QLA Transition

Beyond the Score: Insight to Drive Progress

Unlock the full potential of your Year 7 cohort with our comprehensive SATs analysis:

Set your school up for success with data that informs, empowers, and transforms.







Data-Driven Insight into Your New Year 7

Beyond the Score: Forensic Analysis to Drive Progress

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.

	Question Summary - All Pag					
		ers by Quest	on type			
	GPS					
The below comments are based on the major topics (highlighted in purple), compared with National.	All Papers Gaestion Types	Max Marks Available	Scores Achieved	School	Rational	National Gap
	Transmittal terms / sould dames Perchastion	104	203	NI IN	10.00	11.0
or pupils overall did best in Verb forms, tenses	Purchastion	40		76.25	8.0	11.7
and consistency (21, 7% above).	Tack forms, better and consideraty		129	71.75	10	21.7
	Conducting worth, shraws and constitutions	110	109	1.5		21.75
	Excellence of sectorized	25		800	5 D	175
r pupils overall did least well in Spelling (27.2%	Transform Transform and Terminity			10.75	2.0	10.75
beinw).	Tracket Coperate Remaining	100		2.0	20	1.000
	All Descriptions	110	1718	71.95	80	178
	ALCONTRACTOR	1.000	1117	72.24	0.24	1.1
	Reading					
	reading					
Your pupils overall did best in identify details (4.9% below).	A8 Papers Gaustion Types	Max Marko Anglabie	Scares Achieved	School	National	National Gap
	standily databa	630	402	81.4%	73.75	-01-
	White and explain inferences	540	383	15.7%	0.8%	
teur pupits everall did least well in Meaning of words in centext (\$.3% below).	Meaning of work in context	180	136	66.7%	75.0%	100
	Explain how meaning is enhanced	80	-	51.5%	13.5%	4.75
	Make comparisons within the test	30	12	73.3%	8.Ph	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	Summarise main ideas	30	28	91.7%	71.0%	20.76
sur pupils everall achieved below expectations						
(program score 1.59)	All Querelines	1500	411	@.M	00	-0-
	Mathematics					
Your pupils overall did best in Ratio and	All Papers Garation Types	Max Marks Available	Actores	School	National	National Gap
properties (1.4% below).	Calculations	\$1.76	817	75.7%	2.55	
	Fractions, declarate and percentages	690	49.4	67.2%	68.8%	4.8%
	Measurement	360	257	71.8%	73.05	
our pupils overall did least well in Number and	Number and place value	900	299	77.5%	8.75	
place value (15, 1% below).	Natio and proportion	218	254	61.0%	6.75	
hare most from the permit.	Agebra	245	182	79.7%	87.8%	
	Easthaltry - position and direction	130		61.2%	8.25	
	Exometry - properties of shapes	145	325	63.3%	74.8%	100
our pupils overall met expectations (progress	tratistics	138	42	31.94	19.25	
score =0.77)						

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.

Торіс

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

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

Cohort

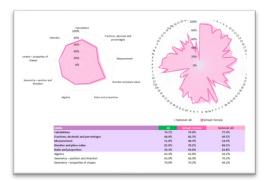
For a full analysis of your results, you will need to look more than at your school overall or the overall score per pupil. We break the results down in your various cohorts – gender, disadvantaged, SEN, EAL and prior attainment. This analysis allows you to focus in on the different cohorts within your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

Schools have talked about the <u>Year 7 catch-up premium</u> 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

