



Pupil Outcomes 2015-6

High expectations and challenging individual pupil targets are set for our pupils at Palatine to enable them to achieve as well as they can from their starting points. We believe learning should be personalised. We believe assessment of learning should capture the progress of children in all areas of their development (for example in communication, literacy and mathematical development; in their personal and social learning and in their learning behaviours such as developing resilience, perseverance and teamwork).

Historical background information

Prior to September 2015 school assessment for those working within the P levels (used nationally to assess the learning of those learners learning below the level of the national curriculum) was based on the National Progression Guidance. These national expectations used a data set based on a small cohort of pupils educated within both mainstream and special schools. Prior to September 2015 for those working within the National Curriculum national expected progress from the end of KS1 to the end of KS2 was that 2 levels of progress would be made e.g. level 1 to level 3. At Palatine we had learners functioning within the whole of this range.

From September 2015 the national government introduced new expected standards to assess the progress of pupils functioning within the national curriculum. For pupils with special educational needs the Rochford Review published interim pre-key stage standards that we reported pupils' attainment through. The final report from the Rochford Review has recently been published but the pre-key stage standards do not provide sufficient detail in order for teachers to judge progress throughout the year.

At Palatine we believe that robust, rigorous, systematic and ongoing assessment for learning practises are central to excellent teaching and ensuring that we maximise pupil progress. Therefore, during 2014-5, within this national context and after undertaking extensive research, our teachers produced assessment measures that would meet our high standards; ensuring pupils had maximum opportunity to learn and progress and which reflected all areas of their learning and skill development. They also enabled staff to assess their progress in an ongoing way using robust systems that could be scrutinised and moderated with teaching colleagues within our locality and county.

Progress Measures 2015-7

In line with our interim pupil progress and achievement policy and after analysis (using routine monitoring and work scrutiny, in-house and external moderation and regular data analysis) the following were agreed as the expected progress measure for pupils at our school.

Palatine Primary School Progress Measures 2015-7			
	Core: learning powers	Core: (all English strands, all maths strands, science, PE, computing)	Foundation subjects
P4 -7	50% progress across a year	50% progress across a year	30% progress across a year
P8	50% progress across a year	Pupils must have mastered 100% of P8 before moving on (agreed at pupil progress meetings)	Pupils must have mastered 100% of P8 before moving on (agreed at pupil progress meetings)
NC stages	50% progress across a year	40% progress across a year	40% progress across a year
ImPACTS, Scerts, EYFS	Individualised (using parents evenings and pupil progress meetings to ensure appropriateness)		

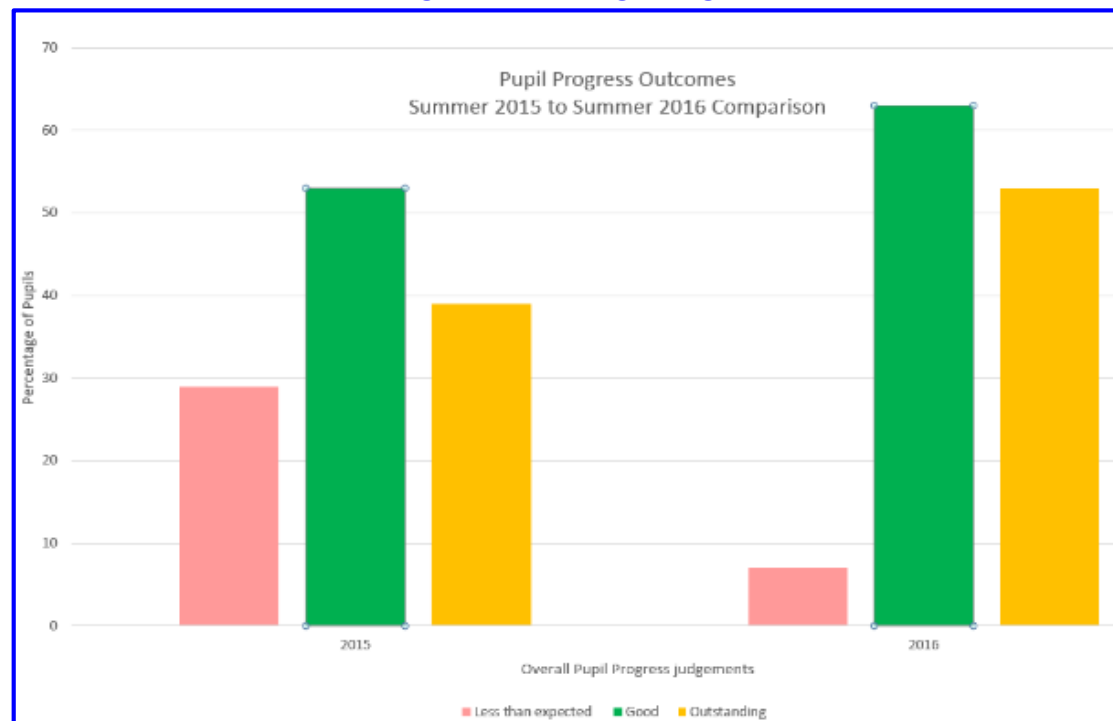
These ensure our judgements of pupil progress are rigorous, appropriate and challenging. These will support us in ensuring we provide the best learning for our pupils. We believe running our new system for two years gives us a solid evidence base on which to make any amendments and will also ensure we can take account of any new government regulations that are received in year (no final recommendations from the Rochford Review were made in time for the academic year 2015-6). We believe new systems must embed to ensure they are used to greatest effect and, therefore, will only introduce any changes after training and in preparation and readiness for a new academic year. We believe this supports us in providing the best learning opportunities for our pupils.

