# MAG
# Good Practice

**To be used with MAG Version 3**

# Introduction

Ultimately key messages on progress from the MAG will underpin the school's self evaluation of all aspects of its provision and quality of leadership and management. Good/outstanding judgements against teaching and learning must correlate with evidence of good/outstanding progress. This will shape highly focussed school improvement priorities.

## MAG DATA

The functionality of the MAG and reports the MAG produces is fully dependant on the quality and accuracy of the data inputted into the system. School staff have a collective responsibility to ensure the data in the MAG system is current and is consistent with other data used in school, including the data held in SIMS. The ***School Checklist*** function on the MAG allows schools to review the information contained within the MAG system and cross-reference with other systems within school. It is strongly recommended that this exercise is completed on a regular basis to ensure the reports produced by the MAG are accurate and are reflective of the school.

**Common Causes of Inaccurate Data**

1. The 'unclassified' figure – this must be '0%', if not, all data on the MAG is invalid*.
2. The correct children – the number of children shown on the MAG should be the same number of children enrolled in school. However, be aware that the number could be the same as in previous years but actually represent different individuals. MAG data must represent the children who are *currently* in the school, which includes their historic data. It also includes removing the data for children who are no longer on role.
3. Regular import/export of data – this is of paramount importance to ensure the data being analysed through the MAG is reflective of the current situation in school.

* The only exception would be when it is *impossible* to get a level for a child (e.g. for an overseas or privately educated student)

## USING THE GOOD PRACTICE GUIDE

The Good Practice Guide outlines a sample of key reports that can be produced by the MAG. The document has been organised so that there are two pages per report; the first page is a text document outlining the potential uses of the report and the second is a 'worked example' populated with data and the associated questions/considerations raised. The Report Index section provides an overview of all of the reports contained within the Good Practice Guide and instructions of how they can be accessed via the MAG.

## MAG REPORTS

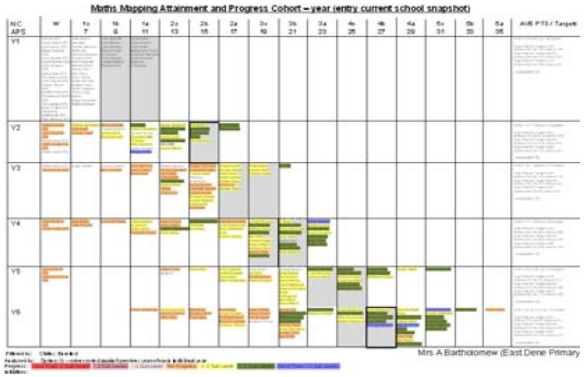
The MAG can be used by a wide range of school staff and for a variety of purposes, including:

- Pupil Progress Meetings
- Teacher Planning
- Parents' Evenings
- Lesson Observations
- Work Scrutiny
- Performance Management
- Impact Evaluation of Programmes/Interventions
- Transition
- Evaluating Impact
- Cross Referencing Evidence

The MAG is only one way of gathering evidence and data/reports should be cross reference with other sources to secure reliable judgements.

# Report Index

## Section 1

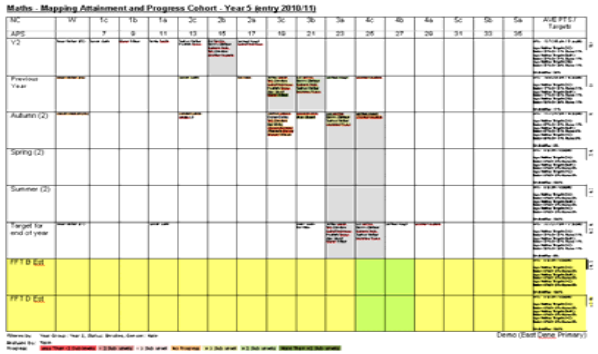



### Report 1: School Snapshot Mapping Attainment & Progress

How to find this report*: Reports – MAGs & Visual Maps – Yearly MAG (National Curriculum)*

Key Report for:

- SLT/subject leaders/SENCO to evaluate attainment and progress of cohorts and individuals




### Report 2: Termly Year Group Mapping Attainment & Progress

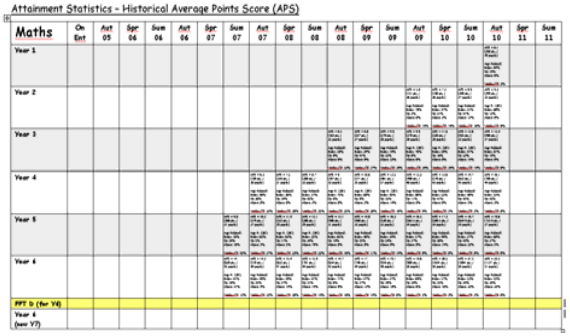
How to find this report*: Reports – MAGs & Visual Maps – Termly MAG (National Curriculum)*

Key Report for:

- SLT target setting procedures;
- Pupil progress meetings;
- Teacher planning

# Report Index (cont…)

## Section 2

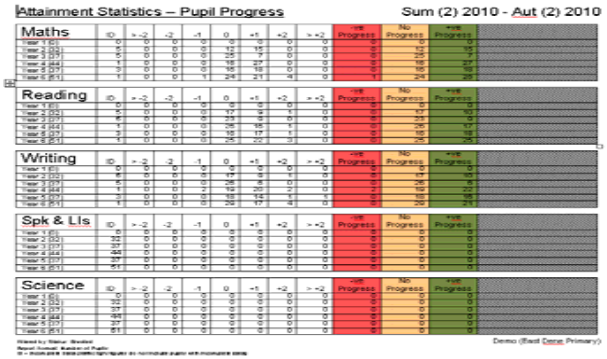



### Report 3: Historical APS

How to find this report*: Reports – Attainment Statistics – Historical APS*

Key Report for:

- SEF attainment and progress judgement for cohorts;
- Performance management; SLT/subject leader evaluation



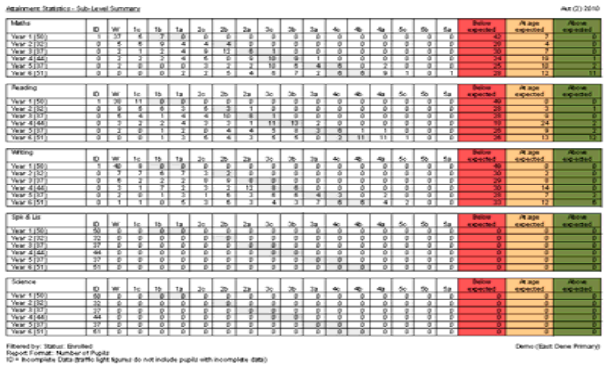

### Report 4: Attainment Statistics

#### i. Pupil Progress Summary

How to find this report*: Reports – Attainment Statistics – Pupil Progress Summary*

Key Report for:

- Evaluating progress of cohorts
- Identification of issues within a cohort/subject
- Informing conversations with subject leaders




#### ii. Sub Level Summary

How to find this report*: Reports – Attainment Statistics – Sub-Level Summary*

Key Report for:

- Evaluating attainment of cohorts
- Identification of issues within a cohort/subject
- Informing conversations with subject leaders

# Report Index (cont…)

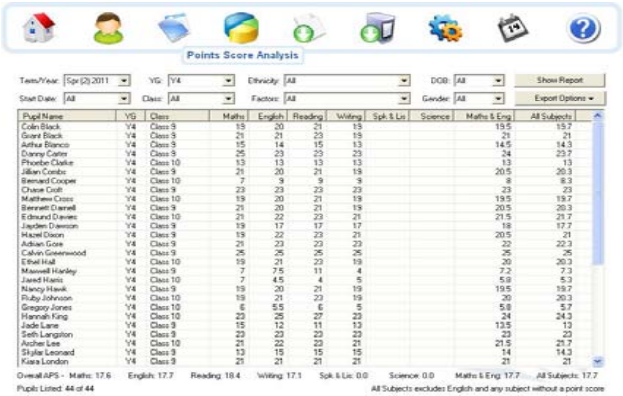
**Report 5: Pupil Progress**

How to find this report*: Reports – Pupil Progress – select two points in time*

Key Report for:

- Performance management;
- Evaluating progress of cohorts (using athletics track on slide 37);
- Classes and groups for SEF/planning future provision, e.g. boy/girl, FSM etc;
- Key report for SLT/SENCO/TAs for evaluating impact of intervention programmes

## Section 3




**Report 6: Points Score Analysis**

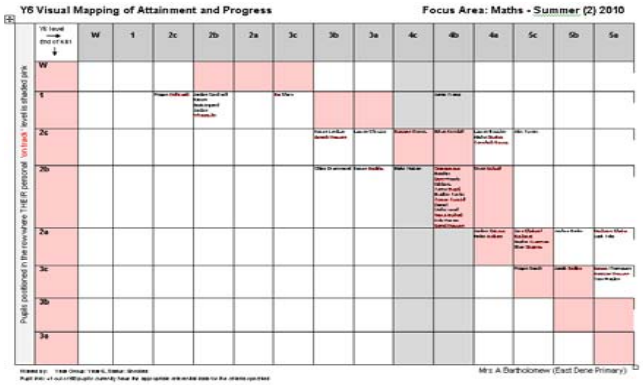
How to find this report*: Reports – Points Score Analysis*

Key Report for: SEF

- Evaluating overall attainment and progress and planning how to affect future provision to increase attainment and progress aps
- Evaluating attainment of cohorts for overall (English and maths) and different subjects– eg current Y6 with Raise on Line
- Evaluating attainment of other year groups against National expectations (see slide 13 rule of thumb guidance)
- Compare live data for cohorts and sub groups with Raise online APS data in order to affect provision at an early enough stage.

# Report Index (cont…)

## Section 4




### Report 7: Visual Map

How to find this report*: Reports – MAGs & Visual Maps – Termly Visual Map*

Key Report for:

- Teacher planning and differentiation;
- SLT focussed lesson observations;
- Pupil progress meetings; work scrutiny

### Report 8: Pupil History

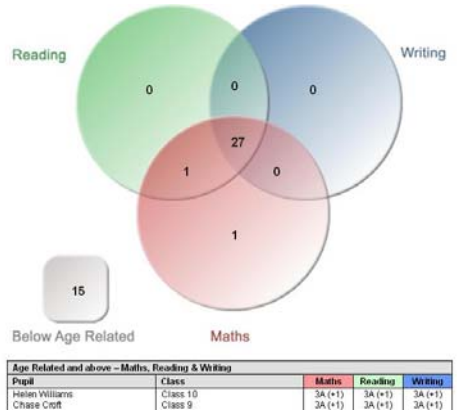
How to find this report*: Reports – Pupil History – Select a child*

Key Report for:

- Teacher planning;
- SENCO;
- Parents evenings;
- Transition;
- Pupil progress meetings and potentially pupil self assessment

# Report Index (cont…)

## Section 5



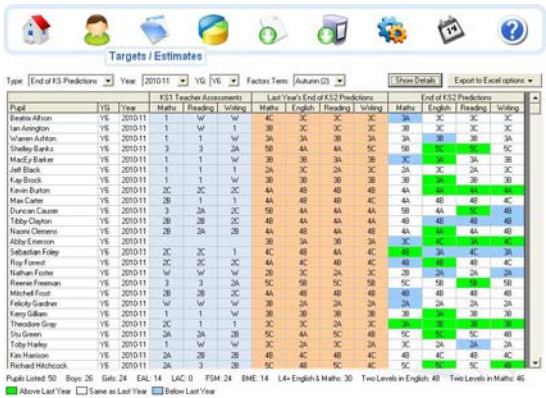

### Report 9: Age Related Venn

How to find this report*: Reports – Attainment Statistics – Age Related Venn*

Key Report for:

- Teachers and SLT
- Pupil progress meetings and the resulting actions to affect progress
- Tracking combined age related attainment in English and Maths
- Identifying focus children for further support in a particular subject in order to secure their combined level of attainment in English and Maths

## Section 6




### Report 10: Targets/Estimates

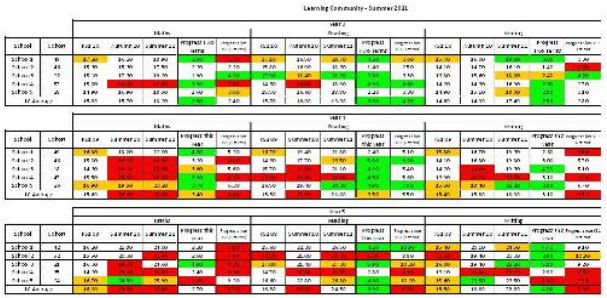
How to find this report*: Assessment – View Assessments – Targets/Estimates*

Key Report for:

- Teachers and SLT
- Keeping a very close track on combined attainment and 2 levels progress (New Floor Standard) on a regular basis, by entering latest assessments and or latest predictions for the end of Key Stage 2 SATs
- Planning booster groups, one to one, interventions in the lead up to SATs

