

Children and Young People's Select Committee

How can we identify if schools are punching beneath their weight?

September 2011

The Performance of 15 Hampshire secondary schools: 2011

School	5 A*- C GCSE including English and Maths	ROL top 75%	ROL top 10%	FFT B	FFT D	
A	90	92	99	88	91	*
B	83	70	77	76	80	
C	80	78	85	79	82	
D	77	76	83	74	78	*
E	67	55	62	56	60	*
F	64	78	85	78	81	*
G	63	51	59	52	57	
H	63	67	74	70	74	*
I	59	67	75	67	71	
J	55	49	57	48	53	
K	55	30	37	27	32	
L	50	42	50	40	45	
M	49	40	49	44	49	
N	41	34	41	38	43	
O	31	44	52	45	50	

Broad indications

- Schools B, E, G, K and M are probably doing very well
- Schools A, C, D, J, L and N are probably doing well enough
- We probably ought to be concerned about school H
- We probably should have urgent concerns about schools F, I and O

Additional 'hard' evidence

- Proportion of A-C grades that are A* and A
- Average Points Score
- Attainment of students on free school meals
- Attainment of children in care
- Attainment of students from black and minority ethnic backgrounds
- Attendance of students
- Exclusion rates
- The school's budget and budget planning

“Performance data are crucially important in managing the provision of effective services but should not be treated as unambiguous indicators of performance.

A proportion of the information available on performance is more nuanced.”

‘Soft’ evidence

- Concerns from parents
- Concerns from governors
- Concerns from elected members
- Concerns from other headteachers
- Concerns from teacher associations
- Concerns from staff within Children’s Services who are not directly part of the the School Improvement team – especially HR and finance staff

Professional judgement

- Leadership – quality and clarity of analysis, concentration on the right things, identification of the right strategies, and urgency
- Management – structures and approaches to accountability and performance management
- Attitudes to under-achievement and determination and strategies to deal with it
- Quality of the Curriculum
- Quality of Teaching

Quality of analysis: quality of strategies

Curriculum
Teacher variables
School ethos
Prior achievement
Pre-requisite knowledge
Aptitude
Motivation
Self-regulation
Social and economic status
Parents' aspirations
Children's aspiration
Parents' values