

# DAISI Education

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## Transition to Secondary School

Take a in-depth look at your  
new Year 7 SATs Results

Results  
Analysis

Transition  
Secondary

Individual  
Pupil Profiles

Full KS3  
Baseline

Class Set  
Analysis



### Stalled Progress at Key Stage 3

We recently surveyed secondary schools up and down the country asking about their Transition processes. Every school has a unique way of working. Most focus on getting to know their pupils first with activity days or a mock timetable but what about Academic Transition? Are you picking up your pupil's learning from primary? Does the progress made in primary continue?

*“The transition to secondary is too often poorly managed and teaching fails to build on the gains pupils have made in primary school. Inspectors have found that pupils often leave primary school with good literacy and numeracy skills, confident and eager to learn, but their progress then stalls when they start secondary school.”*

The quote above is from an [Ofsted report](#) on that looked at Key Stage 3 being wasted years. Back in 2015, one in five Ofsted reports identified key stage 3 as an area for improvement.

### How do you assess your pupil's prior knowledge?

Some schools test their pupils immediately themselves. Even if you use standardised tests on computers, you are adding a level of complication and stress to the start of the school year. However, immediate testing also makes the start of term even more daunting for pupils. They are already dealing with multiple subjects, multiple teachers, multiple changes. It may even give you false results as performance can be upset by anxiety and more.

### Why not use the KS2 SATs?

The KS2 SATs give a validated indication of each of your students strengths and weaknesses. These are standardised assessments – marked independently – and provide the basis for the Progress 8 score in years to come. By using this data, you remove the need for a baseline test and provide a clear footing for the future. But a scaled score does not give you the information you need – what if you could look deeper?

### What is Question Level Analysis?

Question Level Analysis breaks assessment data down into meaningful insight – looking instead at topics or cohorts rather than individual answers. This aggregation allows you to see patterns emerging which can be the drivers to [implement change](#).

The DfE release the KS2 SATs results of all students down to question level. You can divide the analysis into topic-based groups, to ensure that pupils had targeted support as early as possible enabling every pupil to make real progress in the first half of the Autumn term. This would mean learning gaps are closed earlier for all pupils, and everyone is provided the best chance to fully access the Key Stage 3 curriculum from the beginning of the year.





# DAISI Transition Analysis

A Deep Dive into new Year 7 – So much more than a Scaled Score

QLA Transition gives you full and detailed analysis of your pupils' strengths and weaknesses allowing you to work with them immediately. We give you full insight into your whole cohort before breaking it down further into your bespoke class lists – allowing your teachers to set work based on their performance in the SATs. We also create subject-specific individual pupil profiles for every child.

It has created over time in collaboration with teachers, ASTs and a former Maths Hub Lead, and been designed with Ofsted, Departmental Heads and Class Teachers in mind.

It works across three levels of your school...

[Overview](#) | [Classroom](#) | [Pupil](#)

## Full Overview

QLA Transition allows you to see a full overview of your pupil's results in English and Maths allowing you to focus in as a department on specific areas for intervention. These summary reports are perfect for Heads of Year or Heads of Department giving a clear indication of the full cohort in one place.

Whatever assessment you use, you must start with taking an overall view (for example, how many pupils passed or nearly passed), but also at the important topic strands, seeing how the school is doing, and “producing clear next steps for pupils.”

Our summary reports give you the full overview – focussing in on the headlines and points for you to focus on as the deeper analysis continues.

The screenshot displays a detailed data table for 'DAISI QLA R52 Question Level Analysis Summary 2019 - Overall (30)'. It is divided into three main sections: GPS, Reading, and Mathematics. Each section includes a table with columns for 'All Papers Question Types', 'Max Marks Available', 'Scored', 'School', 'National', and 'National Gap'. The data is color-coded to show performance levels, with red indicating areas needing attention and green indicating strengths. For example, in the GPS section, 'Punctuation' has a score of 400 out of 400 (100%), while 'Spelling' has a score of 400 out of 400 (100%). In the Reading section, 'Main text and explicit information' has a score of 140 out of 140 (100%). In the Mathematics section, 'Number and place value' has a score of 100 out of 100 (100%).

[Click Here for more information](#)

*“I would recommend the DAISI analysis package to anybody who really wants to understand what their assessment information is truly telling them.”*

Senior School Advisor – School Effectiveness, Wirral Council





## Detailed Insight for the Classroom

**Our analysis can be pre-arranged into bespoke class teaching groups.**

This allows you to give your teachers the full picture of the classes before them with bespoke analysis about the class strengths and weaknesses enabling for early intervention to take place across every set.

### Topic

We divide up the questions into bespoke Topics – allowing teachers to create their bespoke lesson plans to address the learning gaps right at the start of the year. This analysis allows you to look at your class to see what teaching could be improved, and how your curriculum could be developed.

