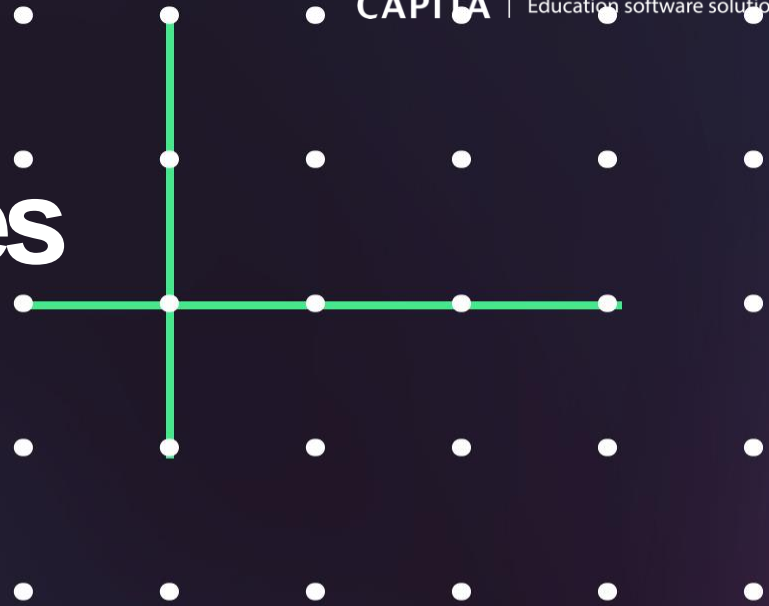


# Monitoring and improving outcomes for your school or MAT

John Christian



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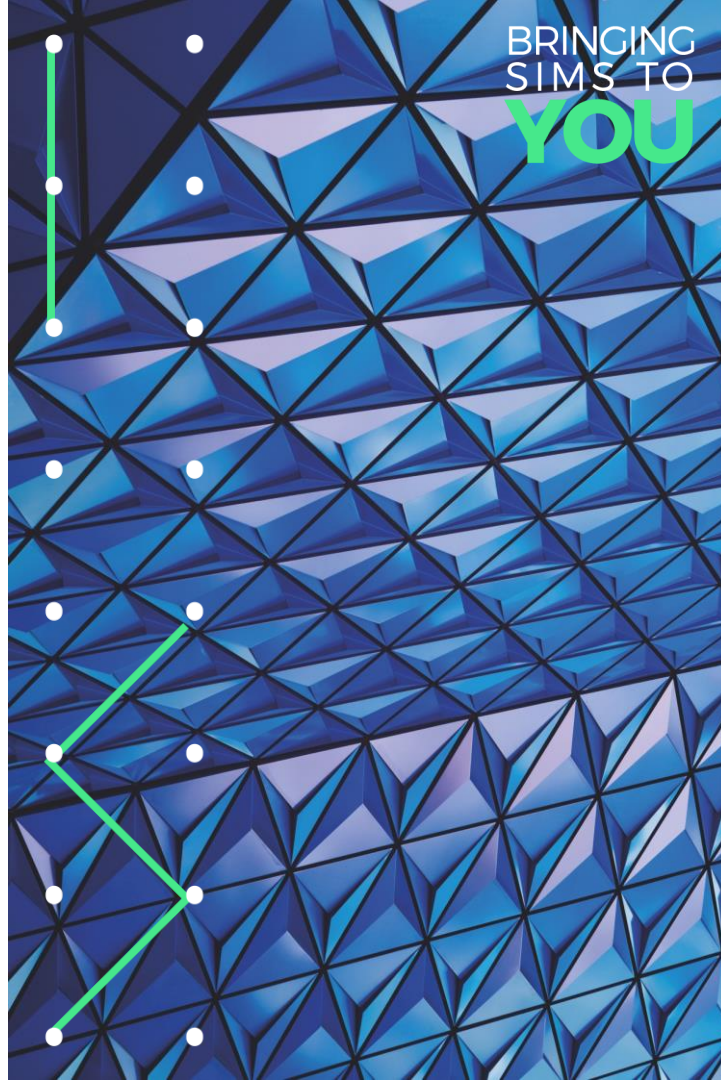


