

St Elizabeth's School

Analysis Data – January 2020

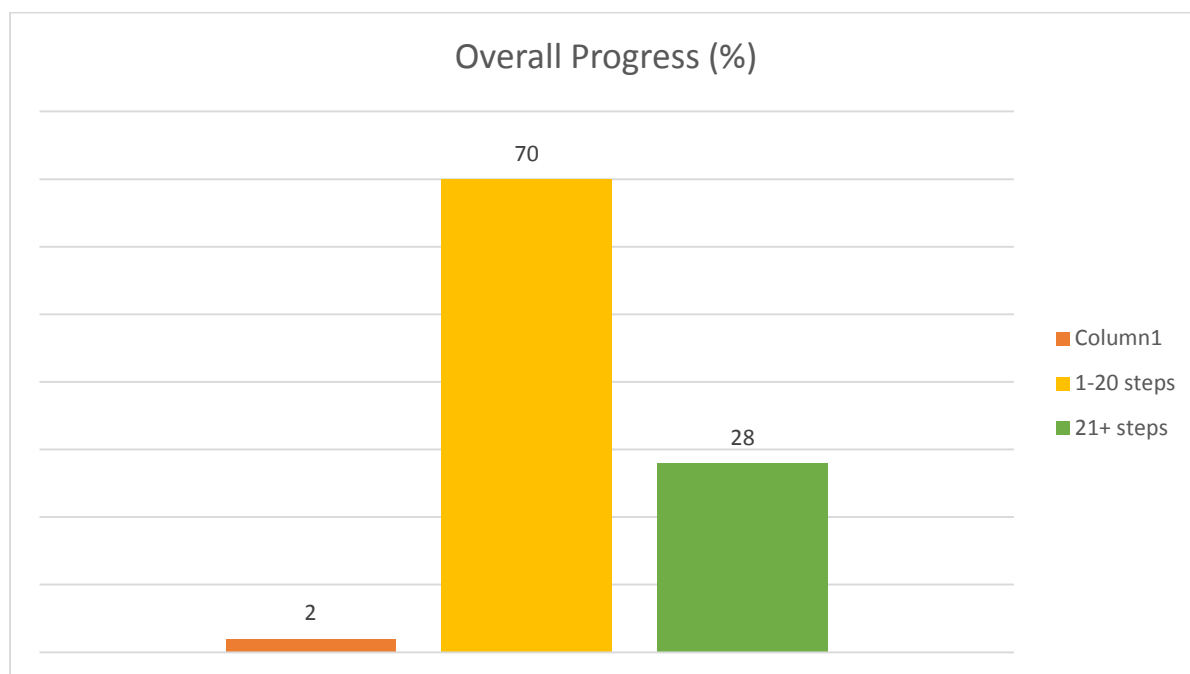
The progress of all students is tracked in each lesson for all core and foundation subjects. As of September 14th we have been using a form of tracking called B Squared. This breaks down each level and sublevel into greater detail giving a more accurate assessment of the steps of progress students make. (Formative data)

Information from tracking, analysis of pupil work, test results is undertaken three times a year (December, March /April 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.

