



## St Elizabeth's School Data Analysis Report

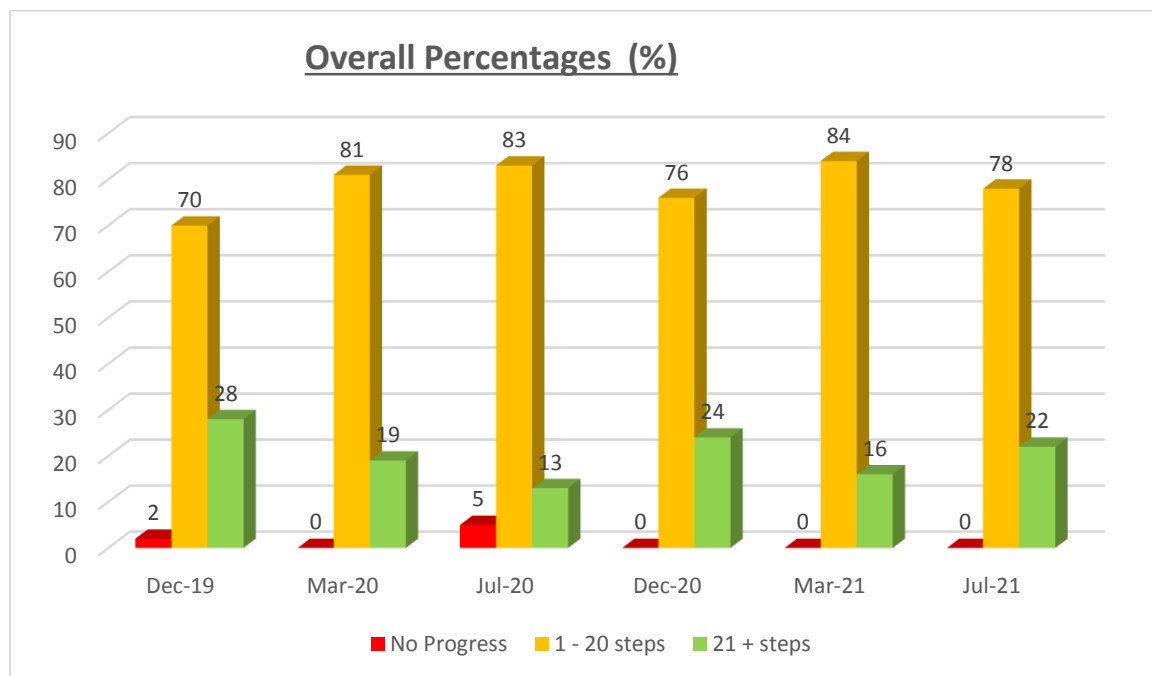
The progress of all students is tracked in each lesson for all core and foundation subjects.

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

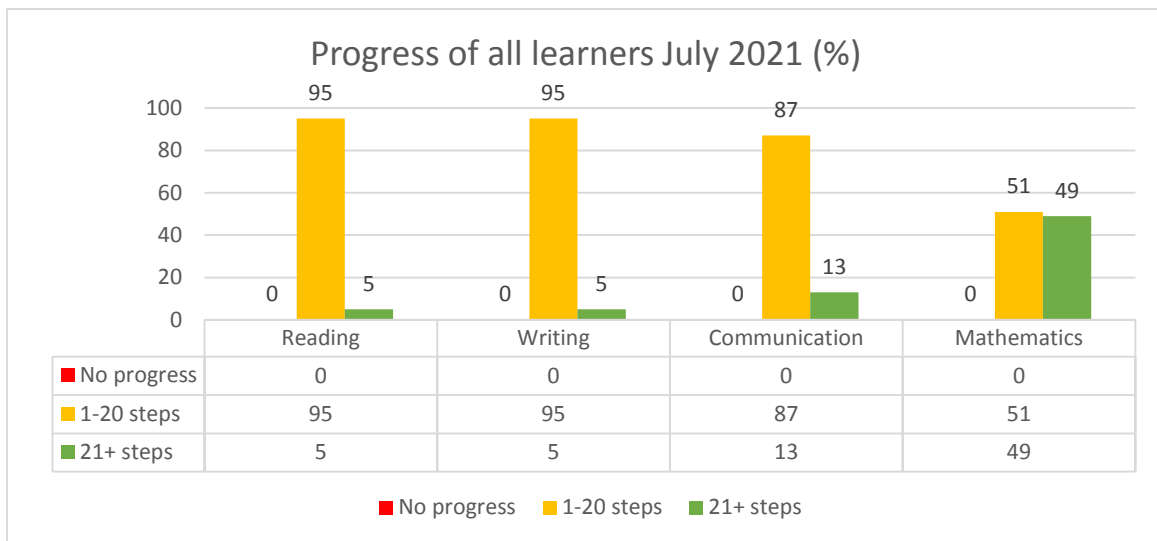
In light of the Rochford Review, and Government policy, we are now required to report progress in terms of steps, rather than levels. Progress is grouped in three stages; no progress, 1-20 steps of progress and 21+ steps of progress.

