Sunningdale School

SCHOOL SELF EVALUATION (SE)
EFFECTIVENESS OF LEADERSHIP & MANAGEMENT

JUDGEMENT: HIGHLY EFFECTIVE

HEADLINES
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
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
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'.**
School Improvement is driven by the School Development Plan **(SDP) CW**. All staff are active in whole school evaluation through the SIT Teams. Review outcomes drives & informs the SDP **(SE)**.
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. All staff & Governors are members of the SIT Teams ensuring **whole school involvement in driving school improvement.**
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)
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)**
The school's personalised learning helps to develop pupils that are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills, even at the earliest levels of cognition. An average of 53% of all pupils in Key Stage 1 and 2 made Upper Quartile Progress across the curriculum. An average of 84% of all pupils in Key Stage 1 and 2 made Median or Upper Quartile Progress across the curriculum. **Data demonstrates pupils make better than expected progress** (Data analysis17)
➤ 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) ➤ 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)
The school has achieved 'Investors in People' Gold Standard for the second time (July 16 11P). **This ratified 'best practice' across school with identified**

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action points impacting on school development through action planning (SDP).
The Governors provide challenge, support and hold leaders to account (HT Challenges/meetings/visits). New Governors 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
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
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
Senior and Middle leaders provide 'school to school' support through the Teaching School agenda and the HT's role as an NLE. Work with a new HT and a school subject to an Ofsted category **is ensuring both are moving forward in their development** (Meeting minutes/action plans CW/JW).
The school has been chosen as a 'pilot' school to trial 'Scales of Engagement' and 'Pre-Key Stage Standards' (Dec.17). Outcomes will impact on future national development.
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)**
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.**
The school is pro-active in reviewing staffing structure on a regular basis **in order to meet the changing needs of the school** (Structure reviews/Needs Analysis/GB reports) CW.
100% of parent/carers feel they can contact staff to discuss their child's learning and progress. 100% feel that Sunningdale is a welcoming school and 99% of parent/carers think Sunningdale is a good school (Questionnaire Dec. 17).
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 17). Governors are pro-active in holding leaders to account (GB minutes)
Whole school attendance for 2016-17 was 95.95% (excluding PMLD pupils) 93% with all children **-evidence of the school's drive to secure optimum learning opportunities & progress.** The development of a 'tracking' system, use of an attendance team & bespoke interventions including a '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 (2017) 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)

QUESTIONS	How can we improve? ACTIONS	Relevant Updates	AP's
How do leaders set an ambitious vision & high expectations for what learners can achieve?	• *To ensure GB is effective in driving whole school practice*		GB AP

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- Engagement of all staff/Governors/parents in developing a whole school vision. - Utilise external 'consultants' to review and evaluate practice. - Set challenging targets for individual pupils linked to EHCP/statements (2-4 levels of progress). - Utilise whole school pupil progress data analysis to provide information on pupil achievement. - Track pupil progress throughout the year and identify interventions to 'boost' achievement if required. - Ensure attendance is high through a 'tracking' system & bespoke interventions. - Provide a broad, balanced, motivating learning environment where children can achieve. - Utilise 'learning walks' across all areas to determine standard of teaching & learning and feedback points of development to staff. - Distributed leadership ensures standards are monitored and staff are mentored within key stages. - Partnership working with Governing Body sets strategic direction & ensures pupils achieve high standards through 'HT Challenges'. - Work in partnership with parent/carers, all stakeholders including health and social care professionals to meet holistic 'needs' of individual child. - Have developed an 'outstanding' provision for pre-school children with additional & complex needs. - Utilise the Teaching School agenda in line with the 'Big Six' to improve outcomes for children locally, regionally and nationally.	*by utilising the Governor Competency Framework (Jan.17) to further develop the knowledge and skill base of the GB.* • *To utilise 'coaching' techniques to maximise effective team working within the recently formed SLT.* • *To research and identify appropriate facilitators to evaluate current standards and support future school improvement development.* • *To refine the appraisal (PM) schedule to ensure it enables teachers to impact more effective practitioners.*		
What are leaders doing to secure high standard of care for learners? - Personalised learning that covers all areas of learning through PLP's (Personal Learning Plans) - A curriculum that is inclusive engages and differentiates at the appropriate level. - Research additional approaches that can support positive behaviour and ensure engagement. - Supportive PHSE intervention within PLP's including health professional targets (Physio/OT/SALT) - Personalised 'care' plans for those children with complex medical needs. - Behaviour plans/moving and assisting plans for individual children where appropriate.	• *To review current whole school curriculum provision and its current impact on meeting individual pupil needs.* • *To develop a new PLP (Personal Learning Plan) template that links more closely to the Code of Practice and provides an overview of the child's holistic curriculum.* • *To revise the 'curriculum connectors' to form an appropriate cycle* • *'Thrive'targets*		*SIT AP's*

