

SIMS

helping
schools
inspire



Primary Statutory Key Stage Analysis Resources

Microsoft® and Windows® are either registered trademarks or trademarks of Microsoft Corporation in the United States and/or other countries.

© Capita Business Services Ltd 2019. All rights reserved.

No part of this publication may be reproduced, photocopied, stored on a retrieval system, translated or transmitted without the express written consent of the publisher.

Capita SIMS, Franklin Court,
Priory Business Park, Cardington, Bedford, MK44 3JZ
Tel: 01234 838080 Fax: 01234 832082 <http://www.capita-sims.co.uk>

Revision History

Version	Change Description	Date
1.0	New booklet	25/05/2018
2.0	2018 Updates	25/10/2018
2.1	Analysis reports updated with 2018 National figures	8/01/2019
2.2	Prior Attainment Group progress conversion tables updated in line with the DfE Primary Accountability 2018 Technical Guide updated in December 2018	31/01/2019
2.3	2019 Updates and removal of the KS2 Teacher Assessment marksheet and analysis report.	26/04/2019

Primary Statutory Key Stage Analysis Resources

Contents

Introduction	3
Introduction	3
01. Importing the Resources	5
Chapter Introduction.....	5
Importing the Templates.....	5
Importing the Report Definitions	7
Importing the Discover Graphs.....	8
02. Creating and Calculating Marksheets	11
Creating and Calculating Marksheets	11
03. SIMS Analysis Reports.....	18
Running SIMS reports	18
Overview of SIMS Analysis Reports	19
Permissions	19
CAS Early Years GLD Analysis 2019	20
CAS Phonics Key Groups Analysis Y1 2019 and CAS Phonics Key Groups Analysis Y2 2019	21
CAS Phonics Screen Check Ach Y1 and CAS Phonics Screen Check Ach Y2.....	22
CAS KS1 Attainment Key Groups 2019.....	24
CAS EYFS-KS1 Transition Matrix 2019.....	25
CAS KS1 Dashboard	26
CAS KS2 Dashboard	27
CAS KS2 Scaled Score Analysis – 2019	28
CAS KS2 Tests Key Groups Attn Prog 2019	29
CAS KS1-KS2 Transition Matrix 2019	30
04. DISCOVER Graphs	32
Chapter Introduction.....	32
Using Discover Graphs	33

	<h1>Introduction</h1>
---	-----------------------

This chapter contains:

Introduction	3
--------------------	---

Introduction

The SIMS Customer Success Team has developed a series of reports to assist primary school leaders, governors and any other relevant stake holders to analyse statutory Key Stage data in line with the DfE Primary Accountability Measures 2018 updated December 2018 and Revised 2018 National Figures from Statistics at DfE – Department for Education.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737750/Primary_school_accountability_in_2018.pdf

<https://www.gov.uk/government/organisations/department-for-education/about/statistics#latest-statistical-releases>

The resources are in three sections:

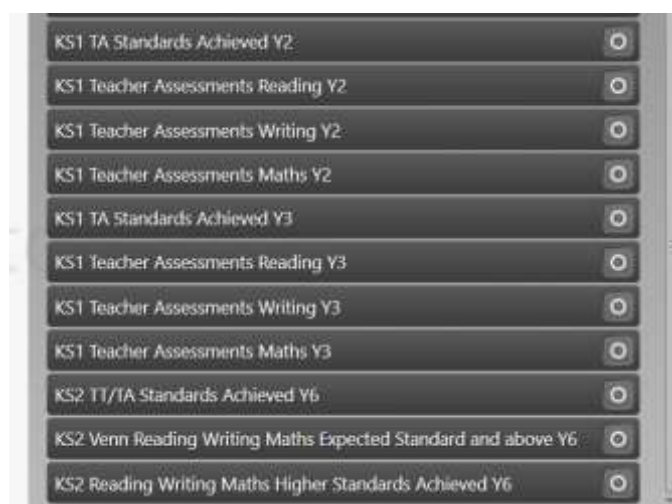
1. **Assessment Marksheet Templates:**

- CAS EYFS Profile Good Level Dev 2019
- CAS Phonics Screening Achieved Year 1
- CAS Phonics Screening by end Year 2
- CAS KS1 APS Calculator 2019
- CAS KS2 Attainment and Progress 2019

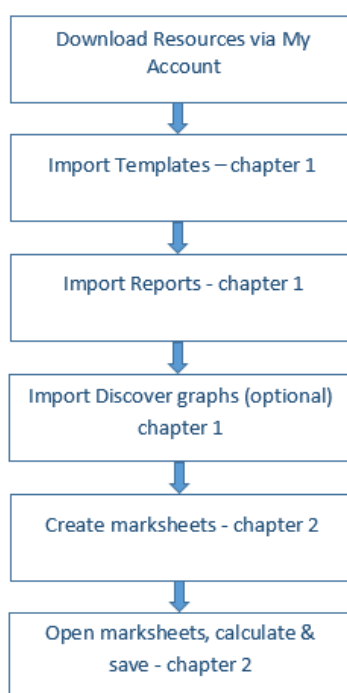
2. **SIMS .net Reports.**

- CAS Early Years GLD Analysis 2019
- CAS Phonics Key Groups Analysis Y1 2019
- CAS Phonics Key Groups Analysis Y2 2019
- CAS Phonics Screen Check Ach Y1
- CAS Phonics Screen Check Ach Y2
- CAS EYFS-KS1 Transition Matrix 2019
- CAS KS1 Attainment Key Groups 2019
- CAS KS1-KS2 Transition Matrix 2019
- CAS KS2 Key Groups Attn Prog 2019
- CAS KS2 Key Groups TA 2019
- CAS KS2 Scaled Score Analysis 2019

3. DISCOVER Graphs



There are 6 steps in producing the analysis reports. Full details for each step are including within this guide. Once downloaded the process has been completed this should take no more than 10 – 15 minutes.



You can now run the analysis reports as detailed in chapter 3 and utilise the Discover graphs as detailed in chapter 4.

01

Importing the Resources

This chapter contains:

Chapter Introduction.....	5
Importing the Templates.....	5
Importing the Report Definitions.....	7
Importing the Discover Graphs.....	8

Chapter Introduction

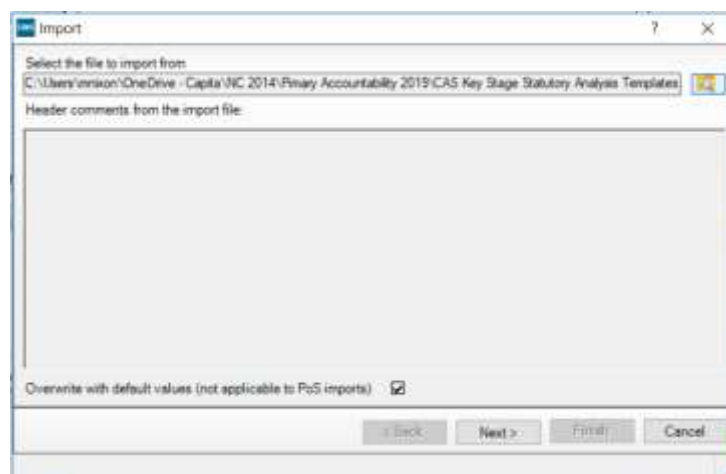
You have been provided with three import files:

1. **CAS Key Stage Statutory Analysis Templates 2019.xml**
2. **CAS Key Stage Statutory Analysis Reports 2019.rptdef**
3. **KS1 and KS2 Discover Graphs Validated.xml**

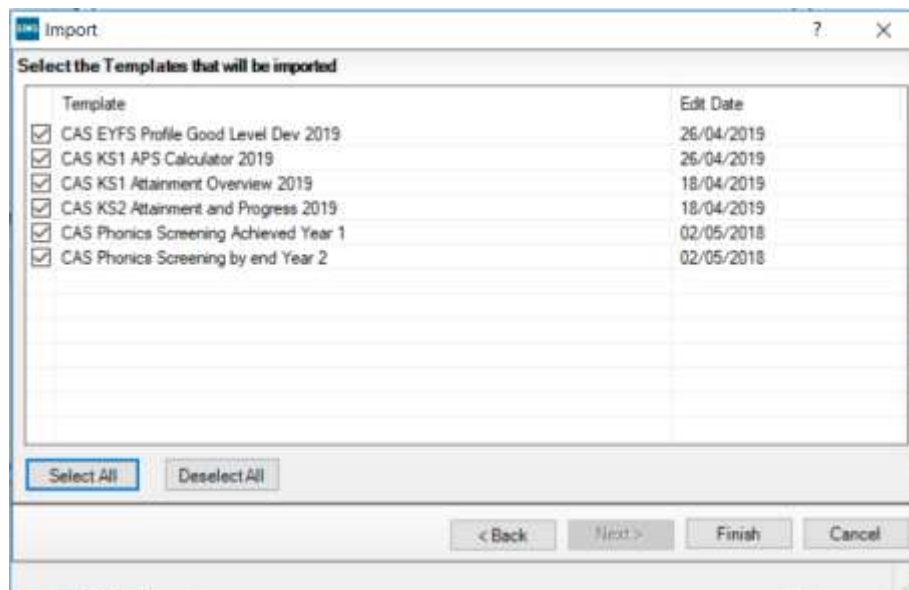
Importing the Templates

Log in to SIMS using a **User Name** and **Password** which has Assessment Co-ordinator permissions.

1. Select **Routines | Data In | Assessment | Import**.
2. Browse to the location of the files, and then choose to open the correct version.

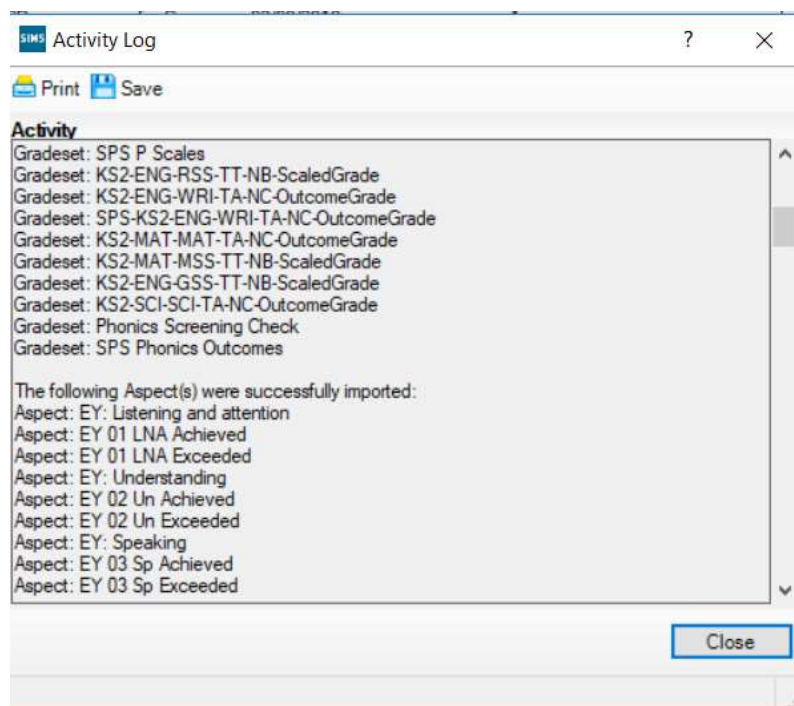


3. Click **Next**.
4. Select **Import Templates** from the drop-down list, and then click **Next**.
5. Select the **Templates** you want to import from the list.
6. Click **Finish**.



The import should take no more than one to two minutes.

