



St Elizabeth's School

Data Analysis Report

March 2021

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).

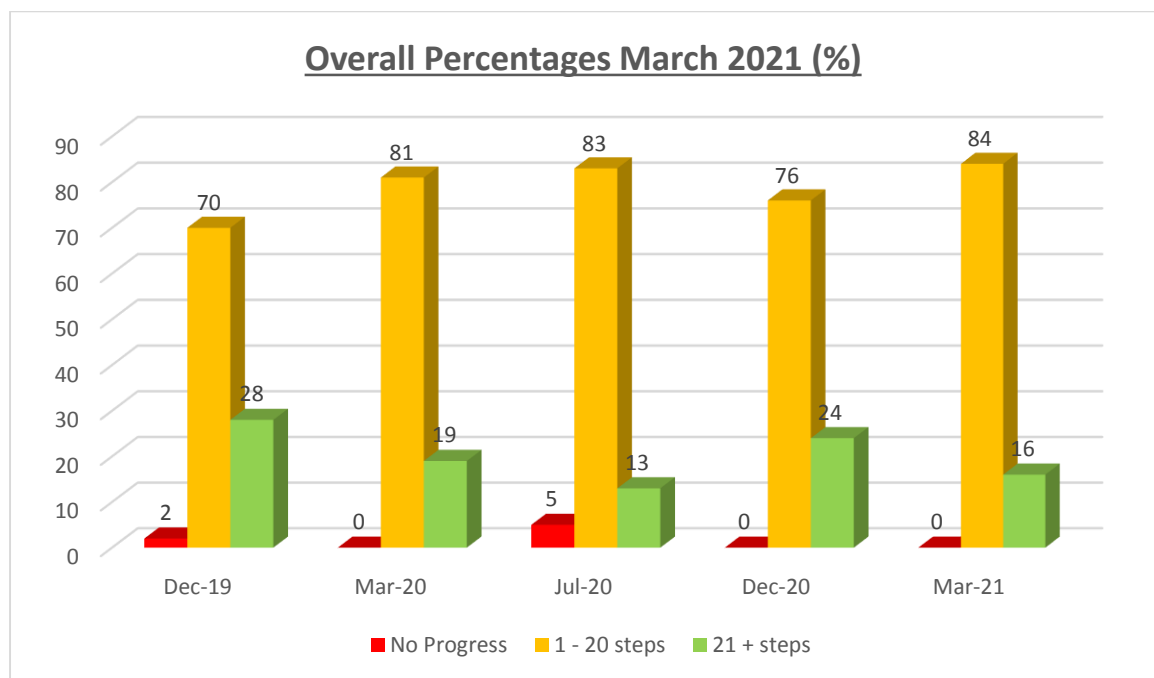
This information is transcribed into a class monitoring form.

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

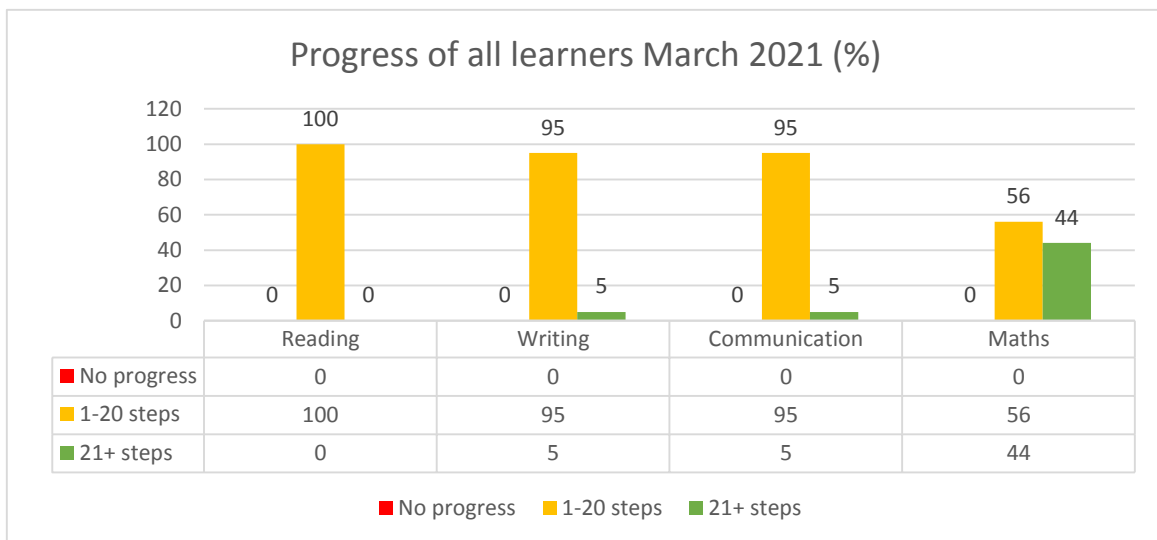
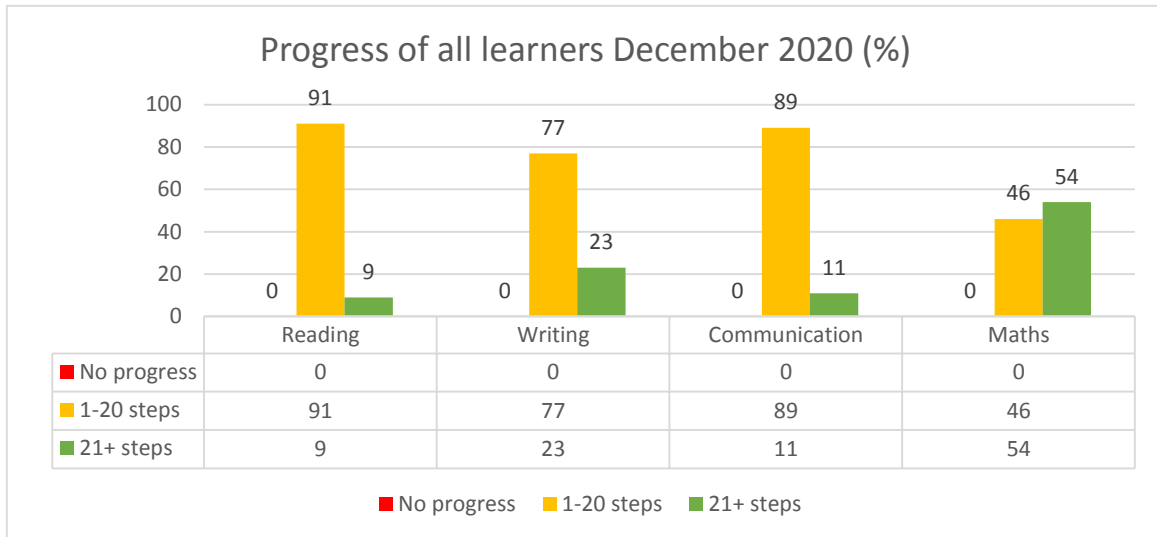
In light of the Rochford Review, and Government policy, we are now required to report progress in terms of steps, rather than levels. Progress is grouped in three stages; no progress, 1-20 steps of progress and 21+ steps of progress.

