

Mock SATs

Forensic Past Paper Analysis

Comprehensive analysis of mock SATs across all subjects, using a wide selection of past papers

**Empower your teaching.
Maximise pupil progress.**



DAISI Education

Data, Analysis and Insight for School Improvement



Mock SATs Question Level Analysis

3 Subject Reports, Summary and Pupil Profiles

Our Mock SATs analysis service is a powerful tool for school leaders seeking to make informed, strategic decisions that directly impact pupil achievement.

Question Level Analysis breaks assessment data down into groups – looking instead at topics and cohorts rather than the individual answers themselves. This aggregation allows you to identify patterns and trends that might otherwise go unnoticed.

By analysing the results of your chosen past papers, we will provide detailed insights into individual and cohort-level performance. This will highlight specific areas where students are struggling or excelling, allowing you to make targeted interventions and identify categories to drive lesson plans as you build to the SATs in May.

Did you know... These 11 categories have accounted for more than 81% of the marks every year within the SATs.

Grammatical terms / word classes Punctuation Spelling
Identify details Make and explain inferences Meaning of words in context
Calculations Fractions, decimals and percentages Measurement
Number and place value Verb forms, tenses and consistency

Target those areas and questions across your entire cohort
Use the Pupil Profiles to focus in on the areas for each individual child.

Headteachers, Governors and School Improvement Advisors have all praised our reports as being “*Accessible to all*”, “*Time saving*” and “*Best Value!*” Many outstanding and world class schools have returned year after year wanting the analysis over and over again as they can see the benefits it has brought to their results.

With our Mock SATs Analysis, you can choose what you want.
A full analysis of every paper or just an individual subject?





Three Forensic Subject Reports

Maths, Reading and GPaS

Our subject-specific analysis offers a deep dive into performance across Maths, Reading, and Grammar, Punctuation and Spelling (GPaS), helping schools uncover meaningful insights beyond the overall scores. This detailed examination enables teachers to tailor instruction, plan interventions, and track progress with precision—ensuring every pupil receives the support they need to succeed.

Subject Summary

All our subject reports begin with a clear summary — highlighting how many pupils are meeting or approaching expected standards. From there, we provide a detailed analysis of key topic strands within each subject, offering insight into how the school is performing across the curriculum. This structured approach not only highlights strengths and areas for development but also supports the creation of **clear, actionable next steps for pupils**.

These subject-specific insights empower teachers and school leaders to make precise, informed decisions that directly enhance teaching, intervention planning, and ultimately, pupil outcomes.

We then dive deeper looking at every Topic, Question and Cohort.

Topic by Topic

Our Topic Insight enables teachers to create tailored lesson plans to address learning gaps on certain areas from the start of the year.

This page shows strengths and weaknesses for all pupils, comparing boys and girls, the entire year, and national averages. For example:

- Girls excelled in 'Ratio and proportion,' while boys did not.
- Boys performed well in the first four topics, whereas girls did not.

This analysis allows you to look at your subject as a whole to see what teaching could be improved and implement targeted interventions for groups that need additional support.

DAISI QLA KS2 Question Level Analysis Summary 2018 - Overall (39)

Question Summary - All Papers by Question Type

GPoS		Reading		Mathematics	
All Papers Question Types	Max Marks Available	All Papers Question Types	Max Marks Available	All Papers Question Types	Max Marks Available
Interpretation / word classes	127	Reading Comprehension	100	Arithmetic	100
Grammar	100	Reading Comprehension	100	Arithmetic	100
Spelling	100	Reading Comprehension	100	Arithmetic	100
Meaning, tone and consistency	100	Reading Comprehension	100	Arithmetic	100
Combining words, phrases and clauses	100	Reading Comprehension	100	Arithmetic	100
Functions of sentences	100	Reading Comprehension	100	Arithmetic	100
Transfer of English and formality	100	Reading Comprehension	100	Arithmetic	100
Vocabulary	100	Reading Comprehension	100	Arithmetic	100
All Questions	1000	All Questions	1000	All Questions	1000





Question by Question

This analysis has been designed to help teachers identify questions that pupils found difficult or easier than average. For example, 8827 divided by 97 might be a common problem, highlighting issues with approximation.

It also shows areas where pupils outperform national averages, which can be extended for advanced students or allow time to focus on other topics.