A message will be displayed, advising you that the templates have been successfully imported once the import is complete.



The analysis reports can be imported into your SIMS data base:

-
- The screenshot shows the 'Reports' menu with the following items:
- Sun Report
 - Daily Report
 - Journal (highlighted)
 - Logbook
 - Personnel
 - Enrollee
 - Attendance
 - Dining Money
 - Scholarship Management
 - Exam Setting
 - Student List
 - Student Analysis & Reports
 - Admission
 - Voucher
 - Exam
 - School Report

-
- Import report(s)**
- Import reports and associated templates from an archive
- Archive file: C:\Users\minixon\OneDrive - Capita\NC 2014\Primary Accountability 2019\CA! **Open**
- | Description | Status |
|---|------------|
| <input checked="" type="checkbox"/> CAS Early Years GLD Analysis 2019 | pending... |
| <input checked="" type="checkbox"/> CAS EYFS-KS1 Transition Matrix 2019 | pending... |
| <input checked="" type="checkbox"/> CAS KS1 Attainment Key Groups 2019 | pending... |
| <input checked="" type="checkbox"/> CAS KS1 Dashboard | pending... |
| <input checked="" type="checkbox"/> CAS KS1-KS2 Transition Matrix 2019 | pending... |
| <input checked="" type="checkbox"/> CAS KS2 Dashboard | pending... |
| <input checked="" type="checkbox"/> CAS KS2 Key Groups Attn Prog 2019 | pending... |
| <input checked="" type="checkbox"/> CAS KS2 Scaled Score Analysis - 2019 | pending... |
| <input checked="" type="checkbox"/> CAS Phonics Key Groups Analysis Y1 2019 | pending... |
| <input checked="" type="checkbox"/> CAS Phonics Key Groups Analysis Y2 2019 | pending... |
- ☒ Import associated templates **Import**
- Close**

- ## Importing the Resources

Importing the Discover Graphs

To enable you to access the predefined graph definitions provided in Discover, you must first import them using the Discover Administration Utility, which sits between SIMS and Discover and is instrumental in maintaining up-to-date SIMS data for use in Discover. The utility also provides the ability to change or customise how different items of data are displayed within Discover.

For more detailed information relating to the use of Discover, please refer to the *Discover User Guide*.

1. Click the **Start** button and select **All Programs | SIMS Applications | Discover Administration Utility**. Alternatively, double-click the **Discover Administration Utility** icon from the list of frequently used programs.



2. Click the **Discover Administration Utility** icon to display the SIMS Discover Administration Utility dialog.



3. Specify your SIMS **Login Credentials** by entering your **User Name** and **Password** in the relevant fields.
4. Click the **Log in** button to display the Discover Administration Utility.



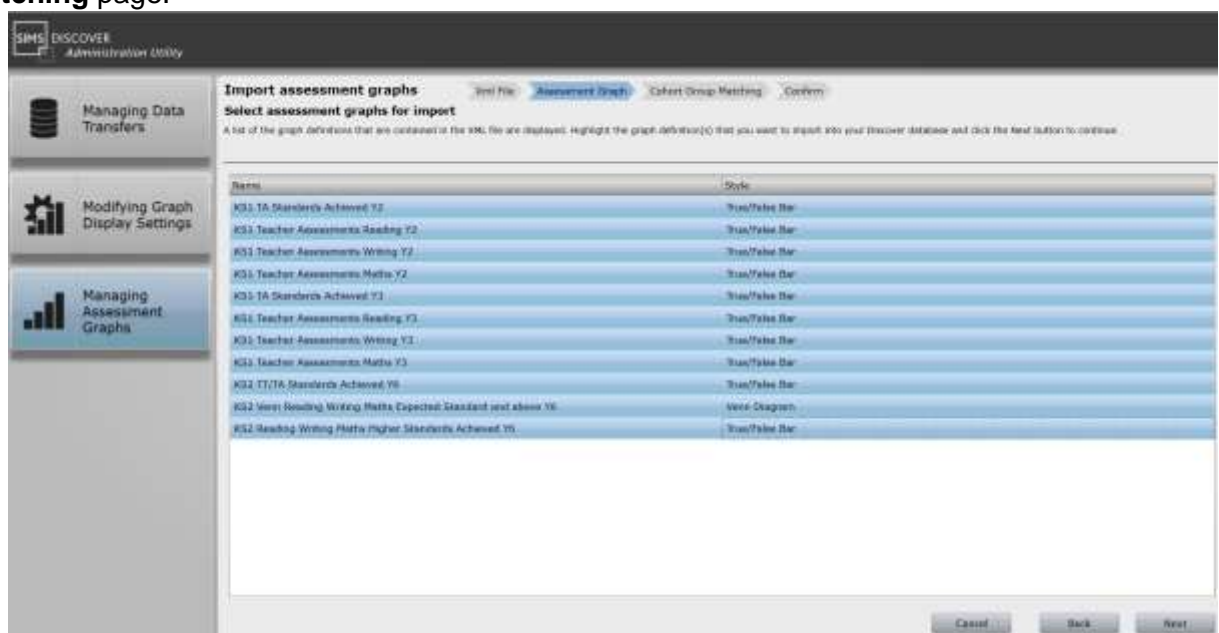
- Click the **Managing Assessment Graphs** button and then click the **Import assessment graphs** button.



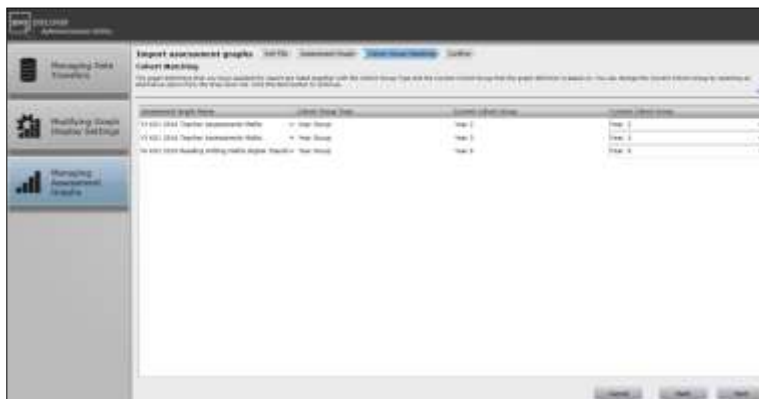
- On the **Select xml file to import** page, click the **Browse** button to display the **Open** dialog.



- Navigate to the location of the file that you want to import, highlight the **File name** and click the **Open** button to attach the file.
- Click the **Next** button to display the **Select assessment graphs for import** page. Lists of the graph definitions that are contained in the xml file are displayed.
- Highlight each of the graph definitions that you want to import into your Discover database by holding down the Ctrl Key then click the **Next** button to display the **Cohort Matching** page.



10. Select an alternative to the **Current Cohort Group** by clicking the drop-down list and highlighting a different cohort group.



11. Click the **Next** button to display the **Confirm the import** page.



12. The **Selected database(s)** into which the graph definitions will be imported is displayed, together with a summary of the Assessment graph(s).
13. If you are happy with the selections, click the **Confirm** button to complete
14. When the import process is finished, the **Managing Assessment Graphs** page is displayed.

02

Creating and Calculating Marksheets

This chapter contains:

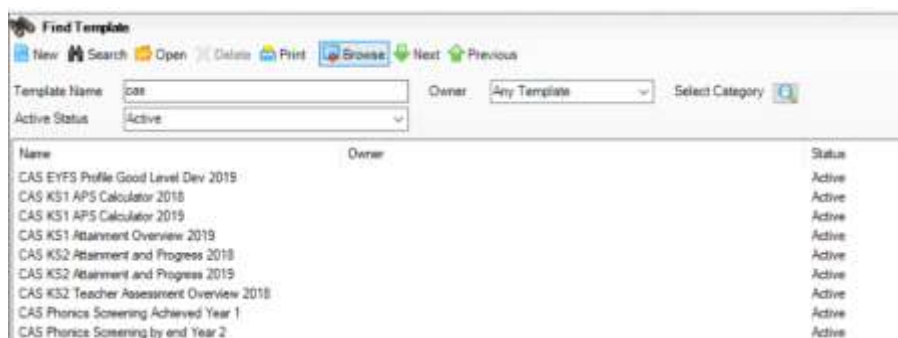
Creating and Calculating Marksheets	11
---	----

Creating and Calculating Marksheets

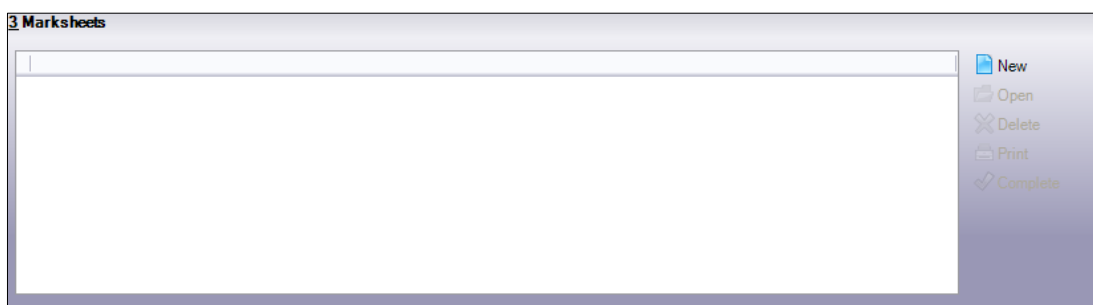
Marksheets provide a view of the data for a class, teaching group or year, or any other group that the school may wish to view. For the analysis reports to populate when run, it will be necessary to create marksheets from the templates imported above, opened, results calculated and saved.

Important note for Marksheets – if you are running the reports retrospectively at the beginning of the academic year ensure you change the Group Membership date back to an appropriate date for last academic year, e.g. 10/7/2019, then click refresh to ensure the correct cohort appears.

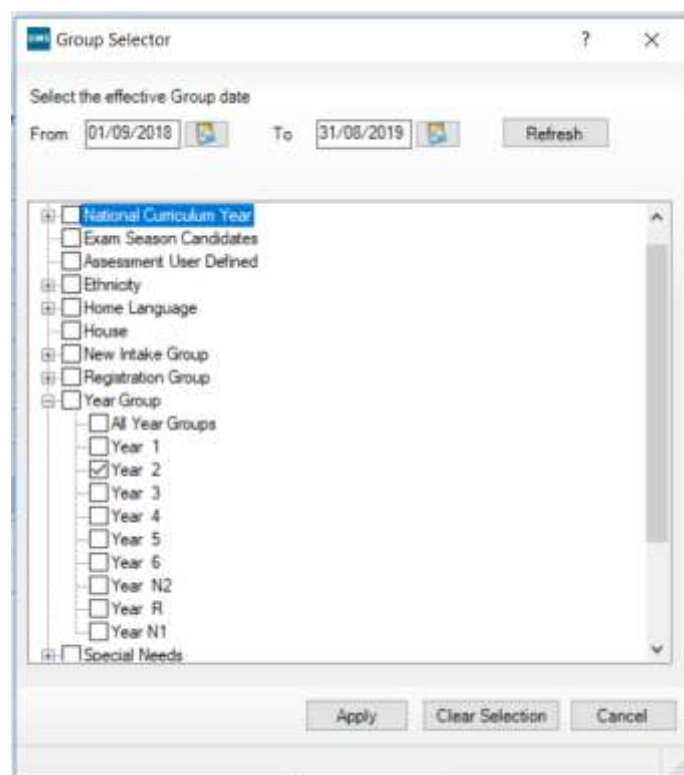
1. Select **Focus | Assessment | Template**.
2. In the **Find Template** browser type **CAS** in the **Template Name** field, and then press **Enter**.



