



St Elizabeth's School

Data Analysis Report

December 2020

Head of School: Samantha Steinke-Sanderson

The progress of all students 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 students 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).

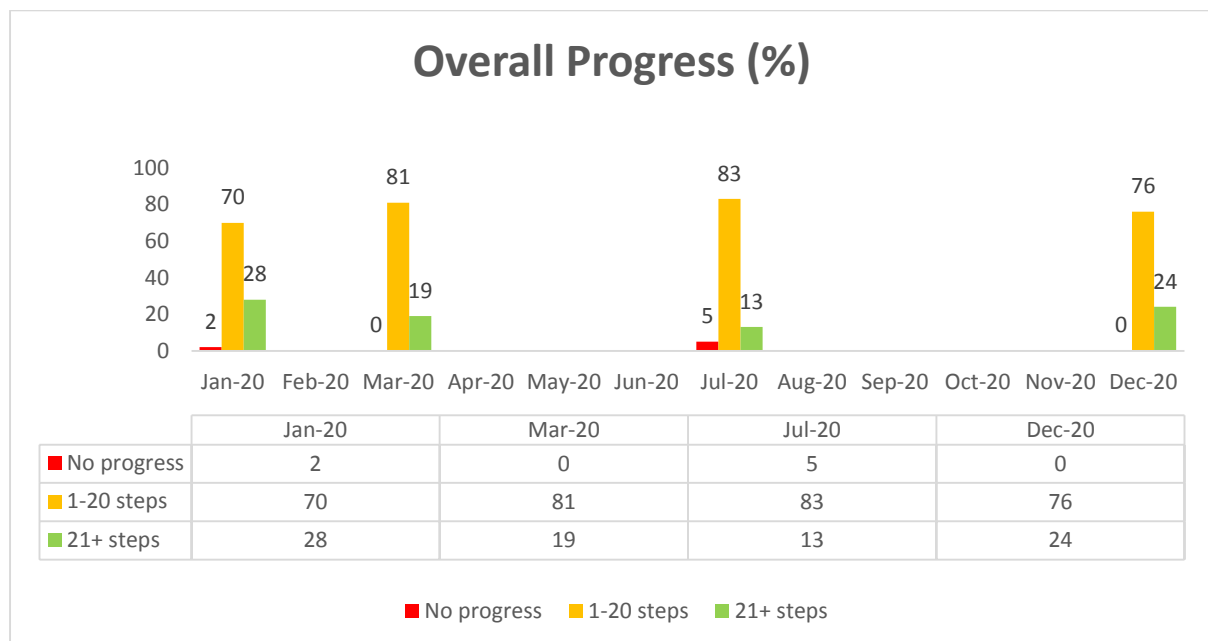
This information is transcribed into a class monitoring form.

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

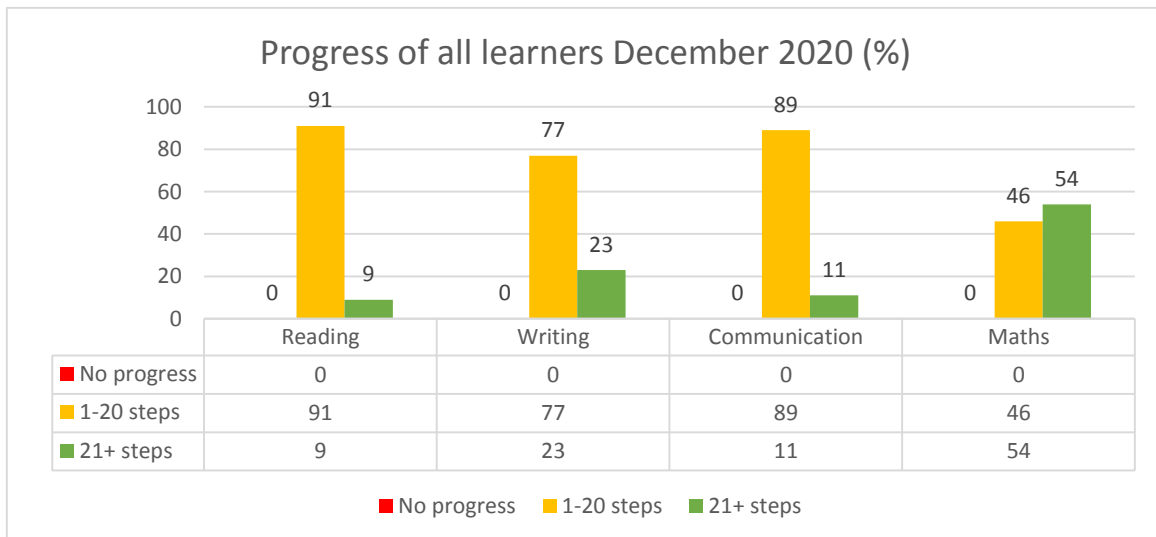
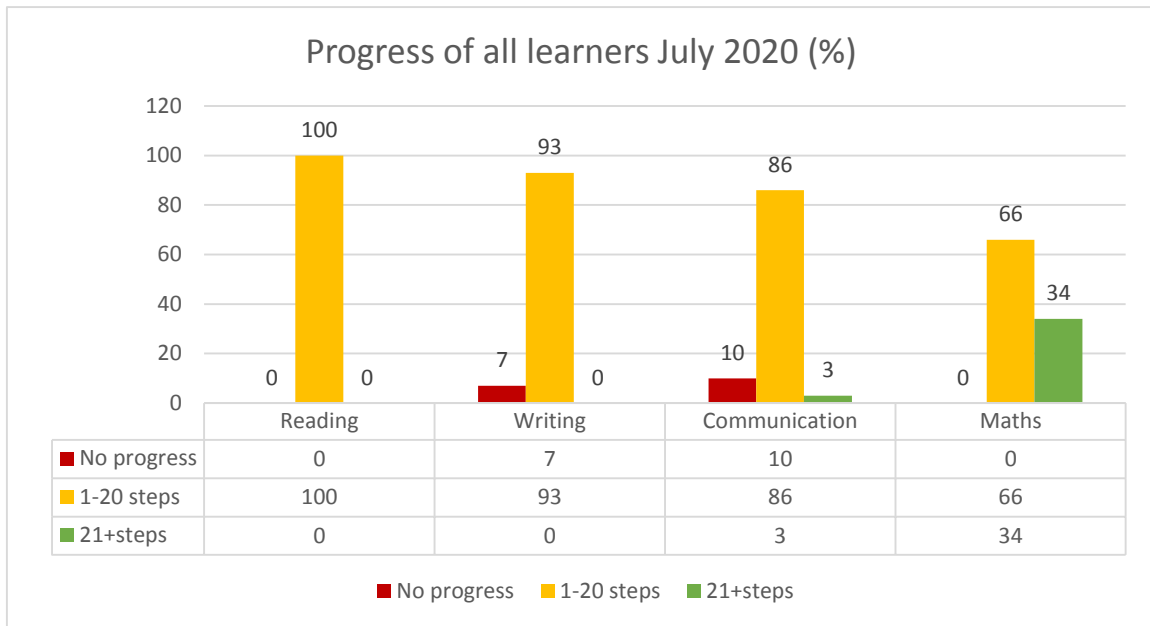
In light of the Rochford Review, and Government policy, we are now required to report progress in terms of steps, rather than levels. Progress is grouped in three stages; no progress, 1-20 steps of progress and 21+ steps of progress.