This analysis can be used as evidence to update your curriculum to include more practice and instruction in areas where pupils struggle or indeed more advanced topics for areas where pupils excel.

Cohort by 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. By looking in detail at your various cohorts, you can see a more collective and forensic picture emerging.

We break the results down in your various cohorts – gender, disadvantaged, SEN, EAL and prior attainment. This analysis is very powerful when looking back to find areas for school improvement.

For example, maybe when you look at your girls, you find that fractions are currently a problem, as evidenced by the results of certain questions compared with the National Average and compared with your boys' answers to the same question.

This analysis helps you focus on different cohorts within your year group and address areas in need. Small changes to specific cohorts can significantly improve school results. When these changes are embedded in school improvement planning, they can make a substantial difference.

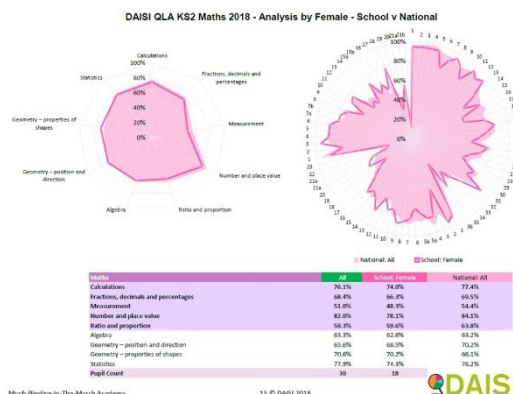
DAISI QLA KS2 Maths 2018 - Question Analysis
Most marks lost compared to National per question

Question	Type	Question	Total Marks	School	National	School v National	Not Attempted
1076	Calculations	$8827 \div 97 =$	60	41.7%	54.9%	-13.2%	13.8%
1027	Fractions, decimals and percentages	$5/7 \times 8/21 =$	30	40.0%	81.2%	-41.2%	6.7%
1021	Measurement	What is the greatest number of eggs Ken can collect in March?	60	50.0%	41.0%	+9.0%	3.3%
1024	Calculations	Tick the calculation below that is the best estimate.	30	30.0%	40.0%	-10.0%	3.3%
109	Measurement	On the line below, mark the point that is 6.7 centimetres from A.	30	66.7%	83.3%	-16.6%	0.0%
1030	Calculations	Write the correct number in each box to make the statements correct.	60	76.7%	83.3%	-6.6%	0.0%
101	Number and place value	The numbers in this sequence increase by the same amount each time. Write the missing numbers.	60	80.0%	84.0%	-4.0%	0.0%
106	Calculations	$5 \times 4 \times 10 =$	30	80.0%	82.0%	-2.0%	0.0%
1052	Ratio and proportion	10% of 1,200 =	30	76.7%	85.0%	-8.3%	0.0%
1051	Fractions, decimals and percentages	What is the length of a day on Mercury, in hours?	60	81.7%	76.7%	+5.0%	0.0%

Most marks gained compared to National per question

Question	Type	Question	Total Marks	School	National	School v National	Not Attempted
1011	Geometry - properties of shapes	Here is a drawing of a 3-D shape. Complete the table.	60	80.0%	80.0%	0.0%	0.0%
1024	Calculations	Adam wants to use a mental method to calculate $102 \div 97$. Tick the methods that are correct.	60	76.7%	67.0%	+9.7%	0.0%
1018	Fractions, decimals and percentages	What fraction of the garden is planted with carrots?	60	75.0%	64.0%	+11.0%	0.0%
1011	Fractions, decimals and percentages	$6 \times 4 =$	30	80.0%	74.0%	+6.0%	0.0%
1089	Fractions, decimals and percentages	$4/20 \times 1/5 =$	30	80.0%	74.0%	+6.0%	0.0%
1052	Calculations	$97 \div 10 =$	30	60.0%	55.0%	+5.0%	0.0%
106	Statistics	There are 20 big rats in the zoo altogether. Tick the statements that are true.	60	86.7%	84.0%	+2.7%	0.0%
109	Number and place value	Adam says, 'The Oxford World Cup has been held every four years since 2002. Adam is not correct. Explain how you know.'	30	80.0%	80.0%	0.0%	0.0%
1024	Fractions, decimals and percentages	Write these fractions in order, starting with the smallest.	30	76.7%	71.0%	+5.7%	0.0%
1014	Algebra	What is the price for printing a design that has 3 colours in it?	30	76.7%	71.0%	+5.7%	0.0%

Much-Binding-In-The-March Academy | © DAISI 2018





With our full Package (every paper), you also receive a
Comprehensive Overview and **Individual Pupil Profiles**
In addition to all three forensic subject reports.