3. Scroll down to the **CAS KS1 Attainment Overview 2019** template, double-click, or select it, and then click **Open**.
4. Click the **Marksheet** hyperlink which will take you to panel **3: Marksheet**.
5. Click the **New** button adjacent to the empty list of marksheets.



6. Locate the **Registration Group** and **Year Group** in the list of groups, and then expand it by clicking the **+**.
7. Select the **Year 2 group**, then click the **Apply** button.



- Export Calculate

- [illegible]

- 13

CAS KS1 APS Calculator 2019: Y6

Marksheet

Result Date: 06/11/2017 Group Membership Date: 06/07/2017 Refresh Summary Narrow Zoom Reveal

Group Filter:

Students	EN AT2 Reading KS1 Key Stage 1 Validated Result	P-Scale English Key Stage 1 Validated Result	P-Scale Reading Key Stage 1 Validated Result	EN AT2 Writing KS1 Key Stage 1 Validated Result	P-Scale Writing Key Stage 1 Validated Result	MA TA Maths Subtest KS1 Key Stage 1 Validated Result	P-Scale Maths Key Stage 1 Validated Result	P-Scale Use Maths Key Stage 1 Validated Result	P-Scale Number Key Stage 1 Validated Result	P-Scale Shape Key Stage 1 Validated Result	KS1 English APS Key Stage 1 Validated Result	KS1 Maths TA Key Stage 1 Validated Result	KS1 Ave Prior Score Key Stage 1 Validated Result	KS1 Prior Attain Group Key Stage 1 Validated Result
AARON, Chris	2A		3								19.00	3	20.00	22
AARON, Liz	1		1		2B						9.00	2B	12.00	11
AARON, Sophie	2A		2A		2C						17.00	2C	15.00	15
ACKTON, Stephen	2C		1		1						11.00	1	10.00	10
ADAGHEJI, Mohammed	2B		2B		1						15.00	1	12.00	11
ANSELL, Afie	2B		2B		2C						15.00	2C	14.00	13
ANSELL, Annie	1		1		1						9.00	1	9.00	9
ANSELL, Archie	2C		2C		1						13.00	1	11.00	10
AWATAR, Abnaji	1		2C		2A						11.00	2A	14.00	13
BARNES, Lucy	2B		2C		2B						14.00	2B	14.50	14
BARNES, Tommy	2B		2B		2B						15.00	2B	15.00	15
BARTON, David	2C		2B		2A						14.00	2A	15.50	16
BERRA, Jenny	2C		2B		2C						14.00	2C	13.50	12
BIRCH, Paige	2B		1		2B						12.00	2B	13.50	12
CHAMPLING, Martin	1		1		1						9.00	1	9.00	9
DICAPRIO, Luisa	2B		2B		2B						15.00	2B	15.00	15
DICKINSON, Sally	2B		2C		2B						14.00	2B	14.50	14
DILORRENZO, Antonio	3		2A		3						19.00	3	20.00	22
POPEY, Deborah	1B		1B		1						12.00	1	13.00	13

This marksheet will automatically populate with KS1 results for pupils in Year 6 and will calculate the relevant Prior Attainment Groups (PAGs) as defined in the DfE Primary Accountability Measures 2019 for each pupil. This data is necessary for the calculation of KS1 to KS2 progress.

Important note – check that any blank KS1 data is genuinely missing if the pupil joined your school from abroad or from an independent school. For pupils that should have KS1 results, these can be downloaded from the DfE Key to Success website - <https://www.keytosuccess.education.gov.uk/cqi-bin/schools/index>

Welcome to
Key to Success

This section of the site provides secure access to confidential pupil data and to pupil premium and summer school lists.

Login via DS!

Schools have DS! accounts providing access to Key to Success, DfE LSC and KS1.

Site News

LA boundary changes in the South-West and the impact on their DfE LA ESN Codes

On the 1st April 2019, the local authorities of Poole, Bournemouth and Dorset will be merged into two new authorities: Dorset Council and Bournemouth, Christchurch & Poole. This means that LA ESN codes for institutions in these areas will change.

LA ESN codes are used as a unique identifier for schools. A single LA ESN code consists of a 3-digit LA code and a 4-digit ESN code. Given the changing LA boundaries, new LA ESN codes are being generated for impacted schools by the 'Get Information About Schools' team.

The new LA codes will be:

- 838: Dorset
- 839: Bournemouth, Christchurch & Poole

Please note these are provisional until 1st April 2019. Establishment numbers will be available on GWS in April.

Local data officers - It is important that local authority data teams are made aware of these changes in case their systems rely on this information e.g. they may benchmark against these areas as statistical neighbours.

For any question please send an email to [LA.Boundary](mailto:LA.Boundary@keytosuccess.gov.uk).

Planned Maintenance of Key to Success

No maintenance is planned.

School Service Updates

April 25, 2019: The pupil searchable data has been updated with 2018 KS4 final data.

February 1, 2019: The pupil searchable data has been updated with 2018 KS4 assessed data.


December 20, 2018: Final Pupil Premium data is now available for download on the 2018-19.

Worksheet		Result Date 30/11/2017										Group Membership Date 30/01/2017										Refresh Summary Narrow Zoom Reset																													
Group Filter																																																			
Student																																																			
Student	PNU																																																		
AARON, Oles	ENG																																																		
		26.30	22.1	26.30	22.1	26.30	22.1	26.30	22.1	26.30	22.1	26.30	22.1	26.30	22.1	26.30	22.1	26.30	22.1	26.30	22.1	26.30	22.1	26.30	22.1	26.30	22.1	26.30	22.1	26.30	22.1																				
AARON, Liz	ENG																																																		
		12.30	11	12.30	11	12.30	11	12.30	11	12.30	11	12.30	11	12.30	11	12.30	11	12.30	11	12.30	11	12.30	11	12.30	11	12.30	11	12.30	11	12.30	11																				
AARON, Stephen	ENG																																																		
		15.30	15	15.30	15	15.30	15	15.30	15	15.30	15	15.30	15	15.30	15	15.30	15	15.30	15	15.30	15	15.30	15	15.30	15	15.30	15	15.30	15	15.30	15																				
ACHTON, Rachael	ENG																																																		
		19.30	16	19.30	16	19.30	16	19.30	16	19.30	16	19.30	16	19.30	16	19.30	16	19.30	16	19.30	16	19.30	16	19.30	16	19.30	16	19.30	16	19.30	16																				
ADIGAKA, Makenzie	ENG																																																		
		12.30	11	12.30	11	12.30	11	12.30	11	12.30	11	12.30	11	12.30	11	12.30	11	12.30	11	12.30	11	12.30	11	12.30	11	12.30	11	12.30	11	12.30	11																				
ADELL, Alex	ENG																																																		
		14.30	13	14.30	13	14.30	13	14.30	13	14.30	13	14.30	13	14.30	13	14.30	13	14.30	13	14.30	13	14.30	13	14.30	13	14.30	13	14.30	13	14.30	13																				
ADELL, Anna	ENG																																																		
		9.30	9	9.30	9	9.30	9	9.30	9	9.30	9	9.30	9	9.30	9	9.30	9	9.30	9	9.30	9	9.30	9	9.30	9	9.30	9	9.30	9	9.30	9																				
ADELL, Archie	ENG																																																		
		11.30	10	11.30	10	11.30	10	11.30	10	11.30	10	11.30	10	11.30	10	11.30	10	11.30	10	11.30	10	11.30	10	11.30	10	11.30	10	11.30	10	11.30	10																				
ADAR, Arian	ENG																																																		
		14.30	13	14.30	13	14.30	13	14.30	13	14.30	13	14.30	13	14.30	13	14.30	13	14.30	13	14.30	13	14.30	13	14.30	13	14.30	13	14.30	13	14.30	13																				
BARNES, Lucy	ENG																																																		
		14.30	14	14.30	14	14.30	14	14.30	14	14.30	14	14.30	14	14.30	14	14.30	14	14.30	14	14.30	14	14.30	14	14.30	14	14.30	14	14.30	14	14.30	14																				
BARNES, Tarry	ENG																																																		
		16.30	16	16.30	16	16.30	16	16.30	16	16.30	16	16.30	16	16.30	16	16.30	16	16.30	16	16.30	16	16.30	16	16.30	16	16.30	16	16.30	16	16.30	16																				
BARTON, David	ENG																																																		
		15.30	18	15.30	18	15.30	18	15.30	18	15.30	18	15.30	18	15.30	18	15.30	18	15.30	18	15.30	18	15.30	18	15.30	18	15.30	18	15.30	18	15.30	18																				
BASRA, Jenny	ENG																																																		
		11.30	12	11.30	12	11.30	12	11.30	12	11.30	12	11.30	12	11.30	12	11.30	12	11.30	12	11.30	12	11.30	12	11.30	12	11.30	12	11.30	12	11.30	12																				
BRACH, Paige	ENG																																																		
		13.30	12	13.30	12	13.30	12	13.30	12	13.30	12	13.30	12	13.30	12	13.30	12	13.30	12	13.30	12	13.30	12	13.30	12	13.30	12	13.30	12	13.30	12																				
CHIFFINIS, Martin	ENG																																																		
		3.30	9	3.30	9	3.30	9	3.30	9	3.30	9	3.30	9	3.30	9	3.30	9	3.30	9	3.30	9	3.30	9	3.30	9	3.30	9	3.30	9	3.30	9																				
CULPINO, Luca	ENG																																																		
		11.30	18	11.30	18	11.30	18	11.30	18	11.30	18	11.30	18	11.30	18	11.30	18	11.30	18	11.30	18	11.30	18	11.30	18	11.30	18	11.30	18	11.30	18																				
DICKINSON, Sally	ENG																																																		
		14.30	14	14.30	14	14.30	14	14.30	14	14.30	14	14.30	14	14.30	14	14.30	14	14.30	14	14.30	14	14.30	14	14.30	14	14.30	14	14.30	14	14.30	14																				
DIOLEGGIO, Antonio	ENG																																																		
		16.30	17	16.30	17	16.30	17	16.30	17	16.30	17	16.30	17	16.30	17	16.30	17	16.30	17	16.30	17	16.30	17	16.30	17	16.30	17	16.30	17	16.30	17																				

This marksheet will automatically populate with the KS2 Test and Writing Teacher Assessment results once they have been imported from the NCA Tools Website - <https://ncatools.education.gov.uk/Pupil-results/Home.aspx?stage=2>

Calculating the marksheet will generate various Y/N performance measures and progress from KS1 for Reading, Writing and Maths as defined in the DfE Primary Accountability Measures 2018.

IMPORTANT NOTE - to calculate progress for pupils with the new Pre-Key Stage Standards, each grade has been converted into a scaled score as follows: PK1 - 63, PK2 - 65, PK3 - 67, PK5 - 71, PK6 - 73. This is an assumption pending clarification from the DfE as to what the value of these grades will be in the Primary Accountability Document expected in September 2019 and may be subject to change.



Department for Education

NCA tools

[Home](#)
[Test orders](#)
[Access arrangements](#)
[Pupil registration](#)
[Teacher assessment](#)
[Pupil results](#)
[Test materials](#)
[Headteacher's declaration forms](#)

News : 2018 KS2 test results are now available.

Sign in, [Forgotten your password?](#)

[Sign in](#)
[click for help signing in](#)


[NCA tools](#) >

Pupil results

To enter this section you must first log in to the NCA tools website. Please enter your email address, password and then select 'Log in'.