We began the academic year 2020-2021 with 41 learners on roll. The following data is derived from 37 students due to 4 of our new learners being baselined.

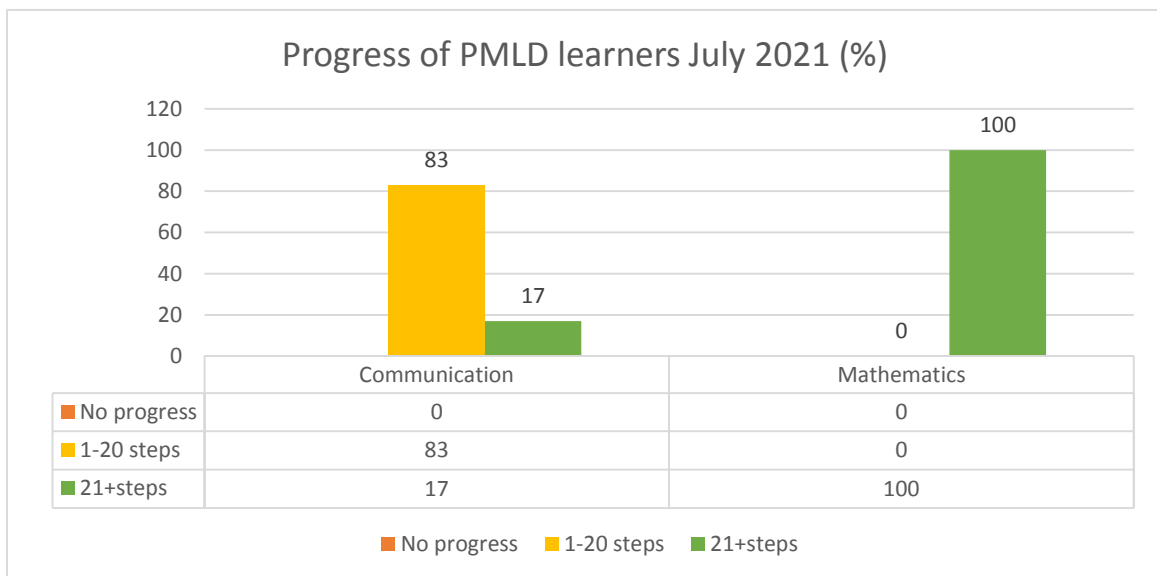
### 2020/2021 overall 'steps' progress



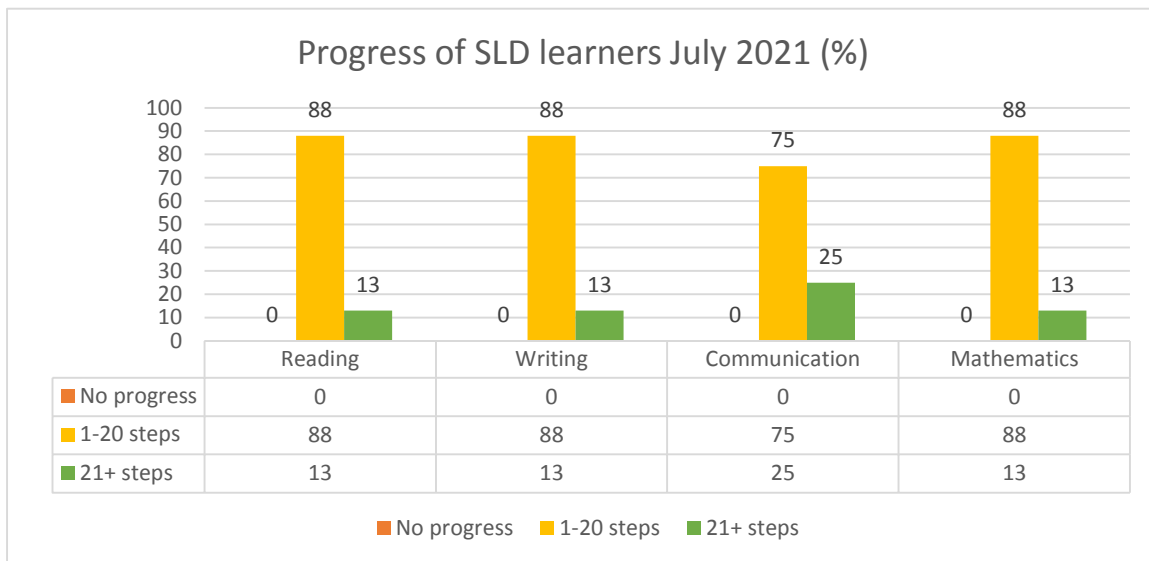