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.

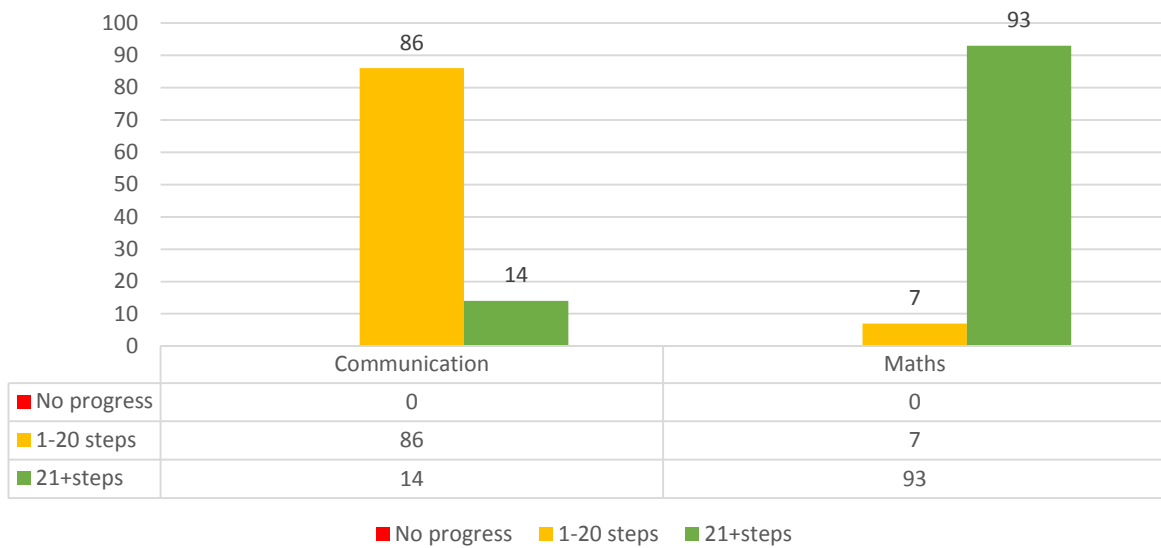


- 100% of students made progress in all areas in December 2020 with 24% of learners making 21 or more steps of progress
- 100% of learners made progress in all areas in March 2021 with 16% of learners making 21 or more steps of progress

