



Sunningdale School

**SCHOOL SELF EVALUATION (SE)
QUALITY OF TEACHING, LEARNING & ASSESSMENT**

JUDGEMENT: HIGHLY EFFECTIVE

HEADLINES

In 2013 the school was graded 'outstanding' across all areas. Our school self assessment is rigorous and Judges the quality of teaching, learning and assessment as good-outstanding.

Teaching and learning across school is of consistently high quality with 80% of lessons judged as outstanding/20% judged good/outstanding. **This ensures children continue to receive high quality intervention impacting on a high percentage of children making progress & achieving/exceeding their targets. 72% are currently making upper quartile rate progress- Spring '17.** (Progress data).

98% of parents believe their child is 'making good progress' at school (Questionnaire autumn 16)

A schedule of Learning Walks throughout the year informs Senior leaders of current teaching practice. Out target is for all teachers to consistently deliver 'outstanding' practice on a daily basis. **2015-16 summative pupil progress data confirms that the quality of teaching is highly effective: 98.5% pupils made progress; 78% met targets; 61% made upper quartile rate progress; 80% made median or upper quartile rate progress.** (Pupil Progress data JW).

Pupils have access to an appropriately differentiated, broad and balanced curriculum that is in line with the 2014 National Curriculum. We have robust subject leadership in place with an emphasis on individual teachers being responsible for leading their subject area across school. **Impact is measured on pupil accessibility to cross curricular learning opportunities and progress of pupils in meeting their targets** (LJF's/Progress data)

Each pupil has a PLP (Personal Learning Plan) that targets individual learning across all learning areas. **Learning is targeted to individualised 'need' with teachers aware of how children are progressing through termly 'tracking'. 99% are making progress; 92% on track; interventions identified. 94% on track to make Median or Upper Quartile rate progress.- Spring '17** .(PLP's/Progress tracking)JW

Teachers consistently display excellent specialist teaching knowledge **which is evidenced in planning and daily practice** ((PLP's/planning/learning walks JW).

Defined key stage subject 'coverage' ensures all pupils have **access to broad, balanced learning opportunities. Subject Leaders Monitor Coverage Termly.** (Curriculum coverage document)

Teaching staff utilise medium & short term planning that **promotes learning linked to the individual child's Personal Learning Plan** (PLP's/planning).

The Learning Walk template is a comprehensive document **that evaluates overall practice** and includes evaluation on pupil progress (Learning Walks). **Regular updates ensure the document is appropriate to meet 'need'.**

96% of parents agree 'there is a good range of activities that their child finds interesting and enjoyable'. (Questionnaire autumn 16)

A total approach to communication **ensures all children have full and appropriate access to learning whatever level they are working at** (LJF's/Planning/Learning Walks).

The school's provision and practice aims to make learning engaging through an 'active' child initiated approach that has at its centre the holistic needs of the child. **This continues to impact on children continuing to make progress in line and above expectations (72% Upper Quartile rate progress, Spring '17.)** (Progress data/Learning Walks)

Children across school have access to therapies (rebound/light/sound/hydro/music) **ensuring multi-sensory access to the curriculum that supports full accessibility to learning** (LJF's)

KEY: IMPACT IN RED: REVIEW: OCTOBER 15/MARCH 16/JULY 2016/JAN 2017/JUNE 17



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<p>The school uses a comprehensive electronic formative recording system (2Simple) to record experiences and attainment. The system also enables teachers to plan 'next steps' and record 'pupil voice'. Summative assessment is undertaken on an annual basis using PIVAT's. This supports a comprehensive overview of pupil progress, achievement and attainment (LJF's/PLP's)</p>
<p>Pupil Progress is assessed annually through Summative Assessment using PIVATS supported by other relevant frameworks. Progress leading to summative assessment and targets is tracked termly through Pupil Progress meetings. This ensures progress is 'tracked across all areas of learning and dynamically impacts on appropriate planning and delivery that meets 'need'.</p>
<p>Pupil progress is assessed across all National Curriculum learning areas on an annual basis using 'P' Scales. This ensures progress is 'tracked across all areas of learning and impacts on appropriate planning and delivery that meets 'need'. This ensures progress is examined across all areas of learning and impacts on appropriate planning and delivery that meets 'need'.</p>
<p>In 2015-16, 2016-17 all areas were assessed via summative p-level. Rochford review consultation findings may impact on this in 2017-18</p>
<p>In EYFS progress and Summative assessment is carried out using Specialist EYFS documentation (Derbyshire small steps profile) supported by Routes for Learning. Summative PIVATS scores are taken in EYFS and used to support EYFS assessment in baseline setting for the beginning of KS1. This supports teachers in depth assessment for these pupils and enables staff to plan more effectively to meet identified 'need'. It also supports effective assessment at year 1. Summative p-levels collected across EYFS. Tracking carried out via EYFS Profile (Derbyshire Small Steps Profile).</p>
<p>The 'Routes For Learning' Assessment tool is used across all Key Stages. This is a pathway tool for use with PMLD children working at P1-3. This 'tool' supports teachers of the appropriate next steps of learning for these pupils and enables them to plan more effectively to meet identified 'need' (Profile/PLP's) This may replace PIVATS use for children working at P1-P3i in 2017-18 due to the non-linear way these children develop their learning.</p>