

## How the school is led and managed:

The Management Committee lead our school. Members come into school to meet staff and children and to ensure that information provided by the head is accurate. They then feed this into the federation governing body (this consists of governors from Palatine, Oak Grove and Cornfield schools). By working in a federation staff have access to increased training opportunities, the schools can make economies of scale in buying services and can ensure highly effective transition to secondary provision. Your federation governor is Diana Pinocha (son in Leopards class) and parent MC member is Jane Holbrook (son in Lemurs class). Staff and Management committee member's photos are on the board on the left as you enter school.

The school places a high emphasis on training and staff development. All staff (teachers and support staff) access weekly training between 3.00 and 3.30 and evaluate the progress of the pupils in their class and their roles within that (also on a weekly basis). The school's systems in this area have been judged by Investors in People to be of Gold standard.

You help us to evaluate our performance:

- by answering the annual survey that comes home with your child's annual review;
- by working with us on devising learning plans and behaviour management plans (at parents evenings and annual review meetings);
- by attending parent's events and completing questionnaires (at parents evenings / with end of year reports, for example).

Please look out for our parents training events too. We will be running Triple P again this year and other events to support you in helping your child learn.

## In 2015-6: Our pupils made very good and sometimes exceptional progress

- The very large majority of pupils make expected progress or above using our in house assessment tool and across all national curriculum areas. Over 93% of pupils do so in reading, writing and number. Over 42% of pupils made better than expected progress.
- The large majority of pupils make expected progress or above in the learning powers which are the areas of our curriculum that help the children learn how to learn (e.g. team work, resilience, perseverance).
- 100% of pupils in Early Years made expected progress or above in 15 out of 17 areas of learning.
- Pupils using the ImPACTS curriculum made outstanding progress; 10 out of 14 of them making 45 points of progress from their starting point
- The large majority of pupils using SCERTS (78%) made over 20% of progress from their starting point in social communication and emotional regulation.

## Palatine Primary School: How we improve our school



## How we have increased the range of curriculum provision and resources in school over the last 4 years.

In addition to working with speech therapists, physios and occupational therapists staff in school are trained to provide (as appropriate to meet the individual needs of identified pupils)

- reading recovery
- First class@number
- Lego therapy
- Drawing and talking therapy
- Rebound therapy

In addition to offsite visits, the library, sensory room, soft play and ball park the pupils can now access:

- Forest Schools (and 'grow it, cook it' for younger pupils)
- Dark room
- Immersive room
- Indoor and outdoor sand and water play
- Musical interaction room
- IT suite
- Mobile sensory trolley
- Eye Gaze and iPad communication software

In addition to the national curriculum and specific literacy teaching pupils can now access

- Personalised learning in their personal development, social skills and thinking skills through the Palatine Learning Powers and superheroes framework

Those who would benefit learn through:

- the ImPACTS programme (for those with profound and multiple learning difficulties)
- SCERTS and Attention autism (for some pupils with complex autism)

## Our pupils are also making excellent progress in their personal and social development

School overall attendance has increased and is at 92.4% (our 4<sup>th</sup> year of improvement)

Incidents of challenging behaviour have decreased

The student council has devised playground rules and a new pupil charter