

The TRUST-worthy impact of having one centralised system at whole school level.

With Jenny Gaylor, Vice Principal at Carshalton Boys Sports College.



A customer since September 2021, Vice Principal Jenny Gaylor tells us why Carshalton Boys Sports College moved from using Pupil Progress for a single subject to the whole school. Jenny shares why they are now rolling out their plans for using Pupil Progress as the one, effective and centralised system across all key stages and departments, as well as the challenges in doing so. She also shares the power and future of having accurate data and making it meaningful for all stakeholders including parents and students, having gained positive feedback so far from each of them.

Challenges

In the years I've worked here - we've battled with the link between high quality assessment and high quality reporting, and a system that was going to enable students to understand what they needed to do to improve.

We've therefore had a million different types of progress reports and systems for monitoring progress. We used to have a data manager doing one thing, heads of departments with their own systems, others with really complicated spreadsheets that did all sorts of things, while some people had *no* system.

But the data has always sat 'sort of' centrally, and was therefore not owned by the kids, not owned by teachers, or even heads of department at times.

And so I was really interested in having one system where at the end of the term, when we need our data in because we've got reports going out, staff feel equipped to know what to do, and with confidence, all while knowing that our data is accurate.

With total transparency, before using Pupil Progress, our data wasn't always being backed up by really high quality assessment information, and it wasn't linked to specific factors such as learning characteristics, knowledge gaps and subject areas. Back then, the child got a report but actually they didn't really know what they'd have to do to get to the next level.

Because kids move at different rates, our ideal system has to show individual pupil performance since it's more about what we want them to know by the end of the year.

How Pupil Progress helped

Pupil Progress was adaptive in helping us put together something that was going to work all the way through a pupil's education journey with us.

Some of the highlights have been the ability to look at the data in real-time, being able to see where students are, and being able to produce reports that are backed up by something meaningful. And that's really come to the fore at parents' evenings.

While we send home summary reports with an explanation letter attached, it's at the parents' evenings, where the more detailed reports are talked through in person with the parents and students present. I found that capability really useful. **We've had less queries following reports going home as a result because actually, the reports are linked to something meaningful; it tells the students what they really need to know and it's really clear for parents to know what they need to do to support them in progressing to the next level.**

Parents really like that too and, I think it's the first time, we felt that we've really pinned down expectations for them and their kids.

Centralised and actionable data

Having used the trackers for just over a year now, where it's working best is to actually have data in every different area, every different assessment objective so that we can see very clearly what students can and can't do. And I think as the quality of the data builds up over time, students will have better ownership of it too.

For us, the Pupil Progress team has been great in helping heads of department, senior leaders and raising standards leaders get things up and running, and also help to unite different opinions and understand the benefit of one central system. Often that objective and yet, entirely understanding viewpoint can help with internal challenges and, as the system embeds over time, they're seeing the value of having all of that data in one place, and really owning it; being able to see what's going on in a department plus, at the click of a button, they can see progress figures and which students are and aren't on track.

Time-saving

Our admin team used to manage reports and Pupil Progress has certainly saved them lots of time. **It certainly saved us lots of time as leaders, because we pull what information and calculations we need to do, quickly.**

Staff, Senior and Trust Buy-in

The team are really good at working with us in terms of developing the product further, taking onboard the feedback and making things continually better so that we get **the best streamlined approach to giving us that whole school data that we need at the click of a button to present to governors and trustees. Certainly our trustees are very positive about Pupil Progress, and since they've made our trackers bespoke too - it's easy to see why they're our first choice.**

I wanted something for the school that heads of department, heads of year and class teachers could own and see, and feel in control of what was going on all the time, and that they could all do this regardless of their aptitude with software. **Pupil Progress feels much more user friendly for the teacher. It's written by people who understand what teachers do on a day-to-day basis after all.**

Future Plans

The future has to be about students owning their learning and understanding what they need to do to meet their own targets as well as school targets. To give them an understanding of what they know and what they need to work on, rather than it being some random thing that the teacher says, as they may see it! So I think the level of detail in Pupil Progress, in terms of how students are performing and different assessment objectives across all of their subjects, really gives them ownership of it already.

Let's find the solution to your context

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