# Report Index (cont…)

## Section 7 – Key Resources

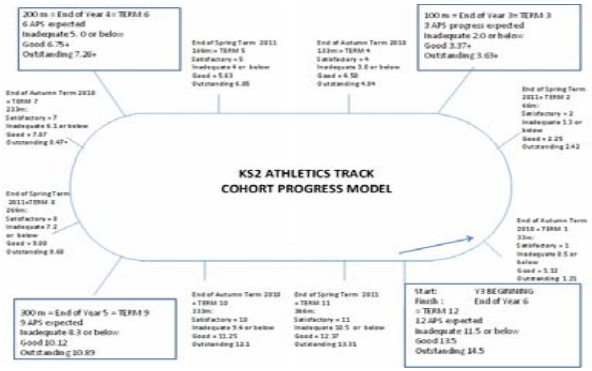


### Report 11: Pupil Progress Throughout KS2

How to find this report*: Reports – This report is not currently generated by the MAG (manual transfer of MAG generated data)*

A Key report for:

- Recording and colour coding the APS progress of cohorts and groups for an instant overall of attainment and progress and easy access for Ofsted;
- Governors and Staff to evaluate progress and plan next steps to impact on provision for cohorts and groups




### Report 12: The 'Race Track'

How to find this report*: This resource is not generated by the MAG but can be cross-referenced with a number of MAG reports*

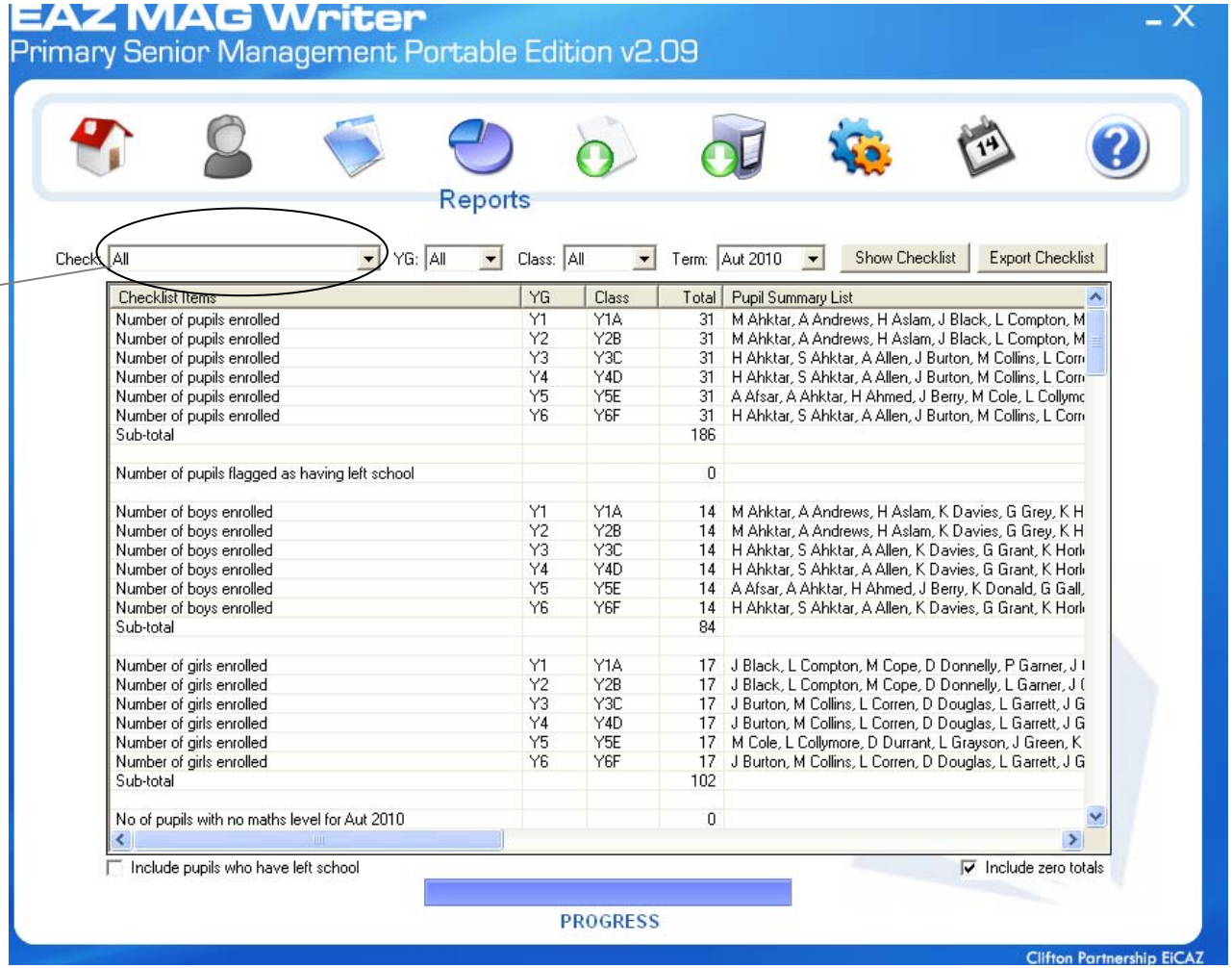
A Key guidance document for:

- Evaluating the APS progress of cohorts and groups of pupils between Y3-Y6 in relation to national expectations

# School Checklist

The ‘School Checklist’ is the first report to consider to ensure the data held within the MAG system is accurate and reflects the current situation in school. A full report can be produced or the filters can be applied to look at specific groups, for example, pupils having left school, boys enrolled, SEN pupils enrolled etc. Any discrepancies need to be addressed *immediately* as this will affect the validity of any reports produced.

Filters can be applied to look at specific groups within school




| Checklist Items | YG | Class | Total | Pupil Summary List |
|---|---|---|---|---|
| Number of pupils enrolled | Y1 | Y1A | 31 | M Ahktar, A Andrews, H Aslam, J Black, L Compton, M |
| Number of pupils enrolled | Y2 | Y2B | 31 | M Ahktar, A Andrews, H Aslam, J Black, L Compton, M |
| Number of pupils enrolled | Y3 | Y3C | 31 | H Ahktar, S Ahktar, A Allen, J Burton, M Collins, L Corr |
| Number of pupils enrolled | Y4 | Y4D | 31 | H Ahktar, S Ahktar, A Allen, J Burton, M Collins, L Corr |
| Number of pupils enrolled | Y5 | Y5E | 31 | A Afsar, A Ahktar, H Ahmed, J Berry, M Cole, L Collymo |
| Number of pupils enrolled | Y6 | Y6F | 31 | H Ahktar, S Ahktar, A Allen, J Burton, M Collins, L Corr |
| Sub-total | | | 186 | |
| Number of pupils flagged as having left school | | | 0 | |
| Number of boys enrolled | Y1 | Y1A | 14 | M Ahktar, A Andrews, H Aslam, K Davies, G Grey, K H |
| Number of boys enrolled | Y2 | Y2B | 14 | M Ahktar, A Andrews, H Aslam, K Davies, G Grey, K H |
| Number of boys enrolled | Y3 | Y3C | 14 | H Ahktar, S Ahktar, A Allen, K Davies, G Grant, K Hor |
| Number of boys enrolled | Y4 | Y4D | 14 | H Ahktar, S Ahktar, A Allen, K Davies, G Grant, K Hor |
| Number of boys enrolled | Y5 | Y5E | 14 | A Afsar, A Ahktar, H Ahmed, J Berry, K Donald, G Gall, |
| Number of boys enrolled | Y6 | Y6F | 14 | H Ahktar, S Ahktar, A Allen, K Davies, G Grant, K Hor |
| Sub-total | | | 84 | |
| Number of girls enrolled | Y1 | Y1A | 17 | J Black, L Compton, M Cope, D Donnelly, P Garner, J |
| Number of girls enrolled | Y2 | Y2B | 17 | J Black, L Compton, M Cope, D Donnelly, L Garner, J |
| Number of girls enrolled | Y3 | Y3C | 17 | J Burton, M Collins, L Corren, D Douglas, L Garrett, J G |
| Number of girls enrolled | Y4 | Y4D | 17 | J Burton, M Collins, L Corren, D Douglas, L Garrett, J G |
| Number of girls enrolled | Y5 | Y5E | 17 | M Cole, L Collymore, D Durrant, L Grayson, J Green, K |
| Number of girls enrolled | Y6 | Y6F | 17 | J Burton, M Collins, L Corren, D Douglas, L Garrett, J G |
| Sub-total | | | 102 | |
| No of pupils with no maths level for Aut 2010 | | | 0 | |

# Sample MAG Reports

# Report 1: School Snapshot Mapping Attainment & Progress – Mathematics (a)

**WHOLE SCHOOL ANALYSIS – SUBJECT BREAKDOWN** (in this particular example mathematics)

**Potential Uses**

- *Whole School Overview* - this report can be generated to look at whole school attainment and progress in a specific subject. This example could be of particular use to SLT, the assessment coordinator and the mathematics subject leader as the report provides information at a whole school level related to attainment and progress in mathematics.
- *Visual Representation* - each cohort within school is represented on one report providing a succinct overview of the attainment and progress within a particular subject area.

**Additional MAG reports / supporting resources that can be used in conjunction with this report…**

Reports such as the ***Mapping Attainment & Progress*** (by cohort) and the ***Historical APS*** would allow further investigation of progress and attainment for the cohort, for example by analysis be each term. Additional support materials, such as the ***Racetrack Resource*** could be used to measure the APS of the cohort against national expectations.

# Report 1: School Snapshot Mapping Attainment & Progress - Mathematics (b)

**Maths Mapping Attainment and Progress Cohort – year (entry current school snapshot)**

| NC APS | W | 1c 7 | 1b 9 | 1a 11 | 2c 13 | 2b 15 | 2a 17 | 3c 19 | 3b 21 | 3a 23 | 4c 25 | 4b 27 | 4a 29 | 5c 31 | 5b 33 | 5a 35 | AVE PTS / Targets |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Y1 | Saif Ali (P6)<br>Usmaan Aslam (P7)<br>Lee Demari (P6)<br>Blake Freeman (P6)<br>Zara Hussain (P7)<br>Khyati Machlin (P6)<br>Katie Rodgers (P6)<br>Aidan Attile (P7)<br>Roy Bakuru (P6)<br>Liam Calvert (P6)<br>Callum Gibson (P6)<br>Heather Hall (P6)<br>Mohammad Kashif (P6)<br>Tia Lazenby (P6)<br>Kevin Turtak (P7)<br>Alexandra Whitstone (P6)<br>Filip Wechow (P7) | Luke Ashton<br>Alex Ball<br>Frankie Edwards<br>Sasha Ely<br>Marwan Hameed<br>Morgan Hunt<br>Kashif Hussain<br>Natasha Khan<br>Jensen Murr<br>Ellie Oates<br>Omar Sharif<br>Saman Arshad<br>Angela Fusha<br>Olivia Gosland<br>Taylor Leigh Kelsall<br>Keegan Lazenby<br>Hollina Nadeem | Luke Bennett<br>Leo Feltham<br>Leah Burting<br>Mason Clarke<br>Kc Gibson<br>Dana Hussain<br>Lachlan Hutton<br>Zaynah Munir | Sylvia Jules<br>Qatia Omeria<br>Holly Smith<br>Natalie Van Toren<br>Zareenah Bacharat<br>Qnath Hussain<br>Shannon O'Donnell | | | | | | | | | | | | | |
| Y2 | Kristian Turtak (P6)<br>Chad Cardwell (P6)<br>Hawk Danyi (P5)<br>Emilia Gadjurova (P5)<br>Martin Rajik (P6) | Chelsea Barnshaw<br>Jayla Kaur<br>Ismael Hajiu | Ciony Pretwell<br>Gareth Pedrick<br>Jessica West<br>Nicole Bennett | Chloe Mills<br>Sohail Chaudhary<br>Veneja Farooq<br>Charlotte Little<br>Tj Sellars<br>Millie Wharton<br>Uzaira Hussain<br>Reagan Smith | Liberty Davidson<br>Ellie Hazen Jones<br>Chloe Lloyd<br>Amelia Scaife<br>Kamarah Nolan<br>Alex Ruth<br>Lauren Wilson | Lee Bullen<br>Connor Hale<br>Chad Rankin<br>Casey<br>Zhauna Parkin | Brooke Clarke<br>Travis Groves | | | | | | | | | | |
| Y3 | Callum Berry (P7)<br>Hawk Barton (P6) | Logan Gilbar | Joshua Lawton<br>Ben Townend | Zeba Bachirat<br>Ansaan Anjum<br>Rumia Khan | Kaiwen Beckins<br>Dominic Barnfield<br>Umad Bibi<br>Chloe Bullen<br>Sameen Hussain<br>Hasaan Khan<br>Joshua Underwood | Natalie O'Donnell<br>Ashleigh Rodgers<br>Connor Wilde<br>Rafaela Wojciechowska<br>Natalja Berzina<br>Charlotte Gipsyn<br>Charlie Renee<br>Armaan Hussain<br>Jessica Pedrick<br>Aisha Rafiq<br>Lia Rocket | Chelsea Swift<br>Brooklyn Brittle<br>Keith Choto<br>Kassim Hussain<br>Chakira Jules<br>Harry Low<br>Sameer Munir | Hollie Bullen<br>Isabelle Hall<br>Shohaib Shafiq | Bryn M | | | | | | | | | | |
| Y4 | Ryan Freeman (P6)<br>Denis Turtak (P6) | Ryan Butler<br>Josef Horsath | Laura McCombe | Liana Demari<br>Aj Gannon<br>Finley Kelsall<br>Charlotte Gibson | Evelyn Gibson<br>Reece Walker<br>Kaiomi Gadjurova<br>Chloe Sellars | Aryan Sarbewala<br>Charlotte<br>Broadway | Natasha Schofield<br>Louis Waterhouse<br>Perry Wightman-Card<br>Connor Lawton | Leonie Mounsey<br>Tara Maxwell<br>Mathew Gerrie<br>Jack Rogers<br>Ben Firth<br>Jasmine Hagan<br>Megan Hiller<br>Humaira Munir<br>Lauren Shaw<br>Caitlin Turner | Lily Berry<br>Shaun Hussain<br>Ethan Oxborough<br>Chad Hussain<br>Isaac Iqbal<br>Jayden Kerr<br>Elise Morton<br>Jessica Murphy<br>Holly Sherwin | Kyle Hopkins<br>Zheila Hussain<br>Joseph Brown<br>Harry Crawford<br>Kyle Dunn<br>Brian Ruth<br>Nathan Muir | | | | | | | |
| Y5<br><br>Y6 | Jason Watson (P6)<br>Katarina Cicarova (P5) | | | Callum Bainbridge | Jordan Costa<br>Konjus D | Aisha Khan | Ricky Cardwell<br>Suman Hussain<br>Casey Kirby<br>Ellen Chamberlain | Dylan Dolby<br>Kai Kirby<br>Mustafa Razaq<br>Megan Rodgers | Janaelle Ndovu<br>Amie Deakin<br>Jack Crawford<br>Jessica Harvey<br>Ismail Mahmood<br>Shannon Rodgers<br>Ryan Cottesgood<br>Alex Stuart<br>Jason Wilson<br>Jamie Ant<br>Kaylan Patrick-Hall<br>Matthew Houston<br>Joshua Morton<br>Dominic Taylor<br>Laurie Woodburn<br>Georgia Jones<br>Jake Smith | Kaiomi Hussain<br>Courtney Lewis<br>Kohinum Majid<br>Reagan Lowergan | Kit Berry<br>Danny Clement<br>Samuel Hough<br>Leona Schofield<br>Joshua Walker<br>Hammad Munir<br>Travis Anderson<br>Shaquan Gibson<br>Millie Joe Garner<br>Mehtab Mahmood | Jessica Gerrie<br>Shana Hanson<br>Shahbaz Hussain<br>Kyla Hartgrove<br>Charlie Sykes<br>Brooke McKnight<br>Leah Mortle<br>Mustafa Nadeem | Janaka White | Ashley Hartland | | Cohar Shafiq | |
| | | | | | | | | | | | | | | | | | |

