



St Elizabeth's School

Data Analysis Report

July 2020

Head of School: Samantha Steinke-Sanderson

The progress of all learners is tracked in each lesson for all core and foundation subjects. As of 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 learners make (Formative data).

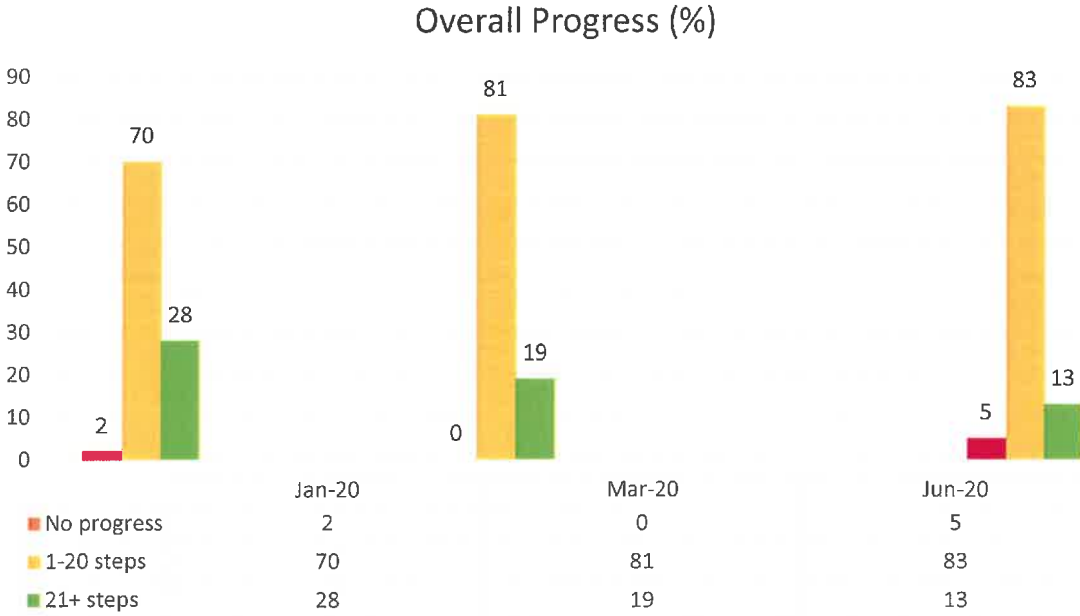
Information from tracking, analysis of pupil work, test results is undertaken three times a year (December, March and July) and recorded in assessment documentation (Summative data).

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

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

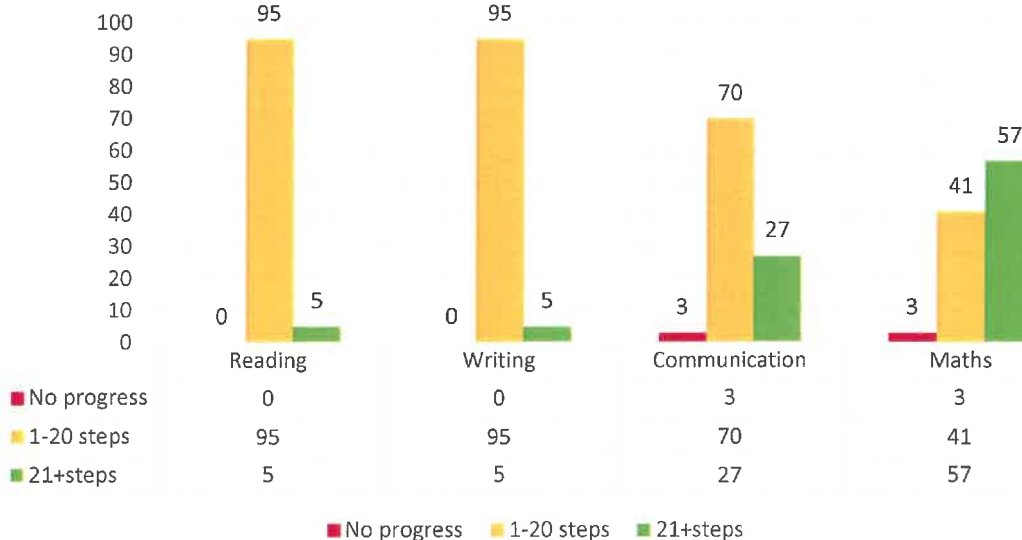
In light of the Rochford Review, and Government policy, we are now required to report progress in terms of steps, rather than levels. Progress is grouped in three stages; no progress, 1-20 steps of progress and 21+ steps of progress.

As a result of the Covid 19 pandemic the data for July 2020 is drawn from 29 learners who regularly attended school during the summer term. During this time we had 44 learners on roll. Learners were taught in House groups, often by unfamiliar teachers and LSAs and alongside different peers with varying needs.

