



Principal's Annual Report

As we end one academic year and prepare to start a fresh new one, we all have the opportunity to celebrate the wonderful experiences that the children and young people as well as the staff have had over the last 12 months. It is also a chance to reflect back upon what has gone well, the improvements we have made and most importantly, where we can continue to strive for better.

It has been a pleasure and a delight to begin to get to know the young people and their families, to learn of their aspirations and dreams for the future and to begin to think and plan how we might make these a reality. I am particularly proud of the links we have been forging with parents as our colleagues from a range of placing authorities across the country. It is vital that we work in partnership to serve you all in ensuring Purbeck View provides the very best service to our young people and that the opportunities provided, maximize the best life outcomes for each and every individual young person.

When I joined the team in September 2017, there was much to do in regard to securing parental faith and trust, to ensure strong partnership links with local authorities and to forge a genuine child-focussed team across all multi-agencies. I feel we have made great in-roads in this regard. We have been fortunate to have the opportunity to meet and work alongside placing authorities to share in our work, to share and consult them in our improvement projects and to seek their counsel when introducing a new initiative or approach.

It has been reassuring that our work has been repeatedly scrutinized and validated by a range of stakeholders. These have included national social care and education authorities, OFSTED, the National Youth Advocacy Service and independently commissioned professionals in the field of Autism, SEN and clinical therapies.

As a result of these standards monitoring processes, it is recognized that:

- Purbeck View School operates stringent and comprehensive safeguarding protocols to ensure children and young people feel safe and are kept safe
- Outcomes for young people are strong and the learning experience continues to grow and develop
- Relationships between families and the Purbeck View team have much improved and are strong
- Families and external stakeholders feel that they are consulted and listened to and the best possible service and outcomes for each individual young person is continually strived for
- Strong leadership continues to guide Purbeck View on a journey of improvement



Changes and developments within the team

Education

We commence the new academic year with six classes, all of small sizes between four and seven young people. I am pleased to share that we have been able to move towards a position where all but one class is led by a qualified teacher. This colleague is in the process of working towards their teaching qualification and is already showing clear signs of becoming a strong practitioner.

In the field of education, it is common for the strongest practitioners to move into managerial positions and to no longer be based in class. I am pleased to announce this is not the case at Purbeck View School and that we have one class that will be co-led by education leads Suzie Brady and Nicola Sheppard. I am excited about the professional development opportunities this will offer our less experienced teachers who will be able to work alongside and observe Suzie and Nicola and to use this experience to develop and improve their own practice.

The education department is fully staffed for the new academic year.

Care

As we commence the new academic year, we are looking forward to appointing a new Care Manager to the team following the departure of Charles Brixey. There is a strong field to select the new appointee from and I will keep you informed of this once the process is complete.

Over the course of the last 12 months I have taken some time to observe and reflect upon the standards of the residences and also the levels of staffing across all of the young peoples' homes. My Vice Principal for Care, Neil Johnstone and I have explored ways in which we can strengthen the teams, recruit new high quality staff and ensure that our young people are placed in the best homes possible.

This analysis has resulted in a number of young people transitioning into new home groups appropriate to their age and need and the subsequent strengthening of teams.

I am pleased to share that as things sit right at this moment, we only have five vacancies in the care team (day) and five on the night team. We have upcoming interviews to recruit to these gaps in the team so I am confident that this picture will continue to improve.



Therapy and Clinical Services

The Therapy Team at Purbeck View is as follows:

Speech and Language Therapy: Highly Specialist Speech and Language Therapist Ruth Jones

Speech and Language Therapy Assistant: Gemma Wells

Occupational Therapist: Toni-Ann Sleddon

Psychologist: Anna Sutherland

Assistant Psychologist: Amy Derrick

Psychiatrist: Dr Alison Mantell

Nurse: Jacqueline Duff

We continue to work very closely with our colleagues from the therapy and clinical support services to ensure that the holistic needs of our very special young people are considered, planned and catered for throughout the year. This multi-agency team enables swift and responsive approaches to the sometimes changing needs of the young people and in full consultation with the young person's family and allocated social worker.

Intervention and support from the Occupational Therapist and the Speech and Language Therapist will feature in the classroom as well as in the young person's home to ensure learning and opportunities for support is maximized.

