How Pupil Progress has helped achieve a deeper level of analysis, and meaningfully impacted student outcomes

With Rachael Taylor, Head of Sixth Form at Manshead CE Academy.



Manshead CE Academy faced **challenges** due to the effectiveness with **data communication** and the level of **detail of their analysis** across the whole school.

Pupil Progress has been used for just over a year now, initially trialled for two subjects through the **PiXL Waves powered by Pupil Progress offer**, and as a whole school only for one term (since September 2023), enabling Manshead CE Academy to use live data to allow for more **effective communication to parents.**

Despite it still being early days, Manshead CE Academy has achieved a more accurate and consistent view of student's live progress. Pupil Progress has helped enable a personalised, adaptive approach to teaching, and has helped the individual strengths and weaknesses of students to be addressed.

The Results:

Positive engagement from teachers, students and parents

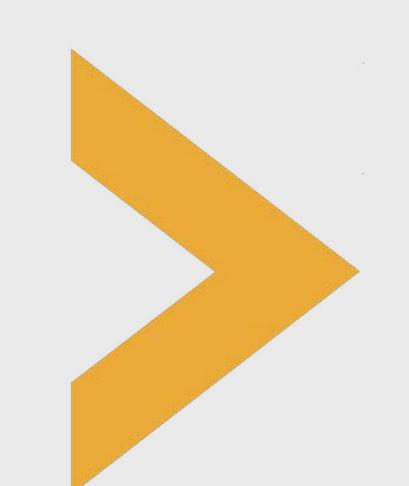
Enhanced ability
to analyse
subject and
student-specific
issues

Centralisation of communication and meaningful data

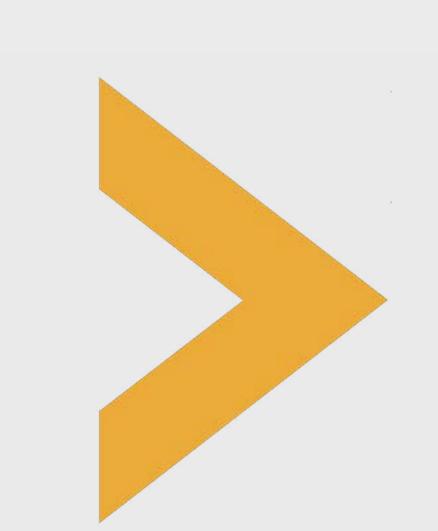
Interested in seeing these results at your school?

Book a discovery call today.

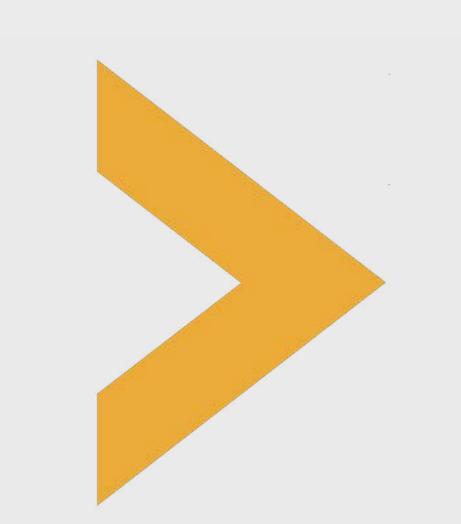
The Challenges



We were using a system called **ARBOR**, but found the platform was great for recording data; however, it only provided some depth of information per subject, **not necessarily in the level of detail** regarding the QLA for each student.



Data analysis across the whole school was **inconsistent** at times. That's not to say people were doing it wrong, or that students weren't performing, but having a process that brought us together and **provided a structure** where we're all using the same platform for recording grades was required.



It was very much a case of each department having their own, somewhat siloed, process, so we found that forecasts were limited in terms of our consistency across the school. In terms of reviewing how much progress students were making, communication and approaches also **differed depending on which department** you were speaking to. We found that it gave a lack of consistency and accuracy across the whole school.

