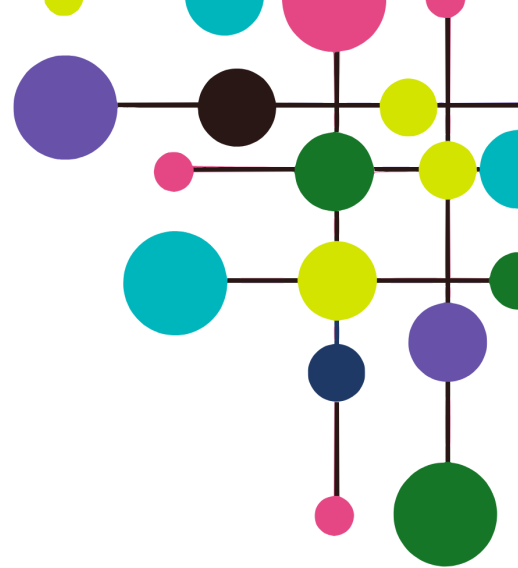
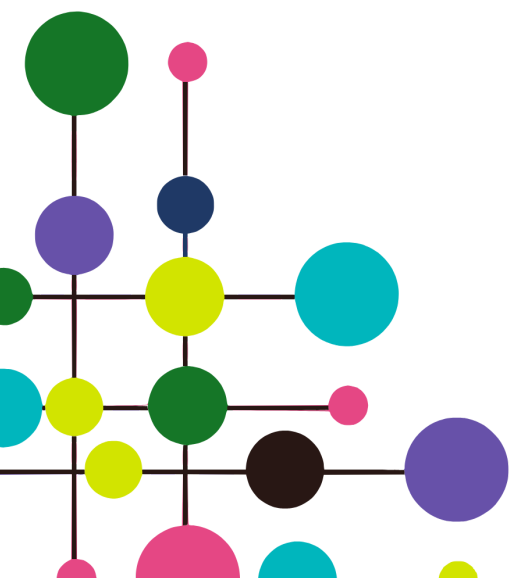




Data Revolution Pack

MAT Version	1.0
Date written	July 2025

Record of Alterations
Version 1.0 Original (July 2025)



Context and Rationale

Over recent years the staff at Robin Hood MAT and our schools have worked hard to raise data outcomes and ensure that our children head to secondary school being ready for the next chapter of their learning. In the pursuit of this journey key actions have taken place:

- A systematic approach to pedagogy has been implemented.
- The curriculum has been rewritten (further work is to be done on this).
- Best practice is being shared across schools through key networks.
- The Gateway Project has been launched.
- Summative assessments for reading, writing, and maths are aligned across the trust using Star Assessments (reading and maths) and a trust-wide writing framework, with top-level data managed through Arbor.

Considerable effort has gone into the above and yet the actions highlighted have not had the positive impact we were hoping for. As a Trust we have always believed in school independence and levels of autonomy and an unintended consequence of this has been that data literacy and how we effectively use data to drive the best outcomes has not been systematised. This document systematises data and is unapologetically focused on how the roles we all play in ensuring our children get the best start in their education.

Roles and Responsibilities

Every member of staff in the Trust has a responsibility to ensure that every single child who attends our schools achieves the best possible outcome to ensure that they are ready for secondary school. As part of this responsibility is the understanding that we need to ensure children achieve at least ARE in Reading, Writing and Maths combined by the end of KS2. In order for this to happen every single staff member has a part to play from the moment a child enters our schools in Reception until they leave in Y6 - each year is a building block on the previous year. So, whilst the responsibility sits with us all, there is also a line of accountability that underpins our responsibilities which is outlined below.

Responsibility

Every member of staff who interacts with a child across the Trust has the responsibility to support in achieving a minimum of ARE at RWM combined.

