



## OPPORTUNITY NORTH EAST


**Improving pupil outcomes through better transition from KS2 to KS3, with a particular focus on supporting the most able disadvantaged pupils.**

Dear Headteacher,

**Re: Opportunity North East Outline Proposal. Deadline 19 July 2019**

I am writing to you to make you aware of how DAISI Question Level Analysis will give you an evidence informed, forensic baseline intelligence to underpin your proposal to Opportunity North East for improving pupil outcomes through better transition from KS2 to KS3.

Proposals from schools can include specific expertise and input from providers. For your information, I have set out below, in some detail, what we can provide schools.

DfE: Opportunity North East Timeline									
 QLA	Y6 Baseline	Y6 Concise	Y6 Results	Y7 Transition					
Term	Autumn 2019	Spring 2020	Summer 2020	Autumn 2020	Spring 2021	Summer 2021	Autumn 2021	Spring 2022	Summer 2022
Stage of Cohort	Cohort in 1st term of Y6	Cohort in 2nd term of Y6	Cohort in final term of Y6	Cohort begins Y7	Cohort in 2nd term of Y7	Cohort in finishes Y7	Cohort enters Y8	Cohort in 2nd term of Y8	Cohort in finishes Y8
	Pre Project Bonus Analysis							Plus Bonus Analysis - 2020 Y6 Baseline	
	A project level analysis of 2020 KS2 pupil performance in maths, reading and GPS								

However, the outline proposal document itself can only be a maximum of 3 pages, so in summary I would describe the expertise and service we can provide as;

“To ensure **current data is optimised to identify a single, clear priority that is amenable to change.** DAISI QLA ensures coherent, consistent, comprehensive and comparative baseline intelligence across all schools involved for Maths, Reading & GPS, based on pupil's response to individual questions from all 2019 or 2020 SATs tests. Examining individual pupil performance, identifying strengths and weaknesses, overall performance of a cohort, school/academy, class, and identified group of pupils, this analysis goes far beyond ASP QLA. The evidence based

intelligence gained supports curriculum planning, class organisation, choice of interventions, transition and cross phase teaching for Maths and English, strengthening the continuity of pedagogy and curriculum. At transition, teachers have a clear understanding of pupil' strengths, weaknesses, and crucially, a definitive starting point for collaborative improvement."

The DfE encourage the use hyperlinks for further information. You will find some suggestions at the end of this letter.

## DAISI EVIDENCE BASED ANALYSIS

### What are the features of Outstanding secondary schools' practice: Transition KS2-KS3?

Source: 2017-18 Ofsted Inspection Reports

1. "Leaders and teachers, generally, know in **impressive detail what pupils have learned** in their primary school and **how well they have learned it**. This enables teachers to **teach appropriate topics at precisely the right level**. It also enables leaders to **organise and implement systems** to support those pupils who need additional help to catch up or to learn more effectively. So, in most subjects, **pupils learn very well right from the start of Year 7.**"
2. "Teachers have **in-depth knowledge about individual pupil's strengths and weaknesses** in the subjects that they teach. Teachers use the detailed assessment information to **plan activities that meet the needs of the range of pupils in their class**. The additional funding for the pupil premium, Year 7 catch-up and special educational needs is used effectively. As a result of leaders' targeted use of the funding, disadvantaged pupils make stronger progress than other pupils nationally. Pupils in Year 7 who need support with their reading have improved their ability to read. Pupils who have SEN and/or disabilities are also making gains in their learning."

## DAISI Question Level Analysis

DAISI QLA uses a pupil's response to individual questions from all 2019 or 2020 SATs tests; Maths x 3 papers, Reading x 1 paper and Grammar Punctuation & Spelling x 2 papers. Individual pupil performance is examined, identifying strengths and weaknesses, overall performance of a cohort, school/academy, class, and identified group of pupils. This analysis goes far beyond ASP QLA. This evidence based intelligence supports curriculum planning, class organisation, choice of interventions, transition and cross phase teaching for Maths and English. The DfE expects Maths and English to be a core focus for improvement along with disadvantaged able pupils.