For those who have additional needs which might include an auditory or visual impairment, we continue to benefit from the external support of local authority services allocated to our young people.



Teaching and Learning- Student Progress

From September 2018, learning groups will be divided according to age and then streamed further for the 14-19 department by ability in the areas of Mathematics and English. For the first time, older learners will be taking their “options” according to their interests and aspirations for the future.

The Senior Leadership Team are in the process of reviewing the curriculum to ensure it is fully compliant with the Independent Schools Standards as well as the statutory requirement for schools to be offering work related learning and work experience for all by the year 2020. We are committed to ensuring that the areas of learning covered are relevant and functional for a young person with complex needs as they prepare to transition into early adulthood.

We are also excited to be reviewing and updating the accreditation and certification process to include where possible, pre-GCSE equivalent awards and qualifications which are recognized nationally by Further Education providers and employers. These will be made available to all young people of 14 years of age upwards from Sept. 2018.

We continue to use the B-Squared and CASPA programs as a means of assessing and validating the level of progress each young person makes against learners of a similar age and ability nationally. B Squared offers teachers an opportunity to assess learning skill and ability and to set developmentally appropriate targets which are tailored to the individual.

We are also currently supplementing this further through the use of MAPP (Mapping and Assessing Personal Progress). This suite of materials facilitates the planning, assessment and recording of progress in relation to personal learning intentions. In particular it provides a way of recognising lateral progression – something which is particularly important for young people who learn and master new skills slowly but who make levels of progress that are not easily measured by more traditional assessments which look at progress as being in the mastery and generalisation of a full skill rather than the incremental elements of the skill.

MAPP also provides a Continuum of Skill Development (CSD) which can be used to evaluate progress against learning intentions which might be drawn from targets set directly from the Education Health and Care Plan or a target that has been requested by a parent or by the young person themselves.

These learning opportunities sit side alongside each individual young person’s tailor made programme of study (IEP) and support which is governed by their Education Health and Care Plan. Specific targets are set annually and then reviewed on a termly basis according to the key areas of

- Cognition and learning.
- Communication and interaction.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

Our young peoples’ work is moderated against the work of the young people of a similar age and need who attend a local special school to ensure that targets set, continue to be relevant and challenging and to demonstrate that achievement is of a similar standard or better when compared with other learners of a similar age and need.



We continue to use the Progression Guidance achievement analysis and comparison tool to ensure that our young people are not disenfranchised in any way when compared with learners of a similar need and ability nationally.

When a new student joins Purbeck View, they enter into a three-month assessment period where they are observed and supported to display their full potential and thus accurate targets are set – both in the area of formalized learning and therapeutic intervention.

Data Analysis

The school keeps detailed records of the achievement and progress of each individual student across the range of subjects taught. These records and students' work, verify that students typically make strong progress from their relative starting points. Progress is also measured in terms of the young person's presentation as well as their "scores" within more formalized assessment tools. This may include an improved level of attendance, a reduction in behaviours that challenge, ability and interest to access and engage in a variety of new activities, social skills development and assessments relating to their therapy programmes. Please see Appendix A for an overview of Pupil Performance Data 2017-18.

Validity

We know that our tracking is accurate because:

- Our baseline assessment of our students on entry to the school is very robust.
- Our data input is captured in real time through the use of B Squared and MAPP
- Progress data is analysed half termly by teachers and subject coordinators.
- Internal and external moderation occurs each term to verify our judgements.

Supporting evidence

- Individual case studies
- B Squared recording folders
- Moderated internal/external examples of work
- Students evidence of work folders
- Progress folders
- Lesson observations
- Video and photographic evidence of work
- Ofsted reports 2017/2018 and photographic evidence of work