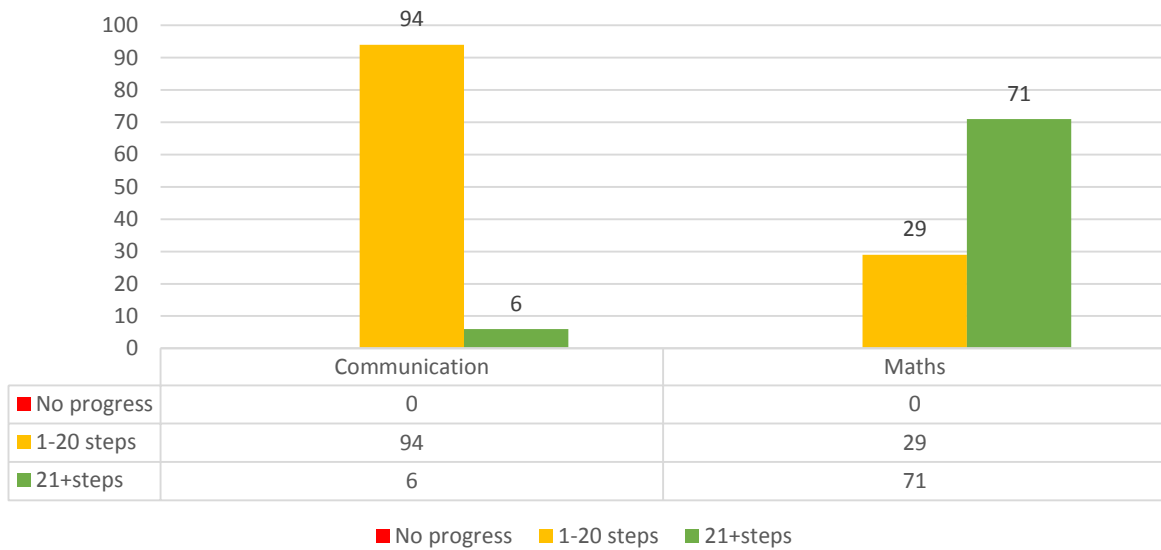


- 100% of learners made progress in Reading, Writing, Communication and Maths in March 2021
- 100% of learners made progress in Reading in December 2020 and March 2021
- 100% of learners made progress in Writing in December 2020 and March 2021 with 5% of learners making 21 or more steps of progress in March 2021
- 100% of learners made progress in Communication in December 2020 and March 2021 with 5% of learners making 21 or more steps of progress in March 2021
- 100% of learners made progress in Maths in December 2020 and March 2021 with 44% of learners making 21 or more steps of progress in March 2021

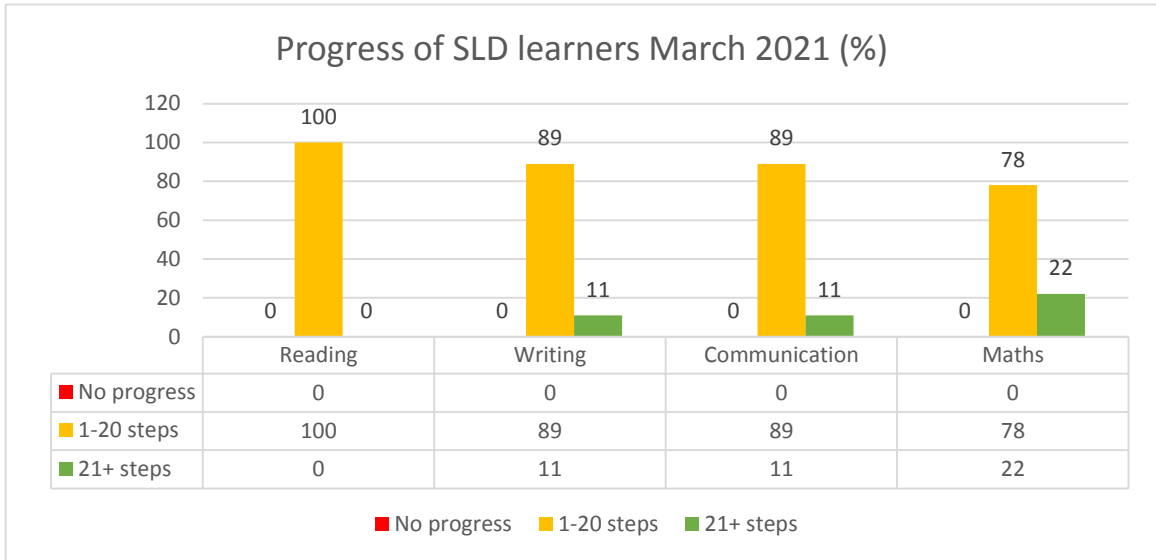
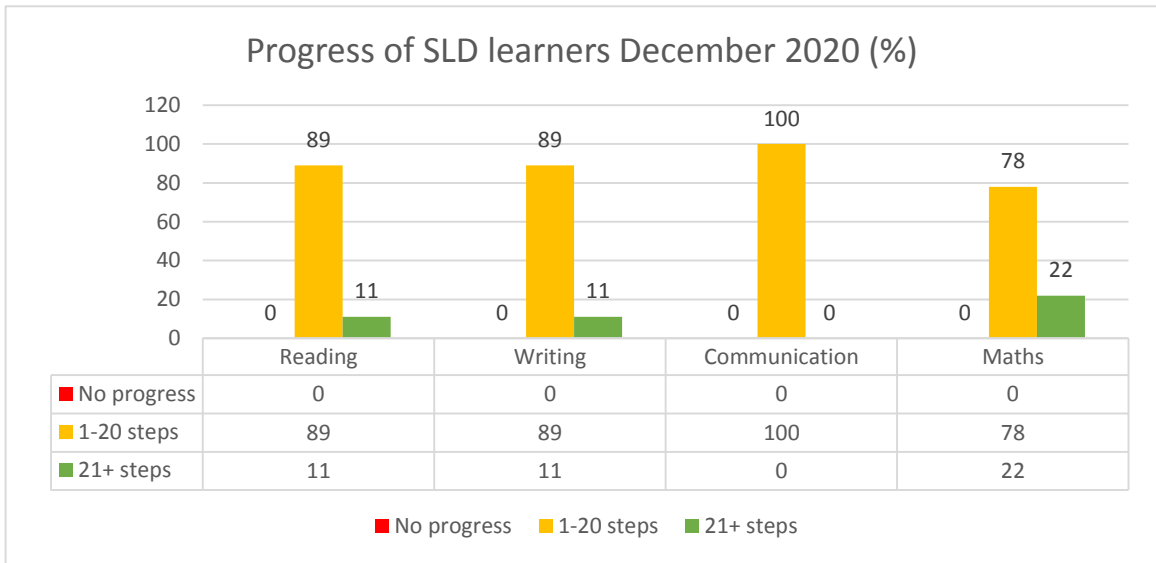
Progress of PMLD learners December 2020 (%)