Mrs A Bartholomew (East Dene Primary

Filtered by: Status : Enrolled
Analysed by: Spring (1) - colour coded against previous year of each individual year
Progress: More Than -2 Sub Levels | -2 Sub Levels | -1 Sub Level | No Progress | +1 Sub Level | +2 Sub Levels | More Than +2 Sub Levels
Initiatives:

NB. The national expectation is 3b

Ensure the correct time frames have been selected on the MAG

# Report 2: Termly Year Group Mapping Attainment & Progress - Mathematics (a)

**COHORT ANALYSIS – SUBJECT BREAKDOWN** (in this particular example Y6 mathematics)

This report can be generated to look at a particular year group and their attainment and progress in a specific subject. This report could be of particular use to the Y6 teacher, SLT, assessment coordinator and the mathematics subject leader as the report provides an overview of the Y6 cohort and their attainment and progress in mathematics since Y2.

**Potential Uses**

- *APS: Attainment/Progress Comparisons Against National* - The expected progress between Y2 and Y5 is at least 9 points. Using this report, comparisons can be made against national targets and national expectations (using the data highlighted in the AVE PTS/Targets column circled on the worked example). This will highlight issues such as: how much progress has been made based on previous attainment; any success in 'narrowing the gap'; if expected progress has been sustained; if the cohort has made 3+ APS in a year; if the cohort have exceeded expected progress etc.
- *Appropriate Target Setting* - The AVE PTS/Targets column can also be used to review whether or not the end of year target is ambitious enough in order to achieve, or exceed, expected progress (i.e. APS 12+). If the target does not appear to be high enough, individual children can be identified whose targets could be reviewed and potentially increased to secure good progress for the cohort.
- *Progress* - The report highlights where a cohort have, or have not, made satisfactory/good progress between two given points in time. SLT would be able to investigate the reasons for this and potentially make links to areas such as Performance Management.

**Additional MAG reports / supporting resources that can be used in conjunction with this report…**

Reports such as the ***Historical APS*** would allow further investigation of progress and attainment for the cohort, for example by analysis by each term. Reports relating to ***Pupil Progress*** would also support investigation into the review of targets. Additional support materials, such as the ***Racetrack Resource*** could be used to measure the APS of the cohort against national expectations.

# Report 2: Termly Year Group Mapping Attainment & Progress - Mathematics (b)

**Maths - Mapping Attainment and Progress Cohort - Year 5 (entry 2010/11)**

| NC | W | 1c | 1b | 1a | 2c | 2b | 2a | 3c | 3b | 3a | 4c | 4b | 4a | 5c | 5b | 5a | AVE PTS / Targets |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| APS | | 7 | 9 | 11 | 13 | 15 | 17 | 19 | 21 | 23 | 25 | 27 | 29 | 31 | 33 | 35 | |
| Y2 | | | | | | | | | | | | | | | | | |
| Previous Year | | | | | | | | | | | | | | | | | |
| Autumn (2) | | | | | | | | | | | | | | | | | |
| Spring (2) | | | | | | | | | | | | | | | | | |
| Summer (2) | | | | | | | | | | | | | | | | | |
| Target for end of year | | | | | | | | | | | | | | | | | |
| FFT B Est | | | | | | | | | | | | | | | | | |
| FFT D Est | | | | | | | | | | | | | | | | | |

**FFTD data must be imported.**

(This area will then be populated with children's names)

Filtered by: Year Group: Year 5, Status: Enrolled, Gender: Male

Analysed by: Term

Progress: Less Than -2 Sub levels | - 2 Sub levels | - 1 Sub level | No Progress | + 1 Sub level | + 2 Sub levels | More Than +2 Sub levels

Demo (East Dene Primary)

APS = X* (KS1 exit, KS2starting point)

APS = X** (X* +9)

APS = X*** (X** +10)

APS = X**** (X*** +11)

APS = X***** (X**** +12)

Is this target ambitious enough? Does it need to be revisited?

# Report 3: Historical APS Report – Mathematics (a)

**WHOLE SCHOOL ANALYSIS – SUBJECT BREAKDOWN** (in this particular example mathematics)

**Potential Uses**

- *Whole School Overview* - this report can be generated to look at whole school attainment and progress in a specific subject. This report highlights where there has been satisfactory/good (and inadequate) progress across the school. This report could be of particular use to SLT, the assessment coordinator and the mathematics subject leader as the report provides information at a whole school level related to attainment and progress in mathematics.
- *Identification of Trends* - this report can highlight if there are particular trends or patterns across school and/or a cohort. For example, patterns of weak/strong terms within the school year, or trends in progression that could be associated with particular members of staff (both negative and positive) which could identify strengths and areas for development within the school workforce.
- *Progress and Attainment* - The report highlights where a cohort have, or have not, made satisfactory/good progress between two given points in time in comparison to the national expectations and targets.

**Additional MAG reports / supporting resources that can be used in conjunction with this report…**

This report is closely linked to the ***Mapping Attainment & Progress*** reports (both whole school and cohort specific) as these reports would allow further investigation of progress and attainment. Additional support materials, such as the ***Racetrack Resource*** could be used to measure the APS of the cohort against national expectations for progress and attainment.

# Report 3: Historical APS Report – Mathematics (b)

**Attainment Statistics – Historical Average Points score (APS)**

Comparison of autumn term to autumn term to get an overview of a year. (Subtract the APS to get a measure of

| Maths | On Ent | Aut 05 | Spr 06 | Sum 06 | Aut 06 | Spr 07 | Sum 07 | Aut 07 | Spr 08 | Sum 08 | Aut 08 | Spr 09 | Sum 09 | Aut 09 | Spr 10 | Sum 10 | Aut 10 | Spr 11 | Sum 11 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Year 1 | | | | | | | | | | | | | | | | | APS = 6.1 (298 pts / 49 pupils)<br>Age Related: Below 84% On 14% Above 0%<br>Unclass'd: 2% | | |
| Year 2 | | | | | | | | | | | | | | APS = 5.8 (151 pts / 26 pupils)<br>Age Related: Below 78% On 3% Above 0%<br>Unclass'd: 19% | APS = 7.2 (188 pts / 26 pupils)<br>Age Related: Below 47% On 31% Above 3%<br>Unclass'd: 19% | APS = 8.9 (240 pts / 27 pupils)<br>Age Related: Below 31% On 43% Above 12%<br>Unclass'd: 10% | APS = 9.3 (299 pts / 32 pupils)<br>Age R. (28): Below 88% On 12% Above 0%<br>Unclass'd: 0% | | |
| Year 3 | | | | | | | | | | | APS = 6.5 (162 pts / 25 pupils)<br>Age Related: Below 59% On 8% Above 0%<br>Unclass'd: 32% | APS = 8.8 (237 pts / 27 pupils)<br>Age Related: Below 24% On 41% Above 8%<br>Unclass'd: 27% | APS = 9.9 (278 pts / 28 pupils)<br>Age Related: Below 19% On 35% Above 22%<br>Unclass'd: 24% | APS = 9.9 (278 pts / 28 pupils)<br>Age R. (28): Below 76% On 0% Above 0%<br>Unclass'd: 24% | APS = 11.6 (326 pts / 28 pupils)<br>Age R. (28): Below 59% On 16% Above 0%<br>Unclass'd: 24% | APS = 13.6 (435 pts / 32 pupils)<br>Age R. (28): Below 41% On 32% Above 14%<br>Unclass'd: 14% | APS = 13.4 (496 pts / 37 pupils)<br>Age Related: Below 81% On 19% Above 0%<br>Unclass'd: 0% | | |
| Year 4 | | | | | | | | APS = 6.3 (189 pts / 30 pupils)<br>Age Related: Below 46% On 20% Above 0%<br>Unclass'd: 32% | APS = 7.5 (234 pts / 31 pupils)<br>Age Related: Below 36% On 34% Above 0%<br>Unclass'd: 30% | APS = 8.7 (288 pts / 33 pupils)<br>Age Related: Below 27% On 48% Above 2%<br>Unclass'd: 23% | APS = 9 (297 pts / 33 pupils)<br>Age R. (28): Below 35% On 0% Above 0%<br>Unclass'd: 25% | APS = 10.6 (371 pts / 35 pupils)<br>Age R. (28): Below 60% On 9% Above 2%<br>Unclass'd: 20% | APS = 12.5 (464 pts / 37 pupils)<br>Age R. (28): Below 46% On 25% Above 14%<br>Unclass'd: 16% | APS = 12.3 (490 pts / 40 pupils)<br>Age Related: Below 80% On 11% Above 0%<br>Unclass'd: 9% | APS = 13.6 (570 pts / 42 pupils)<br>Age Related: Below 55% On 41% Above 0%<br>Unclass'd: 5% | APS = 14.7 (632 pts / 43 pupils)<br>Age Related: Below 46% On 48% Above 5%<br>Unclass'd: 2% | APS = 16.1 (708 pts / 44 pupils)<br>Age Related: Below 55% On 43% Above 2%<br>Unclass'd: 0% | | |
| Year 5 | | | | | | | APS = 9.8 (206 pts / 21 pupils)<br>Age Related: Below 16% On 24% Above 16%<br>Unclass'd: 43% | APS = 10.3 (279 pts / 27 pupils)<br>Age R. (28): Below 85% On 5% Above 3%<br>Unclass'd: 27% | APS = 11.4 (332 pts / 29 pupils)<br>Age R. (28): Below 62% On 11% Above 5%<br>Unclass'd: 22% | APS = 13.1 (380 pts / 29 pupils)<br>Age R. (28): Below 38% On 24% Above 19%<br>Unclass'd: 22% | APS = 13.1 (406 pts / 31 pupils)<br>Age Related: Below 85% On 10% Above 0%<br>Unclass'd: 16% | APS = 14.8 (488 pts / 33 pupils)<br>Age Related: Below 46% On 35% Above 8%<br>Unclass'd: 11% | APS = 16.2 (520 pts / 32 pupils)<br>Age Related: Below 24% On 54% Above 8%<br>Unclass'd: 14% | APS = 16.5 (562.5 pts / 34 pupils)<br>Age Related: Below 57% On 27% Above 8%<br>Unclass'd: 8% | APS = 17.3 (588.5 pts / 34 pupils)<br>Age Related: Below 49% On 30% Above 14%<br>Unclass'd: 8% | APS = 18.7 (624.9 pts / 34 pupils)<br>Age Related: Below 27% On 43% Above 23%<br>Unclass'd: 8% | APS = 19.6 (723.9 pts / 37 pupils)<br>Age Related: Below 68% On 22% Above 8%<br>Unclass'd: 0% | | |
| Year 6 | | | | | | | APS = 14 (628 pts / 45 pupils)<br>Age R. (28): Below 41% On 16% Above 31%<br>Unclass'd: 12% | APS = 14.2 (570 pts / 40 pupils)<br>Age Related: Below 49% On 25% Above 4%<br>Unclass'd: [illegible] | APS = 15.4 (632 pts / 41 pupils)<br>Age Related: Below 39% On 27% Above 14%<br>Unclass'd: 20% | APS = 15.9 (781 pts / 44 pupils)<br>Age Related: Below 43% On 31% Above 14%<br>Unclass'd: [illegible] | APS = 14.7 (594 pts / 40 pupils)<br>Age Related: Below 71% On 0% Above 8%<br>Unclass'd: [illegible] | APS = 17 (746 pts / 44 pupils)<br>Age Related: Below 47% On 27% Above 12%<br>Unclass'd: [illegible] | APS = 19.1 (916 pts / 48 pupils)<br>Age Related: Below 37% On 39% Above 18%<br>Unclass'd: [illegible] | APS = 19.6 (980 pts / 50 pupils)<br>Age Related: Below 69% On 24% Above 6%<br>Unclass'd: [illegible] | APS = 20.5 (1026 pts / 50 pupils)<br>Age Related: Below 57% On 25% Above 16%<br>Unclass'd: [illegible] | APS = 21.3 (1064 pts / 50 pupils)<br>Age Related: Below 52% On 24% Above 22%<br>Unclass'd: [illegible] | APS = 22.3 (1137 pts / 51 pupils)<br>Age Related: Below 55% On 24% Above 22%<br>Unclass'd: [illegible] | | |
| FFT D (for Y6) | | | | | | | | | | | | | | | | | | | |
| Year 6 (now Y7) | | | | | | | | | | | | | | | | | | | |

