

GUIDANCE:

Analysing school performance

A guide for governing boards on the DfE data service for schools

Monitoring performance



Need advice?

For advice on any issue, GOLD members have access to GOLDline legal advice 9–5pm weekdays. Find out more T: 0121 237 3782 www.nga.org.uk/goldline



National Governance Association

The National Governance Association (NGA) is an independent charity representing and supporting governors, trustees and clerks in maintained schools and academies in England. The NGA's goal is to improve the wellbeing of children and young people by increasing the effectiveness of governing boards and promoting high standards. It does this by providing information, guidance, research, advice and training. It also works closely with, and lobbies, UK government and educational bodies, and is the leading campaigning national membership organisation for school governors and trustees.

The NGA online Guidance Centre is the information hub for governors. It supports you in your role as a governor, giving you access to up to date guidance and advice covering all aspects of school governance, including finance; staffing; Ofsted; curriculum; special educational needs; legislation and school improvement.

Practical governance resources include sample documents; templates; checklists; information summaries; insights; case studies and much more.

To join NGA and receive regular updates, contact:

T: 0121 237 3780 | E: membership@nga.org.uk | www.nga.org.uk



What is ASP?

A key source of data that governing boards would have been familiar with was RAISEonline. The RAISEonline service closed on 31 July 2017, with the Department for Education (DfE) launching a new replacement service called Analyse School Performance (ASP).

ASP is a secure web-based system (www.analyse-school-performance.service.gov.uk) that provides schools and local authorities with a range of analyses. It uses the same data that was historically found in RAISEonline. The new service is a “sister service” to the DfE performance tables but contains more detailed information and is only available to school/trust/local authority staff and those governing. For a quick overview of ASP, the DfE has released a video of the key features of the service (accessible here: www.youtube.com/watch?v=hZxymO3Rsj8).

The analyses in ASP are predominantly built around the DfE headline measures. These measures are reported in the school league tables and used by Ofsted to make a judgement on the quality of outcomes for pupils. The headline measures are also used to set national “benchmarks” for schools. Any school that falls below the national minimum standard (NMS), or that are deemed to be “coasting”, are eligible for intervention from the local authority or regional schools’ commissioners’ (RSC’s) office.

Need to know

To interpret the data in ASP accurately, those governing will need to have a broad knowledge of the headline measures that concern their school (i.e. “progress/attainment 8” or “early years foundation stage” etc.). See the NGA website (<https://www.nga.org.uk/monitoringperformance>) for more details on primary and secondary school headline measures.

The headline measures shown in ASP will be different depending on phase of school. Some analyses also show where the school sits in the national distribution (e.g. top 10%, bottom 10% etc.) and draws comparisons with national and local authority averages.

The headline measures shown in ASP are as follows:

Early years & primary providers	the percentage of pupils achieving a good level of development at the early years foundation stage (EYFS)
	the percentage of pupils achieving the expected standard in phonics, the average score across the school in the phonics screening check and a further breakdown of marks attained in the phonics test
	the percentage of KS1 students achieving at least the expected standard in reading, writing and maths (and the percentage also achieving greater depth in these subjects)
	school progress scores in reading, writing and maths at KS2



Secondary providers	the average progress 8 and attainment 8 scores across the school
	the percentage achieving a grade 5 or above in English and maths
	the percentage achieving the English Baccalaureate at grade 5/C or above
	the percentage entering the English Baccalaureate
	the percentage staying in education or entering employment after key stage 4

The system allows for both an overview and in-depth reports (i.e. breakdown by pupil groups) on headline measures. The new system also allows users to use scatter graphs to compare different groups of pupils.

What is it for?

ASP is an important (but by no means the only) source of data for those governing in schools to use in retrospective self-evaluation and school improvement planning. It should be used alongside other sources of data such as the FFT governor dashboard and the schools' own pupil tracking data. Unlike RAISEonline, Ofsted will not use ASP when inspecting schools. Instead they will use a new system; the Inspection Data Summary Report (IDSR).

The IDSR report for your school can be downloaded from ASP under "list of reports" and "inspection data summary report". NGA will be writing guidance on the Ofsted IDSR in 2018.

How should those governing use ASP?