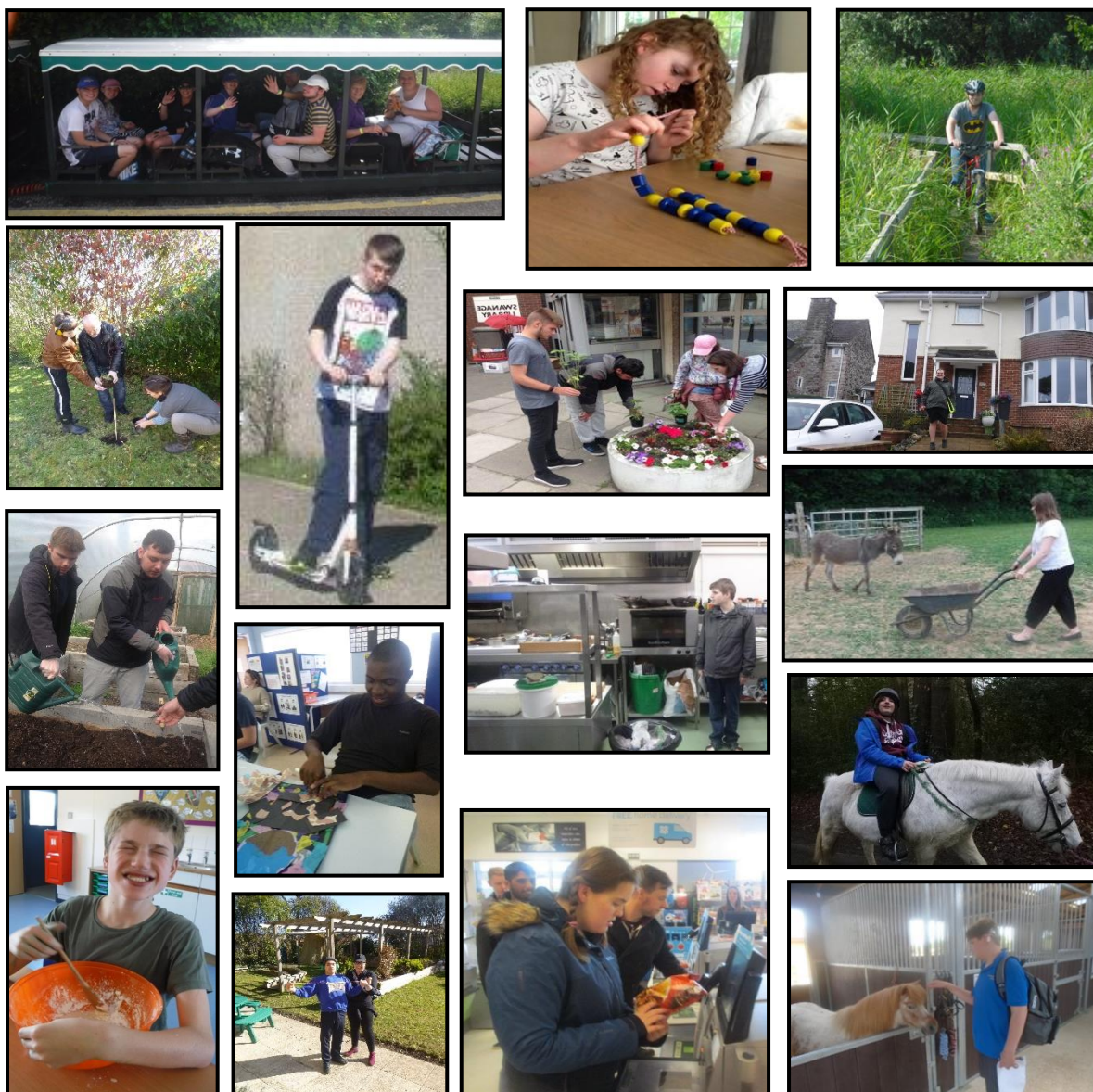
Highlights of the Student Year

We have continued to develop and vary our young people's learning and social experiences this year with many trips out, events held at the school and links in the local community.

The National Youth Advocacy Service continues to send an independent advocate to meet with the young people to ensure they have a voice and choice and control over their living and learning experiences that are appropriate to their age.

This is extended further through the work of the School Council who advocate for their peers and advise and guide the Senior Leadership Team on how they wish their school to develop. This takes place through Student Council meetings, consultation with the young people, surveys and voting opportunities to ensure all are able to convey their thoughts and wishes.

I hope you enjoy perusing the montage of photos below which celebrate the breadth of experiences our young people have had this year.