# What do you need to know from your MIS software?

- Headline figures
- Drill through to schools, groups, classes and individuals
- Intelligent answers
- Not so much **What?** but **Why?**

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# The school's use of assessment

Ofsted EIF September 2019

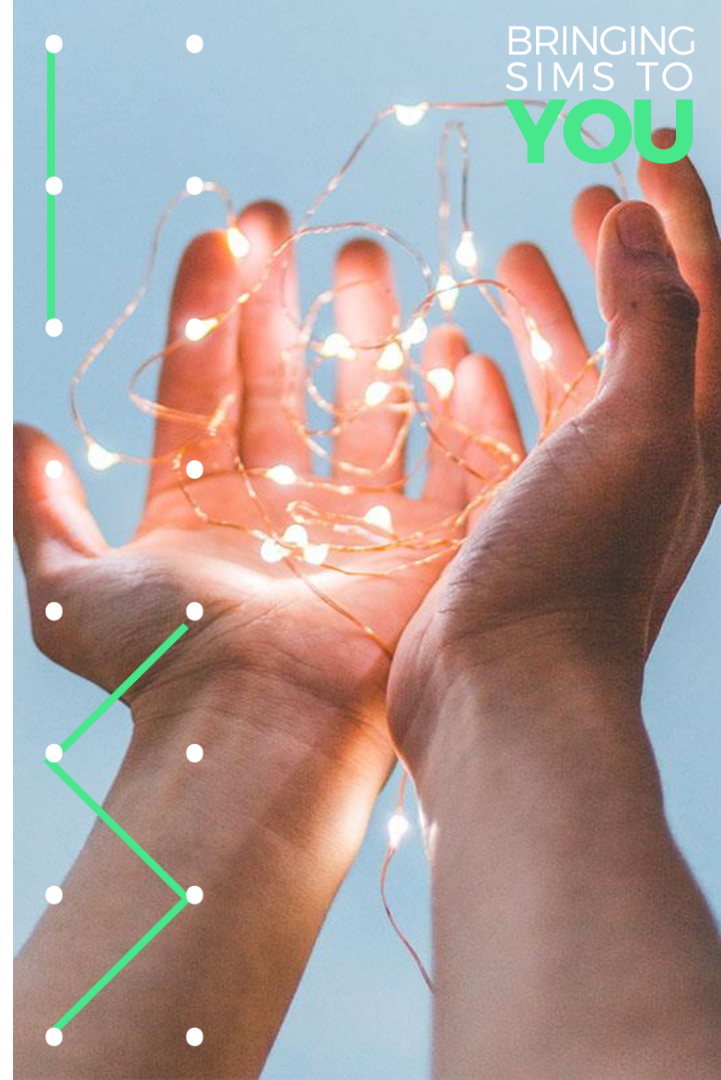
172. The collection of data can also create an additional workload for leaders and staff. Inspectors will look at whether schools' collections of attainment or progress data are proportionate and represent an efficient use of school resources, and are sustainable for staff. The report of the Teacher Workload Advisory Group,

**'Making data work', recommends that school leaders should not have more than two or three data collection points a year, and that these should be used to inform clear actions.**

173. **Schools choosing to use more than two or three data collection points a year should have clear reasoning for what interpretations and actions are informed by the frequency of collection** and the time that is taken to set assessments, collate, analyse and interpret the data created from this, and then act on the findings. If a school's system for data collection is disproportionate, inefficient or unsustainable for staff, inspectors will reflect this in their reporting on the school...

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Guidance

# Understanding your data: a guide for school governors

Updated 30 September 2019

Contents

Foreword

Introduction

Your evidence base

Frequency of reporting

Reporting by exception

The 7 themes

1. Pupil numbers/attendance and exclusions
2. Attainment and progress
3. Curriculum planning – staff and class sizes
4. Financial management and governance
5. Quality assurance
6. Safeguarding and well-being
7. The school community – staff, pupils and parents

## Foreword



Access to high quality information that your school can use is reasonable to expect when looking at data.

