

# Leading on inclusion: understanding and using data

## Objectives

To support those who lead or coordinate inclusion in their school to develop:

- a strategic approach to the management of inclusion;
- middle management skills;
- effective use of data to analyse, improve and celebrate children's progress and inform future teaching and learning.

## Resources

Slides 2.51–2.61

Handouts 2.3–2.10

Flipchart and marker pens

Sticky-notes

## Linked sessions

This session is the second of two linked sessions on understanding and using data. The sessions form part of *Leading on Inclusion*, a suite of Primary National Strategy professional development materials covering:

*school self-evaluation and inclusion;*  
*understanding and using data;*  
*planning effective provision.*

This session builds on the key issues related to understanding and using data introduced in the first session. It offers an opportunity to explore their application through a case study.

## Session outline

Introduction	5 minutes
Case study: analysing data	25 minutes
Feedback and discussion	10 minutes
Case study: establishing priorities	20 minutes
Feedback and discussion	10 minutes
Conclusion	5 minutes

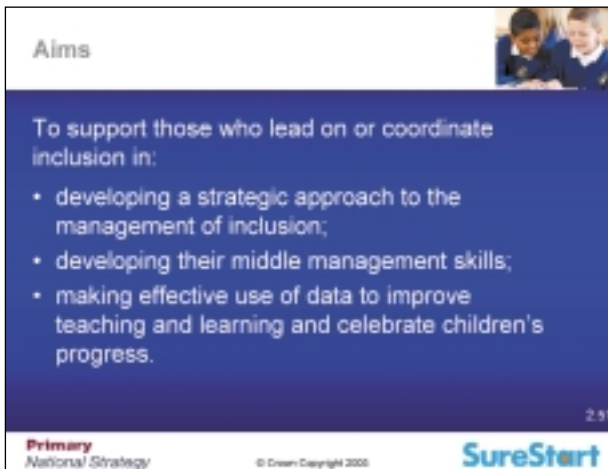
## Introduction

5 minutes

Presenters could introduce the session by showing **slides 2.51–2.53** to remind participants of the overall aims, provide an outline of session 2 and a brief recap of session 1.

As the aims suggest, the central focus of this session is the effective use of data to analyse, improve and celebrate children's progress and to enable schools to lead and manage developments strategically. These aims are best sustained by a collaborative approach ensuring the engagement of all staff. Isolated individuals providing complex data tables are unlikely to engage staff or significantly improve children's progress.

### Slide 2.51



**Aims**

To support those who lead on or coordinate inclusion in:

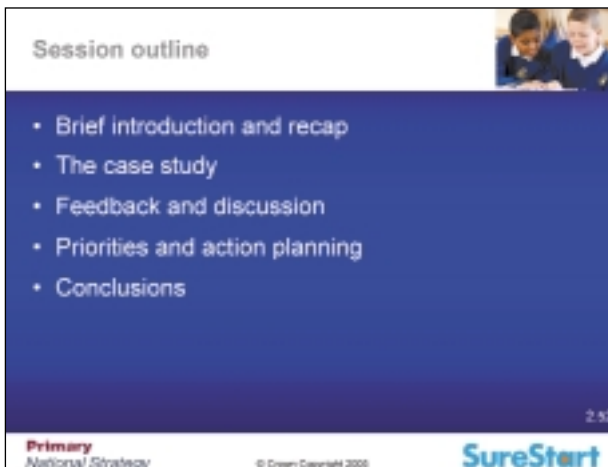
- developing a strategic approach to the management of inclusion;
- developing their middle management skills;
- making effective use of data to improve teaching and learning and celebrate children's progress.

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Emphasise that this session is focused on a case study to allow participants to consider, practise and develop their understanding and skills of data analysis so as to be better able to improve teaching and learning.