Accountability

MAT Central Team	
Area	Role
Overall data performance of the Trust is at least inline with national: • GLD • Y1 Phonics • Y2 Phonics Retakes • Y4 MTC • Y6 Outcomes (with a direct focus on RWM combined)	MAT CEO: Steve Taylor Director for School Improvement: Joe Purnell School Improvement Lead: Faye Cooper School Improvement Lead: Charlene Farrell
Ensuring attendance across the Trust is	MAT CEO: Steve Taylor

inline at least with national data.	MAT Safeguarding and Attendance Lead: Chris Heath
Challenging school data outcomes where national data outcomes are missed.	MAT CEO: Steve Taylor Director for School Improvement: Joe Purnell

School Teams	
Area	Role
Overall data performance of the school is at least inline with national: • GLD • Y1 Phonics • Y2 Phonics Retakes • Y4 MTC • Y6 Outcomes (with a direct focus on RWM combined)	Headteacher SLT Assessment Lead
Data performance within each phase of the school (leading to being inline at least with national benchmarks).	Phase Leader
Data performance within the classroom (leading to being inline at least with national benchmarks).	Class Teacher
Attendance systems across the school are robust leading to at least being inline with national data as per the DFE weekly updates and end of year figures .	Inclusion Lead/Attendance Lead

Attendance

In order to maximise data outcomes for every child, in every school in the Trust, attendance is absolutely vital. Ensuring the highest rates of attendance possible means that schools, and the children who attend them, will have the best possible chance of reaching their potential. As a result, high rates of attendance are a priority across the MAT and a precursor to achieving high data outcomes.

Figure 1 Proportion of pupils in each 5% attendance band for Year 6 achieving expected standard in RWM at the end of KS2

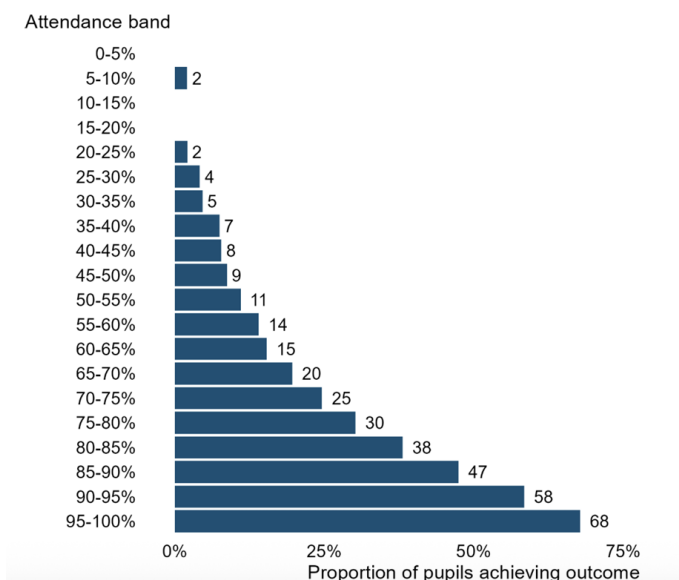
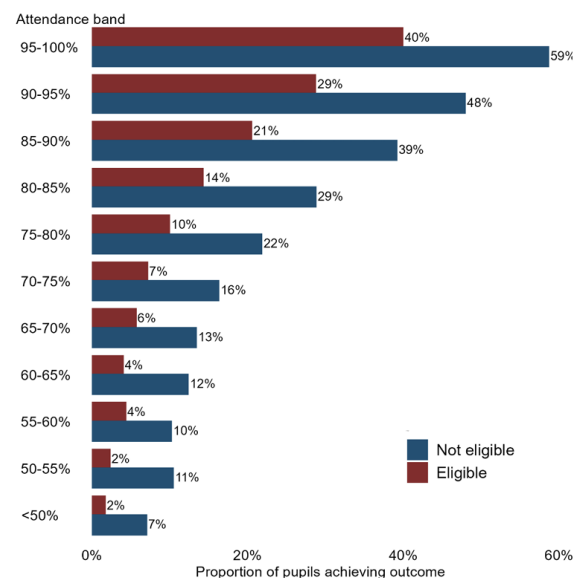


Figure 3 The relationship between attendance and successful outcome for KS2 pupils by FSM eligibility



This data clearly shows a strong link between **school attendance in Year 6 and academic achievement at Key Stage 2 (KS2)**.

See the full DFE document by clicking [HERE](#).

Here's what it means:

The Impact of High Attendance

- **95-100% Attendance (Nearly Every Day):** Pupils who attended almost all of Year 6 were **1.3 times more likely to achieve the expected standard in reading, writing, and maths** compared to those with slightly lower attendance. This is the highest performing group.