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How do leaders monitor, evaluate & support teaching through staff development? • Undertake school staffing 'needs analysis' to analyse appropriate staff leadership structure. • Utilise succession planning to support new leadership staffing structure. • Use external 'bodies' (Investors In People) to evaluate current practice. • Review and evaluation of PM schedule. • Implement new PM developments that support 'best practice' (action research) • Undertake regular 'Learning Walks' that cover all areas of the curriculum. Feedback from PM mentor highlights areas for development. • Utilise pupil progress data analysis to evaluate how well pupils have achieved. • 'Peer to Peer' mentoring inclusive of teaching and learning video evidence to support staff development. • Provision of CPD through PM to meet identified 'need' that impacts on whole school 'best practice' • Formal PM meetings (twice yearly) to report on progress in meeting targets.	• *To refine the appraisal (PM) schedule to ensure it enables teachers to impact more effective practitioners.*		*PM SCHEDULE*
How does the curriculum provide breadth, depth and relevance to meet needs of learners? • Curriculum coverage meets statutory requirements and is developed by named subject 'leads.' • Robust review ensures the curriculum is 'fit for purpose'. • Senior leaders are pro-active in researching practice nationally (CW-SSAT) • Formative assessment utilises pupil learning observations across all areas. Staff monitor 'coverage' on a weekly basis using electronic recording 'tool.' • Learning area 'coverage' is monitored by subject leads termly under the direction of the (DHT/JW). • 'Learning Walks' monitor the quality of teaching and learning including curriculum & 'coverage'. Senior leaders meet regularly to share feedback. • The curriculum 'lead (JW) monitors teacher planning weekly to ensure breadth, depth and relevance.	• *To review current whole school curriculum provision and its current impact on meeting individual pupil needs.* • *To develop a revised monitoring schedule that ensures pupil progress is tracked more effectively.* • *To utilise 'Basic Skills' quality mark to track the impact of new curriculum developments.* • *To review the whole school assessment model in line with the outcomes of the 'Rochford' Review.*		
How do leaders promote an appreciation of diversity and British values? • Ensure staff have a high level of awareness (training) • We use daily classroom activities, weekly assemblies, special assemblies, fund raising events, enterprise days to promote an appreciation of British values. • We record pupil learning through the electronic LJF. • Utilise personalised learning that meets pupil needs (PLP) • Utilise the school ethos of 'nurturing' where children and staff are valued and	• *To develop a new PLP (Personal Learning Plan) template that links more closely to the Code of Practice and provides an overview of the child's holistic curriculum.* • *'Thrive'targets*		

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respected as individuals. • 'Pupil voice' is high priority. We listen to the children and plan the learning environment accordingly (Electronic LJF)	UPDATED POLICIES/PROCEDURES INSET: 'TAGGING' USING TO BUILD A PROFILE		
What are the current initiatives relating to community, safety, parents? • Our extended coffee morning provides an additional session for parents to meet Governors. • We have trialled 'Stay and Play' sessions for parents to support a joint approach to learning. • The school provides 'Short Break' support for children from across the City with disabilities (Monthly Saturday Club/Holiday Playscheme) • Education/health professionals to work in partnership with parents to support learning through information sharing. • School leaders meet half termly with health professionals to share practice. • The school is committed to keeping children safe through focusing on pupil emotional regulation. • The SIT Enterprise/Together Teams ensures pro-active learning with the community/parents (SIT Action Plans). • Development of an electronic 'safeguarding' 'tool' to improve recording & evaluation.	• *'Thrive' targets* SIT TEAM TARGETS		
Do safeguarding arrangements meet statutory requirements? • The school has a designated 'lead' and Deputy Designated Leads in place. • All staff safeguarding training is in place. • All staff have been checked through DBS. • The Designated Lead attends termly sessions for updated safeguarding information. • Designated Governors oversee the school's safeguarding arrangements & compliance. Governors undertake HT 'Challenges' (scrutiny) half termly • The SCR has been re-designed with additional information. Office staff attend termly training for 'updates • Policies are up to date and drive whole school practice. • The school undertakes regular health and safety/Risk management/safeguarding audits that impact on 'practice'. Staff are trained in Asbestos/legionella management. • All staff have a high level of awareness of the 'PREVENT' duty, FGM. • Leaders have developed a safeguarding template that provides an overview of current interventions.			

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