Both Ofsted and the DfE have made it absolutely clear that governing boards play a pivotal role in providing support and challenge to school leaders. To do this effectively, those governing must have access to good quality, reliable and timely data to be able to ask challenging questions and get the answers to their questions.

"The board must have access to objective, high quality and timely data if it is to create robust accountability and know the questions that need to be asked of the executive leaders".

Department for Education, *Governance Handbook* (2017).

Ofsted will evaluate how well those governing hold executive leaders to account for the achievement of pupils. During school inspections, inspectors will consider how well those governing understand the strengths and weaknesses of the school and whether they have taken into account the data that is available.

In addition to ASP, governors and trustees should use a range of other data sources to triangulate their knowledge of how the school is performing; including the Ofsted IDSR, the FFT Governor Dashboard and the school's own pupil tracking data.



ASP will help governors to support and challenge school leaders:

Understand the strengths and weaknesses of the school	With a focus on pupil results (attainment), pupil progress (achievement), pupil groups and performance across different subjects
School improvement development planning	Identifying areas for future improvement and ensure that these are firmly embedded in the school development plan
Ofsted inspection	Ofsted inspectors will expect governors to have a good understanding of pupil results and progress and see evidence that governors are supporting and challenging school leaders
Performance management	ASP provides an external view of school performance which can be used to support headteacher performance management
Setting the strategic vision for the school	To set a vision and future direction for a school, governors need to understand historical performance and the current strengths and weaknesses of the school

Those governing will need to decide whether discussions about school performance data will primarily take place at a full governing board meeting or in a smaller subcommittee. A smaller committee of governors/trustees using ASP and the key questions in this guide will have more time for focused and detailed discussion with school leaders. It is important, however, that a summary of the key highlights, including any strengths and areas for improvement, are reported back to full board so that all of those governing understand these very clearly.

How to access ASP

The service is directly administrated by the Department for Education (DfE) and is free to access for all authorised personnel. **ALL governors, trustees and academy committee members have a right to access the service, free of charge.** However, as usual, governors and trustees will only be entitled to view information which is not pupil specific.

Up until July 2018, ASP was accessible through the Secure Access portal. However, ASP can now be accessed through 'DfE Sign-in'. Much like Secure Access, it is likely that each school, local authority, multi academy trust and diocese will have someone already designated as the DfE sign-in Approver.

Those governing who are not sure how to access the 'DfE sign-in' portal should seek assistance from the person who sends data returns, such as the School Census, to the DfE (e.g. your Business Manager) in the first instance. Any access provided should be in anonymised form and the anonymised data will also be available to Ofsted, local authorities, multi-academy trusts and dioceses.

The DfE has asked all schools to log into ASP as soon as possible to make it quicker and easier to gain access to 2017 data as it continues to become available.

NGA would also like to hear from any governors or trustees who are struggling to access the service, please email tom.fellows@nga.org.uk.



How often is it updated?

Following the launch of an initial version of the platform, which ran alongside RAISEonline during the 2016/17 summer term, an updated and improved version of ASP went live on 19 July 2017. According to the DfE, the service will give both schools and “other existing user groups ... detailed performance analysis to support local school improvement”.

While it is not yet clear whether there will be year-on-year pattern, 2017 KS2 provisional data was uploaded to ASP in late September 2017, with the revised data available from late January 2018. For KS4, 2017 provisional data was uploaded to ASP in early December 2017 and revised data was released in late February 2018. KS1 and phonics data for 2017 was uploaded in early November. Ofsted released the latest IDSR reports in November 2017 for primary schools and in February 2018 for secondary schools. These are now available on ASP.

To be effective, school self-evaluation should be undertaken and any necessary actions put in place in the Autumn term. For that reason, unvalidated data tends to be the most widely used. However, if a school has requested a large number of changes to unvalidated data through the DfE data checking exercise (for example changes to results following a remark), those governing might also want to see the updated ASP once validated data is published.

As well as headline progress and attainment data, the DfE also released KS2 and KS4 data for disadvantaged pupils in early 2018 as well as information on school characteristics, absences, exclusions and destinations.

