



Sunningdale School

**SCHOOL SELF EVALUATION (SE)
OUTCOMES FOR CHILDREN & LEARNERS**

JUDGEMENT: HIGHLY EFFECTIVE

HEADLINES

Context:

- In 2013 the school was graded 'outstanding' across all areas. (Ofsted 13 report: 'From very low starting points pupils make excellent progress in their learning & personal development. Achievement for all groups of children is outstanding').

Self Assessment:

- Self Assessment of pupil attainment and progress is '**Outstanding**'.
- 70% of pupils made Upper Quartile Progress across ALL subject areas by the end of Key Stage 1.
- 95% of pupils made Upper or Median Quartile progress across ALL subject areas by the end of Key Stage 2.

Measurement & Tracking:

- Pupil progress is tracked and measured on an individual basis using 'PIVATS' and 'Routes for Learning'.
- Teacher's track and feedback to the Deputy Head Teacher termly on how well pupils are progressing towards meeting their individual yearly and key stage targets. Specialist interventions are utilised when a need is identified to ensure children remain on track.

Measurement & Tracking: EYFS

- Initial baseline using Development Matters, Derbyshire Small Stepped Profile and PIVATS.
- 'Routes For Learning' used as appropriate.
- Continued baseline tracking via banding and Points/ steps achieved on Derbyshire
- Tentative P-levels assessed at end of year for each child.

Target Setting:

In 2014-15:

- Teachers set targets for children for the consecutive year (2014-2015) and Key Stage targets set for 2 and 3 levels of progress including PMLD children.

In 2015-16:

- A less subjective and more challenging approach to target setting has been introduced linked to Upper Quartile data from Progression Guidance including PMLD children.
- Attainment tracked and judged against the progression guidance and targets set using the Upper Quartile in the progression guidance documentation.

In 2016-17:

- Targets have been set using tracked Upper Quartile data from Progression Guidance.
- Awaiting outcomes of Rochford Review re: any changes to P-Scales and/ or Progression Guidance.

Progress: General



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At the end of EYFS, Key Stage 1 and Key Stage 2 100% of pupils made progress.

- By the end of Key Stage 1 60% of pupils made accelerated progress (5 or more PPI/ at least 1 level) in all curriculum areas during their final year in the Key Stage (Year 2).
- By the end of Key Stage 2 11% of pupils made accelerated progress (5 or more PPI/ at least 1 level) in all curriculum areas during their final academic year.
- Pupils on average made 2 levels of progress through Key Stage 1.
- Non PMLD pupils on average made 2.6 levels of progress through Key Stage 1.
- Male non PMLD pupils on average made 2.6 levels of progress by the end of Key Stage 1.
- Female non PMLD pupils on average made 2.8 levels of progress by the end of Key Stage 1.
- Pupils on average made 2.4 levels of progress across Key Stage 2
- Male pupils on average made 2.4 levels of progress across Key Stage 2
- Female pupils on average made 2.3 levels of progress across Key Stage 2

Progress: Progression Guidance: General

Key Stage 1:

- 70% of pupils made Upper Quartile Progress across ALL subject areas by the end of Key Stage 1.
- 70% of pupils made Upper or Median Quartile progress across ALL subject areas by the end of Key Stage 1.
- 85% of non-PMLD pupils made Upper Quartile Progress across ALL subject areas by the end of Key Stage 1.
- 75% of Male pupils made Upper Quartile Progress across every curriculum area by the end of Key Stage 1.
- 83% of Male non-PMLD pupils made Upper Quartile Progress across ALL subject areas by the end of Key Stage 1.
- 50% of Female Pupils made Upper Quartile Progress across every curriculum area by the end of Key Stage 1.
- 100% of Female non-PMLD pupils made Upper Quartile Progress across ALL subject areas by the end of Key Stage 1.

Key Stage 2:

- 34% of all pupils made Upper Quartile Progress across ALL subject areas by the end of Key Stage 2.
- 95% of pupils made Upper or Median Quartile progress across ALL subject areas by the end of Key Stage 2.
- 43% of Male pupils made Upper Quartile Progress across every curriculum area by the end of Key Stage 2.
- 89% of Male pupils made Upper or Median Quartile progress across all curriculum areas by the end of Key Stage 2.
- 100% of Female Pupils made Upper or Median Quartile Progress in English and Maths by the end of Key Stage 2.
- 50% of Female Pupils made Median Quartile Progress in Science by the end of Key Stage 2.