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.

At the start of the academic year learners were taught in class groups, but from November 2nd 2020 learners have been taught in house groups following government guidelines in response to the pandemic.

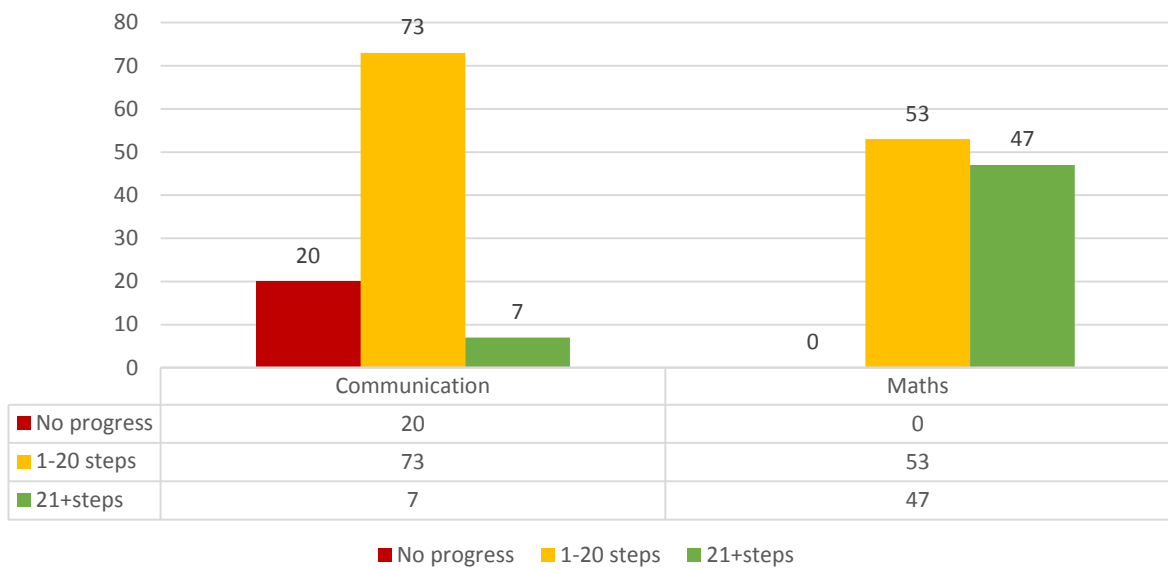


- 100% of students made progress in all areas in December 2020 with 24% of learners making 21 or more steps of progress
- 95% of learners made progress in all areas in July 2020

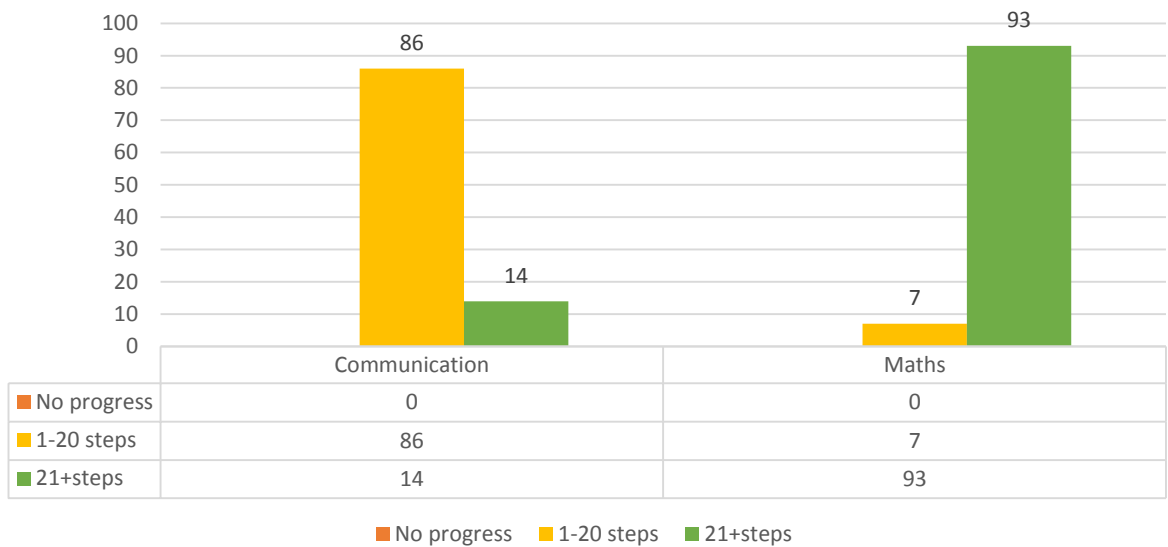


- 100% of learners made progress in Reading, Writing, Communication and Maths in December 2020
- 100% of learners made progress in Reading in July 2020 and December 2020 with 9% of learners making 21 or more steps of progress in December 2020
- 93% of learners made progress in Writing in July 2020
- 100% of learners made progress in writing in December 2020 with 23% of learners making 21 or more steps of progress
- 90% of learners made progress in Communication in July 2020
- 100% of learners made progress in communication in December 2020 with 11% of learners making 21 or more steps of progress in December 2020
- 100% of learners made progress in Maths in July 2020 and December 2020 with 54% of learners making 21 or more steps of progress in December 2020

