

The transformative effect of
Pupil Progress on assessment and
teaching practices.

With Martyn Reah, Headteacher at
The Hayling College.

Case Study



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Headteacher Martyn Reah introduced the Pupil Progress system in his school two years ago to address assessment and reporting issues. Centralisation and real-time data were also key. Successful research by the English and Geography departments led to the adoption of Pupil Progress. The system positively impacted student outcomes, boosting exam results and closing achievement gaps. It also helped reduce teacher workload, offered meaningful data, and encouraged changes in assessment practices and teaching methods. Overall, the introduction of Pupil Progress has a transformative effect on the school's assessment and teaching practices, resulting in improved student outcomes and a more efficient, centralised, and manageable approach to assessment.

Results

- English and Maths results at 4+ went up by 10% compared to the previous year
- Improvements in People Premium results
- Improvements in SEN results

Centralising Data, Improving Reporting and Communication

We wanted to change our approach to assessment. We had a system that didn't make much sense and wasn't making a difference for children in their lessons.

We also didn't have a centrally held data system. There were endless spreadsheets held in shared drives that nobody could ever remember, that made no sense other than when a data drop came around. We needed to forget all the bad ways of doing things and create a new way.

Our PE Department had used the first iteration of Pupil Progress so they knew what it looked like. English and Geography then worked together, looking into what we weren't doing well in terms of assessment, and what could be improved.

One particular issue we identified was with reporting. We were using too many systems and structures – it was coming out from SIMS, it was coming from SISRA, and none of the conversations were linked up. As soon as the teams in English and Geography saw what could happen using Pupil Progress, then it solved both problems.

That was like a penny drop moment for the team. Within half a term, we decided that we're going to put all subjects at Key Stage 4 into Pupil Progress.

Built by teachers for teachers

The background that the staff come from at Pupil Progress is informed by what happens in schools, and that makes a massive difference because people remember what it's like. There's an ease to using the system and what's expected. But it also takes it back to the fundamentals, the core of assessment and about how it's related to assessment objectives. I think that can get otherwise lost – not intentionally – in the day-to-day running of a school.

The reporting side of things in the old days would be very intense on the support staff. Now we just have one system that provides each of the children [bespoke feedback](#) for every subject they're in. Staff don't need to go looking for it, it's simply a case of 'press, print and it comes out'.

In the classroom it becomes a conversation – I've not really had a system before that's resulted in that. Assessment would normally require some additional manipulation of the data to make it accessible for the teachers in the first instance, and then for the students afterwards, if you were lucky. Now, all of that work has gone.

Impactful year on year improvements

We focused entirely on Year 11 in the first year to get the system up and running and use the reporting side of things. When we got around to inputting our mock data, it became a tool for learning in lessons for the students. In that first year, within a term, we had reports going out to the students, to the parents and to the

staff, about how close they were to their particular grades in their particular subjects.

We could identify students' areas of improvement from the reporting system. The reports were stuck in the book and the students had them as a reference point. We did another set of mocks and they could absolutely see improvement.

Our English and Maths results at 4+ went up by 10% compared to the previous year. Our People Premium results improved, the gap narrowed, our SEN results improved. And it's not just the assessment data that's got better, the quality of teaching has improved – Pupil Progress being the tracking system that we use to help everybody understand what they do next is the thing that pins it all together.

Let's find the solution to your context

Looking to transform assessment across every subject in your school? [Book a discovery call](#) and let us show you the impact Pupil Progress can have on your students' performance.
