



Group progress report for teachers

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Group progress report for teachers

School: Sample School	
Group: Unknown	No. of students: 19
Date(s) of start point: 04/12/2017 - 08/01/2018	NGST Form(s): A
Date(s) of finish point: 14/03/2018	NGST Form(s): B

What is NGST?

The *New Group Spelling Test* is a spelling test comprising three forms (A, B and C) to support termly testing for students aged between 6 and 14+. The test has two sections: a single word section and a spelling in context section.

The test is **adaptive**; each student's performance is assessed as they complete the test and the questions are adapted to be in line with the ability they demonstrate. This is a benefit, particularly to students with a low spelling attainment as they can be tested with words at a lower level than that determined by age, and for students with high spelling attainment as they can be tested with words that better reflect their skills.

The following report reflects the results of each section of the test administered. Standard Age Scores reflect the age of the student and the difficulty level of the test questions attempted.

Why use NGST to track progress?

- NGST is a time-efficient and accurate test of a student's spelling ability that can be administered year-to-year or term-to-term to track progress.
- If students have been given a targeted intervention for spelling, NGST can be used to measure progress over a short time, for example, over three or six months.
- Forms A, B and C can be used so that students are tested with different but equivalent material at the second and third point of testing.
- Patterns of scores that represent significant progress or significant lack of progression are set out clearly for easy access.

Please note that significance will vary depending on the student's baseline score; that is the score from the first test. Small changes to scores that are close to the mean (SAS 100) will be significant whereas bigger changes will be needed to scores at the very low and very high end of the range to indicate a significant improvement or lack of progress.

To make this report as straightforward as possible, five categories have been used to describe progress: much lower than expected, lower than expected, expected, higher than expected and much higher than expected.

This report will show data for two test points. If a student has been tested once only they will not appear in this report. A separate report is available for three test points.

What is the Spelling Ability Scale?

The Spelling Ability Scale is a development scale and can be used to monitor a student's spelling ability or development over time. The scale used in NGST is specific to the test, is arbitrary and has been set from zero to 600; it gives you another measure for your students' progress.

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Relationship between scores

Description	Very Low		Below Average		Average			Above Average		Very High			
Stanine (ST)	1		2	3	4	5	6	7	8	9			
Standard Age Score (SAS)	70		80		90	100	110	120		130			
National Percentile Rank (NPR)	1	5	10	20	30	40	50	60	70	80	90	95	99

Example scores

The **Standard Age Score (SAS)** is the most important piece of information derived from *NGST*. The SAS is based on the number of questions a student has answered correctly; the score is adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of students of the same age across the UK. The average score is 100. The SAS is key to benchmarking and tracking progress and is the fairest way to compare the performance of different students within a year group or across year groups.

This is the difference between the Standard Age Score for the first administration of the test and second administration of the test.

The **Stanine (ST)** places the student's score on a scale of 1 (low) to 9 (high) and offers a broad overview of his or her performance.

The age equivalent score or spelling age is the age at which a score is most likely to be achieved based on the national sample.

Performance on a test like *NGST* can be influenced by a number of factors and the **confidence bands** are an indication of the range within which a student's score lies. The narrower the band the more reliable the score. 90% confidence bands are a very high level estimate.

Student name	Tutor Group	Test point	Age at test (yrs:mths)	SAS	SAS difference	Progress category	Overall ST	NPR	Spelling Ability Scale	Spelling age	Spelling age confidence bands	
											Lower	Upper
John Smith	TG	Start point	10:11	96	+5	Expected	4	40	400	10:01	9:09	10:04
		Finish point	11:09	101			5	53	448	12:04	11:10	12:10

The **Test point** column shows the point of testing each row of data is reporting on.

Age at test is the chronological age of the student at the point of testing.

Progress has been defined as much lower than expected, lower than expected, expected, higher than expected, and much higher than expected, and is based on the national data set of students tested on two occasions. Nationally, 50% of students fall into the expected category, 15% in the lower than expected category, 15% in the higher than expected category, 10% in the much higher than expected category, and 10% in the much lower than expected category.

The **National Percentile Rank (NPR)** relates to the SAS and indicates the percentage of students obtaining any score. NPR of 50 is average. NPR of 5 means that the student's score is within the lowest 5% of the national sample; NPR of 95 means that the student's score is within the highest 5% of the national sample.

The **Spelling Ability Scale** is a development scale and can be used to monitor a student's spelling ability or development over time. The values on the scale are 0 to 600 – a higher scale score represents a higher reading ability level. The spelling ability of a student aged 6 years is around 200; for age 9 years it is around 300; and for age 16 it is around 400.

