

# Westfield Arts College

## Self Evaluation Form (September 2017)



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**Please note: the headings in bold from page 5 onwards are direct quotations from the grade descriptors in the current Ofsted Inspection Handbook (Oct. 2017)**

## A Conversation

Teacher in home/school book:

*'A super day for \*\*\*\*. We walked 4.2km in the woods and he said he loved being on such an adventure. He got a WOW tick for being so kind to another pupil when he was upset.'*

Mother:

*'This time last year \*\*\*\* was telling me he wished he hadn't been born. Last night he came home very happy from school and said "I love my life, Mummy, and my school, my friends and my teachers." That's a huge thing for us to hear. Thank you so much.'*

## **SEF: One Page Summary**

### **Overall Effectiveness: Outstanding**

#### **Leadership and Management: Outstanding**

The emerging list of developments implemented since the last inspection (p3 below) bears testimony to the continuing ambition of school leaders and governors. The school is constantly evolving. The quality of leadership and management is evidenced by the achievement of the Investors in People Gold Award: very few organisations in the country are recognised at this level by IIP. Governing Body minutes demonstrate keen challenge of the school's effective improvement planning and self-evaluation processes (*Governing Body minutes, College Improvement Plan 2017-20, Self-Evaluation Form 2017*).

The curriculum has been enhanced since the last inspection by a review of several curriculum areas: IT, PSHE, Employability. All pupils make at least good and often outstanding progress, as evidenced in Classroom Monitor ([Evidence file 2](#): Teaching, Learning and Assessment). Our teaching school alliance continues to provide staff across the region with exceptional opportunities for professional and personal development (*CPD Impact Assessment*). Safeguarding remains strong (DCC Safeguarding Audit 2016-17).

#### **Teaching, Learning and Assessment: Outstanding**

Our Leader of Learning maintains a sharp focus on teaching, learning and assessment practice throughout the school: leading the Subject Leader Group, supporting curriculum planning and assessment, developing policy, coaching teaching staff, overseeing interventions with the SENCO, managing CPD across the school, etc. Judged outstanding at the last inspection, teaching and learning has strengthened further in the last 12 months.

Lesson observation records consistently refer to excellent behaviour for learning during classes, with teachers consistently having high expectations and pupils responding with enthusiasm and resilience. The headteacher's training as an Ofsted Inspector adds consistency to lesson observation judgements.

#### **Personal Development, Behaviour and Welfare: Outstanding**

The Behaviour Group and the Vulnerable Children's Group continue to develop policy and practice in behaviour management at a strategic and individual pupil level. As a result behaviour is well managed across the school and incident records show improving patterns of behaviour for almost all pupils as they become established in the school. Behaviour for learning is excellent (*Lesson Observation file*) and attendance at 93% is high when compared with special schools nationally. Bullying is rare and pupils and their parents feel it is dealt with effectively when it does occur (*Pupil and Parent Questionnaires*).

Westfield's Independent Living Skills ladders focus attention on preparation for life after school and an emphasis on employability skills gathers pace from Year 9 onwards and underpins the curriculum in the sixth form (*Sixth Form curriculum and policy*). Keeping our pupils safe is always our highest priority: the work that we have done on e-safety is evidence of this (*Safeguarding/ E-safety files*). Work towards Rights Respecting Schools Award at level 2 shows our commitment to SMSC.

#### **Outcomes for Pupils: Outstanding**

Progress for all pupils across the school, including groups and disadvantaged pupils, is at least good and often outstanding. Preparation for life after school is thorough and effective (*Independent Living Skills ladders, Sixth Form curriculum*) and all pupils leave the school with worthwhile accreditation.

#### **Early Years: Outstanding**

High quality Early Years provision in purpose built accommodation supports all pupils to make at least expected progress: many exceed it (*Learning Journals, EYFS Profile Moderation report*).

#### **Sixth Form: Outstanding**

Provision for sixth form students is innovative and strong. All students follow study programmes that are individually negotiated to meet their needs and aspirations and all work focuses on what will be useful to each student in their life after school. As a result they are confident learners, they feel safe and well supported in the Sixth Form. Progress from starting points is good or outstanding (*student progress data*) and all students move on to appropriate next step placements and training courses (*destinations data*).

# Westfield Arts College

## SELF EVALUATION FORM September 2017

**Previous Inspections (October 2011, November 2016): both Outstanding**

### Context:

- 205 pupil (74% boys/26% girls 2017-18) Dorset foundation special school. Age range 4-19.
- Primary need is Moderate/Complex Learning Difficulties. 58% (116 pupils) have an additional diagnosis of ASD – up from 24% 2011-12 (RAISEonline). 68% social communication and interaction difficulties, 63% S+L, 39% medical needs, 15% ADHD/ADD/ODD, 6% HI, 3% VI, 4% Downs Syndrome, etc. 59% (119 pupils) have SEMH needs recognised in their statement/EHCP. Every pupil has at least one additional need alongside their M/CLD (Evidence: Provision Map).
- Pupils are not working within age-related expectations and attainment on entry is well below national expectations. Pupils' cognitive ability "is such that their attainment is unlikely ever to rise above 'low'..." (Ofsted School Inspection Handbook Sept. 2015 p54).
- Significant deprivation factors: FSM/Pupil Premium 31% (64 pupils). Weymouth and Portland, from where many of our pupils are drawn, has the second highest percentage (32.1%) of households in which no-one has employment in the country (Office of National Statistics, quoted in Dorset Echo article 26.11.2010). 'The Observer' (22.06.14) quotes a Weymouth youth charity worker: "It's a generation behind. A prison of passion, a graveyard of ambition..... behind the honey-coloured cottages that are the second homes of the Londoners, there is mass deprivation. Weymouth has the highest rates of teenage pregnancy in the country. Drug use is rife. If you're a young person, you leave school and you can maybe get work from June to September, but that's it. The average income around here is £12000 to £15000." Weekly wages are the lowest in the country (Office for National Statistics October 2017). 21% of adults on housing benefit. Littlemoor estate, from which Westfield takes a proportion of its pupils, is one of the most deprived in Europe.
- Many pupils face additional challenges: 27.5% (56 pupils) child protection files 2017-18, of which 12% (24 pupils) are active files. 1.5% (3 pupils) have a current child protection plan in place and 3% (6 pupils) have Child in Need Plans or Assessments being undertaken. 3.5% (7 pupils) LACs. Vast majority of pupils white British. High pupil mobility: 15-20% of pupils admitted annually (Key Stage 2 mobility 2009-17 averaged 45%). Stability very low at 22.9%, against national 92.4% (RAISEonline)
- We have retained a specialist Visual and Performing Arts focus, despite loss of specialist status funding. School radio station has developed into an Ofcom licensed community radio station ([www.air1072.com](http://www.air1072.com)). All pupils have weekly lessons making and broadcasting programmes.
- Extensive outreach provision and parenting support: National Autistic Society EarlyBird/EarlyBird Plus programmes, Barnardo's Cygnets programme (ASD), Family SEAL. Outreach provided to 40+ mainstream schools annually. Pupil/Parent Support Workers provide extensive support to parents..
- Long track record of success: Leading Edge (2006-12), Leadership Partner School (2008-12), Investors in People Gold 2013, Healthy Schools (Enhanced) 2013, Artsmark Gold awards 2006/2009/2013/2017, BECTA Excellence in ICT Winners 2006/2009, ICT Mark 2007/2012/2015, International School (Foundation) 2017, Rights Respecting Schools level 1 (2015), etc.
- Lead school in Teaching Alliance of Dorset Special Schools - TADSS (see below).