DAISI QLA KS2 Question Level Analysis Summary 2019 - Overall (30)

Question Summary - All Papers by Question Type

GPS					
The below comments are based on the major reason alignment in pupil's, compared with National					
All Papers Question Types	Max Marks Available	Scores Achieved	School	National	National Gap
Comprehension or history case studies	200	180	90.0%	92.0%	-2.0%
Foundation	400	348	87.0%	88.0%	-1.0%
Reading	400	400	100.0%	98.0%	+2.0%
Key Words, context and vocabulary	200	129	64.5%	59.0%	+5.5%
Comprehension, grammar and devices	200	87	43.5%	44.0%	-0.5%
Function of language	75	45	60.0%	57.0%	+3.0%
Language structure and grammar	80	70	87.5%	79.0%	+8.5%
Spelling	200	185	92.5%	91.0%	+1.5%
All Questions	2000	1818	90.9%	89.0%	+1.9%
Your pupils overall did best in Verb forms, senses and consistency (23.7% above)					
Your pupils overall did least well in Spelling (17.2% below)					
Your pupils overall achieved below expectations (progress score = -0.59)					
Reading					
Your pupils overall did best in Identify details (6.7% below)					
All Papers Question Types	Max Marks Available	Scores Achieved	School	National	National Gap
Comprehension	200	180	90.0%	92.0%	-2.0%
Main and explicit inferences	500	393	78.6%	82.0%	-3.4%
Reading of texts in context	300	280	93.3%	79.0%	+14.3%
Explicit text meaning as a thread	70	48	68.6%	68.0%	+0.6%
Main and explicit inferences	80	70	87.5%	79.0%	+8.5%
Summarise main ideas	30	28	93.3%	93.0%	+0.3%
All Questions	1300	991	76.2%	82.0%	-5.8%
Your pupils overall did best in Ratio and proportion (1.4% below)					
Mathematics					
Your pupils overall did best in Ratio and proportion (1.4% below)					
All Papers Question Types	Max Marks Available	Scores Achieved	School	National	National Gap
Comprehension	200	180	90.0%	92.0%	-2.0%
Reasoning, deduction and percentages	600	484	80.7%	88.0%	-7.3%
Measurement	600	527	87.8%	79.0%	+8.8%
Number and place value	800	281	35.1%	38.0%	-2.9%
Shape and geometry	200	184	92.0%	93.0%	-1.0%
Algebra	200	132	66.0%	67.0%	-1.0%
Geometry - position and direction	200	184	92.0%	93.0%	-1.0%
Geometry - properties of shapes	200	125	62.5%	64.0%	-1.5%
Statistics	200	82	41.0%	39.0%	+2.0%
All Questions	3300	2027	61.4%	72.0%	-10.6%
Your pupils overall met expectations (progress score = 0.77)					

DAISI can provide your project with:

1. **QLA Y6 Baseline** for every (North East) primary school/academy for maths, reading and GPS using 2019 KS2 SATs tests administered at the start of the new academic year Autumn 2019, giving your project a head start and early data. (Bonus report)
2. **QLA Y6 Concise** for every (North East) primary school/academy for maths, reading and GPS using 2019 KS2 SATs tests administered in school in the Spring Term 2020.
3. **QLA Y6 Results** for every (North East) primary school/academy for maths, reading and GPS 2020 KS2 SATs tests.
4. **QLA Y7 Transition Pack** for the incoming 2020 Year 7 cohort for every (North East) secondary school/academy for Maths, Reading and GPS using the 2020 KS2 SATs tests results.
5. **QLA Y6 Baseline** for every (North East) primary school/academy for maths, reading and GPS 2020 KS2 SATs tests administered at the start of the new academic year in Autumn 2020, giving your project continuity for the follow on cohort. (Bonus Report)
6. **A Project level analysis** using aggregated data of all participating schools for 2020 KS2 pupil performance in maths, reading and GPS. Analysis of pupils' performance across all primary schools/academies and a baseline for the 2020 Year 7 cohort across all secondary schools/academies.