Key questions you should ask of the data

Treating data with caution

Those governing may remember that RAISEonline included information as to whether data was “sig +” (green) or “sig -” (blue). This gave a clear indication of what trends were very unlikely to have occurred by chance.

This feature is no longer present within ASP. However, it is still worth bearing in mind when looking at the data, especially when low numbers of pupil are concerned.

ASP is provided to schools to inform and support discussion about school improvement rather than just make absolute judgments about the effectiveness of any school. The questions you can ask of the wide range of data available for your school are almost inexhaustible.

In this guide, we provide four key questions which can be used by those governing in schools as a framework for sharply focused discussions with school leaders about school performance.

The four questions are:

1. How does attainment and progress at my school compare to national and local averages and the government’s floor target?
2. Do we have any under-performing groups of pupils, or are there wide gaps in attainment between some groups of pupils?
3. How might the context of our school affect our performance?
4. How does pupil attendance and exclusion compare to national averages?



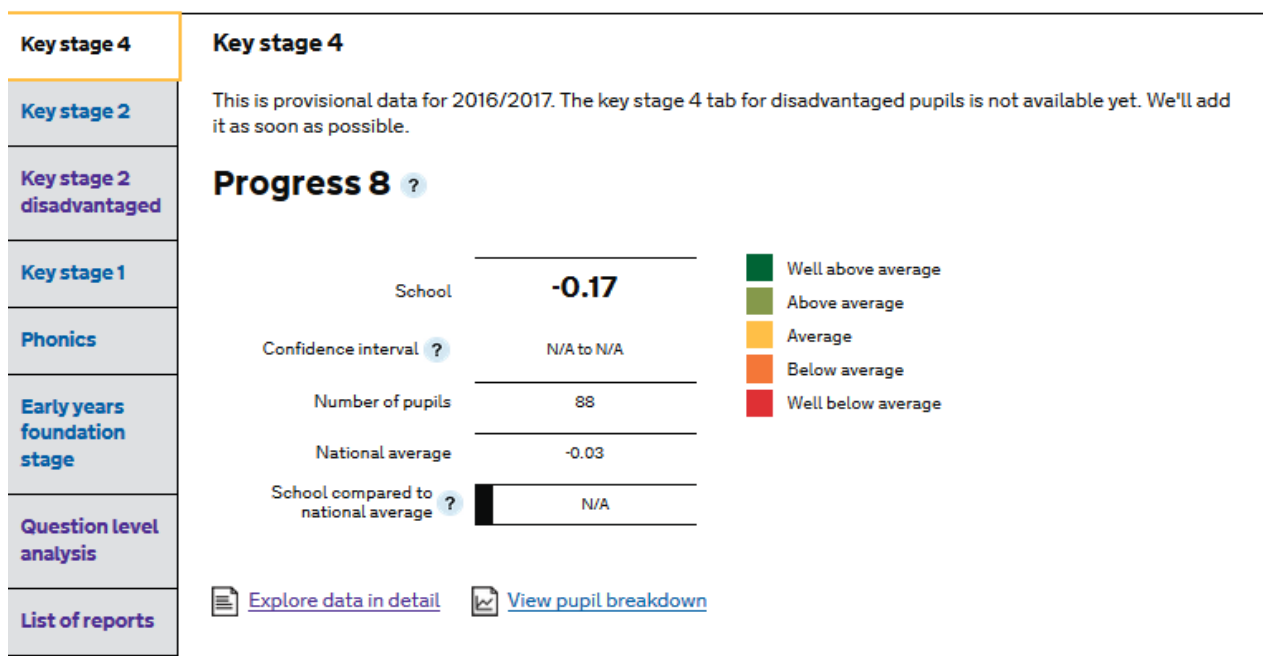
Question 1: how does attainment and progress at my school compare to national and local authority averages and the governments floor standard?

Once you have logged into ASP, the “landing page” will consist of a list of “headline measures” and analyses; with several tabs down the left hand side of the page. The below is typical of an all-through school with the focus on KS4 measures.