[Guidance and support](#)

- Guidance on using the NCA tools website

CAS Phonics Screening Achieved Year 1: Year 1

MarketSheet Entry: SPS/Physics Screening Affiliated Year 1 Year 3

[Home](#)
[Links](#)
[Print](#)
[Export](#)
[Calculate](#)

[Event Details](#)
[MarketSheet](#)

3. Basic Details

Name:

Last Used:

Date entry for this MarketSheet is complete: ☐

2. MarketSheet

Result Date:
 Group Membership Date:

Group Filter:

	Physicist	Physicist Clerk Mark Y1 Physicist Clerk Year 1	Physicist Clerk Clerk Y1 Physicist Clerk Year 1	Physicist Clerk Clerk Clerk Y2 Physicist Clerk Clerk Year 2
ABARA, Abel		31 May		
ABARA, Abena		31 May		
ABARA, Abel		31 May		
ACOTON, Sean		31 May		
ADEREM, Joseph				
BAILEY, Tim		31 May		
BALOGH, Cyle		31 May		
BALOGH, Pi		31 May		
BALOGH, Jon		31 May		
BOWEN, Hugo		31 May		
BOWEN, Hugo		31 May		
BREYER, Justin		31 May		
BREWLEY, Jack		31 May		
BURROUGHS, Victoria		31 May		
CARLSON, Bill		31 May		
CLAPSON, William		31 May		
CONSTANTINO, James		31 May		
CORY, Max		31 May		

CAS Phonics Screening by end Year 2: Year 2

Worksheet Entry - SPS Phonics Screening by end Year 2 : Year 2

1 Basic Details 2 Marksheet

1 Basic Details

Notes

Last Used: 28/05/2016

Data entry for this Marksheet is complete: ☐

2 Marksheet

Result Date: 01/07/2016
Group Membership Date: 01/07/2016

Group Filter:

Students	Phonic Check Mark Y1 Phonics Check Year 1	Phonic Check Grade Y1 Phonics Check Year 1	Phonic Check Mark Y2 Phonics Check Year 2	Phonic Check Grade Y2 Phonics Check Year 2	Phonic Check Achieved Y2 TP Year 2 Summer Term
ABDULLAH, Tawar	15	Wt	32	Wt	
BEYNON, Harvey	34	Wt			
CARRICK, Oliver	33	Wt			
CARTER, Daniel	32	Wt			
CASSIDY, Michael	35	Wt			
CEDRIC-SMITH, Lucie	31	Wt	33	Wt	
CIPRIO, Alicia	33	Wt			
CLARKE, Matthew	38	Wt			
COLE, Samuel	39	Wt			
DANES, Tilly	36	Wt			
DEXTER, Bethany	35	Wt			
DIMONACO, Silvana	36	Wt			
ERICKSON, Scarlett	36	Wt			
EVANS, Chelsey	37	Wt			
EWAS, Kasie	38	Wt			
FLEMING, Poppy	37	Wt			
FRANKLIN, Ethan	38	Wt			
GRIFFITHS, Eve	31	Wt	33	Wt	

CAS EYFS Profile Good Level Development 2019: Year R

2 Marksheet

Result Date: 30/05/2019 Group Membership Date: 30/05/2017

Group Filter:

Children	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176	1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200	1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219	1220	1221	1222	1223	1224	1225	1226	1227	1228	1229	1230	1231	1232	1233	1234	1235	1236	1237	1238	1239	1240	1241	1242	1243	1244	1245	1246	1247	1248	1249	1250	1251	1252	1253	1254	1255	1256	1257	1258	1259	1260	1261	1262	1263	1264	1265	1266	1267	1268	1269	1270	1271	1272	1273	1274	1275	1276	1277	1278	1279	1280	1281	1282	1283	1284	1285	1286	1287	1288	1289	1290	1291	1292	1293	1294	1295	1296	1297	1298	1299	1300	1301	1302	1303	1304	1305	1306	1307	1308	1309	1310	1311	1312	1313	1314	1315	1316	1317	1318	1319	1320	1321	1322	1323	1324	1325	1326	1327	1328	1329	1330	1331	1332	1333	1334	1335	1336	1337	1338	1339	1340	1341	1342	1343	1344	1345	1346	1347	1348	1349	1350	1351	1352	1353	1354	1355	1356	1357	1358	1359	1360	1361	1362	1363	1364	1365	1366	1367	1368	1369	1370	1371	1372	1373	1374	1375	1376	1377	1378	1379	1380	1381	1382	1383	1384	1385	1386	1387	1388	1389	1390	1391	1392	1393	1394	1395	1396	1397	1398	1399	1400	1401	1402	1403	1404	1405	1406	1407	1408	1409	1410	1411	1412	1413	1414	1415	1416	1417	1418	1419	1420	1421	1422	1423	1424	1425	1426	1427	1428	1429	1430	1431	1432	1433	1434	1435	1436	1437	1438	1439	1440	1441	1442	1443	1444	1445	1446	1447	1448	1449	1450	1451	1452	1453	1454	1455	1456	1457	1458	1459	1460	1461	1462	1463	1464	1465	1466	1467	1468	1469	1470	1471	1472	1473	1474	1475	1476	1477	1478	1479	1480	1481	14
----------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	----

03

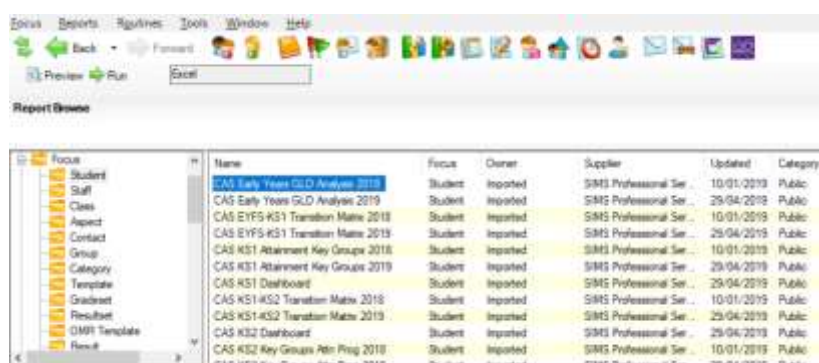
SIMS Analysis Reports

This chapter contains:

Running SIMS reports	18
Overview of SIMS Analysis Reports	19
CAS Early Years GLD Analysis 2019	20
CAS Phonics Key Groups Analysis Y1 2019 and CAS Phonics Key Groups Analysis Y2 2019	21
CAS Phonics Screen Check Ach Y1 and CAS Phonics Screen Check Ach Y2	22
CAS KS1 Attainment Key Groups 2019	24
CAS EYFS-KS1 Transition Matrix 2019	25
CAS KS1 Dashboard	26
CAS KS2 Dashboard	27
CAS KS2 Scaled Score Analysis – 2019	28
CAS KS2 Tests Key Groups Attn Prog 2019	29
CAS KS1-KS2 Transition Matrix 2019	30

Running SIMS reports

1. Select **Reports | Run Report**. Expand the **+** by focus, and then by **Student** to see the full list of reports in this area. The reports imported will begin with the prefix **CAS**.
2. Double-click the report or click the **Run** button.



3. The reports all open in Excel (this may be visible on the screen, and then vanish again for a few seconds before opening completely). The content of each report is dealt with in the following sections.

NOTE: The first report run on any day will always take significantly longer than any subsequent one. It would also be advisable to set Excel to allow macros to be run without being prompted each time you run a report.

Depending on Macro settings on the computer you may need to click on **Enable Macros** when the report first opens in Excel.

Overview of SIMS Analysis Reports

Permissions

Some reports attempt to extract information regarding Looked After Children and Service Children in Education. If the person running the report does not have permission to view this data then, although the report will still run, columns will be misplaced in the output and the macros/formulas will not return the correct information. Membership of the Leadership Team permission group should provide the correct level of access. All reports will require the user to be a member of the Registration Tutor permission group.

NOTE: For each report being run in the new academic year it is important to change the effective date at run time, particularly for Year 6 leavers.

CAS Early Years GLD Analysis 2019

- **Purpose:** Quick analysis of pupil groups achieving or exceeding the Good Level of Development measure at the end of Year Reception, including average points and percentage of pupils achieving expected in all 17 Early Learning Goals.
- **Audience:** Early Years, KS1 Leaders and the Senior Leadership Team.
- **Pre-requisites:** The assumption is that the school has entered the statutory EYFS data via the appropriate wizard.
- **Report Filters:** Effective Date, Year Group and Reg Group.
- **Output:** The report will extract from SIMS all results for the groups selected for aspects which match certain names. When the report has run, choose a **Result Set**. Headline data for all key groups will be displayed for all areas included for the EYFS Good Level of Development and analysis over all 17 ELGs. This can be saved or printed if required.

No. In Cohort		EYFS Good Level of Development Analysis																											
Result Set		Pupils achieving at expected level in the prime areas of learning and in the specific areas of literacy and mathematics														Analysis over all 17 ELGs													
1st day of Admission																													
01/09/2019																													
Cohort		Communication & Language			Personal Social & Emotional			Physical Development			Literacy			Mathematics			Overall Good Level of Development			Average Points over all 17 ELGs		Achieving at least expected level across all 17 ELGs							
No.		No.		%		No.		No.		%		No.		No.		%		No.		No.		%		No.		No.		%	
All Students		59	100.0%	30	50.8%	62.5%	44	74.6%	88.2%	51	86.4%	87.5%	43	72.9%	72.9%	52	88.1%	77.9%	30	50.8%	70.7%	34	57.6%	50	84.7%	69.0%			
Male		30	50.8%	12	40.0%	17.5%	23	76.7%	80.2%	26	86.7%	82.7%	20	66.7%	66.7%	27	90.0%	74.0%	12	40.0%	66.6%	13	43.3%	12	40.0%	50.0%			
Female		29	49.2%	18	62.1%	45.0%	23	79.3%	96.3%	25	86.2%	92.4%	23	79.3%	79.3%	25	86.2%	82.0%	18	62.1%	77.1%	21	72.4%	19	65.5%	68.0%			
Gender Gap		-	1.1%	-	22.1%	27.5%	-	3.3%	16.1%	-	0.5%	3.1%	-	12.6%	12.6%	-	3.6%	8.0%	-	22.1%	18.0%	-	2.4%	-	22.1%	14.0%			
Disadvantaged (PPI)		41	69.5%	4	8.0%	6.5%	7	17.5%	11.3%	8	20.0%	18.2%	7	16.3%	16.3%	9	21.9%	18.0%	4	10.0%	10.0%	17	28.8%	28	47.5%	34.0%			
Not Disadvantaged		18	30.5%	26	52.0%	56.0%	37	75.2%	88.7%	42	85.6%	89.3%	36	75.2%	75.2%	43	87.8%	59.9%	26	52.0%	59.0%	17	28.8%	22	37.3%	34.0%			
PPI Gap		-	39.0%	-	44.0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
In Care		0	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0	0.0%	0.0%			
Service Children		1	1.7%	0	0.0%	0.0%	1	100.0%	100.0%	1	100.0%	100.0%	0	0.0%	0.0%	1	100.0%	100.0%	0	0.0%	0.0%	0	0.0%	0	0.0%	0.0%			
Young Carers		0	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0	0.0%	0.0%			
EAL		21	35.6%	17	28.8%	27.5%	16	27.1%	27.5%	19	32.2%	30.5%	17	28.8%	28.8%	19	32.2%	31.0%	13	22.0%	22.0%	13	22.0%	13	22.0%	22.0%			
Non EAL		38	64.4%	17	44.7%	35.0%	28	73.7%	62.7%	32	80.5%	75.8%	26	68.4%	66.4%	33	86.8%	68.9%	17	44.7%	48.0%	21	55.3%	19	50.0%	56.0%			
EAL Gap		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
SEN		0	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0	0.0%	0.0%			
SEN E		0	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0	0.0%	0.0%			
SEN H		3	5.1%	2	3.4%	3.3%	3	7.7%	4.8%	3	10.0%	3.3%	3	10.0%	3.3%	3	10.0%	3.3%	2	3.4%	3.3%	2	3.4%	2	3.4%	3.3%			
SEN H		3	5.1%	2	3.4%	3.3%	3	7.7%	4.8%	3	10.0%	3.3%	3	10.0%	3.3%	3	10.0%	3.3%	2	3.4%	3.3%	2	3.4%	2	3.4%	3.3%			
Non SEN		56	94.9%	28	50.0%	59.2%	41	73.2%	87.7%	48	85.7%	86.2%	40	71.4%	71.4%	49	87.5%	59.9%	28	50.0%	59.0%	21	37.9%	28	50.0%	56.0%			
SEN Gap		-	89.8%	-	96.6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Non-Mobile		0	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0	0.0%	0.0%			
Autism Born		22	37.3%	11	18.5%	17.5%	16	27.1%	27.5%	20	33.3%	22.7%	16	27.1%	27.1%	20	33.3%	27.1%	11	18.5%	18.5%	11	18.5%	11	18.5%	18.5%			
Spring Born		22	37.3%	11	18.5%	17.5%	16	27.1%	27.5%	20	33.3%	22.7%	16	27.1%	27.1%	20	33.3%	27.1%	11	18.5%	18.5%	11	18.5%	11	18.5%	18.5%			
Summer Born		15	25.4%	11	17.1%	17.5%	14	23.3%	22.7%	14	23.3%	16.3%	14	23.3%	23.3%	14	23.3%	16.3%	11	17.1%	17.1%	11	17.1%	11	17.1%	17.1%			
Ethnicity		0	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0	0.0%	0.0%			

