Broad General Education

Benchmarking Tool

Data Informed Improvement
This workshop will focus on how the BGE Benchmarking Tool is being used to support collaboration and improvement.

The workshop will:

• Provide an overview of the place of the BGE Tool within the National Improvement Framework and its role in supporting data informed improvement: H Shanks Scottish Government

• Provide an insight into the scope of the BGE Benchmarking Tool and the characteristics that underpin it: Adam Naylor, Scottish Government

• Provide an insight into how this tool was rolled out within one local authority: Jill Pringle, South Lanarkshire Council

• Share the experiences of head teachers in using the tool to support improvement:
  • Elaine Fitzpatrick, Headteacher St Mary’s Primary School;
  • Martina Hendry, Head Teacher St Cuthbert’s Primary School
The Big Picture

Curriculum for Excellence

- National Improvement Framework
- Getting it Right for Every Child
- Excellence and Equity
- Developing the Young Workforce
- Wood Report
- Donaldson Review

Joseph Rowntree Foundation
Wood Report
Donaldson Review
Scottish Assessment Summit
11th September 2019
Scottish Government
Riaghalla na h-Alba
gov.scot
Christie Commission
Wood Report
Donaldson Review
Scottish Assessment Summit
11th September 2019
Culture supporting teacher judgements

- Children at the centre of planning
- Feedback to young people and from young people about progress
An Overview of the Methodology

Imagine there are 10 pupils with these 9 characteristics.

<table>
<thead>
<tr>
<th>Actual Score</th>
<th>Comparator Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil 1</td>
<td>3</td>
</tr>
<tr>
<td>Pupil 2</td>
<td>4</td>
</tr>
<tr>
<td>Pupil 3</td>
<td>4</td>
</tr>
<tr>
<td>Pupil 4</td>
<td>4</td>
</tr>
<tr>
<td>Pupil 5</td>
<td>4</td>
</tr>
<tr>
<td>Pupil 6</td>
<td>2</td>
</tr>
<tr>
<td>Pupil 7</td>
<td>3</td>
</tr>
<tr>
<td>Pupil 8</td>
<td>3</td>
</tr>
<tr>
<td>Pupil 9</td>
<td>3</td>
</tr>
<tr>
<td>Pupil 10</td>
<td>4</td>
</tr>
</tbody>
</table>

Comparator Score = \(\frac{3+4+4+4+2+3+3+3+4}{10}\)

This process is repeated 10\(\times\)2\(\times\)2\(\times\)2\(\times\)8\(\times\)2\(\times\)2 times so that every single pupil has a comparator score to go with their actual score.

These scores can then be aggregated up to school level or local authority level and compared with each other.

Both schools have the same comparator scores but a different actual score.

1. Do School A and School B have a consistent approach to teacher judgement?
2. Is there something having a big impact that is not in the model?
3. Could School A share best practice with School B to help them improve?
School level example (primary)

Local Authority A - School A, P7, 17/18 data

Notional number of P7 pupils who need to improve by 1 CFE level for school/area to match their comparator score:
- Numeracy: 10
- Literacy: 11
- Numeracy: 10
- Writing: 12
- Listening & Talking: 3

Select a stretch aim
Stretch aim: 85% of pupil achieving expected level in stage

Notional number of P7 pupils who need to improve by 1 CFE level for school/area to match selected stretch aim for percentage of pupils achieving Second Level:
- Numeracy: 17
- Literacy: 19
- Numeracy: 16
- Writing: 19
- Listening & Talking: 0

Pupil Characteristics (whole school/area), 17/18:
- Number of pupils in school/area: 177

Distribution of CFE levels achieved by pupils in stage:
- Numeracy
- Literacy
- Numeracy
- Reading
- Writing
- Listening & Talking

- Not yet meeting Early Level
- Early Level
- First Level
- Second Level
- Third Level
- Fourth Level
## School to school comparison

### Measure: Numeracy

<table>
<thead>
<tr>
<th>Stage</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>P7</td>
<td>17/18</td>
</tr>
</tbody>
</table>

### LA and school comparison

#### Local Authority A - School A

<table>
<thead>
<tr>
<th>Fourth Level</th>
<th>Third Level</th>
<th>Second Level</th>
<th>First Level</th>
<th>Early Level</th>
<th>Not yet Early Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual Score</td>
<td>Comparator Score</td>
<td>Actual Score</td>
<td>Comparator Score</td>
<td>Actual Score</td>
<td>Comparator Score</td>
</tr>
<tr>
<td>28 Pupils in Stage</td>
<td></td>
<td>25 Pupils in Stage</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Local Authority B - School B