These measures are used in a personalised system of pupil progress meetings where pupil progress is judged to be outstanding, good or requiring improvement.

Palatine Progress meeting assessment process

All pupils' progress is analysed holistically at termly progress meetings and judged within the spring and summer rounds using a range of pre-determined progress measures (for example progress in the national curriculum subjects, progress towards meeting ILP targets, progress within our Learning Powers). The aim is to consider progress holistically, rigorously and regularly to support teachers in adapting learning programmes to ensure pupils can achieve the best they can, but also so that as a school we can judge our performance and that of our pupils using a system that best meets their needs and reflects their achievement. The different areas assessed are given a pre-determined rigour and then scores given using a scale which supports staff in judging progress to be good, outstanding or less than expected.

Progress and achievement at Palatine using the Palatine Pupil Progress Meeting Judgement Framework



For pupils functioning at the earliest stages of development we use the ImPACTS curriculum and assessment tool which judge's pupil progress in the areas of:

- communication (early and extended)
- cognitive development
- physical development (fine and gross motor skills)
- personal, social and emotional wellbeing (towards self-help and self-advocacy)
- environmental control

10 out of 14 pupils achieved a total point score of 45 from their starting point showing exceptional progress according to this progress measure.

For pupils who have autism, which provides them with a significant challenge in meeting the demands of everyday life, we use Attention Autism and the SCERTS programme to assess progress in the areas of:

- social communication (joint attention and symbol use)
- emotional regulation (mutual regulation and self-regulation)

78% of pupils using this programme made more than 20% progress from their starting point which is judged to be exceptional.

For all pupils who are cognitively able we use the Palatine Progression of Skills (based on research and including the expanded P levels and the national curriculum). We use the Onwards and Upwards data system to keep track of this. This ensures staff can monitor pupil progress extremely carefully in order that they can maximise opportunities for pupils to progress. In line with our interim progress and achievement policy we judged expected progress (using the table on page 2 of this document).

Progress of pupils across the curriculum using the Palatine Progression of Skills

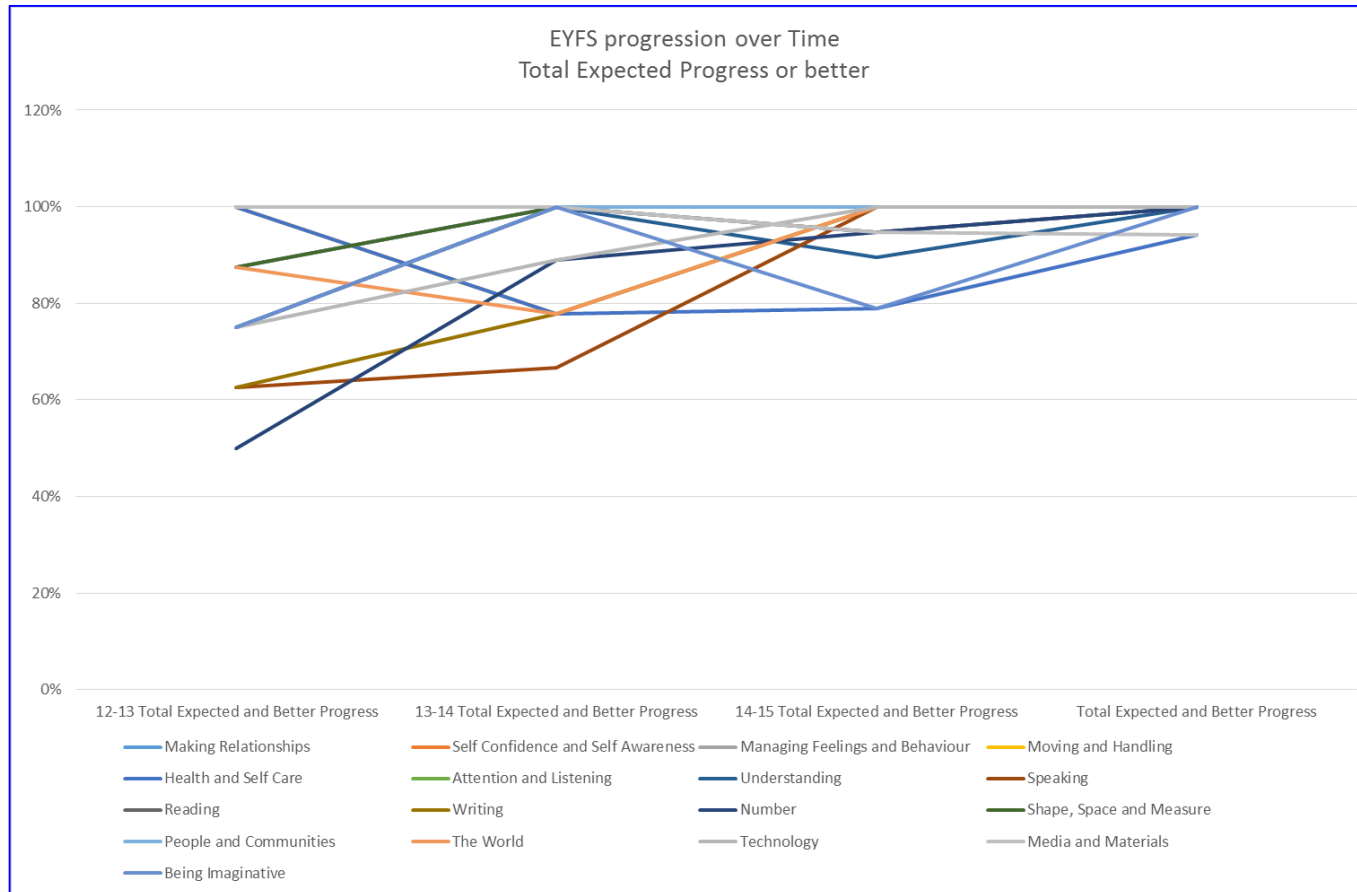
Percentage of pupils in KS1 and KS2 making expected progress or above from their starting point (core areas)								
	Reading	Writing	Speaking	Listening	Number	SSM	U & A	Science
Whole Cohort	93%	93%	84%	90%	93%	86%	86%	84%

