



St Elizabeth's School

Data Analysis Report

March 2020

Head of School: Samantha Steinke-Sanderson

The progress of all our learners are tracked in each lesson for all core and foundation subjects.

Since September 2014 we have been using a form of tracking called B Squared. This breaks down each level and sublevel into greater detail giving a more accurate assessment of the steps of progress learner make (Formative data).

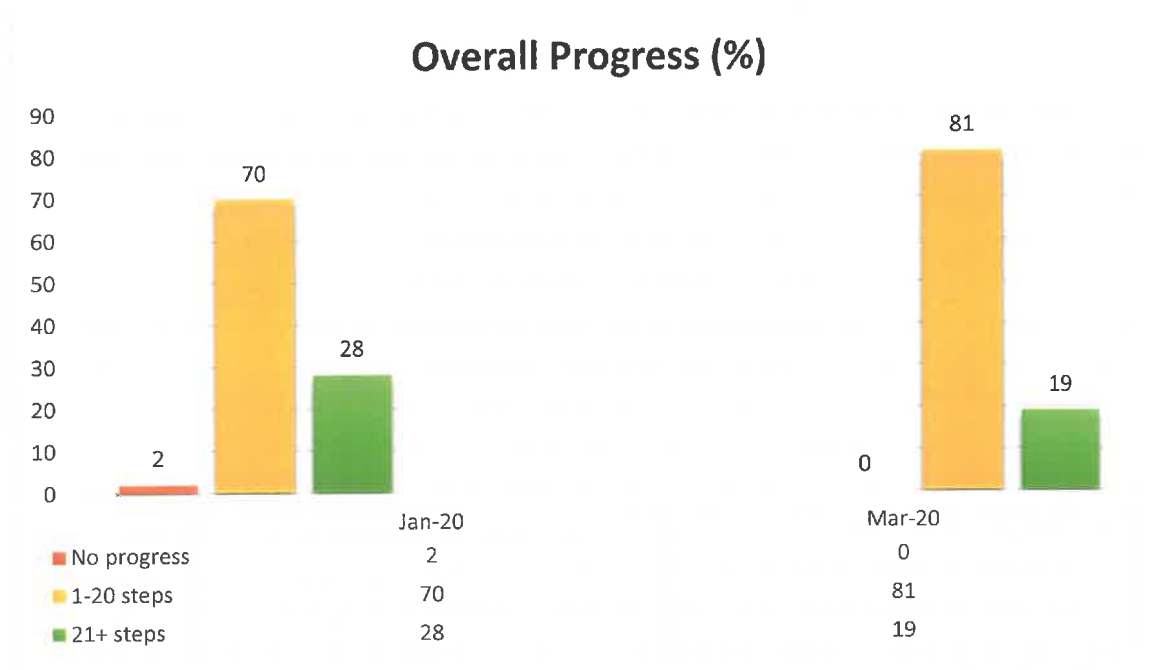
Information from tracking, analysis of pupil work, test results is undertaken three times a year (December, March and June) and recorded in assessment documentation (Summative data).

This information is transcribed into a **class** monitoring form.

The focus is on Reading, Writing, Communication and Maths.

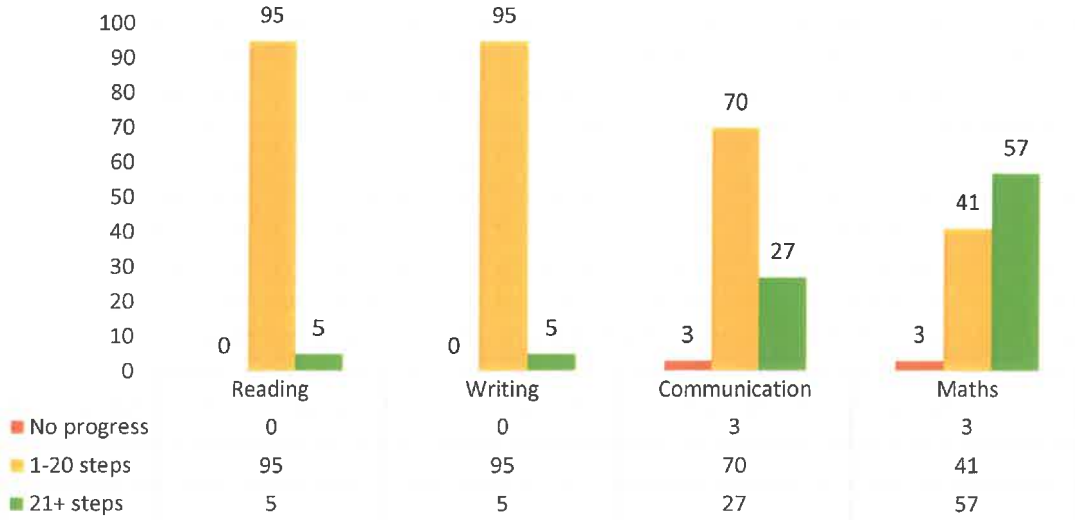
In light of the Rochford Review, and Government policy, we are now required to report progress in terms of steps, rather than levels.

Progress is grouped in three stages; no progress, 1 - 20 steps of progress and 21+ steps of progress.

