	19	94.6	102.6
No SEN ?	73	-0.37	83	70	74	24	22	102.8	103.8

DfE ASP: pupil groups (KS4)

Progress 8 by pupil group

This is validated data for 2015/2016.

[Filters](#) [Print this page](#)

Breakdown	Cohort	Progress 8 ?									
		Overall Progress 8		English element ?		Maths element ?		English Baccalaureate element ?		Open element ?	
		School	National benchmark	School	National benchmark	School	National benchmark	School	National benchmark	School	National benchmark
All pupils	89	-0.20	0.00	-0.34	0.00	-0.09	0.00	-0.28	0.00	-0.11	0.00
Male ?	48	-0.37	-0.12	-0.57	-0.24	-0.15	0.06	-0.39	-0.08	-0.36	-0.22
Female ?	41	-0.01	0.13	-0.07	0.24	-0.02	-0.06	-0.14	0.08	0.18	0.22
Disadvantaged ?	31	-0.44	0.12	-0.66	0.09	-0.20	0.11	-0.56	0.15	-0.34	0.11
Other ?	58	-0.07	0.12	-0.17	0.09	-0.04	0.11	-0.12	0.15	0.01	0.11
Free school meals ?	31	-0.44	0.11	-0.66	0.09	-0.20	0.10	-0.56	0.15	-0.34	0.10
Children looked after ?	2	-1.04	0.01	-0.29	0.01	-2.42	0.01	-0.36	0.01	-1.29	0.01
SEN with statement or EHC plan ?	3	-0.96	0.00	-1.51	0.00	0.27	0.00	-0.80	0.00	-1.57	0.00
SEN support ?	13	-0.85	0.00	-0.73	0.00	-1.04	0.00	-0.80	0.00	-0.84	0.00
No SEN ?	73	-0.06	0.06	-0.22	0.05	0.06	0.04	-0.16	0.07	0.08	0.06
On roll in years 10 and 11 ?	86	-0.18	0.02	-0.28	0.01	-0.08	0.01	-0.27	0.02	-0.08	0.02