**FFTD data must be imported.** (This area will then be populated with children's names)

Autumn 09 - Autumn 10 Differences:

Y2: 3.5

Y3: 3.5

Y4: 3.9

Y5: 3.1

Y6: 2.7

The figure has gone down by 0.2 - further analysis of Year 3 required

Identification of key strengths in teaching by looking back across the year groups

Summer to summer analysis – age related

How could I find out more and drill down further into the data? E.g. mobility, look in more depth at the 'make up' of the children

Attainment at last Ofsted

Comparative attainment if inspected now (difference of +6.4 since last inspection)

# Report 4: Attainment Statistics

## i. Pupil Progress Summary (a)

### WHOLE SCHOOL & COHORT OVERVIEW

**Potential Uses**

- '*Big Picture' Analysis* – this report provides a head teacher / SLT / subject leader with an overview of progress across the school in all subjects. The report could highlight a problem within particular year group (e.g. where no progress or even negative progress has been made) which could be further investigated with the subject leader.
- Further reports could then be interrogated to drill down to find which groups of children or individuals are potentially underperforming
- This provides an overview of the attainment and progress in a particular subject which can then be married with other evidence such as lesson observations, drop ins and work scrutiny in order to gain a more informed perspective on the quality of teaching and learning and learning and progress .

# Report 4: Attainment Statistics
## (i) Pupil Progress Summary (b)

Attainment Statistics – Pupil Progress

Sum (2) 2010 - Aut (2) 2010

| Maths | ID | > -2 | -2 | -1 | 0 | +1 | +2 | > +2 | -ve Progress | No Progress | +ve Progress |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Year 1 (0) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year 2 (32) | 5 | 0 | 0 | 0 | 12 | 15 | 0 | 0 | 0 | 12 | 15 |
| Year 3 (37) | 5 | 0 | 0 | 0 | 25 | 7 | 0 | 0 | 0 | 25 | 7 |
| Year 4 (44) | 1 | 0 | 0 | 0 | 16 | 27 | 0 | 0 | 0 | 16 | 27 |
| Year 5 (37) | 3 | 0 | 0 | 0 | 16 | 18 | 0 | 0 | 0 | 16 | 18 |
| Year 6 (51) | 1 | 0 | 0 | 1 | 24 | 21 | 4 | 0 | 1 | 24 | 25 |

| Reading | ID | > -2 | -2 | -1 | 0 | +1 | +2 | > +2 | -ve Progress | No Progress | +ve Progress |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Year 1 (0) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year 2 (32) | 5 | 0 | 0 | 0 | 17 | 9 | 1 | 0 | 0 | 17 | 10 |
| Year 3 (37) | 5 | 0 | 0 | 0 | 23 | 9 | 0 | 0 | 0 | 23 | 9 |
| Year 4 (44) | 1 | 0 | 0 | 0 | 26 | 16 | 1 | 0 | 0 | 26 | 17 |
| Year 5 (37) | 3 | 0 | 0 | 0 | 16 | 17 | 1 | 0 | 0 | 16 | 18 |
| Year 6 (51) | 1 | 0 | 0 | 0 | 25 | 22 | 3 | 0 | 0 | 25 | 25 |

| Writing | ID | > -2 | -2 | -1 | 0 | +1 | +2 | > +2 | -ve Progress | No Progress | +ve Progress |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Year 1 (0) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year 2 (32) | 5 | 0 | 0 | 0 | 17 | 9 | 1 | 0 | 0 | 17 | 10 |
| Year 3 (37) | 5 | 0 | 0 | 0 | 26 | 6 | 0 | 0 | 0 | 26 | 6 |
| Year 4 (44) | 1 | 0 | 0 | 2 | 19 | 20 | 2 | 0 | 2 | 19 | 22 |
| Year 5 (37) | 3 | 0 | 0 | 0 | 18 | 14 | 1 | 1 | 0 | 18 | 16 |
| Year 6 (51) | 1 | 0 | 0 | 0 | 29 | 17 | 4 | 0 | 0 | 29 | 21 |

| Spk & Lls | ID | > -2 | -2 | -1 | 0 | +1 | +2 | > +2 | -ve Progress | No Progress | +ve Progress |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Year 1 (0) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year 2 (32) | 32 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year 3 (37) | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year 4 (44) | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year 5 (37) | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year 6 (51) | 51 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Science | ID | > -2 | -2 | -1 | 0 | +1 | +2 | > +2 | -ve Progress | No Progress | +ve Progress |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Year 1 (0) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year 2 (32) | 32 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year 3 (37) | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year 4 (44) | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year 5 (37) | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year 6 (51) | 51 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Filtered by: Status: Enrolled
Report Format: Number of Pupils
ID = Incomplete Data (traffic light figures do not include pupils with incomplete data)

Demo (East Dene Primary)

Two children have made negative progress. Further analysis needed: who are these children? What do their individual graphs look like?

Further analysis needed: it appears that no progress has been made by a significant number of children.

Further analysis needed – who is this child? What is the 'story' for this child? What has been done in school to support/facilitate this level of progress?

# Report 4: Attainment Statistics

## (ii) School Progress (a)

### WHOLE SCHOOL & COHORT OVERVIEW

**Potential Uses**

- '*Big Picture' Analysis* – this report provides similar information to the Pupil Progress Summary but presents that figures as percentages rather than raw numbers. A head teacher / SLT with an overview of progress across the school in all subjects. The report could highlight a problem within particular year group (e.g. where no progress or even negative progress has been made) which could be further investigated with the subject leader.

•Further reports could then be interrogated to drill down to find which groups of children or individuals are potentially underperforming

This provides an overview of the attainment and progress in a particular subject which can then be married with other evidence such as lesson observations, drop ins and work scrutiny in order to gain a more informed perspective on the quality of teaching and learning and

learning and progress .

# Report 4: Attainment Statistics

## ii. School Progress (b)

Attainment Statistics - Sub-Level Summary

Aut (2) 2010

| Maths | ID | W | 1c | 1b | 1a | 2c | 2b | 2a | 3c | 3b | 3a | 4c | 4b | 4a | 5c | 5b | 5a | Below expected | At age expected | Above expected |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Year 1 (50) | 1 | 37 | 5 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 | 7 | 0 |
| Year 2 (32) | 0 | 5 | 6 | 9 | 4 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 4 | 0 |
| Year 3 (37) | 0 | 2 | 1 | 2 | 4 | 9 | 12 | 6 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 7 | 0 |
| Year 4 (44) | 0 | 2 | 2 | 2 | 4 | 5 | 0 | 9 | 10 | 9 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 19 | 1 |
| Year 5 (37) | 0 | 2 | 0 | 0 | 0 | 3 | 2 | 2 | 10 | 6 | 4 | 6 | 0 | 2 | 0 | 0 | 0 | 25 | 10 | 2 |
| Year 6 (51) | 0 | 0 | 0 | 0 | 2 | 2 | 5 | 4 | 6 | 7 | 2 | 6 | 6 | 9 | 1 | 0 | 1 | 28 | 12 | 11 |

| Reading | ID | W | 1c | 1b | 1a | 2c | 2b | 2a | 3c | 3b | 3a | 4c | 4b | 4a | 5c | 5b | 5a | Below expected | At age expected | Above expected |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Year 1 (50) | 1 | 38 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 49 | 0 | 0 |
| Year 2 (32) | 0 | 9 | 5 | 6 | 3 | 5 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 3 | 1 |
| Year 3 (37) | 0 | 5 | 4 | 1 | 4 | 4 | 10 | 8 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 9 | 0 |
| Year 4 (44) | 0 | 3 | 2 | 2 | 4 | 3 | 3 | 1 | 11 | 13 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 24 | 2 |
| Year 5 (37) | 0 | 2 | 0 | 1 | 2 | 0 | 4 | 4 | 5 | 8 | 3 | 6 | 1 | 1 | 0 | 0 | 0 | 26 | 9 | 2 |
| Year 6 (51) | 0 | 0 | 0 | 1 | 3 | 5 | 4 | 3 | 5 | 5 | 0 | 2 | 11 | 11 | 1 | 0 | 0 | 26 | 13 | 12 |

| Writing | ID | W | 1c | 1b | 1a | 2c | 2b | 2a | 3c | 3b | 3a | 4c | 4b | 4a | 5c | 5b | 5a | Below expected | At age expected | Above expected |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Year 1 (50) | 1 | 40 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 49 | 0 | 0 |
| Year 2 (32) | 0 | 7 | 7 | 6 | 7 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 2 | 0 |
| Year 3 (37) | 0 | 6 | 2 | 2 | 2 | 8 | 9 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 8 | 0 |
| Year 4 (44) | 0 | 3 | 1 | 7 | 2 | 3 | 2 | 12 | 8 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 14 | 0 |
| Year 5 (37) | 0 | 2 | 0 | 1 | 3 | 1 | 6 | 3 | 6 | 6 | 4 | 3 | 0 | 2 | 0 | 0 | 0 | 28 | 7 | 2 |
| Year 6 (51) | 0 | 1 | 1 | 0 | 5 | 3 | 6 | 3 | 4 | 3 | 7 | 6 | 6 | 4 | 2 | 0 | 0 | 33 | 12 | 6 |

| Spk & Lis | ID | W | 1c | 1b | 1a | 2c | 2b | 2a | 3c | 3b | 3a | 4c | 4b | 4a | 5c | 5b | 5a | Below expected | At age expected | Above expected |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Year 1 (50) | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year 2 (32) | 32 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year 3 (37) | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year 4 (44) | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year 5 (37) | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year 6 (51) | 51 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Science | ID | W | 1c | 1b | 1a | 2c | 2b | 2a | 3c | 3b | 3a | 4c | 4b | 4a | 5c | 5b | 5a | Below expected | At age expected | Above expected |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Year 1 (50) | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year 2 (32) | 32 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year 3 (37) | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year 4 (44) | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year 5 (37) | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Year 6 (51) | 51 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Filtered by: Status: Enrolled
Report Format: Number of Pupils
ID = Incomplete Data (traffic light figures do not include pupils with incomplete data)

Demo (East Dene Primary)

Many children appear below expected (this is because the analysis has been done in the autumn term, therefore there are still two terms for the children to make progress

Even at this stage in the year (autumn term) 11 children are above expected attainment level

# Report 5: Pupil Progress Reports (a)

**INDIVIDUAL PUPIL ANALYSIS – SUBJECT BREAKDOWN** (in this particular example mathematics)

**Potential Uses**

- *Measuring Progress* - Using the appropriate filters this report can be used to measure progress between two given points in time. For instance, this could be used to analyse the progress of a particular group over a term which could help inform impact evaluation, value for money evaluation, and even performance management (for teaching and support staff). The racetrack report 12 gives an indication on how to judge the progress added termly within KS2
- *Building Comparisons* - The filters on this report can be used to build comparisons between different groups and individuals, including gender, age and ethnicity which can be compared with the Raise Online data. The function to 'export to excel' allows the data to be further analysed within a spreadsheet, for example the data can be sorted by levels of progress made. This would highlight any individuals who have not made progress or 'flat-lined' (please refer to the worked example 6c).
- *Determining gaps to close* - where necessary improvements in provision need to be made for a cohort, subject, or group, provides a useful indicator to track on a termly basis for RAP, DEP
- *Determining where progress is strong* - highlighting strengths to disseminate more widely across school
- *Performance Management* – use of APS to set objectives for cohorts, groups, gaps to close etc
- *Evaluating provision – matching pupil progress data with other monitoring evidence eg lesson observations, work scrutiny and APP / assessment evidence*