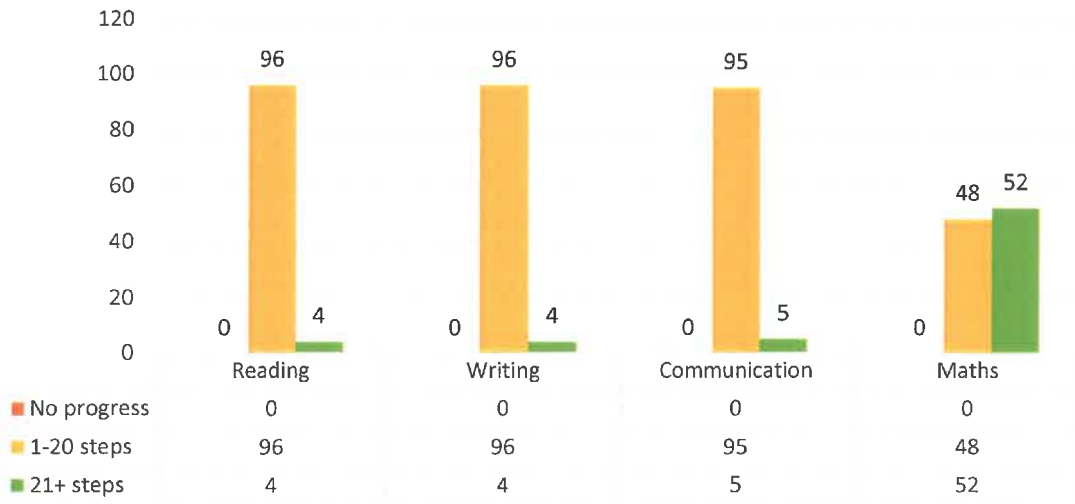


- 100% of all of the learners made progress in March 2020 compared to 98% of our learners in January 2020.
- 19 % of all of the learner made 21 or more steps of progress in March 2020 compared to 28% of the learner in January 2020.

Progress of all the learners - January 2020 (%)

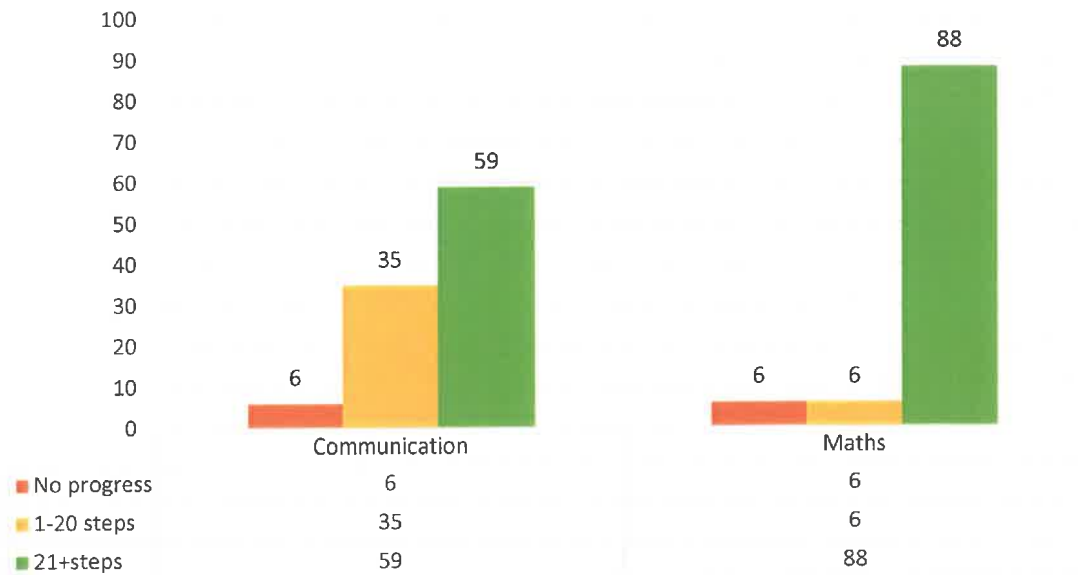


Progress of all the learners - March 2020 (%)

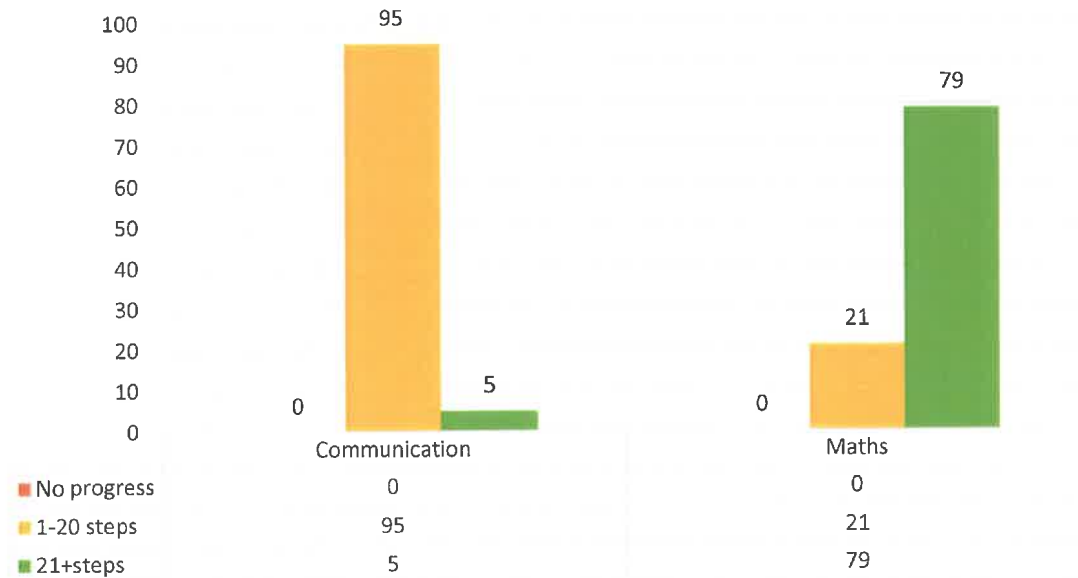


- Progress in Reading, Writing and Communication follow a similar pattern. Maths is the exception to this pattern with more learners making 21 or more steps of progress.
- 100% of the learners made progress in Reading, Writing, Communication and Maths in March 2020.
- Progress in Reading and Writing is virtually identical for January 2020 and March 2020.
- 100% of learners made progress in Communication and Maths in March 2020 compared to January 2020.