This is not about collecting information, or using this resource for data collection. It is important to be clear about what teachers.

1. Pupil numbers/attendance and exclusions
2. Attainment and progress
3. Curriculum planning – staff and class sizes
4. Financial management and governance
5. Quality assurance
6. Safeguarding and well-being
7. The school community – staff, pupils and parents

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Guidance

# Understanding your data: a guide for school governors and academy trustees

Updated 30 September 2019

Contents

Foreword

Introduction

1.

2.

3.

4.

5.

6.

7.

## Foreword



This is not about collecting more information, but about collecting the right information, understanding it, discussing it and using it to inform your actions.

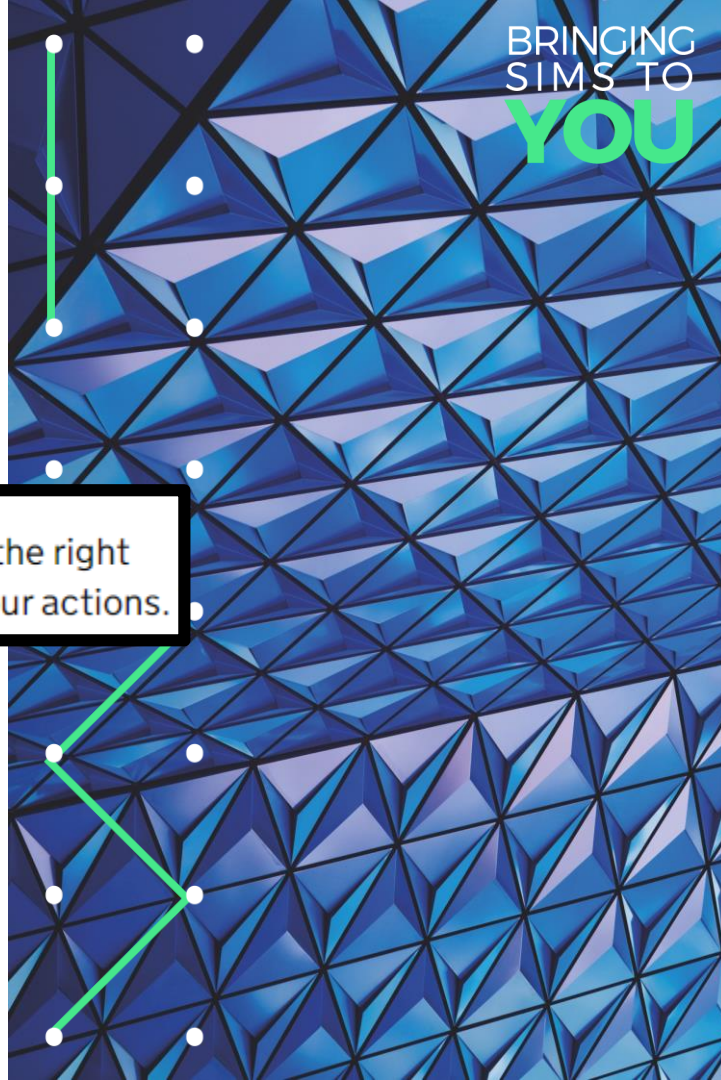
1. Attainment and progress
2. Curriculum planning – staff and class sizes
3. Financial management and governance
4. Quality assurance
5. Safeguarding and well-being
6. The school community – staff, pupils and parents

that your school or academy trust is no different. This resource sets out what is reasonable to expect to see from your executive leaders and local governing boards when looking at the performance of your school or academy trust.

This is not about collecting more information, but about collecting the right information, understanding it, discussing it and using it to inform your actions. You can use this resource to refine your board reporting and to actually reduce the amount of data collection and associated work – remember, when collecting any information, it is important to be aware of the potential burden this may place on executive leaders and teachers.

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# Consolidated Reporting

Demonstrations .....

Primary

Secondary

MAT

Staff and Finance



# Consolidated Reporting

Download the resources from the Assessment section on the Customer Success Hub on My Account.

