

The 5 Minute Results Analysis

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

START Measure	Raw vs. National	Actual vs. Target

Sub-Group Analysis

PP	CLA	M/F
FSM	EAL	Statem't

Predicted vs. Actual		
Spot on	=	
1	+	-
2	+	-



Interventions

What worked, What didn't?

- _____
- _____
- _____

How good are your assessment systems?





THE BIG PICTURE

What have you Learnt? What Next?



Successes

Action Plan

what	how	who	when



Improvements



Context – (What each area means?)

- **Measure** - There are a number of key measures that teachers and schools use - in primary schools, L4+ & L5+ and two levels progress, in secondary schools 5+A*-CEM, A*-C, A*/A, Average Point Score (Capped) and three levels progress with Sixth Forms looking at A*-E, A*-B, point score per subject & overall. The actual outcomes for these key measures can be compared against national averages and target grades.
Don't forget to also look at a breakdown of the different parts of the exam or SAT – controlled assessment, different modules or papers etc. Is there a difference in how well students did?
- **Value Added** – There are various value added measures that can be used. Some are produced by commercial companies but many are within the school's RAISE. 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 children/students actually in your class/the cohort.
- **Sub-Group Analysis** – We want all children/students 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: Free School Meals, CLA: Children Looked After, M/F: Male versus female, EAL: English as an Additional Language and children/students with special educational needs - Statemented
 - Don't forget G&T: Gifted & Talented children/students – are they making the progress expected and achieving top grades?
- **Interventions** – Many teachers and schools now have particular intervention programmes. At the moment these tend to be focussed on L4 and C/D borderline children/students. They require a great deal of commitment and resources to implement but which ones were effective and which ones were not?
- **Projected vs. Actual Grades** – How accurate were the projected grades/levels given by you/teachers over the year? How many did you get spot on? How many one grade/level/sublevel out? Did you overestimate performance (+) or underestimate (-). Similarly with two grades/levels/sub-levels. This is increasingly important as knowing the level/grade a child/student is at (How are they going?) allows you to focus on the next stage in the learning for the individual. Also this data will be used to decide which children/students may require additional support – did you target the right ones?
- **Assessment Systems** – This is a very important health check on one of the main systems found in schools. Did you or a member of your department/phase predicted very different results to those actually obtained. Do you have a clear system, followed by all teachers, on how to determine predicted grades/levels in a standardised way? Did you look to moderate each other's judgements and link into test/examination boards?
- **Quality of Teaching** – What was the typical class room experience of the children/students like? Does your system take into account lesson observations, book scrutinies and student outcomes? 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.