



# Westfield Arts College

## Core Subjects Self Evaluation Form (SEF) 2016-17

Maths  
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 2016 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 current Framework, but I still find the old ones quite 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 2015-16) 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 2015-16)."

## **B. Judgements:**

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

**( Evidence file 1 unless stated otherwise )**

	<b>1</b> Outstanding	<b>2</b> Good	<b>3</b> Requires Improvement	<b>4</b> Inadequate
Grade: effectiveness of leadership and management	<b>x</b>			

Evidence that supports this judgement:

- **Leaders and governors have created a culture that enables and encourages both pupils and staff to excel. There are high expectations for both and support given in order to achieve this.**

This is demonstrated by the very high levels of completion against the College Improvement Plan objectives and the continued inclusion of the staff in the development of the plan.

All school leaders also encourage the pupils to complete work to the best of their ability and to develop as confident, independent individuals. ( 100% of parents feel the school supports their child to become independent and take their place in society) ( Evidence file 3 : Parent Questionnaire Outcomes and Actions 2013-2016 )

Staff both respect and trust the senior leadership team who are approachable and supportive, finding time to deal with issues whilst working extremely hard on their own individual roles within the school.

A number of staff have been encouraged to attend training or visit other schools (TADSS) in order to view lessons, share experiences and compare practice. This has included TADSS training days, a visit to Yewstock to look at an intervention programme in action and taking part in the Jurassic Hub conference.( Evidence : CPD file ?)

- **Leaders and governors focus on consistently improving outcomes for all pupils**

Outstanding pupil achievement (see data outcomes ) has been achieved in all strands of Mathematics for the whole school despite increasingly complex pupil profiles. Pupils have all achieved a form of accreditation at the end of Year 11 (See data outcomes , exam results )

The further development of a SENCO role has allowed for the improved coordination of interventions specifically aimed at the individual needs of the students. Staff meet with the interventions team to develop the best possible programme for each student in Maths.20 pupils were placed on the intervention register for 1 or more strands of mathematics throughout the year ( due to inadequate or requiring improvement ). In Summer 2016 , 14 of these pupils were removed from the register

because they had made good or outstanding ( 70%, compared with 60% in the previous academic year. )

Pupil progress has been further accommodated by focussing on the needs of the individual – class groups are blurred, students are grouped for separate accreditation in years 10 and 11, sixth form students are able to join main school classes to gain the most suitable accreditation.

The implementation of Westfield’s small steps descriptors by the Leader of Learning and Maths Subject Leader enables teachers to identify areas of strength and areas for development for pupils ( ( Evidence : Westfield small steps skills descriptor, Classroom Monitor, individual pupil summary assessment sheets KS1-3 )

Subject leaders continue to play a key role in the development of their subject, meeting regularly as a group to discuss whole school issues, moderating work, carrying out lesson observations ( in primary , 3 in secondary and 1 in the sixth form), and in maths with the writing of annual schemes of work for Key Stage 3 based on the makeup and levels of the children within each class ( see Maths Assessment folder ) and a review of the previous years teaching.( Evidence : subject leader meetings programme and minutes )

- **Leaders and governors use incisive performance management that leads to professional development. Teaching is highly effective across the school.**

The comprehensive programme of lesson observation allows for detailed and supportive feedback. Teaching and learning issues are followed up by the Leader of Learning ( including those linked to moderation of work and scrutiny of marking . Of 10 Maths/Numeracy lessons observed by SLT, all were graded good or outstanding for pupil achievement. ( Evidence : Lesson Observation Analysis, 2015-16 )

- **The broad and balanced curriculum inspires pupils to learn.**

Pupils are made aware of the importance of Maths in everyday life and are given the opportunity to develop this in Maths lessons ( and ILS) .One class are given the job of organising and presenting a ‘Healthy Tuck Shop’ whilst the rest of Key stage 3 and 4 are encouraged to purchase healthy snacks and drinks from it ! The curriculum matches pupils needs with pupils being given the opportunity for higher level accreditation when appropriate and sixth form pupils having individual programmes . The sixth form progression was not as detailed in the school year beginning September 2015 as perhaps it should have been but this has been developed for the new academic year ( 2016-17) .