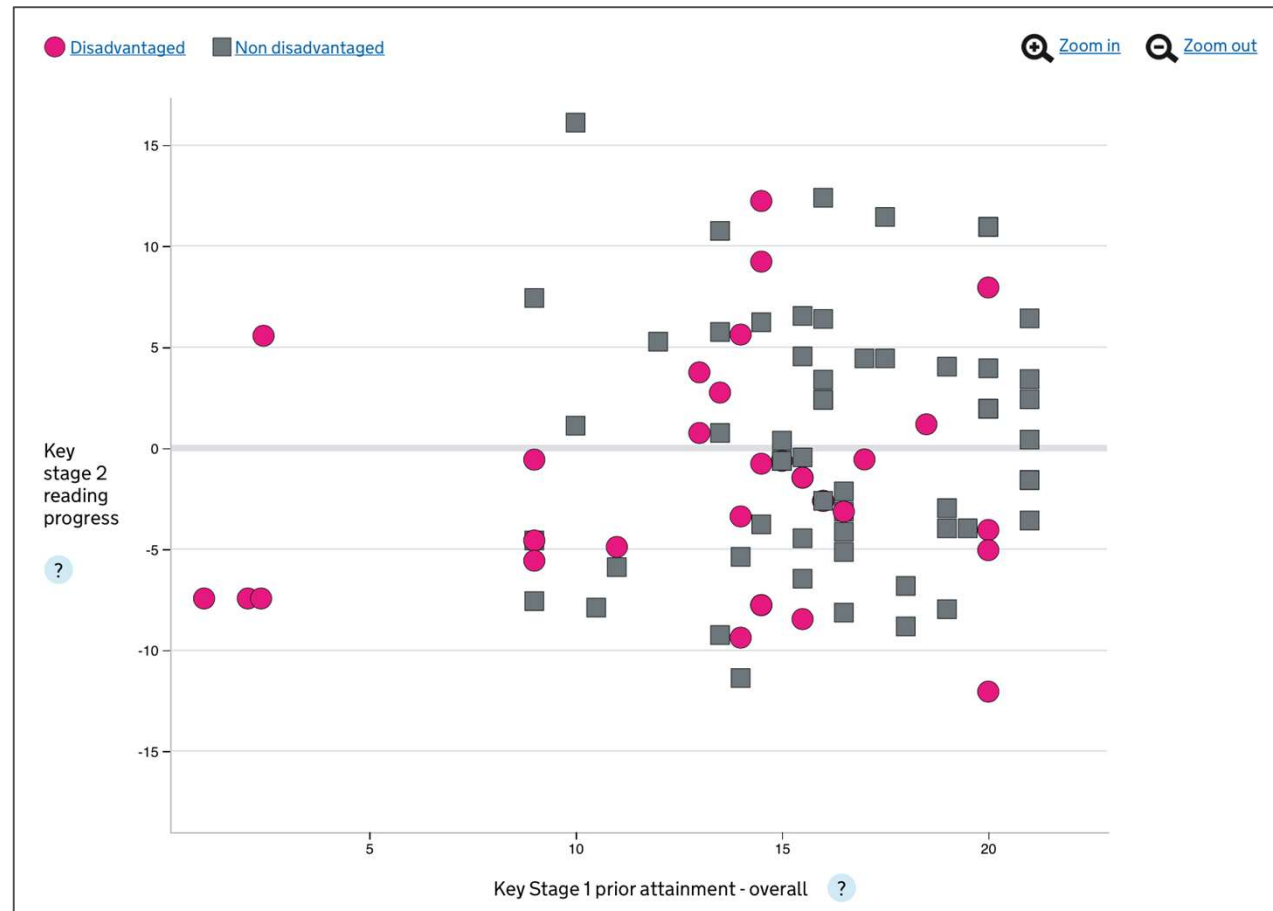
Pupil Group - National comparators

Pupil Group	National Comparator
All Pupils Male Female	All Pupils Male Female
Disadvantaged Non Disadvantaged	Non Disadvantaged Non Disadvantaged
CLA	Non CLA
SEN Statement of EHCP SEN Support Non SEN	All Pupils All Pupils Non SEN
On roll in year 5 or 6	On roll in year 5 or 6
English First Language English an Additional Language	All Pupils All Pupils

(IDSR Non D & All)



DfE ASP: pupil scatterplot



DfE ASP for school governors

- School can set governors up with an account to ASP (not able to see pupil-level data)
- Governors can use ASP Summary Report (30 pages PDF)
- Key areas for governors:
 - School results AND progress on summary page
 - Pupil groups
 - Scatterplot – patterns and any pupil outliers





FFT School Dashboard for Governors

Developed in partnership with NGA



FFT School Dashboard for Governors

fftaspire

2017 | Key Stage 2

Produce custom dashboards at www.fttaspire.org

2017 KS2 School Dashboard
for governors & school leaders

What it is

Seven easy-to-use reports which help governors and school leaders to evaluate school performance using the latest 2017 DfE school performance indicators.

What it tells you

What are the strengths and areas for improvement in your school?
 How does attainment and pupil progress compare to the national average?
 How are you performing in different subjects?
 Do you have any under-performing groups of pupils?
 How might the context of your school affect performance?
 How does pupil attendance compare to the national average?

About the data shown

1 2 3
Actual results
Actual results for your school, using a range of measures such as averages and thresholds.

ESTIMATED ↔ **1 2 3**
Pupil progress
The value added progress that your pupils have made from one key stage to the next. FFT compares your actual results to the estimated results based on the progress of similar pupils nationally.

↑ ↓
Trends
The dashboard analyses school performance over 3-5 years. Any significant year-on-year improvement is highlighted using an up arrow. Significant declines in performance are highlighted with a down arrow.

Gauges
These display headline indicators and whether actual results and pupil progress are in line with, or significantly above or below, the national average.

Statistical significance
Green plus signs and red minus signs highlight where either actual results or pupils' progress is significantly above or below the national average.

Strengths & weaknesses
These highlight key pupil groups and subjects where progress is above or below the national average.

Working in partnership with

Data sources
Generated from FFT Aspire which includes data sourced from the DfE (National Pupil Database) and data calculated by FFT. FFT is accredited as a DfE supplier to receive early access to ASP data. Headline performance indicators will be consistent with the DfE School Performance Tables and ASP.

- 8 page summary report (PDF)
- Designed for Governors and School Leaders working in partnership with the NGA
- Easy to use and understand
- Provides a full summary of annual school performance for governors



Overview report

Overview

KS2 Attainment 2017 · Actual results

38 pupils

Average Scaled Score (Re, Ma)

104.4



In line with the national average (104.1) ◀

% Expected standard+ (Re, Wr, Ma)

71%



In line with the national average (61%) ◀

KS2 Progress 2017 · Value Added

37 matched pupils

Average Scaled Score (Re, Ma)

+0.7 ↑



In line with the national average (0) ◀

% Expected standard+ (Re, Wr, Ma)

+7%



In line with the national average (0%) ◀



Strengths & areas for improvement

KS2 higher and lower performing pupil groups 2017

	Higher performing	Lower performing
Overall achievement pupil progress	No SEN (31) ↑ Middle attainers (24) ↑ Male (20)	SEN Support (6) ⬇️ Lower attainers (9) ⬇️ FSM (in last 6 years) (7)
KS2 reading achievement pupil progress	No SEN (31) ⬆️ ↑ Female (17) Middle attainers (24)	SEN Support (6) ⬇️ Lower attainers (9)
KS2 writing achievement pupil progress	Middle attainers (24) No SEN (31)	SEN Support (6) ⬇️ Lower attainers (9) ⬇️ FSM (in last 6 years) (7)