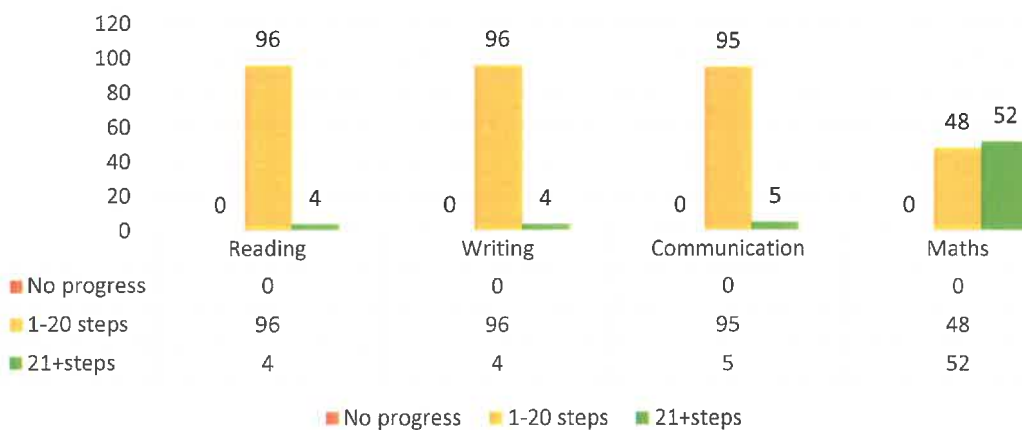


- 96% of all learners made progress in July 2020 compared to 100% of learners in March 2020 and 98% in January 2020
- 13 % of all learners made 21 or more steps of progress in July 2020 compared to 19% of learners in March 2020 and 28% in January 2020.

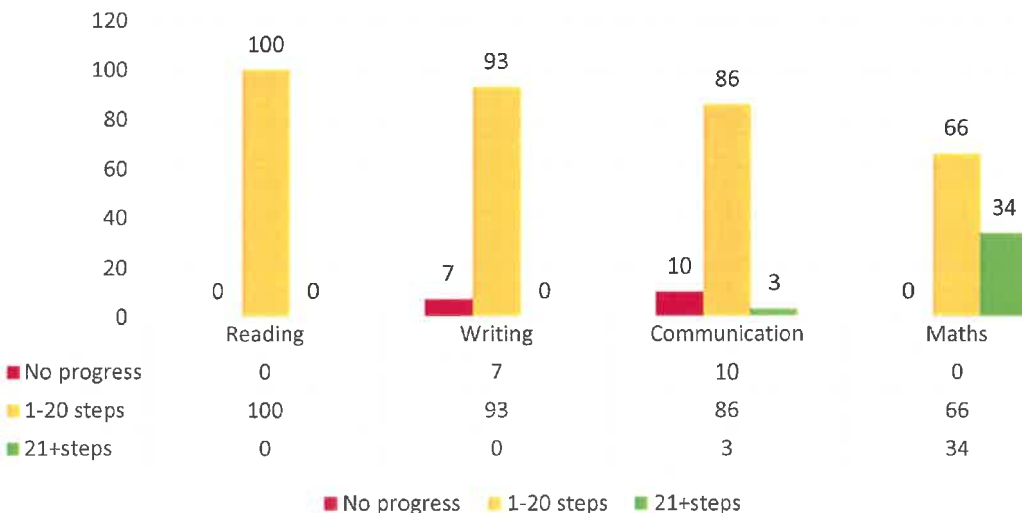
Progress of all learners January 2020 (%)



Progress of all learners March 2020 (%)

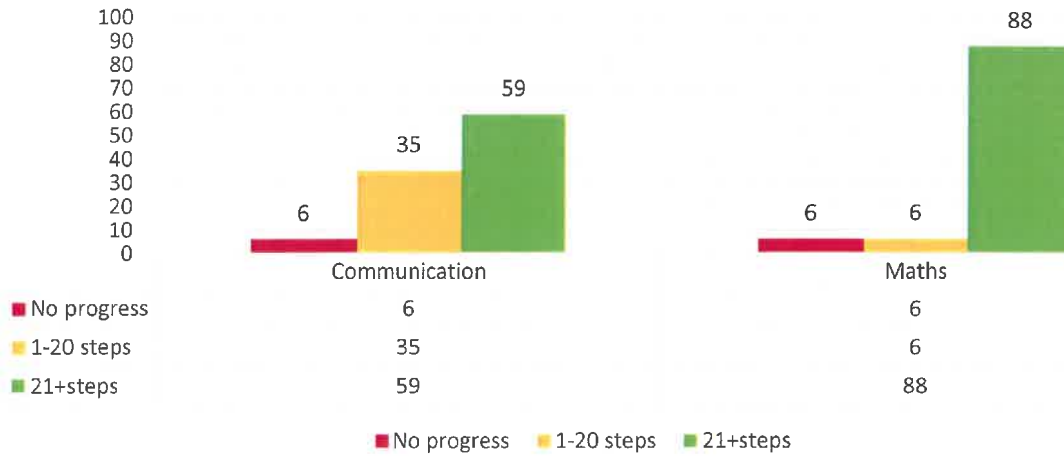


Progress of all learners July 2020 (%)