Attendance

Attendance for the academic year 2017 -2018 was 96.34%, creating a sustained picture of attendance for young people across the school year on year. Unauthorised absence sits at 0.9%.

Striving forward for the future

The team continues to be ambitious and aspirational for our very special young people. We continue to work in close partnership with families and with the young people themselves to ensure that we are making developments to the living and learning experiences that they want and expect to see.

Key areas for development for the coming year include:

Development of the outside spaces to open the site up and to also further enrich the resources (sensory and play) available to the young people

Creation of further links with the Swanage Foundation Trust of charities and community support groups to explore further opportunity to access new hobbies, pastimes and interests

Ongoing developments and improvements to the houses – specific to the needs and interests of the young people

A full review of the curriculum to ensure it is vibrant yet relevant and accessible to all our young people – bearing particular mind to preparation for adult life

I will continue to update families and local authorities on our progress against all project work via my monthly blog.

I would like to thank all parents, carers and indeed local authority colleagues for making me so welcome this year and for working in close partnership with me and my team to continue to move Purbeck View forward. I know that our work together will continue to strengthen and improve as time goes on – all to the benefit of our very special young people.

Please may I also take this opportunity to thank the staff and young people for a most wonderful first year as Principal at Purbeck View. It is my honour and privilege to work with you and for you all and I look forward to all we will continue to achieve together in the coming months.

