



Sunningdale School

**SCHOOL SELF EVALUATION (SE)
EFFECTIVENESS OF LEADERSHIP & MANAGEMENT**

JUDGEMENT: HIGHLY EFFECTIVE

HEADLINES

<p>In 2013 the school was graded 'outstanding' across all areas. Our school self assessment is rigorous and continues to judge the school as highly effective (Good-outstanding) in all areas. Senior Leaders know how well the school is performing and use the findings for targeted whole school improvement (SE/SDP/PM/Data)CW/JW</p>
<p>Staff, Governors and all stakeholders have a shared vision and ethos for the school which permeates daily school life and has a positive impact on outcomes for children (Qualitative/Quantitative data/Vision Overview)CW</p>
<p>The only action point from Ofsted (2013) was to 'Ensure that the complex/detailed information is made available in formats that are more succinct to make it quicker & easier for others to understand and use'. Through review & evaluation HT & leaders have formulated new systems that are clearer and easier to understand (SE/SDP/Evaluation). Staff, Governors and the LA school improvement Officer have commented positively on improved transparency and clarity of school 'paperwork'.</p>
<p>Safeguarding is deemed high priority with embedded robust policies and procedures driving whole school practice that ensure all children, staff & visitors are kept safe. Additional staff have been trained and a new Parent Partnership Adviser role supports early intervention. (Daily practice/files)</p>
<p>British values are an active part of daily practice within the school and impact on the positive behaviour of the children and effective relationships observed between staff and children (LJF's)</p>
<p>The PREVENT strategy is high profile with all staff and Governors playing an active role in whole school assessment and training. Staff vigilance ensures children, staff and families are kept safe (SAssessment/training notes/referrals)</p>
<p>The school has achieved 'Investors in People' Gold Standard for the second time (July 16 11P). This ratified 'best practice' across school with identified action points impacting on school development through action planning SDP (2016-17)</p>
<p>The Governors provide challenge, support and hold leaders to account (HT Challenges/meetings/visits). New Governors over the past year have filled the 'gaps' identified in the 'skills' audit. This has ensured the GB remains 'fit for purpose' promoting challenge & robust strategic direction (Reports/GB minutes/SDP/meetings/visits)CW</p>
<p>The Governors are pro-active in evaluating their own development through participation in Governance Review led by the NGA. The 'findings' & subsequent action plan has impacted on continuing GB effectiveness (GB action plan/review report/SDP 16-17)CW</p>
<p>Sunningdale leads a bespoke 'specialist' SEN Teaching School Alliance. We work within the 'big 6' to improve outcomes for children. Growth in ITT, CPD, Succession Planning (NPQSML) impact on standards & outcomes for learners-school/provisions locally & regionally (TS action plans/evaluations)JS/CW</p>
<p>We have created a bespoke 'SEN Hub' training facility on the school site by utilising the old caretaker's house. The 'Hub' provides a training resource where a specialist CPD programme impacts on internal & external professional development (TS Website)</p>
<p>We work in partnership with the LA leading two 'Outreach Services' (LLP/Portage). Both services offer intervention to children across the City with additional learning 'needs' (Reports/action planning)CW/JW/CB. Positive stakeholder feedback demonstrates the effectiveness of intervention on learners.</p>
<p>Following a robust review of the school's needs a new leadership structure has been established (needs analysis) ensuring quality & quantity of the leadership team that matches school needs (Structure/Needs Analysis)CW</p>



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98% of parents feel they are able to contact senior staff in school if necessary (Questionnaire AUTUMN 2016) demonstrating that parents/carers view leaders as approachable & pro-active (Questionnaires)SIT Teams. 'Not very often I have to ring up, but when I do, things get sorted' (Parent)
The four School Improvement Teams (SIT) ensure an holistic approach to school development through the areas of Creative, Active, Together, Enterprising and drive whole school practice (SDP/SIT reports/action plans)CW/JW
Middle leaders play an active role in driving whole school direction through the SIT (School Improvement Teams) and by monitoring the quality of teaching & learning through key stage mentorship. School improvement is as a result 'active' driven by the SDP and standards remain high (SIT SE/Meeting minutes)
Leaders are active in securing a motivational, engaging 'personalised' learning environment where all pupil have full accessibility, are challenged & make progress. Data demonstrates the majority of children achieving 2 levels of progress with many exceeding & achieving 3/4 levels (Data analysis16)
The school is committed to the provision of an active learning environment inclusive of a range of internal/external learning areas and extra-curricular opportunities to support the extension of knowledge/understanding and 'skill base' of pupils (Curriculum/Clubs/learning observations)
Additional funding for FSM & Sport reduces the barriers to learning and provides 'enabling' learning opportunities that impact on outcomes for pupils (Data analysis 16). Governors are pro-active in holding leaders to account (GB minutes)
Whole school attendance for 2015-16 was 95% (excluding PMLD pupils) -evidence of the school's drive to secure optimum learning opportunities. The development of a 'tracking' system, use of an attendance team & bespoke interventions including a new 'Home Visiting' Service ensures a continued rise in attendance figures (Attendance File)CW
The school has an innovative, robust PM schedule which tracks staff performance and targets appropriate professional development in order to secure high standards. Awareness of standards enables leaders to accurately assess whole school practice and utilise targeted intervention & development when required (PM files). The new 'action research' element of Teacher's PM impacts on innovative shared 'best practice' in the classroom.
The HT and senior leaders are pro-active in developing their own professional development and researching innovative practice and new ideas to ensure the school continues to 'move forwards' (HT-SSAT 'Leading the Outstanding School', national/regional conferences, FLSE senior leader meetings).
The school utilises the Financial Management Standard (2016) and regular financial audits (2016) to evaluate compliance and identify any action points to improve practice. Governors have recognised the on-going highly effective financial management of the school budget by the HT (GB minutes)