Progress of the PMLD learners - January 2020 (%)

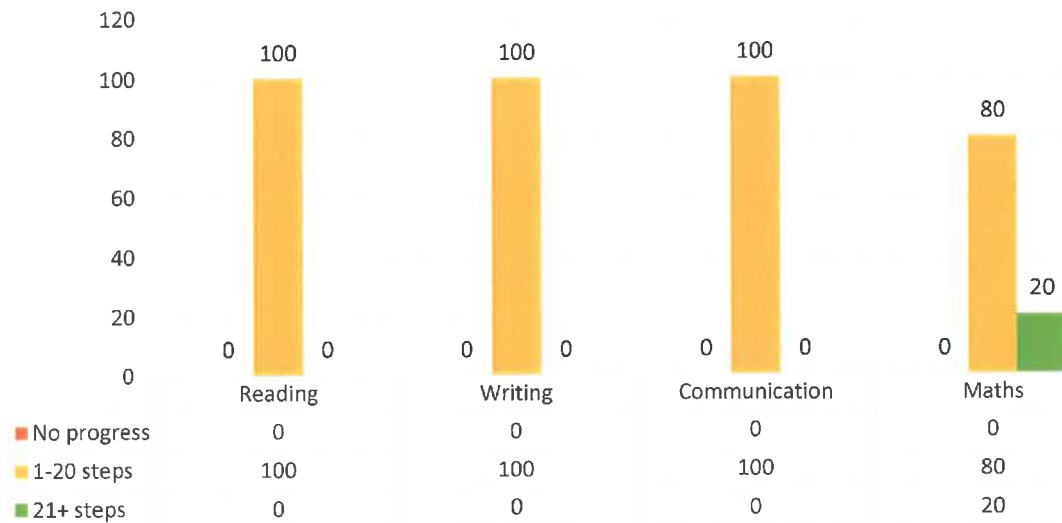


Progress of the PMLD learners - March 2020 (%)

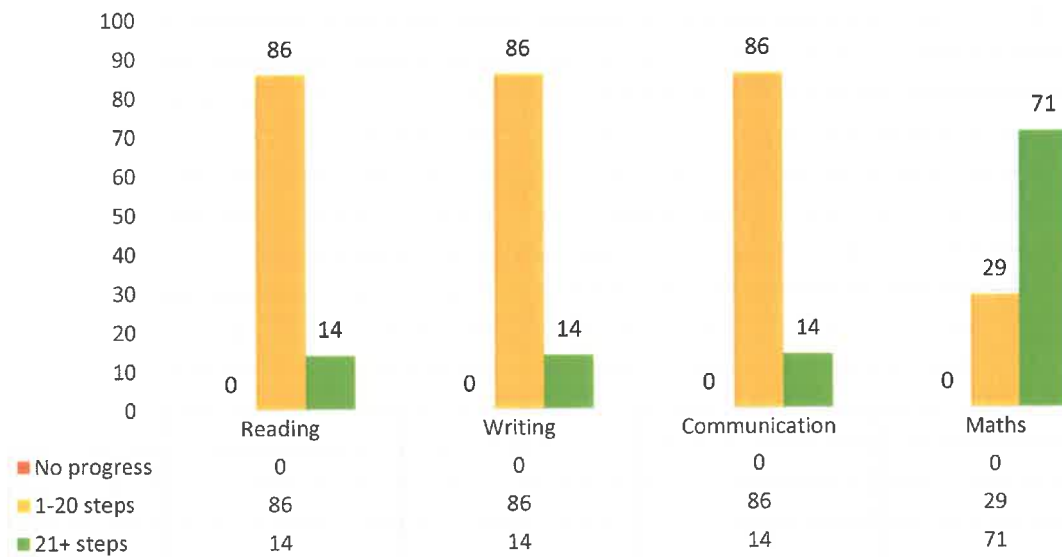


- 100% of the learners made progress in Communication and Maths in March 2020.
- 100% of the learners made progress in Communication in March 2020 compared to 94% in January 2020.
- 100% of the learners made progress in Maths in March 2020 compared to 94% in January 2020.

Progress of the SLD learners - January 2020 (%)

