



PIPS

**Performance Indicators
in Primary Schools**

What is PIPS?

- Standardized assessment which monitors progress at the beginning of Year 1 and 2
- Durham University UK – used locally and internationally.
- All ESF schools follow the same procedures and timeframes for PIPS testing.

What does it do?

- PIPS provides an assessment of attainment in reading and mathematics.
- Allows teachers to build a powerful profile of individual progress over the first year of school.

How is it administered?

- Computer based 1:1 with an adult.
- Child friendly multi-media programme.
- Each assessment adapts to the level at which a child is working to provide content of appropriate difficulty.
- Each child is presented with an assessment according to their individual needs.

What is assessed?

- Reading - Reading is assessed using a combination of tasks such as word recognition, word decoding and comprehension.
- Maths – A variety of areas including number, shape, fractions, measurement

What happens next?

- Having completed the class assessments, the results are uploaded to Durham and then we download them. This can be done within 24 hours.
- There is no marking for teachers to do which means we can focus on interpreting and using the results.

The Feedback

Year 1

Baseline standardized scores in Phonics, Reading and Maths

In the lowest 2.5%	Lower range	Average Range 41-59	Higher range	In the top 2.5%
Less than 30	31-40	50	60-69	70+

Please note this is an example of feedback, not Glenealy data.

standardised scores			
maths	reading	phonics	total
46	43	46	44
53	39	55	48
56	44	48	49
57	44	48	50
55	46	54	51
65	38	55	51
55	54	41	52
59	45	55	52
59	51	44	53
63	46	Over 60	55
68	43	Over 60	55
65	50	54	55
	51	54	56
	57	54	58
	57	44	59
	57	57	59
	60	50	62
	64	50	63
	62	Over 60	65
	64	59	65
71	63	57	66
73	65	57	67
70	68	48	67
70	65	Over 60	67
69	67	57	68
73	71	59	72
61	73	41	72
70	74	Over 60	74
Over 75	73	55	74
Over 75	Over 75	Over 60	Over 75

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Y₁ - What do the scores mean?

- The results are **BASELINE** scores – ie. where the child is starting at and **NOT** an indicator of intelligence or potential.
- Factors that influence scores: life experiences, maturity, readiness to learn, 'on-the-day' factors, learning styles etc.
- It's a snapshot at that time – it's useful information but only one piece of the jigsaw.

Y1 - How do we use the results?

- Initial class/year groupings
- Making comparison with other class-based assessments to build a bigger picture of where the child is at.
- Gauging appropriate work for different groups of children or individuals eg. Reading
- Highlighting strengths of individuals
- Highlighting any specific areas that need development
- A starting point to gauge progress eg. added value.

The Feedback

Year 2

End of year standardized scores in Reading and Maths + added value scores!

In the lowest 2.5%	Lower range	Average Range 41-59	Higher range	In the top 2.5%
Less than 30	31-40	50	60-69	70+

Y₂ - Added Value?

++ Well above average gain

+ Above average gain

Average

- Below average gain

-- Well below average gain

Please note this is an example of feedback, not Genealy data.

maths scores			reading scores			total scores				value added	
start	end		start	end		start		end		maths	reading
raw	raw	std.	raw	raw	std.	raw	std.	raw	std.		
32	41	48	20	96	52	60	50	146	50	average	average
30	44	51	32	89	50	66	52	146	50	average	average
38	47	55	57	99	53	109	65	163	53	--	--
21	43	50	19	114	56	47	44	172	55	average	++
38	47	55	14	120	58	64	51	184	57	average	+
30	45	53	22	130	59	63	51	189	58	average	+
31	35	42	20	141	61	59	49	191	58	--	++
*	45	53	*	134	60	*	*	195	59	*	*
34	52	60	21	130	59	67	52	199	60	+	+
*	47	55	*	145	62	*	*	209	61	*	*
38	53	61	38	139	61	89	59	209	61	average	average
34	52	60	40	143	62	85	58	212	62	average	+
				140	61	75	55	215	62	++	+
				154	64	55	48	219	63	+	++
				149	63	74	55	223	64	++	++
				154	64	75	55	224	64	+	++
				159	66	103	63	230	66	average	+
				161	66	97	62	231	66	average	+
				163	67	68	53	233	67	+	++
				159	66	78	56	234	67	++	++
				160	66	112	66	236	67	+	average
				158	65	153	72	237	68	+	average
53	64	74	115	158	65	180	74	239	68	+	average
43	58	66	60	166	68	118	67	241	69	average	+
43	60	69	116	168	69	175	74	245	70	average	average
45	52	60	38	176	70	89	59	245	70	average	++
41	58	66	52	175	70	109	65	250	71	+	++
46	59	67	58	176	70	117	67	252	71	average	+
35	60	69	115	184	72	154	72	260	73	average	+
*	59	67	*	190	Over 75	*	*	266	Over 75	*	*
54	62	71	169	192	Over 75	240	Over 75	271	Over 75	average	+

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Y2 -Making Comparisons

- We use the data to answer questions about each child's learning by comparing standardized scores from year 1 to year 2.
- What progress has a child has made – how does this compare with children of his/he age?
- Any significant gaps/strengths
- Lack of progress – Why? Exceeding normal progress – Why?
- Extra support given in year 1 – beneficial – why/why not?
- Catering for children who have scored very highly – challenge?

Summary

- PIPS is an efficient and effective assessment to use.
- It helps us to identify a baseline and to examine progress from there.
- It is standardized which is an advantage.
- It is easy to analyze and interpret but is only one small piece of the total picture of a child's learning journey.
- The children enjoy it!