The art of data-driven decision making:
A guide for governors

Led by Andrew Mackereth, Senior Partnership Manager at Arbor Education

Monday 20th September, 10:45 am–11:30 am

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Quick poll: Are you a governor in Wales or England?

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Introductions and Agenda

Andrew Mackereth

Senior Partnership Manager at Arbor Education

Before working at Arbor, Andrew worked in the education sector for over 30 years. Some of his roles included:

- Primary school Governor for over 9 years,
- Secondary Headteacher for 12 year
  Chair of the Solihull Secondary Heads Association
- Ofsted Inspector
- LA School Improvement Advisor

Andrew has an interest in assessment and analytics, and works closely with large Multi Academy Trusts, primary and secondary schools.

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Agenda

What's coming up:

- What data can help you with this year
- What questions should you ask about the data
- Where you can find this data
- How to get more from your school's data
- Q&A

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What data can give you as a governor this year

You should be able to use data to:

- Empower you to ask questions

- Help you with vision setting

- Support school leaders with the COVID recovery plan

- Write an effective (Governor) action plan

- Guide you on how much to challenge school leaders, and on what

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Where can you find this data?

Arbor Insight

ASP portal

LA reports

Your school's Management Information System (MIS)

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A quick look at school benchmarking

With Arbor Insight, the industry-leading benchmarking for schools and MATs

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What a data-driven decision really looks like

"At Arbor New School, 71.4% of KS2 pupils are achieving expected standard in Writing"

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Understand your school in context
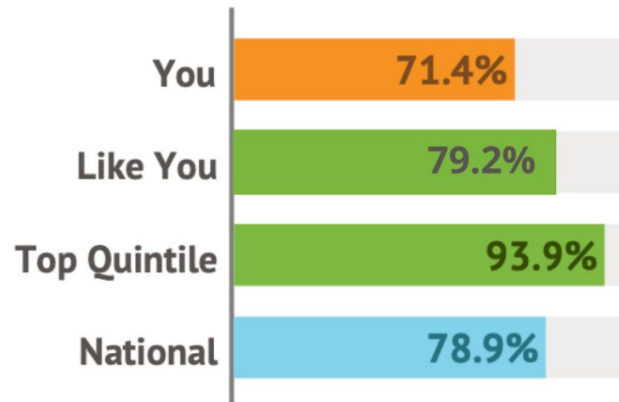

Pupils Achieving Expected Standard: Writing

71.4%

▼ **10.0%** from 2017/18
▼ **8.3%** from 2016/17
📊 **77.5%** 3 year average

Cohort size = 49

You	71.4%
Like You	79.2%
Top Quintile	93.9%
National	78.9%

At Arbor New School 71.4% of pupils achieve at the expected standard in Writing. This is **7.8% lower** than the average for similar schools, 22.5% less than the Top Quintile schools average and 7.5% lower than the national average.

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Step 1: Ask the right questions

Who?

- Which students or student groups make up that 29.6% of students who are not working at the expected standard?
- How many students represent that 7.5% gap between your school and the national average?

Where?

- Do these students or student groups tend to perform less well in other subject areas?
- Do they tend to perform less well across other year groups?

Why?

- What are we currently doing to help these students or student groups in the subject areas where they underperform?
- Why did these interventions fail to produce better results for this year's cohort?

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Before making decisions... ask more questions!

By now, you should have found out using your Arbor Insight data:

- What happened last year
- Whether it was typical for your school

But you still might not know:

- *Why* it happened
- *Why* it's typical of your school
- *How* to address the problems and consolidate the successes

Behaviour and Safety	Current term	Last term
No. of Fixed Term Exclusions	4	1
No. of Permanent Exclusions	0	1
Bullying - Other	7	6
Cyber-Bullying: Incident	10	3
Bullying - Homophobic/Transphobic	13	4
Racist bullying: Incident	9	4
Sexist bullying	6	5

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Ask "Why?" 5 times

> "Only 71.4% of KS2 pupils are achieving expected standard in Writing

WHY?

> "For the last 3 years there has been a gradual decline in percentage achieving expected standard in Writing "

WHY?

> "Progress is slow from KS1 to KS2 in disadvantaged pupils"

WHY?

