QLA Results

A Deep Dive into your KS2 SATs

Our in-depth analysis has helped schools transform outcomes and drive long-term success. Discover what your data is really telling you.

Get your personalised report today...

DAISI Education

Data, Analysis and Insight for School Improvement

KS2 SATs Question Level Analysis

All 3 maths papers, reading paper and 2 GPS papers
analysed and condensed into

3 Subject Reports, Summary and Pupil Profiles

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 – highlighting specific areas where students are struggling or excelling and allowing educators to make targeted interventions.

However, the real strength of QLA lies in its ability to guide evidence-based decision-making. By identifying small, marginal gains, schools can implement focused strategies that lead to significant improvements over time. When these insights are integrated into school improvement plans, they can enhance teaching effectiveness and student outcomes across the entire school.

By looking back at how your full Year 6 cohort performed, you may be able to see gaps that surely suggest more about how they were taught than it was the same error across all 30 students. By digging deeper into the results, you may be able to create...

- A focus on explaining inferences that **will change outcomes in a year.**
- Whole school literacy programmes that **will change outcomes in 2 years.**
- CPD to develop algebra teaching that **will change outcomes 3 years later.**

Small steps that could make a huge impact in your school.

Our forensic analysis takes the raw data from the DfE – sent into us by schools across the country – and aggregates it for you in a easy-to-read PDF report sent directly back to your inbox. We don't just give you numbers – we give you the tools for you to use to carry out your own deep dive. All your results are explained in plain English and shown through graphs and tables.

In fact, Headteachers, Governors and School Improvement Advisors have all praised our reports as being *"Accessible to all"*, *"Time saving"* and *"Outstanding Best Value!"*

And it is proven to help... Many schools have returned year after year wanting the analysis over and over again as they can see the benefits it has brought to their school improvement journey. 80% of schools who used our analysis consistently over three years saw an increase in their attainment.

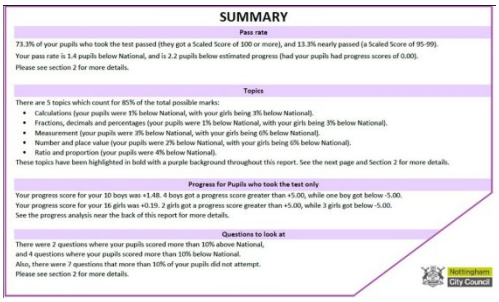
In each report, we present detailed analysis by

Summary | Topic | Question | Pupil | Cohort

Summary

Whatever assessment you use, you have to 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".

This analysis provides a clear starting point, focusing on key headlines and areas for deeper analysis.


SUMMARY

Pass rate

73.3% of your pupils who took the test passed (they got a Scaled Score of 100 or more), and 13.3% nearly passed (a Scaled Score of 95-99).
Your pass rate is 1.4 pupils below National, and is 2.2 pupils below estimated progress (had your pupils had progress scores of 0.00).
Please see section 2 for more details.

Topics

There are 5 topics which count for 85% of the total possible marks:
- Calculations (your pupils were 1% below National, with your girls being 3% below National).
- Fractions, decimals and percentages (your pupils were 1% below National, with your girls being 3% below National).
- Measurement (your pupils were 3% below National, with your girls being 6% below National).
- Number and place value (your pupils were 2% below National, with your girls being 6% below National).
- Ratio and proportion (your pupils were 4% below National).

These topics have been highlighted in bold with a purple background throughout this report. See the next page and Section 2 for more details.

Progress for Pupils who took the test only

Your progress score for your 10 boys was +1.48. 4 boys got a progress score greater than +5.00, while one boy got below -5.00.
Your progress score for your 16 girls was +0.19. 2 girls got a progress score greater than +5.00, while 3 girls got below -5.00.
See the progress analysis near the back of this report for more details.

Questions to look at

There were 2 questions where your pupils scored more than 10% above National,
and 4 questions where your pupils scored more than 10% below National.
Also, there were 7 questions that more than 10% of your pupils did not attempt.
Please see section 2 for more details.

Nottingham City Council

"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."

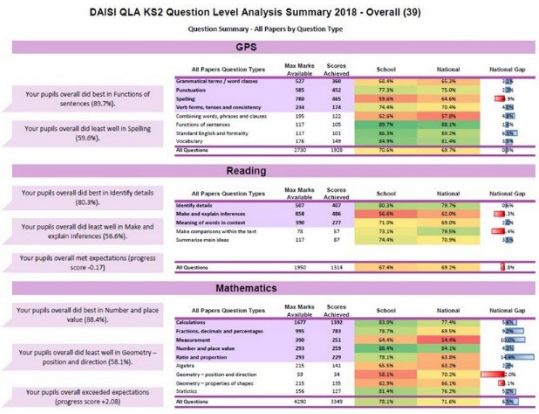
Headteacher, Captain Cook Primary School, Middlesbrough (James Cook Learning Trust)

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.