By Subject: English:

Average Levels of Progress:

- Overall: 2 levels by end of Key Stage 1 and 2.3 by the end of Key Stage 2
- Non PMLD Pupils: 2.5
- Male pupils made 2.2 levels of progress by the end of Key Stage 1 (2.5 for non-PMLD pupils) and 2.3 levels by the end of Key Stage 2
- Female pupils made 1.5 (or 2.4 for non-PMLD pupils) by the end of Key Stage 1 and 2.3 levels by the end of Key Stage 2.

Progression Guidance:

Key Stage 1:

- 70% of pupils made Upper Quartile progress across ALL areas of English
- 80% of All pupils made Upper Quartile Progress in Listening
- 80% of All pupils made Upper Quartile Progress in Speaking
- 70% of All pupils made Upper Quartile Progress in Reading
- 70% of All pupils made Upper Quartile Progress in Writing

Key Stage 2:

- 33% of pupils made Upper Quartile progress across ALL areas of English
- 78% of All pupils made Upper Quartile Progress in Listening
- 56% of All pupils made Upper Quartile Progress in Speaking
- 77% of All pupils made Upper Quartile Progress in Reading
- 56% of All pupils made Upper Quartile Progress in Writing

By Subject: Maths:

Average Levels of Progress:

- Overall: 2 levels by end of Key Stage 1 and 2.4 by the end of Key Stage 2
- Non PMLD Pupils: 2.4
- Male pupils made 2.1 levels of progress by the end of Key Stage 1 (2.4 for non-PMLD pupils) and 2.3 levels by the end of Key Stage 2
- Female pupils made 1.6 (or 2.7 for non-PMLD pupils) by the end of Key Stage 1 and 2.5 levels by the end of Key Stage 2.

Progression Guidance:

Key Stage 1:

- 60% of pupils (and 86% of non-PMLD pupils) made Upper Quartile progress across ALL areas of Maths.
- 80% of pupils (and 100% of non-PMLD pupils) made Upper Quartile progress in Using & Applying.
- 60% of pupils (and 86% of non-PMLD pupils) made Upper Quartile progress in Shape Space and Measure.
- 70% of pupils (and 86% of non-PMLD pupils) made Upper Quartile progress in Number.

Key Stage 2:

- 67% of pupils made Upper Quartile progress across ALL areas of Maths
- 78% of pupils made Upper Quartile progress in Using & Applying
- 78% of pupils made Upper Quartile progress in Shape Space and Measure
- 67% of pupils made Upper Quartile progress in Number



By Subject: Science:

Average Levels of Progress:

- Overall: 2.3 levels by end of Key Stage 1 (2.8 for non PMLD pupils) and 2.7 by the end of Key Stage 2.
- Male pupils made 2.3 levels of progress by the end of Key Stage 1 (2.8 for non-PMLD pupils) and 2.9 levels by the end of Key Stage 2
- Female pupils made 1.9 (or 3 for non-PMLD pupils) by the end of Key Stage 1 and 2.2 levels by the end of Key Stage 2.

Progression Guidance:

Key Stage 1:

- 70% of pupils made Upper Quartile progress across ALL areas of Science.
- 90% of pupils made Median or Upper Quartile progress across ALL areas of Science.
- 86% of non- PMLD pupils made Upper Quartile progress across ALL areas of Science.
- 75% of Male pupils made Upper Quartile progress across ALL areas of Science.
- 88% of male pupils made Median or Upper Quartile progress across ALL areas of Science.
- 83% of Male non PMLD pupils made Upper Quartile progress across ALL areas of Science.
- 50% Female Pupils (100% non PMLD) made Upper Quartile progress across ALL areas of Science.
- 100% of Female pupils made Median or Upper Quartile progress across ALL areas of Science.

Key Stage 2:

- 33% of pupils made Upper Quartile progress across ALL areas of Science.
- 78% of pupils made Median or Upper Quartile progress across ALL areas of Science.
- 33% of pupils made Upper Quartile and a further 44% made Median Quartile progress in Scientific Enquiry.
- 33% of pupils made Upper Quartile and a further 44% made Median Quartile progress in Life Processes.
- 33% of pupils made Upper Quartile and a further 44% made Median Quartile progress in Materials and their Properties.
- 33% of pupils made Upper Quartile and a further 44% made Median Quartile progress in Physical Properties.

By Subject: Personal, Social and Emotional Development (PSED):

Average Levels of Progress:

- Overall: 2.2 levels by end of Key Stage 1 (2.8 for non PMLD pupils) and 2.5 by the end of Key Stage 2.
- Male pupils made 2.2 levels of progress by the end of Key Stage 1 (2.4 for non-PMLD pupils) and 2.4 levels by the end of Key Stage 2
- Female pupils made 1.6 (or 3 for non-PMLD pupils) by the end of Key Stage 1 and 2.5 levels by the end of Key Stage 2.