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Group scores (by Progress Category)

Student name	Tutor group	Test point	Age at test (yrs:mths)	SAS	SAS difference	Progress category	Overall ST	NPR	Spelling Ability Scale	Spelling age	Spelling age confidence bands	
											Lower	Upper
Alexander Abdul	SS	Start point	9:00	111	+8	Higher than expected progress	6	77	413	10:06	10:03	10:11
		Finish point	9:03	119			8	90	464	13:04	12:10	13:11
Fahim Al Said	SS	Start point	7:09	122	+7	Higher than expected progress	8	93	416	10:08	10:04	11:00
		Finish point	8:00	129			9	97	467	13:07	13:00	14:02
Martina Hale	SS	Start point	8:09	100	+9	Higher than expected progress	5	50	349	8:09	8:07	8:11
		Finish point	8:11	109			6	72	391	9:09	9:06	10:00
Dabir Tabet	SS	Start point	8:01	111	+6	Higher than expected progress	6	77	370	9:02	9:00	9:04
		Finish point	8:05	117			7	87	411	10:06	10:02	10:10
Jamila Karim	SS	Start point	9:02	120	-1	Expected progress	8	91	459	13:00	12:06	13:07
		Finish point	9:05	119			8	90	463	13:03	12:09	13:10
Ehsan Irani	SS	Start point	9:04	93	0	Expected progress	4	32	336	8:06	8:04	8:08
		Finish point	9:07	93			4	32	344	8:08	8:06	8:09
Alice Bentley	SS	Start point	8:05	84	+1	Expected progress	3	14	227	6:09	6:07	6:11
		Finish point	8:08	85			3	16	254	7:04	7:02	7:05
Jason Brown	SS	Start point	8:05	92	-2	Expected progress	4	30	286	7:09	7:08	7:11
		Finish point	8:08	90			4	26	287	7:10	7:08	7:11
Jonas Schmidt	SS	Start point	9:02	104	+1	Expected progress	6	60	377	9:04	9:02	9:07
		Finish point	9:05	105			6	63	394	9:10	9:07	10:01
Batil Iman	SS	Start point	8:03	109	-6	Expected progress	6	72	369	9:02	9:00	9:04
		Finish point	8:07	103			5	58	353	8:10	8:08	9:00
Garima Lamba	SS	Start point	9:01	125	-3	Expected progress	8	95	480	14:07	13:11	15:03
		Finish point	9:04	122			8	93	475	14:02	13:07	14:10
Teresa Kaan	SS	Start point	8:05	91	+1	Expected progress	4	28	276	7:08	7:06	7:09
		Finish point	8:09	92			4	30	309	8:01	8:00	8:02

Student name	Tutor group	Test point	Age at test (yrs:mths)	SAS	SAS difference	Progress category	Overall ST	NPR	Spelling Ability Scale	Spelling age	Spelling age confidence bands	
											Lower	Upper
Indah Kusuma	SS	Start point	8:09	103	-1	Expected progress	5	58	362	9:00	8:10	9:02
		Finish point	9:00	102			5	55	369	9:02	9:00	9:04
Ivor Davies	SS	Start point	9:00	87	+6	Expected progress	3	20	294	7:11	7:09	8:00
		Finish point	9:04	93			4	32	338	8:06	8:05	8:08
Amal Niazi	SS	Start point	8:10	91	+6	Expected progress	4	28	306	8:01	7:11	8:02
		Finish point	9:01	97			5	42	343	8:07	8:06	8:09
Bazi Huq	SS	Start point	8:08	77	+1	Expected progress	2	6	186	6:00-	6:00-	6:00-
		Finish point	9:00	78			2	7	223	6:08	6:06	6:10
Constance Scheferma...	SS	Start point	8:07	83	-1	Expected progress	3	13	238	7:00	6:10	7:02
		Finish point	8:10	82			3	12	242	7:01	6:11	7:03
Asad Kalil	SS	Start point	8:05	110	-1	Expected progress	6	74	375	9:03	9:01	9:06
		Finish point	8:09	109			6	72	390	9:09	9:06	10:00
Kerrie Hamilton	SS	Start point	9:02	105	-6	Lower than expected progress	6	63	384	9:06	9:04	9:09
		Finish point	9:05	99			5	48	368	9:01	8:11	9:04