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

Question Summary - All Papers by Question Type

GPS

Your pupils overall did best in Functions of sentences (83.7%).

Your pupils overall did least well in Spelling (59.6%).

All Papers Question Types	Max Marks Available	Scores Achieved	School	National	National Gap
Grammatical terms / word classes	527	360	68.4%	65.2%	+3%
Punctuation	585	452	77.3%	75.0%	+2%
Spelling	780	465	59.6%	64.9%	-5%
Verb forms, tenses and consistency	234	134	74.4%	70.4%	+4%
Combining words, phrases and clauses	195	122	62.6%	57.8%	+5%
Functions of sentences	117	105	89.7%	88.1%	+1%
Standard English and formality	117	101	86.3%	80.2%	+6%
Vocabulary	176	149	84.9%	81.4%	+3%
All Questions	2730	1928	70.6%	69.7%	+0%

Reading

Your pupils overall did best in Identify details (80.3%).

Your pupils overall did least well in Make and explain inferences (56.6%).

Your pupils overall met expectations (progress score -0.17)

All Papers Question Types	Max Marks Available	Scores Achieved	School	National	National Gap
Identify details	507	407	80.3%	79.7%	+0%
Make and explain inferences	858	486	56.6%	62.0%	-5%
Meaning of words in context	390	277	71.0%	69.0%	+2%
Make comparisons within the text	78	57	73.1%	79.5%	-6%
Summarise main ideas	117	87	74.4%	70.9%	+3%
All Questions	1950	1314	67.4%	69.2%	-1%

Mathematics

Your pupils overall did best in Number and place value (88.4%).

Your pupils overall did least well in Geometry – position and direction (58.1%).

Your pupils overall exceeded expectations (progress score +2.08)

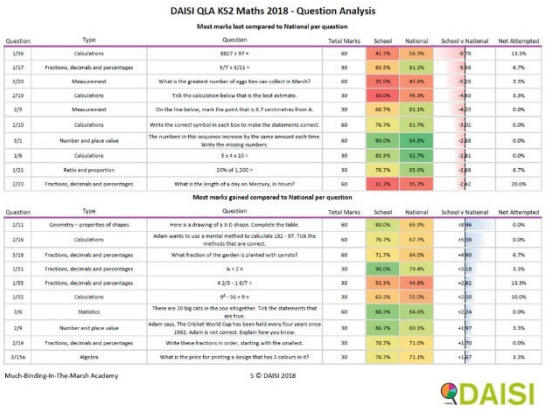
All Papers Question Types	Max Marks Available	Scores Achieved	School	National	National Gap
Calculations	1677	1392	83.0%	77.4%	+6%
Fractions, decimals and percentages	995	783	78.7%	69.5%	+9%
Measurement	390	251	64.4%	58.3%	+6%
Number and place value	293	259	88.4%	84.3%	+2%
Ratio and proportion	293	229	78.1%	63.8%	+14%
Algebra	215	141	65.5%	63.2%	+2%
Geometry – position and direction	59	34	58.1%	70.2%	-12%
Geometry – properties of shapes	215	135	62.9%	66.1%	-3%
Statistics	156	127	81.4%	76.2%	+5%
All Questions	4290	3349	78.1%	71.6%	+6%

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.

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.


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
1/16	Calculations	8827 ÷ 97 =	60	41.7%	56.3%	-14.7%	13.3%
1/17	Fractions, decimals and percentages	5/7 + 3/21 =	30	83.3%	81.2%	+2.1%	6.7%
1/20	Measurement	What is the greatest number of eggs Ken can collect in March?	60	35.0%	43.0%	-8.0%	3.3%
2/19	Calculations	Tick the calculation below that is the best estimate.	30	80.0%	45.3%	+34.7%	3.3%
2/3	Measurement	On the line below, mark the point that is 0.7 centimetres from A.	30	66.7%	81.1%	-14.5%	0.0%
2/10	Calculations	Write the correct symbol in each box to make the statements correct.	60	76.7%	81.7%	-5.0%	0.0%
3/1	Number and place value	The numbers in this sequence increase by the same amount each time. Write the missing numbers.	60	90.0%	94.8%	-4.8%	0.0%
1/6	Calculations	5 x 4 x 10 =	30	83.3%	92.7%	-9.4%	0.0%
1/21	Ratio and proportion	10% of 1,200 =	30	76.7%	85.0%	-8.3%	6.7%
2/23	Fractions, decimals and percentages	What is the length of a day on Mercury, in hours?	60	31.7%	35.7%	-4.0%	20.0%