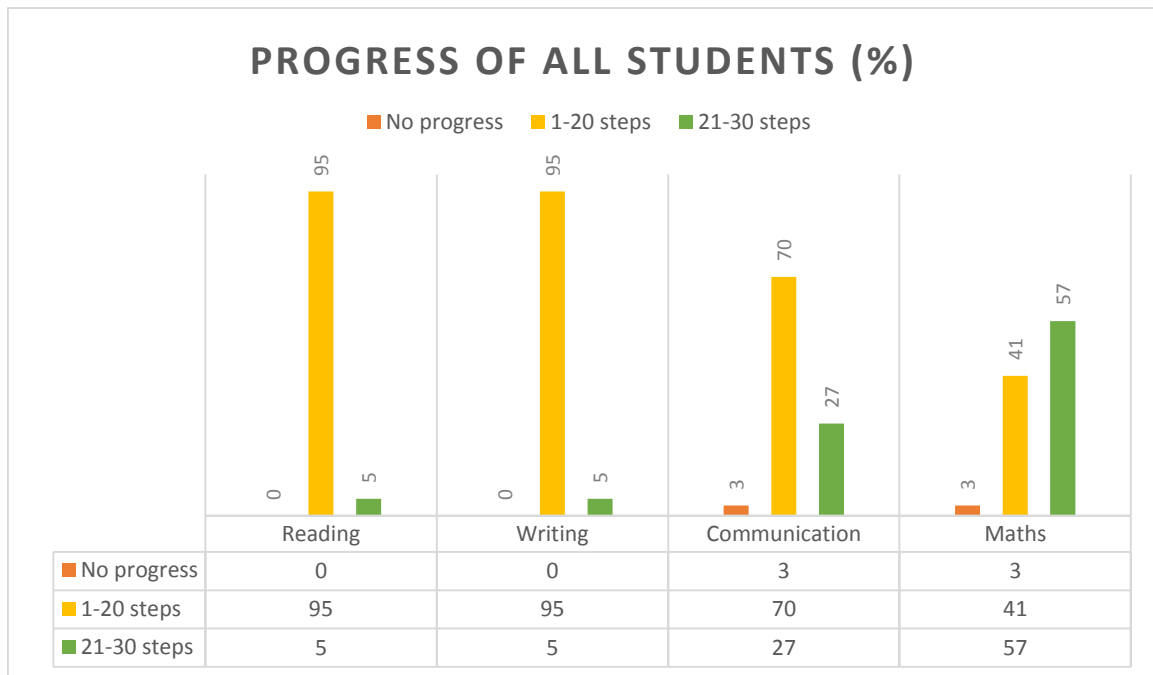
In light of the Rochford Review, and Government policy, we are now required to report progress in terms of steps, rather than levels. Progress is grouped in three stages; no progress, 1-20 steps of progress and 21+ steps of progress.



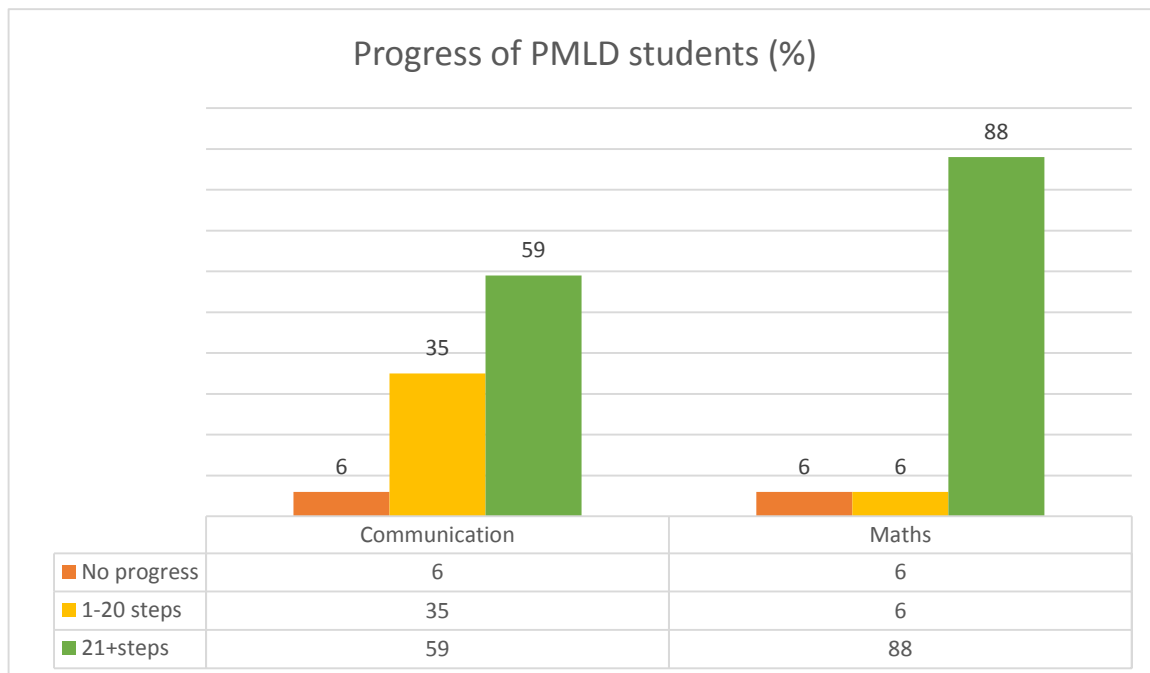
- 98% of students made progress in all areas.
- 28% of students made 21 or more steps of progress.

