

**beatrice tate school**

# Student Progress Analysis

## 2023-24

### Introduction

Beatrice Tate School is a secondary special school providing education for students with Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD). Our learners often experience barriers to education that include complex medical needs, sensory and physical impairments and socio-economic challenges. Assessing progress for such students requires a nuanced and individualised approach which captures small, non-linear developments across multiple learning domains.

The school employs the bespoke Student Tracking and Assessment, Recording and Reporting System (STARRS) to holistically track and assess student progress. STARRS integrates evidence-based frameworks such as the Engagement Model and MAPP (Mapping and Assessing Personal Progress). These frameworks ensure that assessments are aligned with each student's unique developmental needs and support dynamic adjustments to learning objectives. This enables the school to respond to emerging needs in real-time.

This report provides an analysis of student progress for the academic year 2023-24. The analysis focuses on the impact of demographic characteristics (Gender, FSM eligibility, Ethnicity) on student progress, with detailed insights into trends, disparities and areas for intervention. Additionally, the impact of attendance on progress is explored, and strategies to support students making below-expected progress are examined.

## Methodology

### 1. Data Integration and Validation:

- Data on Average Annual Progress from STARRS was cross-referenced with demographic information to ensure accuracy and completeness.
- Attendance data was incorporated to explore its impact on progress.

### 2. Statistical Techniques:

- **ANOVA (Analysis of Variance)** was used to test for significant differences in progress across groups such as Gender, FSM eligibility, and Ethnicity.
- **Standard Deviation Analysis** categorised progress within Colour Groups into three bands: “Less than Expected,” “Expected,” and “Greater than Expected.”
- **Cross-Analysis** examined intersections of demographic characteristics to uncover nuanced trends (e.g. Gender x FSM x Ethnicity).