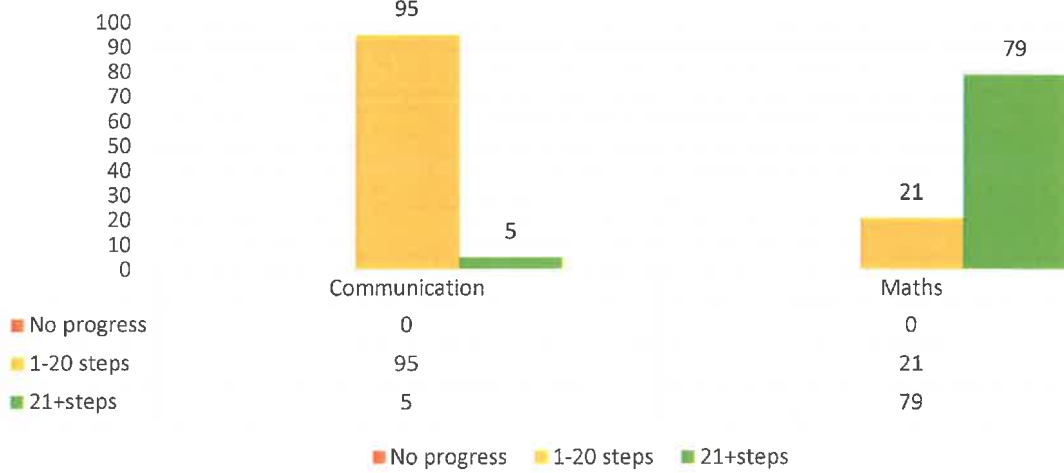


- Progress in Reading, Writing and Communication follow a similar pattern. Maths is the exception to this pattern with more learners making 21 or more steps of progress.
- 100% of learners made progress in Reading and Maths, 93% in Writing, 89% in Communication and Maths in July 2020.
- 100% of learners made progress in Reading in January, March and July 2020
- 100% of learners made progress in Writing in January and March with 93% making progress in July
- 97% of learners made progress in Communication in January, 100% in March and 90% in July
- 97% of learners made progress in Maths in January and 100% in March and July

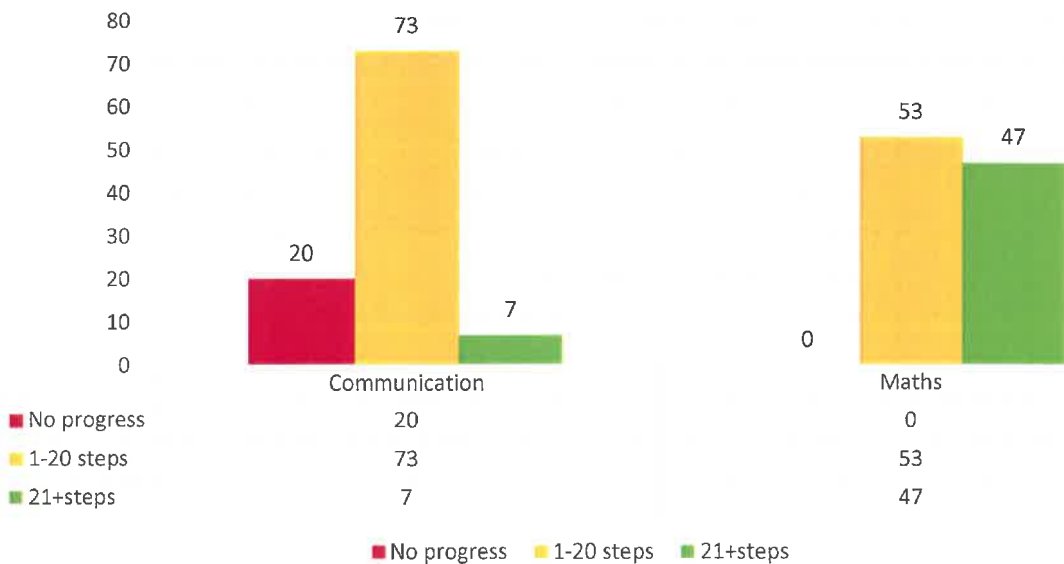
Progress of PMLD learners January 2020 (%)



Progress of PMLD learners March 2020 (%)

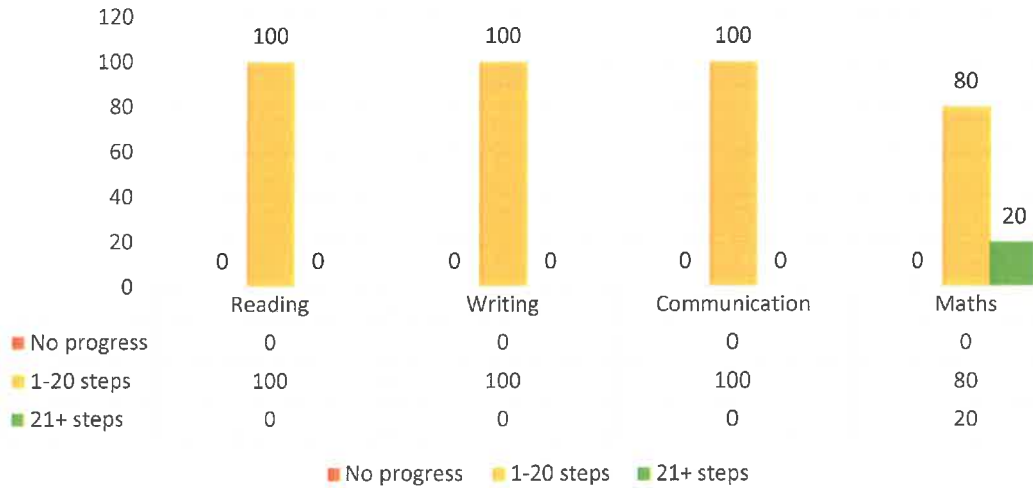


Progress of PMLD learners July 2020 (%)