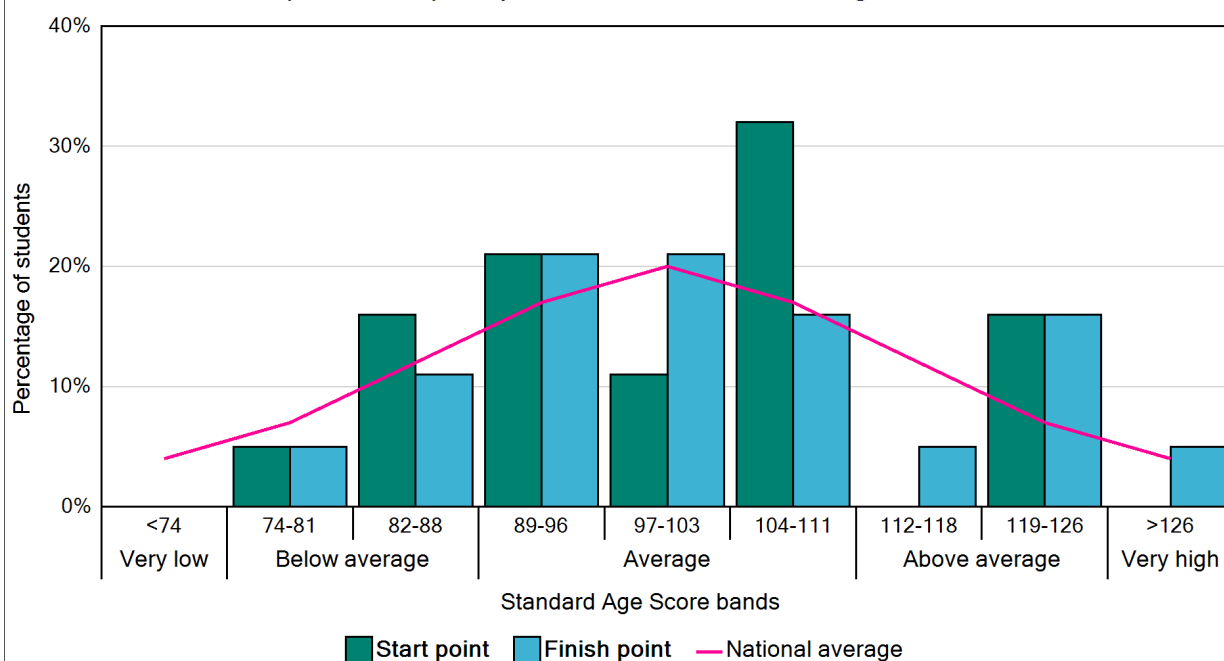
School: Sample School	
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Analysis of group scores (all students)

The table and bar chart below show the distribution of scores for the group against the national average, for each point of testing.

	Stanine			1	2	3	4	5	6	7	8	9
	No. of students	Test point	Mean SAS	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
National average	-		100	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	19	Start point	100.9	0%	5%	16%	21%	11%	32%	0%	16%	0%
		Finish point	102.3	0%	5%	11%	21%	21%	16%	5%	16%	5%

Distribution of scores (all students) compared with the national average



The table below shows the mean scores with confidence bands for the group against the national average, for each point of testing.

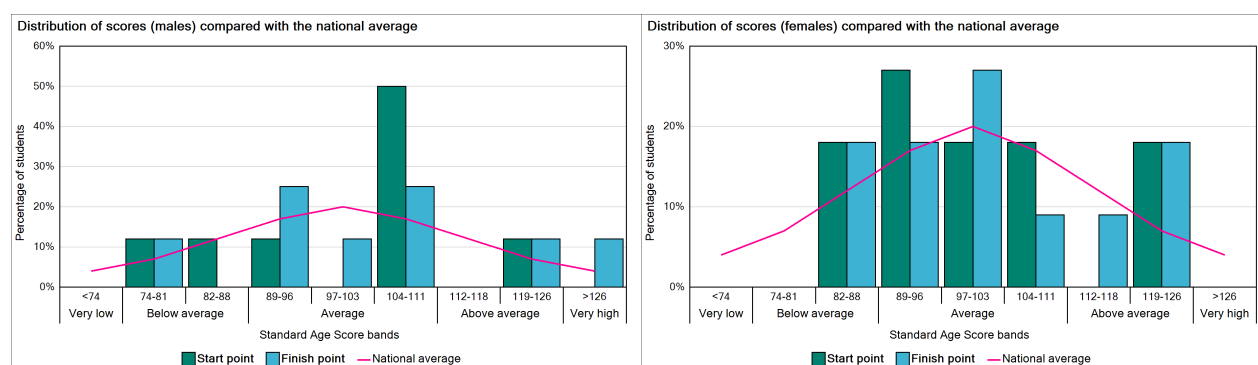
	No. of students	Test point	Mean SAS	SAS (with 90% confidence bands)										
				60	70	80	90	100	110	120	130	140		
National average	-		100.0											
All students	19	Start point	100.9											
		Finish point	102.3											

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Analysis of group scores (by gender)

The table and bar chart below show the distribution of scores for the group, males and females, against the national average, for each point of testing.

