



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 73% of lessons judged as outstanding/27% judged good. **This ensures children continue to receive high quality intervention impacting on a high percentage of children making progress & achieving/exceeding their targets. On average 58% of children attained in the Upper Quartile and 93% in at least the Median Quartile in 2016-17.** (Learning Walks/Observations/Progress data) JW

98% of parents believe the school meets their child's needs (Questionnaire autumn 17) CW/ZR

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. **2016-17 pupil progress data confirms that the quality of teaching is highly effective: On average 58% of children attained in the Upper Quartile and 93% in at least the Median Quartile in 2016-17.** (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'. 74% on track for Upper Quartile or Footsteps targets; interventions identified.- Autumn '17.**(PLP's/Progress tracking)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'.**

100% of parents agree 'there is a good range of activities that their child finds interesting and enjoyable'. (Questionnaire autumn 17) CW/ZR

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** (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)

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)

REVIEW: OCTOBER 15/MARCH 16/JULY 2016/JAN 2017/JUNE 17/DEC.17



<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>100% of parents report they are kept well informed of their child's progress (Questionnaire autumn 17) CW/ZR</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 'tracked across all areas of learning and impacts on appropriate planning and delivery that meets 'need'.</p>
<p>In 2015-16 all areas were assessed via summative p-level. In 2016-17 this may evolve to non-subject specific monitoring (Rochford)</p>
<p>In EYFS progress and Summative assessment is carried out using Specialist EYFS documentation (Derbyshire). Tracking through PIVATS is used at end of reception to Baseline for main school assessment. 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 at end of EYFS. Tracking carried out via EYFS Profile (Derbyshire).</p>
<p>The 'Footsteps' Assessment tool based on 'Routes for Learning' is used across all Key Stages. This is a pathway tool for use with PMLD children working at P1-3ii. 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)</p>