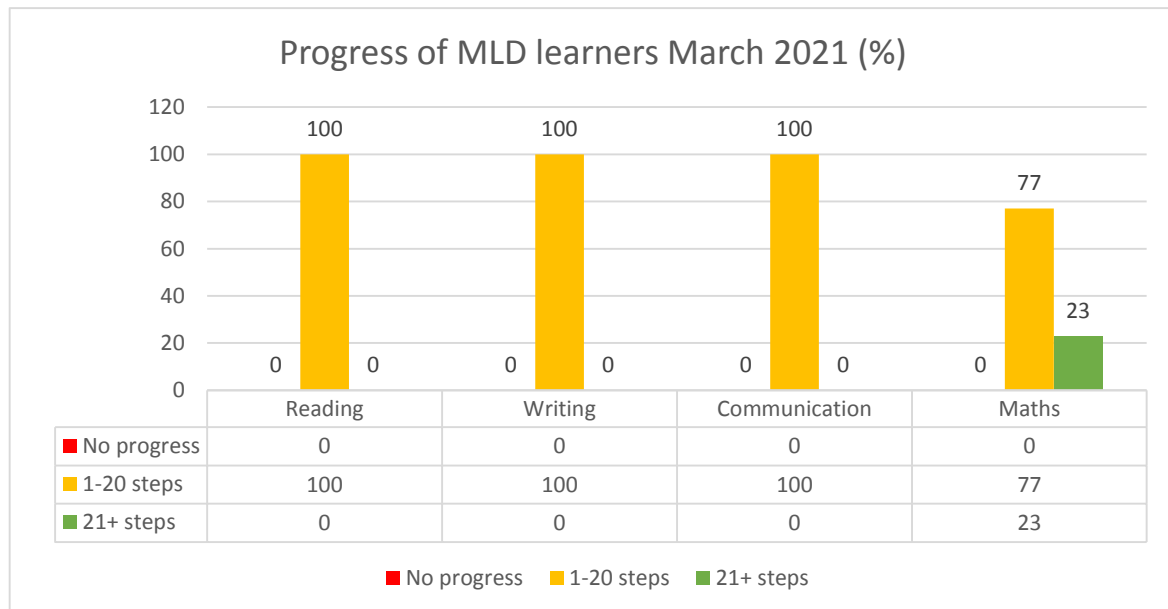
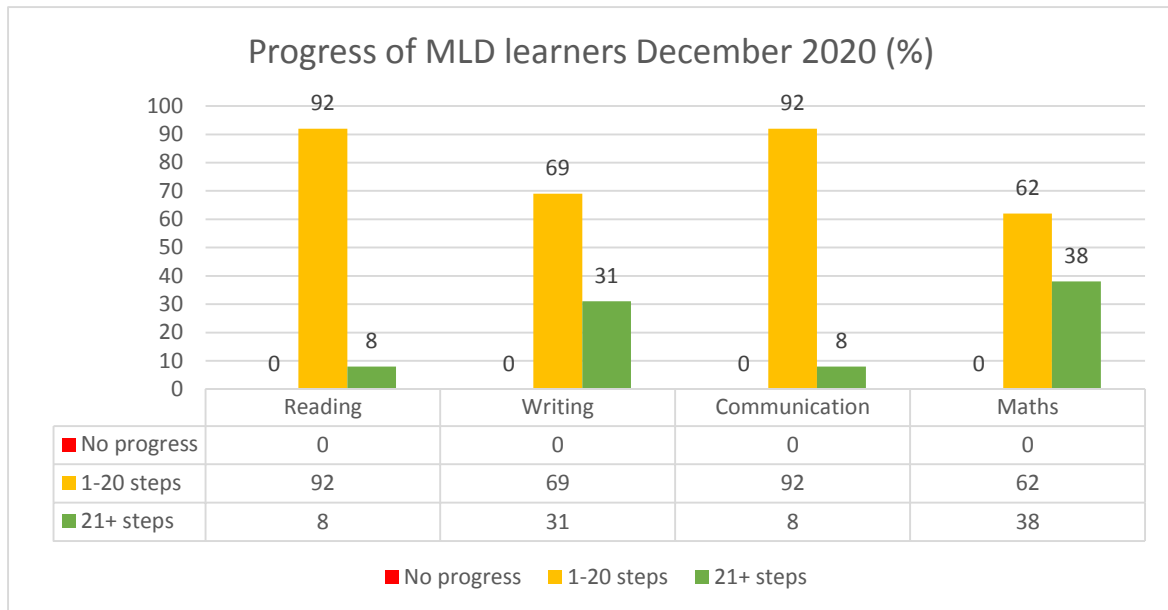
Progress of PMLD learners March 2021 (%)



