



## **Pupil Outcomes 2016-7**

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 been published and the pre-key stage standards remain. However they, do not provide sufficient detail in order for teachers to judge progress throughout the year. The P levels also remain.

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 measures for pupils at our school. For some pupils with specific needs these targets were individualised through our progress meeting framework in line with our ethos of personalisation.

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)	Pupils must have mastered 100% of P8 before moving on (agreed at pupil progress)
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)		

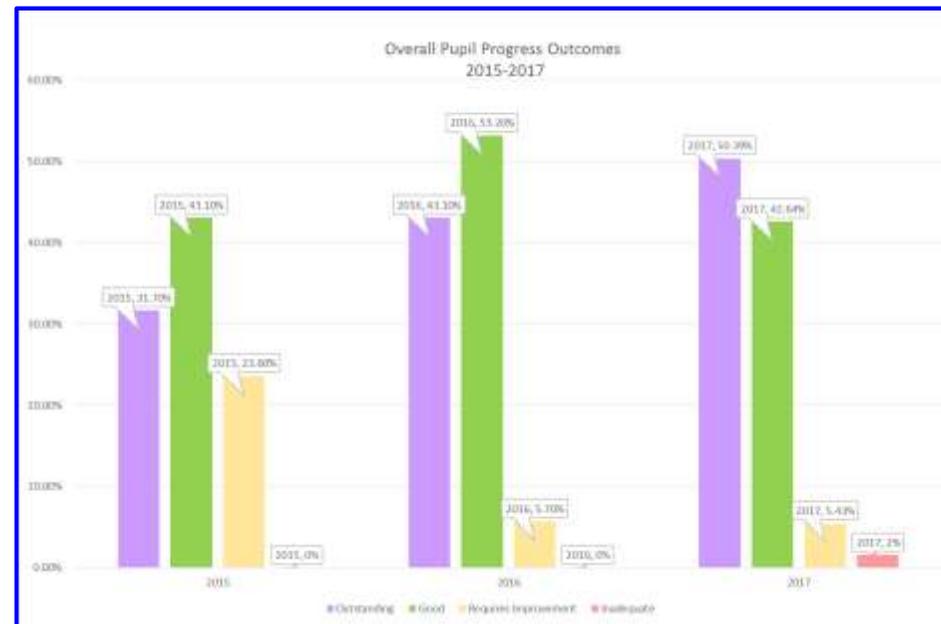
These ensure our judgements of pupil progress are rigorous, appropriate and challenging and support us in ensuring we provide the best learning for our pupils. We believe running our new system for two years gives us a solid evidence base on which to make any amendments which will be made in Year 3 (2017-8) and fully implemented in Year 4 (2018-9). This timescale ensures we can take account of the Rochford Findings and newly published P levels. We believe new systems must embed to ensure they are used to greatest effect and, therefore, we 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, requiring improvement or inadequate.

### Palatine Progress meeting assessment process

All pupils' progress is analysed holistically at termly progress meetings and judged within the summer round 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. As part of phase 2 of the implementation of our new assessment procedures the judgement criteria changed from better than expected, expected and less than expected to outstanding, good, requiring improvement or inadequate to provide a more specific analysis and in line with the language of our assessment tool. The very large majority of pupils (93%) made good or better progress overall as judged by the pupil progress meeting system with 50% making outstanding progress. At the end of Year 6 the very large majority (96%) of pupils made good or better progress overall as judged by the pupil progress meeting system with 59% making outstanding progress.

### 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

12 out of 17 pupils using this tool made outstanding progress.

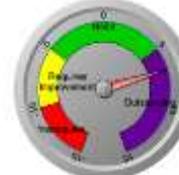
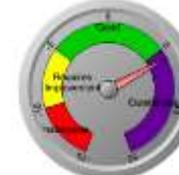
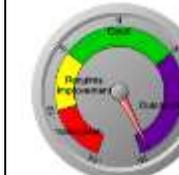
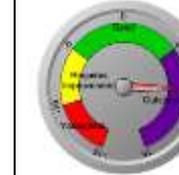
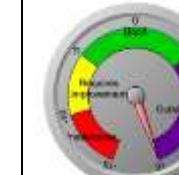
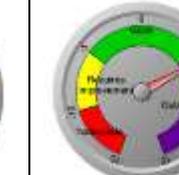
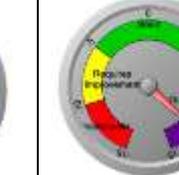
For pupils who have autism which provides them with a significant challenge in meeting the demands of everyday life, we use Attention Autism and the SCERTS programme to support them in developing their:

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

100% of pupils using the SCERTS framework to support their social communication and emotional regulation skill development made good progress or better with 50% making outstanding progress as judged through the pupil progress meeting system;

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. Progress is judged through Onwards and Upwards using individual progress dials.

### Progress of pupils across the core curriculum using the Palatine Progression of Skills (Yrs 1-6): 2016-7

Reading	Writing	Speaking	Listening	Number	Shape, Space and Measure	Using and Applying	Science	Spiritual, Moral, Social and Cultural
								

## Outcomes for pupils at the end of Key stage 2 in line with national requirements

	Reading	Writing	Maths	Science
P Scales	16/27 = 59%	15/27 = 56%	19/27 = 70%	All pupils did not meet expected standard and are working within P Scales or above but not at the expected standard.
Foundations of the expected standard	2/27 = 7%	6/27 = 22%	6/27 = 22%	
Early development of the expected standard	6/27 = 22%	6/27 = 22%	2/27 = 7%	
Growing development of the expected standard	3/27 = 11%	0	0	
Working towards the expected standard	0	0	0	
Expected standard	0	0	0	

In year 6, 96% of pupils made good or better progress as judged by the pupil progress system. 59% of these made outstanding progress.

### Early Years Foundation Stage

The progress of pupils within EYFS has increased since 2012-13. In 2016-7 progress in all areas of learning was outstanding. There was an increase in the number of Early Learning Goals achieved with 4 children achieving 14 Early Learning Goals this year in the areas of attention and listening, technology, making relationships, self-confidence and self-awareness, people and communities, understanding and the world. One child achieved an exceeding judgement in communication (speaking).

### 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:

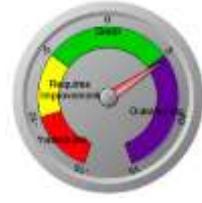
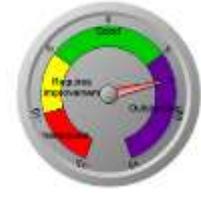
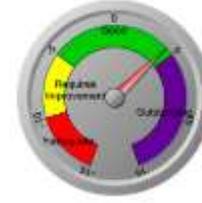
- We are willing

- 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 in 2015.

### Progress of pupils within the Learning Powers framework

Pupils' progress was good or better in all Learning Powers areas. Progress in 4 out of 8 Learning Powers was outstanding. These were 'We are willing' (managing feelings and behaviour), 'We can work with others' (self-management and team work), 'We can concentrate' and 'We have a go and keep improving' (independence).

We are willing	We don't give up	We can work with others	We concentrate on what we are doing	We are explorers	We use our imagination	We have a go and keep improving	We enjoy learning
							

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. Our deputy head became a county moderator in 2016-7 because of her excellent work in this area.

### Our future aims

Through 2017-8 we will implement phase three of our Pupil Progress and Achievement Policy. This will involve implementing the Learning and Assessment Toolbox and fine tuning the Onwards and Upwards system to ensure it best reflects the needs of our pupils.