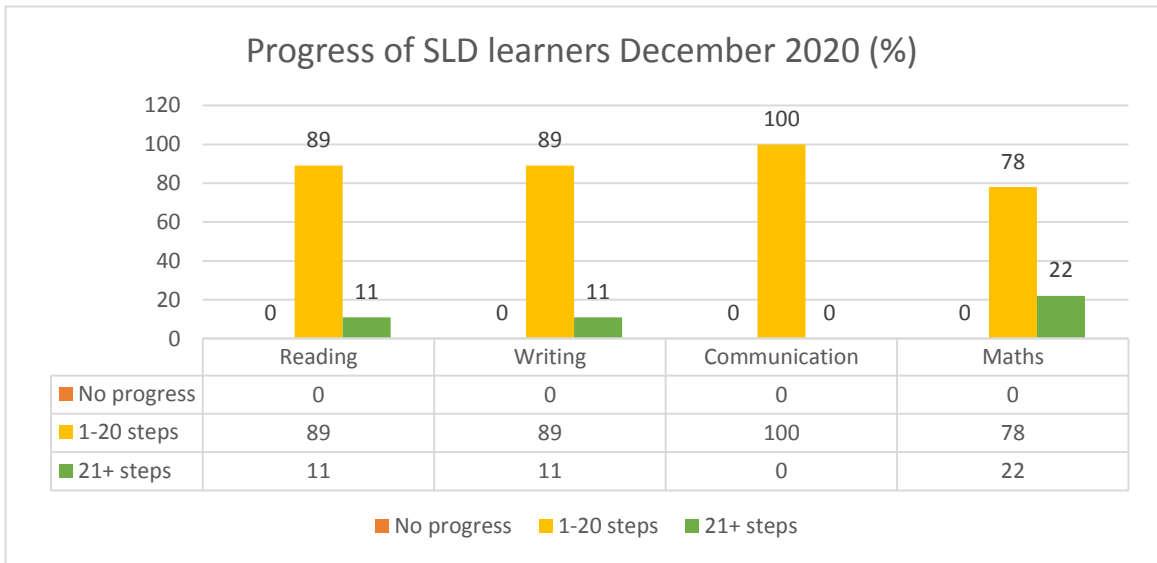
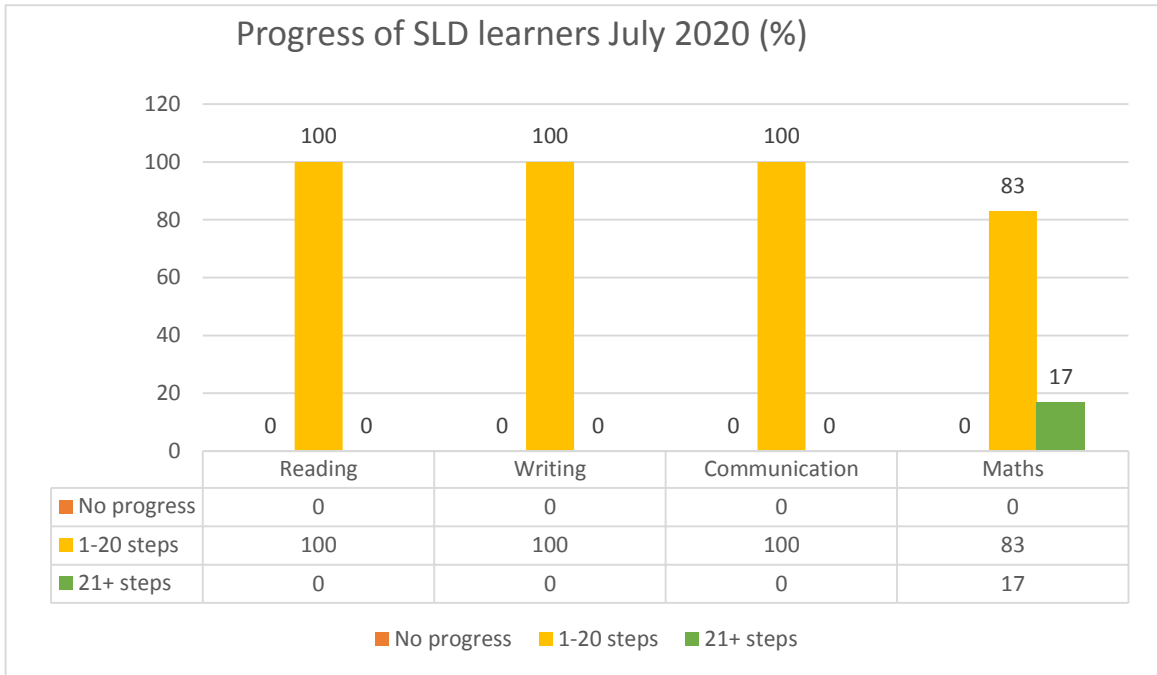
Progress of PMLD learners July 2020 (%)