- 100% of learners made progress in Communication and Maths in March 2021
- 100% of learners made progress in Communication in December 2020 and March 2021 with 6% of learners making 21 or more steps of progress in March 2021
- 100% of learners made progress in Maths in December 2020 and March 2021 with 71% of learners making 21 or more steps of progress in March 2021



- 100% of learners made progress in Reading, Writing, Communication and Maths in March 2021
- 100% of learners made progress in Reading in December 2020 and March 2021
- 100% of learners made progress in Writing in December 2020 and March 2021 with 11% of learners making 21 or more steps of progress in March 2021
- 100% of learners made progress in Communication in December 2020 and March 2021, with 11% of learners making 21 or more steps of progress in March 2021
- 100% of learners made progress in Maths in December 2020 and March 2021 with 22% of learners making 21 or more steps of progress in March 2021

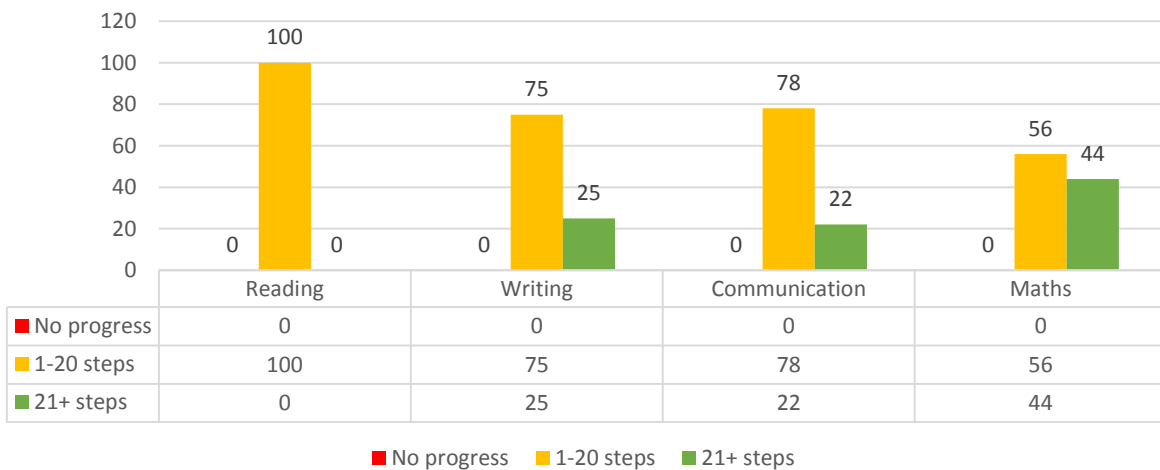


- 100% of learners made progress in Reading, Writing, Communication and Maths in March 2021
- 100% of learners made progress in Reading in December 2020 and March 2021
- 100% of learners made progress in Writing in December 2020 and March 2021
- 100% of learners made progress in Communication in December 2020 and March 2021
- 100% of learners made progress in Maths in December 2020 and March 2021 with 23% of learners making 21 or more steps of progress in March 2021

Progress of Pupil Premium learners December 2020(%)



Progress of Pupil Premium learners March 2021(%)



- 100% of learners made progress in Reading, Writing, Communication and Maths in March 2021
- 100% of learners made progress in Reading in December 2020 and March 2021
- 100% of learners made progress in Writing in December 2020 and March 2021, 25% of learners making 21 or more steps of progress in March 2021
- 100% of learners made progress in Communication in December 2020 and March 2021, with 22% of learners making 21 or more steps of progress in March 2021
- 100% of learners made progress in Maths in December 2020 and March 2021 with 44% of learners making 21 or more steps of progress in March 2021

