

## Use of data

**The Inverclyde Attainment Challenge Project involves the development of support tailored to the needs of individual schools including extra staffing and resources to support learning within and beyond the classroom and an agreed commitment to the gathering of data to evaluate the impact of interventions. Through this, Data Officer and Seemis Development Officer posts have been introduced.**

In Inverclyde, we have continued to use Pips results to help measure the impact of any interventions on attainment in literacy and numeracy. Teacher Professional Judgements on achievement of a level and the introduction of Scottish National Standardised Assessments are also now used to measure improvements in attainment. We use Boxall profiles, GIRFEC questionnaires, attendance and exclusion figures to measure progress in HWB (Health and Wellbeing). In addition, we are supported by a SAC (Scottish Attainment Challenge) funded researcher to help identify progress and impact of interventions.

Our data officer plays a crucial role in supporting schools in their use of data. Data packs have been created for all primary and secondary schools. Head teachers were supported to analyse and interpret their own data. Data packs are now being refined to include evaluative comments.

A common tracking system for Inverclyde has been devised to support staff in monitoring the progress of all children. This overview gives a clear learning journey for each child and highlights any concerns, allowing interventions to be planned timeously. This overview supports professional dialogue at progress meetings and ensures a cohesive approach across the authority.

“Data packs are invaluable for professional dialogue at pupil progress meetings.”  
Primary headteacher

Headteachers report that the support provided centrally has allowed Senior Management Teams (SMTs) and class teachers to focus on the data linking attainment to deprivation using SIMD bandings, PIPs scores and value added information and allocate support appropriately. Providing data packs results in school leadership teams having more time to analyse the data, rather than collate it.

“My use of data to support staff in tracking has improved dramatically. The use of data by teachers to articulate the learning journey of children has improved.” Primary headteacher




The creation of Family Groups of schools has provided headteachers with local comparator schools. This has encouraged and nurtured professional dialogue on pedagogy and effective interventions. Support in analysing data has been provided from Attainment Challenge lead officers and the data officer. This has led to an increased confidence in using data effectively to plan for improvement.

“The rigour applied to oversight of learning and how data is collected and used has improved significantly as a direct result of participation in the Attainment Challenge.” Inverclyde teacher

“Excellent source of evidence used to impact pupil progress and school planning.”  
Secondary headteacher

“Data packs have been extremely helpful in supporting HT to quantify the attainment in the school and “tell the story” to a variety of audiences including pupils, parents and staff.”  
Inverclyde headteacher



“Data packs are invaluable for professional dialogue at pupil progress meetings.”

*Primary Headteacher*