Attainment & Progress

Attainment & progress

KS2 Attainment 2017

38 pupils

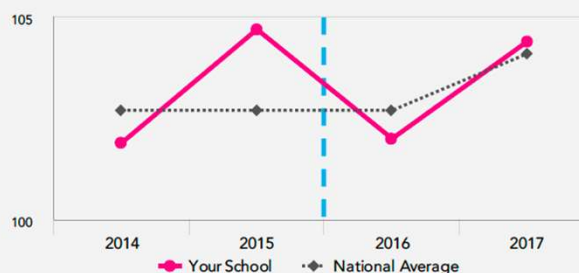
Average Scaled Score (Re, Ma)

104.4

FFT Rank **48**



In line with the national average (104.1)



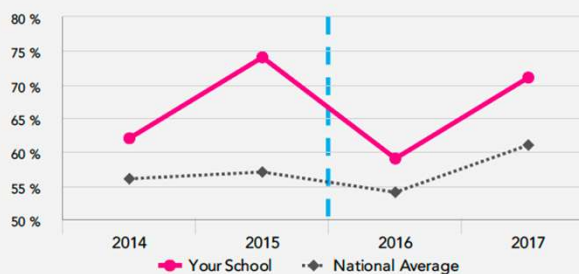
% Expected standard+ (Re, Wr, Ma)

71%

FFT Rank **30**



In line with the national average (61%)



KS2 Progress 2017

37 matched pupils

Average Scaled Score (Re, Ma)

+0.7 ↑

FFT Rank **40**



In line with the national average (0)

% Expected standard+ (Re, Wr, Ma)

+7%

FFT Rank **32**



In line with the national average (0%)



Attainment & Progress

KS2 performance summary

	Actual results			Pupil progress		
	2015	2016	2017	2015	2016	2017
Number of Pupils / % Matched	31	41	38	100%	100%	97%
% Expected standard+ (Re, Wr, Ma)	74%	59%	71%	+4%	-6%	+7%
% Higher standard (Re, Wr, Ma)	10%	7%	16%	-0%	+1%	+12% ⁺
Average Scaled Score (Re, GPS, Ma)	104.3	101.6	104.2	-0.3	-2.8 [⬇]	+0.2 [⬆]
Average Scaled Score (Re, Ma)	104.7	102.0	104.4	+0.6	-2.1 [⬇]	+0.7 [⬆]
% Expected standard+ Reading	84%	66%	82%	+6%	-12%	+5%
% Higher standard Reading	19%	17%	37% [⬆]	-3%	-6%	+16% ⁺ [⬆]
Scaled Score Reading	104.7	102.9	104.8	+0.4	-1.2	+1.0
% Expected standard+ Writing	90%	78%	76%	-2%	-9%	-6%
% Higher standard Writing	39%	17% [⬇]	24%	-9%	-2%	+13% ⁺
Scaled Score Writing	-	101.4	100.8	-	-1.3	-0.8
% Expected standard+ Maths	77%	68%	74%	-2%	-9%	-5%
% Higher standard Maths	26%	10%	26%	+5%	-9%	+10%
Scaled Score Maths	104.7	101.1 [⬇]	103.9	+0.4	-3.1 [⬇]	+0.3 [⬆]



KS2 Pupil Groups report



KS4 Pupil Groups report

KS4 Pupil groups performance									KS4 Progress	
	Pupils	Actual results			Pupil progress			Pupil progress		
		Attainment 8 (Overall)	% English & Maths (Grade 4+)	% Ebacc (Grade 4+)	Progress 8 (Overall)	% English & Maths (Grade 4+)	% Ebacc (Grade 4+)	← Select an indicator from the table to show the data in the chart		
								Progress 8 (Overall)		
Summary	All Pupils	160	3.6	49%	7%	-0.12	+3%	-6%		
	FSM (ever)	59	3.5	47%	7%	-0.10	+3%	-5%	(24) First language not English	
FSM Ever	Not FSM (ever)	100	3.6	51%	7%	-0.13	+3%	-7%	(140) Not FSM	
Term of Birth	Autumn Term	61	3.6	49%	13%	-0.37	-3%	-3%	(112) Not FSM (in last 6 years)	
	Spring Term	45	3.4	47%	0%	-0.11	+5%	-8%	(44) Spring Term	
	Summer Term	53	3.7	53%	8%	+0.16	+8%	-8%	(155) All Pupils	
SEN Group	SEN Support	16	2.4	13%	0%	-0.28	-12%	-6%	(96) Not FSM (ever)	
	EHC Plan	1	1.1	0%	0%	0.00	-3%	-0%	(17) Higher attainers	
	No SEN	142	3.8	54%	8%	-0.10	+5%	-6%	(42) FSM (in last 6 years)	
EAL	First language not English	28	3.4	39%	7%	+0.54	+12%	+0%	(14) FSM	
	First language English	131	3.6	52%	7%	-0.24	+1%	-8%	(92) Male	
Mobility	Joined in Y10 or Y11	3	3.6	33%	33%	-0.88	-33%	+10%	(130) First language English	
	Joined before Y10	157	3.6	50%	6%	-0.11	+4%	-7%		



