



SCHOOL SELF EVALUATION (SE)
PERSONAL DEVELOPMENT

JUDGEMENT: HIGHLY EFFECTIVE

<u>HEADLINES</u>	<u>IMPACT</u>
In 2018 the school was graded 'outstanding' for the second time in 5 years. Personal development, behaviour & welfare was judged as 'outstanding'.	Ratification of 'best practice' across school (Ofsted Report, 18)
We encourage our children to be active & responsible citizens and where possible to socialise in supported activities within the community.	Children have relevant experiences in preparation for adult life (Classroom planning/Learning Observations/Learning Walks)
British values are embedded in the daily life of the school through the support of 'pupil voice' and the promotion of respect for and support of others.	Children are confident in articulating their views and are tolerant of others (Learning Walks/Learning Observation)
All children in Sunningdale are part of an inclusive environment. Children with a wide range of 'need' work alongside each other within the same class group & across school.	Children learn to value diversity & are empathetic towards the needs of their peers (Learning Walks/observations)
All children at Sunningdale are valued and are provided with equality of opportunity across all learning areas.	Access to broad range of differentiated learning is embedded (E.g Comic Book Library/Footsteps Room/Therapies)
The development of self-esteem and collaborative learning is central to our personalised agenda particularly within the framework of creative behaviours.	Children develop positive personal traits that enable them to get on with others positively (Learning Walks)
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.	Children 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).
Our School Improvement Teams (SIT) formulate annual targets within action plans that promote whole school development across a wide range of areas	School development is broad, ensuring children access & make progress across all areas of learning (SIT action plans)
Our 'Be Active' SIT Team sets whole school targets that encourages extra-curricular events that support motivational participation. We have achieved the 'Schools Games Gold Mark'	Children are pro-active in making the right choices to stay healthy (Action Plan MS). 'Clubs'/curriculum activities Ratification of the high level of engagement in physical activity
Children are able to access a wide range of 'Clubs' during lunchtime and after school (Judo, yoga, Gardening).	Children work alongside other children and adults strengthening their ability to engage with others positively (Termly Club Schedule/Learning Obs)
We are committed to ensuring children remain emotionally healthy and have the capacity to learn and reach their full potential.	Staff have a high awareness of mental health issues and how they can impact on the child. Identified issues are addressed through interventions by (Play Therapist/CYP's/PPA).
We encourage children to understand how to develop healthy relationships in school and	Children develop skills that enable them to interact positively within

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externally at home & in the community through visits/interventions/personal PLP's.	& outside school (Learning Observations/Parental feedback/Learning walks)		
Pupils are supported in developing an understanding of how to keep safe when using technology through learning activities & updated awareness training for parent/carers	Children are aware of the dangers of inappropriate use of technology & are aware of how to keep safe. (Classroom planning/observations/awareness training JW/JM).		
Pupil independence is high priority. Children are encouraged to keep themselves 'safe' (on-line/outside/classroom) through daily practical modelling.	98% of parents report that their child is 'Always happy to go to school' and school is a 'Very happy and safe environment' (Questionnaire)		
The school has increased the number of staff (AHT/FPP) to support within the area of safeguarding.	Evidence of commitment to keeping children/staff safe (CPOM's)		
On site school nurses provide medical intervention support that ensures children with medical needs can access school.	Improved accessibility to learning (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.	Children continue to make progress & achieve (Pupil Progress Reports).98% of parents (Questionnaire Dec. 17) CW believes the school works well with other professionals.		
<u>QUESTIONS</u>	<u>How can we improve?</u> <u>ACTIONS</u>	<u>Relevant Updates</u>	<u>AP's</u>
<p><u>How are pupils encouraged to be responsible, respectful and active citizens?</u></p> <ul style="list-style-type: none"> • Provision of an inclusive environment where each individual is valued. • Children are encouraged through daily learning to care and share for others (internal/external fund raising). • Work alongside a range of partners to provide additional learning opportunities • Provision of a 'child led' environment. • Promote pupil independence (tasks around school). • Listening to 'Pupil voice' (interests/'next steps') to assist provision. • Provision of opportunities for pupils to design, make, sell produce through 'enterprise' events (SIT Enterprising Team). 	<p><u>STRATEGIC TARGETS (SDP)</u> <u>Personal Development</u></p> <ul style="list-style-type: none"> • To increase the effectiveness and impact of the school's 'Transition Programme' through robust review and evaluation. 		SDP SIT AP CPD
<p><u>How are pupils encouraged to develop positive relationships in school, at home and within the community in preparation for adult life?</u></p> <ul style="list-style-type: none"> • Use of PLP to develop pupil's personal skills (positive personal traits). • Inclusivity across school. Mixed 'needs' within class groups. • External visits into the community. Meet visitors coming into school. • Staff knowledge and use of 'Thrive'. • Staff knowledge and use of 'Nurturing Programme'. • Pupil Behaviour Policy. • Signposting by Family Partnership Advisor. • Interventions e.g. Play Therapist/CYP's/FPA. • Specific Behaviour Plans (when required) 	<p><u>STRATEGIC TARGETS (SDP)</u> <u>Personal Development</u></p> <ul style="list-style-type: none"> • To prepare and implement the revised 'Relationships Education' statutory guidance. 		SDP SIT AP CPD