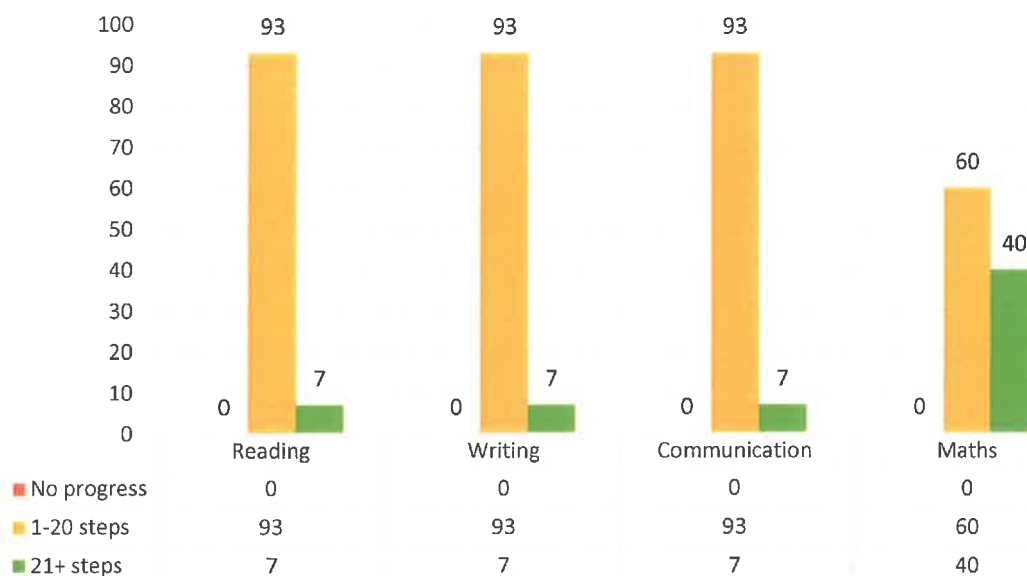


Progress of the SLD learners - March 2020 (%)

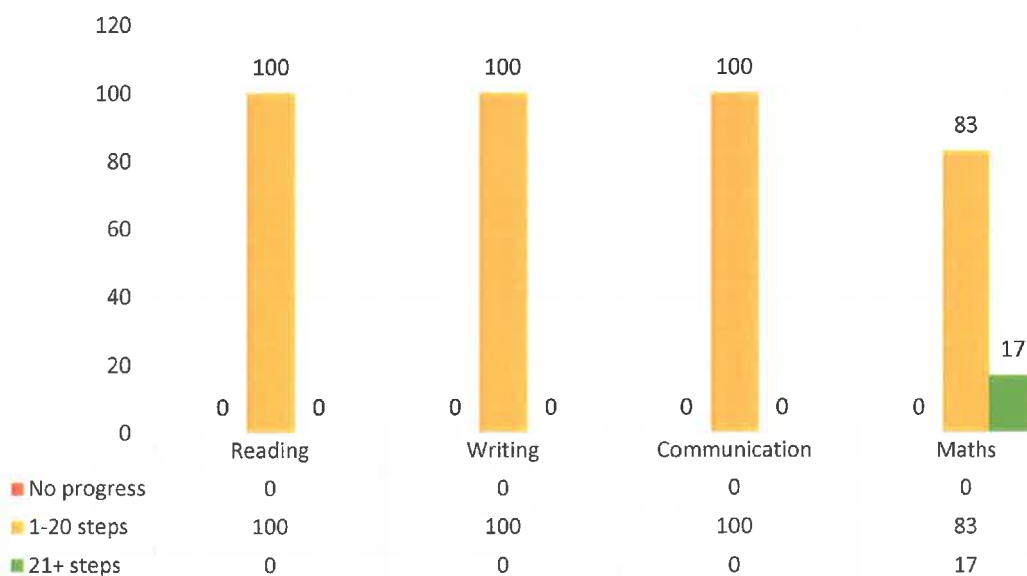


- 100% of the learner made progress in Reading, Writing, Communication and Maths in March 2020.
- 14% of the learners made 21 or more steps of progress in Reading in March 2020 compared to 0% in January 2020.
- 14% of the learners made 21 or more steps of progress in Writing in March 2020 compared to 0% in January 2020.
- 14% of the learners made 21 or more steps of progress in Communication in March 2020 compared to 0% in January 2020.
- 71% of the learners made 21 or more steps of progress in Maths in March 2020 compared to 20% in January 2020.

Progress of the MLD learners - January 2020 (%)

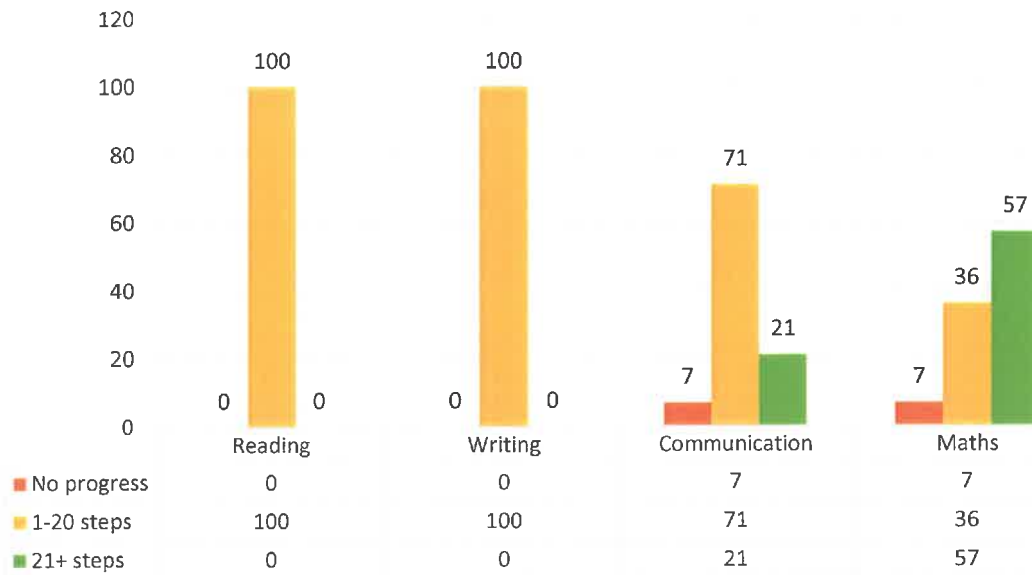


Progress of the MLD learners - March 2020 (%)