	Stanine			1	2	3	4	5	6	7	8	9
	No. of students	Test point	Mean SAS	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
National average	-		100	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	19	Start point	100.9	0%	5%	16%	21%	11%	32%	0%	16%	0%
		Finish point	102.3	0%	5%	11%	21%	21%	16%	5%	16%	5%
Males	8	Start point	101.5	0%	12%	12%	12%	0%	50%	0%	12%	0%
		Finish point	103.3	0%	12%	0%	25%	12%	25%	0%	12%	12%
Females	11	Start point	100.5	0%	0%	18%	27%	18%	18%	0%	18%	0%
		Finish point	101.5	0%	0%	18%	18%	27%	9%	9%	18%	0%



The table below shows the mean scores with confidence bands for the group, males and females, against the national average, for each point of testing.

	No. of students	Test point	Mean SAS	SAS (with 90% confidence bands)									
				60	70	80	90	100	110	120	130	140	
National average	-		100.0					●					
All students	19	Start point	100.9					●					
		Finish point	102.3					●					
Males	8	Start point	101.5					●					
		Finish point	103.3					●					
Females	11	Start point	100.5					●					
		Finish point	101.5					●					

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Analysis of group scores (by ethnicity)

The table below shows the distribution of scores for the group against the national average, for each point of testing.

	Stanine			1	2	3	4	5	6	7	8	9
	No. of students	Test point	Mean SAS	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
National average	-		100	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	19	Start point	100.9	0%	5%	16%	21%	11%	32%	0%	16%	0%
		Finish point	102.3	0%	5%	11%	21%	21%	16%	5%	16%	5%
British	6	Start point	93.2	0%	0%	33%	33%	17%	17%	0%	0%	0%
		Finish point	95.5	0%	0%	17%	33%	33%	17%	0%	0%	0%
Turkish	3	Start point	93.0	0%	33%	0%	33%	0%	33%	0%	0%	0%
		Finish point	91.3	0%	33%	0%	33%	33%	0%	0%	0%	0%
Dutch	2	Start point	97.0	0%	0%	0%	50%	50%	0%	0%	0%	0%
		Finish point	97.0	0%	0%	0%	50%	50%	0%	0%	0%	0%
American	1	Start point	111.0	0%	0%	0%	0%	0%	100%	0%	0%	0%
		Finish point	119.0	0%	0%	0%	0%	0%	0%	0%	100%	0%
Emirati	1	Start point	122.0	0%	0%	0%	0%	0%	0%	0%	100%	0%
		Finish point	129.0	0%	0%	0%	0%	0%	0%	0%	0%	100%
Austrian	1	Start point	104.0	0%	0%	0%	0%	0%	100%	0%	0%	0%
		Finish point	105.0	0%	0%	0%	0%	0%	100%	0%	0%	0%
Indian	1	Start point	125.0	0%	0%	0%	0%	0%	0%	0%	100%	0%
		Finish point	122.0	0%	0%	0%	0%	0%	0%	0%	100%	0%
Mauritian	1	Start point	111.0	0%	0%	0%	0%	0%	100%	0%	0%	0%
		Finish point	117.0	0%	0%	0%	0%	0%	0%	100%	0%	0%
Pakistani	1	Start point	110.0	0%	0%	0%	0%	0%	100%	0%	0%	0%
		Finish point	109.0	0%	0%	0%	0%	0%	100%	0%	0%	0%

	Stanine			1	2	3	4	5	6	7	8	9
	No. of students	Test point	Mean SAS	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
South African	1	Start point	83.0	0%	0%	100%	0%	0%	0%	0%	0%	0%
		Finish point	82.0	0%	0%	100%	0%	0%	0%	0%	0%	0%
St Kitts and Nevis	1	Start point	120.0	0%	0%	0%	0%	0%	0%	0%	100%	0%
		Finish point	119.0	0%	0%	0%	0%	0%	0%	0%	100%	0%

School: Sample School	
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Date(s) of start point: 04/12/2017 - 08/01/2018	NGST Form(s): A
Date(s) of finish point: 14/03/2018	NGST Form(s): B

Analysis of group scores (by free school meals)

The table below shows the distribution of scores for the group against the national average, for each point of testing.