Most marks gained compared to National per question

Question	Type	Question	Total Marks	School	National	School v National	Not Attempted
2/11	Geometry - properties of shapes	Here is a drawing of a 3-D shape. Complete the table.	60	80.0%	65.9%	+14.1%	0.0%
2/16	Calculations	Adam wants to use a mental method to calculate 182 - 97. Tick the methods that are correct.	60	76.7%	67.7%	+9.0%	0.0%
3/18	Fractions, decimals and percentages	What fraction of the garden is planted with carrots?	60	71.7%	64.0%	+6.0%	6.7%
1/31	Fractions, decimals and percentages	¼ ÷ 2 =	30	90.0%	79.4%	+10.6%	3.3%
1/35	Fractions, decimals and percentages	4 2/5 - 1 6/7 =	30	53.3%	44.6%	+8.2%	13.3%
1/32	Calculations	9² - 36 ÷ 9 =	30	63.3%	55.0%	+8.2%	10.0%
3/6	Statistics	There are 20 big cats in the zoo altogether. Tick the statements that are true.	60	88.3%	84.0%	+4.4%	0.0%
2/9	Number and place value	Adam says, The Cricket World Cup has been held every four years since 1992. Adam is not correct. Explain how you know.	30	86.7%	80.1%	+6.7%	3.3%
2/14	Fractions, decimals and percentages	Write these fractions in order, starting with the smallest.	30	76.7%	71.0%	+5.7%	0.0%
3/15a	Algebra	What is the price for printing a design that has 3 colours in it?	30	76.7%	71.1%	+5.7%	3.3%

Much-Binding-In-The-Marsh Academy 5 © DAISI 2018 DAISI

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.

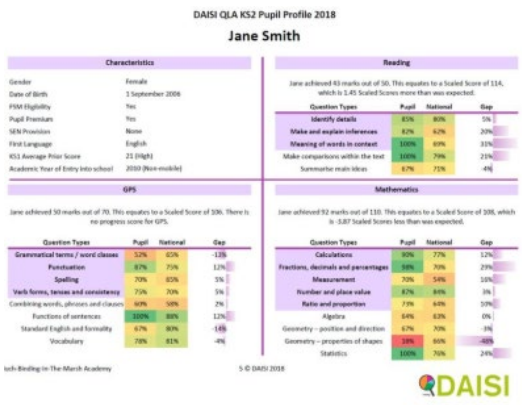
"I just wanted to say thank you for turning around the DAISI reports so quickly – it's very much appreciated. Subject leaders and Raising Standards Leaders in each primary school are going to be able to use this information to inform teaching and learning opportunities , not just in Year 6, but across the school. I'm sure they will be key in informing the focus areas for this year's improvement plans."

Peterborough Keys Trust

Pupil by Pupil

Our Individual pupil profiles enable you to look at individual pupils and see how they performed.

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

Gender	Female
Date of Birth	1 September 2006
FSM Eligibility	Yes
Pupil Premium	Yes
SEN Provision	None
First Language	English
KS1 Average Prior Score	21 (High)
Academic Year of Entry into school	2010 (Non-mobile)

Reading

Jane achieved 43 marks out of 50. This equates to a Scaled Score of 114, which is 3.45 Scaled Scores more than was expected.

Question Types	Pupil	National	Gap
Identify details	83%	80%	5%
Make and explain inferences	87%	62%	20%
Meaning of words in context	100%	69%	31%
Make comparisons within the text	100%	79%	21%
Summarise main ideas	87%	71%	-4%

GPS

Jane achieved 50 marks out of 70. This equates to a Scaled Score of 106. There is no progress score for GPS.

Question Types	Pupil	National	Gap
Grammatical terms / word classes	52%	65%	-13%
Punctuation	87%	75%	12%
Spelling	70%	65%	5%
Verb forms, tenses and consistency	75%	70%	5%
Combining words, phrases and clauses	60%	58%	2%
Functions of sentences	100%	88%	12%
Standard English and formality	67%	83%	-16%
Vocabulary	78%	81%	-4%

Mathematics

Jane achieved 92 marks out of 110. This equates to a Scaled Score of 106, which is -3.87 Scaled Scores less than was expected.