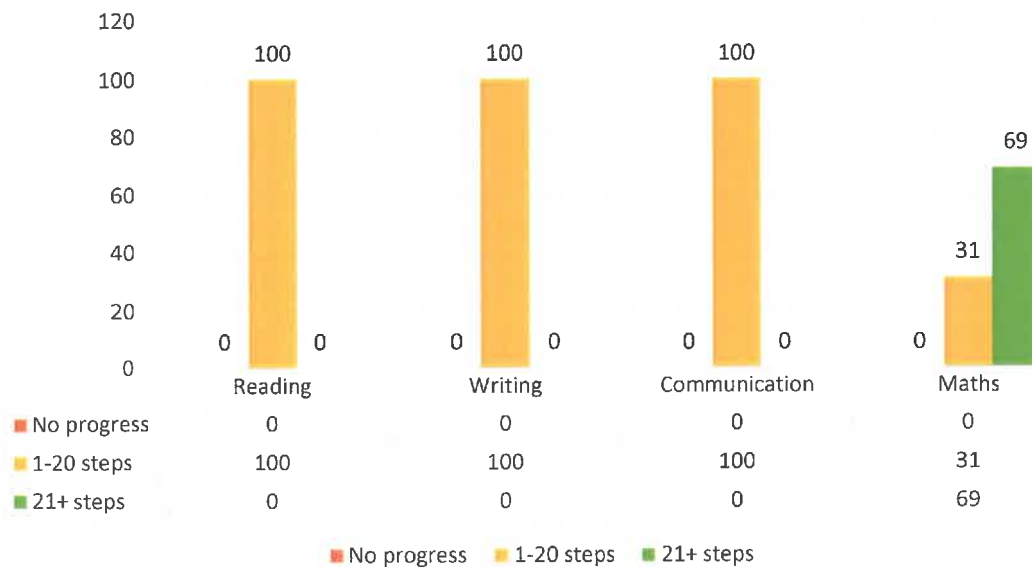


- 100% of the learners made progress in Reading, Writing, Communication and Maths in March 2020.
- 100% of the learners made between 1 and 20 steps of progress in Reading, Writing and Communication in March 2020 compared to 93% in January 2020.
- 83% of the learners made between 1 and 20 steps of progress in Maths in March 2020 compared to 60% in January 2020.

Progress of the Pupil Premium learners - January 2020 (%)

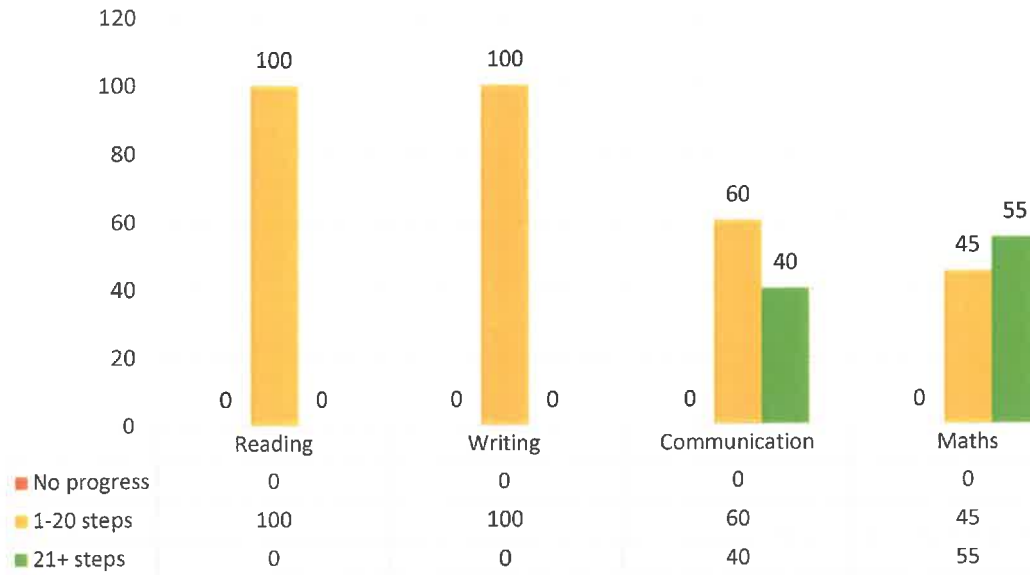


Progress of the Pupil Premium learners - March 2020(%)