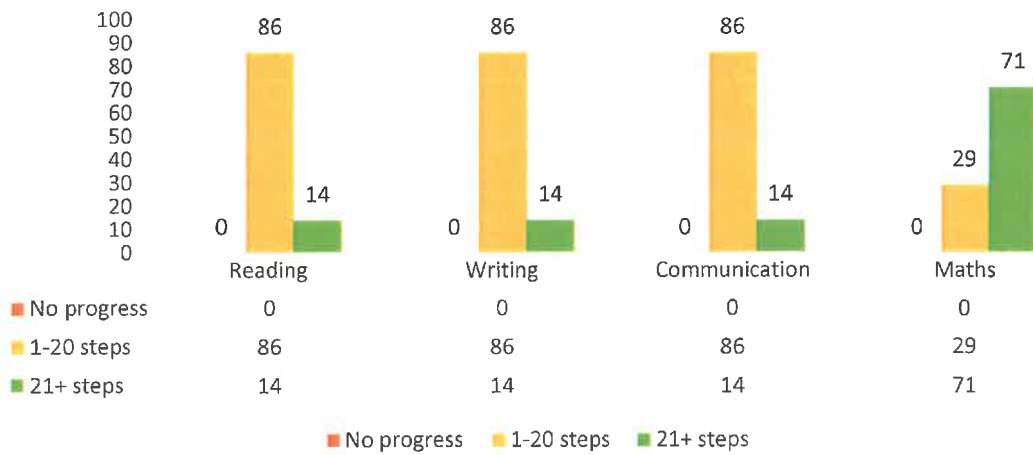


- 80% of learners made progress in Communication and 100% in Maths in July 2020
- The 20% of learners who did not make progress in July 2020 equates to 3 learners
- 94% of learners made progress in Communication in January 2020, 100% in March 2020 and 80% in July 2020
- 94% of learners made progress in Maths in January 2020 and 100% in March and July 2020

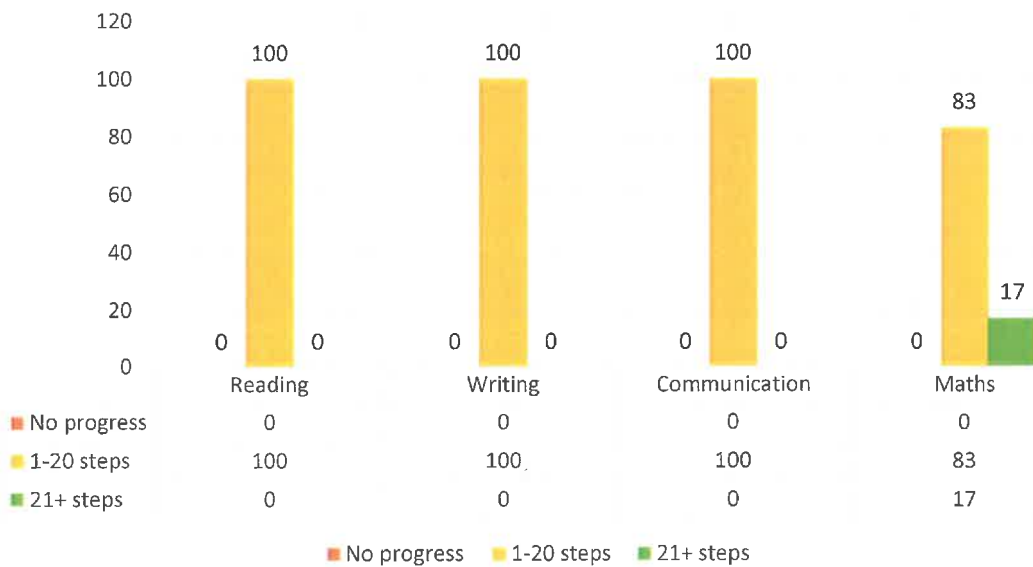
Progress of SLD learners January 2020 (%)



Progress of SLD learners March 2020 (%)

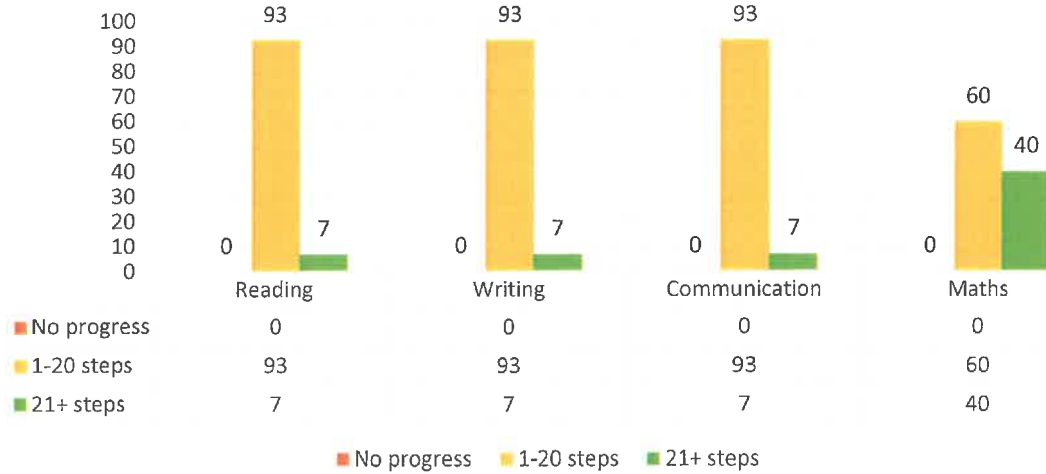


Progress of SLD learners July 2020 (%)