Question Types	Pupil	National	Gap
Calculations	90%	77%	12%
Fractions, decimals and percentages	58%	70%	-29%
Measurement	70%	54%	16%
Number and place value	87%	84%	3%
Ratio and proportion	73%	64%	10%
Algebra	64%	63%	0%
Geometry - position and direction	67%	70%	-3%
Geometry - properties of shapes	38%	86%	-48%
Statistics	100%	76%	24%

Ivth-Binding-In-The-Marsh Academy 5 © DAISI 2018 DAISI

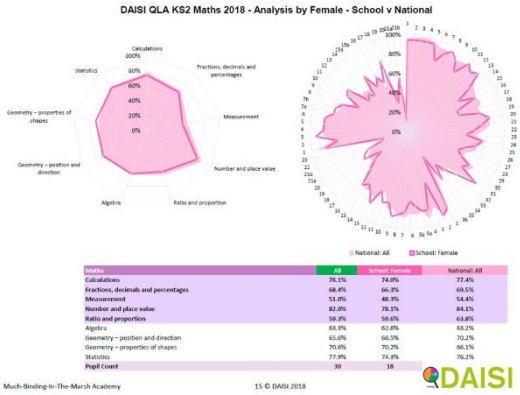
Try looking at other pupils. Does a pattern emerge?

This analysis gives clear guidance of where marks were lost and gained but also provides detailed evidence to help guide your search for improvements across the school.

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.
This is where the true power of QLA to change your school lies.

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.

"We struggled historically with reading results at the end of KS2 and have used DAISI QLA to drill down into the reasons why reading was significantly lower than maths. Using QLA we found that the issues were EAL pupils struggling with vocabulary -we introduced word of the week, then realising we needed more, word of the day. We also put on additional pre teaching sessions with an EAL teacher. We also identified that inference was a massive problem and we made it our whole school target, had loads of CPD and this made a massive difference.

In 2016, our reading EXP was 54%.
In 2017, it was 68% and in 2018, it was 79%. All down to QLA."

Headteacher, Nottingham

Benefits of choosing QLA Results

Our service offers:

- **Time-Saving Analysis:** See secure areas and gaps to focus on.
- **Comprehensive:** Every topic, question, and cohort analysed in detail.
- **Proven to Help:** Find those marginal gains for your school.
- **No Data Inputting:** Just download and send us your data.
- **Quick Turnaround:** Reports sent within days.
- **Direct Delivery:** Reports sent to your inbox, no login required.
- **Clear Presentation:** Single-page views with graphs, charts, benchmarking.
- **Cross-Referenced Questions:** Domain references and test frameworks.
- **Ready-to-Share:** Perfect for Assessment Coordinators, Senior Leaders, School Improvement Partners, Governors, and Ofsted.
- **Collaborative:** Share with other schools to identify trends and commission CPD support to improve your teaching and future curriculum.
- **Free High Level Strategic Reports Available:** Order as a group and receive a free summary of performance across all your schools/academies.

How to use your Analysis?

Analysing your KS2 SATs results 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. **Targeted Interventions:** Develop targeted interventions for students or cohorts who need additional support. The Individual pupil profiles can highlight specific areas for improvement, allowing for personalised learning plans or focused cohort interventions.
4. **Curriculum Adjustments:** Make informed decisions about curriculum changes. If certain topics are consistently problematic, you can adjust the curriculum to address these issues.
5. **Professional Development:** Identify areas where teachers may need additional training or resources to improve their teaching strategies.

Feedback from Schools

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.

"Fantastic and so simple to use. In addition, it would have taken us an inordinate length of time to produce anything quite like it… Thank you! In Ofsted speak Outstanding Best Value!!!"

Broadway Junior School, Sunderland

"Mark, Shaun and 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. 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

"As we have such a large cohort, it is good to look for areas/types of questions where children have struggled, and we need to focus on further in the future. The profiles for each individual child are useful when looking at specific children within groups SEN, FSM, PP looking particularly at their individual progress in each subject."

Headteacher, Nottingham School Trust

"After showing our Executive Headteacher the quality of the analysis you have provided, she has asked me to let you know how impressed we are with the analysis, including the speed we received it. We really appreciate the program you have developed to do this for our benefit. We could never have achieved the same depth of analysis with the equivalent cost of staff time."

Assistant Headteacher, Gleadless Primary School, Sheffield

"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."

Headteacher, James Cook Learning Trust

What Happens next?

Find out more and order for your school here - https://daisi.education/qla-results/

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.

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

"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

Thank you for reading our QLA Results 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 or ring 0115 876 4020