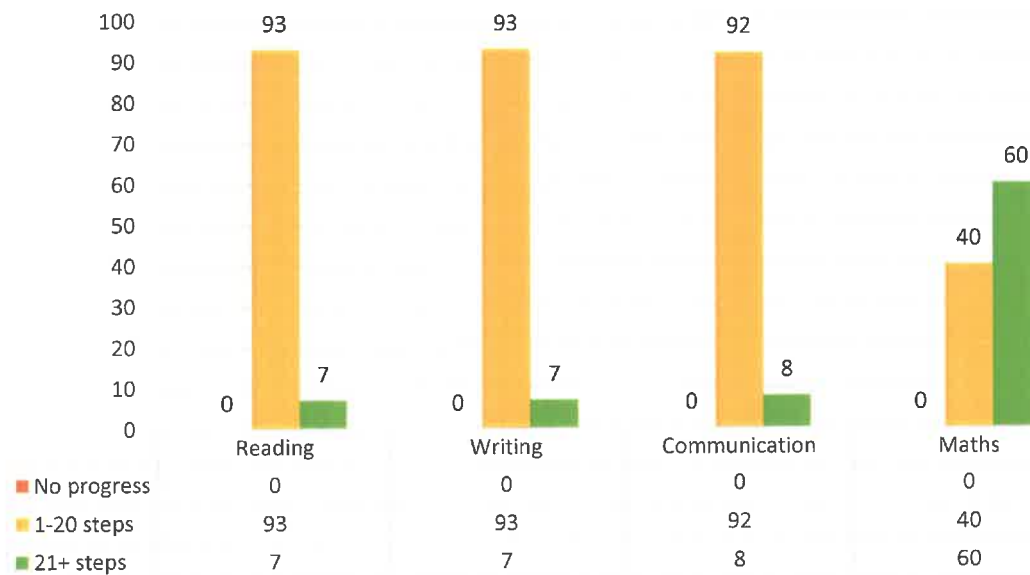


- 100% of the learners made progress in Reading, Writing, Communication and Maths in March 2020.
- 100% of the learners made between 1 and 20 steps of progress in Reading and Writing in March 2020 and January 2020.
- 100% of the learners made progress in Communication in March 2020 compared to 93% in January 2020.
- 100% of the learners made progress in Maths in March 2020 compared with 93% in January 2020.

Progress of the Post 16 learners - January 2020(%)

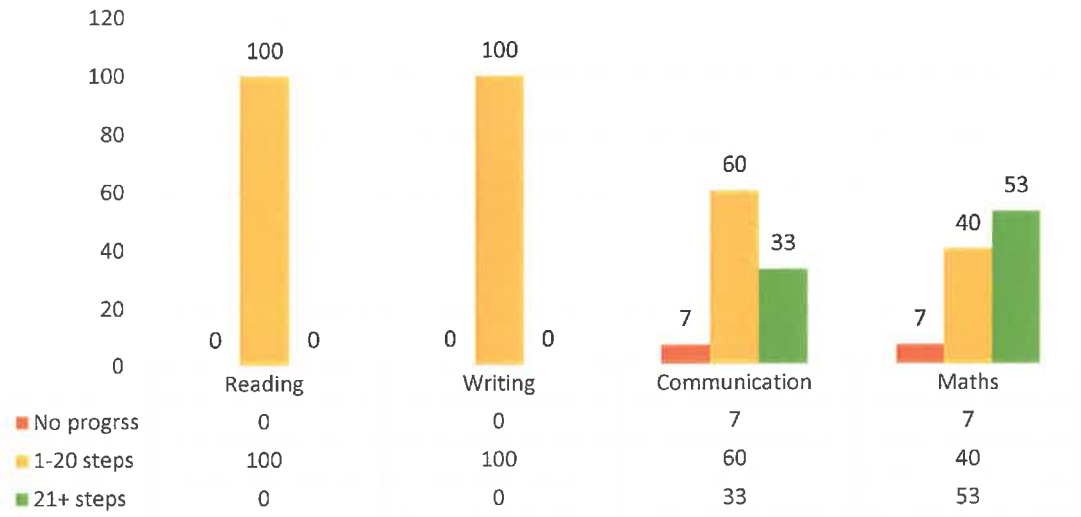


Progress of the Post 16 learners - March 2020(%)

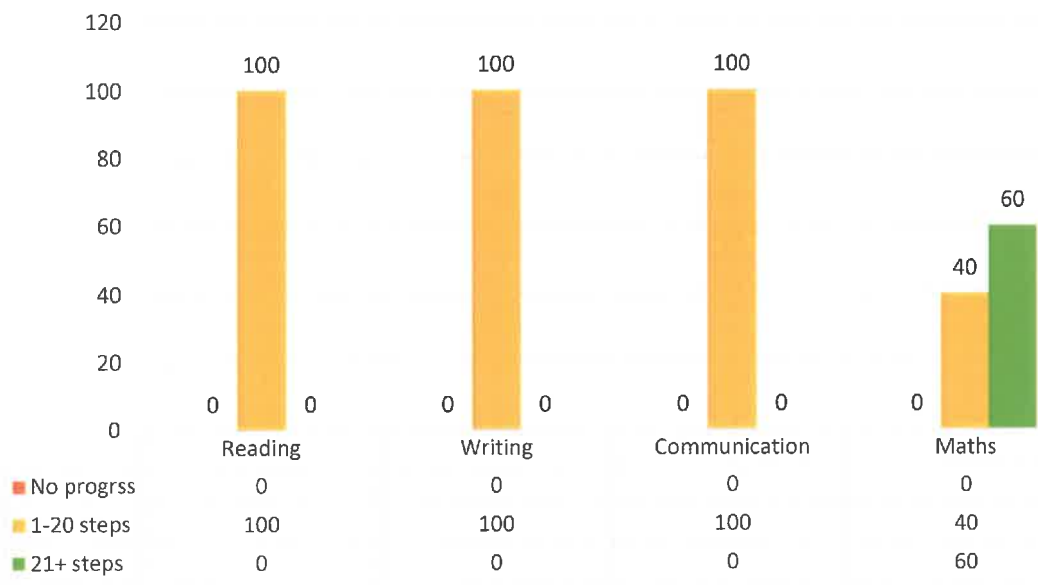


- 100% of the learners made progress in Reading, Writing, Communication and Maths in January 2020 and March 2020.
- 7% of the learners made 21 or more steps of progress in Reading and Writing in March 2020 compared to January 2020.
- 60 % of the learners made progress made 21 or more steps of progress in Maths in March 2020 compared to 55% in January 2020.