	Stanine			1	2	3	4	5	6	7	8	9
	No. of students	Test point	Mean SAS	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
National average	-		100	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	19	Start point	100.9	0%	5%	16%	21%	11%	32%	0%	16%	0%
		Finish point	102.3	0%	5%	11%	21%	21%	16%	5%	16%	5%
No	19	Start point	100.9	0%	5%	16%	21%	11%	32%	0%	16%	0%
		Finish point	102.3	0%	5%	11%	21%	21%	16%	5%	16%	5%

The table below shows the mean scores with confidence bands for the group against the national average, for each point of testing.

	No. of students	Test point	Mean SAS	SAS (with 90% confidence bands)										
				60	70	80	90	100	110	120	130	140		
National average	-		100.0											
All students	19	Start point	100.9											
		Finish point	102.3											
No	19	Start point	100.9											
		Finish point	102.3											

School: Sample School	
Group: Unknown	No. of students: 19
Date(s) of start point: 04/12/2017 - 08/01/2018	NGST Form(s): A
Date(s) of finish point: 14/03/2018	NGST Form(s): B

Analysis of group scores (by special educational need)

The table below shows the distribution of scores for the group against the national average, for each point of testing.

	Stanine			1	2	3	4	5	6	7	8	9
	No. of students	Test point	Mean SAS	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
National average	-		100	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	19	Start point	100.9	0%	5%	16%	21%	11%	32%	0%	16%	0%
		Finish point	102.3	0%	5%	11%	21%	21%	16%	5%	16%	5%
No	19	Start point	100.9	0%	5%	16%	21%	11%	32%	0%	16%	0%
		Finish point	102.3	0%	5%	11%	21%	21%	16%	5%	16%	5%

The table below shows the mean scores with confidence bands for the group against the national average, for each point of testing.

	No. of students	Test point	Mean SAS	SAS (with 90% confidence bands)										
				60	70	80	90	100	110	120	130	140		
National average	-		100.0											
All students	19	Start point	100.9											
		Finish point	102.3											
No	19	Start point	100.9											
		Finish point	102.3											

School: Sample School	
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Date(s) of start point: 04/12/2017 - 08/01/2018	NGST Form(s): A
Date(s) of finish point: 14/03/2018	NGST Form(s): B

Analysis of group scores (by English as an additional language)

The table below shows the distribution of scores for the group against the national average, for each point of testing.

	Stanine			1	2	3	4	5	6	7	8	9
	No. of students	Test point	Mean SAS	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
National average	-		100	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	19	Start point	100.9	0%	5%	16%	21%	11%	32%	0%	16%	0%
		Finish point	102.3	0%	5%	11%	21%	21%	16%	5%	16%	5%
No	19	Start point	100.9	0%	5%	16%	21%	11%	32%	0%	16%	0%
		Finish point	102.3	0%	5%	11%	21%	21%	16%	5%	16%	5%

The table below shows the mean scores with confidence bands for the group against the national average, for each point of testing.

	No. of students	Test point	Mean SAS	SAS (with 90% confidence bands)										
				60	70	80	90	100	110	120	130	140		
National average	-		100.0											
All students	19	Start point	100.9											
		Finish point	102.3											
No	19	Start point	100.9											
		Finish point	102.3											

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Date(s) of finish point: 14/03/2018	NGST Form(s): B

Analysis of group scores (by Custom 1)

The table below shows the distribution of scores for the group against the national average, for each point of testing.

	Stanine			1	2	3	4	5	6	7	8	9
	No. of students	Test point	Mean SAS	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
National average	-		100	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	19	Start point	100.9	0%	5%	16%	21%	11%	32%	0%	16%	0%
		Finish point	102.3	0%	5%	11%	21%	21%	16%	5%	16%	5%
2017	19	Start point	100.9	0%	5%	16%	21%	11%	32%	0%	16%	0%
		Finish point	102.3	0%	5%	11%	21%	21%	16%	5%	16%	5%

The table below shows the mean scores with confidence bands for the group against the national average, for each point of testing.

	No. of students	Test point	Mean SAS	SAS (with 90% confidence bands)										
				60	70	80	90	100	110	120	130	140		
National average	-		100.0											
All students	19	Start point	100.9											
		Finish point	102.3											
2017	19	Start point	100.9											
		Finish point	102.3											

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Analysis of group scores (by Custom 2)

The table below shows the distribution of scores for the group against the national average, for each point of testing.