[Click Here for more information](#)

Question Summary - All Papers by Question Type

Overall (15)									
All Papers Question Types	Max Marks Available	Score Achieved	Class	Score Time	In Year Gap	National All	National Gap	Release All	Release Gap
Calculations	40	34	85.0%	78.0%	7.0%	85.0%	0.0%	20.0%	0.0%
Fractions, decimals and percentages	20	17	85.0%	84.0%	1.0%	85.0%	0.0%	15.0%	0.0%
Measurement (2-D shapes Network)	10	7	70.0%	70.0%	0.0%	70.0%	0.0%	10.0%	0.0%
Number and place value	7	6	85.7%	85.7%	0.0%	85.7%	0.0%	10.0%	0.0%
Ratios and proportions	8	7	87.5%	87.5%	0.0%	87.5%	0.0%	10.0%	0.0%
Algebra	12	10	83.3%	83.3%	0.0%	83.3%	0.0%	10.0%	0.0%
Geometry - position and direction	11	9	81.8%	81.8%	0.0%	81.8%	0.0%	10.0%	0.0%
Geometry - properties of shapes	14	12	85.7%	85.7%	0.0%	85.7%	0.0%	10.0%	0.0%
Geometry - transformations	14	12	85.7%	85.7%	0.0%	85.7%	0.0%	10.0%	0.0%
Geometry - angles	14	12	85.7%	85.7%	0.0%	85.7%	0.0%	10.0%	0.0%
Geometry - circles	14	12	85.7%	85.7%	0.0%	85.7%	0.0%	10.0%	0.0%
Geometry - area and volume	14	12	85.7%	85.7%	0.0%	85.7%	0.0%	10.0%	0.0%
Geometry - statistics	14	12	85.7%	85.7%	0.0%	85.7%	0.0%	10.0%	0.0%
Geometry - probability	14	12	85.7%	85.7%	0.0%	85.7%	0.0%	10.0%	0.0%
Geometry - other	14	12	85.7%	85.7%	0.0%	85.7%	0.0%	10.0%	0.0%

### Question

This analysis been designed to help Teachers see the types of questions that your pupils found difficult or easier than average. It might also show certain areas where your pupils are doing better than the National averages, in areas which could be extended for your most able pupils.

[Click Here for more information](#)

Most marks lost compared to National per question

QID	Type	Question	Max Marks Available	Class	Score Time	In Year Gap	National All	National Gap	Release All	Release Gap
18	Foundation	Which sentence is not true with an unbalanced scale?	10	85.0%	85.0%	2.13	85.0%	0.0%	20.0%	0.0%
19	Foundation	Which sentence is not true with an unbalanced scale?	10	85.0%	85.0%	2.13	85.0%	0.0%	20.0%	0.0%
20	Foundation	Which sentence is not true with an unbalanced scale?	10	85.0%	85.0%	2.13	85.0%	0.0%	20.0%	0.0%

Most marks gained compared to National per question

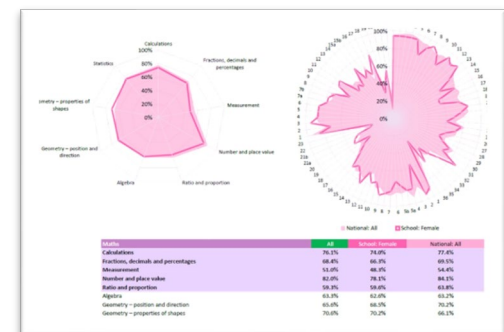
QID	Type	Question	Max Marks Available	Class	Score Time	In Year Gap	National All	National Gap	Release All	Release Gap
18	Foundation	Which sentence is not true with an unbalanced scale?	10	85.0%	85.0%	2.13	85.0%	0.0%	20.0%	0.0%
19	Foundation	Which sentence is not true with an unbalanced scale?	10	85.0%	85.0%	2.13	85.0%	0.0%	20.0%	0.0%
20	Foundation	Which sentence is not true with an unbalanced scale?	10	85.0%	85.0%	2.13	85.0%	0.0%	20.0%	0.0%

### Cohort

For a full analysis of your results, you will need to look more than at your school overall or the overall score per pupil. We break the results down in your various cohorts – gender, disadvantaged, SEN, EAL and prior attainment. This analysis allows you to focus in on the different cohorts within your chosen year group and work with them on the areas in need.

Schools have talked about the [Year 7 catch-up premium](#) and targeting additional funds, as well as reporting on the impact that it had. Our cohort analysis allows you to do this – focussing in on prior attainment.

