



SCHOOL SELF EVALUATION (SE)
EFFECTIVENESS OF LEADERSHIP & MANAGEMENT

JUDGEMENT: HIGHLY EFFECTIVE

HEADLINES	IMPACT
In January 2018 the school was graded 'outstanding' across all areas for the second time in 5 years (previous inspection 2013). Our school self assessment is rigorous and continues to judge the school as highly effective (Outstanding) in all areas.	Senior Leaders are highly effective at evaluating school 'needs' and know what the school requires to progress. (SE/SDP/PM/Data)CW/JW
Ofsted's only point for development has been addressed with the implementation of a new learning observation template with an additional focus on measuring outcomes.	Improved targeted, focused observation 'tool'. (LO template 18-19) CW/JW.
Staff, Governors and all stakeholders have a shared vision for the school which permeates daily school life.	Joint shared ethos that ensures consistent whole school approach. (Qualitative/Quantitative data/Vision Overview) CW.
The school promotes a 'creative' approach to learning with an emphasis on 'active', differentiated participation.	Children are motivated and engaged in their learning therefore make progress (To Build a Profile Observations)
SL's facilitated a review of the school's provision and practice (Intent and Implementation) with staff, Governors and parents (May-September-2019).	Joint approach to provision and practice. (Notes from inset day) JW.
School Improvement is driven by the School Development Plan. All staff are active in school evaluation through the SIT Teams. Scheduled review & evaluation drives & informs the SDP.	All staff feed into SDP and have 'ownership of whole school development'. (SE/SDP/Evaluation)CW/JW.
The school has extended its school improvement (18-19) by initiating a 'triad' school working group. (Sunningdale/Columbia Grange/Cedars).	External robust challenge on current practice
Senior leaders have been pro-active in their response to the 'Rochford' Review recommendations through the implementation of a new assessment & reporting system.	Robust tracking of progress and achievement without the use of 'P' levels. (Moderation Group notes/B Squared) JW.
The school has worked with the Dfe (2018-19) as a 'pilot' school to trial 'Scales of Engagement' and 'Pre-Key Stage Standards'.	Outcomes impacted on future national recommendations and raised awareness of school SL's (Reports/minutes)JW
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.	School Improvement is broad, relevant and holistic. (SDP/SIT reports/action plans)CW/JW.
Middle leaders play an active role in driving whole school direction through the SIT (School Improvement Teams).	Effective distributed leadership supports the drive to secure high school 'standards'. (SIT SE/Meeting minutes)
Every individual child at Sunningdale has a 'bespoke' Personal Learning Plan which includes all learning areas and meets the holistic needs of the child.	Data demonstrates pupils make better than expected progress (Data analysis18)
The school is committed to the provision of an active learning environment inclusive of a	Children are motivated; enjoy their learning so progress well. (Curriculum/Clubs/learning observations)

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range of internal/external learning areas and extra-curricular opportunities	
Safeguarding is high priority with embedded robust policies and procedures driving whole school practice. Staff attend regular training and the Parent Partnership Adviser supports early intervention.	All children, staff & visitors are kept safe. Reduction in the need for CP/CIN Plans (CPOM's)
<ul style="list-style-type: none"> ➤ British values are an active part of daily practice within the school. ➤ The PREVENT strategy is high profile with all staff and Governors playing an active role in regular whole school assessment and training. 	Positive behaviour of the children/ effective relationships. (LJF's). Staff vigilance ensures children, staff and families are kept safe (Assessment/training notes/referrals)
The school achieved the 'Basic Skills' award in July 2018 for the second time in 6 years.	External ratification of 'best practice' observed across school. (BS report July18)CB
The school has achieved 'Investors in People' Gold Standard for the second time in 6 years.	External validation
The Governors provide challenge, support and hold leaders to account.	The GB remains 'fit for purpose' and is pro-active in ensuring the school meets high standards. (Reports/GB minutes/SDP/meetings/visits)CW
The Governor 'Raising Achievement' Committee continues to challenge standards across school through regular meetings.	GB knowledge ensures effective 'challenge' to current practice. (GB minutes)JW/CW
Sunningdale leads a bespoke 'specialist' SEN Teaching School Alliance. We work regionally & nationally to improve outcomes for children.	Growth in ITT, CPD, Succession Planning (NPQSML), school to school improvement supports raising standards in schools. (TS action plans/evaluations)JS/CW
Senior leaders provide 'school to school' support through the Teaching School agenda within their roles as NLE/SLE's.	Support positive change in RI schools. (Meeting minutes/action plans CW/JW/CB).
We have a bespoke 'SEN Hub' training facility on the school site. The 'Hub' provides a training resource with a specialist CPD programme.	Increased skill base of professionals (TS Website/questionnaires JS).
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'	Supports early intervention & improved outcomes for children. (Reports/action planning)CW/JW/CB.
SL's have been pro-active in reviewing & streamlining the middle leaders group to meet the changing needs of the school. Middle leaders have attended 'Insights' training (Sep.18)	Middle leaders have a greater awareness of their role and responsibilities and therefore work more effectively. (autumn (KK 18)
Parents talk positively about Sunningdale School.	100% say that Sunningdale is a welcoming school/ 99% of parent/carers think Sunningdale is a good school (Questionnaire)
The school uses the additional funding of Pupil Premium and Sport Grant to extend learning opportunities.	Reduction in barriers to learning and provision of 'enabling' learning opportunities. (Data analysis 18).
Whole school attendance for 2018-19 was 94.01% (excluding PMLD pupils) 91.84% with all children. A 'tracking' system, use of an attendance team & a 'Home Visiting' Service supports the drive for high attendance.	High attendance impacts on improved access to learning for all children. (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.	Staff are highly skilled and standards remain high. (PM files).
The HT and senior leaders are pro-active in developing their own professional development, researching innovative practice & support student/professional development.	Pro-active in seeking to adopt best practice. (National/regional conferences, FLSE meetings, lecture delivery: Northumbria Uni).
The school utilises the Financial Management Standard (2019) and regular financial audits	Effective financial management of the school.

