Westfield Arts College
Core Subjects Self Evaluation Form (SEF) 2016-17

English / Maths / Science / ICT / Sensory *(please circle)*
Whole School

A. How To Form Your Judgements:

1. Remind yourself of Ofsted's 'Preparing a School Self-evaluation summary' document.
2. Have a flick through the judgements in September whole school SEF-. However, do not be unduly influenced by this – you don't have to choose the same grade. The purpose of the exercise is for you to know your subject area really well and to make a series of judgements based on that knowledge. It is then for SLT to adapt the whole school SEF to take account of your judgements.
3. Read the guidance for inspectors and the grade descriptors for the judgement you are making from the Ofsted Evaluation Schedule.
4. Choose a grade descriptor that best fits the current data and your view of performance in your subject.
5. Briefly list your major reasons for deciding on this grade. Include only the minimum amount of detail to support your judgement. Bullet points are fine. Maybe 3-5 per judgement?
6. Do not include detailed analyses of evidence that can be found elsewhere – simply refer to where it is held.
7. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.
8. Remember that the SEF must be an **evaluation of impact** on the pupils' learning, not simply a list of provision or things we have done. There is no point in saying that children have gone swimming once a week if you can't say what the outcome has been or what impact the sessions have had on their lives and learning.
9. Wherever possible impact should be measured in statistical data. Ofsted's haven't included descriptors of numerical proportions in the new Framework, but I still find the old ones useful:

Proportion	Description
97 – 100%	Vast/ overwhelming majority or almost all
80 – 96%	Very large majority, most
65 – 79%	Large majority
51 – 64%	Majority
35 - 49%	Minority
20 – 34%	Small minority
4 – 19%	Very small minority
0 – 3%	Almost none/ very few

10. Ensure that your judgements are **firmly based in evidence** that can be provided for inspectors if they need it, "*As a result of most lessons containing learning activities that are differentiated to meet the needs of almost all pupils and teaching that is flexible and responsive to the learning needs of most pupils (Evidence: Lesson Observation Analysis 2014-5) a very large majority of pupils make at least Good progress in their learning within each lesson and a good number make Outstanding progress (Evidence: Outcomes 2014-15).*"

B. Judgements:

1. The effectiveness of leadership and management (p36 of School Inspection Handbook)

	1 Outstanding	2 Good	3 Requires Improvement	4 Inadequate
Grade: effectiveness of leadership and management	1			

Evidence that supports this judgement:
- SLT fully involved in the overall strategy for the development of ICT skills across the curriculum and attend the termly (and sometimes half-termly) ICT Strategy Meetings
- ICT Subject Leader is part of the Subject Leader Group and works collaboratively with other subject leaders to discuss key issues re: assessment, work scrutiny etc.
- ICT Subject Leader has worked with Leader of Learning to develop skills descriptors for the new computing curriculum and is now working to break the descriptors into small steps and provide resources to assist the assessment of Computing in Classroom Monitor.
- ICT Subject Leader continues to disseminate excellent practice by team-teaching and planning alongside teachers in classes across the Key Stages.
- ICT Subject Leader offers bespoke weekly INSET to staff after school on Mondays. This is delivered according to need and interest.

2. The quality of teaching, learning and assessment (p42 of School Inspection Handbook)

	1 Outstanding	2 Good	3 Requires Improvement	4 Inadequate
Grade: quality of teaching, learning and assessment	1			

Evidence that supports this judgement:
- See evidence of the wide range of learning experience presented for the ICT Mark in November 2015 (R drive ICT Mark and online SRF)
- The use of ICT across the curriculum has been observed in many lessons and these were often judged to be outstanding (See Lesson Observation File). Examples of ICT observed during outstanding lessons includes the use of IWB and iPads in an art lesson, highly differentiated maths skills teaching and the use of an enlarged keyboard and Clicker 7 for recording work (for a pupil who finds handwriting difficult).
- Evidence of the quality of ICT teaching is seen more widely than during lesson observations; for example the use of ICT across the curriculum was demonstrated in a presentation and workshop run by the students at the Dorset ICTIS Conference. Another example is the production of posters for the Motocross Event in Weymouth and the quality of these is so high that Westfield pupils are asked to do them every year. The school Christmas cards were also designed by a group of Westfield pupils using ICT – and this was a significant achievement for the pupils involved. The range of the above examples shows how effectively and imaginatively ICT is used across the school to the benefit of pupils of all abilities.

3. Personal development, behaviour and welfare (p48 of School Inspection Handbook)

	1 Outstanding	2 Good	3 Requires Improvement	4 Inadequate
Grade: personal development, behaviour and welfare	1			

Evidence that supports this judgement:
- ICT is part of the teaching in a large number of lessons and overall opportunities for personal development, positive behaviour and welfare have been judged to be outstanding (See Lesson Observation Folder and the whole school SEF)
- ICT has played an integral part in many of the Person-Centred-Reviews. Pupils are able to create a power-point (which can range from using photographs, animations and voice recordings, to presentations with significant written input) which they can present at their PCR. This enables pupils to participate in these reviews far more effectively than if they are just asked to make a spoken or written contribution in the meeting. The creation of the presentations in itself provides great opportunities for pupils to reflect on their positive experiences and strengths as well as being a supportive way for them to identify areas for development. This year younger children have been able to make age appropriate contributions to their PCR by using Clicker7 to record spoken responses to photos of themselves engaged in various activities (See examples from Chesil class).
- ICT has also been used in a variety of other ways (eg: animation) to allow pupils to explore and represent their thoughts and feelings and to support understanding of concepts in science (See examples of pupil work). Green screen live broadcast has also been used successfully to enhance learning (See planets by Weston and Euro Quiz by Lulworth).
- ICT is a significant factor in enabling pupils to become independent learners; pupils who may require high levels of support in other situations (eg: written work) will often demonstrate more resilience when working using technology.

4. Outcomes (p51 of School Inspection Handbook)

	1 Outstanding	2 Good	3 Requires Improvement	4 Inadequate
Grade: outcomes	1			

Evidence that supports this judgement:

- Progress in ICT was judged to be outstanding across all Key Stages. This maintained the high level of progress and attainment in 2014-2015. This continued progress may be partially attributed to the ongoing investment made by the school in hardware (laptops and iPads allocated to all classes according to need) and with the model of teaching computing (with the Subject Leader modelling practice and advising on software use across the school).

Whole School: Outstanding 2016

46	46
35	35
4	4
1	1

Whole School is judged Outstanding with a very large majority (81%) achieving Good (35%) or Outstanding (46%). A very small minority achieved less than good (5%). One student (due to lack of attendance) being Inadequate (1%) and four students Requiring Improvement (4%).

Key Stage 1 : Outstanding 2016

50	2
50	2

0	0
0	0

KS1 is Outstanding with all (100%) achieving Good (50%) or Outstanding (50%).

Key Stage 2: Outstanding 2016

48	12
44	11
8	2
0	0

KS2 is Outstanding. A very large majority (92%) achieving Good (44%) or Outstanding (48%).

Skills descriptors for P4 to NC 4 created by BM and YA are now on Classroom Monitor. Small steps within the descriptors are being created to clarify assessment.

Year 6: Good 2016

29	2
71	5
0	0
0	0

Progress in Year 6 is Good.   All (100%) achieving Good (71%) or Outstanding(29%). The fall from Outstanding to Good may be attributed to the move to the new computing curriculum which has much more content, the teaching of which is still being bedded in.

Key Stage 3: Outstanding 2016

50	24
46	22
4	2
0	0

Progress at KS3 is outstanding.   A very large majority(96%) achieving Good (46%) or Outstanding(50%). Pupils are taught skills across a wide range of software. Many students are able to select the appropriate software for a given task. They acquire knowledge quickly and show that their understanding is secure by supporting peers and members of staff. They begin to build up the Guided Hours needed to establish skills for the OCR Creative iMedia units.

Key Stage 4: Good

26	10
71	27
3	1
0	0

Progress at KS4 is Good. A very large majority (95%) achieving Good(71%) or Outstanding(26%). 10 students are working towards a Level 1 Award in Creative iMedia. See examples of work submitted for these qualifications in ICT Suite and on R drive ICT KS 4. All work submitted and assessed electronically can be accessed on the maps-ict.com website.

Most students are able to choose appropriate software for a given task.

They acquire knowledge quickly and show that their understanding is secure by supporting peers and/or members of staff. Demonstration by 5 students at QE Wimborne.

Evidence that supports this judgement:

Progress data for year 2015/16

Pupil examples e.g. showing how to set up and use green screen live broadcast
Examples of KS4 work on R drive ICT KS 4 and maps-ict.com website.
Evidence from ICT Mark renewed in November 2015.

5. Early Years (p56 of School Inspection Handbook)

	1 Outstanding	2 Good	3 Requires Improvement	4 Inadequate
Grade: overall effectiveness	1			

6. Sixth Form (p61 of School Inspection Handbook)

	1 Outstanding	2 Good	3 Requires Improvement	4 Inadequate
Grade: overall effectiveness	1			

Evidence that supports this judgement:
- There are a wide range of ICT opportunities available to students at Post 16 and the key accreditation route followed is the OCR Creative iMedia Certificate/Award which are Level 1 qualifications. There are opportunities to complete units in Animation, Comic Creation, Sound Effects and Special Video Effects.   One student successfully completed the Creative iMedia Certificate and passed in six units. Six others will achieve the Award by Christmas and four should go on to complete the Certificate by June 2017.
- Students also have the opportunity to work for NCFE Level 1 qualifications in the Radio Station. Radio.
- Students are supported to use ICT widely and in particular to develop skills linked to future employment or leisure activities.
- Four students from Post 16 started the new OCR Digital Employability accreditation in May 2016 at EL 1. One student who left in July submitted work and gained the certificate in the summer. The other three have most of the evidence needed and will achieve accreditation by Christmas 2016.
- This September four more students joined the group – two working at EL1 and two at EL2.
- It is planned to offer OCR Digital Employability accreditation at EL3 and Level 1 in 2016-2017 and the OCR Sector Specialist (Employability, Enterprise and Entrepreneurship) is supporting the school in the introduction of the course and the setting up of the online assessment.

7. Overall effectiveness (p32 of School Inspection Handbook)

	1 Outstanding	2 Good	3 Requires Improvement	4 Inadequate
Grade: overall effectiveness	1			

Evidence that supports this judgement:
- ICT is a significant factor across all the teaching and learning that takes place at Westfield and plays an important role in the overall effectiveness of the school (See whole school SEF)

- Progress and outcomes for pupils are outstanding and the school is committed to maintaining this and to continue offering increasing opportunities across the curriculum
- ICT is also significant for the safety and welfare of pupils and there is a robust programme of e-safety teaching and training for both pupils and staff (See e-sense curriculum on R drive)