https://pupils.achievementfirst.co.uk/Reports/

- The Individual Goal Analysis sheet will give a quick analysis of pupils achieving expected and exceeded in each of the 17 ELGs.

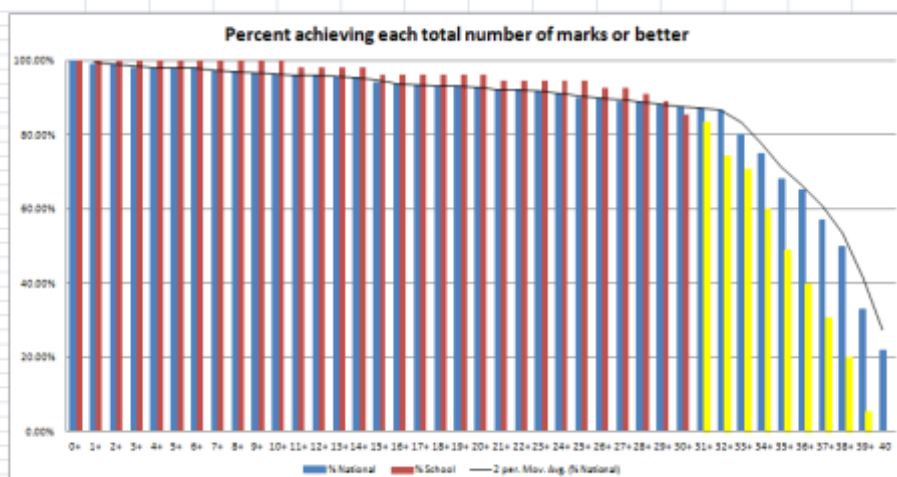
No. In Cohort		EYF5 Good Level of Development by each Early Learning Goal																
Result Set		Exceeded or At least the expected level in each ELG																
1st day of Admission																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		
01/09/2019																		
Cohort																		

CAS Phonics Key Groups Analysis Y1 2019 and CAS Phonics Key Groups Analysis Y2 2019

- **Purpose:** Both reports allow quick analysis of attainment in Phonics for Years 1 and 2
- **Audience:** KS leaders, SLT
- **Prerequisites:** The assumption is that the school has used the statutory Year 1 and Year 2 Phonics Wizard.
- **Report Filters:** Effective Date, Year Group and Reg Group.
- **Output:** When run, the report shows attainment in phonics broken down by mark ranges and key pupil groups. To populate the table, choose a **Result Set**.
- **National figures for the mark ranges are based on 2016 Raiseonline as ASP did not provide this analysis in 2017 or 2018.**

No. in Cohort	55	Phonics Key Groups Analysis Year 1 Phonics Check Year 1												
Result Set														
Result Mark For 1														
Date of Admission	01/09/2015	Mark Ranges												
		Cohort		0-9		10-19		20-24		25-29		30-31		32+ Achieving expected standard
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	Nat
All Students		55	100%	0	0%	1	2%	1	2%	5	9%	6	11%	41 75% 81%
Male		30	55%	0	0%	1	3%	1	3%	2	7%	3	10%	23 77% 77%
Female		25	45%	0	0%	0	0%	0	0%	3	12%	3	12%	18 72% 84%
Gender Gap		-	9%	-	0%	-	3%	-	3%	-	5%	-	2%	- 5% 7%
Disadvantaged (PPI)		12	22%	0	0%	0	0%	0	0%	1	8%	1	8%	10 83% 70%
Not Disadvantaged		43	78%	0	0%	1	2%	1	2%	4	9%	5	12%	31 72% 83%
PPI Gap		-	56%	-	0%	-	2%	-	2%	-	1%	-	3%	- 11% 13%
CLA		1	2%	0	0%	0	0%	0	0%	0	0%	0	0%	1 100% 61%
FSM		12	22%	0	0%	0	0%	0	0%	1	8%	1	8%	10 83% 70%
EAL		19	35%	0	0%	1	5%	1	5%	4	21%	0	0%	12 63% 80%
EAL Gap to all		-	65%	-	0%	-	3%	-	3%	-	12%	-	11%	- 11% 1%
SEN E		1	2%	0	0%	0	0%	0	0%	0	0%	0	0%	1 100% 18%
SEN S		0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
SEN K		0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0 46%
SEN all		1	2%	0	0%	0	0%	0	0%	0	0%	0	0%	1 100% 32%
No SEN		54	98%	0	0%	1	2%	1	2%	5	9%	6	11%	40 74% 86%
SEN Gap		-	98%	-	0%	-	2%	-	2%	-	9%	-	11%	- 26% 54%
Non-Mobile		54	98%	0	0%	1	2%	1	2%	5	9%	6	11%	40 74% 86%
Autism Born		13	24%	0	0%	1	8%	0	0%	0	0%	1	8%	10 77% 86%
Spring Born		22	40%	0	0%	0	0%	1	5%	3	14%	4	18%	14 64% 81%
Summer Born		20	36%	0	0%	0	0%	0	0%	2	10%	1	5%	17 85% 75%
Ethnicity		0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0

Year 1 Phonics Screening Total Marks Breakdown cumulative



No. In Cohort	14	Phonics Key Groups Analysis Year 2 Phonics Check Year 2													
Result Set															
Phonics Wizard															
Date of Admission	01/09/2015	Mark Ranges by end of Year 2													
		Cohort		0-9		10-19		20-24		25-29		30-31		32+: Achieving expected standard	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%
All Students		14	100%	0	0%	0	0%	0	0%	0	0%	1	7%	13	93%
Male		10	71%	0	0%	0	0%	0	0%	0	0%	1	10%	9	90%
Female		4	29%	0	0%	0	0%	0	0%	0	0%	0	0%	4	100%
Gender Gap		-	43%	-	0%	-	0%	-	0%	-	0%	-	10%	-	4%
Disadvantaged (PPI)		2	14%	0	0%	0	0%	0	0%	0	0%	0	0%	2	100%
Not Disadvantaged		12	86%	0	0%	0	0%	0	0%	0	0%	1	8%	11	92%
PPI Gap		-	71%	-	0%	-	0%	-	0%	-	0%	-	8%	-	7%
CLA		0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	77%
FSM		2	14%	0	0%	0	0%	0	0%	0	0%	0	0%	2	100%
EAL		7	50%	0	0%	0	0%	0	0%	0	0%	1	14%	6	86%
EAL Gap to all		-	50%	-	0%	-	0%	-	0%	-	0%	-	7%	-	1%
SEN E		0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	29%
SEN S		0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	
SEN K		3	21%	0	0%	0	0%	0	0%	0	0%	0	0%	3	100%
SEN all		3	21%	0	0%	0	0%	0	0%	0	0%	0	0%	3	100%
No SEN		11	79%	0	0%	0	0%	0	0%	0	0%	1	9%	10	91%
SEN Gap		-	79%	-	0%	-	0%	-	0%	-	0%	-	9%	-	47%
Non-Mobile		14	100%	0	0%	0	0%	0	0%	0	0%	1	7%	13	93%
Autumn Born		2	14%	0	0%	0	0%	0	0%	0	0%	0	0%	2	100%
Spring Born		7	50%	0	0%	0	0%	0	0%	0	0%	1	14%	6	86%
Summer Born		5	36%	0	0%	0	0%	0	0%	0	0%	0	0%	5	100%
Ethnicity		0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	

CAS Phonics Screen Check Ach Y1 and CAS Phonics Screen Check Ach Y2

- **Purpose:** To allow quick analysis of attainment in Phonics for key groups
- **Audience:** KS leaders, SLT.
- **Prerequisites:** The assumption is that the school has used the statutory Year 1 and Year 2 Phonics Wizard.
- **Report Filters:** Effective Date, Year Group and Reg Group.
- **Output:** When run, the reports show the number and percentage of pupils meeting the expected standard in the year one or year 2 phonics screening check for each pupil group alongside the national percentage for the same pupil group. To populate the table, choose a **Result Set**.

