



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/TT '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. The creation of a new role (Family Partnership Adviser) **has further increased focused support and there has been a decrease in children subject to CP Plans** (CPOM's).

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. There is a low use of Team Teach to de-escalate behaviour (Log Book CW).

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-(93.98%) (Autumn 1:18) but rises to 95.7% 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

Senior Leaders are vigilant in ensuring the promotion of positive attendance. The recruitment of a Home Visitor, continued use of our Attendance Team, robust tracking and half termly meetings with our AT Group **impacts on continued positive rates of attendance** (Attendance File CW).

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 & an awareness of diversity within the world around them** (LJF's/SMC file) JW/CW. **99% of parents believe that the school values cultural and religious diversity** (Parent Questionnaire Dec.17).

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. We have achieved the 'Schools Games Gold Mark' which ratifies the high level of engagement in physical activity** (Dec.17).

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. **Our recent positive Health & Safety Audit evidences 'best practice' across school** (Dec.17).

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 JW/JM/CW).

Pupil independence is high priority. Children are encouraged to keep themselves 'safe' (on-line/outside/classroom) through daily practical modelling.

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<p>Effective partnership between home &amp; school <b>supports raising pupil awareness</b> (leaflet/training) JM/CW.  <b>98% of parents report that their child is 'Always happy to go to school' and school is a 'Very happy and safe environment'</b> (Parent Questionnaire Dec.17)</p>
<p>The school has identified 2 new staff members (AHT/FPP) to support within the area of safeguarding. <b>This demonstrates the school's commitment to keeping the whole school population safe.</b></p>
<p>On site school nurses provide medical intervention support <b>ensuring all children can access learning effectively &amp; safely</b> (Attendance data) CW</p>
<p>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 <b>ensure all pupils continue to make progress &amp; achieve</b> (Pupil Progress Reports).98% of parents (Questionnaire Dec. 17) CW believes the school works well with other professionals.</p>
<p>The development of self-esteem and collaborative learning is central to our personalised agenda particularly within the framework of creative behaviours <b>encouraging individual independence, investigation, and evaluation skills to develop within each learning experience</b> (LJF's/PLP's) JW</p>
<p>Children are encouraged to work collaboratively and support each other within all aspects of whole school life. <b>This encourages co-operation, care for others and respect.</b> (Learning Walk observations/British Values) JW/CW</p>
<p>Bespoke methods of 'pupil voice' <b>ensure pupils are able to articulate feelings, opinions which support appropriate holistic intervention. (2Simple/learning walks). 99% of parents report their child is happy at school</b> (Questionnaire Dec.17)).</p>
<p>Bullying within the school is not an issue. All children are encouraged to be tolerant and respectful towards each other <b>(PHSE curriculum/British Values)</b>. When any issues arise we are pro-active in addressing them <b>(e.g. bespoke nurture group for some of the older children with a focus on 'personal space')</b>-(Nurture Trainers) LP</p>

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