DfE test school (URN: 999999999)

[Show school details](#)

[Collapse menu](#)



The number of tabs will be different depending on school phase. Local authority or multi-academy trust users (where appropriate, i.e. at a board level rather than local academy committee level) will be able to see data for multiple schools. Depending on the phase of school you are viewing, the KS 1, 2 and 4 tabs, or the phonics and early years’ tabs, are the first place to look for an overview of pupil attainment and progress in a school compared to the local and national average.

Attainment

Attainment shows how well the average pupil did in a school in a specific examination/test or series of examinations/tests (i.e. GCSEs, SATs, phonics tests etc.). Attainment measures do not take into account how well a student has performed historically.

In ASP, attainment (and some other measures, such as post-16 destinations) is usually presented in the following way, with the option to also view data in table format.

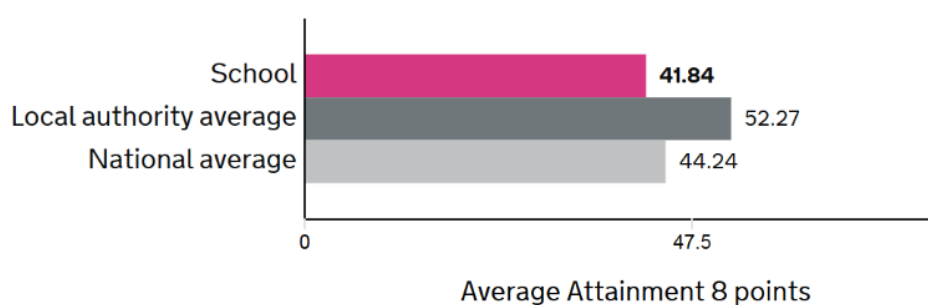


KS4 example:

Attainment 8 ?

Number of pupils = 100

[View as table](#)



In this KS4 example, the attainment 8 score for the school is below the local and national average. This suggests that pupils at this school performed worse than others across the country in certain GCSE examinations. However, it does not show how much “progress” pupils in this school made over time.

 [Explore data in detail](#)

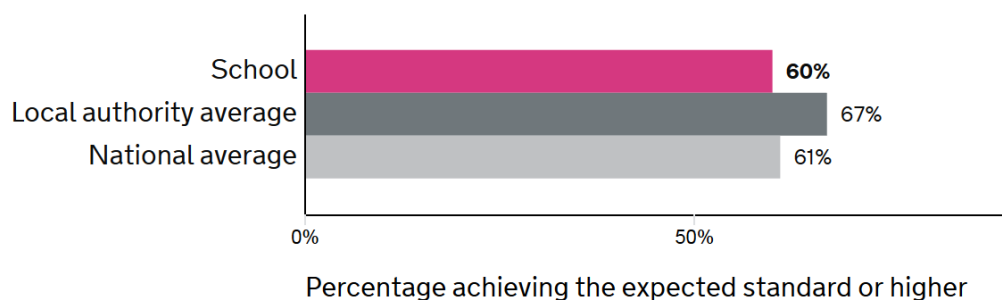
 [View pupil breakdown](#)

KS2 example:

Reading, writing and maths combined

Percentage of pupils achieving the expected standard or higher ?

Number of pupils = 97



In this KS2 example, the combined reading, writing and maths grades are roughly in line with the national average but below the local authority average. This suggests that pupils at this school performed worse than others in their locality, but broadly the same as others nationally.

It does not show how much “progress” pupils in this school made over time.

As you can see, these analyses give a “snapshot” of how well a school is performing in relation to attainment in key areas compared to the national and local averages.

Progress

Progress measures give an indication of how a student has performed over time. Unlike attainment measures, pupil progress measures provide an indication of how well a school is performing compared to other schools nationally with similar intakes.

Progress measures are based around a score of 0.00 which represents the expected score of a pupil compared to others with similar prior attainment. This means that, if a school has a score below zero (i.e. -0.13) then pupils in that school have performed generally worse than others across the country with similar








starting points. If the score is positive, they have performed better than their peers with similar prior attainment.

Progress measures are usually presented in the following way in ASP:

KS4 example:

Progress 8 ?