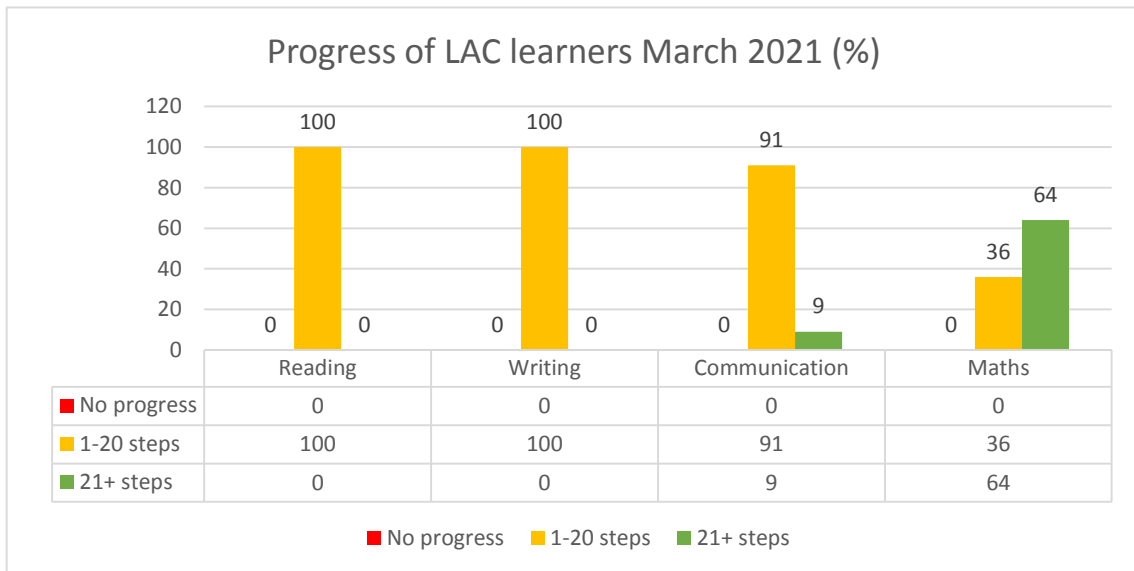
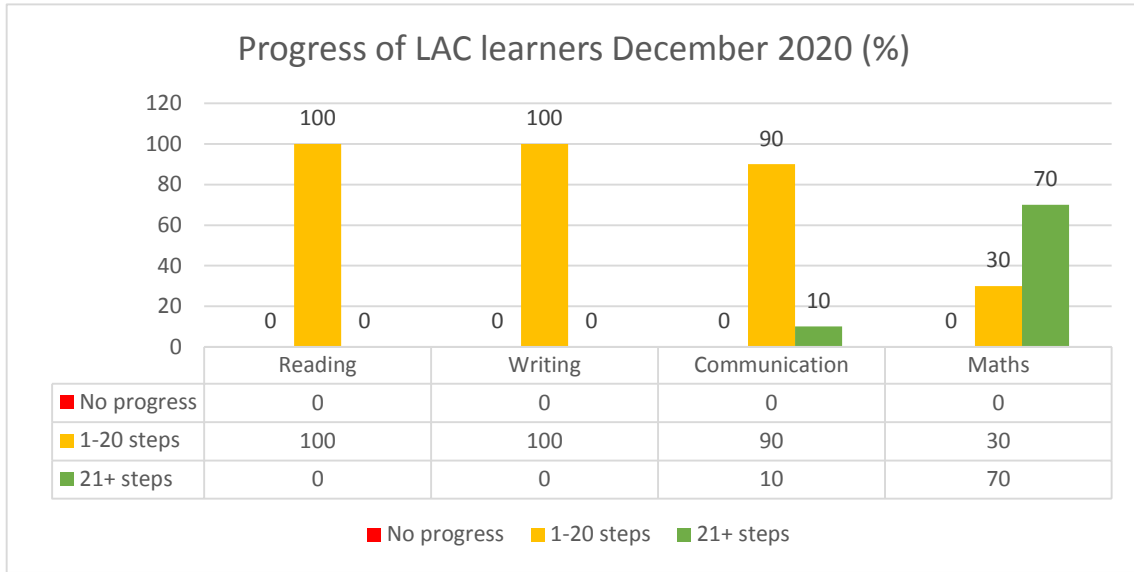
Progress of Post 16 learners December 2020(%)



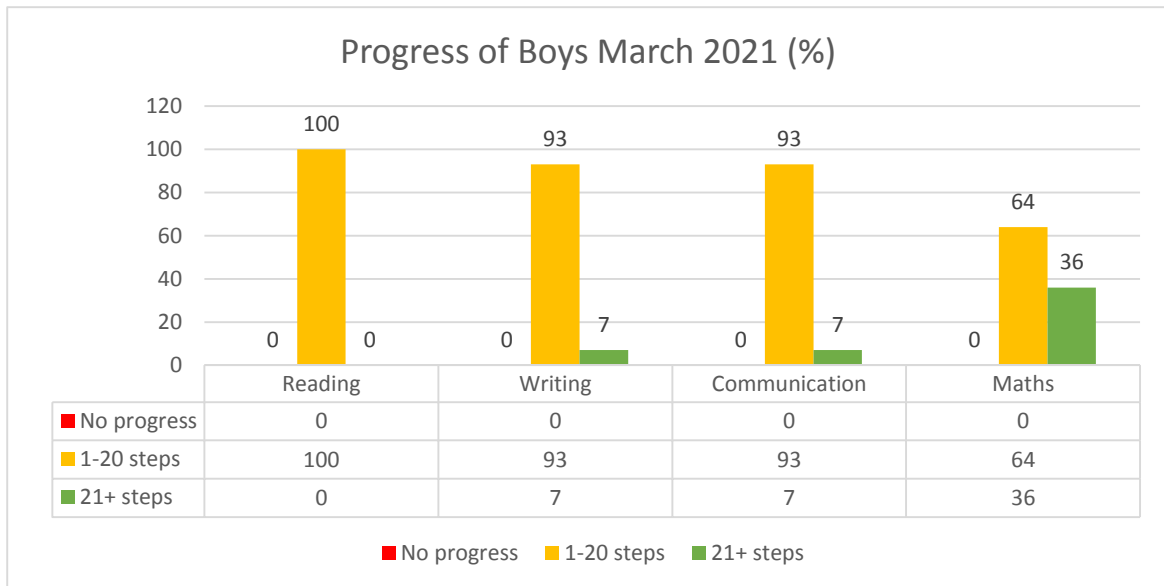
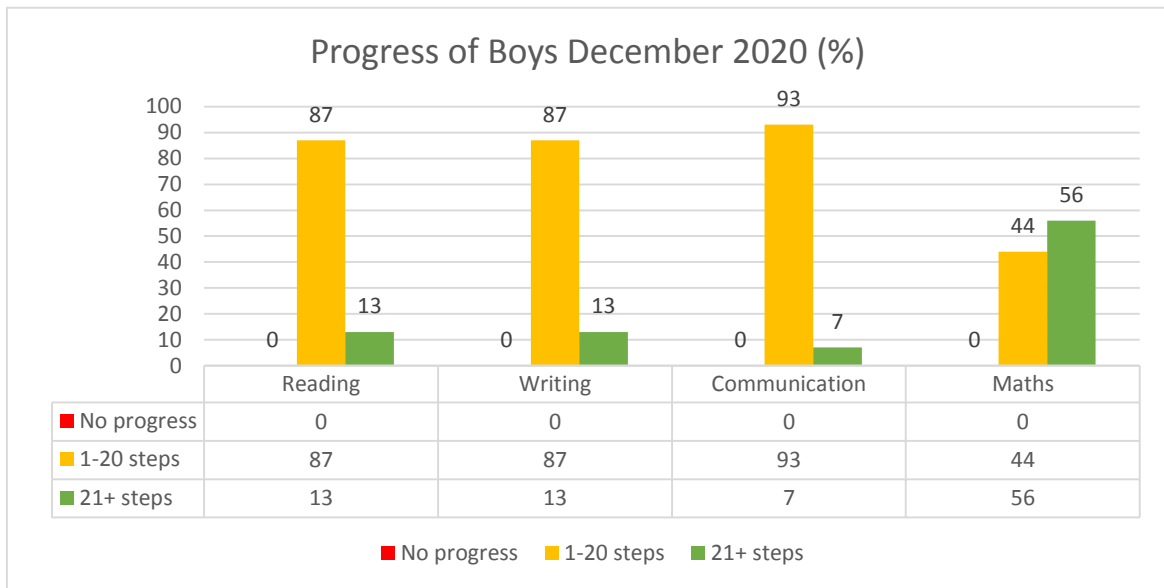
Progress of Post 16 learners March 2021(%)