Progress of the LAC learners - January 2020 (%)

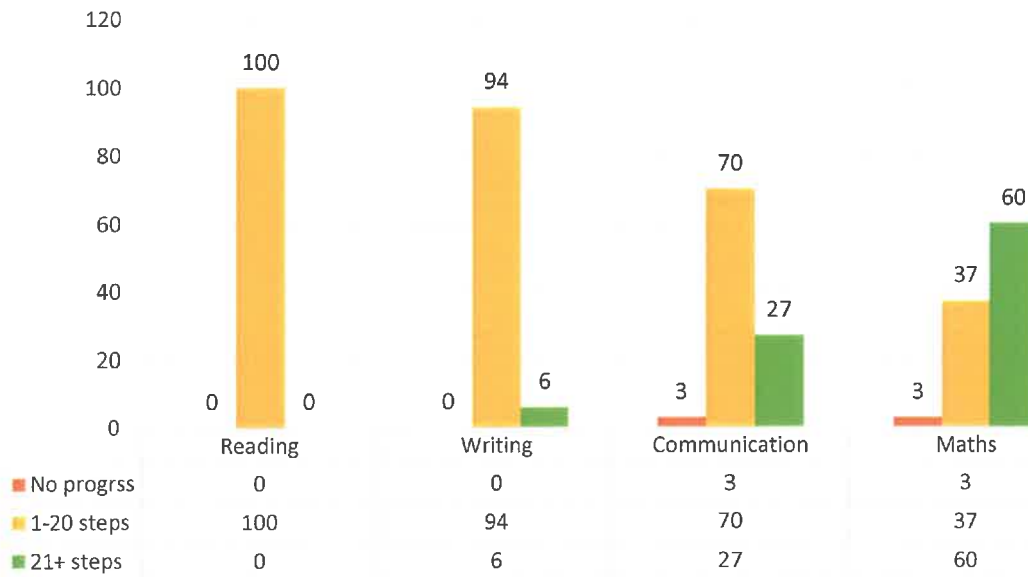


Progress of the LAC learners - March 2020 (%)

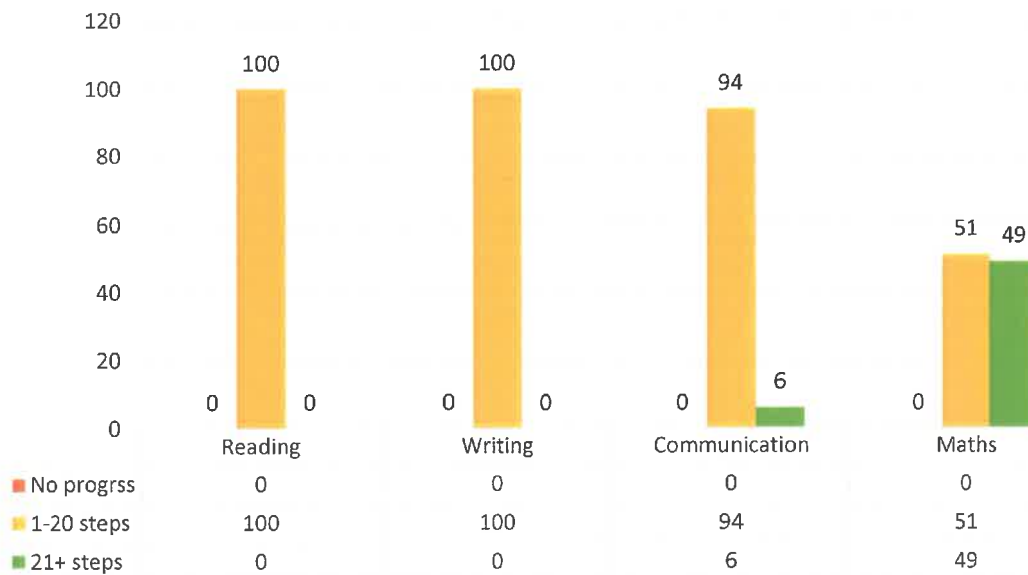


- 100% of the learners made progress in Reading, Writing, Communication and Maths in March 2020.
- Progress in reading and writing remained the same for March 2020 and January 2020.
- 100% of the learners made progress in Communication in March 2020 compared to 93% in January 2020.
- 100% of the learners made progress in Maths in March 2020 compared to 93% in January 2020.

Progress of the Boys - January 2020 (%)

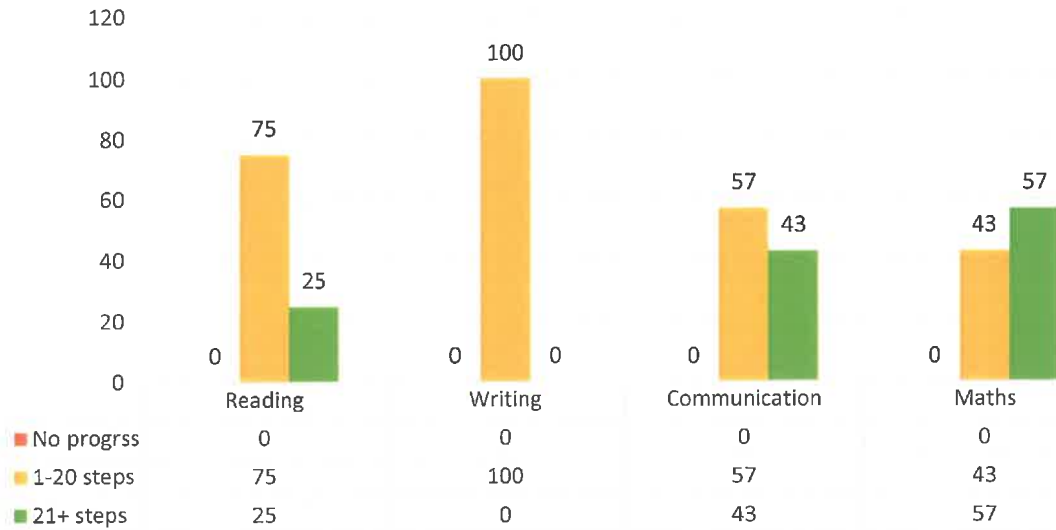


Progress of the Boys - March 2020 (%)



- 100% of the learners made progress in Reading, Writing, Communication and Maths in January 2020 and March 2020.
- 100% of the learners made progress in Reading and Writing in March 2020 and January 2020.
- 100% of the learners made progress in Communication in March 2020 compared to 97% in January 2020.
- 100% of the learners made progress in Maths in March 2020 compared to 97% in January 2020.