Subjects

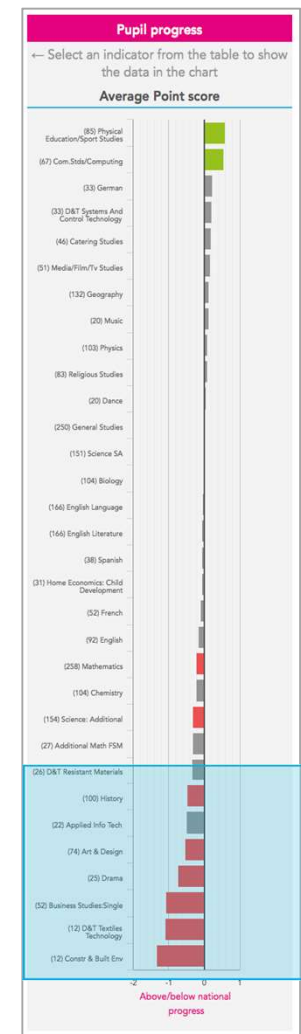
	Actual results			Pupil progress			Actual results over time
	2015	2016	2017	2015	2016	2017	
Number of Pupils / % Matched	31	41	38	100%	100%	97%	
Reading							
% Expected standard+	84%	66%	82%	+6%	-12%	+5%	<p>% Expected standard+ Reading</p>
% Higher standard	19%	17%	37% ↑	-3%	-6%	+16% ↑	
Scaled Score	105	103	105	+0.4	-1.2	+1.0	
Level 4+	100%	-	-	+6%	-	-	
Level 4B+	90%	-	-	+3%	-	-	
Level 5+	52%	-	-	-9%	-	-	
Average Point Score	30.1	-	-	+0.4	-	-	
Writing							
% Expected standard+	90%	78%	76%	-2%	-9%	-6%	<p>% Expected standard+ Writing</p>
% Higher standard	39%	17% ↓	24%	-9%	-2%	+13% ↑	
Scaled Score	-	101	101	-	-1.3	-0.8	
Level 4+	90%	-	-	-1%	-	-	
Level 5+	39%	-	-	-9%	-	-	
Average Point Score	28.7	-	-	-0.6	-	-	
Maths							
% Expected standard+	77%	68%	74%	-2%	-9%	-5%	<p>% Expected standard+ Maths</p>
% Higher standard	26%	10%	26%	+5%	-9%	+10%	
Scaled Score	105	101 ↓	104	+0.4	-3.1 ↓	+0.3 ↑	
Level 4+	97%	-	-	+5%	-	-	
Level 4B+	87%	-	-	+3%	-	-	
Level 5+	42%	-	-	-10%	-	-	
Average Point Score	30.8 ↑	-	-	+0.5 ↑	-	-	