	Stanine			1	2	3	4	5	6	7	8	9
	No. of students	Test point	Mean SAS	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
National average	-		100	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	19	Start point	100.9	0%	5%	16%	21%	11%	32%	0%	16%	0%
		Finish point	102.3	0%	5%	11%	21%	21%	16%	5%	16%	5%
Other	17	Start point	99.8	0%	6%	18%	24%	6%	35%	0%	12%	0%
		Finish point	100.3	0%	6%	12%	24%	24%	12%	6%	18%	0%
Emirati	1	Start point	122.0	0%	0%	0%	0%	0%	0%	0%	100%	0%
		Finish point	129.0	0%	0%	0%	0%	0%	0%	0%	0%	100%
Unknown	1	Start point	100.0	0%	0%	0%	0%	100%	0%	0%	0%	0%
		Finish point	109.0	0%	0%	0%	0%	0%	100%	0%	0%	0%

The table below shows the mean scores with confidence bands for the group against the national average, for each point of testing.

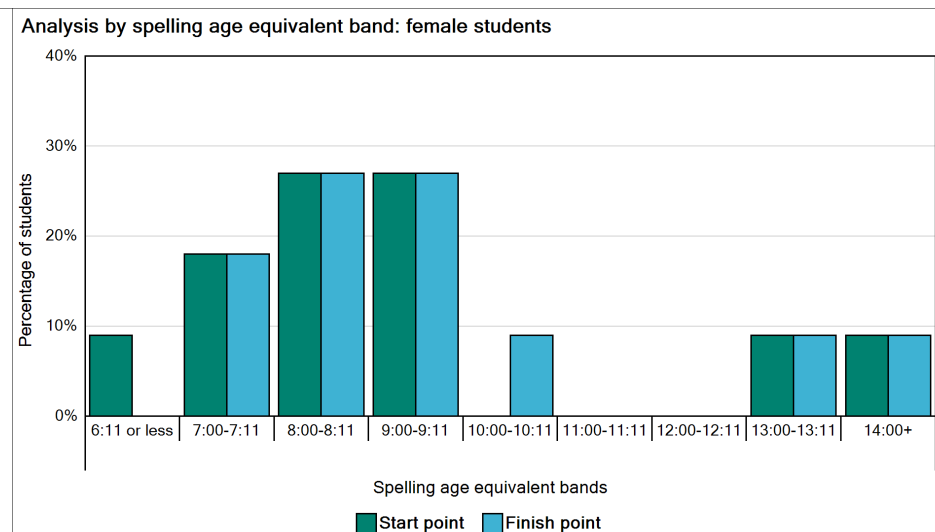
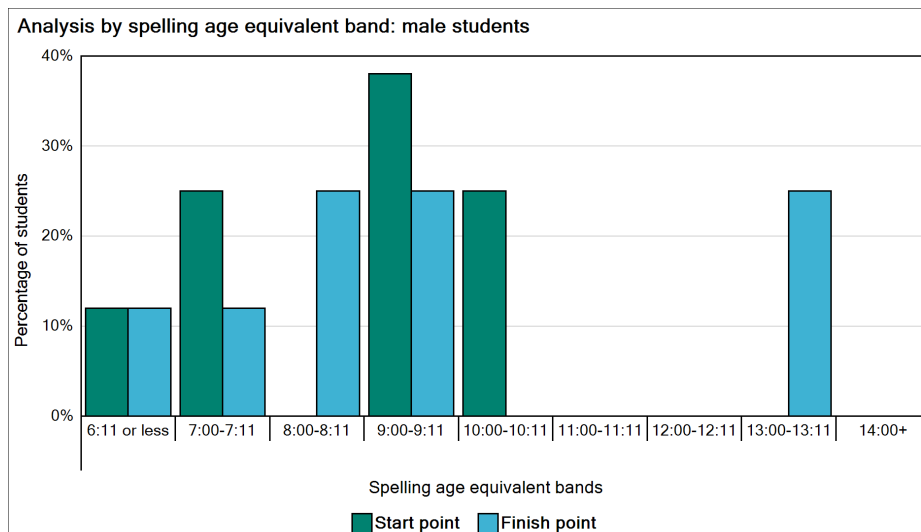
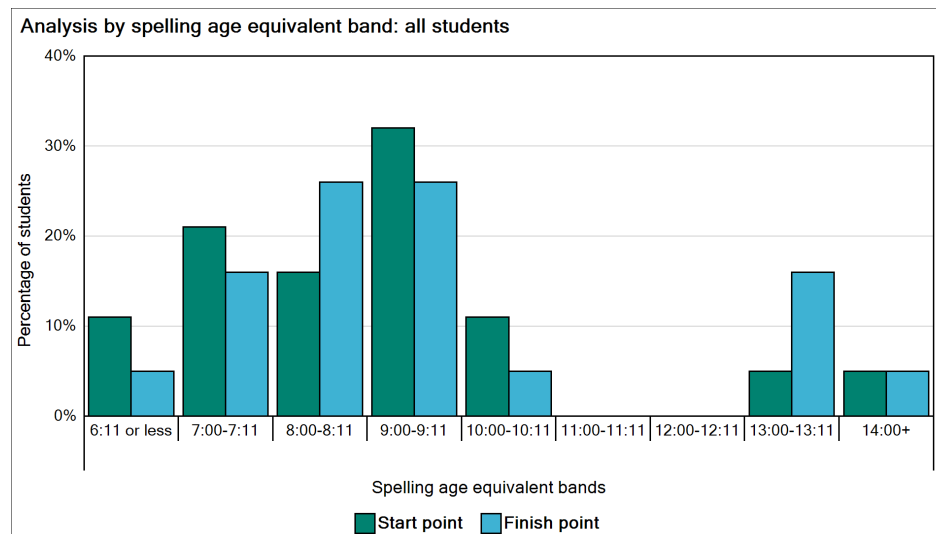
	No. of students	Test point	Mean SAS	SAS (with 90% confidence bands)										
				60	70	80	90	100	110	120	130	140		
National average	-		100.0											
All students	19	Start point	100.9											
		Finish point	102.3											
Other	17	Start point	99.8											
		Finish point	100.3											
Emirati	1	Start point	122.0											
		Finish point	129.0											
Unknown	1	Start point	100.0											
		Finish point	109.0											