Comprehensive Overview

Our analysis supports school leaders in taking a strategic, whole-school view —starting with headline outcomes such as how many pupils are meeting or approaching expected standards in Maths, Reading, and GPAS.

From there, we delve deeper into the key topic strands within each subject, helping to uncover patterns, strengths, and areas requiring targeted support.

Question Summary - All Pupils by Question Type

GPS					
Question Type	All Pupils	Max Marks	Scored	Percent	Target
Grammar and punctuation	100	100	100	100%	100%
Reading	100	100	100	100%	100%
Maths	100	100	100	100%	100%
Science	100	100	100	100%	100%
History	100	100	100	100%	100%
Geography	100	100	100	100%	100%
Art	100	100	100	100%	100%
Music	100	100	100	100%	100%
Physical Education	100	100	100	100%	100%
Religious Education	100	100	100	100%	100%
Modern Foreign Languages	100	100	100	100%	100%
Other	100	100	100	100%	100%
Total	1000	1000	1000	100%	100%

Reading					
Question Type	All Pupils	Max Marks	Scored	Percent	Target
Understanding	100	100	100	100%	100%
Applying	100	100	100	100%	100%
Analysing	100	100	100	100%	100%
Evaluating	100	100	100	100%	100%
Total	400	400	400	100%	100%

Mathematics					
Question Type	All Pupils	Max Marks	Scored	Percent	Target
Number	100	100	100	100%	100%
Algebra	100	100	100	100%	100%
Geometry	100	100	100	100%	100%
Statistics	100	100	100	100%	100%
Total	400	400	400	100%	100%

This layered approach enables schools to do more than just track attainment — it empowers leaders and teachers to make informed decisions about teaching, learning, and intervention.

Individual Pupil Profiles

When preparing for exams, our **Individual Pupil Profiles** are the most powerful aspect of our QLA. Very simply and clearly, you can see each pupil's strengths and challenges and be able to work with them to change this.

For example, Jane performed 12% better than the National Average for Punctuation but is 13% below for Grammatical terms and word classes. With that knowledge, you might want to investigate why that was the case.

DAISI QLA KS2 Pupil Profile 2018
Jane Smith

Characteristics		Reading	
Gender	Female	Jane achieved 80 marks out of 100. This equates to a scaled score of 115, which is 1.45 scaled scores more than was expected.	
Date of Birth	1 September 2008		
Pupil Eligibility	Yes		
Pupil Provision	None		
First Language	English		
QLA Average Prior Score	22 (Range)		
Academic Year of Entry into school	2020 (New entrant)		
GPS		Mathematics	
Jane achieved 50 marks out of 100. This equates to a scaled score of 100. There is no progress score for GPS.		Jane achieved 52 marks out of 120. This equates to a scaled score of 108, which is 1.40 scaled scores more than was expected.	
Question Type	Pupil National Gap	Question Type	Pupil National Gap
Grammatical terms / word classes	50% 60% -10%	Calculations	80% 70% 10%
Punctuation	80% 70% 10%	Fractions, decimals and percentages	100% 70% 30%
Spelling	70% 60% 10%	Measurement	70% 50% 20%
Verb forms, tense and auxiliary	70% 50% 20%	Number and place value	80% 60% 20%
Combining words, phrases and clauses	60% 50% 10%	Ratio and proportion	70% 40% 30%
Functions of sentences	100% 80% 20%	Algebra	50% 40% 10%
Standard English and formality	60% 50% 10%	Geometry - position and direction	60% 50% 10%
Vocabulary	70% 60% 10%	Statistics	100% 70% 30%

John Smith is The March Academy 5 © DAISI 2018

You can use the profiles to pinpoint specific challenges each pupil faces – providing additional resources or one-on-one tutoring – or indeed Incorporate activities that leverage pupils' strengths to boost confidence and engagement.





How do we create the Analysis?

We need you to provide the data for us to analyse. So firstly, you would need to download the papers of your chosen year and undertake the assessment with your students.

Teachers will need to mark each paper and input the results in our spreadsheet along with names and UPNs of every student. You will receive full instructions and a link to our spreadsheet with your order acknowledgement.