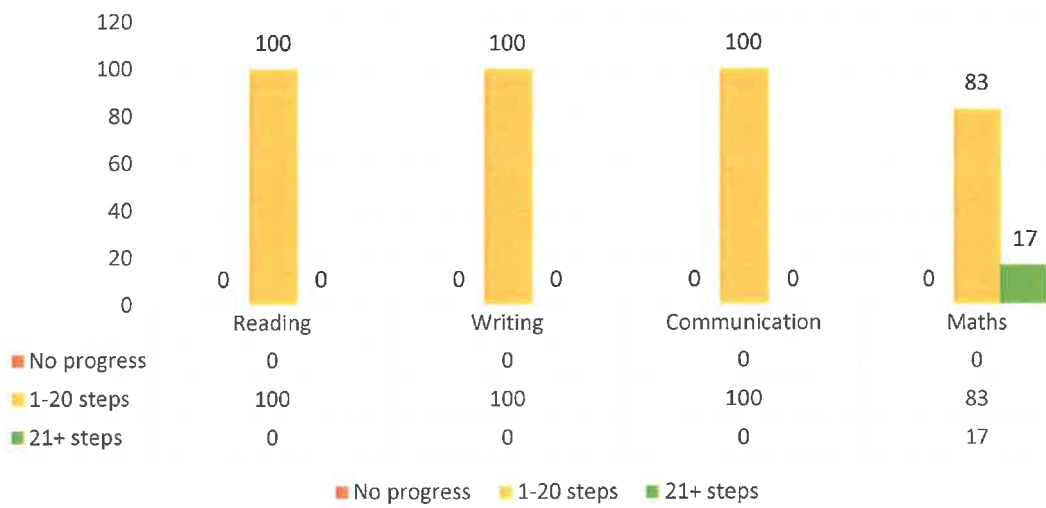


- 100% of learners made progress in Reading, Writing, Communication and Maths in January, March and July 2020
- 17% of learners made 21 or more steps of progress in Maths in July 2020

Progress of MLD learners January 2020 (%)



Progress of MLD learners March 2020 (%)



Progress of MLD learners July 2020 (%)

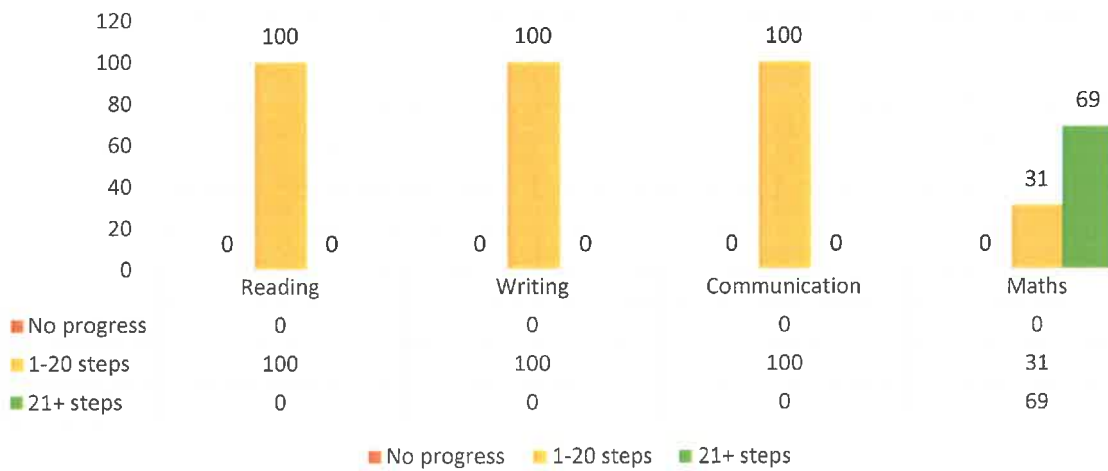


- 100% of learners made progress in Reading, Communication and Maths in July 2020
- 92% of learners made progress in Writing in July 2020
- 100% of learners made progress in Reading, Writing, Communication and Maths in January, March and July except for Writing in July where 92% of learners made progress
- 23% of learners made 21 or more steps of progress in Maths in July 2020

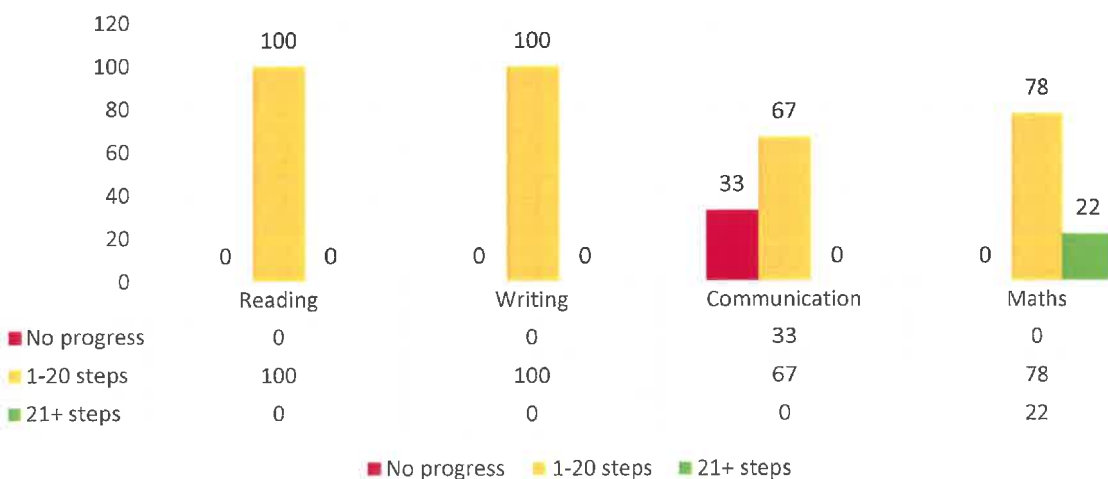
Progress of Pupil Premium learners January 2020 (%)



Progress of Pupil Premium learners March 2020(%)



Progress of Pupil Premium learners July 2020(%)



- 100% of learners made progress in Reading and Writing in January, March and July 2020
- 67% of learners made progress in Communication in July 2020
- 100% of learners made progress in Maths in July 2020
- 22% of learners made 21 or more steps of progress in July 2020

Progress of Post 16 learners January 2020(%)



Progress of Post 16 learners March 2020(%)

