

**START**

Measure	Raw vs. National	Actual vs. Target

# The 5 Minute Results Analysis

...print and scribble your way to a detailed results analysis!

## Sub-Group Analysis

PP	FSM	M/F
EAL	CLA	Statemented

**Interventions**

What worked, What didn't?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How good are your assessment systems?



**100% VALUE ADDED 100%**

You may need to add this later.

## THE BIG PICTURE

What have you Learnt? What Next?



**Action Plan**

what	how	who	when

**Improvements**

**Strengths & Areas for Development**



# Context – (What each area means?)

- **Measure** - There are a number of key measures that teachers and schools use - in primary schools, Expected Standard & ES+ alongside KS1-2 progress. In secondary schools Attainment 8, Progress 8 (available later in the term), A\*-CEM, Aand E-bacc (if you focus on it). Sixth Forms look at A\*-E, A\*-B, point score per subject & overall alongside progress measures; for example, ALPS. The actual outcomes for these key measures can be compared against national averages and target grades at a class/subject level.
- Don't forget to also look at a breakdown of the different parts of the exam or SAT that are available. Is there a difference in how well pupils did on various questions/components? Anything you need to do different next year?
- **Value Added** – There are various value added measures that can be used. Some are produced by commercial companies others in the school's official IDSR. This document tends to come in later in the academic year. This measure is important because it places your own/school's results in a context based upon a baseline of the pupils actually in your class/the cohort; some contextualise beyond the prior attainment used in official figures and are even more revealing.
- **Sub-Group Analysis** – We want all pupils to do well. Nationally there are some groups whose performance lags behind. In addition to those listed you may also want to look at different ethnic groups, travellers, children of forces personnel or transient children if there are a number in your class/school.
  - PP - Pupil Premium (FSM Ever6), FSM: Free School Meals, CLA: Children Looked After, M/F: Male versus female, EAL: English as an Additional Language and pupils with special educational needs – Statemented
  - Don't forget G&T: Gifted & Talented pupils – are they making the progress expected and achieving top grades
- **Interventions** – Many teachers and schools have particular intervention programmes. They require a great deal of commitment and resources to implement but which ones were effective and which ones were not? If an intervention was not effective needs it need changing or simply dropping so teachers can focus more on what happens in the classroom, day in and day out.
- **Assessment Systems** – This is a very important health check on one of the main systems found in schools. How effective were your assessment systems at helping pupils learn; did they provide feedback to pupils and teachers on areas that needed further study? Too many systems are focussed on monitoring rather than learning.
- **Quality of Teaching** – What was the typical class room experience of the pupils like? Where there any extenuating staff circumstances you need to take account of – absences, extended leave?
- **The Big Picture (What have you learnt? What Next?)** – This is the important part! When you've looked at all the detail, what have you learnt? Don't forget to capture what went well, you will want to do this again. Can you make these your/the departments super strengths? What do you want to improve for the next set of children/students? Time to action plan – who is going to do what by when and how? The clock is already ticking to next year's rests and exams so no time to lose. Pick a **few** big issues that you can make a real impact on.