# Report 5: Pupil Progress Reports (b)

Comparison of attainment at any two given points in time

Filter options (e.g. vulnerable group, boy/girl analysis etc)

Export data to an Excel spreadsheet

Click here to automatically sort in descending order

EAZ MAG Writer
Primary Senior Management Edition v3.00

Pupil Progress

Subject: Maths | Progress: All | DOB: All | Gender: All
Current YG: Y5 | Term 1: Sum (2) 2010 | Ethnicity: All | Show Report
Current Class: All | Term 2: Aut (2) 2010 | Factors: All | Export Options

| | Summer (2) 2010 | | | | Autumn (2) 2010 | | | | Differences | |
|---|---|---|---|---|---|---|---|---|---|---|
| Pupil Name | YG | Class | Sub Lvl | Pts | YG | Class | Sub Lvl | Pts | Sub Lvl Diff | Pts Diff |
| Ava Ardron | Y4 | | 3A | 23 | Y5 | NA | 4C | 25 | +1 | 2 |
| Edi Barxha | Y4 | | 3B | 21 | Y5 | NA | 3A | 23 | +1 | 2 |
| Ellen Chamberlain | Y4 | | 2B | 15 | Y5 | NA | 2A | 17 | +1 | 2 |
| Danny Clarkson | Y4 | | 3B | 21 | Y5 | NA | 3A | 23 | +1 | 2 |
| Jessica Glenn | Y4 | | 3A | 23 | Y5 | NA | 4C | 25 | +1 | 2 |
| Khizra Hameed | Y4 | | 3A | 23 | Y5 | NA | 4C | 25 | +1 | 2 |
| Kenady Hammill | Y4 | | 3C | 19 | Y5 | NA | 3B | 21 | +1 | 2 |
| Samuel Hough | Y4 | | 3A | 23 | Y5 | NA | 4C | 25 | +1 | 2 |
| Saffiyah Hussain | Y4 | | 4B | 27 | Y5 | NA | 4A | 29 | +1 | 2 |
| Casey Kirby | Y4 | | 2B | 15 | Y5 | NA | 2A | 17 | +1 | 2 |
| Kai Kirby | Y4 | | 2A | 17 | Y5 | NA | 3C | 19 | +1 | 2 |
| Megan Rodgers | Y4 | | 2A | 17 | Y5 | NA | 3C | 19 | +1 | 2 |
| Rhiannon Rodgers | Y4 | | 3C | 19 | Y5 | NA | 3B | 21 | +1 | 2 |
| Leona Schofield | Y4 | | 3A | 23 | Y5 | NA | 4C | 25 | +1 | 2 |
| Alex Stuart | Y4 | | 3C | 19 | Y5 | NA | 3B | 21 | +1 | 2 |
| Joshua Walker | Y4 | | 3B | 21 | Y5 | NA | 3A | 23 | +1 | 2 |
| Danika White | Y4 | | 4B | 27 | Y5 | NA | 4A | 29 | +1 | 2 |
| Hammad Yunus | Y4 | | 3B | 21 | Y5 | NA | 3A | 23 | +1 | 2 |
| Holly Cardwell | Y4 | | 2B | 15 | Y5 | NA | 2B | 15 | 0 | 0 |
| Katarina Cisarova | Y4 | | P2 (i) | 0.9 | Y5 | NA | P2 (i) | 0.9 | 0 | 0 |
| Jordan Costa | Y4 | | 2C | 13 | Y5 | NA | 2C | 13 | 0 | 0 |
| Jak Crawford | Y4 | | 3C | 19 | Y5 | NA | 3C | 19 | 0 | 0 |
| Jamie Deakin | Y4 | | 3C | 19 | Y5 | NA | 3C | 19 | 0 | 0 |
| Jessica Harvey | Y4 | | 3C | 19 | Y5 | NA | 3C | 19 | 0 | 0 |
| Shahbaz Hussain | Y4 | | 4C | 25 | Y5 | NA | 4C | 25 | 0 | 0 |

Pupils Listed: 34 of 251 Sum (2) 10 APS: 18.7 Aut (2) 10 APS: 19.7 APS Diff: 1 Factor Selection: Term 2 Include pupils with incomplete data

East Dene Primary Head Teacher: Demo School Year: 2010/11 Clifton Partnership EICAZ

Sub Level Difference – 1 minimum?

# Report 5 (continued): Pupil Progress Report (b)

East Dene Primary – Pupil Progress (created 14.02.2011 09:12:00)

Year Group: Y5 | Progress: All

Core Subject Maths | Ethnicity: All

Factor: All | Class: All

Term 1: Sum (2) 2010 | Term 2: Aut (2) 2010

DOB: All | Gender: All

| | Summer (2) 2010 | | | | Autumn (2) 2010 | | | | Differences | |
|---|---|---|---|---|---|---|---|---|---|---|
| Pupil Name | YG | Class | Sub Lvl | Pts | YG | Class | Sub Lvl | Pts | Sub Lvl Diff | Pts Diff |
| Ava Ardron | Y4 | | 3A | 23 | Y5 | NA | 4C | 25 | 1 | 2 |
| Edi Banka | Y4 | | 3B | 21 | Y5 | NA | 3A | 23 | 1 | 2 |
| Ellen Chamberlain | Y4 | | 2B | 15 | Y5 | NA | 2A | 17 | 1 | 2 |
| Danny Clarkson | Y4 | | 3B | 21 | Y5 | NA | 3A | 23 | 1 | 2 |
| Jessica Glenn | Y4 | | 3A | 23 | Y5 | NA | 4C | 25 | 1 | 2 |
| Kitzra Hameed | Y4 | | 3A | 23 | Y5 | NA | 4C | 25 | 1 | 2 |
| Kenady Hammill | Y4 | | 3C | 19 | Y5 | NA | 3B | 21 | 1 | 2 |
| Samuel Hough | Y4 | | 3A | 23 | Y5 | NA | 4C | 25 | 1 | 2 |
| Saffiyah Hussain | Y4 | | 4B | 27 | Y5 | NA | 4A | 29 | 1 | 2 |
| Casey Kirby | Y4 | | 2B | 15 | Y5 | NA | 2A | 17 | 1 | 2 |
| Kai Kirby | Y4 | | 2A | 17 | Y5 | NA | 3C | 19 | 1 | 2 |
| Megan Rodgers | Y4 | | 2A | 17 | Y5 | NA | 3C | 19 | 1 | 2 |
| Rhiannon Rodgers | Y4 | | 3C | 19 | Y5 | NA | 3B | 21 | 1 | 2 |
| Leona Schofield | Y4 | | 3A | 23 | Y5 | NA | 4C | 25 | 1 | 2 |
| Alex Stuart | Y4 | | 3C | 19 | Y5 | NA | 3B | 21 | 1 | 2 |
| Joshua Walker | Y4 | | 3B | 21 | Y5 | NA | 3A | 23 | 1 | 2 |
| Danika White | Y4 | | 4B | 27 | Y5 | NA | 4A | 29 | 1 | 2 |
| Hammad Younis | Y4 | | 3B | 21 | Y5 | NA | 3A | 23 | 1 | 2 |
| Holly Cardwell | Y4 | | 2B | 15 | Y5 | NA | 2B | 15 | 0 | 0 |
| Katarina Cisarova | Y4 | | P2 (i) | 0.9 | Y5 | NA | P2 (i) | 0.9 | 0 | 0 |
| Jordan Costa | Y4 | | 2C | 13 | Y5 | NA | 2C | 13 | 0 | 0 |
| Jak Crawford | Y4 | | 3C | 19 | Y5 | NA | 3C | 19 | 0 | 0 |
| Jamie Deakin | Y4 | | 3C | 19 | Y5 | NA | 3C | 19 | 0 | 0 |
| Jessica Harvey | Y4 | | 3C | 19 | Y5 | NA | 3C | 19 | 0 | 0 |
| Shahbaz Hussain | Y4 | | 4C | 25 | Y5 | NA | 4C | 25 | 0 | 0 |
| Suman Hussain | Y4 | | 2B | 15 | Y5 | NA | 2B | 15 | 0 | 0 |
| Alisha Khan | Y4 | | 2C | 13 | Y5 | NA | 2C | 13 | 0 | 0 |
| Courtney Lewis | Y4 | | 3B | 21 | Y5 | NA | 3B | 21 | 0 | 0 |
| Sohail Mahmood | Y4 | | 3C | 19 | Y5 | NA | 3C | 19 | 0 | 0 |
| Kohram Majid | Y4 | | 3B | 21 | Y5 | NA | 3B | 21 | 0 | 0 |
| Mustafa Razaq | Y4 | | 3C | 19 | Y5 | NA | 3C | 19 | 0 | 0 |
| Emma Scattergood | Y4 | | 3C | 19 | Y5 | NA | 3C | 19 | 0 | 0 |
| Jason Watson | Y4 | | P6 | 4 | Y5 | NA | P6 | 4 | 0 | 0 |
| Kieren Wilson | Y4 | | 3C | 19 | Y5 | NA | 3C | 19 | 0 | 0 |
| No of Pupils: 34 | | | | APS: 18.7 (634.9 pts / 34 pupils) | | | | APS: 19.7 (670.9 pts / 34 pupils) | | APS Diff: 1 |

Sort by points difference…

**Potential Uses of this Analysis Tool:**

-Lesson Observations

-Pupil Progress Interviews

-Work scrutiny (look for any plateaus) and check for appropriate pitch and expectation for the level

Further analysis required.

Refer back to pupil progress graphs for these individuals, and investigate the diet the children are receiving through work scrutiny

# Report 6. Points Score Analysis (a)

**COHORT ANALYSIS – SUBJECT BREAKDOWN** (in this particular example, Y4)

This report shows individual pupil APS for reading, writing, English and mathematics. The English is calculated by adding reading and writing together and dividing by two. (This may differ from the final English APS at the end of KS2. The English level at the end of KS2 is calculated by adding together the reading and writing test mark and awarding the English level from the threshold measures).

**Potential Uses**

- *Combined English & Mathematics* – this report is a key report to show the combined figures for English and Maths attainment and can be used to provide an indication of how live cohorts are performing in relation to previous cohorts in Raise online data in terms of overall APS. Used in conjunction with the raise track (report 12) and Raise on line KS1 data for the school, this information can be used to determine the gap to close to National or the gap to widen from National and necessary changes in classroom provision.

- Evaluating attainment - This report gives an APS for the attainment of the cohort or group selected for all separate subjects, English overall and English and Maths combined. It can be used for evaluating the attainment of cohorts against National expectations by using the "rule of thumb guidance" on slide 40 (report 13) to measure the extent to which gaps have been closed and where classroom provision needs to affect this.

- Used in conjunction with Raise online data schools can evaluate to what extent "live data" for example Y5 and Y6 will show an improving trajectory or will halt a recent decline. This can also help the school to set targets of an APS gap to close to aim for. Eg if boys attainment in English was significantly below National last year in Raise, then this report can be used on an ongoing basis to check whether this is the case currently in school and measure the degree to which the gap is closing.

- Affecting future provision to improve progress and attainment – all of the above can help to set measureable targets to achieve to assess the effectiveness of changes in provision, classroom practice and intervention, acceleration techniques.

# Report 6. Points Score Analysis (b)

Calculated by adding reading and writing together and dividing by two.