- By the end of the academic year 100% of students made progress in all areas in July 2021 of which 22% of learners making 21 or more steps of progress



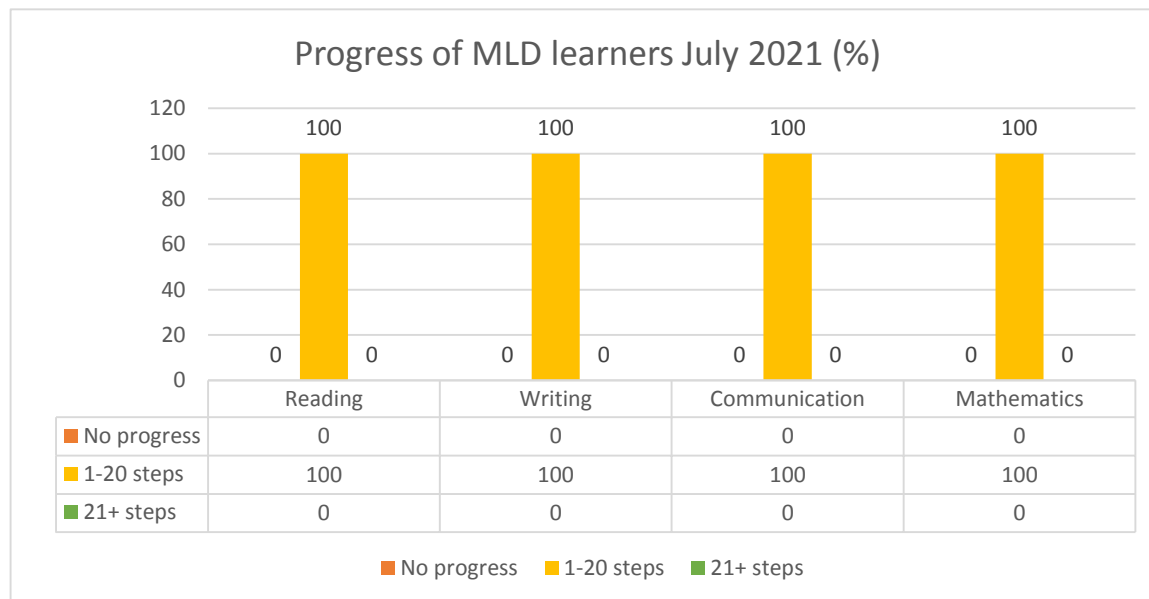
- Progress in English demonstrates higher levels of 1-20 steps progress, whereas in mathematics progress of 21+ steps is greater



