



Sunningdale School

**SCHOOL SELF EVALUATION (SE)
PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE**

JUDGEMENT: HIGHLY EFFECTIVE

HEADLINES

In 2013 the school was graded 'outstanding' across all areas. Our school self assessment is rigorous and continues to judge personal development, behaviour & welfare as 'outstanding' (Ofsted Report 13)

staff know the children well and ensure the learning environment and approach are personalised to meet the 'needs' of our cohort of children. **As a result behaviour within the classroom is exceptional especially as many of our children have emotional regulation difficulties** (Learning Walks/Restraint 'log') JW/CW

Sunningdale's successful multi-agency partnership working with a focus on early intervention **ensures all children and their family have the appropriate support that meets pupil 'need'** (meeting notes/pupil tracking data) JW/JP/CW

Staff use a variety of strategies (e.g. sensory integration/Thrive) to ensure children are well regulated and **are therefore able to access different learning environments appropriately and meaningfully** (PLP's/IBP's) JW

Staff utilise individual behaviour plans and are trialling the use of the 'Thrive' approach to support emotional regulation. **Individualised approaches maximise positive engagement in learning across all areas.** (IBP/Thrive assessments) JW/AO

Termly whole school attendance continues to be positive-92.4% (Spring 1:17) but rises to 95% when children with life limiting conditions are excluded from the data. This is very good as the school has a % of children who have a range of complex medical needs with regular stays in hospital. **Improved attendance has increased accessibility to learning & rates of progress** (Attendance data/Progress data) CW/JW

Children at Sunningdale have access to learning opportunities within the area of spiritual, moral, social and cultural (SMSC). We use daily learning opportunities alongside a schedule of special activities and events to promote engagement. **Pupils are therefore able to access a range of experiences & develop knowledge, skills and an awareness of diversity within the world around them** (LJF's/SMC file) JW/NW

Our School Improvement Teams (SIT) formulate termly targets within action plans that **support the holistic 'needs' of each child** (SIT action plans)

Our 'Be Active' SIT Team sets whole school targets that encourages **children to be pro-active in making the right choices to stay healthy** (Action Plan MS). 'Clubs'/curriculum activities & extra-curricular events: SIT file) **supports motivational participation.**

Keeping safe is high priority both within school and during learning outside the classroom. **Staff work in line with school policies and procedures and are highly effective in keeping the whole school population safe** (RA's/Moving & Assisting, Behaviour, Care Plans/training/Personal Passports) CW/JW

Pupils are supported **in developing an understanding of how to keep safe 'on line'** through bespoke classroom learning activities & updated awareness training for parent/carers (Classroom planning/observations/awareness training march 17).

Pupil independence is high priority. Children are encouraged to keep themselves 'safe' (on-line/outside/classroom) through daily practical modelling. Effective partnership between home & school **supports raising pupil awareness** (leaflet/training) JM/CW

The school has identified 2 new staff members (AHT/FPP) to support within the area of safeguarding. **This demonstrates the school's commitment to keeping the whole school population safe.**

Following self assessment we have recruited a new 'Family Partnership Practitioner' who supports early intervention when a 'need' is identified. **This is impacting on supporting the holistic needs of the child and family-improved well-being/attendance/accessibility to learning/progress** (JP)

KEY: IMPACT IN RED: OCTOBER 15/MARCH 16/JULY 16/DEC.16/MARCH 17



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On site school nurses provide medical intervention support ensuring all children can access learning effectively & safely (Attendance data) CW
Multi-professional OT/SALT/Physiotherapy intervention (assessment/target setting/evaluation) support the holistic learning needs of pupils. These form part of the pupil's PLP and ensure all pupils continue to make progress & achieve (Pupil Progress Reports). 100% of parents (Questionnaire autumn 16) CW believes the school works well with other professionals.
The development of self-esteem and collaborative learning is central to our personalised agenda particularly within the framework of creative behaviours encouraging individual independence, investigation, and evaluation skills to develop within each learning experience (LJF's/PLP's) JW
Children are encouraged to work collaboratively and support each other within all aspects of whole school life. This encourages co-operation, care for others and respect. (Learning Walk observations/British Values) JW/CW
Bespoke methods of 'pupil voice' ensure pupils are able to articulate feelings, opinions which support appropriate holistic intervention. (2Simple/learning walks). 100% of parents report their child is happy at school (Questionnaire autumn 16).
Bullying within the school is not an issue. All children are encouraged to be tolerant and respectful towards each other (PHSE curriculum/British Values) . When any issues arise we are pro-active in addressing them (e.g. bespoke nurture group for some of the older children with a focus on 'personal space') -(Nurture Trainers) LP

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