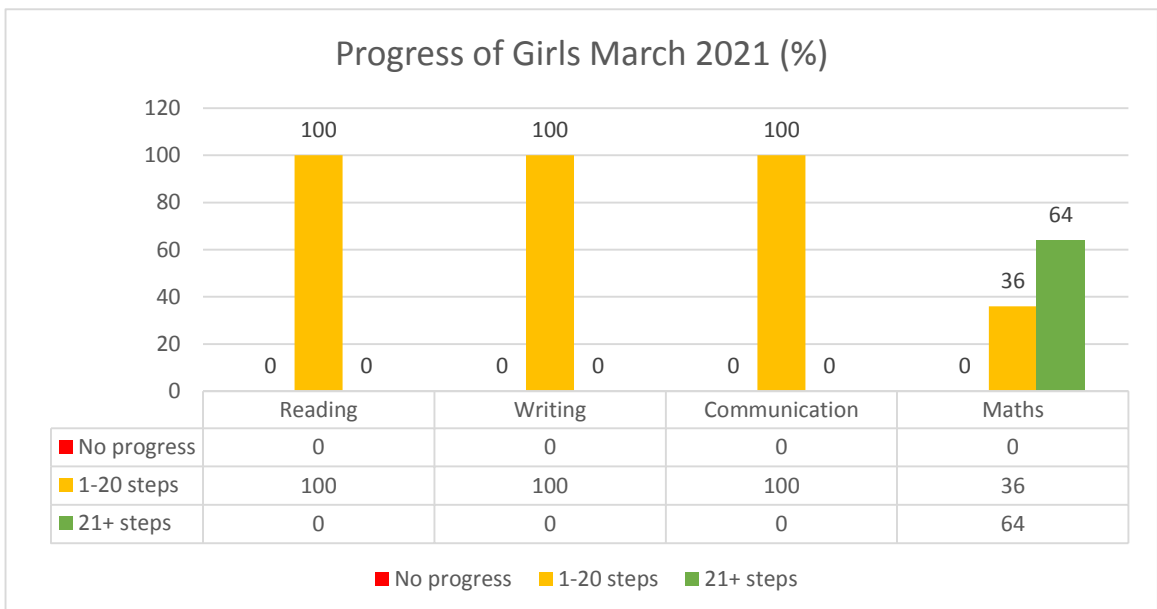
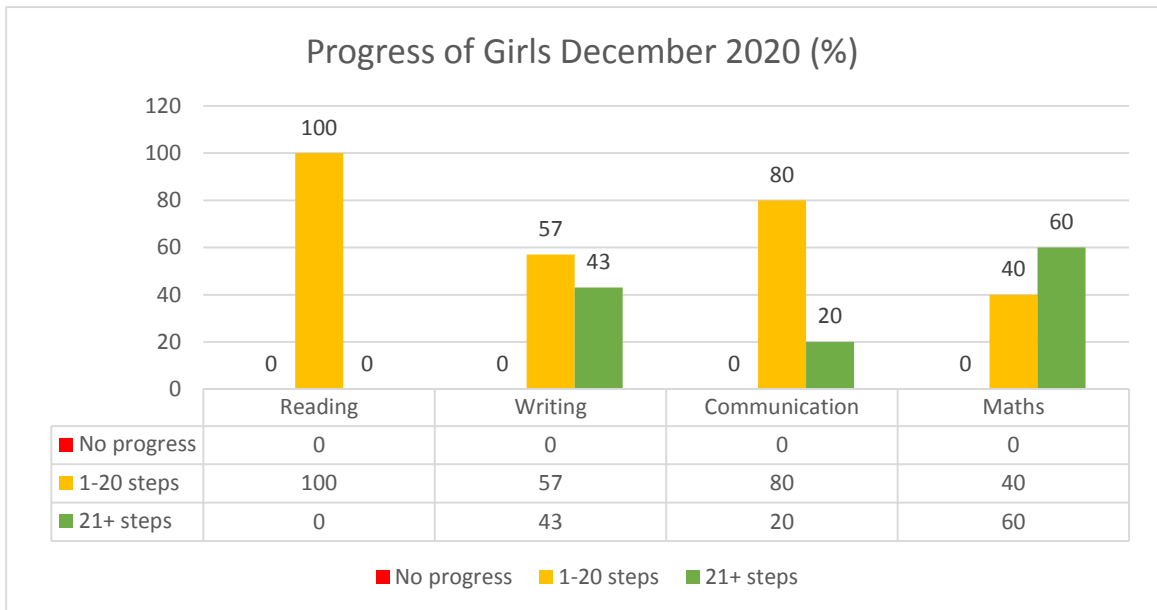
- 100% of learners made progress in Reading, Writing, Communication and Maths in March 2021
- 100% of learners made progress in Reading in December 2020 and March 2021
- 100% of learners made progress in Writing in December 2020 and March 2021
- 100% of learners made progress in Communication in December 2020 and March 2021, with 5% of learners making 21 or more steps of progress in March 2021
- 100% of learners made progress in Maths in December 2020 and March 2021, with 37% of learners making 21 or more steps of progress in March 2021