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<p><u>How is SMSC promoted?</u></p> <p>By utilising and promoting—</p> <ul style="list-style-type: none"> • Learning opportunities as identified through the curriculum • External cultural visits • Display Boards across school • Examples of classroom learning observations (file) • Partnership working with churches, schools and community groups. • Visits to school from outside agencies • Special celebrations/assemblies/fund raising activities. <p>Sharing of engagement experiences which support staff development.</p>	<p><u>STRATEGIC TARGETS (SDP)</u> <u>Quality of Education</u></p> <ul style="list-style-type: none"> • To increase engagement opportunities for PMLD pupils within outdoor learning. • To improve accessibility to learning opportunities in the area of Creative Arts for all pupils across school. • To implement identified changes to whole school curriculum 		<p>SDP SIT AP CPD</p>
<p><u>How are pupils encouraged through exercise and diet to be healthy?</u></p> <ul style="list-style-type: none"> • We work to promote healthy food choices (snack/lunch/food technology) • Promote the use of Hydro Therapy to support cross curricular learning • Planned termly schedule of ‘active’ opportunities for staff, parents and children • Lunchtime/after school ‘active’ clubs. • Attendance at regional events (tennis/rugby). • Shared pupil/parent activities within school (Active Week/Sports Day/Dance sessions). • Regular physical activity sessions. • Extend playtime activities to enhance engagement • New football teams formed • Initiate ‘sensory diets’ to support Sensory Integration. • Learning opportunities across school environment (Forest School/Sensory Trail/Hydro-Rebound Therapy) 	<p><u>STRATEGIC TARGETS (SDP)</u></p> <ul style="list-style-type: none"> • ‘Be Active’ SIT Plan 		<p>SDP SIT AP CPD</p>
<p><u>How is the school encouraging pupils to learn how to keep safe?</u></p> <ul style="list-style-type: none"> • Bespoke communication systems to support ‘pupil voice’. • Encourage pupils to self assess with staff learning area safety. • We have an internal referral system which identifies any individual issues for early intervention. • Evolve system for external visits. Individual pupil RA. • We work in partnership with parents on keeping children safe at home. • Children have PHSE targets within their PLP (Personal Learning Plan). • Policies that drive practice (intimate care/SRE). 	<p><u>Key Stage Medium Term Planning</u> <u>Individual PLP targets</u></p>		
<p><u>What are the school doing to prevent radicalisation?</u></p> <ul style="list-style-type: none"> • Develop whole school policies to drive practice (PREVENT) • Complete annual whole school self assessment-(identification of actions) • Raise staff awareness by providing ‘awareness raising’ training • ‘Poster’-leaflets 	<p><u>STRATEGIC TARGETS:</u></p> <ul style="list-style-type: none"> • Staff training (CPD Calendar) 		

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<ul style="list-style-type: none">• Training for 'leaders' - termly updates through DSL training• Governor 'Briefings' / reports.			
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