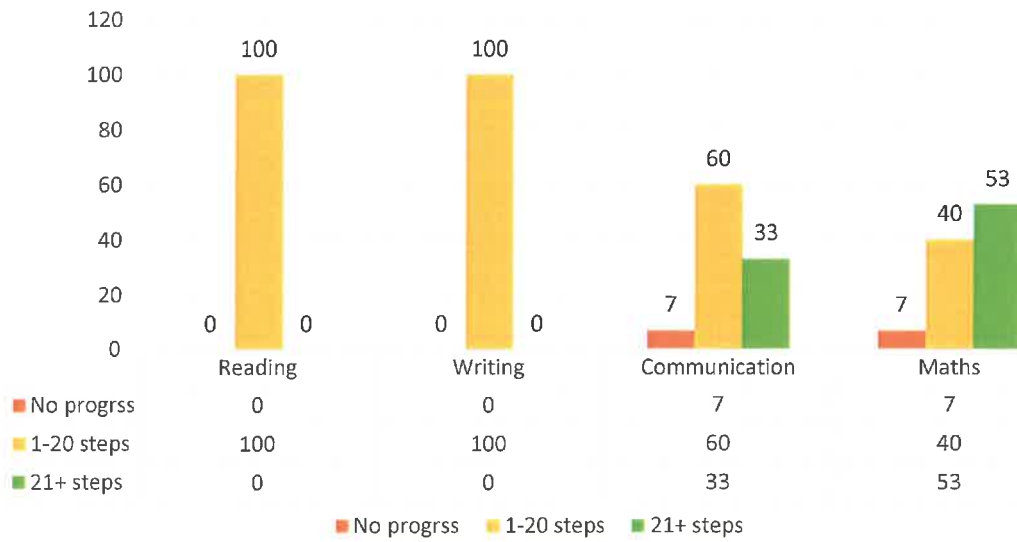


Progress of Post 16 learners July 2020(%)

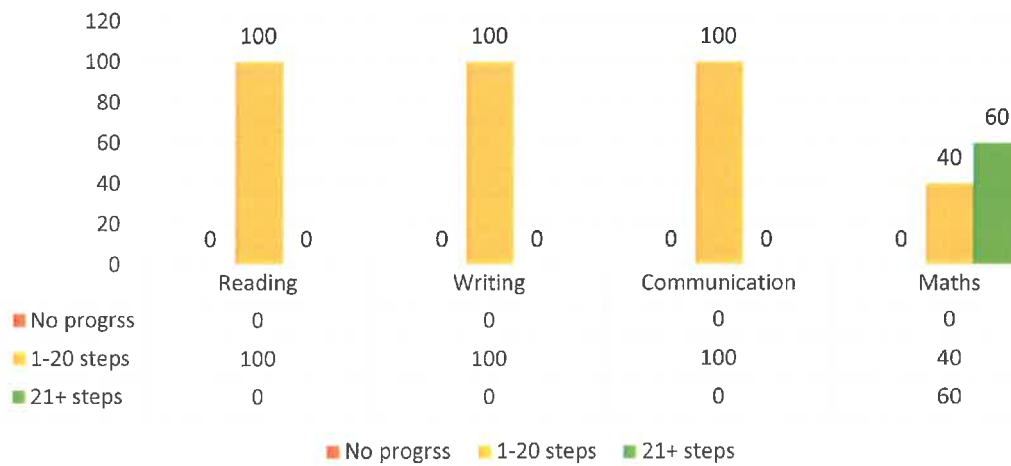


- 100% of learners made progress in Reading, Writing and Maths in January, March and July 2020
- 100% of learners made progress in Communication in January and March 2020 and 95% made progress in July 2020
- 29 % of learners made 21 or more steps of progress in Maths in July 2020

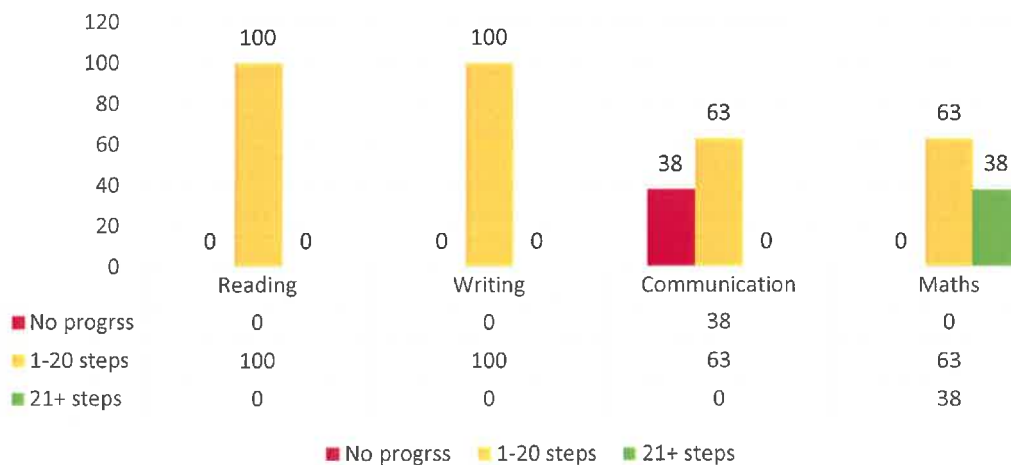
Progress of LAC learners January 2020 (%)



Progress of LAC learners March 2020 (%)

