

# Clarity Through Data: A Leadership Toolkit for MFL

**Data isn't just spreadsheets and percentages.** It's everything you see: pupils' work, team conversations, lesson observations, curriculum maps, behaviour logs. It's the story of your department—how learners are progressing, how your curriculum is landing, and how your team is growing.

As Head of MFL, your job isn't to drown in numbers. It's to interpret them, challenge them, and use them to shape meaningful action. When you learn to read data as narrative, not noise, you lead with clarity, purpose, and impact.

Below is a breakdown of key data types you'll encounter, and what each can tell you.

Category	Data Type	Purpose	Website / Access Point
<b>Performance &amp; Progress Data</b> <i>These help you understand outcomes, trends, and where your department sits in the wider landscape.</i>	<b>National and local data</b> (DfE reports, LA benchmarks, uptake trends)	Compare subject performance nationally and locally	<a href="#">DfE Statistics</a>
	<b>Exam results</b> (GCSE, A-level, internal mocks)	Analyse attainment and trends	<a href="#">Analyse School Performance (ASP)</a>
	<b>Value added measures</b> (Progress 8, Attainment 8)	Evaluate pupil progress from KS2 to KS4	<a href="#">DfE Accountability Measures</a>
	<b>Tracking data</b> (internal systems)	Monitor pupil progress over time	School MIS (e.g. SIMS, Arbor, Bromcom)
	<b>EBacc entry and success rates</b> (may be scrapped soon)	Assess curriculum access and performance	<a href="#">ASP</a>
	<b>Prior attainment data</b> (KS2 scores, FFT estimates, baseline assessments)	Set targets and contextualise progress	<a href="#">FFT Aspire</a>
<b>Curriculum &amp; Assessment Evidence</b>	<b>Team assessment data</b> (formative and summative)	Offers insight into consistency, challenge, and curriculum coverage.	<i>School &amp; Departmental Sources</i>

<p><i>This is where you see how learning lives in the classroom.</i></p>	<b>Pupils' work</b> (books, folders, digital portfolios)	Reveals depth of learning, feedback quality, and pupil engagement.	<i>School &amp; Departmental Sources</i>
	<b>Team book reviews</b> (department-led scrutiny)	Encourages shared standards and reflective practice.	<i>School &amp; Departmental Sources</i>
	<b>SLT-led reviews</b> (external or whole-school scrutiny)	Provides external validation and identifies cross-departmental trends.	<i>School &amp; Departmental Sources</i>
	<b>Lesson observations</b> (formal, informal, peer-led)	Captures teaching quality, classroom climate, and curriculum delivery.	<i>School &amp; Departmental Sources</i>
	<b>Curriculum maps and schemes of work</b>	Ensures alignment, progression, and readiness for inspection or review.	<i>School &amp; Departmental Sources</i>
	<b>Behaviour system data</b>	Identifies patterns in pupil engagement and classroom conduct	<i>School &amp; Departmental Sources</i>
<p><b>Team &amp; Pupil Voice</b></p> <p><i>This data is about people—how they feel, what they need, and how they experience your leadership.</i></p>	<b>Team reviews</b> (self-evaluation, departmental audits)	Helps identify strengths, gaps, and priorities for development.	<i>School &amp; Departmental Sources</i>
	<b>Team questionnaires</b> (wellbeing, workload, CPD needs)	Informs how you support your team and shape professional learning.	<i>School &amp; Departmental Sources</i>
	<b>Pupil questionnaires</b> (engagement, feedback, curriculum relevance)	Offers insight into learner experience and helps refine curriculum choices.	<i>School &amp; Departmental Sources</i>

	<b>Minutes of meetings</b> (departmental, line management, whole-school)	Tracks decisions, concerns, and strategic direction over time.	<i>School &amp; Departmental Sources</i>
<b>Strategic &amp; Contextual Documents</b>  <i>These shape the environment you're working in—and help you lead with awareness.</i>	<b>Ofsted reports and inspection frameworks</b>	Clarifies expectations and helps you prepare for scrutiny.	<a href="#">Education Inspection Framework (EIF)</a>
	<b>White papers and government policy updates</b>	Keeps you informed of national shifts that may affect your subject.	<a href="https://www.gov.uk/government/publications">https://www.gov.uk/government/publications</a>
	<b>Exam board updates and subject-specific guidance</b>	Ensures your curriculum and assessment practices remain current.	<a href="#">AQA MFL Subjects</a> <a href="#">Data Insights via AQA Centre Services</a> <a href="#">Edexcel MFL Subjects</a> <a href="#">ResultsPlus (Edexcel)</a>
	<b>School improvement plans and SEF</b>	Aligns your departmental goals with whole-school priorities.	
	<b>SEND and safeguarding data</b>	Supports inclusive planning and ensures curriculum access for all learners.	Ask your SENDCo /DSL

## Final Thought

Data should **empower you**—not overwhelm you. Use it to tell the story of your department, advocate for your subject, and make decisions that serve both your learners and your team. You don't need to know everything—but you do need to know what matters.