<https://myaccount.capita-cs.co.uk/hot-topics/cs-resource-hub/>

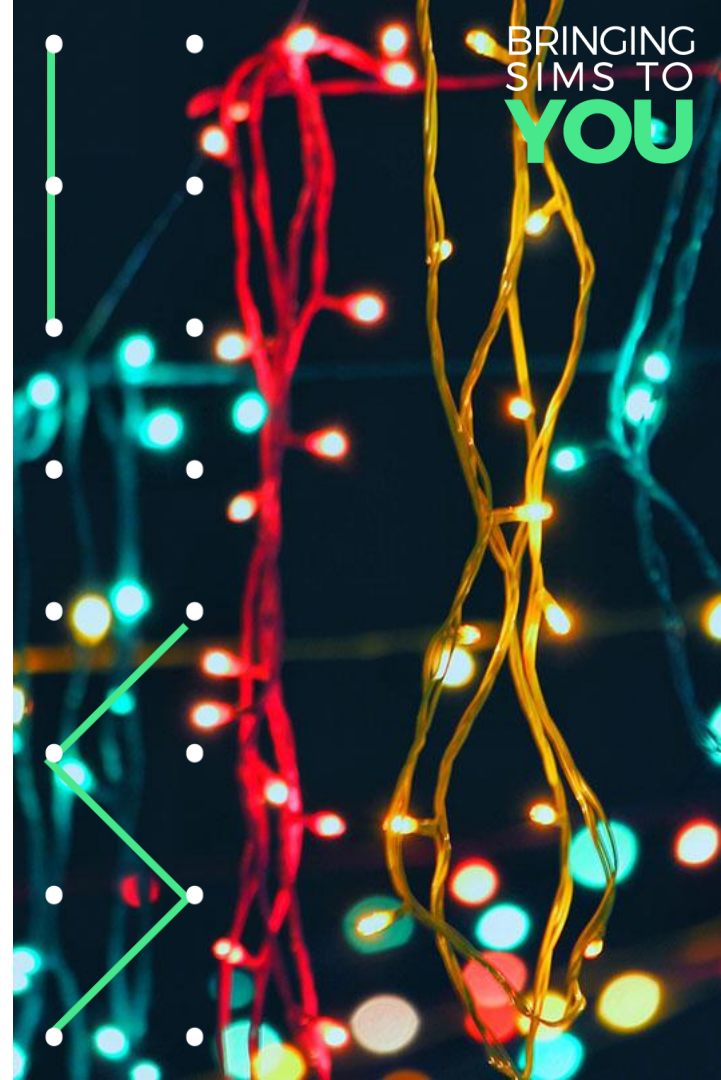
Music: www.bensound.com

[Click here to download a document which highlights the full power of SIMS and what is included as part of your Core & Assessment license](#)

| Assessment   | Attendance  | Conduct  | Curriculum Management   |
|--|---|--|---|
| <small>Supporting Everyday Use</small><br><b>New!</b> Analysis & Reporting | <small>Supporting Everyday Use</small><br>Analysis & Reporting  | <small>Supporting Everyday Use</small>                               | <small>Coordinating Embed All Use</small><br><b>Integrated Curriculum Financial Planning</b>  |
| Exams  | Finance   | Interventions  | Parental Engagement   |
| <small>Supporting Everyday Use</small>                                     | <small>BACS Processing within FMS</small><br><small>CFR Changes</small><br>Integrated Curriculum Financial Planning<br><small>Supporting Everyday Use</small> | <small>Supporting Everyday Use</small><br>Analysis & Reporting       | <small>Supporting Everyday Use</small>  |
| SEN  | Top Tips  | Webinars   | Other   |
| <small>Supporting Everyday Use</small>                                     | <small>Reporting</small><br><small>Supporting Everyday Use</small><br>Technical   | <small>Upcoming Webinars</small><br><small>Previous Webinars</small> | <small>Safety Reports and Delta Reports</small><br><small>Student Dashboard</small><br><small>Utilities</small><br><small>New!</small> <b>Online Information</b><br><b>SIMS Reporting with Power BI</b> |

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# Thank you