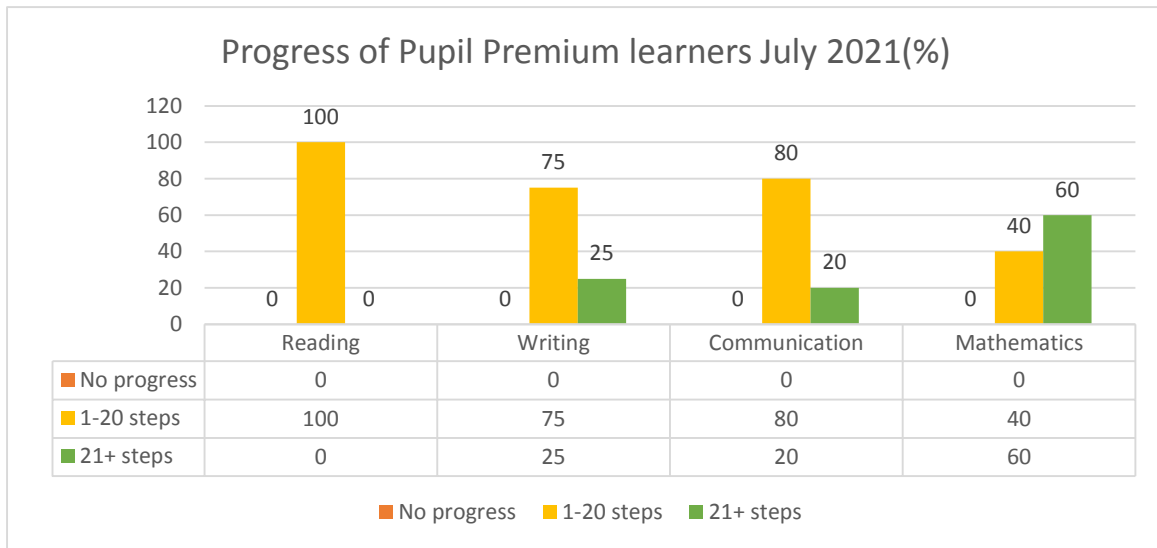
- There is a variance if for PMLD learners, with 100 % achieving 21+ steps, compared to 83 % in English. However overall progress is very good.



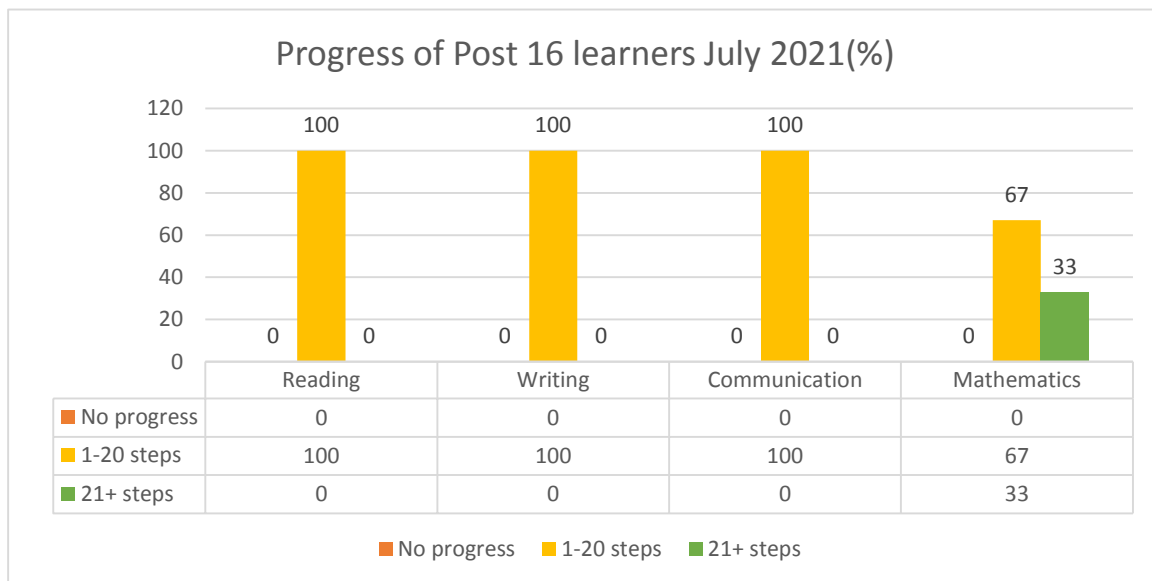
- Provision is broadly similar in this learner profile,