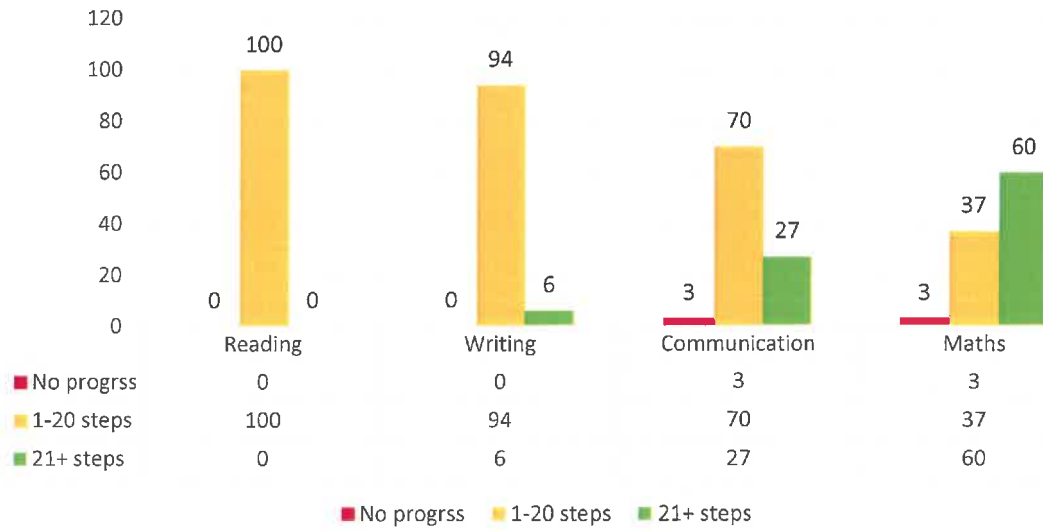


Progress of LAC learners July 2020 (%)

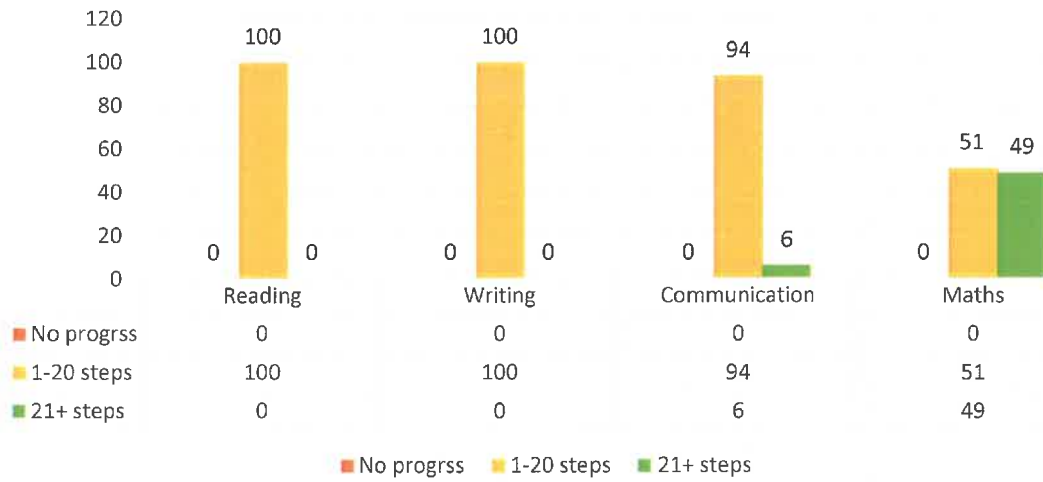


- 100% of learners made progress in Reading and Writing in January, March and July 2020
- 100% of learners made progress in Maths in July 2020
- 38% of learners made 21 or more steps of progress in Maths in July 2020
- 63% of learners made progress in Communication in in July 2020

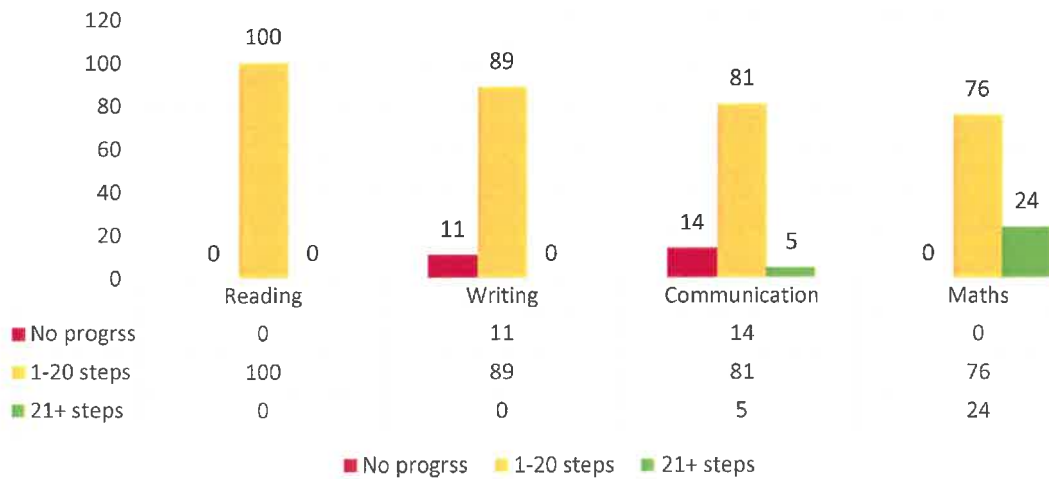
Progress of Boys January 2020 (%)



Progress of Boys March 2020 (%)



Progress of Boys July 2020 (%)