By Subject: Information and Communication Technology (ICT):

Average Levels of Progress:

- Overall: 2 levels by end of Key Stage 1 (2.7 for non PMLD pupils) and 2 by the end of Key Stage 2.
- Male pupils made 2.2 levels of progress by the end of Key Stage 1 (2.7 for non-PMLD pupils) and 2 levels by the end of Key Stage 2
- Female pupils made 1.6 (or 2.9 for non-PMLD pupils) by the end of Key Stage 1 and 2.1 levels by the end of Key Stage 2.

Targets:

Key Stage 1:

- 70% of pupils met ALL of their end of key stage targets in ALL assessed subject areas.
- 50% (and 100% of non PMLD) Female pupils met ALL of their end of key stage targets in ALL assessed subject areas.



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- 75% of Male pupils met ALL of their end of key stage targets in ALL assessed subject areas.
- 10% of pupils exceeded ALL of their end of key stage targets in ALL assessed subject areas.
- 80% pupils met ALL of their end of key stage targets in ALL areas of English.
- 90% pupils met ALL of their end of key stage targets in ALL areas of Maths.
- 80% pupils met ALL of their end of key stage targets in ALL areas of Science.

Key Stage 2:

- 44% of pupils met ALL of their end of key stage targets in ALL assessed subject areas.
- 50% of Female pupils met ALL of their end of key stage targets in ALL assessed subject areas.
- 43% of Male pupils met ALL of their end of key stage targets in ALL assessed subject areas.
- 78% pupils met ALL of their end of key stage targets in ALL areas of English.
- 78% pupils met ALL of their end of key stage targets in ALL areas of Maths.
- 78% pupils met ALL of their end of key stage targets in ALL areas of Science.

EYFS: Overview:

- 0% of pupils are working at 'age expected' bandings.
- 100 % of pupils made progress based on assessments using Derbyshire Small Stepped Profile/Development Matters.
- 100% of pupils in the EYFS met end of year 'banding' targets.
- 100% of pupils in the EYFS made progress in the area of PSED.
- 100% of pupils in the EYFS made progress in the area of C&L.
- 100% of pupils in the EYFS made progress in the area of PD.
- The average amount of progress points made in the area of PSED is 13 per pupil (Derbyshire Small Stepped Profile).

Vulnerable Groups: End of Key Stage 1:

English:

- 33% of pupils with PMLD made Upper Quartile progress and 66% made at least Median Quartile progress in (All areas of) English
- 100% of pupils with ASD made Upper Quartile progress in Listening and Speaking.
- 67% of pupils with ASD made Upper Quartile progress across all areas of English.
- 100% of pupils with SLCN made Upper Quartile Progress across all areas of English.
- 100% of pupils with Quest involvement made Upper Quartile progress across all areas of English.
- 100% of pupils with Social Services involvement made Median Quartile progress in Listening and Speaking.

Maths:

- 100% of PMLD pupils made Median or Upper (33%) Quartile Progress in ALL areas of Maths.
- 100% of pupils with Social Services involvement made Median Quartile Progress in ALL areas of Maths.
- 100% of pupils with SLCN made Upper Quartile Progress in ALL areas of Maths.
- 67% of pupils with ASD made Median or Upper Quartile Progress in ALL areas of Maths.
- 100% of pupils with Quest involvement made Upper Quartile progress in all areas of Maths.

Science:

- 33% of PMLD pupils made Upper Quartile Progress in ALL areas of Science.



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- 100% of PMLD pupils made Median or Upper Quartile Progress in ALL areas of Science.
- 100% of pupils with Social Services involvement made Median Quartile Progress in ALL areas of Science.
- 100% of pupils with SLCN made Upper Quartile Progress in ALL areas of Science.
- 66% of pupils with ASD made Upper Quartile Progress in ALL areas of Science
- 100% of pupils with Quest involvement made Upper Quartile progress in Science.

Vulnerable Groups: End of Key Stage 2:

English:

- 100% of pupils with PMLD made Upper Quartile progress in (All areas of) English
- 100% of pupils with ASD made Upper Quartile progress in Listening; and
- 50% of pupils with ASD made Upper or Median Quartile progress in Speaking, Reading and Writing
- 100% of pupils with SLCN made Upper Quartile Progress in Speaking, Listening and Reading
- 100% of pupils with SLCN made Median or Upper Quartile Progress in Writing.
- 100% Pupils with PD made Median Quartile progress across all areas of English

Maths:

- 100% of PMLD pupils made Upper Quartile Progress in ALL areas of Maths
- 100% of pupils with Social Services involvement made Upper Quartile Progress in ALL areas of Maths
- 67% of pupils with SLCN made Upper Quartile Progress in ALL areas of Maths
- 100% of pupils with SLCN made Median or Upper Quartile Progress in ALL areas of Maths
- 100% of pupils with ASD made Median or Upper Quartile Progress in ALL areas of Maths
- 100% of pupils with PD made Upper Quartile progress in Using & Applying and Shape, Space and Measure.