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## Demographic Analysis

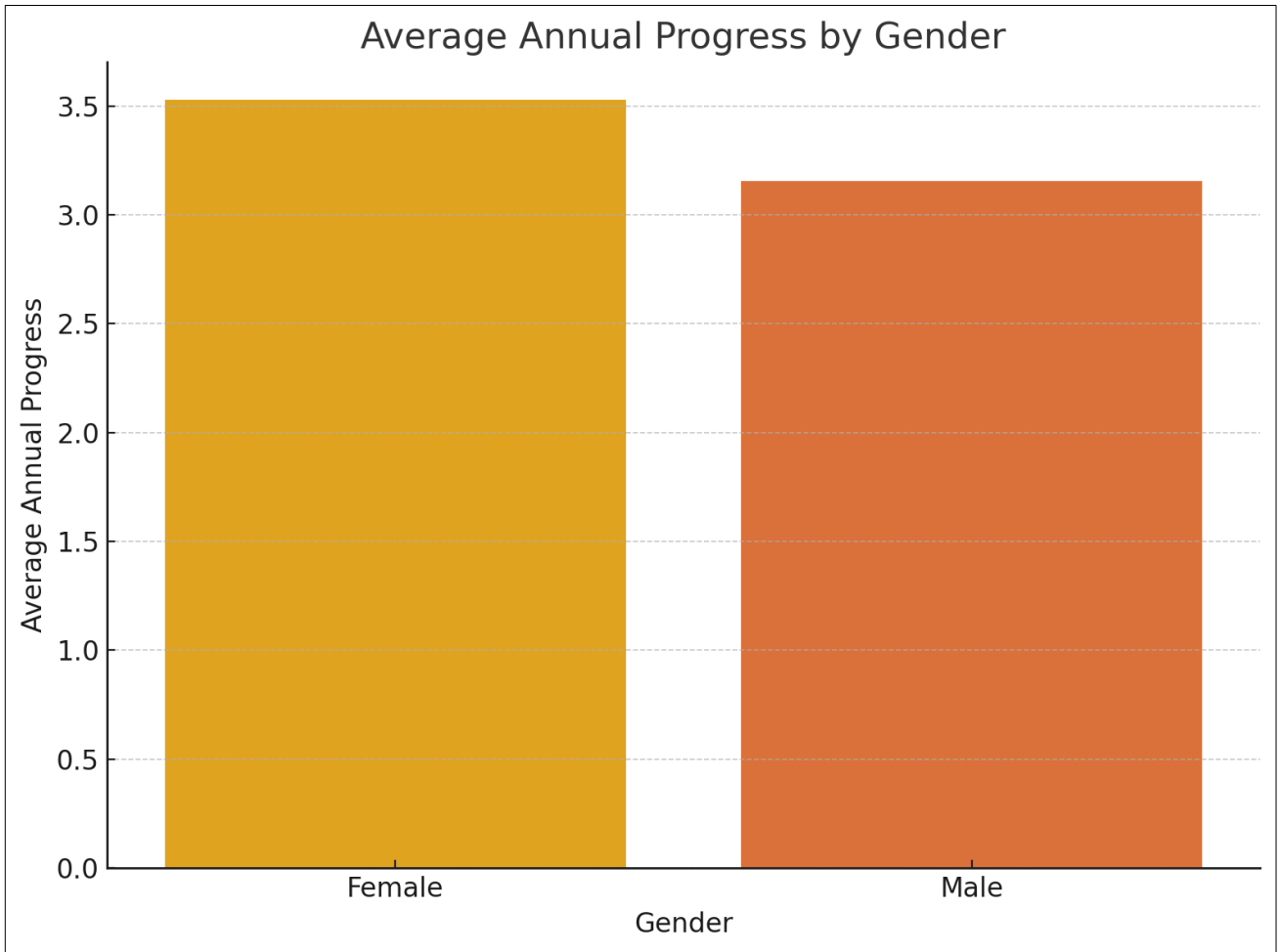
### 1. Progress by Gender

#### Findings:

- Male students achieved a mean progress of 3.15, while female students achieved a slightly higher mean of 3.53. Statistical T-Test p-value = 0.306.
- Interpretation: The p-value is above 0.05, indicating no statistically significant difference in progress between male and female students.

Group	mean	count	std
Male	3.15	71.0	1.912
Female	3.53	42.0	1.828

**Graph:** The following bar chart illustrates the mean progress by Gender:



**Discussion:** Equitable progress across genders highlights the school’s success in supporting all students with individualised teaching and learning strategies. No gender-specific interventions are required; however, the school will continue to monitor this metric to ensure sustained parity. Future qualitative studies could provide additional insights into gender-based experiences.

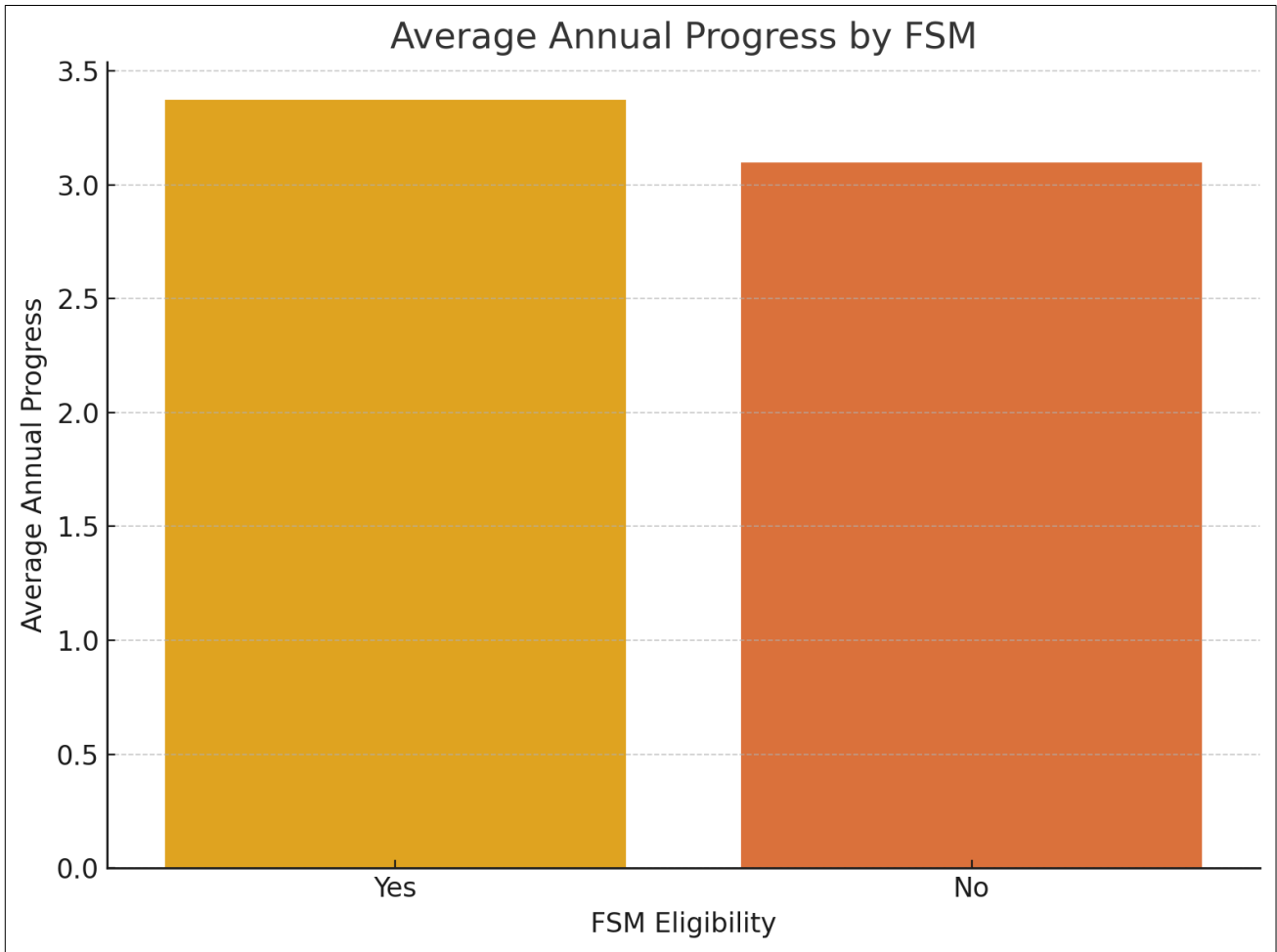
## 2. Progress by FSM (Free School Meals) Eligibility