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- Progress in reading, writing and communication follow a similar pattern, with students making more steps of progress in communication. Maths is the exception to this pattern with 57% of students making 21 or more steps of progress.
- 5% of students made 21 or more steps of progress in reading and writing.
- 27% of students made 21 or more steps of progress in communication.
- 3% (1 learner) made no progress in Communication and Maths.



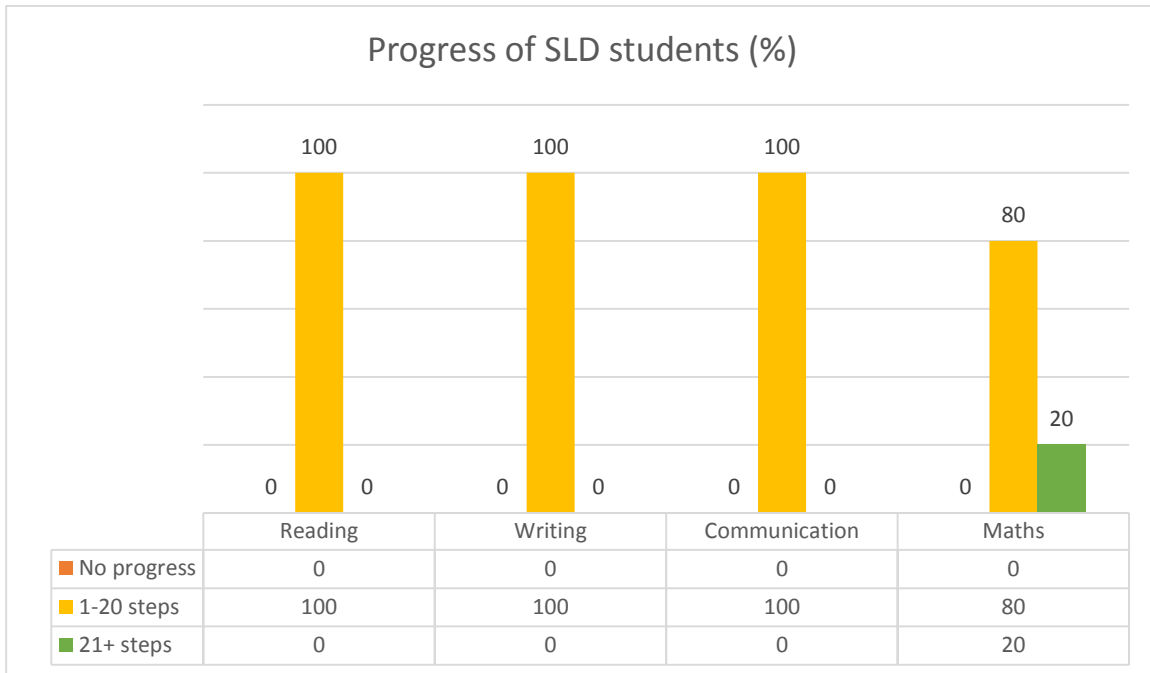
- 59% of learners made 21 or more steps of progress in communication.
- Maths has a greater percentage of learners making 21 or more steps of progress with 88%.

