KEY QUESTIONS WHICH A SCHOOL SHOULD ASK ITSELF IN ANALYSING PERFORMANCE DATA AND SETTING TARGETS

ANALYSIS OF PERFORMANCE DATA

1. **What were the strengths from last year's analysis of data? What were the key issues?**
   Source: 2002/3 Norfolk Supported Self Review report; eIPSS.

2. **What action did you take during last year to bring about improvement? What impact did this have?**

3. **What use have you made of intervention / booster support? How were these funds targeted? What difference did they make? (primary phase schools see appendix)**
   Source: Pre- and post-screening or test data

4. **What were your results this year?**

5. **How well do your results compare with:**
   - ❑ **last year?**
   - ❑ **national results?**
   - ❑ **similar schools nationally?**
   - ❑ **similar local schools?**
   - ❑ **Which other schools should you be comparing yourself with?**
   Sources: Pupil Achievement Tracker information, eIPSS

6. **Are your scores below the DfES floor target (65% L4+ primary; 25% 5+ A*-C secondary)? If they are, how are you planning to address this in the future?**

7. **What do trends over time tell you?**
   Sources: Pupil Achievement Tracker Information- Trends over Time

8. **Are all pupils making enough progress? How many terms ahead or behind other similar schools are you?**
   - ❑ **Consider boys and girls**
   - ❑ **pupils with SEN, able pupils**
   - ❑ **pupils with EAL, ethnic minorities.**
   - ❑ **Is progress similar in all subjects?**
   Sources:
   - ❑ *Value added analysis, Girls / boys, by separate subject;*
   - ❑ *National and Norfolk Transition matrices*
   Pupil Achievement Tracker:
   - ❑ *Comparisons with similar schools nationally (Average points scores)*
   - ❑ *comparisons of % pupils at higher and lower levels*
   - ❑ *Data from internal school assessments, monitoring, tracking*
   - ❑ *EAL, Ethnic minorities.*

9. **What do the results tell you about strengths and weaknesses in the teaching?**

10. **Are there any significant factors which have negatively affected your results this year?**
    a) **How have you minimised their impact on pupils' progress?**
    b) **What have you done to ensure high levels of attendance and low levels of disruption thus enabling all pupils to benefit from the teaching offered by your school?**
    Consider
    ❑ staffing issues
    ❑ pupils' attendance
    ❑ How effective the school is in managing pupils' behaviour

11. **How do you track pupils' progress and identify inequalities, issues, peaks, troughs, dips? How effective are these arrangements in improving rates of progress?**
    Sources:
    ❑ *Internal tracking systems*
    ❑ *Analysis of data from internal systems*
    ❑ *Analysis using QCA diagnostic software*
    ❑ *Use of Phoenix Assessment module and/or Assess-IT*

TARGET SETTING

1. **Did you meet your targets last year? If not, why not?**
   What do you need to do differently next time?
   ❑ *Fischer Family Trust Data - Estimates against Actuals*

2. **What are your proposed targets? Do you need to set additional targets for under-performing groups?**

3. **Are the targets you have proposed:**
   ❑ **Child based, taking account of the prior attainment and expected progress of individual children?**
   ❑ **Stretching, improving on the value added from cohort to cohort?**
   ❑ **Owned by the school, having a clear importance for the assessment priorities in the classroom?**

4. **How do your targets compare with those schools in similar circumstances?**
   ❑ Fischer Family Trust data
   ❑ The new Pupil Achievement Tracker (PAT) software (This software will be sent to all schools nationally *in October)*

5. **If your school is currently below the floor target, have you set a trajectory of how to reach it as soon as possible?**

6. **Is the trajectory set by your school for 2006 sufficiently realistic and challenging?**

7. **What benchmark grades would current/next year's targets achieve?**
   ❑ Sources: PANDA, Pupil Achievement Tracker – average points, comparison with similar schools nationally

8. **(KS2 ONLY) Does your school wish to amend and set a new 2004 target for Key Stage 2 this Autumn?**

THE PROCESS

1. **Who contributes to this process? Headteacher, senior management team, subject leaders, teachers, governors, RDA?**

2. **Are the improvement priorities, identified from these sources, reflected in the School Improvement and Development Plan?**

3. **What is the school going to do to bring about improvement?**
    When the school-based targets are finalised what impact does this have at classroom level? For example, what will be the impact on:
    □ medium and short term planning?
    □ targeting groups of pupils?
    □ subject improvement plans?
    □ the setting of termly/half termly curricular targets and priorities for teaching?

4. **How effective is the school in:**
    □ **evaluating its performance?**
    □ **setting targets?**
    □ **planning action?**
    □ **bringing about improvement?**

PRIMARY ONLY:
NB: THE DATA FOR SMALL COHORTS MAY BE UNRELIABLE. HOWEVER, IT IS STILL IMPORTANT TO ASK THE SAME QUESTIONS BUT TO LOOK AT ALTERNATIVE SOURCES OF EVIDENCE, eg. SAMPLES OF PUPILS' WORK, TALKING WITH PUPILS, CLASSROOM OBSERVATIONS, RECENT OFSTED REPORTS…