### Findings:

- FSM-eligible students achieved a mean progress of 3.37, compared to 3.09 for non-FSM students.
- While the difference was **not statistically significant** ( $p = 0.466$ ), FSM eligible students exhibited greater variability in progress.

Group	mean	count	std
No	3.09	33.0	1.756
Yes	3.37	80.0	1.935

**Graph:** The following bar chart illustrates the mean progress by FSM eligibility



**Discussion:** With slightly higher average annual progress of FSM eligible students compared to non-FSM students suggests that external barriers, such as socio-economic factors and access to information and resources, do not influence outcomes.

### 3. Progress by Ethnicity

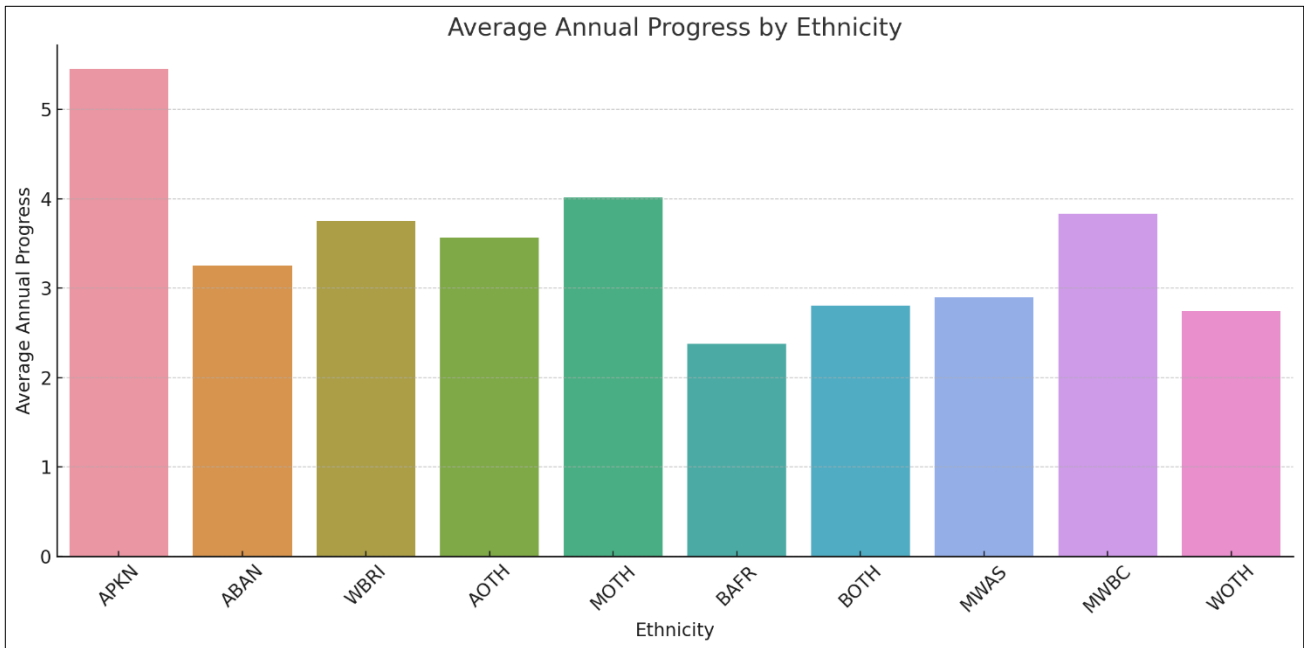
**Findings:**

- Progress was consistent across ethnic groups, with no statistically significant disparities (p-value = 0.717).