With best wishes for the year ahead,

Ginny Bellard

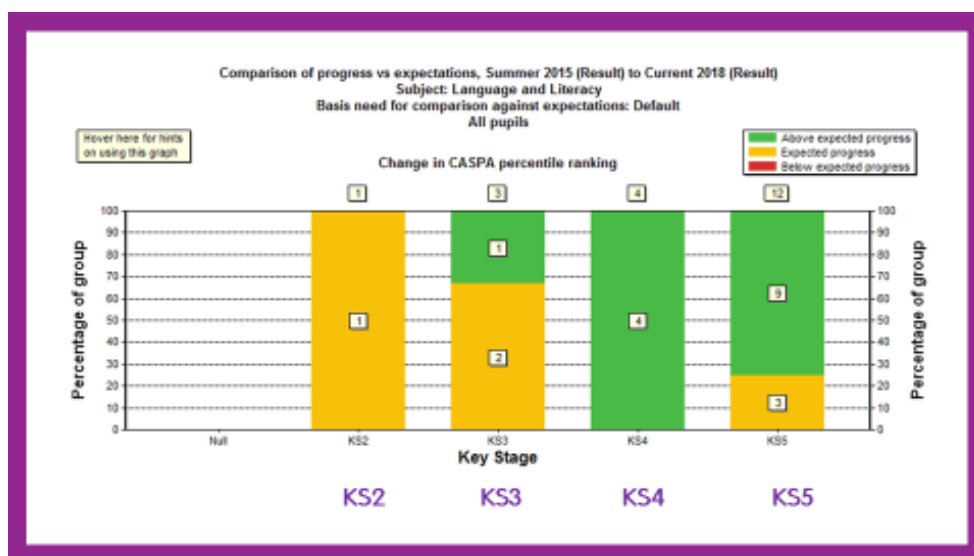
Principal

August 2018

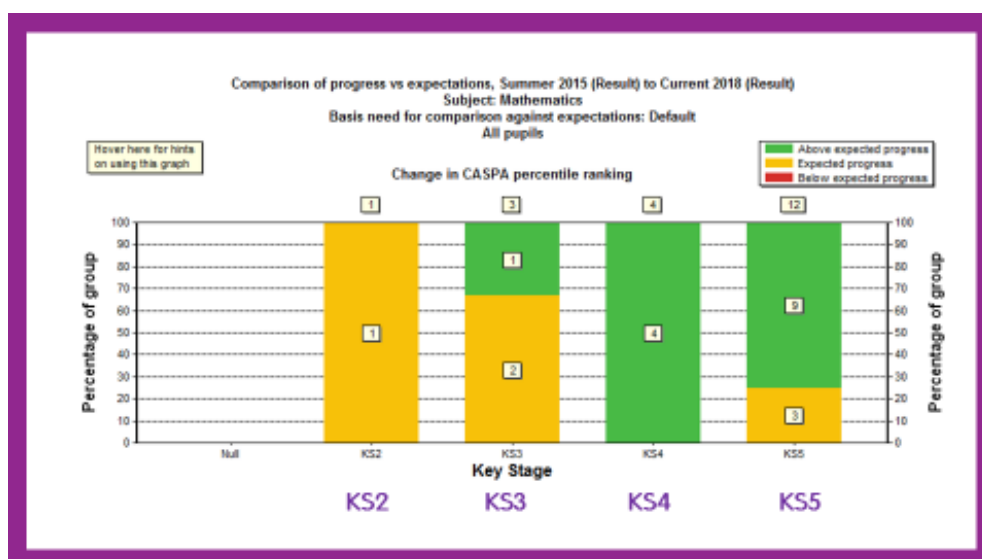


Appendix A – Data Analysis Graphs

English – We are pleased to announce that 100% of our young people have met or exceeded their learning targets in the area of Language and Literacy. This is a consistent picture across the Key Stages and is also indicative of the improving standards of support delivered by our teachers.

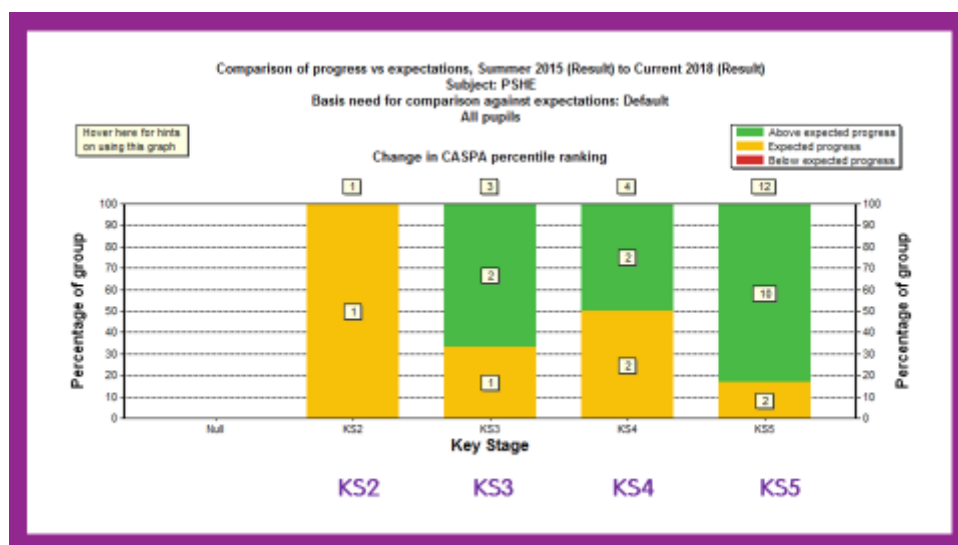


Mathematics – the picture for learners in the area of Mathematics is also a pleasing one. Practical, life-skill based learning activities that can be carried into adulthood are what benefit our young people most. Ensuring that learning is stimulating and relevant and delivered by a strong class teacher is evidenced further through the evidence below.





Personal, Social and Health Education – The development of independence towards adulthood is one of the most important things we help our young people work on and develop. Achievement in this area is strong and, coupled with progress within each young person's therapy intervention programme and Education Health and Care Plan targets, creates a very positive picture of progress over time.



Analysis and Summary Judgment:

- In line with termly teaching and learning observations, learning walks and “drop-ins”, the data across the board correlates with the consistent picture of “good” teaching across the school and the college departments.
- While some learners are not quite reaching their targets in the area of Speaking and more abstract learning such as Shape, Space and Measure, this is a typical picture for those with an Autism Spectrum Condition who struggle with the abstract and also verbal communication. However, this does offer opportunity to explore different teaching and learning approaches to overcome this in the academic year ahead.
- No learner is disenfranchised because of their need, gender or ethnicity. Achievement across all categories of learning need is typically strong.
- Assessment judgements of teachers has been validated through external moderation with another good local special school and secures the fact that judgments made locally, are accurate.
- MAPP Learning Data validates the above reports further and highlights opportunities for stretch and challenge: thus demonstrating that learning targets and achievements are aspirational and challenging to all learners.