### Slide 2.52



**Session outline**

- Brief introduction and recap
- The case study
- Feedback and discussion
- Priorities and action planning
- Conclusions

2.52

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The presenter can then recap some of the key themes raised in the last session before introducing the case study. **Slide 2.53** can be used to emphasise points including:

- the importance of the school improvement framework;
- the increasingly rich data available on children's attainments and progress;
- the data variance at different levels (LEA, school, individuals and groups);
- the power of data to inform us about:
  - improvements over time
  - how we compare with others locally and nationally
  - the progress of different groups of children;
- the developing use of Pupil Achievement Tracker (PAT); value-added line graphs; PANDA information; transition matrices and progress charts.

Slide 2.53

**A brief recap**

- The school improvement framework
  - how well are we...variance between schools and groups of children?
- Increasingly rich data about children's attainment and progress
  - improvements over time
  - comparisons with national, local and similar schools' data
  - comparing progress of different groups of children
- PAT, value-added line graphs, PANDAs, transition matrices and progress charts

2.53

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## Case study: analysing data

25 minutes

Use **slide 2.54** to introduce the case study on **Handout 2.3**. Ask participants to read the case study and then, working in groups of four to six, to consider possible hypotheses or further questions that might be drawn. Ask participants to discuss the data and agree within their groups a view of how well the school appears to be doing and how it compares with other schools.

Slide 2.54

**How well are we?**

- Consider the data you have about the case study school.
- What initial hypotheses or further questions can be drawn from the 'How well are we...how do we compare...what should we ...' questions?

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Handout 2.3

Handout 2.3 page 1 of 7

**Case Study**

Harbrook Primary is a community primary school with 392 pupils on roll, including 21 full-time equivalent in the nursery. There are roughly equal numbers of boys and girls. The school serves an area characterised by high social deprivation. 62.1% of children are eligible for free school meals. The percentage of pupils whose first language is not, or is believed not to be, English is very high (68%). The school has a very diverse ethnic population: Pakistani, Black-African, Indian and UK heritage pupils form the largest groups. The school has 44 refugees and asylum seekers. There are 59 pupils (15%), who are at an early stage of language acquisition. There are 11 Traveller pupils and four children who are in public care.

Ethnic minority achievement grant enables additional support for 189 pupils. The percentage of pupils with identified special educational needs is well above the national average. There are 183 pupils (47%), recorded as having special educational needs – well above national or local averages. Five pupils have statements. Turbulence, that is the numbers joining or leaving the school at various points in the school year, is relatively high although it is slowing down. Many pupils have very low levels of literacy skills when they join the school.

In 1999 Ofsted reported that pupil progress was not satisfactory. Standards, when results were adjusted for refugee pupils, were significantly below the national average for all schools. Standards in Key Stage 2 were in the lower quartile in comparison to similar schools. The challenging circumstances were recognised and added value was judged satisfactory although the changing school population made this problematic to measure accurately. The school was very inclusive and very caring. Pupils' behaviour and attitude to learning was good. Teaching was satisfactory.

**Data on attainment and progress (2002)**

**Key Stage 1 – Summary Results**  
Percentage of children attaining below level 1 (codes D + W) at the end of Key Stage 1

	Harbrook (%)	LEA average for similar FSM schools (%)	Overall LEA average (%)	National average (%)
Reading	30.5	11.0	3.9	3
Writing	32.2	17.4	5.6	4
Mathematics	20.3	7.6	2.5	2

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**Feedback and discussion**

**10 minutes**

Take feedback and flipchart the groups' conclusions, giving time for participants to briefly outline the reasons for their suggestions. Draw out the following key points:

**1999**

- This is a school with high levels of social deprivation, diverse ethnic groups and large numbers of children who are learning English as an additional language.
- In 1999, Ofsted judged attainment to be significantly below the national average for all schools and in the lower quartile in comparison to similar schools. Teaching was satisfactory and the ethos inclusive.

**2002 Key Stage 1**

- Key Stage 1 attainment levels are below national figures, with high levels of children achieving below level 1 in comparison to schools with similar levels of FSM within the LEA. The school wondered whether this might reflect high numbers of children with SEN or at the early stages of English language acquisition.
- Comparison with other LEA schools shows that the high percentage of children achieving below level 1 is not due to either numbers of children with SEN or, necessarily, to the numbers of children learning English as an additional language.