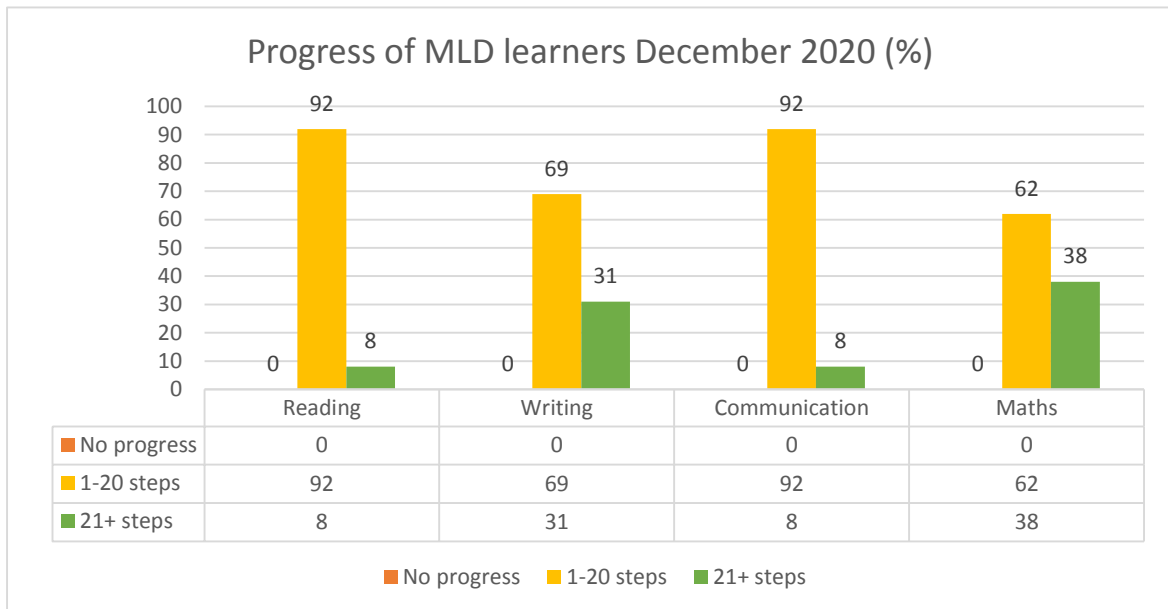
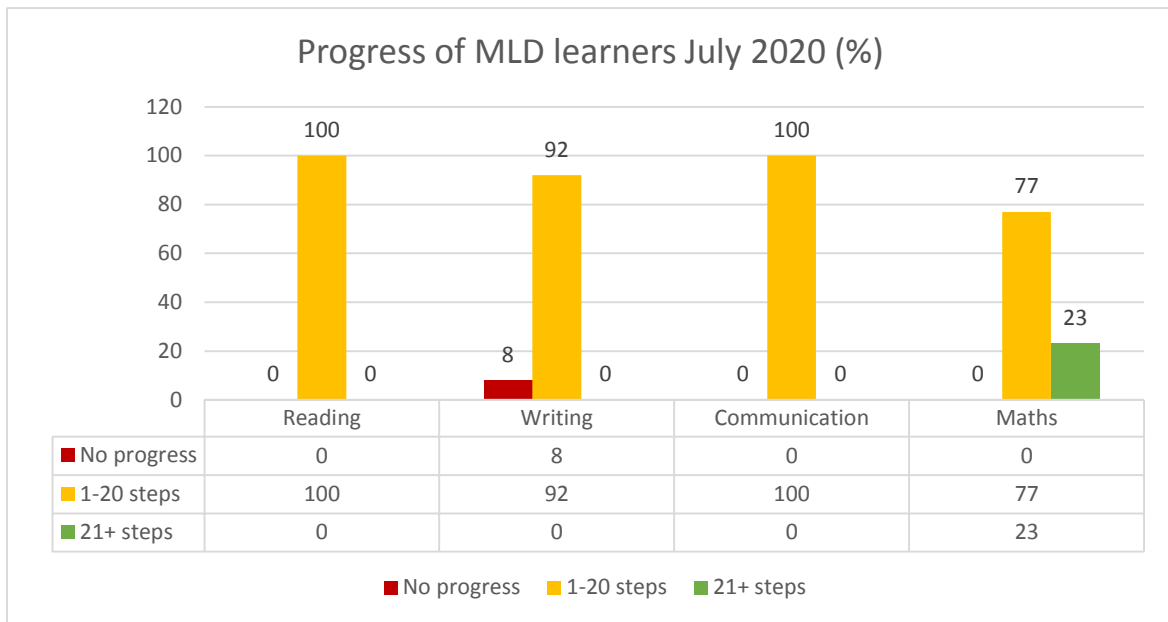
Progress of PMLD learners December 2020 (%)



- 100% of learners made progress in Communication and Maths in December 2020
- 80% of learners made progress Communication in July 2020
- 100% of learners made progress in Communication in December 2020 with 14% of learners making 21 or more steps of progress in December 2020
- 100% of learners made progress in Maths in July 2020 and December 2020 with 93% of learners making 21 or more steps of progress in December 2020

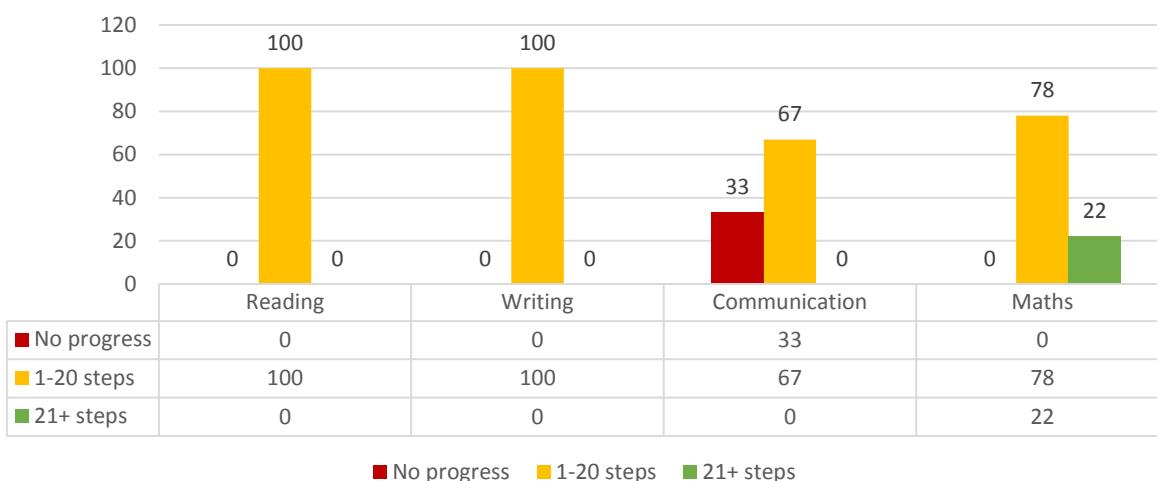


- 100% of learners made progress in Reading, Writing, Communication and Maths in December 2020
- 100% of learners made progress in Reading in July 2020 and December 2020 with 11% of learners making 21 or more steps of progress in December 2020
- 100% of learners made progress in Writing in July 2020 and December 2020 with 11% of learners making 21 or more steps of progress in December 2020
- 100% of learners made progress in Communication in July 2020 and December 2020
- 100% of learners made progress in Maths in July 2020 and December 2020 with 22% of learners making 21 or more steps of progress in December 2020