No. In Cohort	57	Phonics Screening Check by the end of Y1						
Result Set		TP Year 1 Summer Term						
TP Year 1 Summer Term								
Date of Admission		This report shows the percentage of pupils meeting the expected standard in the year one phonics screening check, for each pupil group alongside the national percentage in 2016 for the same pupil group.						
01/09/2015								
		Cohort		A/D*		Achieving Expected Standard		
		No	%	No	%	No	%	%
							School	National
All Students	57	100%	2	4%	41	72%	81%	
Male	31	54%	1	3%	23	74%	77%	
Female	26	46%	1	4%	18	69%	84%	
Gender Gap	-	9%	-	1%	-	5%	7%	
Disadvantaged (PPI)	14	25%	2	14%	10	71%	70%	
Not Disadvantaged	43	75%	0	0%	31	72%	83%	
PPI Gap	-	51%	-	14%	-	1%	13%	
CLA	1	2%	0	0%	1	100%	61%	
FSM	14	25%	2	14%	10	71%	70%	
EAL	19	33%	0	0%	12	63%	80%	
EAL Gap to all	-	67%	-	4%	-	9%	1%	
SEN E	1	2%	0	0%	1	100%	18%	
SEN S	0	0%	0	0%	0			
SEN K	0	0%	0	0%	0		46%	
SEN all	1	2%	0	0%	1	100%	32%	
No SEN	56	98%	2	4%	40	71%	86%	
SEN Gap	-	98%	-	4%	-	29%	54%	
Non-Mobile	56	98%	2	4%	40	71%		
Autumn Born	13	23%	0	0%	10	77%	86%	
Spring Born	23	40%	1	4%	14	61%	81%	
Summer Born	21	37%	1	5%	17	81%	75%	
Ethnicity								
	0	0%	0	0%	0			

No. In Cohort	58	Phonics Screening Check by the end of Y2 TP Year 2 Summer Term					
Result Set							
TP Year 2 Summer Term							
Date of Admission		This report shows the percentage of pupils meeting the expected standard in the phonics screening check by the end of year 2 for each pupil group alongside the 2016 national percentage for the same pupil group.					
01/09/2015							
	Cohort		A/D*		Achieving Expected Standard		
	No	%	No.	%	No.	% School	% National
All Students	58	100%	0	0%	56	97%	91%
Male	28	48%	0	0%	26	93%	89%
Female	30	52%	0	0%	30	100%	93%
Gender Gap	-	3%	-	0%	-	7%	4%
Disadvantaged (PPI)	8	14%	0	0%	8	100%	86%
Not Disadvantaged	50	86%	0	0%	48	96%	93%
PPI Gap	-	72%	-	0%	-	4%	7%
CLA	1	2%	0	0%	1	100%	77%
FSM	8	14%	0	0%	8	100%	86%
EAL	16	28%	0	0%	14	88%	90%
EAL Gap to all	-	72%	-	0%	-	9%	1%
SEN E	1	2%	0	0%	1	100%	29%
SEN S	0	0%	0		0		
SEN K	4	7%	0	0%	3	75%	69%
SEN all	5	9%	0	0%	4	80%	48%
No SEN	53	91%	0	0%	52	98%	96%
SEN Gap	-	91%	-	0%	-	18%	48%
Non-Mobile	58	100%	0	0%	56	97%	
Autumn Born	10	17%	0	0%	10	100%	94%
Spring Born	35	60%	0	0%	33	94%	91%
Summer Born	13	22%	0	0%	13	100%	89%
Ethnicity							
	0	0%	0		0		

CAS KS1 Attainment Key Groups 2019

- **Purpose:** To allow quick analysis of the 2018 Statutory Key Stage 1 Teacher Assessments in line with the New Primary Accountability Measures
- **Audience:** KS leaders, SLT.
- **Report Filters:** Effective Date, Year Group, Reg Group
- **Output:** When run, the report shows numbers and percentages of pupil groups' attainment in Reading, Writing and Maths broken down by each Key Performance Indicator. To populate the tables, choose a **Result Set** from the drop-down box.

Key Stage 1	Analysis Year 2																													
Date of Admission 09/09/2015	Attainment Analysis for Working Towards, Expected Standard+, Greater Depth																													
Cohort	Reading						Writing						Maths						Science											
	Working Towards			Expected Standard+			Greater Depth			Working Towards			Expected Standard+			Greater Depth			Working Towards			Expected Standard+			Greater Depth			Expected Standard		
	No	%	Att	No	%	Att	No	%	Att	No	%	Att	No	%	Att	No	%	Att	No	%	Att	No	%	Att	No	%	Att			
All Students	61	100%	2	3%	19%	31%	2	3%	26%	43%	3	5%	1	2%	6%	10%	6	10%	59	97%	80%	18	30%	18	30%	18	30%			
Male	32	52%	0	0%	20%	33%	3	9%	22%	38%	4	13%	1	3%	8%	25%	6	19%	28	88%	60%	9	28%	9	28%	9	28%			
Female	29	48%	2	7%	19%	31%	0	0%	24%	39%	0	0%	0	0%	0	0%	0	0%	31	93%	80%	9	31%	9	31%	9	31%			
Gender Gap	-	-	-2	-3%	1	1%	3	9%	-2	-3%	4	13%	1	3%	8	25%	6	19%	-3	-9%	0%	0	0%	0	0%	0	0%			
Disadvantaged (IPPI)	14	23%	1	7%	12%	19%	1	7%	17%	28%	1	7%	0	0%	1	7%	2	14%	13	83%	57%	4	29%	4	29%	4	29%			
Other	47	77%	1	2%	27%	44%	1	2%	9%	15%	2	3%	3	5%	5	8%	4	8%	46	96%	83%	14	30%	14	30%	14	30%			
PPV Gap	-	-	-1	-1%	1	1%	0	0%	-1	-1%	0	0%	-1	-1%	0	0%	-2	-3%	1	3%	0%	0	0%	0	0%	0	0%			
CLA	1	2%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%			
FSM	14	23%	1	7%	12%	19%	1	7%	17%	28%	1	7%	0	0%	1	7%	2	14%	13	83%	57%	4	29%	4	29%	4	29%			
EAL	19	31%	0	0%	17%	28%	0	0%	15%	25%	0	0%	17%	28%	0	0%	15%	25%	2	3%	70%	10	53%	10	53%	10	53%			
English	42	69%	2	3%	22%	36%	2	3%	24%	39%	3	5%	3	5%	6	10%	4	8%	40	90%	84%	14	33%	14	33%	14	33%			
EAL Gap to all	-	-	-2	-3%	1	1%	-2	-3%	1	1%	-3	-5%	1	2%	0	0%	1	1%	2	3%	0%	0	0%	0	0%	0	0%			
SEN E	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%			
SEN S	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%			
SEN R	1	2%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%			
SEN all	1	2%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%			
No SEN	59	97%	2	3%	19%	31%	2	3%	26%	43%	3	5%	1	2%	6%	10%	6	10%	59	97%	80%	18	30%	18	30%	18	30%			
SEN Gap	-	-	-2	-3%	1	1%	-2	-3%	1	1%	-3	-5%	1	2%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%			
Non-Mobile	59	97%	2	3%	19%	31%	2	3%	26%	43%	3	5%	1	2%	6%	10%	6	10%	59	97%	80%	18	30%	18	30%	18	30%			
Autism Born	16	26%	1	6%	13%	21%	1	6%	15%	25%	1	6%	0	0%	1	6%	2	13%	15	87%	68%	4	25%	4	25%	4	25%			
Spring Born	19	31%	1	5%	16%	26%	1	5%	20%	33%	1	5%	0	0%	1	5%	2	11%	18	89%	72%	5	26%	5	26%	5	26%			
Summer Born	26	43%	1	4%	17%	28%	1	4%	22%	37%	2	8%	1	4%	4	15%	4	15%	22	85%	70%	9	35%	9	35%	9	35%			
Ethnicity	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%			

Estimated National figures based on available data provided by UK National Statistics. <https://www.gov.uk/government/statistics/primary-school-leaving-examination-check-and-key-stage-2>

Date of Admission 09/09/2015	Attainment Analysis for Pre Key Stage 1 Standards																										
	Reading									Writing									Maths								
	Cohort			Below pre-KS1			Foundations			Below pre-KS1			Foundations			Below pre-KS1			Foundations								
	No	%		No	%	Nat	No	%	Nat	No	%	Nat	No	%	Nat	No	%	Nat	No	%	Nat						
All Students	61	100%		3	5%	2%	1	2%	4%	3	5%	3%	1	2%	5%	2	3%	2%	0	0%	4%						
Male	32	52%		2	6%	3%	1	3%	6%	2	6%	3%	1	3%	6%	1	3%	3%	0	0%	5%						
Female	29	48%		1	3%	1%	0	0%	3%	1	3%	1%	0	0%	3%	1	3%	1%	0	0%	3%						
Gender Gap	-	-		-	-3%		-	-3%		-	-3%		-	-3%		-	-3%		-	-3%							
Disadvantaged (PPI)	14	23%		0	0%		1	7%		0	0%		1	7%		0	0%		0	0%							
Other	47	77%		3	6%		0	0%		3	6%		0	0%		2	4%		0	0%							
PPI Gap	-	-		-	-6%		-	-7%		-	-6%		-	-7%		-	-4%		-	-5%							
CLA	1	2%		0	0%		0	0%		0	0%		0	0%		0	0%		0	0%							
FSM	14	23%		0	0%		1	7%		0	0%		1	7%		0	0%		0	0%							
EAL	19	31%		1	5%		1	5%		1	5%		1	5%		1	5%		0	0%							
EAL Gap to all	-	-		-	-5%		-	-4%		-	-5%		-	-4%		-	-2%		-	-3%							
SEN E	1	2%		0	0%		0	0%		0	0%		0	0%		0	0%		0	0%							
SEN S	0	0%		0	0%		0	0%		0	0%		0	0%		0	0%		0	0%							
SEN R	1	2%		0	0%		0	0%		0	0%		0	0%		0	0%		0	0%							
SEN all	2	3%		0	0%		0	0%		0	0%		0	0%		0	0%		0	0%							
No SEN	59	97%		3	5%		1	2%		2	5%		1	2%		2	3%		0	0%							
SEN Gap	-	-		-	-5%		-	-2%		-	-5%		-	-2%		-	-3%		-	-3%							
Non-Mobile	59	97%		3	5%		1	2%		3	5%		1	2%		2	3%		0	0%							
Autumn Born	16	26%		1	6%		0	0%		1	6%		0	0%		1	6%		0	0%							
Spring Born	19	31%		1	5%		0	0%		1	5%		0	0%		1	5%		0	0%							
Summer Born	26	43%		1	4%		1	4%		1	4%		1	4%		0	0%		0	0%							
Ethnicity	-	-		-	-		-	-		-	-		-	-		-	-		-	-							
	0	0%		0			0			0			0			0			0								

CAS EYFS-KS1 Transition Matrix 2019

- **Purpose:** Early Years to KS1 Transition Matrix to allow quick analysis of attainment and progress.
- **Audience:** KS leaders, SLT.
- **Report Filters:** Effective Date, Year Group,

Output: When run this report shows a comparison in numbers from EYFS scores to the KS1 Key Performance Indicators for Reading, Writing and Maths (based on Number).

KS1 Teacher Assessment compared with EYFS									
Reading									
Gender	(All)								
SEN	(All)								
Pupil Premium	(All)								
Count of Reading KS1 Core	Reading								
Reading EY Converted	No Data	BLW	PKF	WTS	ERS	GDS		Grand Total	
No Data		1		1	5			7	
Emerging	1	1	1		2			5	
Expected	1	5	1	1	32	5		45	
Exceeding					1	1		2	
Grand Total	2	7	2	2	40	6		59	
Writing									
Gender	(All)								
SEN	(All)								
Pupil Premium	(All)								
Count of Writing KS1 Core	Writing								
Writing EY Converted	No Data	BLW	PKF	WTS	ERS	GDS		Grand Total	
No Data				2	3	2		7	
Emerging	1	1	1		2			5	
Expected				1	41	2		45	
Exceeding					2			2	
Grand Total	1	2	1	3	48	4		59	
Mathematics									
Gender	(All)								
SEN	(All)								
Pupil Premium	(All)								
Count of Maths KS1 Core	Maths K								
Maths EY Converted	No Data	BLW	PKF	WTS	ERS	GDS		Grand Total	
No Data				1	6			7	
Emerging		1	2		3			6	
Expected	1				39	2		42	
Exceeding					4			4	
Grand Total	1	1	2	1	52	2		59	

Expected Standard+									
Total No. Of Pupils	School No	School %	Nation al %	%Diff	School No	School %	Nation al %	% Diff	
7	5	71%	43%	28%	0	0%	9%	-9%	
5	2	40%	36%	4%	0	0%	2%	-2%	
45	37	82%	85%	-3%	5	11%	10%	-7%	
2	2	100%	99%	1%	1	50%	59%	-9%	
59	46	78%	74%	4%	6	10%	10%	-8%	

Expected Standard+									
Total No. Of Pupils	School No	School %	Nation al %	%Diff	School No	School %	Nation al %	% Diff	
7	5	71%	38%	33%	2	22%	16%	19%	
5	2	40%	30%	10%	0	0%	2%	-2%	
45	43	96%	92%	14%	2	4%	20%	-16%	
2	2	100%	98%	2%	0	0%	15%	-15%	
59	52	88%	85%	23%	4	7%	24%	-17%	

Expected Standard+									
Total No. Of Pupils	School No	School %	Nation al %	%Diff	School No	School %	Nation al %	% Diff	
7	6	86%	51%	35%	0	0%	9%	-9%	
6	3	50%	36%	14%	0	0%	2%	-2%	
42	41	98%	96%	12%	2	5%	10%	-10%	
4	4	100%	99%	1%	0	0%	59%	-59%	
59	54	92%	73%	19%	2	3%	19%	-15%	

Note: National figures in this report are based on 2017. The DfE have not produced this data for 2018.