**2002 Key Stage 2**

- The proportions of children achieving level 4+ and level 5+ are below national figures for all schools. Comparison with similar schools (over 50% FSM) in the LEA shows a lower proportion of children achieving level 4+ and level 5+ in English but with a smaller comparative difference for level 5+. A higher proportion achieves level 5+ in mathematics.

- Although the level 5+ PANDA data is not included in the case study, the level 5+ English achievement rates are graded C in comparison to similar schools nationally, (FSM and prior attainment). Mathematics level 5+ rates are graded C in comparison to schools with similar prior attainment and B with schools having similar FSM rates. The school appears to be providing comparatively well for a small group of high attaining-children.
- The proportion of children achieving level 4+ appears to be falling over time for both English and mathematics.
- Despite having a lower number of children achieving level 4+, the proportion of children attaining below level 3 at the end of Key Stage 2 is lower than the LEA average for similar schools. The school appears to be providing well for a lower-prior-attaining group and achieves a rate well above the national average for conversion to level 3+ for children attaining below level 1 at the end of Key Stage 1. This is likely to reflect rapid progress of children at the early stages of acquiring English as an additional language. It appears that the additional provision made via an ethnic minority achievement grant may be having a positive impact.
- Achievement rates for some ethnic groups are poor, particularly 'Pakistani girls' and 'white UK boys'.
- There is very limited data about the progress of children with SEN or the impact of provision for them, although there is evidence that some literacy interventions are effective.
- There is very limited data about progress for children with social, emotional or behavioural difficulties.
- Attendance is a significant issue for the school.
- PANDA data suggests that in general the standard (level 4+) achieved by the school at the end of Key Stage 2 is poor. 2002 grades suggest that attainments in English and mathematics are below average in comparison to similar schools based on both FSM and prior attainment.

Use **slide 2.55** to describe the view taken by the case study school's headteacher assuring participants that the bullet points were tentative working hypotheses rather than firm conclusions. Reflect with participants whether these match their views as previously discussed.

## Slide 2.55

One view...

- This is a very caring school that provides well for some children sometimes.
- The use of data is not systematic.
- There is a culture of low expectations.
- Provision and interventions are not well evaluated.

2.55

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On the basis of these working hypotheses the headteacher then made proposals about priority development needs, as listed in **slide 2.56**. The headteacher wanted to ensure a systematic whole-school approach to the use of data to analyse, improve and celebrate children's progress. This would involve:

- a team focus on the use of data to improve teaching and learning;
- clear communication and defined roles;
- involving everyone in developing and using data to set targets and track progress for all children.

## Slide 2.56

...and some proposals

- We will develop our use of data so as to maintain, improve and target high-quality teaching and learning.
- Our leadership team will provide a clear road map for developing systematic use of data, to include
  - clear role for coordinators;
  - involvement of all staff.
- We will develop 'our' way of tracking progress – for all children, particularly vulnerable groups.
- We will focus teaching priorities by ensuring manageable targets that are understood by all.

2.56

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## Case study: establishing priorities

20 minutes

Ask participants to note the case study headteacher's wish to ensure a systematic whole-school approach to the use of data to analyse, improve and celebrate children's progress. Using the first two points on **slide 2.57** and **Handout 2.4** invite participants, in groups of four to six, to briefly consider what action would be required to make this a reality. They should agree and note three priorities for development in relation to data on children from different ethnic groups, low-attaining children or vulnerable children, such as children who are looked after by the local authority, are refugees, asylum seekers or from Traveller communities. Participants can draw on the previous issues raised or the headteacher's proposals.

After 5 minutes, briefly take some feedback about the priorities identified and then ask the groups to move on and discuss the specific actions they can agree on to support their identified priorities. The third bullet point on **slide 2.57** can be shown to support this. Ask each group to agree and note the specific actions on **Handout 2.4**. (The presenter might suggest that a collation of **Handout 2.4** can be e-mailed to participants following the session. This might include and build on **Handout 2.5**).