Group	mean	count	std
ABAN	3.252269	74	1.913514
AOTH	3.56537	7	2.036559
APKN	5.4525	2	0.074246
BAFR	2.38128	8	1.584827
BOTH	2.80522	3	1.347749
MOTH	4.015625	4	3.747935
MWAS	2.897917	4	1.611164
MWBC	3.833333	1	-
WBRI	3.751726	9	1.150412

WOTH	2.742857	1	-
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**Graph:**



**Discussion:** The absence of significant disparities reflects the school’s commitment to inclusivity. However, smaller sample sizes for some groups necessitate cautious interpretation. Engagement activities targeted at families from diverse backgrounds and incorporating cultural contexts into teaching practices can further strengthen inclusivity.

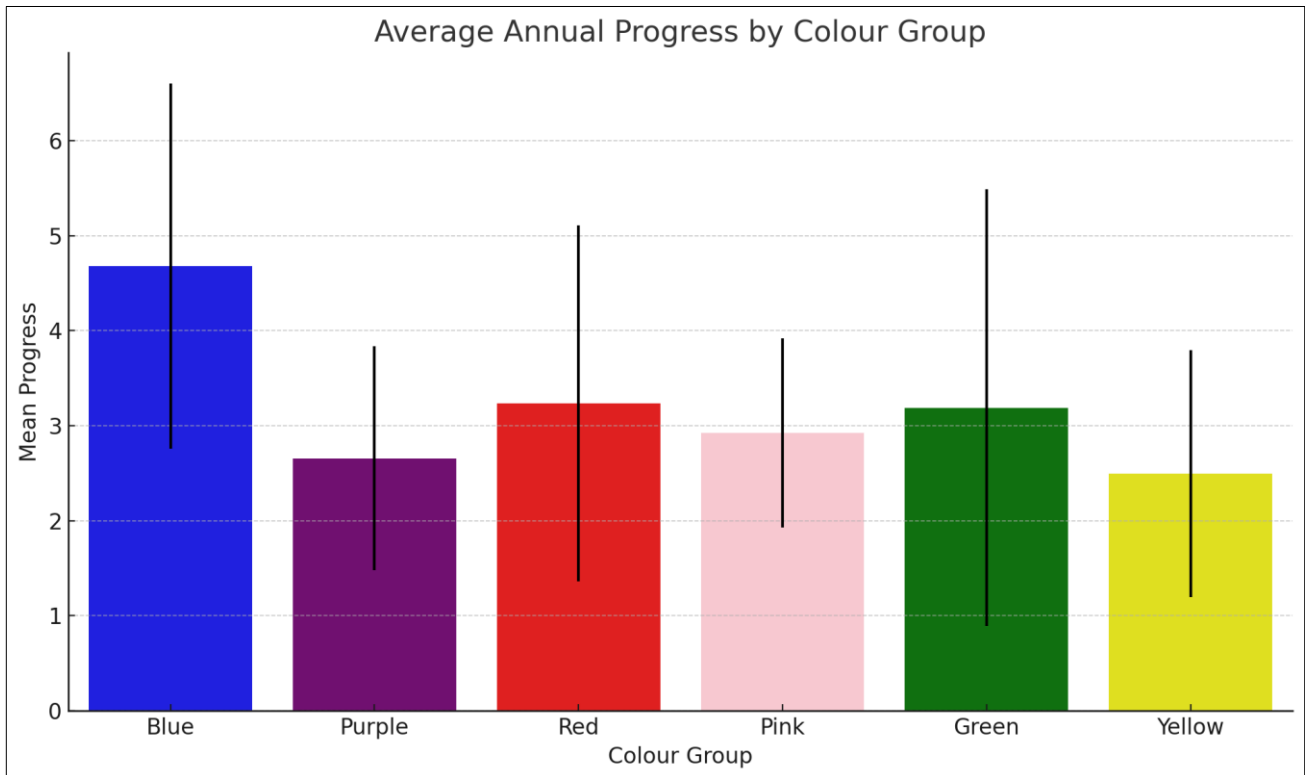
**4. Progress by Ability Group**

**Findings:**

- Highest Progress: The Blue group had the highest mean progress (4.68), along with relatively high variability.
- Lowest Progress: The Purple group had the lowest mean progress (2.66), with moderate variability.
- Variability: The Green group had the highest standard deviation (2.30), indicating a wide range of progress among students.
- Consistency: The Pink group demonstrated lower variability (std: 0.99), suggesting more consistent progress.