- 100% of learners made progress in Reading, Writing, Communication and Maths in December 2020
- 100% of learners made progress in Reading in July 2020 and December 2020 with 8% of learners making 21 or more steps of progress in December 2020
- 92% of learners made progress in Writing in July 2020
- 100% of learners made progress in Writing in December 2020 with 31% of learners making 21 or more steps of progress in December 2020
- 100% of learners made progress in Communication in July 2020 and December 2020 with 8% of learners making 21 or more steps of progress in December 2020
- 100% of learners made progress in Maths in July 2020 and December 2020 with 38% of learners making 21 or more steps of progress in December 2020

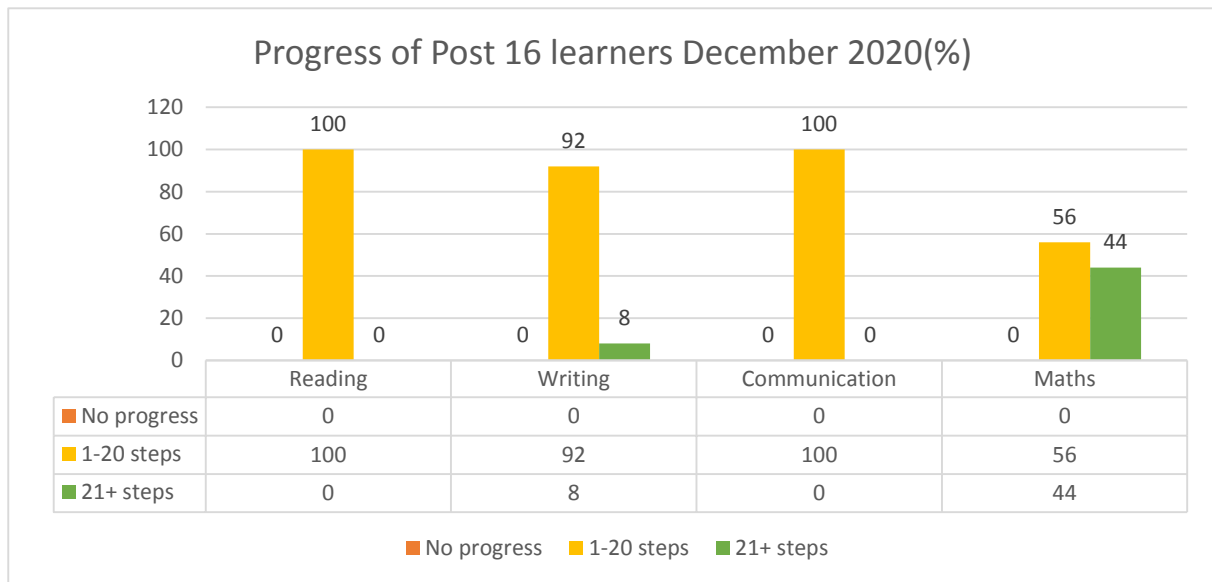
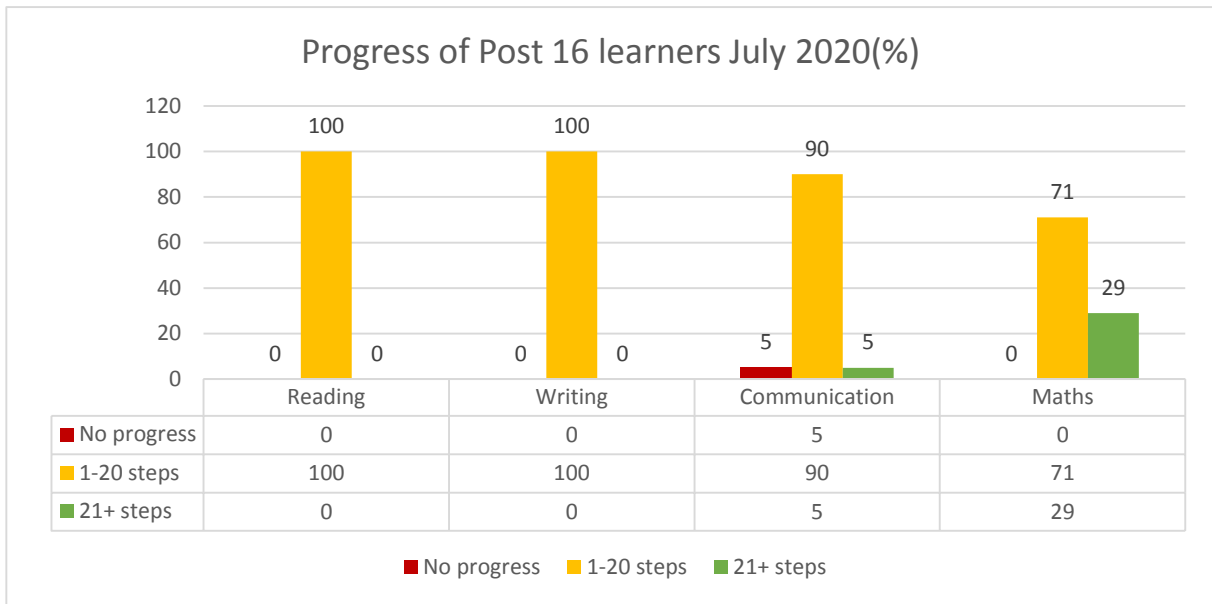
Progress of Pupil Premium learners July 2020(%)



