



Where we are now?

Palatine has played a key role in the development of assessment for children with SEND in West Sussex. Following the Rochford Review of assessment for children with SEND (2016), Palatine led a group of local special schools to create an assessment tool which would show the significant, small steps of progress our learners make and which we have not been able to show before.

In 2017-18 we introduced the Palatine Learning Progression, which allowed us to assess progress pupils have made across the 4 areas of need (Cognition and Learning, Communication, Sensory and Physical, and Social, Emotional and Mental Health). Our pupils with complex needs and PMLD continue to follow an ImPACTS approach to assessment. We also offer Therapeutic Learning Plans (TLP) for children who have experienced traumatic situations which have affected their learning. In 2019-20 we introduced Progress 10 as a bridging assessment tool between ImPACTS and the Palatine Learning Progression.

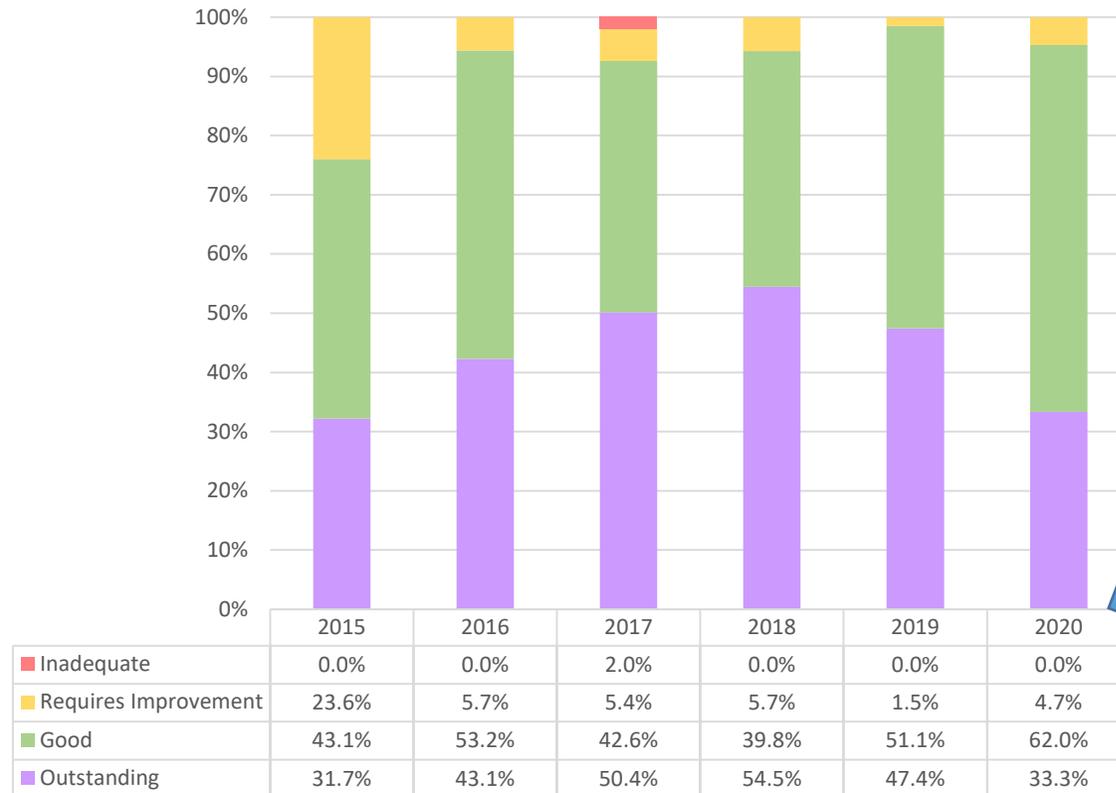
Teachers discuss the holistic progress of each child across the 4 areas of need in a Pupil Progress meeting with a member of SLT. In this meeting, teachers and SLT agree a judgement of the child's overall progress (outstanding, good or requires improvement) using best fit statements.

Each child has a learning toolbox which is set by the class teacher and details specific tools or interventions which will be used by the individual child to help them overcome their barriers to learning. The toolboxes are reviewed with parents and carers at our autumn parents evening.



2019-20:

Our pupil outcomes for the year 2019-20 have been understandably affected by the Covid-19 pandemic. Children attended school for less than 2 terms and this means it is very difficult to compare the data from 2019-20 with any historic data. Despite the short amount of time that our children had in school, we can see that fewer children were assessed as 'requires improvement' in 2019-20 than in 2018-19 when children had a full year in school. We recognise that lockdown will have impacted on each of our learners differently, to support our children in growing back into the people that they are we have implemented a Recovery Curriculum which all children will access at the start of the autumn term.



Sept 19 -
March 20



Pupil progress judgements	Whole School (150)	Boys (103)	Girls (47)	BAME/EAL (14)	Pupil Premium (55)	CLA (incl. Post CLA) (10)
Outstanding	33% (50)	28% (29)	45% (21)	36% (5)	36% (20)	30% (3)
Good	62% (93)	64% (67)	55% (26)	57% (8)	62% (34)	70% (7)
Requires Improvement	5% (7)	7% (7)	0	7% (1)	2% (1)	0
Inadequate	0	0	0	0	0	0
Total Good or better	95%	92%	100%	92%	98%	100%

Whilst there appears to be differences in data with the total numbers of pupils making good or better progress and differences in those making progress that requires improvement, it is important to understand the statistical significance of the numbers. In total 7 pupils made progress that required improvement. They were all boys – partly because proportionately there are twice the number of boys within school to girls. This number skews the data so when being read as a percentage can be misleading. With data analysis, perhaps the two messages to highlight are:

- Personalised learning and provision is making an impact because there are no recognisable trends within the analysis of groups of pupils.
- Pupils identified as vulnerable for underperformance in schools (PP, BAME and CLA) make comparatively similar progress to their peers, again reflecting the success of personalised learning and provision.
- When looking at the data for 2019-20 we must not forget that children were in school for less than 2 terms



Pupil progress judgements	Whole School (150)	EYFS (23)	KS1 (33)	KS2 (94)
Outstanding	33% (50)	48% (11)	27% (9)	32% (30)
Good	62% (93)	39% (9)	67% (22)	66% (62)
Requires Improvement	5% (7)	13% (3)	6% (2)	2% (2)
Inadequate	0	0	0	0
Total Good or better	95%	86.96%	93.94%	96.84%

- In EYFS, the percentage of children making outstanding progress was higher than the whole school comparison. This is partly because starting school is a huge event for young children and it can take time for them to develop the confidence and relationships with our highly skilled staff which allow them to learn best. As a result we often see a big jump from children's autumn baselines to their summer data when they are more settled. Pupils in EYFS will have had less time in school than children in years 1-6 due to the staggered transition we offer.
- However, they also have what looks like a significantly higher number of pupils requiring improvement. But 13% represents only 3 pupils.
- In KS1 and KS2, the proportion of pupils making good, better and requires improvement progress overall is similar to that of the whole school.
- In KS1, marginally less pupils overall make good or better progress however the total number of pupils making progress that required improvement was only 2 which matches KS2.



Pupil progress judgements	Whole School (150)	Palatine Learning Progression (105)	Progress 10 (16)	ImPACTS (25)	TLP (4)
Outstanding	33% (50)	33% (35)	25% (4)	36% (9)	50% (2)
Good	62% (93)	64% (68)	75% (12)	52% (13)	25% (1)
Requires Improvement	5% (7)	3% (3)	0	12% (3)	25% (1)
Inadequate	0	0	0	0	0
Total Good or better	95%	97%	100%	88%	75%

- In 2019-20 we introduced Progress 10, an assessment tool which is based on an ImPACTS approach. All pupils who were assessed using Progress 10 made good or better progress. To continue this positive start we have appointed a Progress 10 Lead who will work to refine the skills of staff working with pupils on Progress 10, to enable more pupils to make good or outstanding progress. We are expecting to see the number of children accessing the Progress 10 assessment grow during 2020-21.
- We introduced new tools to support pupils with the Social, Emotional and Mental Health learning in 2019-20. This has in part supported more pupils on TLPs to make good or better progress
- When looking at the data for 2019-20 we must not forget that children were in school for less than 2 terms

In school we:

- Never closed! We had children from the beginning
- Sent work packs home to children
- Trained staff to take on new roles
- Had weekly contact with transport to ensure all children could come to school and on a range of different timetables
- Worked with the kitchen to make our dinner times safe and give children choices
- Made weekly phone calls and emails to all families not attending school
- Worked all hours to organise food vouchers
- Created many different versions of rotas for staff and children in school
- Learnt how to use Teams and Zoom, providing lots of video calls to families and quizzes for staff
- Learnt how to use conference calling for MDTs, annual reviews and safeguarding
- Researched the Recovery Curriculum and established our own
- Made wellbeing phone calls to staff at home
- Set up wellbeing buddies for staff in school

At Palatine we are committed to our community and during lockdown we did not stop!

On our social media pages we posted:

- Countless resources and info sharing
- 90+ bedtime stories
- 40+ what's in the box videos
- 40+ physical activity videos
- Over 10 music, phonics, communication, feelings, art, science, and assembly videos
- Lego rooms
- Coffee mornings
- A virtual tour and videos of changes to school
- Sports week activities
- Zones of regulation video
- Count on me staff video
- Plus daily resources and learning ideas using recovery curriculum.

Our school provided:



- Food parcels to families in need
- Food deliveries to children in receipt of pupil premium before the vouchers were sorted
- Deliveries of equipment
- Packs of art resources to each pupil
- Cake mixes for each pupil
- Bubble mix and wands for each pupil
- A planting kit for each pupil

Our wellbeing team created content including:

- Weekly art challenges,
- 2 virtual quizzes
- Wellbeing bingo
- Over 6 mindfulness activities
- Self care tips
- Spot the difference using staff photos
- Cooking videos
- VE day celebration video
- Kindness photo competition
- Scavenger hunts
- Choose a colour day
- Superman staff video
- Happiness train - nomination posts
- Wheel of compliments
- Weekly gifs to share feelings
- Drink and movie choice posts



Our community said...

I couldn't have done it without you. I've loved the wellbeing content and sometimes I need it more for myself. It's been lovely having someone to ask about all the little things, knowing that someone will reply to my emails.

Above and beyond, amazed! Welfare calls, things been dropped off, at no time have we not felt part of the school, teachers have been amazing. Exceeded and surpassed!

I think it's been amazing. The little videos have been great and I'm surprised teachers have been able to keep it up this whole time. I have had emails and phone calls checking I'm okay. Dropping off little supplies has kept him involved and I've told other people about it and they can't believe how much the school has done.

Can't believe how much support has been given phone calls/emails/equipment!

Palatine has been phenomenal! You have gone over and above in everything. Catriona and the school are our closest relations and you've kept us going with everything you've done. Everything has been phenomenal! The Facebook videos, phone calls, everything! I have written to the council to tell them how amazing Palatine have been.

I'd give you all gold stars! At other schools I didn't get anyone to talk to and it was great to have the phone calls, when you dropped things off the kids loved it and it was more than everyone would do and it made such a difference and with the support with home schooling it really helped. You have been amazing