Is the Y4 cohort working at the expected level for the end of spring term? (Reading 21.2, writing 19, English 20.1, mathematics 20.5 (refer to the Average Attainment Table – report 13)

**Points Score Analysis**

Term/Year: Spr (2) 2011 | YG: Y4 | Ethnicity: All | DOB: All | Show Report

Start Date: All | Class: All | Factors: All | Gender: All | Export Options

| Pupil Name | YG | Class | Maths | English | Reading | Writing | Spk & Lis | Science | Maths & Eng | All Subjects |
|---|---|---|---|---|---|---|---|---|---|---|
| Colin Black | Y4 | Class 9 | 19 | 20 | 21 | 19 | | | 19.5 | 19.7 |
| Grant Black | Y4 | Class 9 | 21 | 21 | 23 | 19 | | | 21 | 21 |
| Arthur Blanco | Y4 | Class 9 | 15 | 14 | 15 | 13 | | | 14.5 | 14.3 |
| Danny Carter | Y4 | Class 9 | 25 | 23 | 23 | 23 | | | 24 | 23.7 |
| Phoebe Clarke | Y4 | Class 10 | 13 | 13 | 13 | 13 | | | 13 | 13 |
| Jillian Combs | Y4 | Class 9 | 21 | 20 | 21 | 19 | | | 20.5 | 20.3 |
| Bernard Cooper | Y4 | Class 10 | 7 | 9 | 9 | 9 | | | 8 | 8.3 |
| Chase Croft | Y4 | Class 9 | 23 | 23 | 23 | 23 | | | 23 | 23 |
| Matthew Cross | Y4 | Class 10 | 19 | 20 | 21 | 19 | | | 19.5 | 19.7 |
| Bennett Darnell | Y4 | Class 9 | 21 | 20 | 21 | 19 | | | 20.5 | 20.3 |
| Edmund Davies | Y4 | Class 10 | 21 | 22 | 23 | 21 | | | 21.5 | 21.7 |
| Jayden Dawson | Y4 | Class 9 | 19 | 17 | 17 | 17 | | | 18 | 17.7 |
| Hazel Dixon | Y4 | Class 9 | 19 | 22 | 23 | 21 | | | 20.5 | 21 |
| Adrian Gore | Y4 | Class 9 | 21 | 23 | 23 | 23 | | | 22 | 22.3 |
| Calvin Greenwood | Y4 | Class 9 | 25 | 25 | 25 | 25 | | | 25 | 25 |
| Ethel Hall | Y4 | Class 10 | 19 | 21 | 23 | 19 | | | 20 | 20.3 |
| Maxwell Hanley | Y4 | Class 9 | 7 | 7.5 | 11 | 4 | | | 7.2 | 7.3 |
| Jared Harris | Y4 | Class 10 | 7 | 4.5 | 4 | 5 | | | 5.8 | 5.3 |
| Nancy Hawk | Y4 | Class 9 | 19 | 20 | 21 | 19 | | | 19.5 | 19.7 |
| Ruby Johnson | Y4 | Class 10 | 19 | 21 | 23 | 19 | | | 20 | 20.3 |
| Gregory Jones | Y4 | Class 10 | 6 | 5.5 | 6 | 5 | | | 5.8 | 5.7 |
| Hannah King | Y4 | Class 10 | 23 | 25 | 27 | 23 | | | 24 | 24.3 |
| Jade Lane | Y4 | Class 9 | 15 | 12 | 11 | 13 | | | 13.5 | 13 |
| Seth Langston | Y4 | Class 9 | 23 | 23 | 23 | 23 | | | 23 | 23 |
| Archer Lee | Y4 | Class 10 | 21 | 22 | 23 | 21 | | | 21.5 | 21.7 |
| Skylar Leonard | Y4 | Class 9 | 13 | 15 | 15 | 15 | | | 14 | 14.3 |
| Kiara London | Y4 | Class 9 | 21 | 21 | 21 | 21 | | | 21 | 21 |

Overall APS - Maths: 17.6 English: 17.7 Reading: 18.4 Writing: 17.1 Spk & Lis: 0.0 Science: 0.0 Maths & Eng: 17.7 All Subjects: 17.7

Pupils Listed: 44 of 44

All Subjects excludes English and any subject without a point score

# Report 7: Visual Map (a)

**COHORT ANALYSIS – SUBJECT BREAKDOWN** (in this particular example mathematics)

The pink boxes (highlighted in the worked example) have great significance as these clearly highlight the national expectation in terms of progress and where the children in the cohort are in relation to this. It is important to note that the national expectations are **2b, 3b and 4b.** (A general rule that can be applied to the pairs of pink boxes is that the one on the left would represent national expectation, i.e. satisfactory progress, and the one on the right would represent good progress.)

**Potential Uses**

- *Tracking Progress: Cohort and Individual* - national expectations are 1 level progress between Y2-Y4 and 2 levels progress between Y2-Y6. This report is an extremely useful tool to analyse whether or not children are on track to make this expected progress. Although the report looks at a whole cohort it has a greater emphasis on individual progress than some of the alternative cohort analysis reports and highlights individual children who are not on track to make expected levels of progress. Therefore, this report could be of particular use to classroom teachers, SLT, assessment coordinator and the mathematics subject leader in tracking the progress measures for the floor standard in English and Maths.

- *Identification of Individual Children* - this report highlights any children that have not made appropriate progress since KS1. This analysis would aid SLT in the identification of children for targeted interventions/focussed support. It also highlights any children that have made accelerated or more than the expected levels of progress which may help identify any interventions/focussed support that has been particularly successful.

- *Teachers' Planning* - the report can help inform teachers' planning in terms of differentiation and directing resources (such as TAs) to appropriate groups. It is recommended that this report is produced on a regular basis (i.e. every time new assessment are submitted) so that progress can be effectively tracked.

- *Triangulation of Self Evaluation activities* – this report is useful to use when carrying out lesson observations and work scrutiny and monitoring or moderation of assessment / APP evidence. If there are children who are under performing in terms of prior attainment it is useful to watch their levels of engagement in lessons and investigate "the diet" they have been given in their books in terms of pitch and challenge.

**Additional MAG reports / supporting resources that can be used in conjunction with this report…**

The ***Mapping Attainment & Progress*** reports (both whole school and cohort specific) would be useful to cross reference with this report as these reports would allow further investigation of progress and attainment. The Pupil History Graphs would also be extremely useful in the further investigation on individual children. Additional support materials, such as the ***Flight Path*** could be used in further analysis.

# Report 7: Visual Map (b)

National targets are: 2b, 3b and 4b

Further investigation may be required. Is this progress profile mirrored in other subjects? Can we analyse further to show progress has been made by these children within maths and across other subjects? (e.g. Pupil History Graphs)

Why have these children not converted? What needs to be put in place to ensure all pupils make the 2 levels progress? What initiatives are in place to help children achieve Level 4? Really important that they *do* convert.

Pupils positioned in the row where THEIR personal 'on track' level is shaded pink

| Y6 level → End of KS1 ↓ | W 1 | 2c | 2b | 2a | 3c | 3b | 3a | 4c | 4b | 4a | 5c | 5b | 5a |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| W | | | | | | | | | | | | | |
| 1 | | Megan Hellewell | Jordan Cardwell<br>Kieran Scattergood<br>Jordan Wharmsby | | Ria Shaw | | | | Jamie Troop | | | | |
| 2c | | | | | | Kieran Lindsay<br>Zanaib Hussain | Lauren Christie | Rannon Davies | Ethan Kendall | Lauren Beasley<br>Alisha Deakin<br>Taiyabah Razaq | Alex Turner | | |
| 2b | | | | | | Chloe Drummond | Kieran Roddis | Jake Hutton | Georgieros Butcher<br>Demi-Nicole Gibbons<br>Tanya Majid<br>Bradley Taylor<br>Teejay Tunstill<br>Daniel Underwood<br>Yusra Arshad<br>Kyle Horner<br>Komil Hussain | Owen Kelsall | | | |
| 2a | | | | | | | | | | Jordan Patrese<br>Finley Ardron | Zara Shakeel<br>Basharat Sophie Trueman<br>Shay Degens | Joshua Bailey | Nosheen Shafia<br>Jack Tyler |
| 3c | | | | | | | | | | | Megan South | Jacob Padley | Kieron Thompson<br>Ameena Hussain<br>Terri Mosley |
| 3b | | | | | | | | | | | | | |
| 3a | | | | | | | | | | | | | |

What's been done? What's worked well? Is there a 'story' for this child? Is this level of progress replicated across his other subjects?

What's worked well? What happened in school to support these children and affect their progress?

Conversion of 2bs is good – how can we ensure good practice is shared?

Implications for the secondary school – are they prepared for these high achievers?

Are there any Gifted and Talented initiatives?

Investigate further - another 9 children not included in this data (children you've had since KS1)

Filtered by: Year Group: Year 6, Status: Enrolled

Mrs A Bartholomew (East Dene Primary)

Pupil Info: 41 out of 50 pupils currently have the appropriate referential data for the criteria specified

# Report 8: Pupil History Graphs (a)

**INDIVIDUAL PUPIL ANALYSIS – SUBJECT BREAKDOWN** (in these particular examples reading and mathematics)

**Potential Uses**

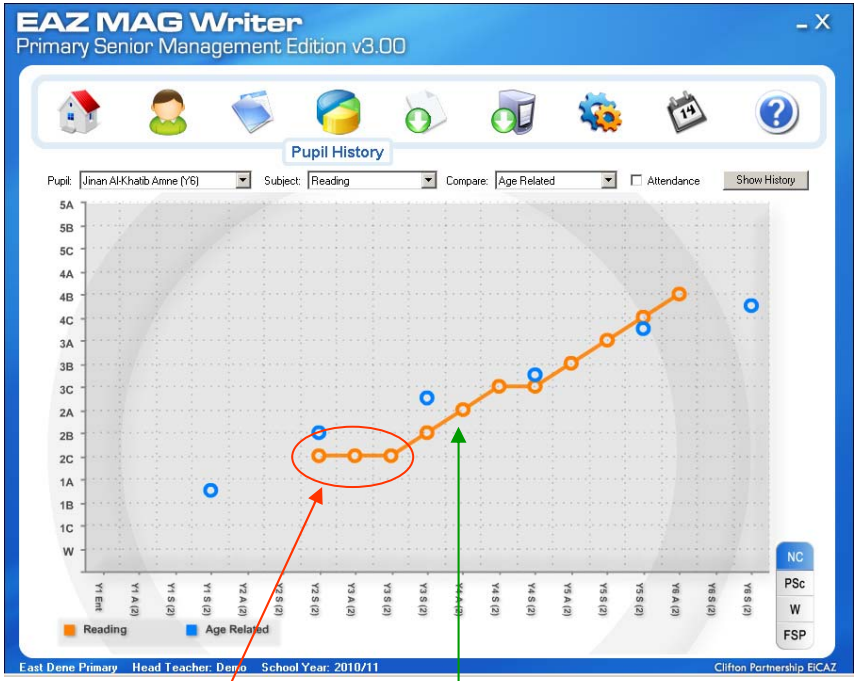
- *Classroom Teachers* - These reports are particularly useful to classroom teachers as the progress of each child within a class can be 'drawn' visually. The individual graphs produced can be used for a variety of purposes including planning, parents' evenings and pupil progress meetings. For some children it may be motivating/encouraging for them to see a copy of their own flight path and progression.
- *Other Agencies* - These reports could be shared with other agencies to help triangulate information about a particular child.
- *Narrowing the Gap/Maintaining Appropriate Progress* - The graphs produced by this report illustrate a child's progress achieved against national expectations which would help visually represent their own individual 'flight path'.
- *Interventions* - As well as showing positive/negative progress and progress against national expectations, the graphs also clearly illustrate where no progress has been made ('flat-liners'). SLT and classroom teachers can use this information to identify children who have made no progress and direct appropriate interventions/focussed support to accelerate progress. Where this has been the case and interventions have been put in place the graphs also illustrate the impact (i.e. if progress has been accelerated).
- *Vulnerable Groups* - Individual graphs can be closely monitored for vulnerable groups or specifically identified groups (such as a group receiving support from a TA).

**Additional MAG reports / supporting resources that can be used in conjunction with this report…**

The ***Mapping Attainment & Progress*** reports (both whole school and cohort specific) would be useful to cross reference with the pupil graphs to get an overview of cohort progress and attainment patterns/trends.

# Report 8: Pupil History Graphs (b)

**Child 1 -** Plotting actual progress against age related expectations




What was this child's starting point?

Plateau/flat line identified early and child supported – resulting in accelerated progress

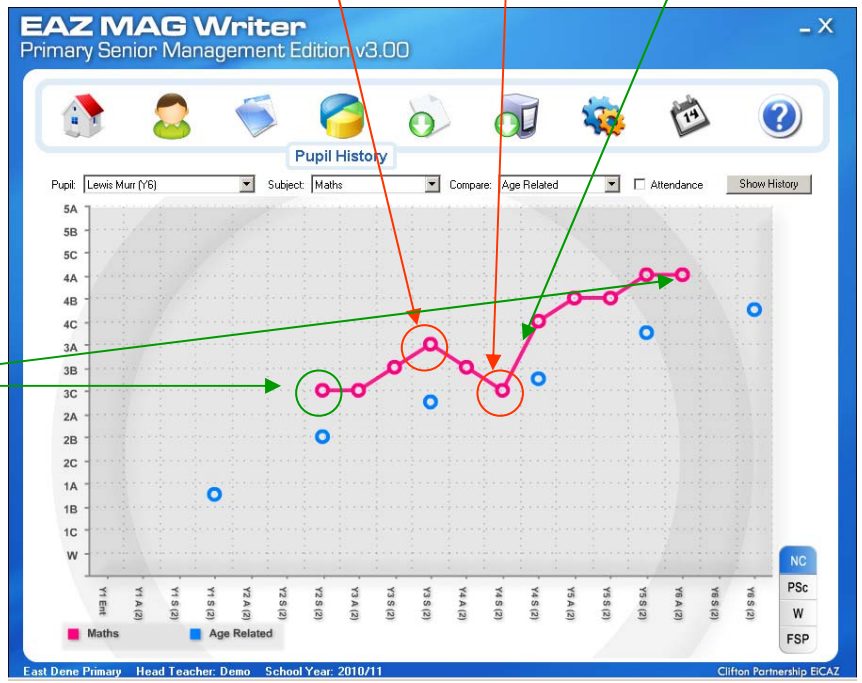
14 points progress over these 8 terms – how does this compare to the 'Race Track'?

Is this secure data?

Identification of Issues- what is the 'story' for this child? Family situation? Teacher?

Evidence of good acceleration – initiative(s) working

**Child 2 -** Plotting actual progress against age related expectations




This child was a 3c at the end of KS1, therefore should map on to a 5c. This graph shows he is in line to achieve this by the end of KS2

# Report 9: Age-related Venn (a)

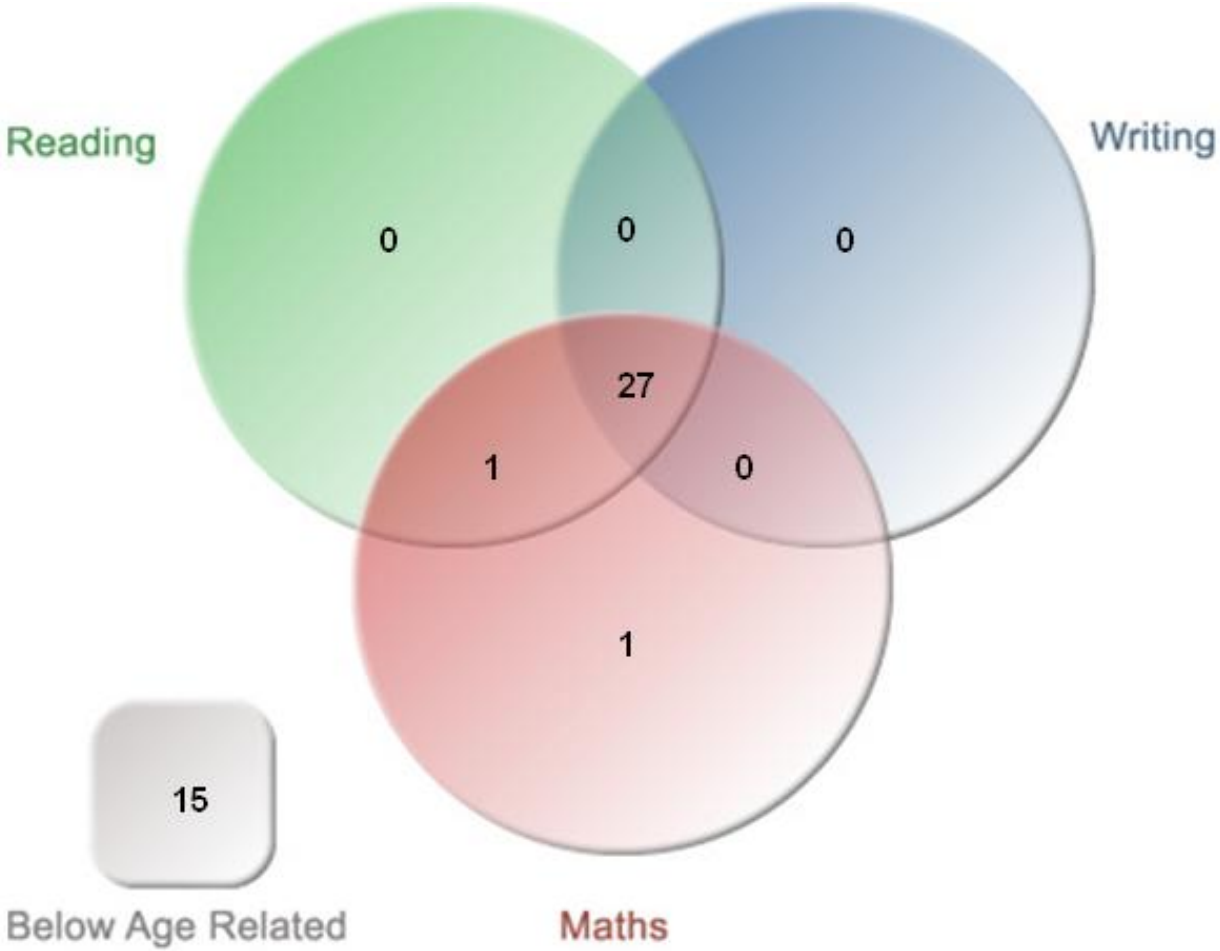
## COHORT ANALYSIS

**This report lists the names and number of pupils at age-related and above in a combination of subjects.**

**Potential Uses**

- *Teachers planning – this report is particularly useful for teachers to plan to affect the learning and progress of individual children in order to secure their combined attainment in English and Maths.*
- *Pupil progress meetings – this report can be used to determine which children are to be targeted for booster / accelleration / intervention programmes in order to ensure their combined attainment*
- *Evaluation of attainment and progress at the half way point within KS2 -* this report can be used to keep watchful eye on the floor standard measures of combined and 2 levels progress for all year groups in KS2, for example if Y4 Reading and Writing levels are discussed as an overall English attainment level. It shows how many pupils are assessed at age-related or above in reading, writing and mathematics and helps to highlight those children who need focussed attention. It could help in determining classroom provision and intervention to accelerate the progress of individual children in specific subjects.

# Report 9: Age-related Venn (b)




| Age Related and above – Maths, Reading & Writing | | | | |
|---|---|---|---|---|
| **Pupil** | **Class** | **Maths** | **Reading** | **Writing** |
| Helen Williams | Class 10 | 3A (+1) | 3A (+1) | 3A (+1) |
| Chase Croft | Class 9 | 3A (+1) | 3A (+1) | 3A (+1) |

# Report 10: Targets/Estimates (a)

## COHORT ANALYSIS

**This report can replicate the " target setting spreadsheet" sent into schools by Matthew Sorby on behalf on the LA. The targets can be reviewed and updated at any point of the year in the 'teacher version' of the MAG. If latest assessments are entered for Y5 and Y6, then this gives an indication of the gap closing between FFT estimates or school level targets and current assessments on an ongoing basis. It is very useful for tracking combined attainment and 2 levels progress in English and Maths.**

**Potential Uses**

- *Reviewing targets* – this report can be used to look at historical targets set each year, not just at the end of year, KS1 and KS2.
- *Monitoring targets* – this report highlights the children who have achieved their target / how many sub levels they need to gain in order to achieve their end of year target.
- Useful to use in conjunction with "Ready to Run" materials
- Useful to review progress in pupil progress meetings to insert latest assessments to track combined attainment and 2 levels progress

# Report 10: Targets/Estimates (b)

Targets / Estimates

Type: End of KS Predictions  Year: 2010-11  YG: Y6  Factors Term: Autumn (2)  Show Details  Export to Excel options

| | | | KS1 Teacher Assessments | | | Last Year's End of KS2 Predictions | | | | End of KS2 Predictions | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Pupil | YG | Year | Maths | Reading | Writing | Maths | English | Reading | Writing | Maths | English | Reading | Writing |
| Beatrix Alfson | Y6 | 2010-11 | 1 | W | W | 4C | 3C | 3C | 3C | 3A | 3C | 3C | 3C |
| Ian Arrington | Y6 | 2010-11 | 1 | W | 1 | 3B | 3C | 3C | 3C | 3B | 3C | 3C | 3C |
| Warren Ashton | Y6 | 2010-11 | 1 | 1 | W | 3A | 3A | 3B | 3A | 3A | 3B | 3B | 3A |
| Shelley Banks | Y6 | 2010-11 | 3 | 3 | 2A | 5B | 4A | 4A | 5C | 5B | 5C | 5C | 5C |
| MacEy Barker | Y6 | 2010-11 | 1 | 1 | W | 3B | 3B | 3A | 3B | 3C | 3A | 3A | 3B |
| Jeff Black | Y6 | 2010-11 | 1 | 1 | 1 | 2A | 3C | 2A | 3C | 2A | 3C | 2A | 3C |
| Kay Brock | Y6 | 2010-11 | 1 | 1 | W | 3B | 3B | 3B | 3B | 3B | 3A | 3B | 3B |
| Kevin Burton | Y6 | 2010-11 | 2C | 2C | 2C | 4A | 4B | 4B | 4B | 4A | 4A | 4A | 4A |
| Max Carter | Y6 | 2010-11 | 2B | 1 | 1 | 4A | 4B | 4B | 4C | 4A | 4B | 4B | 4C |
| Duncan Causer | Y6 | 2010-11 | 3 | 2A | 2C | 5B | 4A | 4A | 4A | 5B | 4A | 5C | 4B |
| Tibby Clayton | Y6 | 2010-11 | 2B | 2B | 2C | 4B | 4A | 4A | 4A | 4B | 4B | 4B | 4B |
| Naomi Clemens | Y6 | 2010-11 | 2B | 2A | 2B | 4A | 4B | 4A | 4B | 4A | 4A | 4A | 4B |
| Abby Emerson | Y6 | 2010-11 | | | | 3B | 3A | 3B | 3A | 3C | 4C | 3A | 4C |
| Sebastian Foley | Y6 | 2010-11 | 2C | 2C | 1 | 4C | 4B | 4A | 4C | 4B | 3A | 4C | 3A |
| Roy Forrest | Y6 | 2010-11 | 2C | 2C | 2C | 4A | 4C | 4B | 4C | 4B | 4B | 4B | 4C |
| Nathan Foster | Y6 | 2010-11 | W | W | W | 2B | 3C | 2A | 3C | 2B | 2A | 2A | 2A |
| Reenie Freeman | Y6 | 2010-11 | 3 | 3 | 2A | 5C | 5B | 5C | 5B | 5C | 5B | 5B | 5B |
| Mitchell Frost | Y6 | 2010-11 | 2B | 2B | 2C | 4A | 4B | 4B | 4B | 4B | 4B | 4B | 4B |
| Felicity Gardner | Y6 | 2010-11 | W | W | W | 3B | 2A | 2A | 2A | 2A | 2A | 2A | 2A |
| Kerry Gilliam | Y6 | 2010-11 | 1 | 1 | W | 3B | 3B | 3B | 3B | 3B | 3A | 3B | 3B |
| Theodore Gray | Y6 | 2010-11 | 2C | 1 | 1 | 3C | 3C | 2A | 3C | 3A | 3B | 3B | 3B |
| Stu Green | Y6 | 2010-11 | 2A | 2A | 2B | 5C | 4A | 5C | 4B | 5C | 5C | 5C | 4B |
| Toby Harley | Y6 | 2010-11 | 1 | W | W | 3C | 2A | 3C | 2A | 3C | 2A | 2A | 2A |
| Kim Harrison | Y6 | 2010-11 | 2A | 2B | 2B | 4B | 4C | 4B | 4C | 4B | 4C | 4B | 4C |
| Richard Hitchcock | Y6 | 2010-11 | 2A | 3 | 2B | 5C | 4B | 5C | 4C | 5C | 5C | 5C | 4B |

Pupils Listed: 50  Boys: 26  Girls: 24  EAL: 14  LAC: 0  FSM: 24  BME: 14  L4+ English & Maths: 30  Two Levels in English: 48  Two Levels in Maths: 46

Above Last Year  Same as Last Year  Below Last Year

# RESOURCES

## Report 11: Pupil Progress Throughout KS2 (a)

### COHORT ANALYSIS – ALL SUBJECTS (Non-MAG Report)

**Potential Uses**

- This resource is not generated by the MAG, but is an example of how APS data that *is* generated by the MAG can be presented in an alternative way to show progress throughout a Key Stage.
- This information can be generated on a Learning Community level (as long as the data is available) but also at an individual school basis. This level of analysis can help identify key priorities for schools and learning communities and help direct resources appropriately.
- The worked example shows how the data for a Learning Community can be RAG-rated in order to highlight progress in particular subjects/groups/year groups across each school.
- The document contains a key which explains all of the colour coding for both progress and attainment.

# Report 11: Pupil Progress Throughout KS2 2010-11 (b)

**Sample Data 2010-11 (Non-MAG Report)**

Learning Community - Summer 2011

| | | Year 3 | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Maths | | | | | Reading | | | | | Writing | | | | |
| School | Cohort | KS1 10 | Autumn 10 | Summer 11 | Progress Two Terms | Progress since KS1 (8 terms) | KS1 10 | Autumn 10 | Summer 11 | Progress Two Terms | Progress since KS1 (8 terms) | KS1 10 | Autumn 10 | Summer 11 | Progress Two Terms | Progress since KS1 (8 terms) |
| School 1 | 49 | 17.20 | 16.10 | 18.90 | 2.80 | 1.70 | 17.10 | 16.50 | 20.70 | 4.20 | 3.60 | 15.70 | 16.00 | 19.00 | 3.00 | 3.30 |
| School 2 | 46 | 15.30 | 15.30 | 17.50 | 2.20 | 2.20 | 15.80 | 16.90 | 18.30 | 1.40 | 2.50 | 14.10 | 14.70 | 16.10 | 1.40 | 2.00 |
| School 3 | 22 | 15.10 | 17.30 | 19.20 | 1.90 | 4.10 | 17.90 | 18.40 | 21.20 | 2.80 | 3.30 | 13.80 | 15.60 | 18.00 | 2.40 | 4.20 |
| School 4 | 57 | 15.00 | 14.10 | 17.00 | 2.90 | 2.00 | 14.30 | 14.00 | 18.90 | 4.90 | 4.60 | 14.20 | 14.30 | 16.90 | 2.60 | 2.70 |
| School 5 | 28 | 14.90 | 16.90 | 18.50 | 1.60 | 3.60 | 15.50 | 16.60 | 18.80 | 2.20 | 3.30 | 14.90 | 15.10 | 18.00 | 2.90 | 3.10 |
| LC Average | | 15.80 | 15.70 | 18.20 | 2.50 | 2.40 | 15.70 | 16.00 | 19.90 | 3.90 | 4.20 | 14.60 | 14.90 | 17.40 | 2.50 | 2.80 |

| | | Year 4 | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Maths | | | | | Reading | | | | | Writing | | | | |
| School | Cohort | KS1 09 | Summer 10 | Summer 11 | Progress this year | Progress since KS1 (8 terms) | KS1 09 | Summer 10 | Summer 11 | Progress this year | Progress since KS1 (8 terms) | KS1 09 | Summer 10 | Summer 11 | Progress this year | Progress since KS1 (8 terms) |
| School 1 | 49 | 16.80 | 18.00 | 22.00 | 4.00 | 5.20 | 16.70 | 19.40 | 21.80 | 2.40 | 5.10 | 15.80 | 16.70 | 19.30 | 2.60 | 3.50 |
| School 2 | 46 | 15.00 | 16.70 | 19.90 | 3.20 | 4.90 | 14.30 | 17.70 | 23.50 | 5.80 | 9.20 | 14.10 | 16.80 | 19.80 | 3.00 | 5.70 |
| School 3 | 18 | 14.30 | 16.30 | 19.90 | 3.60 | 5.60 | 15.70 | 17.00 | 21.10 | 4.10 | 5.40 | 14.20 | 14.60 | 19.30 | 4.70 | 5.10 |
| School 4 | 47 | 15.50 | 15.90 | 18.80 | 3.90 | 4.30 | 13.90 | 15.00 | 19.50 | 4.50 | 5.60 | 13.90 | 14.70 | 17.80 | 3.10 | 3.90 |
| School 5 | 26 | 16.90 | 19.50 | 23.20 | 3.70 | 6.30 | 16.50 | 19.40 | 24.30 | 4.90 | 7.80 | 15.50 | 18.40 | 22.20 | 3.80 | 6.70 |
| LC Average | | 15.60 | 16.60 | 20.00 | 3.40 | 4.40 | 15.50 | 17.50 | 21.00 | 3.50 | 5.50 | 15.40 | 15.80 | 18.90 | 3.10 | 3.50 |

| | | Year 5 | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Maths | | | | | Reading | | | | | Writing | | | | |
| School | Cohort | KS1 08 | Summer 10 | Summer 11 | Progress this year | Progress since KS1 (8 terms) | KS1 08 | Summer 10 | Summer 11 | Progress this year | Progress since KS1 (8 terms) | KS1 08 | Summer 10 | Summer 11 | Progress this year | Progress since KS1 (8 terms) |
| School 1 | 42 | 16.20 | 21.80 | 24.00 | 2.20 | 7.80 | 15.60 | 22.30 | 26.50 | 4.20 | 10.90 | 15.40 | 20.10 | 24.50 | 4.40 | 9.10 |
| School 2 | 52 | 15.50 | 20.30 | 22.90 | 2.60 | 7.40 | 13.50 | 21.00 | 22.30 | 1.30 | 8.80 | 12.50 | 19.40 | 23.30 | 3.90 | 10.80 |
| School 3 | 21 | 16.30 | 19.70 | 24.60 | 4.90 | 8.30 | 17.00 | 21.40 | 27.30 | 5.90 | 10.30 | 16.00 | 19.40 | 25.20 | 5.80 | 9.20 |
| School 4 | 35 | 14.20 | 18.10 | 20.50 | 2.40 | 6.30 | 14.70 | 18.00 | 20.80 | 2.80 | 6.10 | 13.10 | 16.80 | 19.70 | 2.90 | 6.60 |
| School 5 | 24 | 16.70 | 24.50 | 25.90 | 1.40 | 9.20 | 16.60 | 22.80 | 26.80 | 4.00 | 10.20 | 15.60 | 22.50 | 23.50 | 1.00 | 7.90 |
| LC Average | | 16.90 | 19.90 | 22.60 | 2.70 | 5.70 | 16.30 | 20.60 | 24.50 | 3.90 | 8.20 | 15.50 | 18.80 | 22.80 | 4.00 | 7.30 |

# Report 12: The ‘Race Track’ (a)

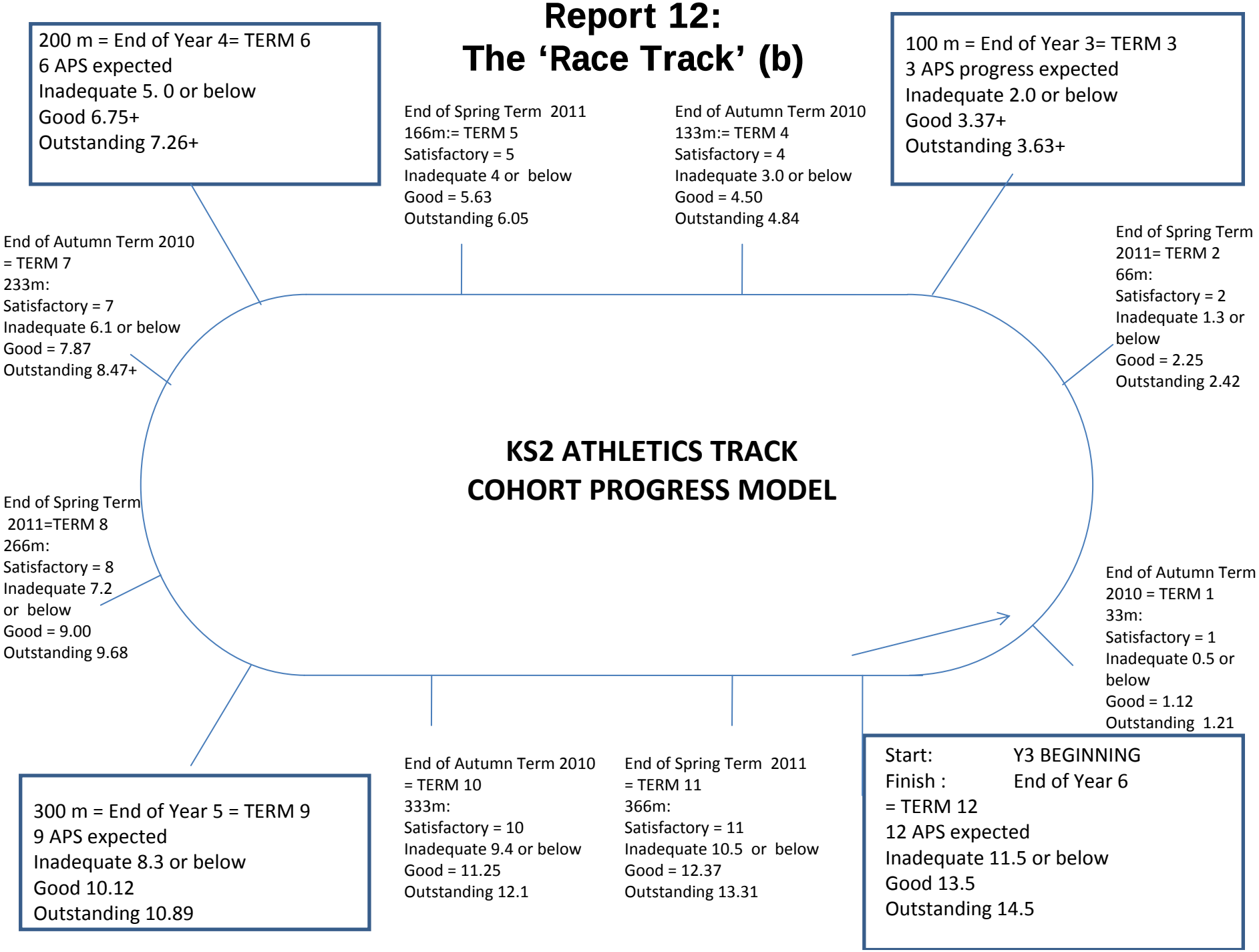
## INDIVIDUAL PUPIL / COHORT ANALYSIS

**Potential Uses**

**Judging whether the progress of cohorts and groups is Inadequate, Satisfactory, Good or Outstanding using APS**

- *Analysing APS* - The ‘Race Track’ has been designed to be used as a tool to measure progress against National expectations on a term-by-term basis from the beginning of Y3 to the end of Y6. It can be used in conjunction with numerous reports from the MAG system as a measure of where pupils / cohorts are in relation to national expectations. Figures have been included in the race track to allow schools to analyse whether the APS scores generated by their data in the MAG are inadequate, satisfactory, good or outstanding.

# Report 12:
# The 'Race Track' (b)



# Report 12: The ‘Race Track’ cont… (b)

| Time versus progress | Satisfactory ( expected) | Inadequate | Good | Outstanding |
|---|---|---|---|---|
| Year 3<br>End of Autumn Term=T1 | 1 | 0.5 or below<br>( -0.5 below expected) | 1.12 ( + 0.12 above expected) | 1.21 ( + 0.21 above expected |
| Year 3<br>End of Spring Term=T2 | 2 | 1.3 or below<br>(-0.7 below expected) | 2.25 ( + 0.25 above expected) | 2.42 ( + 0.42 above expected) |
| END OF Y3=T3 | 3 | 2.0 or below<br>(-1.0 below expected) | 3.37 ( + 0.37 above expected) | 3.63 ( + 0.63 above expected) |
| Year 4<br>End of Autumn Term=T4 | 4 | 3.0 or below<br>(-1.0 below expected) | 4.50 ( + 0.50 above expected) | 4.84 (+ 0.84 above expected) |
| Year 4<br>End of Spring Term=T5 | 5 | 4.0 or below<br>(-1.0 below expected) | 5.63 (+ 0.63 above expected) | 6.05 ( + 1.05 above expected) |
| END OF Y4=T6 | 6 | 5.0 or below<br>(-1.0 below expected) | 6.75 ( +0.75 above expected) | 7.26 ( + 1.26 above expected) |
| Year 5<br>End of Autumn Term=T7 | 7 | 6.1 or below<br>(-0.9 below expected) | 7.87 ( + 0.87 above expected) | 8.47 ( + 1.47 above expected) |
| Year 5<br>End of Spring Term=T8 | 8 | 7.2 or below<br>(-0.8 below expected) | 9.0 ( + 1.00 above expected) | 9.68 ( + 1.68 above expected) |
| END OF Y5=T9 | 9 | 8.3 or below<br>( -0.7 below expected) | 10.12 ( + 1.12 above expected) | 10. 89 ( + 1.89 above expected) |
| Year 6<br>End of Autumn Term=T10 | 10 | 9.4 or below<br>( -0.6 below expected) | 11.25 ( + 1.25 above expected) | 12.10 ( + 2.1 above expected) |
| Year 6<br>End of Spring Term=T11 | 11 | 10.5 or below<br>(-0.5 below expected) | 12.37 ( + 1.37 above expected) | 13.31 ( + 2.31 above expected) |
| END OF Y6=T12 | 12 | 11.5 or below<br>(-0.5 below expected) | 13.5 ( + 1.50 above expected) | 14.50 ( + 2.5 above expected) |

# Report 13: Average Attainment Table (a)

## INDIVIDUAL PUPIL / COHORT ANALYSIS

This average attainment “rule of thumb and guidance only” resource can be used to judge levels of attainment against national expectations, just as the race track can be used to measure against progress. This resource is not produced by the MAG but can be used in conjunction with numerous reports from the MAG system as a measure of where pupils are in relation to national attainment expectations.

*Judgements for Attainment are Low, In Line, Above, High when compared to National*

| **Low** | **In Line** | **Above** | **High** |
|---|---|---|---|
| -1.5 APS and beyond | -1.4 to + 0.9 APS | +1.0 to 1.9 APS | +2.0 and beyond APS |

# Report 13: Average Attainment Table (b)

| Average Attainment Brackets refer to 5 year average KS1 attainment to 5 year average KS2 attainment | Reading ( 15.7-28.9) | Writing (14.3-26.0) | English (15.0-27.4) | Maths (15.6- 27.5) |
|---|---|---|---|---|
| Year 3<br>End of Autumn Term=T1 | 16.8 | 15.2 | 16 | 16.5 |
| Year 3<br>End of Spring Term=T2 | 17.9 | 16.1 | 17 | 17.5 |
| END OF Y3=T3 | 19 | 17 | 18 | 18.5 |
| Year 4<br>End of Autumn Term=T4 | 20.1 | 18 | 19.05 | 19.5 |
| Year 4<br>End of Spring Term=T5 | 21.2 | 19 | 20.1 | 20.5 |
| END OF Y4=T6 | 22.3 | 20 | 21.15 | 21.5 |
| Year 5<br>End of Autumn Term=T7 | 23.4 | 21 | 22.2 | 22.5 |
| Year 5<br>End of Spring Term=T8 | 24.5 | 22 | 23.25 | 23.5 |
| END OF Y5=T9 | 25.6 | 23 | 24.3 | 24.4 |
| Year 6<br>End of Autumn Term=T10 | 26.7 | 24 | 25.4 | 25.5 |
| Year 6<br>End of Spring Term=T11 | 27.8 | 25 | 26.4 | 26.5 |
| END OF Y6=T12 | 28.9 | 26 | 27.4 | 27.5 |