Science:

- 100% of PMLD pupils made Upper Quartile Progress in ALL areas of Science
- 50% of pupils with Social Services involvement made Upper Quartile Progress in ALL areas of Science and 100% made Median or Upper Quartile

Progress.

- 33% of pupils with SLCN made Upper Quartile Progress in ALL areas of Science and
- 100% of pupils with SLCN made Median or Upper Quartile Progress in ALL areas of Science
- 50% of pupils with ASD made Median Quartile Progress in ALL areas of Science
- 0% of pupils with PD made Median or Upper Quartile progress in Science

Pupil Premium:

Key Stage 1:

- 71% of pupils in receipt of Pupil Premium made Upper Quartile progress in ALL subject areas.
- 83% of non PMLD pupils in receipt of Pupil Premium made Upper Quartile progress in ALL subject areas.
- 71% of pupils in receipt of Pupil Premium made at least Median Quartile progress in ALL subject areas.

Key Stage 2:

- 33% of pupils in receipt of Pupil Premium made Upper Quartile progress in ALL subject areas
- 100% of pupils in receipt of Pupil Premium made at least Median Quartile progress in ALL subject areas.



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Pupil Premium: By Subject:

- Pupils in receipt of PP made on average 2.7 levels of progress in Science by the end of the Key Stage 1 and 2.5 levels by the end of KS 2.
- Pupils in receipt of PP made on average 2.3 levels of progress in English by the end of the Key Stage 1 and 2 levels by the end of KS 2.
- Pupils in receipt of PP made on average 2.2 levels of progress in Maths by the end of the Key Stage 1 and 2 levels by the end of KS 2.

Feedback:

- 96% of parents agree that their child is making 'good progress' (Questionnaire summer 15)

Actions:

ICT:

- The least amount of progress in terms of levels (0.7) was made by Key Stage 1 PMLD pupils in ICT. Action must be taken through both CPD as well as investment in software and hardware to engage this most vulnerable group in ICT use.
- The refocus of the new PIVATS framework may also be a more realistic assessment framework in this area for these pupils at KS1.
- Actions must be undertaken to develop attainment and progress in ICT as pupils in Key Stage 2 on average made the least amount of progress in this curriculum area.

MATHS:

- Although a very strong percentage (33%) of pupils IN Key Stage 1 with PMLD made Upper Quartile progress across the areas of Maths this was much lower than the 86% of Upper Quartile progress made by non PMLD pupils.
- A focus for development could be the research and investment in technology and resources aimed at developing the mathematical/ cognitive skills of these pupils at key stage 1 as well as CPD opportunities around pedagogy linked to this.
- At Key Stage 2 Pupils that belonged to the Vulnerable Group of Physical Difficulties (PD) only made Lower Quartile progress in the Mathematics area of number. Actions must be undertaken to ensure that pupils with PD are able to access suitable activities in Number.

ENGLISH:

- Although pupils IN Key Stage 1 made very strong progress overall in English (2 levels on average) and 70% made Upper Quartile progress in all areas, reading and writing were slightly lower overall than the other two areas so could remain a focus for resources and CPD and resource funding.
- Communication with PMLD pupils could be a further area for development in Key Stage 1 where 33% of pupils with PMLD made Upper Quartile progress compared to 85% non PMLD and 100% non-PMLD in Listening and Speaking.
- Female pupils in Key stage 1 made less progress in reading and writing (1 level on average or 1.8 on average for non-PMLD girls) when compared to boys (2 for boys and 2.2 for non PMLD boys) so a development focus could be the engagement of girls in reading and writing activities in order to close this gender gap.
- At Key Stage 2 an excellent 56% of pupils made upper quartile progress in writing but this was not as good as reading. Action could be taken to close this gap by engaging pupils in writing activities- possibly introduce software and games for writing.

SCIENCE:

- Science at Key Stage 2 saw the greatest amount of progress on average but due to steep progress expected through progression guidance 0% of female pupils made Upper Quartile progress in Science. Action must be taken to engage female pupils in Science.
- Pupils with Physical Difficulties made LQ progress in Science, making on average only 1.2 levels progress. 0% of pupils with PD (This is only 1 pupil) met their targets in science. Action must be taken to effectively engage this pupil group in Science and make Scientific activities more relevant to



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