School	-0.17		Well below average
Confidence interval ?	N/A to N/A		Below average
Number of pupils	88		Average
National average	-0.03		Above average
School compared to national average ?	N/A		Well above average

The data shows that the school has a lower progress 8 score than the national average. From the information presented here, however, it is not possible to make a judgment on whether this is statically below the national average. Normally, ASP would provide a clear colour coded indication of where the school fits into the national picture and a confidence interval. If the progress eight score falls within the confidence interval, it is not clear whether factors outside of the schools' control caused the trend or not.









 [Explore data in detail](#)

 [View pupil breakdown](#)

KS2 example:

Progress in reading, writing and maths

► [Help with progress scores](#)

	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail
School progress score	+0.23	+1.41	-0.24
Confidence interval ?	-1.38 to +1.83	-0.16 to +2.98	-1.70 to +1.22
 Well above national average (about 10% of schools in England)			
 Above national average (about 10% of schools in England)			
 Average (about 60% of schools in England)			
 Below national average (about 10% of schools in England)			
 Well below national average (about 10% of schools in England)			
Number of pupils	88	87	88

The data suggests that students are making positive progress in reading and, in particular, writing. The weakest area in the school for progress is maths. However, all of the progress scores fall within the confidence interval – potentially due to the low pupil numbers. This means that it is uncertain whether the progress made by students was due to the measures taken by the school or not.

Unlike attainment measures, the progress charts in ASP give a clear indication of whether a school is above or below the national average. It also gives some indication of the statistical significance of each progress



score in the form of a “confidence interval”. If the progress score is anywhere within the confidence interval, the school cannot be sure “how much of the progress score is down to the school and how much is down to the pupils”. In these instances, those governing need to pay particular consideration to other aspects which may affect performance school (such as the cohort) when challenging the lead executive on progress and attainment.

Is your school below the floor standard or coasting?

Although all of the data provided in ASP should be used by those governing to hold the executive leader to account for the educational attainment of pupils in the school, those governing will want to pay particular attention to whether their pupils are meeting the DfE’s “expected standard” and if the school is below the “floor standard” or “coasting”. Being “below the floor standard” or “coasting” will leave a school eligible for intervention. See here (<https://www.nga.org.uk/Guidance/Legislation,policies-and-procedures/Government-advice-and-guidance.aspx>) for more information on what that means.

Primary schools will be considered “below” the floor standard if:

- less than 65% meet the expected standard in reading, writing and maths
- schools have a progress score of less than -5 in reading and maths and -7 in English

Primary schools will be considered “coasting” if they achieve grades below the DfE expected level for three consecutive years. This means that a school will be considered “coasting” if:

- In 2015, less than “85% of pupils achieved level 4 in reading, writing and mathematics and below the median percentage of pupils made expected progress in all of reading, writing and mathematics”.

AND

- For 2016 and 2017, “if schools had fewer than 85% of children achieving the new expected standard at the end of primary school and average progress” was less than -5 in reading and maths and -7 in English.

Secondary schools will be considered “below” the floor standard if:

- In 2017, the schools’ “progress 8 score was below -0.5, unless the confidence interval suggests that the school’s underlying performance may not have been below average”.

A secondary school will be considered “coasting” (also worked out over three consecutive years) if:

- In 2015, if less than “60% of children achieved 5+ A*-C GCSEs including English and mathematics, and below the median percentage of pupils made expected progress in English and mathematics”.

OR

- For those that opted in to progress 8, the school fell “below -0.25 in its progress 8 score and the upper band of the 95% confidence interval was below zero”.

AND

- For 2016 and 2017 the school got less than -0.25 on overall progress 8 “and the upper band of the 95% confidence interval was below zero”.



Question 2: do we have any under-performing groups of pupils, or are there wide gaps in attainment between some groups of pupils?

Even in schools with good overall levels of attainment there can be “gaps” in attainment between groups of pupils.

ASP allows those governing to dig deep into the data with the “explore data in detail” and the “view pupil breakdown” tabs. These are available under many of the headline measures and provide more information on progress and attainment made by different pupils groups under each measure. For instance, the below shows a breakdown of “key stage two reading and attainment by pupil group” and was generated by clicking the “explore data in detail” tab under “average scaled score in: Reading”.

Key stage 2 reading progress and attainment by pupil group

This is provisional data for 2016/2017. Any corrections made to this school will be reflected when we re-publish the data in a few months. National and local authority benchmarks may also change.