If the grade you have given is close to a boundary, say why you have not chosen the grade above or below:

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

( Evidence file 2 unless stated otherwise )

	<b>1</b> Outstanding	<b>2</b> Good	<b>3</b> Requires Improvement	<b>4</b> Inadequate
Grade: quality of teaching, learning and assessment	<b>x</b>			

Evidence that supports this judgement:

- **Teachers demonstrate deep knowledge and understanding of the subjects they teach.**
- During the year 2015-16, 10 Maths lessons were observed by SLT and 5 by the subject leaders. Of the 10 lessons observed by SLT, 5 (50%) were graded as outstanding and 5 ( 50 % ) were graded as good for quality of teaching .One observation was for an NQT so was not officially graded but ‘ would contribute well to an overall judgement that the quality of teaching at Westfield is always good and often outstanding .’ (Evidence : Lesson Observation Analysis, 2015-16 ) Observations covered a wide spectrum across the school including ASD specific classes, Early Years/KS1 and the sixth form . Whilst the lessons observed by subject leaders could not be graded , they did demonstrate excellent subject knowledge, awareness of individual pupil needs, independent work and the use of IT to enhance the learning.
- **Teachers plan lessons effectively and provide adequate time for practice to embed the pupils’ knowledge , understanding and skills. They introduce subject content progressively, supporting any pupil who is falling behind.**

( Evidence : Lesson observation analysis, 2015-16 unless stated otherwise)

There are many quotes in lesson observations to substantiate this claim

- ‘ careful planning and well defined learning outcomes .’
- ‘an exceptionally well planned lesson allows the teacher to accurately pick children up from their current level of attainment and plan the next small steps of learning. ‘
- Learning ..... for teenage lads that is fun and motivating .’
- ‘ Work is clearly differentiated to meet individual pupil need .’
- ‘ As the work was carefully and accurately differentiated , all pupils were faced with an appropriate level of challenge.’
- ‘Support staff were able to contribute to pupil progress by being well informed about their role and what guidance to give. ‘

**Teachers check pupils understanding systematically and effectively in lessons , offering clearly directed and timely support as well as incisive feedback about what the pupils can do to improve their knowledge, understanding and skills.**

It is not just the teachers but also the ‘ well trained and skilful support staff ‘ ( Lesson observation Analysis, 2015-16 ) that provide ongoing support, intervention and further challenge when required. This was supported by Subject Leader and

Leading of Learning when scrutinising marking ( Subject leader file ).

As a result of the quality of teaching, learning and assessment , most pupils ( 83% or more ) are making good or outstanding progress across the subject .( Evidence – Outcomes)

If the grade you have given is close to a boundary, say why you have not chosen the grade above or below:

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

	<b>1</b> Outstanding	<b>2</b> Good	<b>3</b> Requires Improvement	<b>4</b> Inadequate
Grade: personal development, behaviour and welfare	<b>x</b>			

Evidence that supports this judgement:

- **Pupils are confident, self- assured learners .Their excellent attitudes to learning have a strong, positive impact on their progress ( Evidence file 2b : Lesson Observations 2015-16 )**
- **Of the 10 Maths lessons observed by senior management the majority were graded as outstanding ( 60 %) for pupil behaviour and safety whilst the others were graded good . Pupils’ conduct reflects the school’s effective strategies to promote high standards of behaviour.**

As reflected above, the majority of lesson observations comment that pupil behaviour is excellent, that pupils are keen to learn, they enjoy taking responsibility and behave considerately to others. There is a positive climate for learning.

- Extracts from lesson observation feedback exemplify this :
  - ‘...behaviour was excellent, as was team work. The class were engaged and wanted to do well.’
  - ‘the pupils’ behaviour for learning was excellent throughout the 75minute session .’
  - ‘The dynamic in the classroom is lovely.’
  - ‘the children enjoy working together and support each other well.’
  - ‘they responded with interest and engagement to their individual challenges .’
  - ‘ ...they were all prepared to do their best.’
  - ‘all students on task throughout and all enjoyed the session .’
- **The school’s open culture actively promotes all aspects of pupils’ welfare . Pupils trust leaders to take rapid and appropriate action to resolve any concerns they may have.**  
The staff want to ensure that pupils feel safe and secure in their learning

environment. ( Evidence – lesson observations 2015-16 )

- ‘ good to hear that we are doing enough to support \*\*\*\* visual impairment ‘ ( \*\*\*\* pupils name omitted )
- ‘ nice dynamic in the class.’
- ‘ clear, calm direction.’
- ‘ all adults consistently speak quietly, move calmly and reinforce basic principles.’
- ‘ happy and productive session .’
- ‘relationships are excellent, atmosphere is warm and supportive .’