### Slide 2.57

**Priorities**

- The headteacher wants to ensure a systematic whole-school approach to the use of data to analyse, improve and celebrate children's progress.
- In relation to lower-attaining or vulnerable children, what three priorities would you suggest?
- What specific actions would help progress the priority areas you have identified?

2.57

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### Handout 2.4

**Handout 2.4** page 1 of 1

The headteacher wants to ensure a systematic whole-school approach to the use of data to improve teaching and learning and celebrate pupil progress.

Priority	Action
1	
2	
3	

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## Feedback and discussion

10 minutes

Ask each table to report back to the whole group, giving time for participants to briefly outline the reasons for their proposals. Then use **slides 2.58–2.59** and **Handouts 2.5–2.7** to describe the actions taken by the case study school's newly appointed headteacher.

**Slide 2.58** and **Handout 2.5** outline the actions of the headteacher. **Handout 2.6** provides examples of progress-tracking sheets used in this case study school.

Slide 2.58

**Key actions**

- A clear, resourced and timed action plan:
  - specified actions for all staff
  - training and consultation
    - What data would be good to collect and why?
    - How and when should we use it?
    - What must we do make it happen?
- Track pupil progress: regular assessment points including QCA optional tests.
- A limited, coherent set of targets.
- Map our provision.

2.58

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Handout 2.5

Handout 2.5 page 1 of 3

Priority	Action
<p>1 Leadership team to provide a road map for developing systematic use of data to include:</p> <ul style="list-style-type: none"> <li>• clear role for coordinators.</li> <li>• involvement of all staff.</li> </ul>	<p>Leadership team provided clear, resourced and timed action plan with actions for all staff developed following staff, training and consultation around the following questions:</p> <ul style="list-style-type: none"> <li>• What data would be good to collect and why?</li> <li>• How should we use it?</li> <li>• What must we do to make it happen?</li> </ul> <p>Agreed role for inclusion coordinator to ensure that:</p> <ul style="list-style-type: none"> <li>• a report and analysis is provided for the leadership team to consider progress of vulnerable children and groups.</li> <li>• every teacher and all other staff are aware of identified children's progress and the provision being made for them.</li> </ul>
<p>2 Develop 'our' way of tracking progress – for all children.</p>	<ul style="list-style-type: none"> <li>• Regular assessment points, including QCA optional tests for Year 3, Year 4 and Year 5.</li> <li>• All year groups and classes provided with add-value the graph (initially hand drawn, using average or 'expected' progress lines, pinpointing children where progress is low or there are particular needs).</li> </ul>

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Handout 2.6

Example 1: Tracking pupil progress sheet

Students	Foundation stage profile	KS1 Read composite	QCA Y3 Reading	Points progress Y2 to Y3	QCA Y4 Reading	Points progress Y3 to Y4	QCA Y5 Reading	Points progress Y4 to Y5	KS2 Reading	Points progress Y5 to Y6
A	7	2a	2b	42	3b	6	4b	6	5	6
B	5	2b	2b	0	2b	0	3b	6	5	12
C	3	1	2c	4	2c	0	3a	10	4	4
D	5	2a	2a	0	2a	0	4c	8	4	2
E	7	7	7	7	7	7	7	7	7	7
F	7	7	7	7	7	7	7	7	7	7
G	7	7	7	7	7	7	7	7	7	7
H	7	7	7	7	7	7	7	7	7	7
.....	7	7	7	7	7	7	7	7	7	7
Number of pupils in group		30	26	15	25	21	24	19	24	19
Average points		12.8		0.75	13.75	2	19.85	6	29.8	9.95
Average BG level		1			2c		3c		4	

Notes:

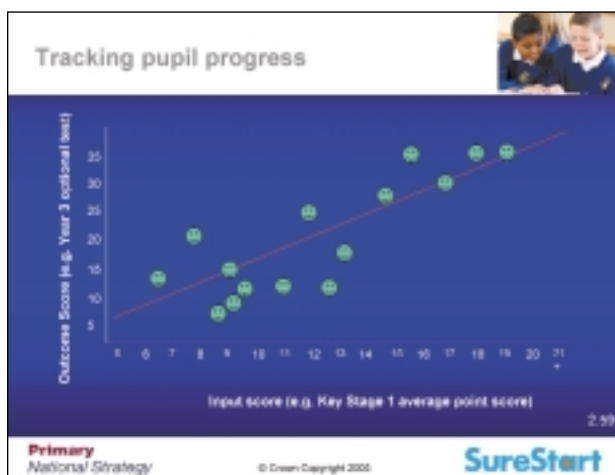
- 1 This example relates to progress in reading. Progress in other areas, for example, writing, mathematics, science or overall average point scores can be similarly tracked.
- 2 For children with special educational needs who are working towards level 1 of the National Curriculum the school are now using P Scales in order to track progress.
- 3 For children who are new to English the school are now using the *Language in Common* step descriptors to track progress.

Handout 2.6 page 1 of 2



Slide 2.59 provides an example value-added graph plotted for each teacher and year group to identify where progress was being made and to help target children and provision. A key question for the inclusion coordinator to discuss with colleagues was whether children from vulnerable groups, including children with SEN, were generally represented below the median line and if so, what intervention could be planned.

Slide 2.59



Handout 2.7 provides an annual calendar for the work of the inclusion coordinator on analysing and interpreting data that was developed by the case study school.

Handout 2.7

Autumn term	Throughout year	Spring and summer term
<p><b>How well are we doing and how do we compare with similar schools?</b></p> <p><b>Inclusion coordinator</b></p> <ul style="list-style-type: none"> <li>Analyse and interpret trends in progress of vulnerable children and groups.</li> <li>Working with literacy and mathematics coordinators, review success rate of differentiated curricular targets for lower-attaining children and additional individual targets, e.g. IEPs.</li> <li>Share outcomes of analysis with leadership team, LT, and whole staff.</li> </ul> <p><b>Staff:</b> Discuss analysis of pupil progress.</p> <p><b>What more should we aim to achieve?</b></p> <p><b>Inclusion coordinator</b></p> <ul style="list-style-type: none"> <li>Working with literacy and mathematics coordinators, support teachers' annual and end of key stage target setting for individual children.</li> <li>Support individual staff to identify targeted pupil progress objectives.</li> <li>Support LT to set school targets from individual targets and school performance data.</li> </ul> <p><b>Staff:</b> Participate in annual and end of key stage target setting.</p>	<p><b>Take action, monitor and review progress</b></p> <p><b>Inclusion coordinator</b></p> <ul style="list-style-type: none"> <li>Working with literacy and mathematics coordinators, support staff in planning curricular targets for children with additional needs, including appropriate differentiation of medium and short-term planning.</li> <li>Monitor progress of vulnerable individuals and groups across year groups towards end of year pupil progress objectives and towards end of key stage targets.</li> <li>Coordinate professional development activity to support pupil progress objectives.</li> <li>Monitor the quality and impact of inclusive teaching in classrooms (Wave 1).</li> <li>Monitor the quality of the overall learning environment and conditions for learning in order to ensure that this is inclusive of all children.</li> <li>Monitor the quality and impact of Wave 2 and 3 interventions.</li> <li>Undertake periodic, focused scrutiny of children's work and teachers' planning, along with discussions with children and parents or carers, in order to gather qualitative information on the quality and impact of the school's provision for children with additional needs.</li> </ul>	<p><b>Planning for the next school year</b></p> <p><b>Inclusion coordinator</b></p> <ul style="list-style-type: none"> <li>Support LT to audit the projected needs of children in different year groups in the next school year and plan appropriate provision in the light of available budget and evidence on the types of provision that are likely to be most effective.</li> <li>Work with LT to decide priorities for school improvement plan, confirm budget, resources and CPD necessary.</li> <li>Identify the professional development needs of year group teams in relation to the range of needs in their new class groups.</li> </ul> <p><b>End of year review of progress</b></p> <p><b>Inclusion coordinator</b></p> <ul style="list-style-type: none"> <li>Review progress towards pupil progress objectives with teachers.</li> <li>Draft annual analysis and review of progress of vulnerable individuals and groups.</li> </ul> <p><b>End of key stage assessment</b></p> <p>Advise on appropriate arrangements for end of key stage assessment for children with additional needs.</p>