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(2019) to evaluate compliance and identify any action points to improve practice.		(GB minutes)		
QUESTIONS		<u>How can we improve?</u> <u>ACTIONS</u>	<u>Relevant Updates</u>	<u>AP's</u>
<p><u><i>How do leaders set an ambitious vision & high expectations for what learners can achieve?</i></u></p> <ul style="list-style-type: none"> Engagement of all staff/Governors/parents in developing a whole school vision (Intent & Implementation). Utilise external ‘consultants’/partners to review and evaluate practice. Set challenging targets for individual pupils linked to EHCP’s. Utilise whole school pupil progress data analysis to provide information on pupil achievement. Identify specific interventions to support outstanding pupil progress. 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’/observations across all areas to determine standard of teaching & learning and feedback points of development to staff. Partnership working with Governing Body sets strategic direction & ensures pupils achieve high standards through ‘HT Challenges’. Partnership working with parent/carers, all stakeholders including health and social care professionals to meet holistic ‘needs’ of individual child. Bespoke ‘outstanding’ pre-school Provision to meet additional & complex needs. Utilise the Teaching School agenda to improve outcomes for children locally, regionally and nationally. 		<p><u>STRATEGIC TARGETS (SDP)</u></p> <ul style="list-style-type: none"> <i>To initiate and embed identified change to middle leadership with a view to increasing overall effectiveness.</i> <i>To review whole school SEF in line with new Ofsted framework.</i> 		<p>SDP PP AP Peer to Peer AP Intervention AP</p>
<p><u><i>What are leaders doing to secure high standard of care for learners?</i></u></p> <ul style="list-style-type: none"> Personalised learning that covers all areas of learning through PLP’s (Personal Learning Plans). Revised PLP’s that cover all areas of learning inc. targets from ‘Thrive’, health professionals and identified interventions (inc. medical). 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 		<p><u>STRATEGIC TARGETS (SDP)</u></p> <ul style="list-style-type: none"> <i>To implement identified targeted areas within whole school ‘communication’ provision and practice.</i> <i>To facilitate the introduction of ‘Attention Autism’ for targeted cohorts of pupils.</i> <i>To prepare and implement the revised ‘Relationships</i> 		<p>SDP SIT PLANS</p>

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<p>(Physio/OT/SALT)</p> <ul style="list-style-type: none"> Personalised 'care' plans for those children with complex medical needs. Behaviour plans/moving and assisting plans for individual children where appropriate. A specialist School Nurse who undertakes training and awareness raising for pupils. 	<p><i>Education' statutory guidance.</i></p> <ul style="list-style-type: none"> <i>To increase the effectiveness and impact of the school's 'Transition Programme' through robust review and evaluation.</i> <i>To facilitate increased staff awareness of approaches to emotional regulation by utilising Nurturing/ 'Thrive' training.</i> <i>To increase staff awareness of the link between individual sensory needs and behaviour.</i> 		
<p><u><i>How do leaders monitor, evaluate & support teaching through staff development?</i></u></p> <ul style="list-style-type: none"> Undertake regular school staffing 'needs analysis' to analyse appropriate staff structure. Utilise succession planning to support new leadership staffing structure. Use external 'bodies' (Investors In People/Basic Skills) to evaluate practice. Review and evaluation of PM schedule. Implement new PM developments that support 'best practice'. 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 achievement and implement robust tracking system that ensures children are 'on track' to make effective progress. 'Peer to Peer' mentoring inclusive to support staff development. Provision of CPD through PM to meet identified 'need'. PM meetings/Conversations to report on staff development & progress. 	<p><u>STRATEGIC TARGETS (SDP)</u></p> <ul style="list-style-type: none"> <i>To facilitate senior leader peer to peer working within a 'triad' of partner schools to support school improvement development.</i> <i>Ofsted target: To initiate 'Learning Conversations' as an extension to the teacher Performance Management' process.</i> <i>To initiate 'Deep Dive' focus reviews on the quality of teaching and learning.</i> 		<p style="text-align: center;">SDP PM SCHEDULE Peer to Peer AP</p>
<p><u><i>How does the curriculum provide breadth, depth and relevance to meet needs of learners?</i></u></p> <ul style="list-style-type: none"> 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/Attendance at National Conferences) Formative assessment utilises pupil learning observations across all areas. Staff 	<p><u>STRATEGIC TARGETS (SDP)</u></p> <ul style="list-style-type: none"> <i>To review and evaluate the impact of 'outdoor learning' on outcomes for pupils.</i> <i>To increase engagement opportunities for PMLD pupils within outdoor learning.</i> <i>To improve accessibility to</i> 		<p style="text-align: center;">SDP SIT PLANS</p>