[Filters](#)

[Print this page](#)

Key stage 2 reading by pupil group									
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	88	0.23	97	70	71	18	25	103.3	104.1
Male ?	41	0.13	47	64	68	15	21	102.2	103.4
Female ?	47	0.31	50	76	75	20	28	104.3	104.9
Disadvantaged ?	37	-0.86	38	66	77	16	29	101.8	105.4
Other ?	51	1.02	59	73	77	19	29	104.3	105.4
Ever 6 FSM ?	36	-0.75	37	65	77	16	29	101.7	105.3
Children looked after ?	1	-4.91	1	100	72	0	25	102.0	104.2
SEN with statement or EHC plan ?	2	-9.98	2	0	71	0	25	N/A	104.1

In the above example, pupils overall are broadly in line with the national average for reading. However, disadvantaged (and Ever 6 FSM specifically) students are the biggest concern with a 10 percentage plus gap between them and the national average for all pupils. However, there is also one looked after child in the school and two SEN with statement or EHC plan students. Whereas the looked after child achieved the expected standard, the two SEN with statement or EHC plan students did not. Despite ASP generating a comparison between the school and the national average, it is not possible to draw any meaningful conclusions from this data as to whether the school are providing the right provision for these students.

Of particular use to those governing, the data shows the number of pupils which fall under each pupil group and a “national benchmark” which shows how pupils in each category achieved on average. However, as already highlighted, those governing do need to take care when making comparisons between their school and the national average as the findings might not necessarily be “statistically significant” (see box above: “treating data with caution”).



The “explore data in detail” tab also allows those governing to see how pupils with different “prior attainment” achieve compared to the national average. This feature is particularly useful for assessing how much progress pupils with prior low attainment are making compared to other prior low attainers across the country. It is also useful for assessing how effective the school is stretching middle and high ability pupils to attain higher results.

A particularly useful feature in ASP is the scatter graph. This allows comparisons between two groups of pupils and is useful for providing a more detailed picture of attainment and progress amongst different pupil groups. This feature is only available for measures where the “view pupil breakdown” tab is visible. The example below shows a scatter graph for the progress eight measure with a comparison between boys and girls.

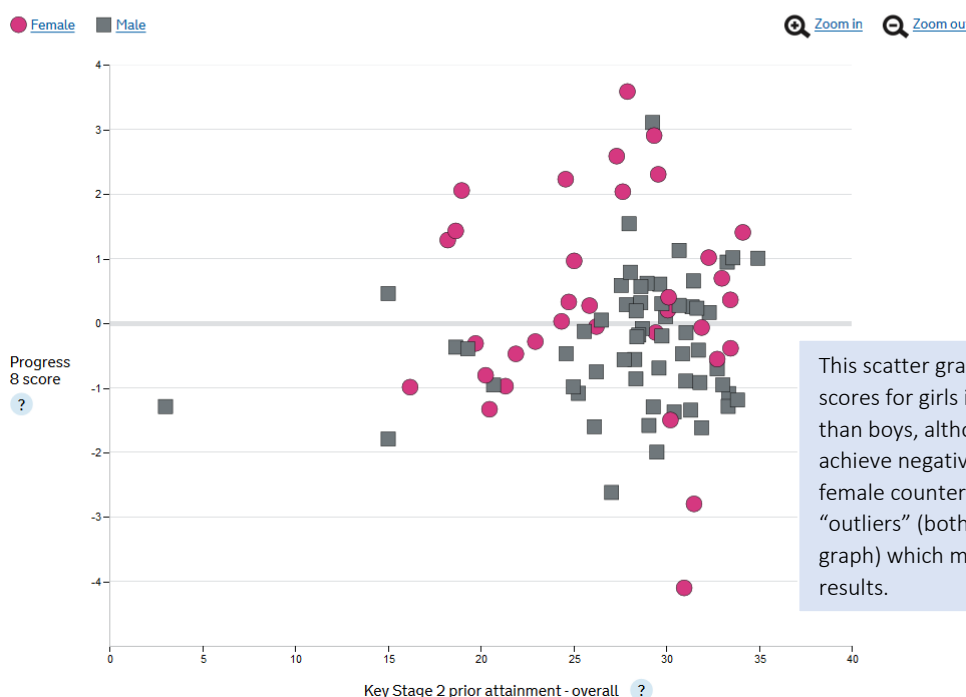
Pupil progress overall against key stage 2 prior attainment overall by gender

This is provisional data for 2016/2017.

