Case study

The Dundee MIS MOT

Background:

The MIS MOT is one of a range of evaluation tools being used in Dundee schools. In recent years, an ICT review has taken place in schools as part of Dundee's extended review process whereby the quality improvement team visits schools on a rota basis to validate the school's self-evaluation of their school improvement plan. As there are a number of MIS systems used in schools (both SEEMIS and in-house systems), it was felt important to assess whether or not staff are familiar with these and use them meaningfully to inform actions and decision-making.

Developing the tool:

The tool was based on the MIICE materials and was constructed around two groups: Group 1, relating to the abilities and attitudes of users; Group 2, relating to the management of learning. For each of these groups, a number of Quality Indicators and associated Themes were identified eg:

Group 1 – relating to the abilities and attitudes of users		Low		◄ ►High			
Quality Indicators	*Themes*	1	2	3	4	5	6
2 Skills development	Effective and responsible use of MIS by all staff						
	Teachers ability to carry out attendance recording and complete Reports to Parents						
	Ability to produce Management information to assist with decision making eg Attendance & Exclusion, attainment, progress, roll, behaviour monitoring, equality monitoring, IEP, CSP, FSM, Looked after reports						

The MOT explores the skills of staff (promoted staff, teachers, pastoral and office staff) in extracting and making use of relevant management information and assesses the extent to which the school uses the various MIS systems for target setting and tracking, reporting to parents, improvement planning, self-evaluation etc.

MIS reviews in schools:

The MOT is used during extended reviews in primary or secondary schools or when requested by schools. Schools are asked to issue it to as many staff as possible and collect in all the responses which are then sent to Dundee's MIS Strategy Officer. Staff score themselves on a 6 point scale as to where their skills and understanding lie. Not all staff will be able to score in all areas and, following use of the MOT with primary and secondary schools, separate versions have been created with the primary version having fewer components as they do not have pastoral staff or middle managers. It was also necessary to add a section where users indicate whether they are support

staff, PT, SMT, teaching staff or Pastoral staff. This has allowed the MIS Strategy Officer to see whether staff had not responded to a theme because of lack of knowledge or because it did not apply to them, and vice versa where they had put in a low indicator but in actual fact did not need to know or be able to use that theme.

Schools are then asked to arrange a focus group involving a wide range of staff where the MIS Strategy officer goes through the range of responses to the MOT, teases out any issues that may have arisen and discusses possible solutions.

Feedback:

Use of the MIS MOT has been welcomed by schools. It certainly raises awareness of the various MIS systems which are in place and encourages staff to identify areas where further support from the MIS team might be required. A brief summary report is prepared with next steps eg:

Group 1 - relating to the abilities and attitudes of users
- skills development
- shared planning and organisation
- investigatory skills
- shared development

All staff seemed to have effective and responsible use of Seemis and admin staff were aware of how to monitor this. Lesson by lesson attendance and reporting to parents on Seemis is used well by all staff. PTs Guidance and SMT were confident in using Seemis for shared planning and organisation. A good system of support within the school is available both from the office staff and Business Education department but also informally throughout the staff. The school always seems to implement new Seemis developments by full consultation with staff, discussion with MIS team before training then the SMT in attendance at the training to support staff and answer any 'in school' questions. This seems to make any new developments within Seemis more easily accepted by staff.

Next steps:
- Encourage use of Seemis by PTs Subject for more monitoring purposes

Group 2 - relating to the management of learning
- Enhancing learning outcomes

The school uses Seemis for Target setting and tracking and this is progressing well.

Next Steps:
- Develop use of the reports available within target setting and tracking across the school

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