**Similar comparator scores - good comparison**

**Experimental Statistics**

- List of similar schools:
  - North Lanarkshire - Dalmarnock Primary School
  - Fife - Dysart Primary School
  - East Ayrshire - Kilmory Primary School
  - Fife - St. Andrews Primary School
  - North Ayrshire - Saltcoats Primary School
  - East Renfrewshire - Linwood Primary School
  - West Dunbartonshire - Renfrew Primary School
  - East Dunbartonshire - Calderwood Primary School
  - Perth & Kinross - Kincardine Primary School

**Background Information (Whole school LA):** 17/18

<table>
<thead>
<tr>
<th>177 Pupils</th>
<th>186 Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>40-45% Female</td>
<td>40-45% Female</td>
</tr>
<tr>
<td>50-60% Male</td>
<td>50-60% Male</td>
</tr>
<tr>
<td>30-40% SIMD C1</td>
<td>30-40% SIMD C1</td>
</tr>
<tr>
<td>50-60% SIMD C2</td>
<td>50-60% SIMD C2</td>
</tr>
<tr>
<td>0-10% SIMD C3</td>
<td>0-10% SIMD C3</td>
</tr>
<tr>
<td>0-10% SIMD C4</td>
<td>0-10% SIMD C4</td>
</tr>
<tr>
<td>0-10% SIMD C5</td>
<td>0-10% SIMD C5</td>
</tr>
<tr>
<td>90%+ Urban</td>
<td>90%+ Urban</td>
</tr>
<tr>
<td>0-10% Small Town</td>
<td>0-10% Small Town</td>
</tr>
<tr>
<td>0-10% Rural</td>
<td>0-10% Rural</td>
</tr>
<tr>
<td>40-50% White UK</td>
<td>40-50% White UK</td>
</tr>
<tr>
<td>0-10% White Other</td>
<td>0-10% White Other</td>
</tr>
<tr>
<td>0-10% Ethnic Minority</td>
<td>0-10% Ethnic Minority</td>
</tr>
<tr>
<td>40-50% Taught in Gaelic</td>
<td>40-50% Taught in Gaelic</td>
</tr>
<tr>
<td>0-10% EAL</td>
<td>0-10% EAL</td>
</tr>
</tbody>
</table>

Non-denominational
The Broad General Education Dashboard Tool and Data Informed Improvement

Martina Hendry, St Cuthbert’s Primary School
Elaine Fitzpatrick, St Mary’s Primary School, Hamilton
Jill Pringle, Service Manager, Curriculum and Quality Improvement Service.
Scottish Assessment Summit
11th September 2019

Scottish Government Input from Derek Brown/Adam Naylor

Building Capacity within the central QIO Team

Upskilling Head Teachers

Using the data Intelligently to inform our work (at Centre)

Using the data Intelligently to inform work in the school
Building Capacity within the central QIO Team

- Understanding the entire Data Landscape
- Technical information (SIMD, Comparator, Comparator Schools)
- Use of data for Improvement
- To support discussion around moderation and confidence in Teacher Professional Judgement
Upskilling Head Teachers

- 4 x ½ day Head Teacher training sessions. (Across 4 localities) 124 Primary schools + 17 secondary schools
- Follow up training clinics (attainment data in general)
- Attainment ‘paper’ clinics
- Data clinics (ongoing)
• Comparator schools to develop ‘Attainment Families’
• Used to support generation of ‘predicted CfE levels’
• Used in school to open dialogue around Moderation
• Part of the Flight Deck for each school
Using the data Intelligently to inform work in the school

Martina Hendry – St Cuthbert’s Primary School

Elaine Fitzpatrick – St Mary’s Primary School, Hamilton
Scottish Assessment Summit
11th September 2019

SLC Primary
School Profile 2018/2019

- Number of pupils per stage:
  - P1: 66
  - P2: 63
  - P3: 61
  - P4: 76
  - P5: 76
  - P6: 66

- Average attendance: 94%
- Exclusions: 0%

- Breakdown of pupil demographics:
  - 27% are in Free School Meals
  - 10% have a P7 or higher need

- Achievement of pupil outcomes:
  - 30% are P7 or higher
  - 14% are P6 or higher
  - 6% are P5 or higher
  - 6% are P4 or higher

- P4 Profile 2018/2019

- Some entry year comparisons of attainment:
  - Reading:
    - Year 1: 2015
    - Year 2: 2016
    - Year 3: 2017
  - Writing:
    - Year 1: 2015
    - Year 2: 2016
    - Year 3: 2017
  - Numeracy:
    - Year 1: 2015
    - Year 2: 2016
    - Year 3: 2017

- Quote: "The sky is not the limit when there are footprints on the mud."

Graphics: https://create.silkchart.com
Scottish Assessment Summit
11th September 2019

BGE Toolkit

School Profile

Stage Profile

Identify trends

Rich professional dialogue

Target support & intervention

Directs school improvement

Proactive approach
Questions