The case study school found that they were increasingly exploring further within their data to analyse and check progress. For example, they explored rates of progress by ethnicity x EAL x gender x year group; or SEN type of need x gender x year group.

The staff concluded that ‘this really is all about individual progress and increasingly specific groups and personalising our provision to maximise progress’. In recent years, their analysis of progress data has sometimes suggested the need to look at an even more sophisticated set of children’s attributes. For example, there appeared to be differing pupil progress rates dependent on whether children had access to computers at home.

The use of this type of data provided a clear rationale and support for resources to enhance family learning and community involvement within the school as well as a clear way to measure the impact of these developments.

Current comparisons of the case study school’s results with those of similar schools are graded A. A recent Ofsted inspection report included the following comments:

‘Harbrook Primary is an outstanding school. ...the leadership team is providing outstanding leadership. Vision, determination and hard work have been fundamental to the excellent progress made in making the quality of education so very good. ...There is a very strong, shared commitment to raising standards and to ensuring that the school provides a high quality education for all of its pupils.’

## Conclusion

5 minutes

Reflect with participants on how the case study school’s actions compare with their proposals and also with the aims of the sessions as described in **slide 2.60**.

### Slide 2.60

**We have considered**

- the use of data to analyse, improve and celebrate children’s progress;

*in order*

- to support strategic management of inclusion and personalised learning;

*sustained within a*

- collaborative and distributed leadership approach.

2/60

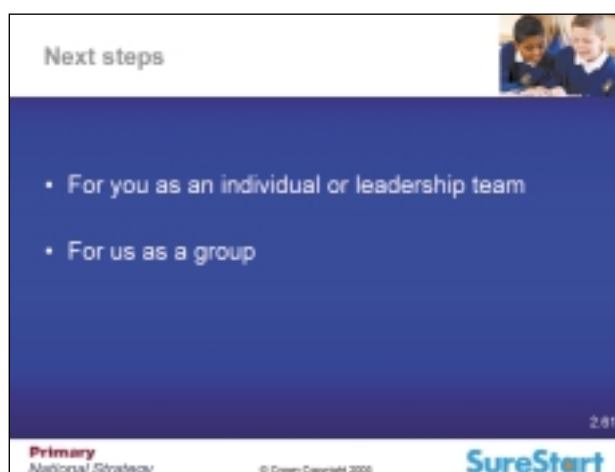
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The presenter could invite participants to use **Handout 2.8** to help them reflect on the session and rate their confidence and competence as well as their school’s capacity to use and understand data effectively. Once participants have completed their rating privately, the presenter might ask for ideas on what would help to move them up one step on any one of the scales. The responses can then be used to identify further support the LEA might give and to lead to a final exercise where participants complete **Handout 2.9**, a personal ‘Next Steps’ action plan.

**Slide 2.61** invites a concluding discussion on steps the group as a whole might want to take to follow up the session. They might, for example, want to try reviewing the targets and progress of particular groups within their own school and return to discuss the issues that arise. They might want to continue to work together in smaller networks or clusters. They might want support from coordinators who are already confident in their practice or from LEA services. They might want more information about particular types of processes, systems or software issues or the opportunity to follow up research or information.

Whatever focus is chosen, it is important that it comes from the group itself and involves opportunities for peer support, coaching and collective follow-up.

Slide 2.61



Next steps

- For you as an individual or leadership team
- For us as a group

2.61

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