How Pupil Progress helped:



Pupil Progress is our centralised hub – a live tracking book that gives us a true picture. It's taken away the fiction and provided the facts, which is what we were needing."

The fact that we can create something that is bespoke to each student is also hugely beneficial. Historically as teachers, we'd find one problem area then teach to all, because we didn't have the resources, the space or the time for the kind of adaptive teaching that we would love to go into.

By using a system that we can actually share with students and show them where their areas of focus need to be, we can say, "Your areas of strength are X, Y and Z. You do not need to necessarily focus here, but this is now where I need you to target your attention for your next round of exams or assessments".

We still use ALPS but in conjunction with Pupil Progress – bringing those two forms together has been **very powerful**.

It allows you to dissect further, come away from looking at subjects only and look at individualised approaches for students:

- How is that student doing?
- What are they achieving?
- How would they achieve it?
- Where are their gaps?

You can then go one further step and look at anything subject related as well:

- Is it a class problem?
- Is it a student problem?
- Is it a cohort problem?

This is what we're now able to track and see, which is far more powerful than what we had before.

Results & Return on Investment

It's early days for us in terms of adopting the Pupil Progress platform but we've already seen teacher and subject engagement, and even students ask for updates on 'their Pupil Progress', so it has become a part of our culture.

There is currently a limited amount of data in Pupil Progress that we're able to share with parents. And because it's a live tracking system, the grades coming out aren't necessarily the grades a parent would easily understand. Which in some cases needed to be improved, for example with Year 10 and Year 12, their reports looked higher than they should have been considering the amount covered on the course.

To support them, we've created an explanation sheet to go with the reports to show parents the average grade unit. But we're discussing this with the Pupil Progress team to see how we can improve things for next year due to some data inconsistencies / limitations.





Saying that, parents were happy with the new report. They liked the level of detail that goes into it, and that they can actually look at the percentages of performance on each of our communities and topics.

It's been really informative in terms of allowing parents to see what's been covered and what hasn't, and what we may need to address.

Some parents found it a little confusing, because it was so informative. And on the whole, they liked the level of information that was shared whereas our old reports and systems showed the working at grade, OCTA (on course to achieve) which is their prediction, and mocks (if applicable). I think the more information we can provide for parents, the better in terms of them understanding the content that needs to be covered, and the provision that's needed when they get that report. I think it will be really telling when we come back to our second round of parent consultations to see the impact of what's happened since then.

Future Plans

Each individual student has got to be our focus. Our mantra at Manshead is 'marks not grades'. It's about ensuring a student understands what they need to do to get a mark, and the impact that mark has on their performance.

It connects them to our teaching and learning, which is **adaptive teaching** – not necessarily teaching to the curriculum or the specification demand, but understanding what the class needs, and what our pupils need. We can work with ALPS to look at our subject performance then take that into the Pupil Progress platform – giving us a holistic picture of performance.

It's that accuracy and consistency of data that you can't hide from with a live marking book. It's factual and evidential, offering exposure to different forms of assessment that can be used to actually come up with what grade a student is working at.



The more information we have, the more data we have, the more testing we have, the more secure we are in saying this student is performing at this grade, and they're now going to be able to get to this grade by doing X, Y and Z. Looking at individualised students rather than just class and cohort is one of our biggest wins.

Personally, I love using Pupil Progress – I'm already seeing the way staff are analysing their data.

In fact, I had a meeting with a department recently where we looked at targeted intervention – using Pupil Progress, we could see how we could make an impact on student grades, so I believe it will make an impact on school outcomes. Our regular meetings, training and consistent analysis – all informed by the platform – means that Pupil Progress is a part of our communication and our vocabulary now.

Let's find the solution to your context

Looking to get a more holistic view of performance at your school?

Book a discovery call and let us show you the impact Pupil Progress can have on your students' progress, whole school and trust.