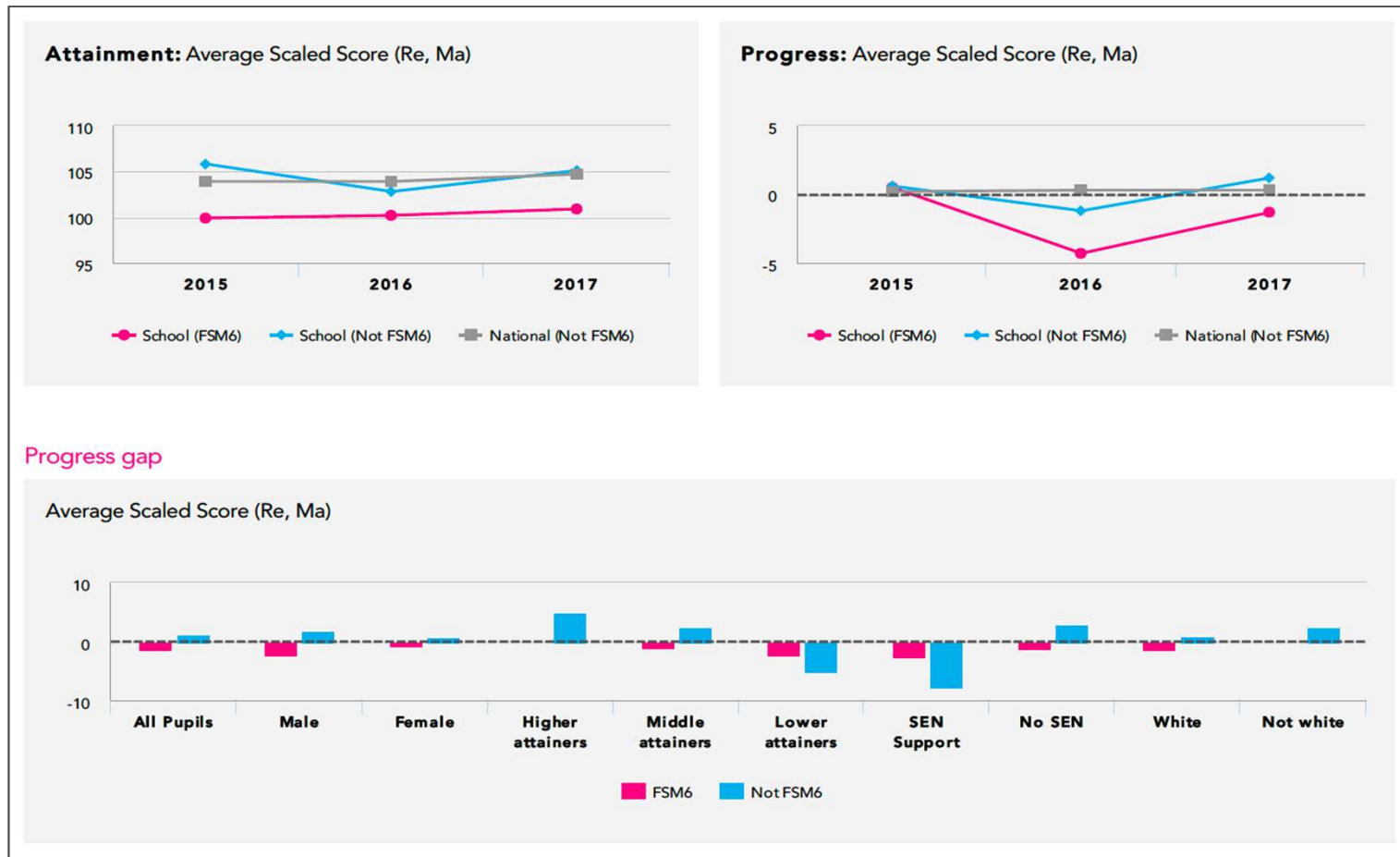
Subjects

KS4 subject performance

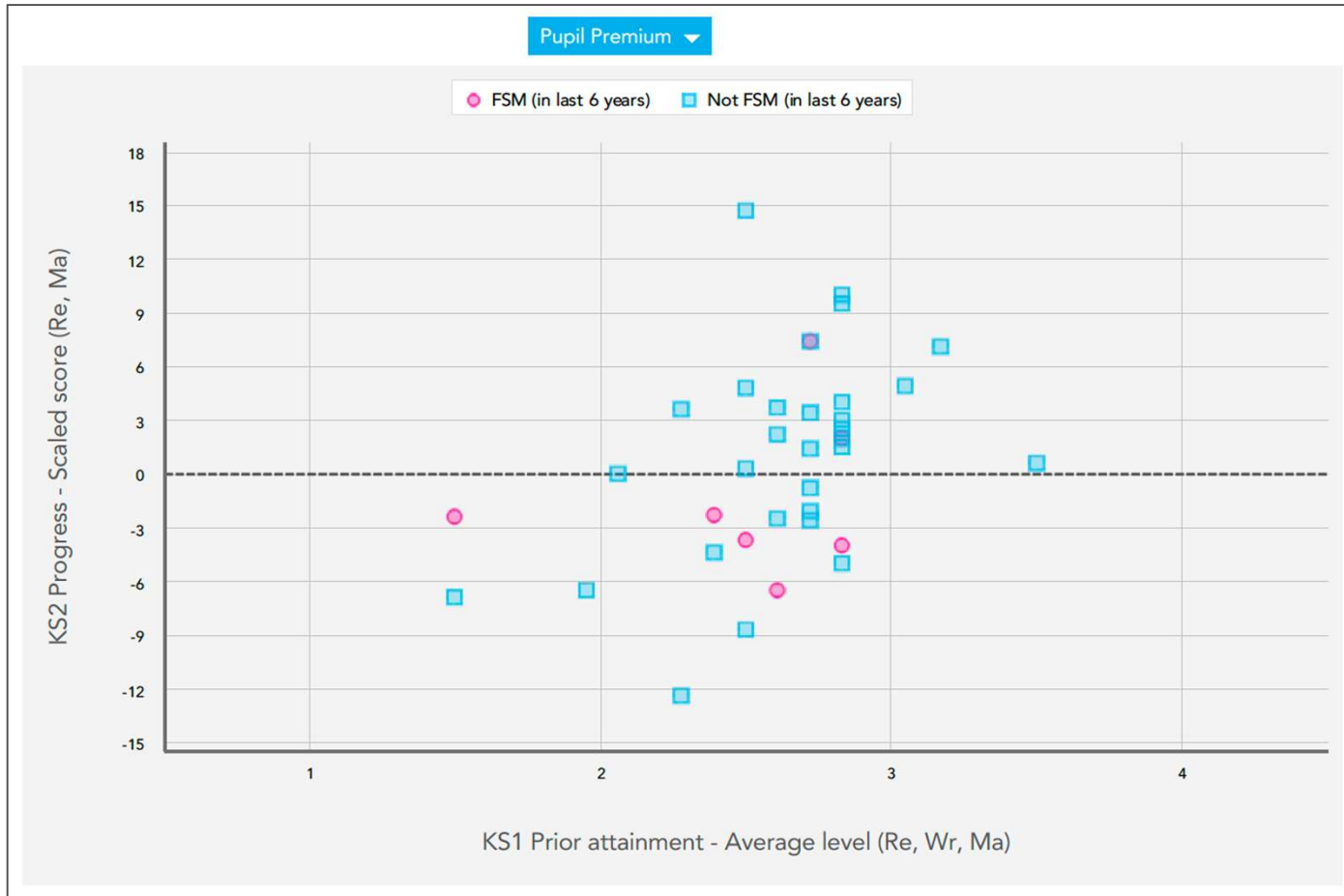
		Actual results				Pupil progress			
		Pupils	Avg Point Score	% Grade 4+	% Grade 7+	Avg Point Score	% Grade 4+	% Grade 7+	
English and maths	English	94	4.0 ↓	28% ↓	0%	-0.14 ↓	-13% ↓	-1%	
	English Language	174	6.0 ↑	91% ↑	32% ↑	-0.02	-2%	-0%	
	English Literature	174	6.0 ↑	92% ↑	32% ↑	-0.03	+0%	-2%	
	Mathematics	268	5.2	72% ↓	25% ↑	-0.20 ↓	-5% ↓	-1%	
Ebacc Subjects	Biology	111	6.3	92%	50%	+0.00	-3%	+4%	
	Chemistry	111	6.1 ↑	95% ↑	35%	-0.20 ↑	+3% ↑	-11% ↓	
	Com.Stds/Computing	72	5.5 ↑↓	72% ↑↓	33% ↑	+0.57 ↑	+10%	+11% ↑	
	French	54	5.5	70%	30%	-0.07	-6%	+2%	
	Geography	137	5.4 ↑↓	73% ↑↓	25% ↓	+0.15 ↓	+3%	-2% ↓	
	German	37	5.8	97% ↑	16%	+0.25	+19% ↑	-8%	
	History	107	5.1 ↓	65%	22%	-0.46 ↓	-10% ↓	-11% ↓	



Disadvantaged pupils



Scatterplot



Analysing school performance	DfE ASP	Ofsted IDSR	FFT Aspire
Single year: analyse results & progress including breakdown by pupil groups and subjects	✓	✓ (limited groups)	✓
Disadvantaged pupils report	✓	✗	✓
Pupil scatterplot reports to spot patterns and outliers	✓	✓ (static)	✓
4 year trend: analyse results & progress from 2014 to 2017	✗	✗	✓
Statistical significance for all performance indicators / pupil groups	✗	✗	✓
Percentile rank for all performance indicators	✗	✗	✓
Summary reports (PDF) designed for use by school governors	✗	✗	✓



Ofsted – guidance to inspectors (Sept 17)

- Inspectors will:
 - use meaningful data
 - not focus on single measures with small cohorts
 - be cautious in making any inferences about underperformance of small number of pupils in schools of any group
- School's progress scores could have been affected by outliers