Percentage of pupils in KS1 and KS2 making expected progress of better form their starting points (foundation subjects)								
	Computing	Geography	History	Art	DT	Music	PE	SMSC
Whole Cohort	86%	88%	93%	95%	95%	89%	83%	93%

Percentage of Year 6 pupils: expected progress or above				
	2012/3	2013/4	2014/5	2015/6
Reading	82.35%	55.56%	65.00%	95.00%
Writing	68.75%	77.78%	75.00%	95.00%
Speaking	86.67%	70.59%	80.00%	85.00%
Listening	86.67%	88.24%	90.00%	80.00%
Number	68.75%	61.11%	85.00%	90.00%
SSM	62.50%	44.44%	90.00%	90.00%
U & A	50.00%	50.00%	90.00%	90.00%
Science	68.75%	55.56%	75.00%	80.00%

Early Years Foundation Stage

The progress of pupils within EYFS has increased year on year since 2012-13. This year 100% of pupils made expected progress or above in 15/17 strands of the EYFS curriculum.



Learning Powers

We recognise that in our context the development of personal, social, learning and thinking skills are paramount to pupils and their future development and ability to access learning throughout their lives. Therefore, we devised the Palatine Learning Powers (a developmental tool) across the following areas:

- We are willing
- We don't give up
- We can work with others
- We concentrate
- We are explorers
- We use our imagination
- We have a go
- We enjoy learning

We baselined and assessed pupils using these measures for the first time last year.

Progress of pupils within the Learning Powers framework

Total making expected progress or better (Learning Powers)								
	We are willing	We don't give up	We can work with others	We concentrate	We are explorers	We use our imagination	We have a go	We enjoy learning
Whole Cohort	93%	85%	79%	88%	85%	79%	84%	73%

We are proud of the work we have done to ensure our assessment tools are highly individualised, inclusive, recognise the learning of all and that they are rigorous and robust. We are confident of this and the accuracy of our judgements because of our moderation processes: half termly in house, locality moderation and moderation with other special schools (set up by Palatine) within West Sussex.

Overall

The very large majority of pupils make expected progress or better in all curriculum subjects (excluding MFL where the large majority do). In core subject strands 84% of pupils made expected progress or above with 93% doing so in reading, writing and number. The majority of pupils make better than expected progress in reading and writing. At the end of Year 6 90% of pupils or above made expected progress or better in 5/8 core subject strands. In foundation subjects pupils' progress is also exceptionally strong especially in history, art, DT and spiritual, moral, social and cultural development where 93% of pupils make expected progress or better.

Our future aims

Through 2016-7 our school development objectives in this area are to embed the Learning Powers, Progression of Skills, ImPACTS and SCERTS tools fully into our practice whilst taking account of any final report from the Rochford Review. We continue to have the highest expectations of pupils learning and achievement at Palatine School.