● **Pupils can explain accurately and confidently how to keep themselves healthy.**

One class are given the job of organising and presenting a ‘Healthy Tuck Shop’ whilst the rest of Key stages 3 and 4 are encouraged to purchase healthy snacks and drinks from it .This develops not only their understanding of healthy eating but also develops their money handling, social skills and ideas about profit !

If the grade you have given is close to a boundary, say why you have not chosen the grade above or below:

**4. Outcomes** (p51 of School Inspection Handbook)

	<b>1</b> Outstanding	<b>2</b> Good	<b>3</b> Requires Improvement	<b>4</b> Inadequate
Grade: outcomes	<b>x</b>			

Evidence that supports this judgement:

- **Pupils across the school are making good or outstanding progress in all strands of mathematics and across all key stages. They are developing excellent knowledge and understanding , considering their different starting points.**
- **The attainment of almost all groups of pupils is broadly in line with national averages or, if below these it is improving rapidly.**  
**See analysis below , and evidence file 4 – pupil progress data :**  
 Progress for students at Westfield is measured against our own challenging progression pathways ( Evidence :Judgements of Progress in the Westfield Assessment Model )
- **Early Years :see section 5**
- **Key Stage 1 :** Outstanding for all strands (Data Handling is not part of KS1 curriculum) In Number, Measure and Geometry all (100%) pupils have made outstanding progress.
- **Key Stage 2:** Outstanding in all strands. As in Key Stage 1 all pupils ( 100%) made outstanding progress in Number, Measure and Geometry and in Statistics most (80 % - 96 % ) students made outstanding progress with just 4% ( 1 student ) being good.

These statistics were generally reflected in the Year 6 data, with the exception being Measure which was only judged as good. ( this was due to 75% of students being judged as good)

- **Key Stage 3** :Outstanding progress overall is achieved in Number, Geometry and Statistics with the vast majority ( 86% or more ) of pupils being judged as outstanding This is an improvement on last year although Measure ( which was previously Shape, Space and Measure and has been split from Geometry ) is only rated as good with 11% of pupils requiring improvement. This may be due to the amount of time given to this topic in the Key Stage planning or the time staff have been able to give to it. This was a conscious decision to increase time given to Number skills .( ILS ) Progress in Year 9 largely matches that of Key Stage 3 as a whole with the exception of Geometry where progress is judged as good, with only 22% outstanding and 17% requiring improvement.

There is a possibility that the progress data for Key Stages 1-3 may be slightly inflated due to the change from assessment with to assessment without levels and as such progress next year may dip to balance this out?

- **Key Stage 4**: Progress across Key Stage 4 is judged purely on Year 11 data ( as evidenced in evidence file 4 – pupil progress data )as Year 10 are half way through a 2 year accreditation. Data for year 10 is available to show the progress in individual components of the Entry Level accreditation based on a progression pathway from Year 9. The vast majority (over 86% ) of pupils are judged as outstanding ( Evidence : KS 4 progress folders and new KS4 assessment spreadsheet ( Maths Subject leader for secondary ). 9 pupils in Year 10 completed their Entry Level Mathematics qualifications at level 2 or 3.

Progress in Year 11 is judged as good in all strands with 100% being judged as good or outstanding in Number and Data Handling, with 92% good or outstanding in Using and Applying ( old levels used ). In Shape, Space and Measure whilst the vast majority ( 80-96% ) were judged as good or outstanding 17% required improvement. These results are reflected in Year 11 where 4 students ( 44%) achieved Entry Level Mathematics at level 3 ( the highest possible level ) , and the same number (4 – 44%) achieved Entry Level Mathematics at level 2 and 1 student (11% ) achieved Entry Level Maths at level 1( this was a tremendous outcome for this particular student who had not been in a main stream class or managed to stay in lessons until this final year ). 4 students achieved GCSE passes including one at grade C ( these students all achieved Entry Level Maths at level 3 in year 10.) A number of students in Year 10 were also taught work at GCSE level in order to challenge them when appropriate, with the possibility of taking their GCSE the following year .

The lack of suitable and achievable forms of accreditation for students with learning difficulties is making it increasingly difficult to stretch our most able pupils !

- **Sixth Form : see section 6**

- **The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally .**

Within Westfield the vast majority of our subgroups perform in a similar way to the school as a whole. Our ASD students, boys, pupil premium grant students and non – pupil premium grant students are all judged as outstanding in all strands of Maths ( the same as the whole school ) . The only exceptions to this are ‘girls’ and ‘looked after children ‘ who were only judged as good in Measure. This was due in the girls case to 11% ( 3 students ) requiring improvement and in the LAC 100% were judged as good .