School: Sample School	
Group: Unknown	No. of students: 19
Date(s) of start point: 04/12/2017 - 08/01/2018	NGST Form(s): A
Date(s) of finish point: 14/03/2018	NGST Form(s): B

Analysis of group scores (by spelling age equivalent band)

The table below shows the distribution of spelling age equivalent bands for the group, for each point of testing.

	No. of students	Test point	Mean age (yrs:mths)	Percentage of students by spelling age equivalent bands								
				6:11 or less	7:00-7:11	8:00-8:11	9:00-9:11	10:00-10:11	11:00-11:11	12:00-12:11	13:00-13:11	14:00+
All students	19	Start point	8:08	11%	21%	16%	32%	11%	0%	0%	5%	5%
		Finish point	9:00	5%	16%	26%	26%	5%	0%	0%	16%	5%
Males	8	Start point	8:07	12%	25%	0%	38%	25%	0%	0%	0%	0%
		Finish point	8:10	12%	12%	25%	25%	0%	0%	0%	25%	0%
Females	11	Start point	8:09	9%	18%	27%	27%	0%	0%	0%	9%	9%
		Finish point	9:00	0%	18%	27%	27%	9%	0%	0%	9%	9%

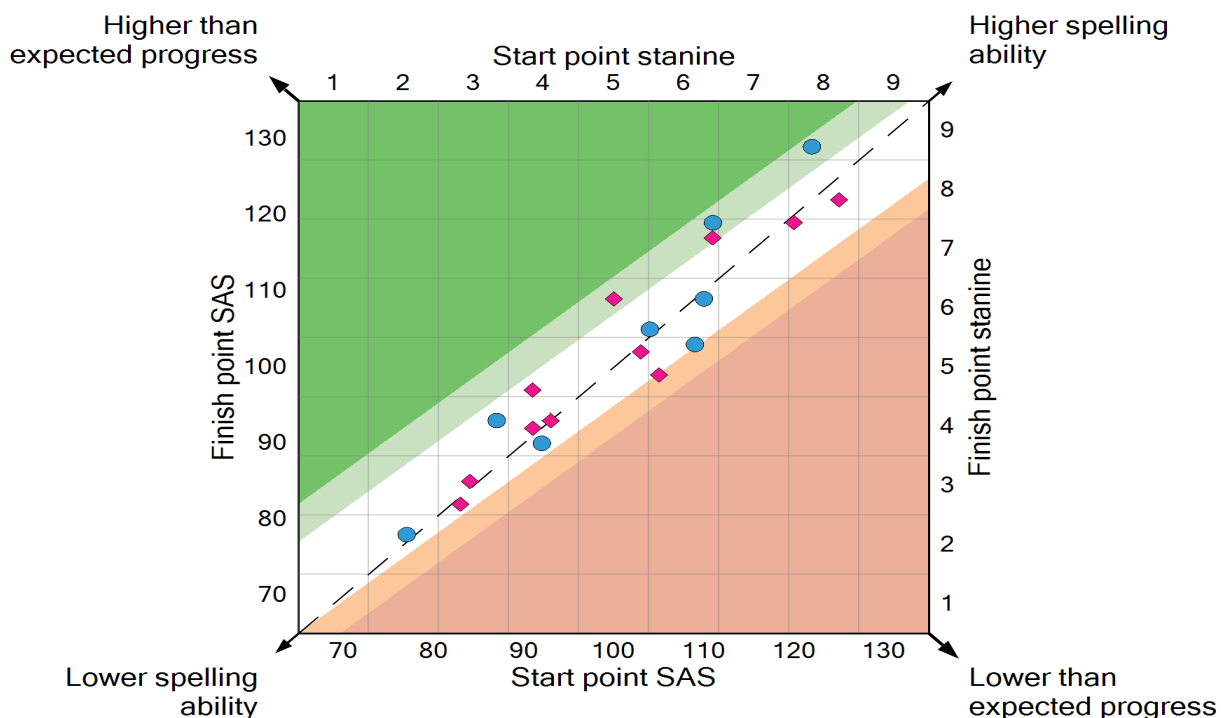
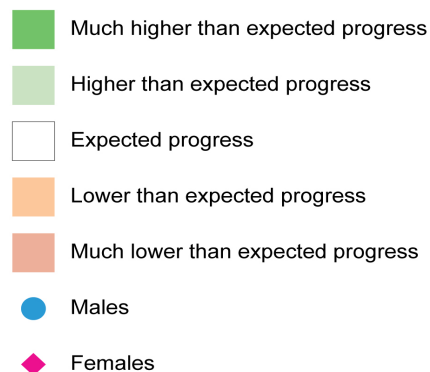


School: Sample School	
Group: Unknown	No. of students: 19
Date(s) of start point: 04/12/2017 - 08/01/2018	NGST Form(s): A
Date(s) of finish point: 14/03/2018	NGST Form(s): B

Overall progress

The NGST SAS scores are shown on the scatter chart for two administration points. The comparison is between the start and finish points.

Students making expected progress are in the white band; students making lower than expected progress are in the light orange band; students making much lower than expected progress are in the dark orange band; students making higher than expected progress are in the light green band; students making much higher than expected progress are in the dark green band.



The table below shows the number of students in each progress category against the national distribution, for the most recent point of testing. The second table shows the mean SAS for each point of testing. The mean SAS difference is between the start and finish points.