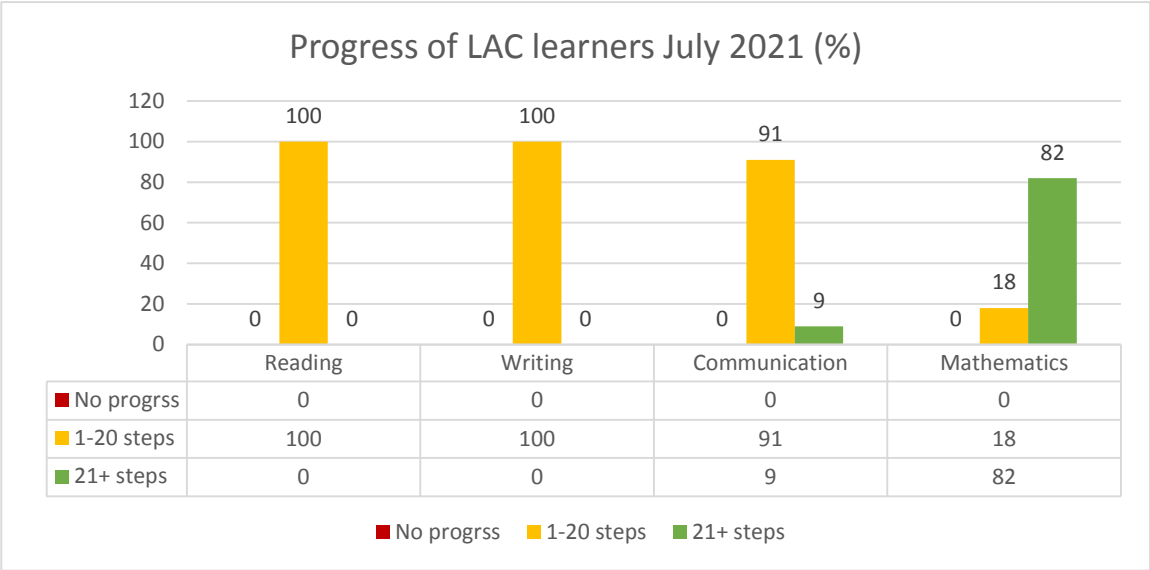
- All learners are equally achieving in this cohort. The target moving forward will be for increased progress at 21 + steps.



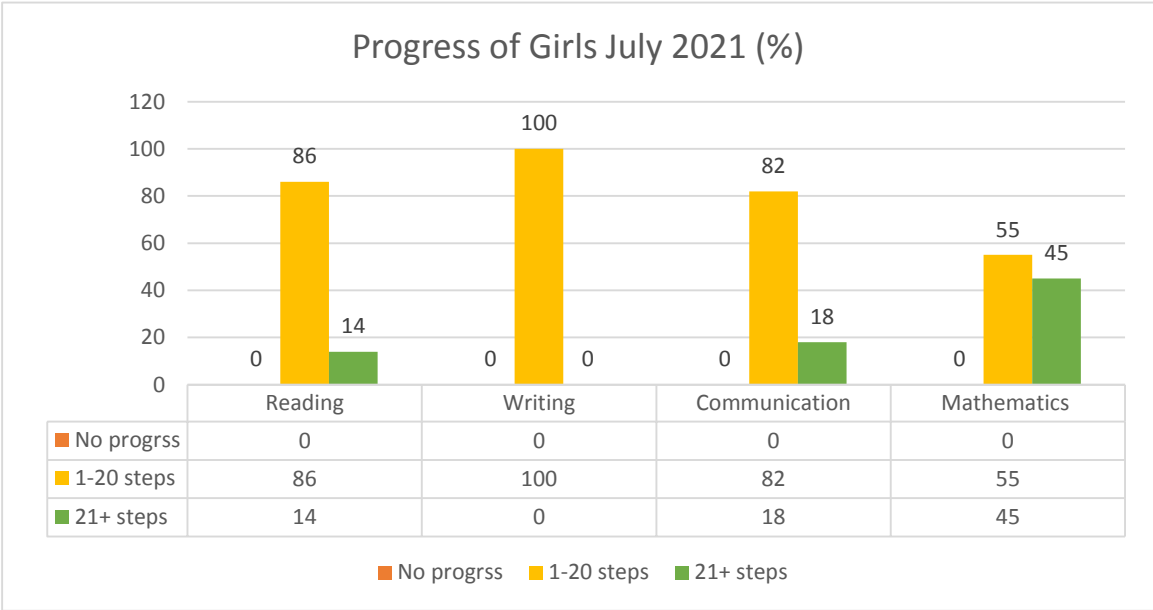
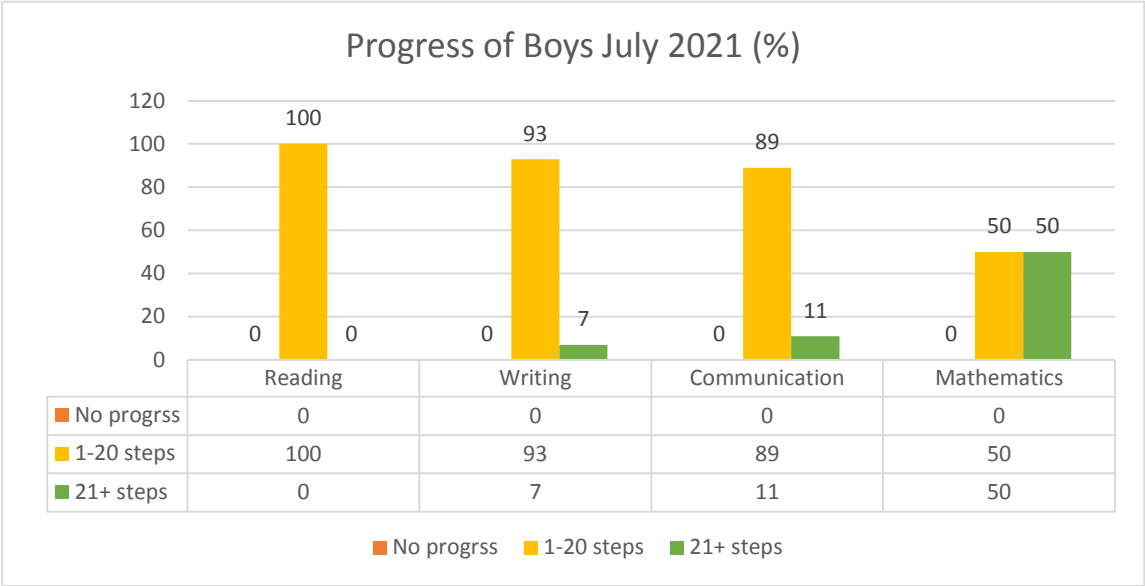
- Greater emphasis is required in writing for pupil premium learners, but all learners are making progress.



- Of all learners in this age group similar progress is made comparative to the whole cohort, this is particularly evident in mathematics.



- Data evidences all learners with this profile are making good overall progress, again greater progress is being made in mathematics.



There is little disparity between boys and girls, with all making good progress overall. Boys appear to be making better progress in reading and mathematics.

Moving forward we need to evaluate the data in more depth taking account of actual student numbers per data set as the comparatives could be skewed with low numbers.