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Ask "Why?" 5 times

"Writing interventions at KS2 are not impacting sufficiently on progress"

WHY?

"Writing interventions at KS2 start too late in the year"

WHY?

"Interventions have not been built into the curriculum"

Source: Ohno, T (2006) "Ask 'why' five times about every matter." Retrieved 29/06/18 from http://www.toyota-global.com/company/toyota_traditions/quality/mar_apr_2006.html§

How often should you be looking at data?

It should vary, depending on the type of data you're looking at.

For example, you'll want to see attainment and progress data less often than behaviour and interventions data.

You can see live, in-year data from your school's Management Information System (MIS) more often than 4 times a year, without any extra effort from your school


Whole School Attendance
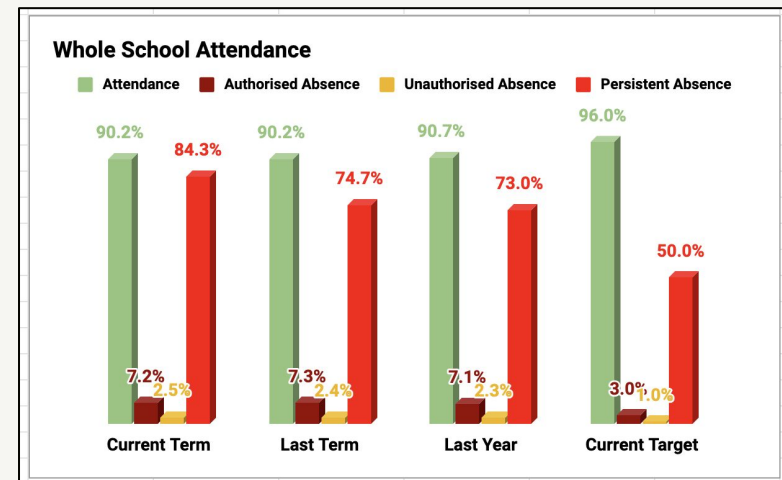
What can live data show you?

Live data can give you better insight into what's happening to all of the pupils right now

→ What is our philosophy on "catch-up"?

→ How do you know which children have suffered the biggest learning gap due to Covid?

→ What interventions are we putting in place for these children and how will we know if they're working?

Maths Progress Autumn 2020

- -1
- 0
- 1
- 2

59.3%   22.2%

2
16 (59.3%)
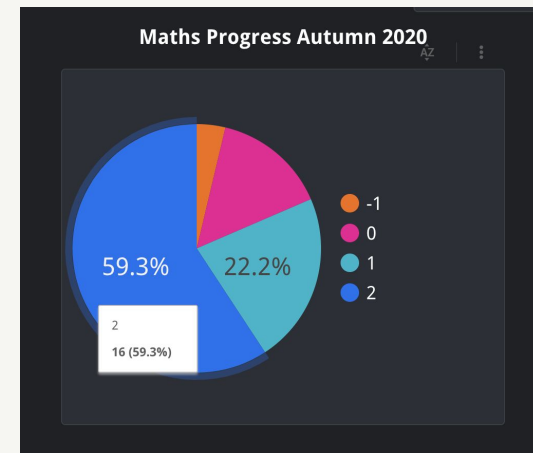
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Arbor is the fastest-growing MIS today.We are actively piloting in Wales.

Over 1,950 schools and 200 MATs use our tools to work more collaboratively, free staff from busy work and drive their schools forward.
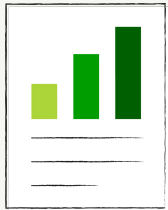

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A quick look at getting data from Arbor MIS

Questions?

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Wrap up and next steps

- Use data from your school to empower yourself to ask more questions

- Find this data on free performance analysis tools like Arbor Insight

- If your school are not yet in the cloud - look at what the steps are to move

Sign up for your school's free Arbor Insight portal here:
https://login.arbor.sc/auth/register

(just search for, "sign up to Arbor")
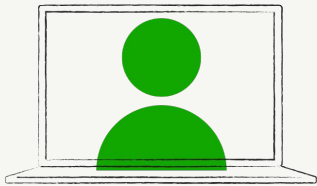
Find out more about Arbor's MIS at:
www.arbor-education.com

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