If the grade you have given is close to a boundary, say why you have not chosen the grade above or below:

### 5. Early Years (p56 of School Inspection Handbook)

	<b>1</b> Outstanding	<b>2</b> Good	<b>3</b> Requires Improvement	<b>4</b> Inadequate
Grade: overall effectiveness				

Evidence that supports this judgement:

- During 2015-16 , all early years students were in one class – this was observed by senior management but not specifically in relation to Numeracy/Maths. As such , we are not in a position to make a judgement .

If the grade you have given is close to a boundary, say why you have not chosen the grade above or below:

### 6. Sixth Form (p61 of School Inspection Handbook)

	<b>1</b> Outstanding	<b>2</b> Good	<b>3</b> Requires Improvement	<b>4</b> Inadequate
Grade: overall effectiveness	<b>x</b>			

Evidence that supports this judgement:

- **Leaders pursue excellence . They improve provision and outcomes rapidly and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment as well as learners’ retention , progress and skill development.**

The introduction of a new team of staff, with a Head of Sixth Form, two lead teachers and specifically chosen support staff , together with new premises and facilities has improved the provision for the sixth form students .

Lesson observations confirm good and outstanding teaching ( one by senior management and one by Subject leader )( Evidence :Lesson observation analysis 2015-16)

- **Learners without GCSE grades A\* to C in Mathematics follow appropriately tailored courses. Leaders plan, manage and evaluate study programmes so that learners undertake highly individualised and challenging learning that builds on their prior attainment.**

One sixth form student joined the main school in order to access GCSE maths ( Grade D achieved , resit in November 2016 )

All judgements are evaluative and made termly by the staff team working with the student. Progress is informed by consideration of achievement of personal targets and academic progress in Maths. By the end of 2015-16, of 33 students: the vast majority (82 % ) were on track to achieve expected outcomes in all 5 programme of study areas. This was a 3% improvement from the previous 2 two terms. ( Evidence : Sixth form progress 2015-16 )

Due to the change of staff for the academic year 2015-16 , the evidence gathered and exchanged between the main school ( previous teacher ) and the sixth form staff was not as detailed and substantial as it should have been . This has started to be rectified with specific maths tasks developed for the Transition weeks at the end of 2015-16, for students moving into the sixth form. This was followed by an analysis of the findings and a discussion as to any specific needs, strengths and weaknesses of individual pupils.( Evidence : Subject leader file/ student timetables )

If the grade you have given is close to a boundary, say why you have not chosen the grade above or below:

### 7. Overall effectiveness (p32 of School Inspection Handbook)

	<b>1</b> Outstanding	<b>2</b> Good	<b>3</b> Requires Improvement	<b>4</b> Inadequate
Grade: overall effectiveness	<b>x</b>			

Evidence that supports this judgement:

All of the above evidence supports the fact that Westfield provides an outstanding environment in which pupils and staff can thrive - broadening their horizons! The following statements are key to that experience :

- **Leaders and governors have created a culture that enables and encourages both pupils and staff to excel. They focus on consistently improving outcomes for all pupils** ( Evidence : file 4 – pupil progress data ) The development of the Subject Leaders group , led by the Leader of Learning , has allowed for focussed attention on

consistently improving outcomes for students ( Evidence : file 1a : Subject Leader SEF's and improvement plan , Subject leader meeting minutes)

- **Teachers demonstrate deep knowledge and understanding of the subjects they teach, they plan lessons very effectively , provide pupils with incisive feedback and are determined that pupils achieve well .Staff encourage pupils to try hard by having high expectations and encourage pupils to take pride in their work.(**

Evidence : Lesson Observation Analysis 2015-16)

The quality of teaching and assessment observed within the school ( 100% good or outstanding in Maths ) ensures that the learning and progress of the students is outstanding most of the time ( Evidence : pupil progress data ) and always good. Well trained and knowledgeable support staff provide ongoing support and intervention for pupils where necessary ( Evidence :Lesson Observation Analysis 2015-16).

- **Pupils are confident, self assured learners. They have an excellent attitude to learning which has an impact on their progress and they are proud of their achievements .**

Lesson observations report high levels of pupil engagement, interest and excellent behaviour for learning . ( Evidence : Lesson Observation Analysis 2015-16 )

If the grade you have given is close to a boundary, say why you have not chosen the grade above or below: