



SCHOOL SELF EVALUATION (SE)
EARLY YEARS FOUNDATION STAGE (EYFS)

JUDGEMENT: HIGHLY EFFECTIVE

HEADLINES

In 2013 EYFS was graded 'outstanding'. Our school self assessment is rigorous and continues to judge EYFS as 'outstanding'.

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 Small Steps profile
- Tentative P-levels assessed at end of year for each child for future targeting and tracking.
- Termly tracking is used to evaluate progress and identify interventions where necessary. See Appendices attached

EYFS: Overview 2015-2016, termly 2016-2017 tracking see appendices

- 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).

Overview based on PIVATS 4 Assessment supported by Routes For Learning (Reception Children) 2015-2016, termly 2016-2017 tracking see appendices

*Note-All of these children are generally still working primarily within the Prime areas.

- 100% pupils made progress in all PIVATS areas.
- 37.5% pupils made accelerated progress in ALL areas.
- 62.5% pupils made accelerated progress in at least one assessed PIVATS area.
- Overall pupils made an average of 1.1 (P-Scale) levels of progress across assessed PIVATS Area's.
- Girls averaged 1.5 (P-Scale) levels of progress across assessed PIVATS Area's.
- Boys averaged 0.8 (P-Scale) levels of progress across assessed PIVATS Area's.
- Non PMLD children averaged 1.25 (P-Scale) levels of progress across assessed PIVATS Area's.
- 50% of pupils exceeded their targets in ALL PIVATS areas.
- 75% of pupils exceeded their targets in more than one assessed PIVATS area.
- 50% of pupils made Upper Quartile rate progress when compared to a translated version of the Key Stage 1 2011 Progression Guidance.
- 75% of pupils made Median or Upper Quartile rate progress when compared to a translated version of the Key Stage 1 2011 Progression Guidance.

Subjects: Overall data for 2015-2016, termly 2016-2017 tracking see appendices



Sunningdale School

<p>*Note-All of these children are primarily working in the Prime areas. In English Boys on average made 0.8 levels of progress and girls made 1.6.For PMLD pupils this was 0.7 and for ASD pupils 1.3. In Maths Boys on average made 0.9 levels of progress and girls made 1.3.For PMLD pupils this was 0.6 and for ASD pupils 1.1. In Science Boys on average made 0.8 levels of progress and girls made 1.35.For PMLD pupils this was 0.4 and for ASD pupils 1. In PSED Boys on average made 0.75 levels of progress and girls made 1.6.For PMLD pupils this was 1.4 and for ASD pupils 1.6. In ICT Boys on average made 0.85 levels of progress and girls made 1.7.For PMLD pupils this was 0.2 and for ASD pupils 1.3.</p>
<p>We follow statutory guidelines in the implementation of the EYFS framework. This impacts on a 'provision' that is high quality and meets statutory requirements.</p>
<p>Staff know the children well and ensure the learning environment and approach are personalised to meet the 'needs' of our children. This ensures behaviour within the classroom is exceptional especially as many of our children have behavioural difficulties due to their severe and profound learning difficulties (Learning Walks/LJF/2Build a Profile /PLPs)</p>
<p>We provide inter-changeable learning environments that utilise both the indoor and outdoor environments. This ensures children thrive through their motivation to learn (Forest School/sensory trail/class outdoor areas/community outings)</p>
<p>We have robust monitoring systems in place to track progress and to ensure children are making expected progress (PIVAT's/Derbyshire-small steps). Termly tracking takes place and interventions are put into place for each class and for individual pupils where required.</p>
<p>Staff work with a range of professionals to use a variety of strategies to ensure children access different environments appropriately and meaningfully to meet individual need in line with the PLP. Children are well regulated and this is evident in the positive behaviour observed within EYFS (Individual Behaviour Plans/LJF)</p>
<p>Keeping safe is high priority within the EYFS. Adherence to school policies and procedures ensure staff are highly effective in keeping children within the EYFS safe (RA's/Moving & Assisting, Behaviour/Information Cards-medical, feeding, behaviour/training/Pen Portraits)</p>
<p>Children within the EYFS have access to learning opportunities within the area of spiritual, moral, social and cultural. We use daily learning opportunities alongside a schedule of special activities and events. This enables children to develop knowledge, skills and an awareness of diversity within the world around them (2Build a Profile/SMC file)</p>
<p>Children have access to therapies (rebound, hydro, music, sound, light) that meet their sensory needs and ensure full curricular access (PLP/2Build a Profile)</p>
<p>We promote multi-agency working that provides holistic support and maximises opportunities for children to make progress (Early intervention/MDT/EHCP/Health Professional support-OT/Physio/SALT)</p>
<p>Effective partnership working with parents maximises potential through a shared approach to learning (Stay and Play/Professional's 'surgeries'/Family Assemblies/Parent Evenings)</p>
<p>Staff are well trained through accessibility to bespoke CPD opportunities in line with their PM. A high skill level impacts on a highly effective 'Provision'</p>