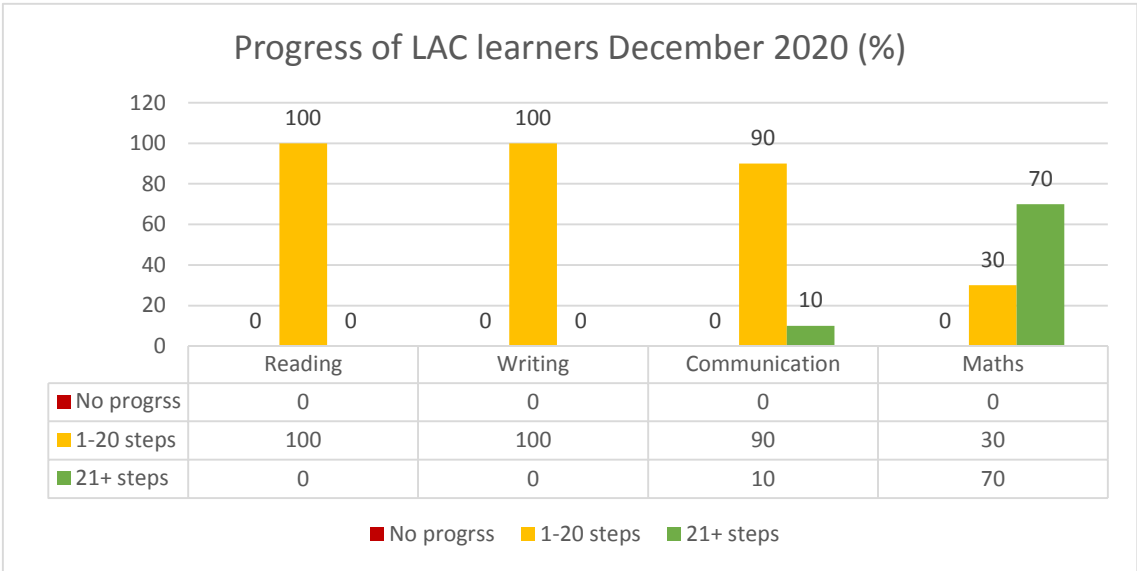
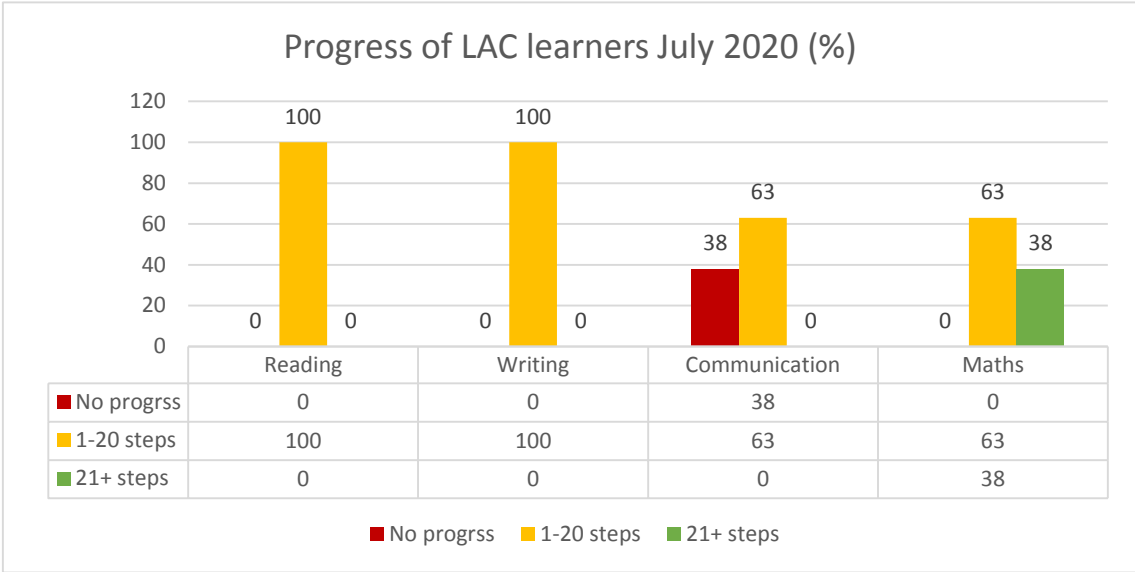
Progress of Pupil Premium learners December 2020(%)