0 = Question attempted, no marks.

1 = Question attempted, 1 mark.

2 or 3 = Question attempted, 2-3 marks.

N = Question Not Attempted.

Once this is completed, send us the results to us securely and we will create your forensic analysis. We aim to send back your reports via secure email within 3 working days from provision of data.

We recognise that entering assessment data can be a time-consuming task for school staff. That is why we are committed to keeping our pricing as affordable as possible—so you can access high-quality insights without adding to your budget pressures.

Benefits of choosing Mock SATs QLA

Our service offers:

- **Time-Saving Analysis:** Detailed insights in one document.
- **Immediate Insights:** Shows secure areas and gaps to focus on.
- **Comprehensive:** Every topic, question, cohort, and pupil analysed in detail.
- **Individual Pupil Profiles** for each subject (with full package)
- **Proven Results:** Consistent improvement over time.
- **Clear Presentation:** Single-page views with graphs, charts, tables and more.
- **Quick Turnaround:** Reports sent within days - direct to your inbox
- **Ready-to-Share:** Perfect for Assessment Coordinators, Senior Leaders, School Improvement Partners, Governors, and Ofsted.
- **Free High Level Strategic Reports Available:** Order as a group and receive a free high-level summary of the performance across all your academies. (click here for more information)





Feedback from Schools

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

“Enormous thanks for the analysis reports of our Mock. I’m really pleased with them. My Y6 teachers can now focus their teaching on specific areas during the spring and early summer to give the children the best possible chance of achieving their potential in the SATs.”

Grangehurst Primary School, Coventry

“Thankyou! We have found the DAISI reports very useful – not only for identifying weakness in particular groups in the cohort – but to think about changes we might need to make to Year 6 this year.”

Kirkburton Middle School, Huddersfield (The Mast Academy Trust)

“I have just downloaded the Mock SATs QLA stuff. It’s BRILLIANT!!!! Really helpful! You have just saved me 15 fifteen hours of work”.

Haydn Primary School, Nottingham (Nottingham Schools Trust)

“Really useful. Helped with the bigger picture allowing me to really home in on specific groups, groups within groups and the specific areas which we need to address.”

Stoke Bishop CE Primary School, Bristol

“I think they are a great tool and really help us to analyse our data in great detail. I have been telling everyone how good they are & how they have saved hours of work. This has allowed me to focus on how we can improve teaching and learning rather than spending time on the data analysis – a very welcome change.”

Cook Primary School, Middlesbrough (James Cook Learning Trust)

“The team at DAISI have provided us with the in-depth information required to really drill down and discover what needs to be done to improve mathematics outcomes. Not only has their diagnostic information enabled us to identify specific strengths and weaknesses, it has also enabled us to flag up key pupil cohort achievement. As a result, leaders are adapting the taught curriculum to ensure any gaps in knowledge are being effectively addressed.”

Senior School Advisor – School Effectiveness, Wirral Council





How to use your Analysis

Analysing your Mock SATs can provide several valuable insights:

1. **Identify Strengths and Weaknesses:** Determine which subjects or topics students excel in and where they struggle. For example, if many students perform well in reading but poorly in math, you can focus on improving math instruction.
2. **Teaching Effectiveness:** Evaluate the effectiveness of teaching methods. Consistent gaps across a cohort may indicate areas where teaching strategies need adjustment.
3. **Inform Teaching Plans:** Adjust classroom teaching plans to address specific needs. Organize small group sessions to focus on common areas of difficulty. Tailor lessons to meet the diverse needs of pupils based on performance data.
4. **Guide Interventions:** Develop targeted interventions for students who need additional support. Individual pupil profiles can highlight specific areas for improvement, allowing for personalized learning plan to provide additional support for pupils struggling with specific topics or skills.
5. **Parental Involvement:** Engage parents by sharing insights and strategies to support their children's learning at home. Some schools have shared the individual pupil profiles at parents' evenings to help drive work in certain areas.
6. **Enhance Curriculum:** Make informed decisions to improve your school's curriculum. Incorporate interactive and hands-on activities to reinforce challenging concepts. If certain topics are consistently problematic, you can adjust the curriculum to address these issues

Thank you for reading our Mock SATs Brochure.

For more information, please visit <https://daisi.education/qla-mocksats/>

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 or ring 0115 876 4020

