



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 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)

	1 Outstanding	2 Good	3 Requires Improvement	4 Inadequate
Grade: effectiveness of leadership and management	X			
<p>Evidence that supports this judgement:</p> <ul style="list-style-type: none"> • Science offers a balanced, challenging and appropriate curriculum for all pupils. Science topics have been linked to the topic based curriculum where applicable at Key stage 1 and 2 but left as a discrete subject for most of Key Stage 3 and 4. • The science subject leader is part of the core Subject Leader group and as such works collaboratively to discuss and organise work scrutiny, moderation sessions and address any assessment issues. • SLT have supported the Subject Leader with time to develop small steps progress for the knowledge content of the new national curriculum (ongoing project) • Following on from the success last year to support a Key stage 3 to deliver science to a high standard, (this teacher now has the confidence and skills required to deliver all science lessons to their own class this year) SLT are supporting the science Subject Leader to team teach with other teachers across Key Stage 2 and our lower ability Key Stage 3 class. • Last year the Subject Leader organised and led a whole school 3 day science experience. With carefully prepared resources and support for non-science teaching staff an overwhelming majority of pupils were able to access this event at a level appropriate to their needs. Almost all Key stage 4 pupils also spent the day at '@ Bristol' science museum. 				

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	X			
<p>Evidence that supports this judgement:</p> <ul style="list-style-type: none"> • All internal lesson observations have been judged as either outstanding or good with outstanding features. None were judged as satisfactory or inadequate. As a result a very large majority (92%) are making good or outstanding progress. (<i>Assessment and progress data 1015/16</i>) • Lessons contain a clear structure where progress data is available, easy to access and used to inform planning. "Understanding of the individual need of students [ensure that] all students are highly motivated and keen to learn" (<i>lesson observation 19/01/16</i>). An "appropriate range of differentiated learning objectives [are evident] to meet a range of ability and understanding" (<i>Lesson observation 08/02/16</i>) • Preparation and resources "...is very supportive of the children's learning. It also enables you to maintain a lively pace that keeps the pupils' attention focused on the work in hand" (<i>lesson observation 08/02/16</i>) • "Behaviour for learning is very good due to strong teacher subject knowledge and excellent classroom and behaviour management" (<i>Lesson observation 08/02/16</i>). 				

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	X			
Evidence that supports this judgement:				
<ul style="list-style-type: none"> SMSC is planned for in lesson and pupils are encouraged to become confident and independent learners. Pupils demonstrate a “fascination in learning about the world about them [and a] willingness to reflect” (<i>lesson observation 30/06/15</i>). The work in science is “...carefully pitched at the right level [and] pupils are consistently supported to do the right things” (<i>lesson observation 14/10/15</i>). “pupils response and behaviour for learning in both the taught inputs and the practical sessions, was excellent” (<i>lesson observation 08/02/16</i>) Pupils enjoy science and are always willing to share their experiences with visitors when they act as guides. 				

4. Outcomes (p51 of School Inspection Handbook)

	1 Outstanding	2 Good	3 Requires Improvement	4 Inadequate
Grade: outcomes	X			
Evidence that supports this judgement:				
<ul style="list-style-type: none"> The vast majority of groups and Key Stages have been judged as making outstanding progress. The only exception to this is year 11 which has been judged as good (<i>assessment and progress data 2015-16</i>) <p>At Key Stage 4 pupils attained the following external accreditation:</p> <ul style="list-style-type: none"> 8 pupils achieved the Entry Level Certificate <ul style="list-style-type: none"> 1 at level 2 and 7 at level 3 2 pupils achieved GCSE single science – <ul style="list-style-type: none"> Grade E and grade C – with one pupil gaining the equivalent of an A grade for their coursework element. (<i>Subject Leader file</i>) 				

5. Early Years (p56 of School Inspection Handbook)

	1 Outstanding	2 Good	3 Requires Improvement	4 Inadequate
Grade: overall effectiveness				
Evidence that supports this judgement:				
N/A as science is not taught as a discrete subject and falls under the umbrella of ‘Understanding the World’				

6. Sixth Form (p61 of School Inspection Handbook)

	1 Outstanding	2 Good	3 Requires Improvement	4 Inadequate
Grade: overall effectiveness				
Evidence that supports this judgement: N/A as science is not currently taught in the sixth form				

7. Overall effectiveness (p32 of School Inspection Handbook)

	1 Outstanding	2 Good	3 Requires Improvement	4 Inadequate
Grade: overall effectiveness	X			
Evidence that supports this judgement: <ul style="list-style-type: none">• Progress for science has been judged as outstanding for the fourth consecutive year• The quality of teaching, learning and assessment have also been judged as outstanding• Science plays a vital role in promoting and developing pupils' physical wellbeing and moral and social development (<i>planning documents</i>)• Excellent pupil / staff relationships encourage pupils to fully participate and feel safe to ask questions and make contributions to class discussions. (<i>lesson observation file</i>)• Biannual whole school science events offer pupils and staff a range of enrichment opportunities, through a variety of engaging activities, resulting in high rates of satisfaction and enjoyment. (<i>pupil and staff questionnaire outcomes</i>)				