			Overall (10)				
	All Papers Gazation Types	Max Marks Analistic	Scores. Achieved	Class	Entre Tear	In Your Cap	Natural Al	National Cep
The major quadran trace, your pupils overall thest in Measurement (2.2% above National).	Calculations	4.90	5.36	13.7%	79.3%	-9.4%	77.0%	-1.7%
	fructions, dedinals and percentage	255	175	68.4%	12.4%	0.0%	03.5%	-1.2%
	Measurement	100	5.7	56.5N	51.0%	5.5%	51.0%	3.2%
	Number and place value	75	60	80.0%	82.0%	-2.0%	84.25	-1.2%
	Katio and proportion	75	58	88.0%	59.8%	6.7%	93.8%	2.2%
or pupils overall did inter well in Number and place value (4.2% balan National).	Algebra	55	57	66.4%	65.2%	5.0%	65.2%	5.2%
	Secretry-position and direction	25		60.0m	65.0%	-5.60	20.2%	-80.2%
	Connetty - properties of phopes	55	54	82.8%	72.8%	1.0%	95.2%	4.9%
	9008545	40	14	83.5%	22.9%	5.0%	26.2%	2.6%
	All Querdiant		779	30.6%	32.8%	0.95	71.6%	-1.8%
			Boys (4	0				
				4				
	All Papers Question Types	Max Marks Analidate	Scares Achieved	Class	Eater Tear	in Year Gap	National Adv	National Cap
No major qualition (types, your loops did basil in Measurement 10.7% above Stational).	Calculations	872	138	78.0%	79.2%	0.2%	77.4%	2.0%
	Roctions, designational percentage	1995	76	24.0%	71.6%	2.5%	99.5%	4.5%
	Measurement	40	25	62.5%	55.0%	7.9%	Sti etc.	8.2%
er beşt did kant vel in Ratio and proportion (1.8% betwe fottone).	Bamber and place value		27	88.3%	87.8%	0.0%	84.2%	4.2%
	Earlie and proportion	30	18	60.0%	58.0%	1.1%	65.8%	-5.8%
	Algebra	22	26	32,2%	64.6%	6.2%	63.2%	9.6%
	Correctly - position and direction			58.3%	61.2%	2.8%	79.2%	11.0%
	Georgetry - properties of thepes	32	14	61.6%	71.2%	425	66.2%	-47%
	Standartics	38	34	84.4%	13.2%	1.0%	76.2%	1.25
	All Questions	690	329	24.8%	73.2%	1.05	71.6%	1.2%
		_	Girls (6				_	
		Max Marks	Acres 1					
	All Papers Gaesbox Types	Analidete	Achieved	Class	Eater Tear	In Year Gap	Satural All	National Cap
the major question types, your pist did best in	Calculations	258	188	72.5%	74.0%	3.2%	77.4%	4.5%
lege and properties (). Perdone fielder of, four gen, did legel well in Number and place mike β (Pi, below familier).	fractions, desireds and percentage	158	55	64.7%	65.5%	-1.6%	99.5%	-4.8%
	Measurement	80	52	\$2.5%	41.25	4.25	54.8%	-185
	Ramber and place value	45	34	34.4%	78.8%	-5.7%	86.05	4.6%
	Ratio and proportion	45	82	20.0%	53.8%	11.45	93.2%	8.2%
	Aigsbra	33	23	62.35	62.0%	-0.5%	63.2%	-1.2%
	Secrety-politon and cretion		6	63.5%	68.5%	-74%	39.2%	415
	GAUGHTY- JUSTATIAL OF BARAS	33	21	62.1%	33.2%	-4.1%	66.1%	-4.0%
	Reference	24	20	88.5%	74,9%	5.0%	19.2%	7.5%
	All Consultant							











Individual Pupil Profiles

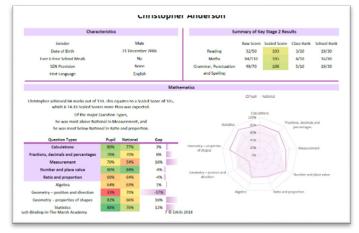
Question Level Analysis also works on a personal level.

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 catchup 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 <u>Pupil Premium</u> 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)

DAISI Education







What Happens next?

Find out more and order for your school here - www.daisi.education/qla-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 <u>Multi-Academy</u> <u>Trusts</u>, <u>School Federations</u> or <u>Local Authorities</u> 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 <u>mail@daisi.education</u> 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

