

# Data Leaders' Conference

## Programme

Thursday 10 May 2018

London – Venue TBC

09.30 – 10.00	<b>Registration</b>
10.00 – 10.05	<b>Welcome and Introduction</b> Colin Logan, SSAT
10.05 – 10.50	<b>Looking back and forward</b> Stephen Turp, Principal Education Adviser, Fischer Family Trust What is the latest research telling us about the achievement of disadvantaged students? How is this affected by other factors such as time on FSM, EAL and ethnicity? Is there a better model for pupil premium funding? How can we effectively set targets in the current changing climate?
10.50 – 11.35	<b>The General Data Protection Regulation (GDPR) and schools</b> Victoria Cetinkaya - Senior Policy Officer, Information Commissioner's Office The new GDPR requirements came into force in April 2018: what has this meant for schools and what remains to be done?
11.35 – 11.55	<b>Refreshments and networking</b>
11.55 – 12.40	<b>Ofsted, data and myths</b> Sean Harford HMI - National Director, Ofsted What data does Ofsted expect us to have available? What about predictions of future performance? How does data inform the outcomes judgement? And what are the myths that have built up around inspection?
12.40 – 13.40	<b>Lunch and networking</b>
13.40 – 14.25	<b>How we've made data work for us</b> Karen Burrows, assistant headteacher, and Joyce Siaw, data leader, Stoke Newington School This presentation outlines how one school changed their culture, going from an organisation where few on the leadership team had any access to data, and staff distrusted it, to one where all teaching staff actively engage. Data has become a useful tool and an integral part of the teaching and learning process. Steps in the process will be presented as well as how staff were given ownership of their data, how it's accessible, analyses timely and is user-friendly and how staff were consulted along the way.
14.25 – 15.10	<b>Coping with change and planning ahead</b> Michael Cousins, Director of Achievement, Sacred Heart School, Newcastle-upon-Tyne Data should be used to improve schools at student, staff and leadership levels. In times of limited budgets, it should direct resourcing, identify best practice and evaluate the effects of difficult decisions. However, changes in input data and output scores alongside a new raft of providers offering 'Data Solutions' and national changes in entry patterns, have created uncertainty. Michael shares his school's approach to the challenge.
15.10 – 15.30	<b>Where do we go from here?</b> Colin Logan – SSAT What are the key learning points to take away from today? How will today make a difference?
15.30	<b>Event close</b>

\*Agenda is subject to change