



People - Improvement guides Being data rich

A school is good to the extent that...

Staff use standard sources of data for monitoring progress towards improvement objectives. They take account of attendance, exclusions from schools or lessons and referrals for achievements and behaviour. They undertake regular reviews of data so that potential problems can be identified.

Staff reflect on learners' progress and achievement in one area of the curriculum compared with how well the same learners perform in other areas. Leaders disseminate information about learners' progress derived from different sources and gathered at different points. This information may include classroom observations or national and local performance data. They use it for benchmarking performance within the school or with comparator establishments.

Tracking of individuals ensures high quality across the establishment, including inter-disciplinary contexts.

A school is excellent to the extent that...

Staff seek and use data and information from a wide range of sources, including from stakeholders and other sources which the school itself has identified as useful to help identify and tackle improvement challenges.

Staff address the communication needs of those whose views they seek, including where confidence, motivation, disability, language, motivation, understanding and other difficulties may be barriers. They use performance analysis rigorously to identify strengths and to improve learning and teaching outcomes for young people. They ensure continuity of learning across key transition points from three to 15.

Staff use comparative data judiciously to reflect on, and take action to improve the learning of all pupils.