[Click Here for more information](#)





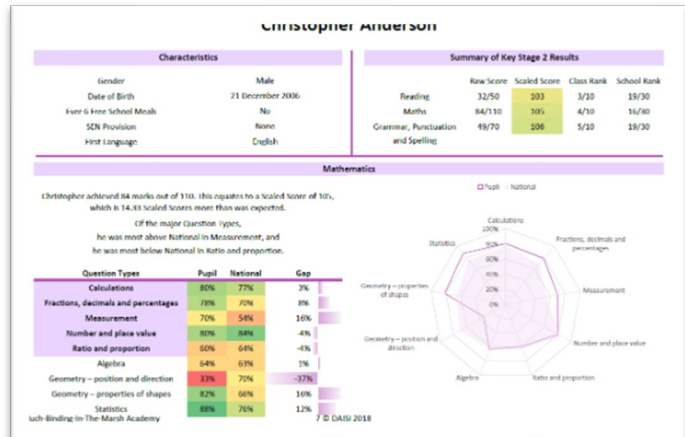
## Individual Pupil Profiles

**Question Level Analysis also works on a personal level.**

We need to create a personal learning journey for every one of our pupils. We need to begin the journey where they are, rather than focus on where we would like them to be, and how to get them all to that same point as quickly as possible.

Our easy-to-read pupil profiles allows you to see a how each individual pupil performed in National Tests.

Very simply and clearly, you can see each pupil's strengths and challenges and be able to work with them to change this.



By breaking down a test result into different areas, it enables the pupil to focus on these topics knowing the overall improvement will come. These profiles are perfect for tutors and individual teaching assistants as they focus on the areas to aid catch-up for targeted pupils at the start of their secondary journey.

[Click Here for more information](#)

## Benefits of using QLA Transition in your school

- No need to run a Baseline Assessment
- Individual Pupil Profiles for every child
- Full Topic Insight for Classroom Teachers
- Organised into Bespoke Class Groups
- Full Cohort Analysis – gender, disadvantaged, SEN, EAL and more.
- Evidence for [Pupil Premium](#) – match intervention to need.
- Reports ready to share with Assessment Co-ordinators, Senior Leaders, Subject Leaders, School Improvement Partners, Governors and Ofsted.
- Single page views with clear graphs, colour coding and benchmarking.
- Each question cross-referenced; domain references/mark scheme/test framework, showing which subject area each question is assessing.
- Clear Evidence for where early intervention strategies are needed.







## Feedback from Schools and Ofsted

This quote is taken from an ofsted report for a “outstanding” school who used KS2 SATS Question Level Analysis to deep dive into their new cohort. By starting on intervention early, tangible results were achieved quickly.

*Leaders have a very clear understanding of the barriers to learning that are faced by ... those who are eligible for the Year 7 literacy and numeracy catch-up premium. ... **Literacy and numeracy support in Year 7 is particularly effective;** by the end of the year, the vast majority of identified pupils catch up to where they should be.*

*A recent innovation has been **the development of pupil profiles for Year 7 pupils.** With the express purpose of ensuring that every single pupil is ‘caught up’ in the excitement of learning, these profiles give teachers ideas of how to spark the interests of even the most reluctant learner.*

*All teachers know they have a responsibility for improving the low literacy and numeracy standards that pupils tend to have when they start in this school. Teachers collaborate about how best they can, within their subject, help pupils improve their basic skills. **This has a significantly positive impact on pupils’ progress in those areas.***

Many schools have got back in touch over the years giving feedback about how our QLA Transition has really made a difference in their school.

**“Daisi Transition provides key topic evaluation to prioritise areas of focus in the catch-up sessions enabling more targeted and focused intervention to take place.”**  
Deepings School, Peterborough (Anthem Schools Trust)

**“Thank you so much for these reports – they have been really useful and saved us a mountain of work”**  
The Elizabethan Academy, Nottinghamshire (The Elizabethan Academy Trust)

**“I particularly like the pupil profiles and will be able to use these for identifying our able and year 7 catch up students.”**  
KS3 Teaching and Learning Leader, Trinity Catholic High School, Essex

**“Thank you. The reports have proved to be very informative for us as a Secondary Maths department”**  
The Hermitage Academy, County Durham

**“Thank you very much for this. The analysis is great and we really want to send the pupil profiles home to parents to help improvement.”**  
Head of Maths – Colonel Frank Seely Academy (Redhill Academy Trust)





## What Happens next?

Find out more and order for your school here - [www.daisi.education/qia-transition/](http://www.daisi.education/qia-transition/)

To create your analysis, we will require you to download the results from Analyse School Performance when they are released by the DfE and send them to us (Instructions are provided). We will then transform the numbers into our detailed and forensic analysis.

If you would like the bespoke class sets created in your teaching groups – we will require a named list including UPNs and we will recreate the analysis free of charge.

Data permitting, we hope to be able to create your analysis as soon as possible to the start of September.

We can also produce a comparative analysis of all schools within [Multi-Academy Trusts](#), [School Federations](#) or [Local Authorities](#) if you wish.

Thank you for reading our Transition Brochure.

We passionately believe that our analysis will make a real difference in your school.

If you have any further questions...

please email [mail@daisi.education](mailto:mail@daisi.education) or ring 0115 876 4020

*“Analysis from DAISI Education seriously helps to reduce the workload for senior leaders. We love the detail of the data analysis - it covers everything that you need, including individual pupil and cohort progress. It is so easy to access and provides excellent value for money. In summary, I was really impressed by the quality of the resources they have on offer.”*

Headteacher Chat