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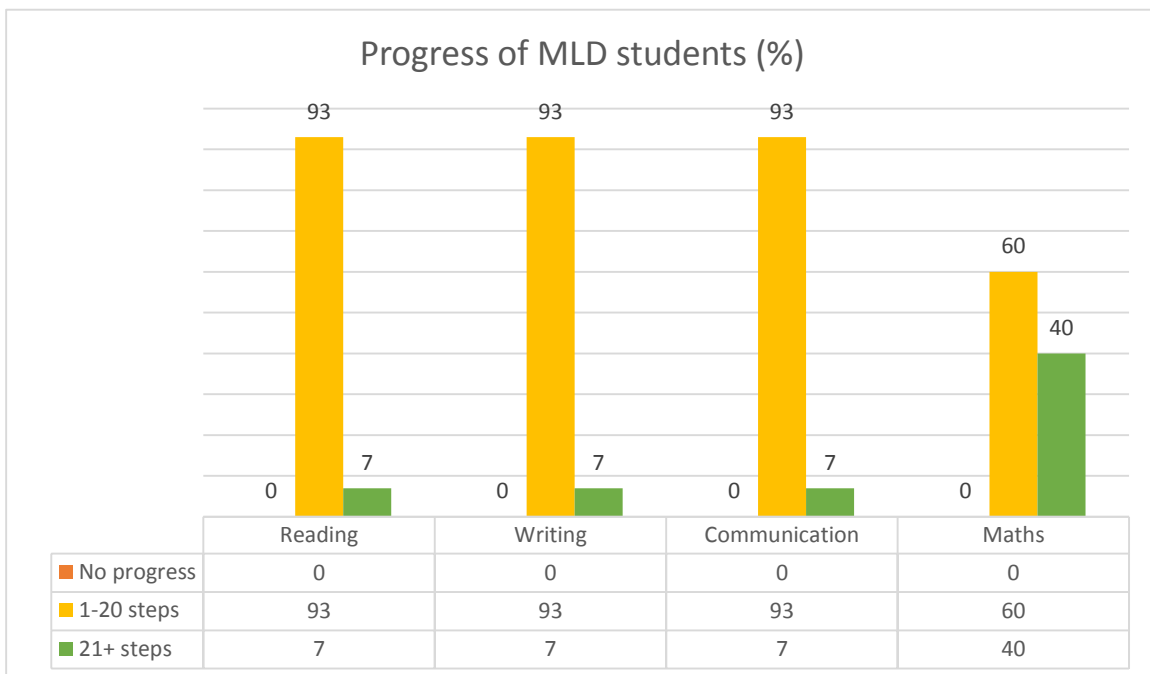
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- 6% (1 learner) made no progress in Communication and Maths.



- 100% of students made between 1 and 20 steps of progress in Reading, Writing and Communication.
- 20% (1 learner) of learners made 21 or more steps of progress in Maths.

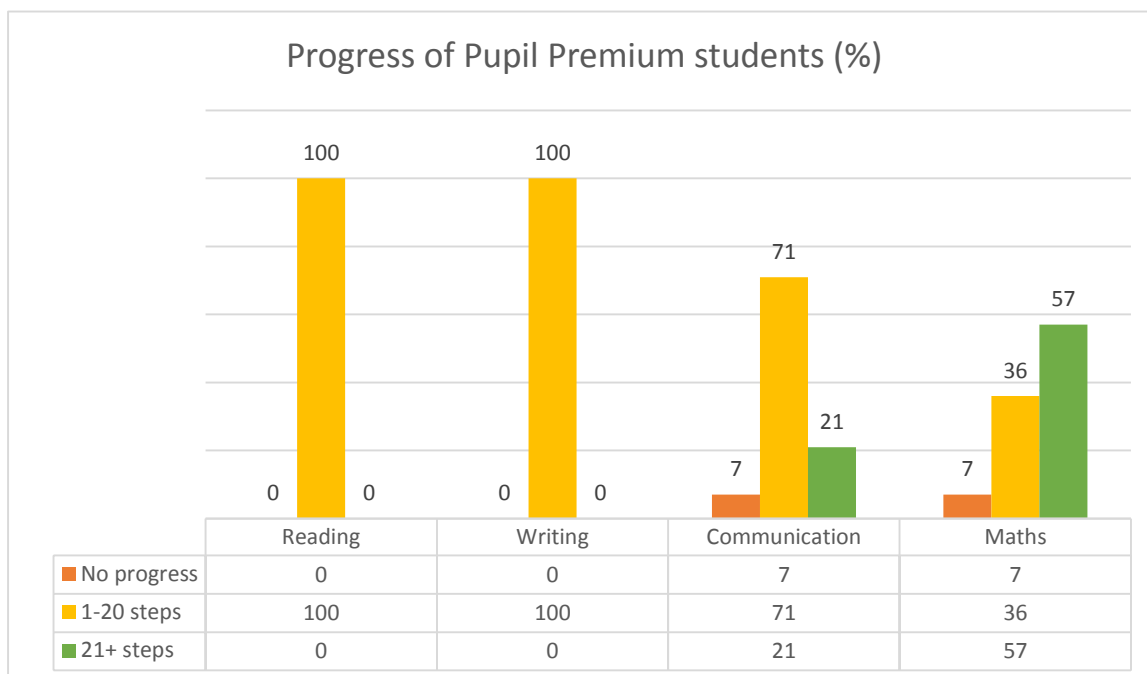


- 93% of learners made between 1 and 20 steps of progress and 7% of learners made 21 or more steps of progress in Reading, Writing and Communication.

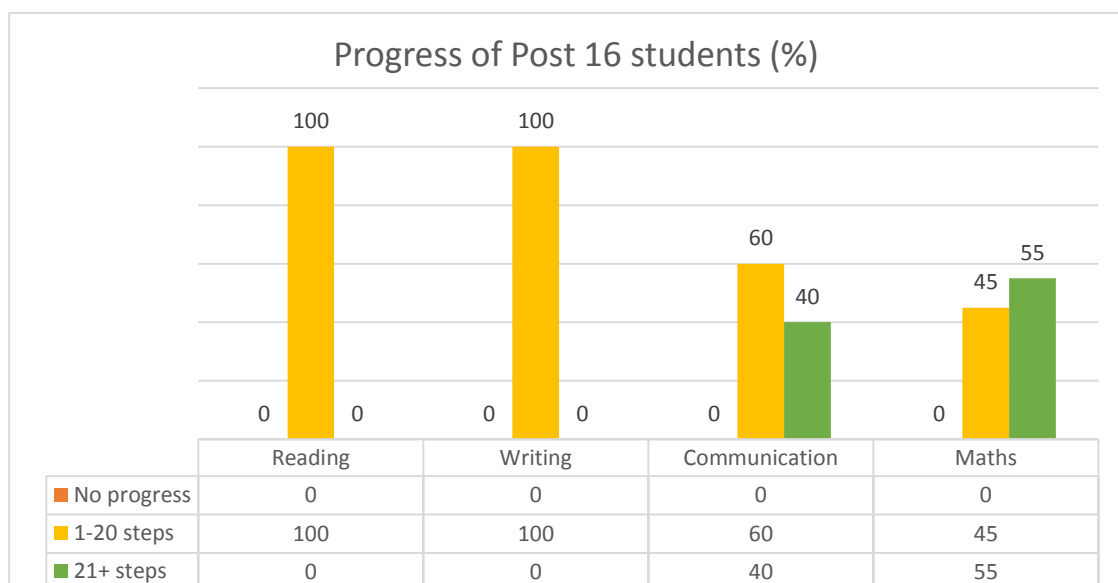
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- 60% of learners made between 1 and 20 steps of progress and 40 % made 21 or more steps of progress in Maths.



- 100% of learners made between 1 and 20 steps of progress in Reading and Writing.
- 7% (1 learner) of learners made no progress in Communication and Maths.
- 93% of learners made progress in Communication, with 21% of learners making 21 or more steps of progress.
- 93% of learners made progress in Maths, with 57% of learners making 21 or more steps of progress.



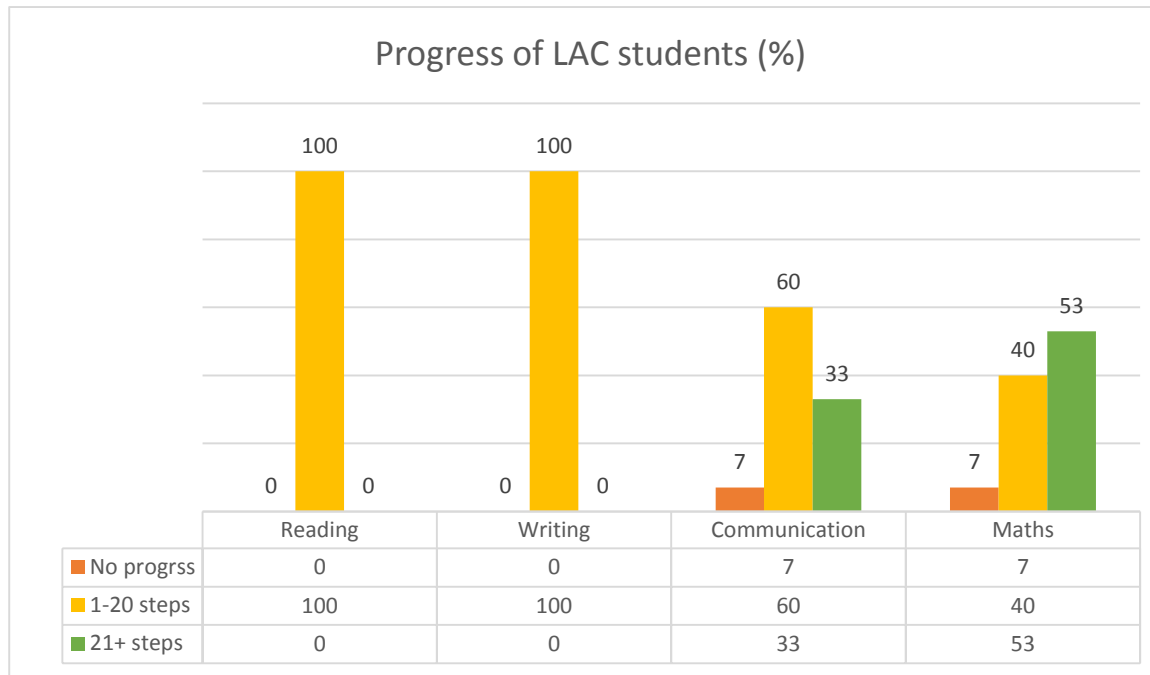
- 100% of learners made between 1 and 20 steps of progress in Reading and Writing.

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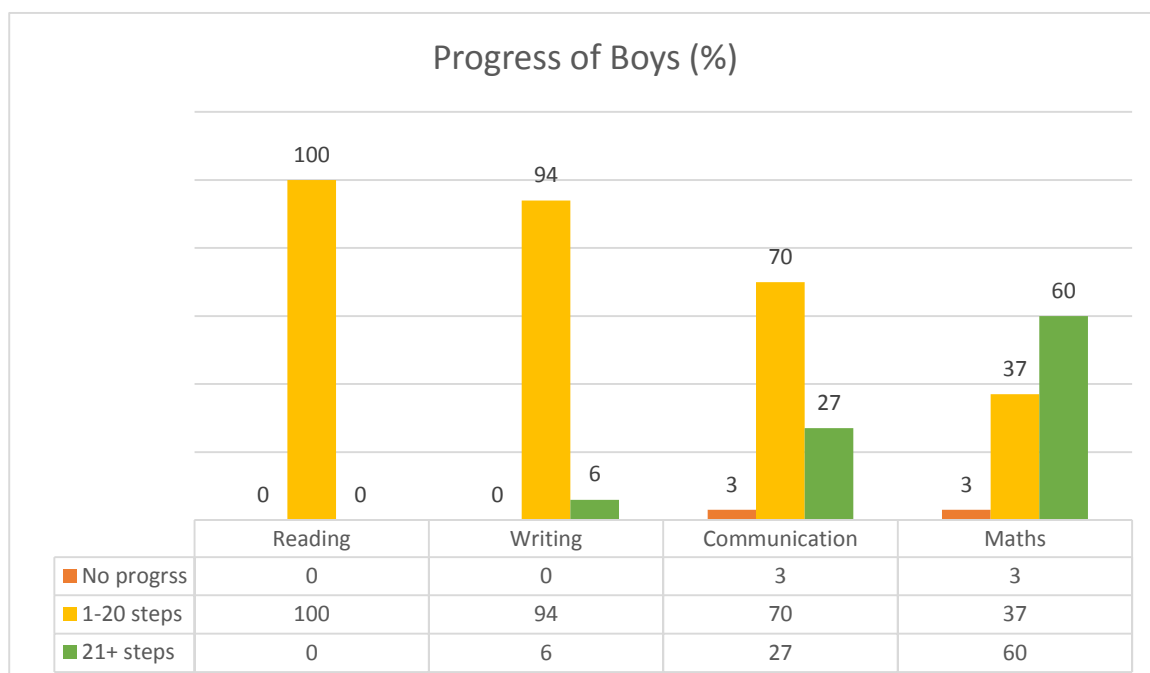
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- 100% of learners made progress in Communication with 40% of learners making 21 or more steps of progress.
- 100 % of learners made progress in Maths with 55% of learners making 21 or more steps of progress.



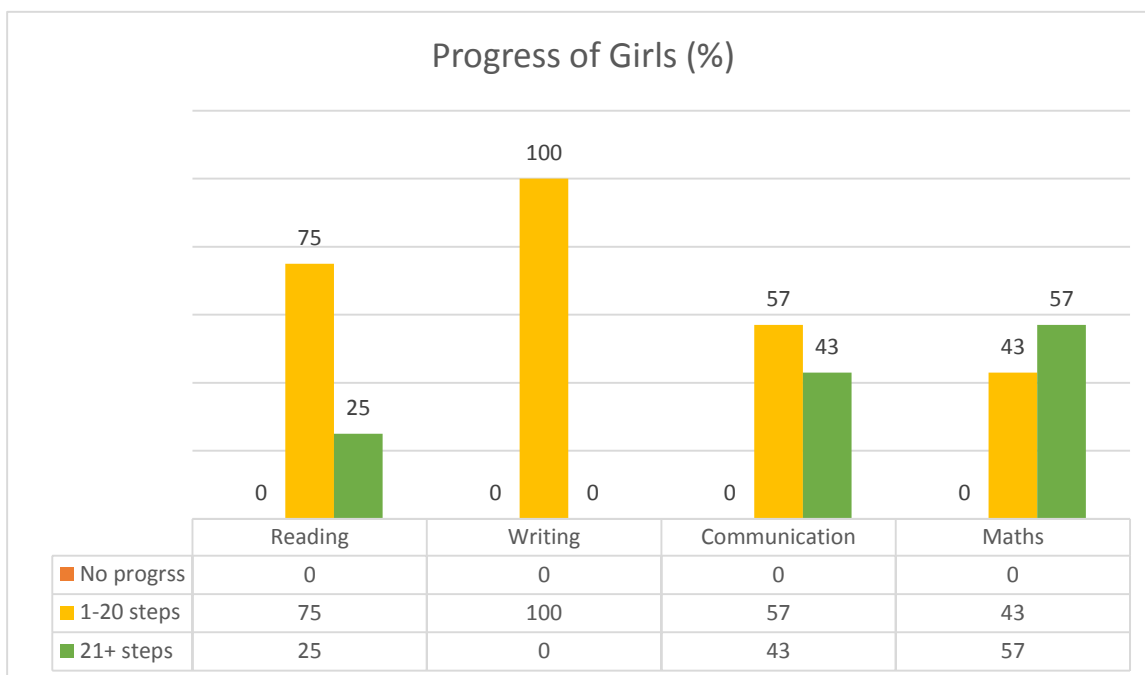
- 100% of learners made between 1 and 20 steps of progress in Reading and Writing.
- 7% (1 learner) of learners made no progress in Communication and Maths.
- 93% of learners made progress in Communication, with 33% making 21 or more steps of progress.
- 93% of learners made progress in Maths, with 53% making 21 or more steps of progress.



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- 100% of learners made between 1 and 20 steps of progress in Reading.
- 100% of learners made progress in Writing, with 6% making 21 or more steps of progress.
- 3% (1 learner) of learners made no progress in Communication and Maths.
- 97% of learners made progress in Communication, with 27% making 21 or more steps of progress.
- 97% of learners made progress in Maths, with 60% making 21 or more steps of progress.



- 100% of learners made progress in Reading, with 25% making 21 or more steps of progress.
- 100% of learners made between 1 and 20 steps of progress in Writing.
- 100% of learners made progress in Communication, with 43% making 21 or more steps of progress.
- 100% of learners made progress in Maths, with 57% making 21 or more steps of progress.

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Summary

Overall Analysis

- Data evidences all learners making progress in Reading and Writing.
- The one learner not making progress in Communication and Maths is currently not attending school due to anxiety issues.
- Data evidences our whole school focus is Reading and Writing.
- Data evidences the focus for PMLD students is Communication.
- Data evidences the focus for SLD students is Reading, Writing and Communication.
- Data evidences the focus for MLD students is Reading, Writing and Communication.
- Data evidences the focus for Pupil Premium students is Reading and Writing.
- Data evidences the focus for Post 16 students is Reading and Writing.
- Data evidences the focus for LAC students is Reading and Writing.
- Data evidences the focus for Boys is Reading.
- Data evidences the focus for Girls is Writing.
- The progress of Pupil Premium Students is in line with the progress of All Students.
- The progress of LAC Students is in line with the progress of All Students.
- The progress of Boys and Girls is similar and in line with the progress of All Students.
- 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 has been 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.
- Head of school to decide upon students for writing intervention following pupil progress meetings.
- 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, Music Therapy and Pet Therapy.