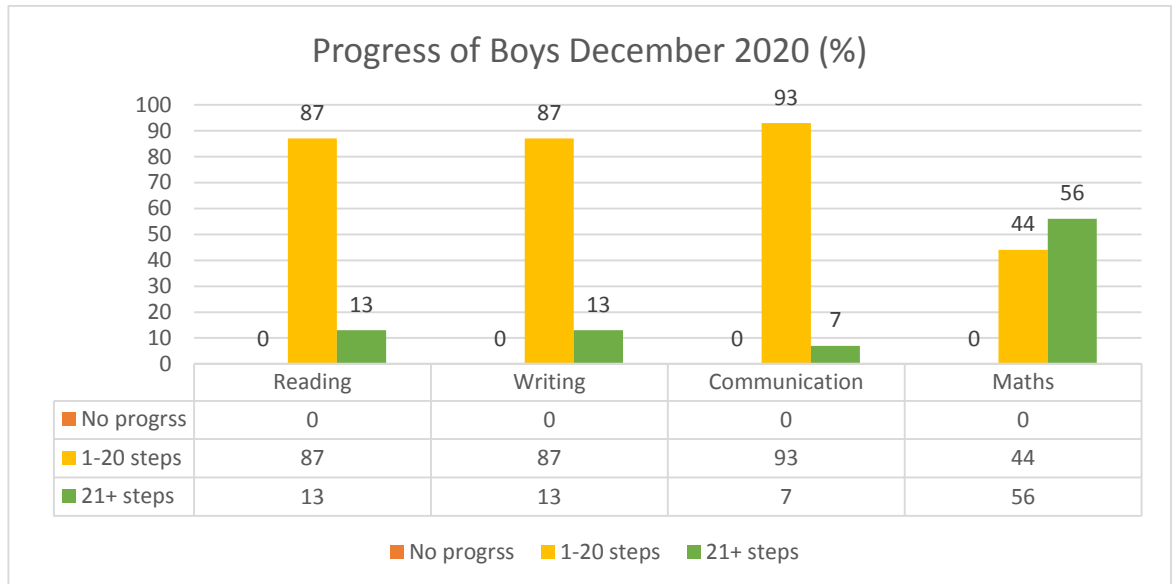
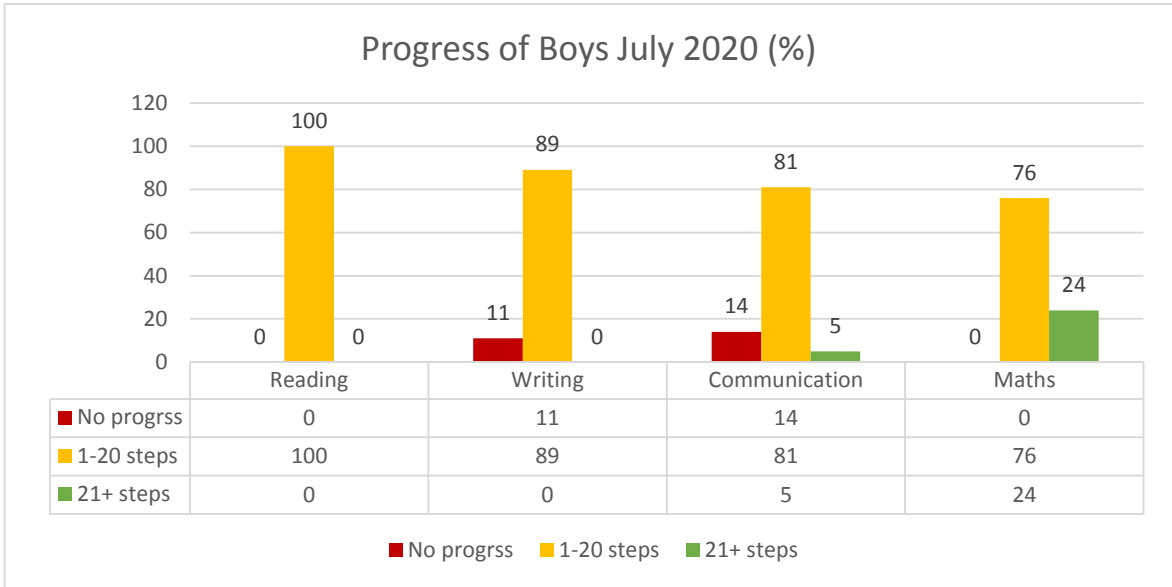
- 100% of learners made progress in Reading, Writing, Communication and Maths in December 2020
- 100% of learners made progress in Reading and Writing in July 2020 and December 2020
- 67% of learners made progress in Communication in July 2020
- 100% of learners made progress in Communication in December 2020
- 100% of learners made progress in Maths in July 2020 and December 2020 with 70% of learners making 21 or more steps of progress in December 2020



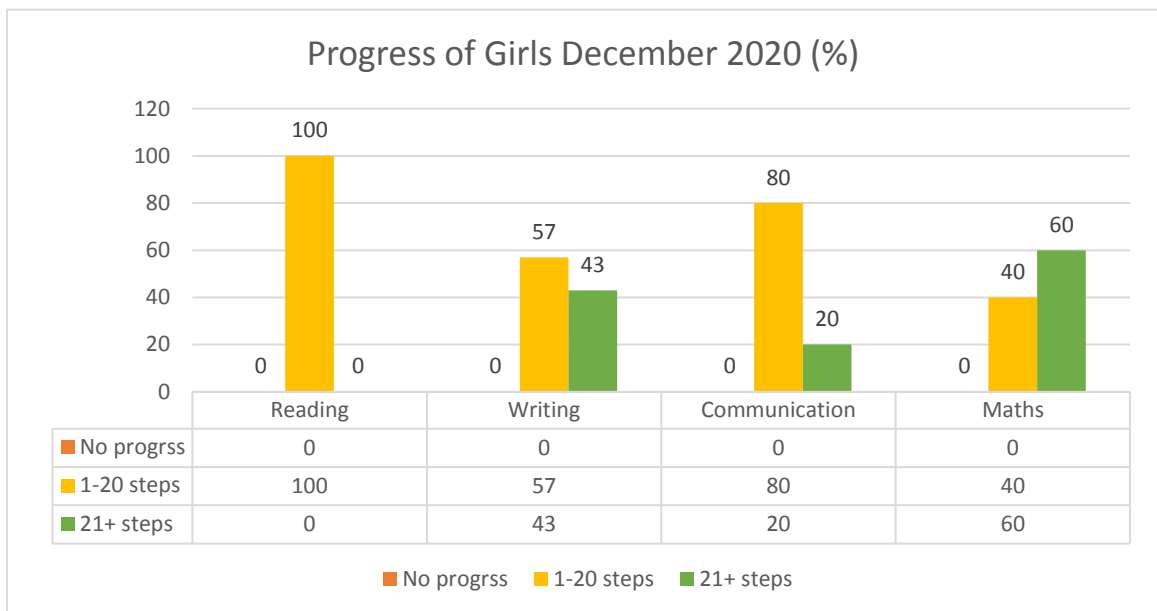
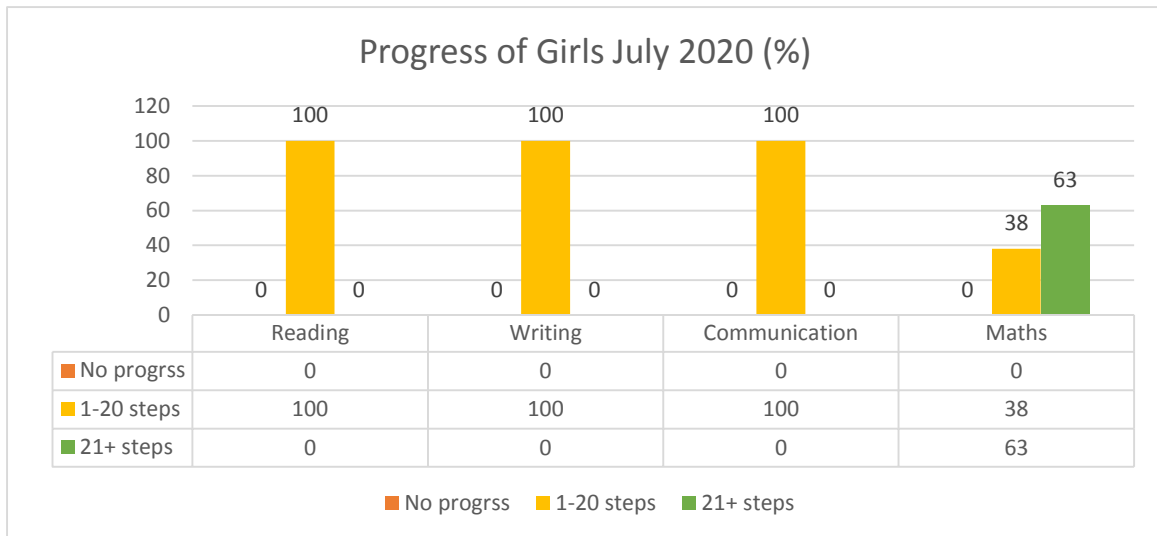
- 100% of learners made progress in Reading, Writing, Communication and Maths in December 2020
- 100% of learners made progress in Reading in July 2020 and December 2020
- 100% of learners made progress in Writing in July 2020 and December 2020 with 8% of learners making 21 or more steps of progress in December 2020
- 95% of learners made progress in Communication in July 2020
- 100% of learners made progress in Communication in December 2020
- 100% of learners made progress in Maths in July 2020 and December 2020 with 44% of learners making 21 or more steps of progress in December 2020