[Print this page](#)

Choose data:

Highlight pupils by:



This scatter graph shows that the progress 8 scores for girls in this school is more volatile than boys, although males were more likely to achieve negative progress scores than their female counterparts. The data also shows some “outliers” (both at the top and bottom of the graph) which may disproportionately affect results.

Disadvantaged pupils

One important “gap” those governing need to consider is the difference between “disadvantaged” and “non-disadvantaged” pupils. The DfE define “disadvantage” as any young person in receipt of free school meals at any time in the last six years, who have been looked after for one day or more at any time in their life, or who have (or have had) parents in the armed forces.

Pupils deemed to be disadvantaged are identified for the pupil premium. This is funding specifically given to schools to raise the attainment of eligible pupils. Those governing are responsible for ensuring that it is spent



correctly in schools. Ofsted pay particular attention to how schools are using the pupil premium funding and the impact that this is having on pupil results. Governors should therefore focus particular attention on pupils who receive pupil premium and check whether there is a gap in attainment and achievement between these and other pupils.

There is a particular emphasis on “disadvantage” in ASP, with those governing able to see a tab specifically for disadvantaged pupils.

This information provides a detailed breakdown of the attainment and progress of disadvantaged pupils in your school. For many of the measures, the data is broken down by prior attainment (i.e. low, middle and high) and gives an overview of progress and attainment in key subjects. When students are compared to the national average, it is important to note that this is “against the national average for non-disadvantaged pupils” rather than a comparison of pupils with similar characteristics.

Below is an example of how the data is presented, showing “average progress in maths by prior attainment”.

Average progress in maths by prior attainment

Prior attainment	Low ?		Middle ?		High ?	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	9	7	30	23	18	11
Score	6.92	6.58	-1.10	-1.22	-1.85	-2.87
National average ?	0.00	0.58	0.00	0.30	0.00	0.20
Difference ?	6.92	6.00	-1.10	-1.52	-1.85	-3.06
Confidence interval ?	+3.25 to +10.60	+2.42 to +10.75	-3.12 to +0.91	-3.52 to +1.08	-4.44 to +0.75	-6.19 to +0.46

This data shows that all pupils with low prior attainment in maths achieved, on average, higher progress scores than the national average, with disadvantaged pupils also achieving higher scores than the national average. However, middle and higher prior attainers made negative progress compared to the national average. The key figure in this table is the “difference” tab (between the national average and the progress score of different pupil groups). This shows that the largest differences are for low prior attainers, with these students making more progress in this school compared to the national average. A potential concern is higher attaining disadvantaged students who made -3.06 progress compared to the national average. However, none of the “difference” scores fall outside of the confidence interval, meaning that it is impossible to be sure whether the trend was caused by factors outside of the schools’ control or not.

Question 3: are we relatively stronger or weaker in some subjects compared to others?

Just as the performance of different groups of pupils can vary within a school, so too can performance in different subjects.

There is more information under the “list of reports” and “additional reports” which can help those governing understand the strengths and weaknesses in certain subject areas. For KS1 there are additional



reports for reading, writing, maths and science. For KS2, there are additional reports on English grammar, punctuation, spelling and science. Finally, for KS4, there is further information for different Ebacc subject areas.

Please note that some of these “additional reports” use value added (VA) to compare the progress made by individual pupils in a school with pupils with similar prior attainment nationally. A “VA cohort” refers to those pupils with measurable prior attainment or known characteristics. Like other progress measures in ASP, a VA score of 0.00 overall indicates that the progress of pupils is in line with the national average. If the VA score is above 0.00 overall then progress is above the national average whereas, if it is below 0.00 overall, progress is below the national average.

English Baccalaureate by subject area, value added ?

This is provisional data for 2016/2017.