CAS KS1 Dashboard

- **Audience:** KS1 leaders, SLT.
- **Report Filters:** Effective Date
- **Purpose:** To allow analysis of KS1, Phonics and Early Years Statutory Results in the format of the Schools own dashboard.

Output: When run, the report generates relevant graphs for all core subjects compared to National figures currently based on 2015 and 2016. The Ofsted IDSR report from 2017 does not present data in this format. When saving ensure you save as an .xlsm macro enable workbook.



CAS KS2 Dashboard

Audience: KS2 leaders, SLT.

Report Filters: Effective Date, Year Group

Purpose: To allow analysis of KS2 Statutory Results in the format of the Schools own dashboard.

Output: When run, the report generates relevant graphs for all core subjects compared to National figures currently based on 2015 and 2016. The Ofsted IDSR report from 2017 does not present data in this format. When run it is important to click on the relevant buttons in each sheet **"click to re-scale graphs"**. When saving ensure you save as an .xlsm macro enable workbook.



CAS KS2 Scaled Score Analysis – 2019

- **Purpose:** To allow quick analysis of the 2019 Statutory Key Stage 2 Test scaled scores in line with the New Primary Accountability Measures
- **Audience:** KS leaders, SLT.
- **Report Filters:** Effective Date, Year Group,
- **Output:** When run, the report shows numbers and percentages of pupil groups' average scaled scores in Reading, Maths and GPVS.

Key Stage 2 Scaled Score Average Analysis									
	Reading Test Scaled Score Averages			Maths Test Scaled Score Averages			GPVS Scaled Score Averages		
	Number of Results	Average Scaled Score School	Average Scaled Score National	Number of Results	Average Scaled Score School	Average Scaled Score National	Number of Results	Average Scaled Score School	Average Scaled Score National
Cohort	61	105.1	104.0	61	108.4	104.0	61	106.3	106.0
Boys	31	106.4	103.0	31	109.0	104.0	31	108.3	106.0
Girls	30	104.6	106.0	30	107.8	104.0	30	106.3	107.0
Gender Gap	1	0.6	2.0	1	1.2	0.0	1	0.0	2.0
EAL	14	105.3		14	108.1		14	106.5	
Not EAL	47	105.0		47	108.5		47	106.3	
EAL Gap	33	0.2	0.0	33	0.3	0.0	33	0.2	0.0
SEN Statemented	0	0		0	0		0	0	
SEN SHIP	1	104.0		1	100.0		1	105.0	
SENIX - SEN Support	0	0		0	0		0	0	
SEN All	1	104.0		1	100.0		1	105.0	
Not SEN	60	105.1		60	108.4		60	106.3	
SEN Gap	59	1.1	0.0	59	1.8	0.0	59	0.3	0.0
FSM	13	106.7		13	109.0		13	107.5	
In Care									
Appl Premium	14	106.5		14	109.1		14	107.4	
Not PPI	47	104.7		47	108.2		47	106.0	
PPI Gap	33	1.0	0.0	33	0.9	0.0	33	1.36	0
Stable Group	61	105.1		61	108.4		61	106.3	
Autumn Born	25	104.2		25	108.4		25	105.4	
Spring Born	30	104.9		30	108.1		30	106.3	
Summer Born	6	110.0		6	109.7		6	110.0	
Gifted and Talented	3	103.7		3	108.0		3	105.7	
KST Low (Below 2)	5	103.8		5	103.2		5	105.4	
KST Middle (Level 2)	48	105.0		48	108.0		48	106.1	
KST High (Above 2)	7	106.6		7	110.0		7	108.3	
No KST	1	106.0		1	112.0		1	107.0	
Select Ethnicity	0			0			0		
BH	30	105.6		30	109.3		30	106.9	
W	31	104.5		31	107.5		31	105.0	
	0			0			0		
	0			0			0		

Printed on 11/01/2020 at 11:11 AM

CAS KS2 Tests Key Groups Attn Prog 2019

- **Purpose:** To allow quick analysis of attainment and progress for Statutory Key Stage 2 Tests in line with the New Primary Accountability Measures 2018.
- **Audience:** KS leaders, SLT.
- **Report Filters:** Effective Date, Year Group,
- **Output:** When run, the report shows numbers and percentages of pupils achieving the expected and higher standard in Reading, Writing and Maths in the first table. The table below shows the new progress measure (currently this report is still in development while we wait for the DfE to confirm how progress and definitions of higher attainment measures will be calculated)

No. In Cohort	58	Key Groups Analysis Year 6 Key Stage 2 Validated Result																													
Result Set																															
Key Group Analysis Period																															
Date of Assessment	09/05/19	Attainment in Reading, Maths, GPS Tests and Writing Teacher Assessment																													
Cohort	KRAPS	Expected Standard Reading			Expected Standard GPS			Expected Standard Writing			Expected Standard Maths			Expected Standard Attainment			Higher Standard Reading			Higher Standard GPS			Higher Standard Writing			Higher Standard Maths			Higher Standard Attainment		
		No.	%	Na	No.	%	Na	No.	%	Na	No.	%	Na	No.	%	Na	No.	%	Na	No.	%	Na	No.	%	Na	No.	%	Na			
All Students		58	100%	0	47	81%	77%	51	88%	77%	43	74%	70%	54	93%	26%	47	81%	13%	11	19%	26%	12	21%	30%	9	15%	31%			
Male		30	52%	0	25	83%	80%	17	57%	73%	28	93%	73%	28	93%	24%	26	87%	21%	8	27%	21%	8	27%	24%	6	20%	24%			
Female		28	48%	0	22	79%	75%	34	80%	80%	15	54%	67%	26	93%	26%	21	75%	25%	3	11%	25%	4	15%	25%	3	11%	25%			
Disadvantaged (PP1)		14	24%	0	11	79%	75%	10	71%	85%	10	71%	85%	10	71%	85%	4	29%	45%	4	29%	45%	4	29%	45%	4	29%	45%			
Not Disadvantaged		44	76%	0	36	80%	77%	41	93%	72%	41	95%	80%	44	100%	80%	43	98%	65%	7	16%	16%	8	18%	30%	5	11%	11%			
PP1 Gap		-	-	-	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
CLA		0	0%	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
FSM		13	22%	0	11	85%	82%	12	92%	80%	12	92%	80%	11	85%	82%	4	31%	31%	1	8%	8%	1	8%	8%	1	8%	8%			
Low KS1APS <2		0	0%	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Middle KS1APS =2		0	0%	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
High KS1APS >2		0	0%	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
EAL		14	24%	0	11	79%	75%	10	71%	85%	10	71%	85%	10	71%	85%	4	29%	45%	4	29%	45%	4	29%	45%	4	29%	45%			
EAL Gap to all		-	-	-	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
SEN E/S		1	2%	0	14	106%	-3.7	2	7.29	-4.3	1	13.09	-4.1	1	13.09	-4.1	1	13.09	-4.1	1	13.09	-4.1	1	13.09	-4.1	1	13.09	-4.1			
SEN H		0	0%	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
SEN all		1	2%	0	14	106%	-3.7	2	7.29	-4.3	1	13.09	-4.1	1	13.09	-4.1	1	13.09	-4.1	1	13.09	-4.1	1	13.09	-4.1	1	13.09	-4.1			
No SEN		57	98%	0	56	98%	0.3	56	98%	0.3	56	98%	0.3	56	98%	0.3	56	98%	0.3	56	98%	0.3	56	98%	0.3	56	98%	0.3			
SEN Gap		-	-	-	9.03	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Non-Mobile		58	100%	0	57	98%	0.3	56	97%	0.5	57	98%	0.3	56	97%	0.5	57	98%	0.3	56	97%	0.5	57	98%	0.3	56	97%	0.5			
Autumn Born		24	41%	23	6.36	-0.4	22	1.35	-0.3	23	10.10	-0.5	24	41%	23	6.36	-0.4	22	1.35	-0.3	23	10.10	-0.5	24	41%	23	6.36	-0.4			
Spring Born		28	48%	28	3.36	-0.1	28	3.87	-0.1	28	6.41	-0.3	28	48%	28	3.36	-0.1	28	3.87	-0.1	28	6.41	-0.3	28	48%	28	3.36	-0.1			
Summer Born		6	10%	6	9.11	-0.5	6	5.16	-0.3	6	8.30	0.5	6	10%	6	9.11	-0.5	6	5.16	-0.3	6	8.30	0.5	6	10%	6	9.11	-0.5			
Ethnicity		33	57%	32	6.07	-	32	4.12	-	32	9.74	9.7	33	57%	32	6.07	-	32	4.12	-	32	9.74	9.7	33	57%	32	6.07	-			
Other Ethnicity		1	2%	1	2%	0	1	2%	0	1	2%	0	1	2%	1	2%	0	1	2%	0	1	2%	1	2%	1	2%	1	2%			

Revised National Averages as per SF18/9/2017 updated on 20/03/2017. National Averages for Groups marked with* are from pre-revised ACP data.

The expected standard is written and mathematics is a scaled score of 100 or above. The expected standard is written as a range of attainment or values at the expected standard (GPS) or writing as a score given within the expected standard (GPS).

A score of 100 means a student is performing at the expected standard and is marked as expected at the expected standard (GPS) or writing as a score given within the expected standard (GPS).

NOTE: The National Average for progress is 0.