The DfE has stated that only the strongest projects that are both viable and sustainable will go forward. They will also seek to combine similar projects into larger scale work. DAISI QLA is scalable to accommodate any number of schools and configurations.

**Primary Cluster/Family/LA Reports** offers schools:

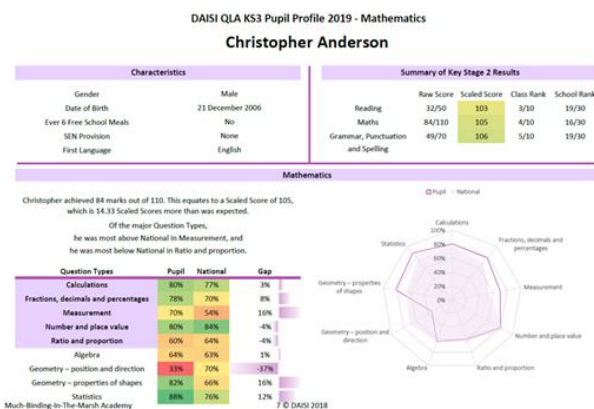
- Their own individual reports benchmarked against national and the Cluster/Family averages; 3 subject reports including pupil on a page profiles and a summary report.
- On the basis that all Cluster/Family member schools use the QLA, we aggregate the data and prepare a suite of reports at Cluster/Family level that also give a comparative breakdown by school (this suite does not include individual pupil profiles) to support school- school improvement working
- The package supports individual schools and the collective.
- Using the Cluster/Family package ensures that we receive each primary schools permission to process their data and to aggregate it into a shared report amongst the named schools. This gives a cohesive analysis of end of Year 6 results and if required, new Y6 Baseline.

Pupil mobility then occurs between Y6 and Y7 and via Admissions process, policies and criteria, KS2 and KS3 cohorts are not identical and therefore by this very nature, are discreet in analysis.

The **Y7 Transition QLA package**, designed specifically for secondary schools, is based on their known incoming Y7 cohort admissions list and their KS2 SATs data, which will include children from cluster/family schools and other primaries.

	Class Teacher (English/Maths)	Head of Dept (English/Maths)
Pupil Profile	✓	
Class Analysis	✓	✓
Entire Year 7 Analysis		✓

The analysis is presented in a way to make the essential information quickly accessible, in the right amount of detail, by those who need it in school, without adding to teacher workload. These needs differ, as outlined above.



DAISI QLA KS3 GPS 2019 - English Class A - Question Analysis

Most marks lost compared to the National per question									
Question	Type	Question	Raw Marks	Class	Entire Year	Class v Entire Year	National	Class v National	Class Net Attempted
20	Punctuation	Which sentence must not end with an exclamation mark?	10	80.0%	83.3%	2.33	85.7%	-2.37	0.0%
26	Punctuation	Five words to know of the text are in bold at the bottom. Write the sentence one could talk to the girl.	10	70.0%	83.3%	13.37	75.3%	-5.33	0.0%
7	Spelling	The tutor asks the children to pay attention.	10	80.0%	80.0%	0.00	85.0%	-5.00	0.0%
41	Combining words, phrases and clauses	Rewrite the two sentences below as one sentence using an appropriate subordinating conjunction.	10	60.0%	54.7%	-5.33	65.7%	-5.7%	0.0%
7	Punctuation	Insert a pair of commas in the correct place in the sentence below.	10	50.0%	80.0%	-30.00	80.0%	-30.00	0.0%
3	Vocabulary	Tick the meaning of the word 'fragrant'.	10	100.0%	50.7%	-49.33	100.0%	-49.33	0.0%
16	Spelling	The answer 'ab' (length) is in view.	10	80.0%	70.0%	-10.00	71.0%	-9.00	0.0%
19	Punctuation	Circle the part of the sentence that changes the meaning of the underlined word.	10	70.0%	80.0%	-10.00	85.0%	-15.00	0.0%
4	Punctuation	Tick one box in each row to show whether the sentence is a question, a statement or a command.	10	100.0%	50.7%	-49.33	85.0%	-34.33	0.0%
67	Punctuation	Circle each word that should begin with a capital letter in the sentence below.	10	50.0%	80.0%	-30.00	80.0%	-30.00	0.0%

Most marks gained compared to the National per question									
Question	Type	Question	Total Marks	Class	Entire Year	Class v Entire Year	National	Class v National	Class Net Attempted
48	Grammatical terms / parts of speech	Circle the four verbs in the passage below.	10	100.0%	70.0%	30.00	80.0%	20.00	0.0%
38	Vocabulary	Add a verb to the words in the boxes to complete the sentences.	10	80.0%	70.7%	9.33	80.0%	-0.67	0.0%
21	Spelling	Circle the correct spelling of each of the words.	10	80.0%	80.7%	0.7%	80.0%	0.7%	0.0%
49	Grammatical terms / parts of speech	Circle the adverbial clause in the sentence below and tick it in the given parentheses.	10	80.0%	70.0%	10.00	80.0%	0.00	0.0%
17	Spelling	Put an apostrophe in each of the words below.	10	80.0%	83.3%	3.33	85.7%	-2.7%	0.0%
39	Combining words, phrases and clauses	What is the grammatical term for the underlined word in the sentence below?	10	70.0%	83.3%	13.37	80.0%	-6.63	0.0%
50	Combining words, phrases and clauses	Underline the adverbial clause in the sentence below.	10	70.0%	83.3%	13.37	80.0%	-6.63	0.0%
40	Verb forms, tenses and concordance	Tick one box in each row to show whether the sentence is written in the active or the passive.	10	80.0%	80.0%	0.00	81.0%	-1.0%	0.0%
42	Punctuation	Rearrange the sentence below as a direct speech.	10	80.0%	80.7%	0.7%	81.0%	-0.3%	0.0%
14	Spelling	Use 'back' and 'round' only once in the text.	10	70.0%	73.3%	3.33	80.0%	-6.67	0.0%

Much Binding in The Marsh - English Class A © DAISI 2018

The Transition Pack gives the secondary school a comprehensive subject evidence base of the strengths and weaknesses of their incoming Year Y7 at the beginning of August, before they set foot in school. Before terms starts it can shape your Summer School provision. It informs class allocations, Year 7 Numeracy and Literacy Catch-Up Premium, subject lesson planning, topic strengths and weaknesses, alongside a baseline overview of the entire Year for Progress 8. It also includes a school-by-school comparison.

Our aim is to help schools improve transition between KS2 and KS3. The primary cluster/family QLA package enables schools to identify and make some cost effective CPD choices across the

schools, perhaps addressing pupil's gaps in "making inferences" or "fractions" which could extend into transition teaching strategies Y5-Y8, if appropriate. The Y7 QLA Transition package gives an LA and the secondary school a complete Y7 analysis, not a partial picture, to join in those bigger conversations with its cluster/family primaries, whilst having ready actionable analysis to support their own in-school processes.

## Costs:

The unit cost per report is as follows. This allows you to estimate and scale the overall cost dependent on the number schools in your project:

Y6 QLA Baseline	FREE Bonus report
Y6 QLA Concise	£149
Y6 QLA Results	£199
Y7 QLA Transition	£299
Project Level QLA Report	£199 (single cost)

*For small primary schools with a Y6 cohort of 15 pupils or less, the cost is £99 per report.*

## Why is DAISI interested in supporting schools in the North East?

DAISI is located in Nottingham. Nottingham has had a major incentive to improve its secondary schools.

In December 2013 six of its secondary schools were placed into special measures, with another having serious weakness.

As of 31 August 2014, based on Ofsted's revised methodology, only 43.6% of its secondary schools were good or outstanding according to Ofsted, compared to the National average of 51.3%. Now, as of 31 May 2019, 76.5% of its secondary schools are good or outstanding, above the National average of 75.2%.

This is why the Education Improvement Board was set up, with increased collaboration between schools, and the commissioning of DAISI reports for primary and secondary schools, including the Transition Pack for Secondary schools. Our Progress scores at both Primary-phase and Secondary-phase education have seen year-on-year increases since the new measures were first used in 2016.

Like Nottingham, progress in the North-East has long been a positive feature at Key Stage 2, but a problem at Key Stage 4. However, unlike Nottingham, the gap between North East and National good/outstanding secondary schools has widened.

As of 31 August 2014, 42.4% of its secondary schools were good or outstanding, a similar number to Nottingham back then. There was one LA above the National Average and two LAs in the bottom 10 LAs, and the North East-National gap of 8.9%.

Now, whilst the number of good/outstanding secondary schools have increased in every LA bar one, only 56.6% of North East's secondary schools are good or outstanding. The North East-National gap has more than doubled to 18.6%, and there is only 1 LA above the National Average, and with 4 LAs being in the bottom 10 LAs in England.

Analysis of Good or Outstanding secondary schools, based on Ofsted's revised methodology		As of 31 August 2014		As of 31 May 2019	
		% Good/ Outstanding	LA Rank	% Good/ Outstanding	LA Rank
<b>North East</b>	Darlington	18.8%	152	37.5%	146
	Durham	53.5%	72	62.5%	119
	Gateshead	37.0%	132	50.0%	133
	Hartlepool	23.1%	150	40.0%	142
	Middlesbrough	33.3%	139	71.4%	93
	Newcastle upon Tyne	50.0%	86	64.3%	116
	North Tyneside	54.1%	69	62.5%	119
	Northumberland	41.6%	122	60.6%	124
	Redcar and Cleveland	41.7%	120	30.0%	148
	South Tyneside	45.0%	107	55.6%	127
	Stockton-On-Tees	38.2%	128	76.9%	65
	Sunderland	34.8%	137	38.9%	144
<b>North East Total</b>		<b>42.4%</b>		<b>56.6%</b>	
<b>National Average</b>		<b>51.3%</b>		<b>75.2%</b>	

## **We are keen to test the impact of our existing approach to transition on a wider group of schools**

Our intelligence gives an evidence base to;

- Support whole cohorts to continue to achieve well in KS3 but specifically in Y7,
- Target specific focus on most able disadvantaged pupils through transition,
- Support cross phase collaboration between practitioners to benefit pupils in both phases,
- Identify specific areas of the curriculum for greater links in teaching in KS2 & KS3 for Maths and English, including support for subject hubs.

Delivering on scale, we can offer value for money, providing an immediate start to focussed teaching in KS3 based on the specific needs of the children and inform thinking on other projects, to help tighten the focus of a specific intervention.

We can offer this analysis now for 2019 and for 2020. We can accommodate every school in the North East down to the minimum requirement of 5 secondary schools with partner primaries, including any feeder primaries outside the North East area.

Our analysis can provide the baseline to work with the required interim KS3 success measures of a common approach to monitoring progress of pupils periodically through KS3 to provide nationally comparative data.

The QLA process will be the constant for all project schools, in support of a common aim, but the activity required in response, as part of the project, would likely manifest differently in each school.

### **Evidence of Impact:**

We already enable areas to access quality data before beginning effective partnership work in the complex landscape in a region.

### **John Dexter, Director of Education, Nottingham City LA**

*“Nottingham embarked on a partnership Board in order to react to a devastating autumn of Ofsted Inspections (2013 6 secondaries into measures in one week). It is now a mature Board with effective subgroups and as a result of that work and a lot of other work, Ofsted outcomes are now above the national average (86% of pupils in good or outstanding schools (national 85%)) and much more stable in those outcomes.*

*However the most effective work to identify priorities (numeracy, transition, recruitment) came from a mix of expertise and experienced participants but driven by clear data sets. The Board asked DAISI to produce local City wide data from early years through to KS4, attendance, exclusions, SEND and admissions.*

*More important was the analysis of data and this is where priorities could be identified and followed up. The clarity brought to the discussions was critical, as was the work of sub groups to make sense of activity and action across the City.*

*Whilst the EIB had a very limited budget, highlighting issues enabled the more effective match of ‘expertise here’ to ‘weakness there’ – nothing stronger than the use of that in successful SSIF bids. Whilst some projects were funded, such as a recent oracy project in primary, the main resource for school improvement sits within academies and MATs in the City but the data and analysis led to their effecting change too. Clear data also allowed monitoring at a very detailed level. Our vulnerable groups across the City, not just in a given school or Trust, could be spotted from the patterns and trends in the analysis, and the expertise from DAISI further helped professionals to unravel often complex data.*

*One excellent example has been the QLA (Question Level Analysis) work, where schools submit their results from summer tests and exams and get a rapid return to them as well as a view across the City. This kind of analysis leads to clear teaching and learning need. For example, the weakest areas of Maths across the City were identified and tackled through the work with Nottingham University, ITT providers and the Maths hub. This allows TSAs and MATs and the LA to identify training needs and use expertise where it is noted from the analysis to share what can be done to make the difference, and it has made a difference.*

*We have spoken to a number of LA's struggling with their journey from fully maintained sector to a more fully Academised one and almost all need a better analysis of, or even access to quality data before beginning effective partnership work in the complex landscape in a region."*

**The deadline for submission of outline proposals by schools to the DfE is 19 July 2019. You do not need to have a full-scale project ready to go or indeed a commitment from other schools at this stage. You do need to communicate your principles of what you want to do and DAISI QLA is the start of that process using current data to identify a single, clear priority that is amenable to change.**

Thank you for taking time to read about our expertise and services. I hope you have found this interesting and most of all of interest.

I am happy to answer any questions you may have to help you prepare your outline proposal and my details are below.

### **Organisation and Contact details:**

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Kind regards,  
Gillian

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### **Notes to Schools**

DAISI Education is based in Nottingham. Nottingham had the same ratio of pupils going to Good/Outstanding schools as the North-East did in 2014. However, it is now at the National Average.

One of the key improvements that it has used is its Question Level Analysis, which looks at each question, and groups them into 5-9 strands per subject, and compares them with the National Average and with your group's average. It also looks at different cohort groups at this level, including by gender, disadvantaged, and prior attainment.

Since 2016, Schools nationally have accessed DAISI's Question Level Analysis and found it to be very useful. We have continuously developed the content to meet schools' needs, both at primary and secondary level.

### **Useful Links:**

<b>Y6 Results QLA</b>	<a href="http://daisi.education/question-level-analysis-primary-school/">http://daisi.education/question-level-analysis-primary-school/</a>
<b>Y6 Baseline SATs QLA</b>	<a href="http://daisi.education/question-level-analysis-for-your-current-year-6-pupils/">http://daisi.education/question-level-analysis-for-your-current-year-6-pupils/</a>
<b>QLA FEEDBACK from Schools</b>	<a href="http://daisi.education/what-have-schools-said-qla/">http://daisi.education/what-have-schools-said-qla/</a>
<b>QLA CASE STUDY</b>	<a href="http://daisi.education/how-daisi-question-level-analysis-can-help/">http://daisi.education/how-daisi-question-level-analysis-can-help/</a>
<b>Y7 Transition QLA</b>	<a href="http://daisi.education/transition-qla/">http://daisi.education/transition-qla/</a>
<b>TRANSITION EXPLAINED</b>	<a href="http://daisi.education/transition-qla-explained">http://daisi.education/transition-qla-explained</a>
<b>DAISI Education YouTube</b>	<a href="https://www.youtube.com/channel/UCjyoRzISU2FzQP8_5FRa4FA/">https://www.youtube.com/channel/UCjyoRzISU2FzQP8_5FRa4FA/</a>
<b>Introduction to DAISI</b>	<a href="https://youtu.be/vMltM2DMV-Q">https://youtu.be/vMltM2DMV-Q</a>
<b>Y6 Results QLA</b>	<a href="https://youtu.be/AiaT7ghdmUE">https://youtu.be/AiaT7ghdmUE</a>
<b>Y6 Baseline SATs QLA</b>	<a href="https://youtu.be/CuCOuaJVZCA">https://youtu.be/CuCOuaJVZCA</a>
<b>Y7 Transition QLA</b>	<a href="https://youtu.be/8qwaJZG5Ljs">https://youtu.be/8qwaJZG5Ljs</a>