Progress of the Girls - January 2020 (%)



Progress of the Girls - March 2020 (%)



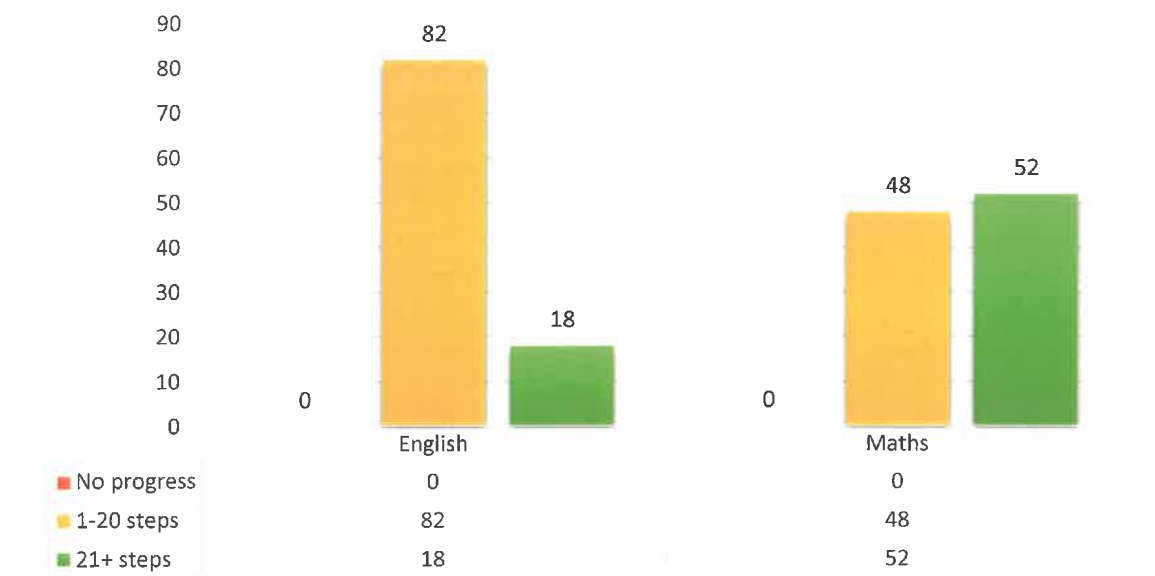
- 100% of the learners made progress in Reading, Writing, Communication and Maths in January 2020 and March 2020.
- 17% of the learners made 21 or more steps of progress in Reading in March 2020 compared to 25% in January 2020.
- 17% of the learners made 21 or more steps of progress in Writing in March 2020 compared to 0% in January 2020.
- 0% of the learners made 21 or more steps of progress in Communication in March 2020 compared to 43% in January 2020.
- 67% of the learners made 21 or more steps of progress in Maths in March 2020 compared to 57% in January 2020.

Summary

Overall Analysis

- Data evidences 100% of the learners making progress in Reading, Writing, Communication and Maths. In January 100% of the learners were making progress in Reading and Writing.
- The one learner not making progress in Communication and Maths in January 2020 due to anxiety issues is now attending school for periods of the day following intensive support.
- This term is a shorter term than the autumn term, with approximately a third of the pupils not attending school for the last two weeks before Easter due to the Corona Virus.
- Students have been educated in house groups, in many cases with different teachers and support staff, since Monday 23rd March 2020.
- Data evidences the focus for PMLD learners is to accelerate the progress in Communication.
- Data evidences the focus for SLD, MLD, Pupil Premium, Post 16, LAC, Boys and Girls learners is to accelerate the progress in Reading, Writing and Communication.
- The progress of Pupil Premium learners is broadly in line with the progress of all the learners.
- The progress of LAC learners is broadly in line with the progress of all the learners.
- The progress of Girls is more accelerated than Boys.
- The progress of Boys is broadly in line with the rest of the school.
- The progress of Girls is more accelerated on the whole than the rest of the school.
- Progress in Maths is the most accelerated.
- Maths has the most topic areas which input to the final number of steps progress.
- When Reading, Writing and Communication progress scores are combined to form an overall English score Maths continues to evidence more accelerated progress, as illustrated below.

Overall Progress (%)



- Data evidences our whole school focus is to accelerate the progress of learners in Reading, Writing and Communication.

School Actions

- Teachers are using data to inform planning and accelerate progress in all areas, particularly Reading, Writing and Communication.
- Teachers are using data and B Squared to set focused ILP targets for all our learners.
- The new reading scheme is now in place and being used to accelerate progress in reading.
- Learners have entered writing competitions to raise the profile of Writing.
- All teachers have started to use the 'Evidence for Learning Assessment' app to capture evidence of learning throughout the day and progress against their Education and Health Care Plan outcomes and Individual Learning Plan targets.
- Morning sessions to focus on the learners individual targets.
- Interventions include Social Skills, Lego Therapy, Music Therapy, Star Club, Rebound Therapy and Pet Therapy when suitable to do so.