Learning group	Mean_Progress	Std_Dev	Student_Count
Blue	4.680279	1.919362	22
Purple	2.656336	1.17783	9
Red	3.23599	1.871634	24
Pink	2.926063	0.997637	14
Green	3.189673	2.298646	24
Yellow	2.496918	1.29919	20

**Graph:**



**Discussion:** The disparities in progress across Ability Groups is indicative of the nature of the ability bandings of students at Beatrice Tate School. Students with Severe Learning Difficulties are grouped within Blue, Purple and Red groups; whilst student with Profound and Multiple Learning Difficulties are grouped in Green and Yellow groups. It is notable that students in Green group have a wider variability of progress which reflects the broader abilities and learning needs in this group. Purple group and Pink groups contain very few numbers for statistical comparison purposes. Ongoing formative assessment and termly reviews of Learning Objective using STARRS will identify and address emerging needs.

## 5. Intersectionality

Intersectionality analysis was designed to investigate how the combined effects of **Gender, FSM eligibility and Ethnicity** contribute to disparities and patterns within student outcomes.

### 1. Gender and FSM:

- Non-FSM male students generally show higher progress compared to FSM-eligible male students, particularly in groups with ethnic backgrounds like ABAN and AOTH.
- Attendance discrepancies are visible between FSM and non-FSM groups, with FSM students often showing slightly lower attendance.

### 2. Ethnicity:

- Progress varies considerably across ethnicities, with groups like ABAN and AOTH consistently performing above the average.
- Groups with lower sample sizes (e.g. MWAS) require cautious interpretation due to limited representation.

## Key insights

- 1. Boost Attendance in FSM Groups:**
    - Since FSM students often exhibit lower attendance, targeted interventions like parental engagement and monitoring could help improve attendance and, consequently, progress.
  - 2. Support Ethnic Groups with Lower Progress:**
    - Groups like MOTH and MWAS may benefit from additional resources or tailored interventions to improve progress outcomes.
  - 3. Focus on Intersectional Support:**
    - Prioritise students at the intersection of FSM status and ethnic groups with lower progress (e.g. FSM female students from underperforming ethnic groups).
    - Provide tailored learning support alongside attendance initiatives.
  - 4. Analyse Outlier Groups:**
    - Further investigate groups with exceptionally high or low progress (even with small sample sizes) to identify their unique challenges.
  - 5. Longitudinal Tracking:**
    - Monitor these patterns over multiple academic years to identify persistent trends and evaluate the impact of interventions.
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## Conclusions

### Key Findings:

1. Progress is equitable across Gender, Free School Meals (FSM) eligibility and Ethnicity, reflecting effective interventions and individualised approaches to teaching and learning.
2. Although there are disparities in progress across Ability Groups, this is indicative of the ability bandings of students at Beatrice Tate School. That is, students with Severe Learning Difficulties are grouped within Blue and Red groups; whilst student with Profound and Multiple Learning Difficulties are grouped in Green and Yellow groups.
3. Intersectionality analysis highlights the importance of prioritising students at the intersection of FSM status and ethnic groups with lower progress.

### Recommendations:

- 1. FSM Students:**
  - Continue to address individual barriers to learning and engagement via the PP Grant.
  - Monitor attendance patterns and address absenteeism proactively.
- 2. Ability Groups:**
  - Review resources to underperforming groups, particularly Blue and Red.
  - Use STARRS to dynamically adjust learning objectives.
- 3. Attendance:**
  - Collaborate with health professionals and transport providers to reduce absence rates.
  - Develop targeted reintegration plans for students returning from prolonged absences due to chronic illness or other prolonged health needs.
- 4. Intersectionality**

- Prioritise interventions at the intersection of FSM status and ethnic groups with lower progress.
- Monitor patterns over multiple academic years to identify persistent trends and evaluate the impact of interventions.

**Wayne Hazzard**

**Headteacher**

Date: 2<sup>nd</sup> December 2024