- 100% of learners made progress in Reading, Writing, Communication and Maths in March 2021
- 100% of learners made progress in Reading in December 2020 and March 2021
- 100% of learners made progress in Writing in December 2020 and March 2021
- 100% of learners made progress in Communication December 2020 and March 2021 with 9% of learners making 21 or more steps of progress in March 2021
- 100% of learners made progress in Maths in December 2020 and March 2021 with 64% of learners making 21 or more steps of progress in March 2021



- 100% of learners made progress in Reading, Writing, Communication and Maths in March 2021
- 100% of learners made progress in Reading in December 2020 and March 2021
- 100% of learners made progress in Writing in December 2020 and March 2021, with 7% of learners making 21 or more steps of progress in March 2021
- 100% of learners made progress in Communication in December 2020 and March 2021, with 7% of learners making 21 or more steps of progress in March 2021
- 100% of learners made progress in Maths in December 2020 and March 2021, with 36% of learners making 21 or more steps of progress in March 2021



- 100% of learners made progress in Reading, Writing, Communication and Maths in March 2021
- 100% of learners made progress in Reading in December 2020 and March 2021
- 100% of learners made progress in Writing in December 2020 and March 2021
- 100% of learners made progress in Communication in December 2020 and March 2021
- 100% of learners made progress in Maths in December 2020 and March 2021 with 64% of learners making 21 or more steps of progress in March 2021

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 Reading
- Data evidences the focus for MLD learners is Reading, Writing and Communication
- Data evidences the focus for Pupil Premium learners is Reading
- Data evidences the focus for Post 16 learners is Reading and Writing
- Data evidences the focus for LAC learners is Reading and Writing
- Data evidences the focus for Boys is Reading
- Data evidences the focus for Girls is Reading, Writing and Communication
- The progress of Pupil Premium learners exceeds, or is equal to, that of All Learners in all areas
- The progress of LAC learners is similar to that of All Learners in Reading, Writing and Communication and exceeds the progress of all Learners in Maths
- The progress of Boys and Girls is similar in Reading, Writing and Communication, but progress in Maths is more accelerated for Girls
- Progress for Boys is broadly in line with All Learners
- Progress for Girls is broadly in line with All Learners, but Girls progress in Maths is more accelerated than that of All Learners
- Progress in Maths is the most accelerated
- Maths has the most topic areas which input to the final number of steps progress

Spring Term Actions 2021

<u>Actions</u>	<u>Progress</u>
Share data with teachers to focus on areas of development.	Data to be shared with teachers in staff meeting to highlight progress and areas for focus.
Develop use of Evidence for learning app to record progress against EHCP targets.	All learners have Frameworks displaying progress and evidence against EHCP targets. Teachers are now using schemas to rate progress against targets.
Update targets termly or as achieved.	Targets have been updated termly throughout the year by teachers.
Develop a bank of Makaton resource sites for teachers to use to develop communication skills.	Teachers use one morning session a week to update and develop Makaton signing using sites appropriate to their group.
Curriculum leaders to review subject areas to develop learning and progress.	Subject leaders completed deep dives using Evidence for Learning during the spring term.

Summer Term Actions 2021

<u>Actions</u>
Curriculum leaders to review subject areas to monitor learning and progress.
Use evidence for learning to produce whole school data to inform stakeholders of progress in driving school improvement.
Continue to develop the use of Tags in Evidence for Learning to record cross curricular learning.
Ensure staff are accurately recognising and recording small steps of progress against smart targets derived from long term outcomes identified in each learner's EHCP.
Develop staff skills to produce Learning Journals to share with parents through Evidence for Learning which showcase the progress of each learner.