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<p>monitor progress, 'coverage' using electronic recording 'tool.'</p> <ul style="list-style-type: none"> • 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. • The AHT undertakes regular 'work' scrutiny and feeds back to staff on any development points. This is shared at SLT meetings. 	<p><i>learning opportunities in the area of Creative Arts for all pupils across school.</i></p> <ul style="list-style-type: none"> • <i>To implement identified changes to whole school curriculum</i> 		
<p><u><i>What are the current initiatives relating to community, safety, parents?</i></u></p> <ul style="list-style-type: none"> • Governors & parents have been part of the 'Intent and Implementation' sessions focusing on what they think is important for children to learn. • Our extended coffee morning provides opportunities for parents attend awareness raising sessions, meet Governors and access support. • We offer 'Stay and Play' sessions/active weeks/PE/ where parents can work with their child on a joint approach to learning. • The recruitment of a (Family Partnership Adviser for support and intervention/Home Visitor for those children who need support on attendance). • 'E safety awareness' for children and parents. • Facebook and Twitter promote sharing of information with stakeholders. • Education/health professionals work in partnership with parents to support learning through information sharing (Surgeries). • School leaders meet half termly with health professionals to share practice. • The school keeps children safe with a focus on emotional regulation. • The SIT Enterprise/Together Teams ensures pro-active learning with the community/parents (SIT Action Plans). 	<p><u><i>STRATEGIC TARGETS (SDP)</i></u></p> <ul style="list-style-type: none"> • <i>To facilitate increased staff awareness of approaches to emotional regulation by utilising Nurturing/ 'Thrive' training.</i> • <i>To increase staff awareness of the link between individual sensory needs and behaviour.</i> • <i>To utilise 'Thrive' 'action plans' for identified children & initiate a 'tracking' schedule to monitor progress.</i> 		<p>SIT PLANS</p>
<p><u><i>Do safeguarding arrangements meet statutory requirements?</i></u></p> <ul style="list-style-type: none"> • The school has a designated 'lead', Deputy Designated Lead and Assistant DSL's in place. DSL attend regular training in all areas inc. PRVENT/Threshold/Termly updates/Recruitment/SCR • All staff safeguarding training is up to date. • All staff have been checked through DBS and other relevant safeguarding checks. • Designated Governors oversee the school's safeguarding arrangements & compliance. Governors undertake HT 'Challenges' (scrutiny) termly. • Governors have attended safeguarding training. • The SCR has been re-designed with additional information. Office staff attend 			<p>PREVENT AP AP'S from Audits</p>

<p>termly training for 'updates.</p> <ul style="list-style-type: none"> • Whole school 'PREVENT' assessment is updated at least annually and shared with staff. All staff have a high level of awareness of the 'PREVENT' duty, FGM. • Policies are up to date and drive whole school practice. • Robust whole school attendance 'tracking' and intervention systems in place. • The PLP is a comprehensive document that now encompasses all pupil targets and interventions including multi-professional targets. • Pupils have individual plans for moving/assisting and use of specialist seating. • Identified children with complex medical conditions have detailed personal health/care plans. • The school has a specialist school nurse on site that oversees the medical needs of the children, provides staff training & supports pupil's awareness of health needs. • The school undertakes regular health and safety/Risk management/safeguarding audits that impact on 'practice'. Staff are trained in Asbestos/legionella. • Leaders have developed a safeguarding template that provides an overview of current interventions. • The HT leads 'Supervision' with other DSL's on a regular basis. • The school utilises CPOM's (electronic system-records chronology, tracks, reports). • School has adopted electronic 'signing in' systems and double entry safety doors. • School has erected a new fence to increase safety around fire door exits. • The school follows 'safer recruitment' guidance when recruiting all new staff. 			
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