CAS KS1-KS2 Transition Matrix 2019

- **Purpose:** KS1 to KS2 Transition Matrix to allow quick analysis of attainment and progress.
- **Audience:** KS leaders, SLT.
- **Report Filters:** Effective Date, Year Group,
- **Output:** When run this report shows progress transition in numbers and percentages for Reading, Writing and Maths from KS1 Prior Attainment Groups to KS2 Outcomes in Tests, Teacher Assessments and Pscales. As defined in <https://www.gov.uk/government/publications/ready-reckoners-for-key-stage-2-2018>

KS1-2 English reading TM																				
Pupil Percentages			No Pupils	P Scales (Teacher Assessment)								KS2 Outcome				National Curriculum Tests				
				At KS2 result	P1 to P3s	P4	P5	P6	P7	P8	Below pre- this stage standard but not on P- scales	Foundations for the expected standard	Early development of the expected standard	Developing development of the expected standard	Has not met the expected standard	Has not met the expected standard	Has not met the expected standard (EO/PS)	Reaching the expected standard (TS/TB)	Achieving a high score (TB+)	Attaining expected standard (TB+)
KS1 PAIR	Reception	1																		
	2	0																		
	3	0																		
	4	0																		
	5	0																		
	6	0																		
	7	0																		
	8	0																		
	9	0																		
	10	0																		
	11	0																		
	12	0																		
	13	0																		
	14	0																		
	15	0																		
	16	0																		
	17	0																		
	18	0																		
	19	0																		
	20	0																		
21	0																			
22	0																			
23	0																			
24	0																			
25	0																			
26	0																			
27	0																			
28	0																			
29	0																			
30	0																			
31	0																			
32	0																			
33	0																			
34	0																			
35	0																			
36	0																			
37	0																			
38	0																			
39	0																			
40	0																			
41	0																			
42	0																			
43	0																			
44	0																			
45	0																			
46	0																			
47	0																			
48	0																			
49	0																			
50	0																			
51	0																			
52	0																			
53	0																			
54	0																			
55	0																			
56	0																			
57	0																			
58	0																			
59	0																			
60	0																			
61	0																			
62	0																			
63	0																			
64	0																			
65	0																			
66	0																			
67	0																			
68	0																			
69	0																			
70	0																			
71	0																			
72	0																			
73	0																			
74	0																			
75	0																			
76	0																			
77	0																			
78	0																			
79	0																			
80	0																			
81	0																			
82	0																			
83	0																			
84	0																			
85	0																			
86	0																			
87	0																			
88	0																			
89	0																			
90	0																			
91	0																			
92	0																			
93	0																			
94	0																			
95	0																			
96	0																			
97	0																			
98	0																			
99	0																			
100	0																			

04

DISCOVER Graphs

This chapter contains:

Chapter Introduction	32
Using Discover Graphs.....	33

Chapter Introduction

The graphs imported as above in Discover contain predefined graphs based on the statutory end of Key Stage (KS) assessments from 2016. These use the standard SIMS aspects and result sets (the same ones used by the Key Stage Wizards and CTFs).

For English primary schools, there are eleven predefined graphs:

- KS1 TA Standards Achieved Y2
- KS1 Teacher Assessments Reading Y2
- KS1 Teacher Assessments Writing Y2
- KS1 Teacher Assessments Maths Y2
- KS1 TA Standards Achieved Y3
- KS1 Teacher Assessments Reading Y3
- KS1 Teacher Assessments Writing Y3
- KS1 2016 Teacher Assessments Maths Y3
- KS2 TT/TA Standards Achieved Y6
- KS2 Venn Reading Writing Maths Expected Standard and above Y6
- KS2 Reading Writing Maths Higher Standards Achieved

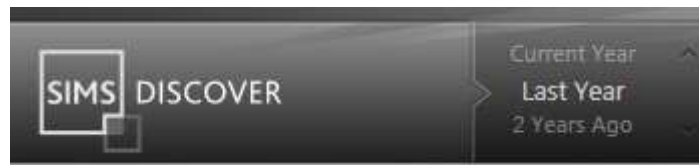
Using Discover Graphs

1. Log in to SIMS, and then click the Discover shortcut on the SIMS toolbar.

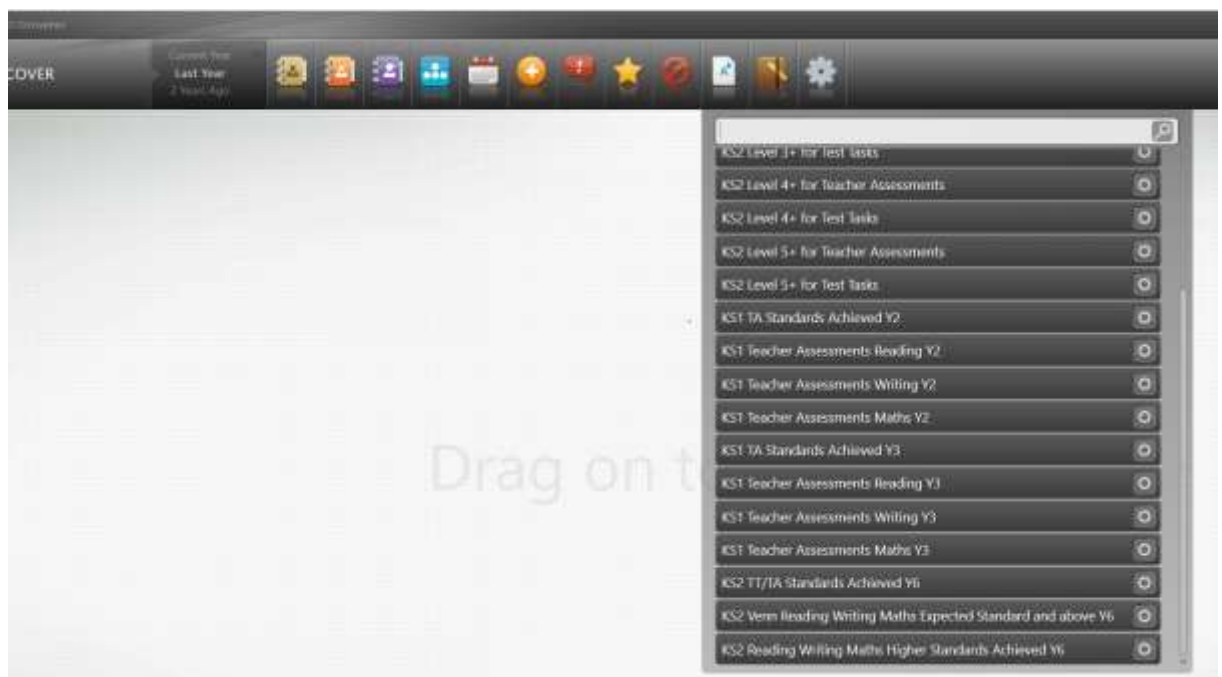


Discover Shortcut

NOTE: In order for the Y6 KS2 Graphs to populate, ensure that you change the Discover interface to **Last Year**.



2. Click on the Assessment Category button and scroll down to find the graphs listed above



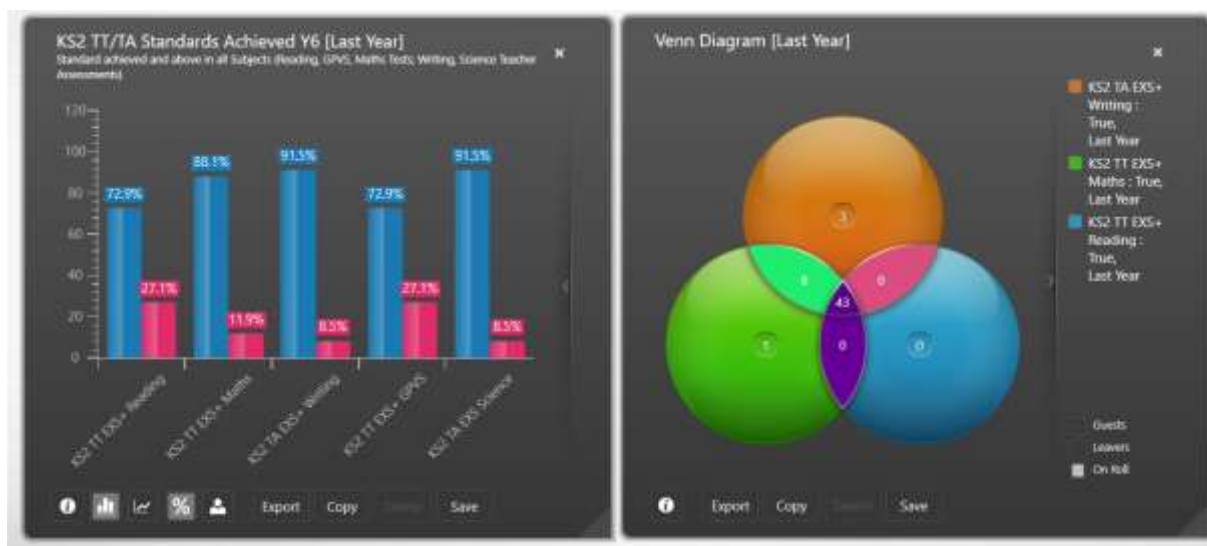
3. Highlight the graph KS1 Teacher Assessments Reading Y2 and drag on to the Discover canvas.
4. Repeat the same and drag the Writing and Maths graphs to the canvas.



- The graphs display percentages or numbers of pupils attaining each Key Performance Indicator. Click in one of the bars to display pupils' names.



- Remove the graphs from the canvas then drag the graph **KS1 TA/TT Standards Achieved Y2**.
- Make a Venn Diagram by dragging each Reading, Writing and Maths KS1 EXS bars on to the canvas.

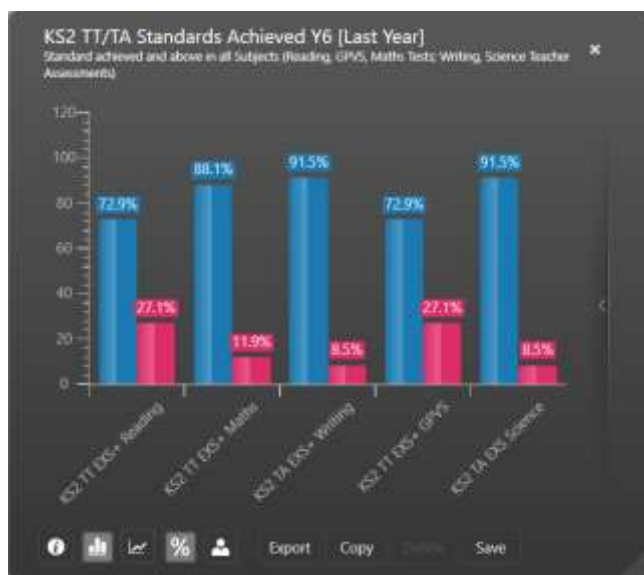


- The Y3 KS1 graphs will not populate until the start of the autumn term when schools start their new academic year.
- Repeat above for the Y6 KS2 graphs, but an important fact is that these graphs will only populate in this year's data. If schools wish to analyse after the new academic year starts, then **Last Year** must be selected from the scrolling buttons as below.

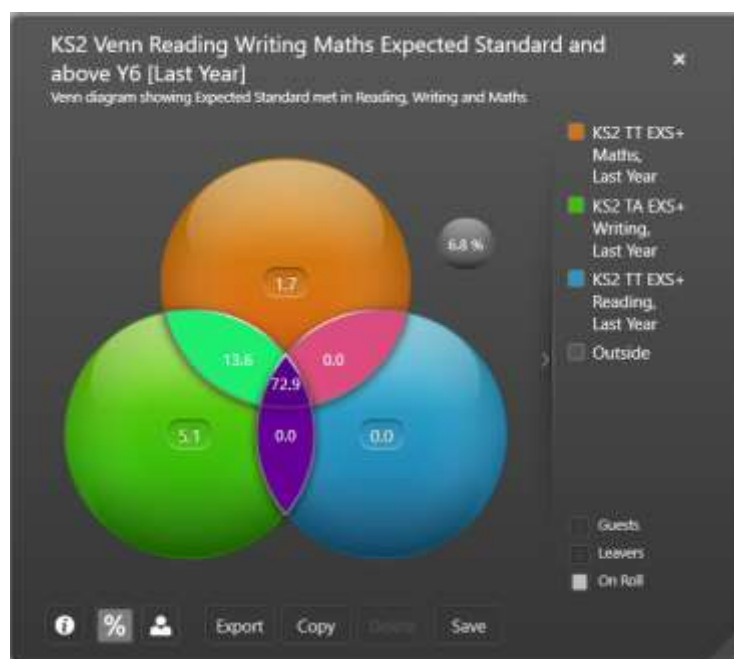


- Populate the Y6 KS2 graphs displayed below.

KS2 TT/TA Standards Achieved Y6:



KS2 Venn Reading Writing Maths Expected Standard and above Y6:



KS1 Reading Writing Maths Higher Standards Achieved Y6:

