



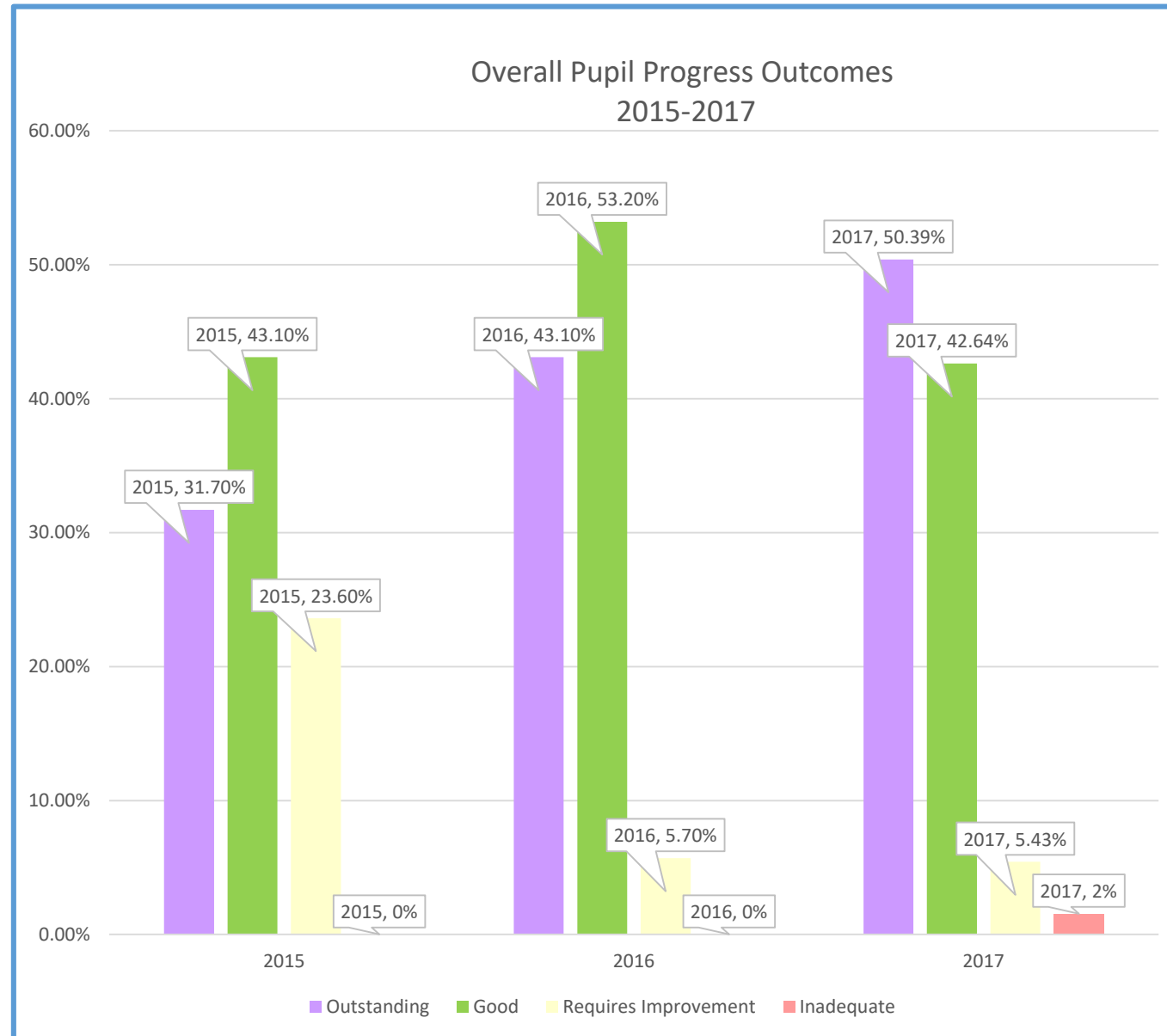
At Palatine we offer a range of assessment tools to support our learners and help us to show the important steps of progress they make:

- Children with complex needs and PMLD follow an ImPACTS approach to assessment
- Children with complex trauma needs have a Therapeutic Learning Plan (TLP)
- Children who are able to engage in subject specific learning are assessed on Onwards and Upwards
- We use the Learning Powers to assess pupils non-subject specific learning and learning behaviours
- Children in EYFS are assessed against the EYFS Stages of Development and Characteristics of Effective Learning
- All children have an ILP and Annual Review
- All children have a pupil progress meeting. In summer 16 we revised our pupil progress meetings and revised our point scoring process using our school based progress measures. We used these meetings to review overall progress and as part of our thorough transition and feeding forward meetings.



Our data demonstrates we have:

- raised the number of pupils making outstanding progress from 32% in 2015 to 50% in 2017
- Maintained the numbers of pupils making good progress despite increasing the numbers of pupils making outstanding progress.
- Overall pupils making good or better progress has risen from 74% to 93%
- Pupils making required improvement or inadequate progress has dropped from 23.6% in 2015 to just 7% in 2017
- We introduced the 4 tier rather than 3 tier approach to pupil progress in 2017. This explains the absence of inadequate judgements in 2015 and 2016.





Pupil progress judgements	Whole School (123)	Boys (94)	Girls (31)	BME/EAL (22)	Pupil Premium (61)
Outstanding	55% (68)	59% (55)	48% (15)	45% (10)	51% (31)
Good	40% (49)	39% (37)	39% (12)	50% (11)	44% (27)
Requires Improvement	5% (6)	2% (2)	13% (4)	5% (1)	5% (3)
Inadequate	0%	0% (0)	0% (0)	0% (0)	0% (0)
Total Good or better	95%	98%	87%	95%	95%

The overall pupil progress data demonstrates that whilst the percentage of pupils making outstanding progress is similar or better for the all groups there are some differences in the numbers of pupils making good or better progress. This is noticeably less for girls although there are only 4 girls who made less than good progress. Of these, 2 pupils had significant absence due to extended hospital stays, the other 2 pupils used a Therapeutic learning plan for trauma they have experienced and were working to make progress in this way. One of these pupils was selectively mute on arriving at school at the beginning of this year and is now able to talk to familiar adults and friends around her. Whilst we have analysed these numbers, we have considered that differences in groups are best overcome with the continuation of our personalised learning and assessment processes.



How do we identify pupils not making expected progress?

Data analysis is a key tool in identifying these pupils alongside our thorough feedback, marking, reporting and assessment for learning strategies.

Thorough data analysis is carried out by the assessment lead providing teachers with clear data for their class as well as information to support their understanding of the whole school picture in relation to the curriculum hub they are a part of.

Teachers are provided with in depth analysis of their class data at each data point to ensure they are able to provide swift and suitable intervention for pupils not making expected progress.

In January 2017 we introduced EIP (Early Intervention of Progress) meetings with teachers where data indicated that pupils were not on track to make good or better progress. In 2018, 16 pupils had these meetings and of these pupils, 94% were judged to have made good or better progress at the summative pupil progress meetings summer 18 demonstrating that strategies put in place to support pupils at this time had a significant impact on the overall pupil progress of the child. Only 1 pupil continued to make progress that required improvement and this was because she spent over 1 term in hospital and was absent from school.











Subject 2016-2017	Whole School	Boys	Girls	BME/EAL	Pupil Premium
Reading	Outstanding	Outstanding	Good	Outstanding	Outstanding
Writing	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding
Speaking	Outstanding	Outstanding	Requires Improvement	Outstanding	Outstanding
Listening	Outstanding	Outstanding	Outstanding	Good	Outstanding
Number	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding
Shape, Space and Measure	Outstanding	Outstanding	Good	Outstanding	Outstanding
Using and Applying	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding
Science	Outstanding	Outstanding	Requires Improvement	Good	Outstanding

Subject 2017-2018	Whole School 81 pupils	Boys 65 boys	Girls 17 girls	BME/EAL 11 pupils	Pupil Premium 24 pupils
Reading	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding
Writing	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding
Speaking	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding
Listening	Outstanding	Outstanding	Good	Outstanding	Outstanding
Number	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding
Shape, Space and Measure	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding
Using and Applying	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding
Science	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding

Groups of pupils analysis within core subjects for subject specific learners –

All groups of pupils have made significant progress within the areas of core subject learning. Areas for improvement which were identified in 2016-2017 have been eliminated through personalised learning in 2017-2018. The only area where this is different is within girls listening. There are 17 girls in this data set and in listening 6 girls made inadequate progress, 1 made progress that required improvement and 1 made good progress. The remaining 9 girls made outstanding progress in listening.

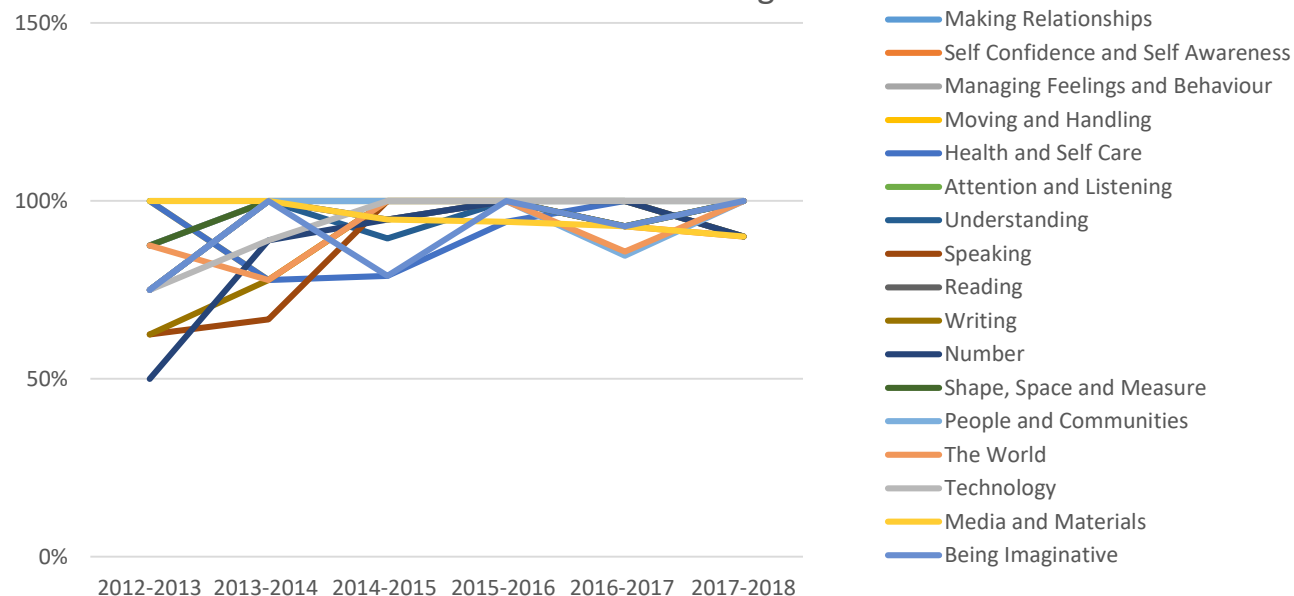


Learning Powers								
	 We are Willing	 We don't give up	 We can work with others	 We concentrate	 We are explorers	 We use our imagination	 We have a go	 We enjoy learning
Whole School Outcomes as judged by Onwards and Upwards 2016-2017	Outstanding	Good	Outstanding	Outstanding	Good	Good	Outstanding	Good
Whole School Outcomes as judged by Onwards and Upwards 2017-2018	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding

In all learning powers progress is outstanding!



Progress over time from 2012 to 2017
All Areas of Learning



2017/18 - The gap between subjects has narrowed significantly from 2012/13 indicating pupils are achieving in a greater number of subjects than previously. In this year we have continued the trend of improving outcomes with 90% or more of pupils making outstanding progress in all areas of learning. In 12/17 areas 100% of pupils made expected progress or more in all areas of learning. There is no difference in the attainment of groups as numbers in these groups are too small to measure.

2017/18 – There were 12 pupils in early years. Of these 8 pupils were judged overall to have made outstanding progress and 4 to have made good progress meaning 100% of pupils made good or better progress. Pupils in early years overall achieved on average 82% of their targets with 1/3 of pupils achieving all their targets demonstrating exceptional progress towards their personalised learning tools.

Pupil progress judgements	2014-5	2015-6	2016-7	2017-8
Outstanding	55% (10)	57% (8)	43% (5)	66% (8)
Good	28% (5)	43% (6)	57% (9)	33% (4)
Requires Improvement	17% (3)	0%	0%	0%
Inadequate	0%	0%	0%	0%
Total Good or better	83%	100%	100%	100%



In year 2, 88% of pupils made good or better progress as judged by the pupil progress system. 47% of these made outstanding progress.

Outstanding	47%
Good	41%
Requires Improvement	12%
Inadequate	0%
Total Good or better	88%

Outcomes of pupils against the Teacher Assessment Frameworks at the end of Key Stage 1

	Reading	Writing	Maths	Science
P Scales	13/17 = 76%	15/17 = 88%	16/17 = 94%	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	2/17 = 12%	1/17 = 6%	1/17 = 6%	
Working towards the expected standard	1/17 = 6%	1/17 = 6%		
Working at the expected standard	1/17 = 6%			

Outcomes of pupils within the core subjects for pupils at the end of Key Stage 1

	Reading	Writing	Speaking	Listening	Number	Shape, Space and Measure	Using and Applying	Science
2016-2017	Outstanding	Outstanding	Outstanding	Good	Outstanding	Outstanding	Good	Outstanding
2017-2018	Outstanding	Outstanding	Outstanding	Good	Outstanding	Outstanding	Outstanding	Outstanding

Outcomes for pupils not engaged in subject specific learning



Pupils using the IMPACTS curriculum	2015-6 14 pupils	2016-7 18 pupils	2017-8 23 pupils
Outstanding	36% (5)	72% (13)	35% (8)
Good	64% (9)	28% (5)	61% (14)
Requires Improvement	0%	0%	4% (1)
Inadequate	0%	0%	0%
Total Good or better	100%	100%	94%

Pupils appear to have made significant outstanding progress in 2016-2017 as a stand out year. This is because many pupils received the full physiotherapy and communication assessment from the therapy team to enable their point scores to be accurate. This accounts for the sharp rise in pupil scores and then outstanding judgements in this year. In last academic year, 3 pupils using an IMPACTS curriculum had significant absence from school because of extended hospital stays. This also impacts on overall data for this year.

Pupils using a Therapeutic Learning Plan	2017-8 12 pupils
Outstanding	25% (3)
Good	42% (5)
Requires Improvement	33% (4)
Inadequate	0%
Total Good or better	67%

More stringent monitoring and support for target setting is needed for pupils using a TLP this academic year. This is because last year some targets were too big or broad and this meant that despite some children making good progress on the boxhall profile (tool for measuring progress of social and emotional responses), the number of targets achieved did not reflect this meaning that pupils were judged lower than potentially was true. 2 pupils who used a TLP who made outstanding progress both left school before the end of the academic year (within Summer term) and do not have final data. However their outstanding judgement has been included in this data set to reflect their success.



In September 2014, the new national curriculum was introduced which also brought in the assessment without levels reform where end of key stage standards replaced old levels. As a result the P Scales that were in place and no longer linked to the new key stage expectations and there was a large gap in between p8 and the expected standard at year 2 (end of key stage 1).

To combat this, the government created a panel comprised of professionals and educators in the special education field who were tasked with investigating assessment of pupils working below the expected standard. The interim pre key stage standards were introduced as a result of this and then further work went into considering what happened with the P Scales. The Rochford report was published and finalised in October 2016 which followed a consultation and government response. The final recommendations were published in September 2017.

There were 9 recommendations which can be grouped into 4 key themes

- P scales are no longer fit for purpose and removed, The pre key stage standards extended and reviewed to plot attainment for pupils working below the expected standard
- Re-emphasis on 4 areas of need from SEND Code of practise (Cognition and Learning, Communication, Sensory/Physical, SEMH)
- Practitioners should assess the engagement of pupils not engaged in subject specific learning. Further work around the engagement profile will continue and be published ahead of 2020.
- Schools should be working together for Professional development, moderation, sharing of good practise and expertise.

Pupil outcomes 2017-18