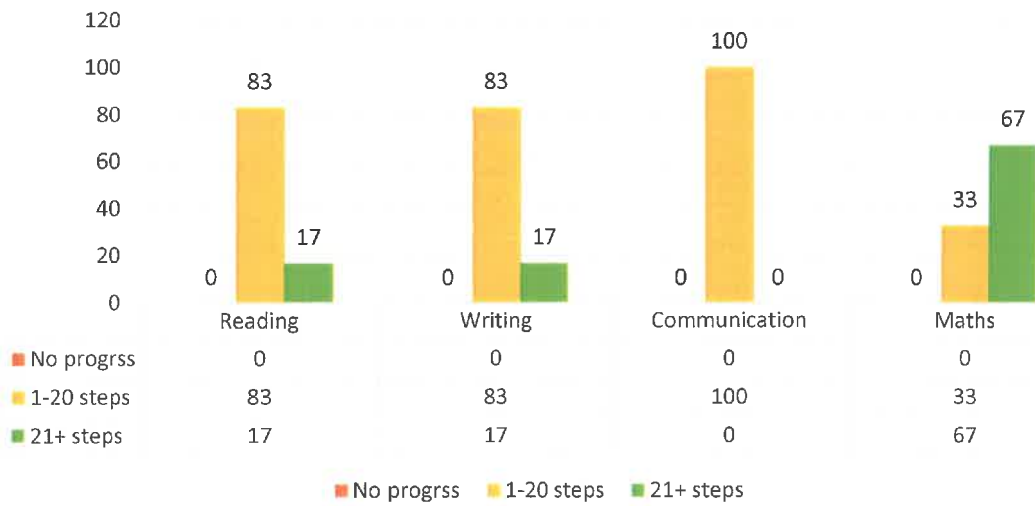


- 100% of learners made progress in Reading, in January, March and July 2020
- 89% of learners made progress in Writing in July 2020
- 86% of learners made progress in Communication in July 2020
- 100% of learners made progress in Maths in July 2020
- 24% of learners made 21 or more steps of progress in July 2020

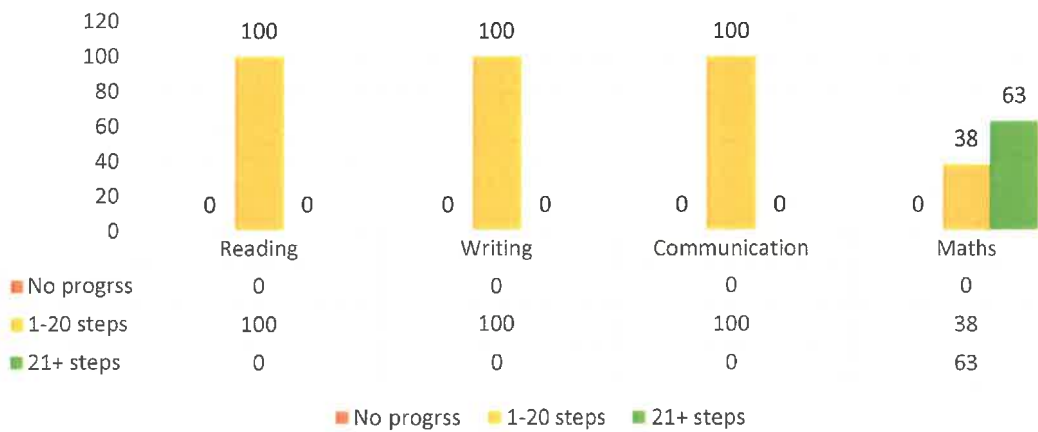
Progress of Girls January 2020(%)



Progress of Girls March 2020 (%)



Progress of Girls July 2020 (%)



- 100% of learners made progress in Reading, Writing, Communication and Maths in January, March and July 2020
- 63% of learners made 21 or more steps of progress in Maths in July 2020

Summary

Overall Analysis

- Data evidences all learners making progress in Reading and Maths
- The three learners not making progress in Communication have learning related issues
- One of the three learners not making progress in Communication has recently lost the remaining sight in the one eye he had sight in
- One of the three learners not making progress in Communication continues to struggle to attend school due to anxiety issues
- One of the three learners not making progress in Communication struggled to cope with the pandemic and the restrictions imposed as a result
- The learner not making progress in Writing was taught in a group of PMLD learners where there was more focus on sensory, communication and cognition
- Data evidences our whole school focus is Communication
- Data evidences the focus for PMLD learners is Communication
- Data evidences the focus for SLD learners is Reading, Writing and Communication
- Data evidences the focus for MLD learners is Writing
- Data evidences the focus for Pupil Premium learners is Communication
- Data evidences the focus for Post 16 learners is Communication
- Data evidences the focus for LAC learners is Communication
- Data evidences the focus for Boys is reading
- Data evidences the focus for Girls is Writing
- The progress of Pupil Premium Learners is similar to the progress of All Learners in all areas other than Communication
- The progress of LAC Learners is in line with the progress of All Learners in all areas other than Communication
- The progress of Boys and Girls is the same in Reading, but all Girls make progress in Writing and Communication, unlike Boys, and Girls progress in Maths is more accelerated than Boys
- Boys progress is similar to All Learners
- Girls progress is greater than All Learners
- Progress in Maths is the most accelerated
- Maths has the most topic areas which input to the final number of steps progress

School Actions

- Data will be shared with teachers
- Data to be used as a starting point for a discussion about progress
- Data and B Squared to be used in pupil progress meetings to decide upon areas of focus and targets for each pupil
- New assessment tool Evidence for Learning assesses learners' progress against EHCP and ILP targets
- New reading scheme in place and operational
- Assistant Head to work with teachers on identifying targets for individual pupils
- Morning sessions to include 2 reading and 2 maths sessions
- Interventions include social skills, Lego therapy and pet therapy