[Filters](#)

[Print this page](#)

English Baccalaureate by subject area, value added										
Breakdown	Cohort	Science			Languages			Humanities		
		VA cohort	School	National	VA cohort	School	National	VA cohort	School	National
All pupils	100	87	0.04	0.00	41	0.00	0.00	64	-0.07	0.00
Male ?	63	56	-0.19	-0.09	26	-0.50	-0.32	42	-0.42	-0.23
Female ?	37	31	0.46	0.09	15	0.87	0.24	22	0.59	0.22

This data shows is that all pupils (for which value added can be calculated) in the school make progress broadly in line with the national average for science and languages, but slightly below for humanities. However, males make negative progress in all three subjects, with languages being a particular concern.

The “filters” button allows users to focus on how well certain pupil groups have performed in different areas (i.e. males/ females/ English as an additional language).

Question 4: how might the context of our school affect our performance?

Decades of research into school effectiveness has shown that some groups of pupils, particularly those from less advantaged backgrounds, tend to achieve less well than other groups. This has led to a range of government interventions to raise attainment, including the pupil premium.

Economic disadvantage should not excuse low attainment. However, it should be recognised that apparent variations in levels of attainment between schools are influenced by variations in intakes. Such variations are often caricatured by descriptions of the areas served by schools such as “tough inner cities” and “leafy suburbs”.

Moreover, even within a school, there may be significant variation (especially in attainment and prevalence of special educational needs) between one year group and the next. Simply comparing a school’s attainment to the national average will not necessarily identify those schools which are performing extraordinarily well in challenging circumstances. Nor will it identify those schools in more advantaged circumstances which could be doing better.



Although there is currently no provision in ASP for checking whether a schools' cohort is in line with the national average, those governing need to take into account the context of their school when analysing the data. Other data systems, such as the FFT dashboard, offer the ability to compare their school with other schools with a similar intake using the "contextual value added" feature.

Question 5: how does pupil attendance and exclusion compare to national averages?

In ASP a number of analyses are provided that compare pupils' overall absence and exclusion rates in school with the national average for all schools of the same phase. The data is also broken down for different pupil groups.


This data can be viewed by clicking "absence and exclusions" under "list of reports". For absences, the data gives a list of overall "sessions missed due to absence" as well as "persistent absentees" (those who have missed more than 10% of sessions). There are usually two sessions in a school day, one in the morning and another in the afternoon – separated by lunch.

The exclusions data also offers information on the number of exclusions made by a school, as well as the number of pupils currently in the school with one or more fixed term exclusions.

For both exclusions and attendance, the data is presented over a three year trend allowing those governing to spot any trends over time (i.e. increased or decreased rates of absences or exclusions).

School level absence

This is data for autumn term 2015 and spring term 2016.

 [Print this page](#)

Breakdown	School level absence			
	Sessions missed due to absence		Persistent absentees - absent for 10% or more sessions	
	School %	National average %	School %	National average %
All pupils	6.50	5.00	18.70	12.40
Male	6.50	4.90	19.10	12.20
Female	6.50	5.00	18.30	12.70
Year 6 FSM	10.30	7.20	25.70	21.60

This data shows that pupils in this school are more likely to be absent from sessions compared the national average and are also more likely to be persistently absent.

Understanding the strengths and weaknesses of your school

Those governing need to know and understand the relative strengths and weaknesses of their school, when compared to other similar schools. It is one of the questions which Ofsted will ask governors/trustees during a school inspection. More importantly, a good understanding of strengths and weaknesses will underpin:

- school self-evaluation (including completing a school self-evaluation document)
- development of a school development plan (focused on school improvement)



- setting and strategic vision and direction for the school
- headteacher performance management

Governing boards and school leaders might want to use the table to summarise discussions about school performance using data from ASP, FFT (i.e. Governor Dashboard) and also the schools' own pupil tracking data. The table can be used to clearly capture the strengths and weaknesses and, mostly importantly, any follow on actions, questions or investigations for school leaders and governors.

	Strengths	Weaknesses	Questions & actions for governors & school leaders
Pupil Results (attainment)			
Pupil Progress (achievement)			
Subject Performance			
Pupil Premium			
Other Pupil Groups			
Absence & Attendance			