The Cost of Missing Just a Few Days

- **90-95% Attendance (Missing ~10 Days):** Missing just 10 days of school in Year 6 (which falls into this attendance bracket) **reduced the likelihood of reaching the expected standard by about 25%**. This highlights that even seemingly small amounts of missed school can have a significant negative impact.

How We Use Data

Data in each school and across the MAT should, and must, be viewed as a mechanism to help a child **improve** rather than as a tool to **prove** the performance of a child/cohort/school. At Robin Hood MAT we believe that all data (good, bad or indifferent) is a key tool for helping children and indeed us to improve - the key is how we use it. Data should be viewed as a mechanism for providing next steps and a tool to help close gaps - it is our use of data and what it tells us that is the critical factor. There is no place in Robin Hood MAT for using data to justify a position - this misses the point.

Trust Data Touchpoints

The role of the Trust and its leaders within data touchpoints is to provide targeted and strategic challenge. Challenge provided by the Trust should be rigorous, developmental and based on the principle that true leadership and indeed kindness gets to the heart of an issue in the quickest time possible.

Collective Challenge Touchpoints

Collective Challenge Touchpoints take place the first half term of each new term e.g. Autumn 1, Spring 1 and Summer 1. These meetings bring key MAT leaders from the Central Team together with Headteachers from across the Trust and centre around the following principles:

1. All leaders should have clarity about where their data fits in within the wider Trust data picture.
2. Leaders should know their data picture and the key areas they are targeting to improve it.
3. Where leaders have strong data outcomes, they should be willing to share strategies used to achieve these.
4. Critique from our peers is supportive, helpful and developmental - it is not criticism.
5. Triads will be formed that focus on interrogation by exception where data and year groups are identified as excelling (looking at what is being done to enable this to happen and sharing with the triad) or underperforming (the triad group look to understand what has been done to date and whether it has impact). Exemplar questions for the triad can be found [HERE](#) and the recording template for key actions [HERE](#).

For the academic year 2025/26 the following dates of meetings have been set as:

- Autumn 1 - 21st October 2025 8:30am - 12pm
- Spring 1 - 20th January 2026 8:30am - 12pm
- Summer 1- 28th April 2026 8:30am - 12pm

The Collective Challenge Touchpoints will follow the agenda below:

Time	Key Area	Who Leads?
8:30am - 9am	Coffee, welcome in and reaffirm key principles of improving data.	ST/JP
9am - 9:45am	MAT data trends with a focus on reporting by exception - which year groups in which schools are excelling? Which year groups in which schools are underperforming?	CF/FC
9:45am - 10:15am	Triad analysis of school 1: focus on interrogating the exceptions (excelling and underperforming).	HTs
10:15am - 10:30am	Coffee/Tea Break	
10:30am - 11am	Triad analysis of school 2: focus on interrogating the exceptions (excelling and underperforming).	HTs
11:00am - 11:30am	Triad analysis of school 3: focus on interrogating the exceptions (excelling and underperforming).	HTs
11:30am - 12pm	Collation of key actions derived from the triad meetings	ST/JP

Mid-Point Triangulation Visit

The Mid-Point Triangulation visit takes place in the second half term of each term e.g. Autumn 2, Spring 2 and Summer 2 and centres around the following principles:

- The key to the effective improvement of data is action - the MAT Central Team will track children within school not on track to achieve RWM combined.
- School leaders will be asked to share the additional support that children have received and the impact it has had.
- The MAT Central Team will drop into classes for selected children so that they can see at first hand what has been provided for the child.
- The Mid-Point visit serves as a mirror to school leaders to help them reflect on what is being done and whether there are any potential blind spots in their strategies.

See [HERE](#) for detailed schedule

School Data Touchpoints

The Assessment Schedule (2025/26 academic year) for all schools can be found [HERE](#). Within this document it specifies when key touch points should take place for:

- HT and Assessment Leads
- Pupil Progress Meetings - you can access a template proforma [HERE](#)

Additionally the document covers when baseline, Star and phonics checks should be issued.