Progress category	National	Group	
	%	%	No. of students
Much higher than expected progress	10%	0%	0
Higher than expected progress	15%	21%	4
Expected progress	50%	74%	14
Lower than expected progress	15%	5%	1
Much lower than expected progress	10%	0%	0

No. of students	Start point mean SAS	Finish point mean SAS	Mean SAS difference
19	101	102	+1

School: Sample School	
Group: Unknown	No. of students: 19
Date(s) of start point: 04/12/2017 - 08/01/2018	NGST Form(s): A
Date(s) of finish point: 14/03/2018	NGST Form(s): B

Individual student progress over time

The below table shows standard age scores for each point of testing for each student in the group. Overall progress is expressed as plus or minus standard age score points and categorised in line with five categories of progress.

Student name	Start point SAS	Finish point SAS	Overall SAS progress	Overall progress category
Alexander Abdul	111	119	+8	Higher than expected progress
Fahim Al Said	122	129	+7	Higher than expected progress
Martina Hale	100	109	+9	Higher than expected progress
Dabir Tabet	111	117	+6	Higher than expected progress
Jamila Karim	120	119	-1	Expected progress
Ehsan Irani	93	93	0	Expected progress
Alice Bentley	84	85	+1	Expected progress
Jason Brown	92	90	-2	Expected progress
Jonas Schmidt	104	105	+1	Expected progress
Batil Iman	109	103	-6	Expected progress
Garima Lamba	125	122	-3	Expected progress
Teresa Kaan	91	92	+1	Expected progress
Indah Kusuma	103	102	-1	Expected progress
Ivor Davies	87	93	+6	Expected progress
Amal Niazi	91	97	+6	Expected progress
Bazi Huq	77	78	+1	Expected progress
Constance Scheferma...	83	82	-1	Expected progress
Asad Kalil	110	109	-1	Expected progress
Kerrie Hamilton	105	99	-6	Lower than expected progress