Training and support for governors



Free online training course for governors

Free training for all governors

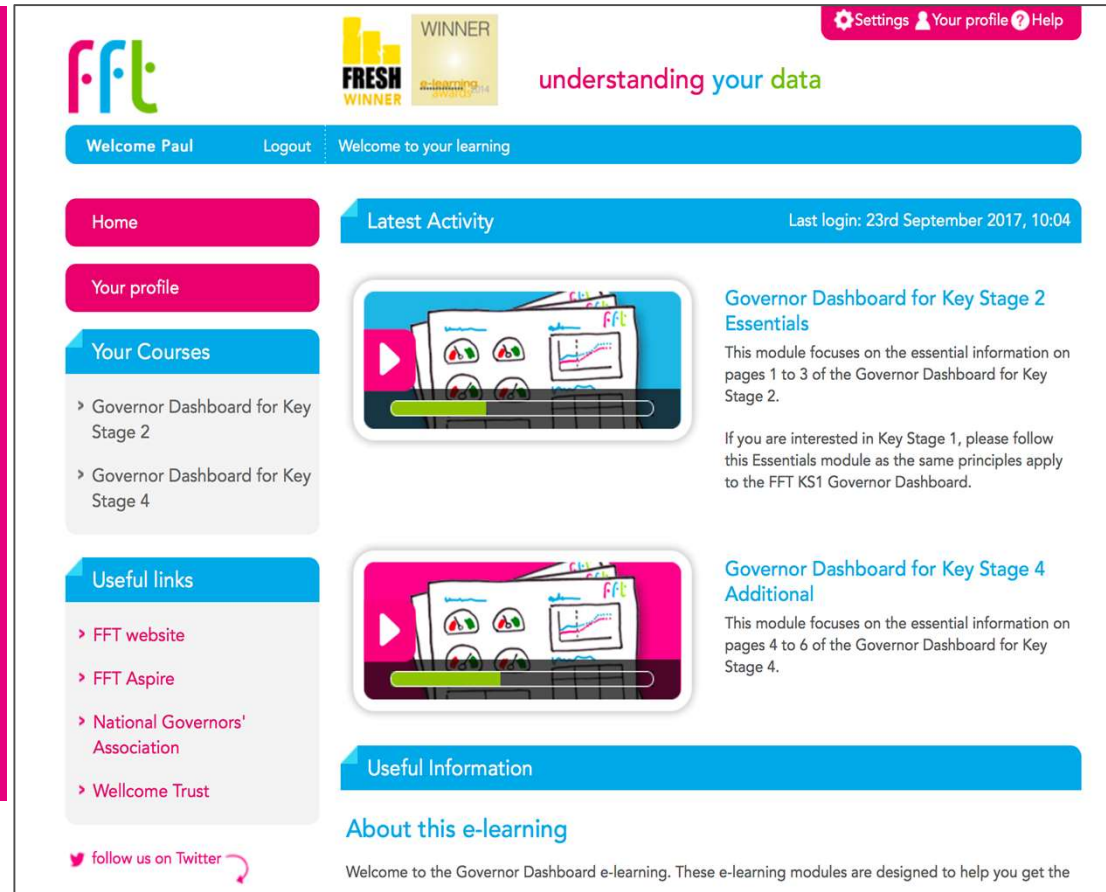
elearning.fft.org.uk

Modules on KS2 and KS4

Infant schools should use KS2

KS2 just updated with latest school performance measures

KS4 will be updated shortly



The screenshot shows the user interface of the FFT e-learning platform. At the top right, there are links for 'Settings', 'Your profile', and 'Help'. The main header features the FFT logo, a 'FRESH WINNER' badge, and the title 'understanding your data'. Below the header, a blue bar displays 'Welcome Paul' and 'Logout', followed by 'Welcome to your learning'. A navigation menu on the left includes 'Home', 'Your profile', and 'Your Courses'. The 'Your Courses' section lists 'Governor Dashboard for Key Stage 2' and 'Governor Dashboard for Key Stage 4'. A 'Useful links' section provides links to the FFT website, FFT Aspire, National Governors' Association, and Wellcome Trust. The main content area is titled 'Latest Activity' and shows 'Last login: 23rd September 2017, 10:04'. Two video thumbnails are visible, each with a play button and a progress bar. The first video is titled 'Governor Dashboard for Key Stage 2 Essentials' and includes a description: 'This module focuses on the essential information on pages 1 to 3 of the Governor Dashboard for Key Stage 2. If you are interested in Key Stage 1, please follow this Essentials module as the same principles apply to the FFT KS1 Governor Dashboard.' The second video is titled 'Governor Dashboard for Key Stage 4 Additional' and includes a description: 'This module focuses on the essential information on pages 4 to 6 of the Governor Dashboard for Key Stage 4.' At the bottom, there is a 'Useful Information' section and a 'About this e-learning' section with the text: 'Welcome to the Governor Dashboard e-learning. These e-learning modules are designed to help you get the'.



Monitoring the progress for your current pupils



Are your current pupils making progress?

Pupil Details & context	Attainment Key Stage 2 Results	FFT Benchmark Based on High challenge setting
	HML Reading Writing Maths	Chance of each grade Risk of lower grade FFT ²⁰ grade Chance of higher grade
Ulysses Apricot 06/10/2000 Male 	PP EAL SEN H 5B 4 5B ALERTS ■ -----	~ ~ 3 7 14 23 25 15 13 Chance (%) 47% 7- 28%
Elizabeth Artichoke 11/08/2001 Female 	PP EAL SEN L 5C 4 4C ALERTS ■ -----	1 4 18 28 23 16 8 2 ~ Chance (%) 23% 4+ 49%
Leanne Artichoke 24/12/2000 Female 	PP EAL SEN H 5A 5 5A ALERTS -----	~ ~ ~ 1 3 11 17 23 45 Chance (%) 32% 8+ 45%



Are your current pupils making progress?

Pupil Details & context		Attainment Key Stage 1 Results				FFT Benchmark Based on Average challenge setting				
<input type="text"/>		HML	Reading	Writing	Maths	Chance of each band		Risk of lower band	FFT 50 band	Chance of higher band
27/10/2006 Male	Alerts: PP, EAL, SEN ALERTS 	M	2B	2B	2A	101 ±4 B W N A ~ 35 58 7 Chance (%)		35%	N-	7%
23/08/2007 Male	Alerts: PP, EAL, SEN ALERTS 	L	2B	2C	2B	99 ±4 B W N A 1 50 45 4 Chance (%)		1%	W+	49%
26/09/2006 Male	Alerts: PP, EAL, SEN ALERTS 	H	3	3	3	111 ±4 B W N A ~ 2 41 57 Chance (%)		43%	A	~%



FFT benchmark estimates and targets: useful report for governors

	Pupils	% National standard (or higher)						
		Benchmark estimates			School targets			
		Average FFT 50	High FFT 20	Very high FFT 5	Own past progress	Aggregated target	% pupils with target	Difference to estimate (50)
Reading	30	75%	82%	88%	83%	90%	100%	15%
Writing	30	84%	90%	94%	54%	97%	100%	13%
Mathematics	30	78%	85%	91%	81%	90%	100%	12%



FFT benchmark estimates and targets, by pupil groups





Any questions?

www.fftaspire.org
elearning.fft.org.uk

events@fft.org.uk
support@fft.org.uk
subscriptions@fft.org.uk





n|gla National
Governance
Association

Yorkshire & Humber

REGIONAL CONFERENCE

Refreshment break until 2.15pm

SPRING
2018

#ngaconf

www.nga.org.uk

Yorkshire & Humber

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School improvement and the arts

Christina Birt, Consultant, Arts Council England

Sarah Beckett, Cultural Education Manager for West Yorkshire at IVE

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2018

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www.nga.org.uk



School improvement and the arts

24 March 2018

Christina BIRT

Arts in the Park, James Mulkeen
Welcome to Yorkshire



Introduction

Information
Inspiration
Action



St George's Primary School, Hull

A young girl with dark hair in a bun, wearing a red hoodie, is playing a brass instrument, likely a trumpet or trombone, in a school band. She is looking to her right. Other band members and their instruments are visible in the background.

High quality arts

St George's Primary School Hull



The arts and SMSC

Bradford Museums, school trip



Ofsted

“Current progress is also strong in history and the creative arts because teachers engage pupils in new learning and develop their confidence to work through challenging activities.... The school offers a wide range of extra-curricular activities including... music and drama... The level of pupils’ participation is high. Staff encourage all pupils to see the benefits of trying new learning experiences. Leaders track the way in which taking part in these activities increases pupils’ motivation and progress.”

The King's School, Pontefract
Artsmark and Ofsted Good, June 2017



Ofsted

“The school provides a broad & balanced curriculum with some excellent extracurricular opportunities....The wider curriculum helps pupils to gain a good understanding of their local area & heritage... all pupils visited historic abbeys across North Yorkshire to learn about their history...Good musical & artistic opportunities also contribute effectively to pupils’ strong social, moral, spiritual & cultural development ...Pupils’ progress in art & music are both strong”

Richmond Methodist Primary School, North Yorkshire

Artsmark and Ofsted Good, February 2017

**Why are the arts important?
What do the arts bring to school life?
How can the arts support school improvement?**



Wheeler Primary School, Hull

Support for Schools

IVE: Innovative, Creative, Supportive

Artsmark: strategic tool



Wheeler
Primary School
Hull

What is your next step as school governor to strengthen school improvement and the arts?

**Northern Ballet
rehearsal workshop**



A man wearing a yellow hard hat and an orange jumpsuit is sitting on a metal railing, looking towards a group of children. The children are also wearing white hard hats and are looking at the man. They are in a room with a green door and some posters on the wall. The scene is indoors, likely a museum or a mine. The man's hard hat has the word 'TRE' on it. The children are wearing dark jackets and some are wearing ties. The background shows a green door with some papers and photos on it. The lighting is bright, coming from overhead fluorescent lights.

Thank You

National Coal Mining Museum
Overton, school trip

Yorkshire & Humber

REGIONAL CONFERENCE

The next NGA events for your diary are:

Thursday 17 May: Clerks' Advisory Group, Sheffield

Saturday 9 June: Annual Summer Conference, Manchester

THANK YOU for being with us and for what you do for pupils

SPRING
2018

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