

**SCHOOL SELF EVALUATION (SE)  
QUALITY OF EDUCATION**

**JUDGEMENT: HIGHLY EFFECTIVE**

<b>HEADLINES</b>	<b>IMPACT</b>
In 2018 the school was graded 'outstanding' across all areas. Teaching, learning and assessment was judged as outstanding.	In Sunningdale a high proportion of children make outstanding progress (Ofsted Report/Personalised Progress Data)
<b>INTENT</b>	
Pupils have access to an appropriately differentiated, broad and balanced curriculum that is based on non-subject specific and subject specific curriculum content leading to a differentiated presentation of the National Curriculum. This is presented in a pre-formal and semi-formal model. We have subject area leadership in place with a collaborative approach to grouped subject areas.	Impact is measured on pupil accessibility to cross curricular learning opportunities and progress of pupils. (Progress Evidence/ PLPs/Progress data) JW
Each pupil has a PLP (Personalised Learning Plan) that targets individual learning across all learning areas including Physical Development, Cognition and Learning, Communication and Language and Social Emotional and Mental Health. Their starting point is the child's EHCP.	Learning is personalised to meet individual next steps across pupil's specific areas of development with stakeholders aware of how children are progressing through termly tracking (PLP's/Progress tracking) JW
We have coherently planned progression from long term topics into medium term planning, PLP's, classroom practice and evidence.	Precise personalised planning linked to developmental opportunities ensures high quality teaching and maintenance of high standards (Planning documentation)
We have defined key stage long term topic themes that are planned to ensure the curriculum is developmental and becomes broader over time.	Children have access to broad, balanced learning opportunities (Planning Documents) JW
Our personalised approach to learning through the PLP encompasses the holistic development of the child through planning under the 4 areas of the Code of Practice.	Pupils have clearly defined precise targets that contribute to their holistic development. (PLP's/Progress tracking) JW
Staff utilise medium term planning to provide opportunities within the learning areas to meet the interests and needs of the children. These are linked to the 'Curriculum Connector' themes.	Learning is targeted, relevant to ensure children enjoy their learning & make progress (Planning documents)
We use Provision Mapping to identify appropriate additional interventions including those children who access Pupil Premium Funding.	Address identified need leading to improved provision and outcomes (Provision Maps/Learning Observations)
<b>IMPLEMENTATION</b>	
Teaching and learning across school is of consistently high quality with the majority of lessons judged outstanding. In 2018 Teaching & Learning was judged 'Outstanding' by Ofsted.	Children continue to receive high quality intervention impacting on a high percentage of children making good rates of progress.

A schedule of Lesson observation and Learning Conversations throughout the year informs Senior leaders of current teaching practice. All teachers are given feedback aimed at consistently delivering 'outstanding' practice on a daily basis.	Pupil progress data confirms that the quality of teaching is highly effective
In line with Ofsted recommendations (2018) we have updated our lesson observation template with a further specific focus on assessing learning outcomes.	Increased focus on the evaluation of learning and achievement (Learning Walks)
Our teacher's are highly skilled & knowledgeable with a high level of flexibility. They respond to individual need through differentiation & adaptation of learning activities.	Learning is focused, appropriate and meaningful with optimum opportunities for children to progress (Learning Walk/Observations)
The school's provision and practice aims to make learning engaging through an active child centred 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.
A Total Communication (TC) approach ensures all children have full and appropriate access to learning regardless of their level of Expressive or Receptive communication.	Optimum engagement and progress achieved (Pupil Evidence/Planning/Learning Walks).
We have an active systematic approach to the development of reading and pre-reading. Systematic Synthetic Phonics is taught alongside other reading strategies. Appropriate developmental targets and strategies are identified through the child's PLP.	Enjoyment of books & reading support cross curricular learning (Learning Observations/Assessments/ Reading Scheme/ Phonics Scheme)
Children across school have access to therapeutic input including rebound, light, sound, hydro and music. Relevant targets cross referenced on the child's PLP.	Multi-sensory access to the curriculum that supports full accessibility to learning. Sensory regulation enables readiness for learning and facilitates engagement (Pupil Evidence/ PLP)
We encourage children to access learning outside the classroom. We have additional enhanced areas including Forest School, Story Cottage, Comic Book library, Sensory Trail, Community garden, Sensory Garden, Soft Play and access to external learning in the community.	Motivation and engagement sustained (Learning Observations/Planning)
We provide bespoke interventions that support the child's readiness to learn (sensory integration, Thrive Approach, Play Therapy, Listening Programme, Lego Therapy).	Children are regulated and ready to learn (PLP's/Learning observations).
Lego Therapy supports and encourages receptive communication, expressive communication, social affection and interaction.	Children are able to effectively communicate and co-operate with peers (PLPs/ Learning Observation/ Provision Mapping)
Health Care Professionals support accessibility to learning through the provision targeted interventions.	PLP's are holistic ensuring the full range of a child's needs is met on a daily basis (PLP's/HP targets).
<b>IMPACT</b>	
Pupil's development is assessed through (non P-Scale based) summative assessment in line with statutory requirements supported by a number of bespoke frameworks (Early Steps (EYFS), Progression Steps, Pre Key Stage Standards)	Progress is 'tracked across all areas of learning and dynamically impacts on appropriate planning and delivery that meets 'need'.
Personalised (Ipsative) assessment is used to assess and track pupil progress based on their own abilities, potential and individualised development.	Strong focus on personalised learning (Tracking/'Deep Dive' Assessment)
Ipsative assessment is supported by a range of triangulated evidence including assessment frameworks (Footsteps, Early Steps, Progression Steps, Routes for Learning, Engagement Steps, Engagement Areas, MAPP); Electronic Evidence recoding (Evidence Me); Professional Opinion; PLP Evaluation	Individualised Progress is evidenced and assessed thoroughly across all areas of development including Cognition and Learning; Communication and Interaction; Social; Emotional and Mental Health and Physical and Sensory Development. (Progress Data/ Tracking)
Holistic Personalised Pupil Progress is tracked termly through Pupil Progress meetings	Individualised Progress is tracked across all areas of development

based on Ipsative assessment.	including Cognition and Learning; Communication and Interaction; Social; Emotional and Mental Health and Physical and Sensory Development. (Progress Data/ Tracking)	
Assessment is moderated regionally with a range of other specialist provisions.	Assessment of progress is accurate and robust.	
The school uses a comprehensive electronic formative recording system (Evidence Me) to accurately record experiences and attainment.	This supports the comprehensive overview of pupil progress, achievement and attainment (above) (Learning Observations/Assessments)	
Personalised Learning Plans are dynamic documents and are updated as individual targets are achieved.	This provides a dynamic and accurate formative assessment tool (PLP)	
In EYFS Summative assessment is carried out using EYFS Profile underpinned by Early Steps.	Early development is accurately reported.	
The school's Provision & Practice ensures children learn to be independent, resilient and curious.	Children develop future 'life' skills (Learning Observations/Parental feedback)	
<b><u>QUESTIONS</u></b>	<b><u>ACTIONS</u></b>	<b><u>AP's</u></b>
<p><b><u>What is the school doing to sustain/raise the quality of teaching?</u></b></p> <ul style="list-style-type: none"> <li>The school is committed to utilising the PM process to impact on 'best practice' across school.</li> <li>We provide a range of CPD opportunities for staff linked to both school and personal professional needs.</li> <li>Regular 'Learning Walks' by senior leaders to ensure provision &amp; practice is highly effective.</li> <li>The school promotes access to a number of diverse environments including 'Footsteps Room', 'forest school site' and 'Story Cottage', 'Comic Book Library', 'Literacy Hub'.</li> <li>School have defined and made a distinction in teaching pupils engaged in subject specific and non-subject specific learning.</li> <li>An approach to increasing engagement as a pre-cursor to subject specific learning has been introduced across school.</li> <li>A two year topic cycle has been introduced that is developmental across key stages.</li> </ul>	<p><b><u>STRATEGIC TARGETS (SDP)</u></b> <b><u>Quality of Education</u></b></p> <ul style="list-style-type: none"> <li>To review and evaluate the impact of 'outdoor learning' on outcomes for pupils.</li> <li>To increase engagement opportunities for PMLD pupils within outdoor learning.</li> <li>To improve accessibility to learning opportunities in the area of Creative Arts for all pupils across school.</li> <li>To implement identified changes to whole school curriculum</li> <li>To initiate 'Deep Dive' focus reviews on the quality of teaching and learning.</li> <li>To implement identified targeted areas within whole school 'communication' provision and practice.</li> <li>To facilitate the introduction of 'Attention Autism' for targeted pupils.</li> </ul>	
<p><b><u>How is under-performance being addressed?</u></b></p> <ul style="list-style-type: none"> <li>Regular tracking (termly) ensures individual children are identified for additional intervention in targeted areas.</li> <li>Ipsative judgements tracked to ensure teachers are aware of pupil progress at relevant points mid-year.</li> <li>End of year pupil progress data provides information that enables targeted intervention</li> </ul>	<p><b><u>STRATEGIC TARGETS (SDP)</u></b> <b><u>Quality of Education</u></b></p> <ul style="list-style-type: none"> <li>To initiate 'Deep Dive' focus reviews on the quality of teaching and learning.</li> </ul>	

<p>for individual pupils.</p> <ul style="list-style-type: none"> <li>• Whole school self evaluation identifies areas for improvement through the SDP: Communication, PMLD Provision, Complex ASD.</li> <li>• Relevant CPD and Resources identified.</li> <li>• Impact of teaching and learning identified.</li> <li>• Staff awareness of areas for improvement identified.</li> </ul>		
<p><b><u>How does teaching link to progress?</u></b></p> <ul style="list-style-type: none"> <li>• Staff have a raised awareness of the areas of engagement and as a consequence utilise motivating learning environments</li> <li>• PLP's (Personal Learning Plans) have been designed to be simple but highly precise.</li> <li>• Both progress analysis and PM schedule ensure CPD is identified and relevant training for staff is targeted.</li> <li>• Support staff have a strong understanding and high level of awareness of next steps for children across the curriculum (PLP's)</li> <li>• Positive partnerships with parents and health professionals (Physio/OT/SALT) support pupil progress.</li> <li>• We promote emotional regulation (sensory integration/ Thrive/Attachment/pupil voice/behavioural strategies) to ensure appropriate access &amp; engagement for all children.</li> <li>• The school has effective assessment and moderation processes. Including across school.</li> </ul>		
<p><b><u>What is the link between teaching and PM?</u></b></p> <ul style="list-style-type: none"> <li>• Senior leaders know how well staff are performing due to an implemented schedule of lesson observations and tracking meetings.</li> <li>• Termly tracked pupil progress provides information on class group progress.</li> <li>• Observations and meetings highlight on-going development needs which impact on the provision of training and support.</li> <li>• Teachers' performance is monitored through a regular observation.</li> <li>• Action planning &amp; targets are in place for 'underperforming' teaching or support staff.</li> <li>• The school utilises the PM process to impact on 'best practice' across school.</li> </ul>	<p><b><u>STRATEGIC TARGETS (SDP)</u></b></p> <ul style="list-style-type: none"> <li>• <i>Ofsted target: To initiate 'Learning Conversations' as an extension to the teacher Performance Management process.</i></li> </ul>	
<p><b><u>How is assessment information used to support pupils who have not met targets and those who have exceeded expectations?</u></b></p> <ul style="list-style-type: none"> <li>• Electronic recording (Evidence Me) provides an individual and group overview of pupil coverage of subjects.</li> <li>• PLP design enables staff to view pupil progress and plan appropriate 'next steps' and cross reference targets with multi professionals, pupil voice and other areas.</li> <li>• PLP assessment enables staff to set and adjust individual learning at very specific small next steps.</li> <li>• EHCP outcomes inform planning through PLPs.</li> </ul>	<p><b><u>STRATEGIC TARGETS (SDP)</u></b> <b><u>Quality of Education</u></b></p> <ul style="list-style-type: none"> <li>• <i>To initiate 'Deep Dive' focus reviews on the quality of teaching and learning.</i></li> <li>• <i>Introduction of highly triangulated Ipsative assement (Personalised Progress) reviews</i></li> </ul>	