- 100% of learners made progress in Reading, Writing, Communication and Maths in December 2020
- 100% of learners made progress in Reading and Writing in July 2020 and December 2020
- 63% of learners made progress in Communication in July 2020
- 100% of learners made progress in Communication December 2020 with 10% of learners making 21 or more steps of progress in December 2020
- 100% of learners made progress in Maths in July 2020 and December 2020 with 70% of learners making 21 or more steps of progress in December 2020



- 100% of learners made progress in Reading, Writing, Communication and Maths in December 2020
- 100% of learners made progress in Reading in July 2020 and December 2020 with 13% of learners making 21 or more steps of progress in December 2020
- 89% of learners made progress in Writing in July 2020
- 100% of learners made progress in Writing in December 2020 with 13% of learners making 21 or more steps of progress in December 2020
- 86% of learners made progress in Communication in July 2020
- 100% of learners made progress in Communication in December 2020 with 7% of learners making 21 or more steps of progress in December 2020
- 100% of learners made progress in Maths in July 2020 and December 2020 with 56% of learners making 21 or more steps of progress in December 2020



- 100% of learners made progress in Reading, Writing, Communication and Maths in December 2020
- 100% of learners made progress in Reading in July 2020 and December 2020
- 100% of learners made progress in Writing in July 2020 and December 2020 with 43% of learners making 21 or more steps of progress in December 2020
- 100% of learners made progress in Communication in July 2020 and December 2020 with 20% of learners making 21 or more steps of progress in December 2020
- 100% of learners made progress in Maths in July 2020 and December 2020 with 60% of learners making 21 or more steps of progress in December 2020

Summary

Overall Analysis

- Data evidences all learners making progress in Reading, Writing, Communication and Maths
- Data evidences our whole school focus is Reading and Communication
- Data evidences the focus for PMLD learners is Communication
- Data evidences the focus for SLD learners is Communication
- Data evidences the focus for MLD learners is Reading and Communication
- Data evidences the focus for Pupil Premium learners is accelerating progress in Reading, Writing and Communication
- Data evidences the focus for Post 16 learners is accelerating progress in Reading and Communication
- Data evidences the focus for LAC learners is accelerating progress in Reading and Writing
- Data evidences the focus for Boys is accelerating progress in Communication
- Data evidences the focus for Girls is accelerating progress in Reading
- The progress of Pupil Premium learners needs to be accelerated in Reading, Writing and Communication to be in line with the progress of All Students
- The progress of LAC learners needs to be accelerated in Reading and Writing to be in line with the progress of All Students
- The progress of Boys and Girls is similar in Maths, but progress in Reading is more accelerated for Boys
- Progress in Writing and Communication is more accelerated for Girls compared to Boys
- Progress for Boys is broadly in line with All Learners, but needs accelerating in Writing
- Progress for Girls in Writing, Communication and Maths is more accelerated than that of All Learners, but needs accelerating in Reading
- Progress in Maths is the most accelerated
- Maths has the most topic areas which input to the final number of steps progress

Previous School Actions

Action	Progress
Data has been shared with teachers.	Data shared with teachers to highlight learners' strengths and areas for development. Teachers able to set targets to focus on areas for development.
Data to be used as a starting point for a discussion about progress.	Teachers able to set targets to focus on areas for development.
Data and B Squared to be used in pupil progress meetings to decide upon areas of focus and targets for each pupil.	Teachers updating targets termly and constantly recording and monitoring progress against targets using new Evidence for Learning app. Teachers have now set targets for Spring Term based on EHCP targets and needs of learner.
Head of school to decide upon students for writing intervention following pupil progress meetings.	Teachers using individual targets on Evidence for Learning app to meet writing targets as appropriate. Intervention groups not appropriate currently due to Covid 19 measures and house bubbles.
New reading scheme in place and operational.	Scheme in place and classes accessing by taking a selection of books to use in the classroom due to Covid 19 measures to prevent bubbles mixing.
Assistant Head to work with teachers on identifying targets for individual pupils.	All teachers have identified individual targets for learners and updated Evidence for Learning app. Targets updated for Spring Term.
Morning sessions to include 2 reading and 2 maths sessions.	One reading session has become a Makaton session in each class, using online tuition to develop and practise skills.
Interventions include social skills, Lego therapy, music therapy and pet therapy.	Currently suspended to ensure Covid 19 safety bubbles are maintained.

Spring Term Actions 2021

- Share data with teachers to focus on areas of development
- Develop use of Evidence for Learning app to record progress against EHCP targets
- Update targets termly and as achieved
- Develop a bank of Makaton resource sites for teachers to use to develop communication skills
- Curriculum leaders to review subject areas to develop learning and progress