## Significant Changes Since the Last Inspection:

Action	Impact
<b>Leadership and Management:</b> <ul style="list-style-type: none"> <li>• Appointment of new School Business Manager (April 2017)</li> <li>• Succession planning for new Headteacher for September 2018</li> <li>• ????????????????</li> </ul>	
<b>Teaching, Learning and Assessment:</b> <ul style="list-style-type: none"> <li>• Re-development of the Library (Summer 2017)</li> <li>• Re-focus on core skills at KS3/4, especially reading (2017-18)</li> <li>• First cohort of 5 TADSS ITT students complete training and find jobs (July 2017)</li> <li>• Re-focus on internationalism throughout the curriculum (2017-18)</li> <li>• Focus on independent learning skills and the acceptability of making mistakes (2017-18)</li> <li>• Primary Enrichment Afternoon introduced (September 2017)</li> <li>• ????????????????</li> </ul>	
<b>Personal Development, Behaviour and Welfare:</b> <ul style="list-style-type: none"> <li>• Development of TADSS STEPS as an alternative to TeamTeach (2016-18)</li> <li>• Whole school PSHE curriculum reviewed (September 2017)</li> <li>• Head Girl and Boy roles developed (September 2017)</li> <li>• ????????????????</li> </ul>	
<b>Early Years:</b> <ul style="list-style-type: none"> <li>• Enhanced tracking of progress against EYFS ELGs in Classroom Monitor (2017-18)</li> <li>• ????????????????</li> </ul>	
<b>Sixth Form:</b> <ul style="list-style-type: none"> <li>• Adoption of Steps Youth Club accommodation and facilities (September 2017)</li> <li>• Curriculum review: more time for core subjects, challenge, GCSE courses, etc.</li> <li>• ????????????????</li> </ul>	

## Key Issue from the Last Inspection

<p><b>‘Leaders and those responsible for governance should ensure that checks on the youngest pupils’ learning and progress are carried out as robustly as they are in the rest of the school.’</b></p> <ul style="list-style-type: none"> <li>• Robust conversations on progress for EYFS children. Some areas are more difficult to show progress in (e.g. Being Imaginative) than others (2017-18)</li> <li>• Enhanced tracking of progress against EYFS ELGs in Classroom Monitor (2017-18)</li> <li>• Next steps clearly recorded in Learning Journals.</li> <li>• ????????????????</li> </ul>
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## **Leadership and Management: Outstanding**

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

Previous inspection: grade 1

**Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.**

- *'Your vision, mission and values are clear for everyone to see and your strap line 'Broadening Horizons' is an easily understood vision which you strive to achieve not only for your students but also for your staff team.'* (Evidence: Investors in People Gold report November 2013)
- *'The respect and trust in the senior management team was evident from so many of those interviewed. The openness and accessibility of the senior team were commented on time and time again – key words such as 'approachable', 'supportive' and 'encouraging' seemed to sum up most people's views of how they were managed.'* This *'high level of trust .... is well rewarded in terms of motivation and a real desire among everyone to make the College a great success.'* (Evidence: Investors in People Gold report November 2013)
- *"I have been so encouraged to progress – doing things I never thought possible."* (Evidence: staff member comment, Investors in People Gold report November 2013). Numerous examples of staff being supported and challenged to develop their careers.
- An excellent relationship between the Chair of Governors and the Headteacher, facilitated by weekly meetings, serves to co-ordinate the school and governing body's planning for the strategic direction of the school. There is clear evidence of the governing body following through on identified points for action (Evidence: governing body and committee minutes)
- Many examples of parent satisfaction with the school and the quality of the mutual relationship (Evidence file 3: Parent Questionnaires, Letters of Appreciation Evidence file 3: Comments from Stakeholders)
- *'Your pupils were a joy to work with and staff were very helpful and caring towards the pupils. It was great to see.'* Visitors to the school consistently comment upon the quality of relationships and the respect with which every member of the school community is treated (Evidence: Letters of Thanks file)
- *"The leadership team is extremely strong and never fails to impress. There are clear responsibilities and all play a key role in developing the school."* (Sarah Mascall, consultant / Ofsted lead inspector)

**Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.**

- Outstanding pupil achievement (see outcomes) despite complex pupil profile (Evidence file 3: Locator Matrix Profile 2014-17). Pupils at risk of not meeting challenging targets supported through individual interventions (Evidence file 2a: Intervention Register) and highly personalised timetables. Support for the development of reading, writing and mathematics has been provided to all staff through the Leader of Learning.
- Introduction of SENCO role (January 2014) aimed specifically at targeting interventions for children making less than expected progress, including disadvantaged pupils.
- Continued development of the Subject Leaders group, allowing focused attention on consistently improving outcomes for children (Evidence file 1a: Subject Leader SEFs and improvement plans, progress data, Training and Meetings Calendars, etc.)
- The ambition of leaders and the pursuit of excellence is evidenced, for example, in the very high levels of completion against College Improvement Plan objectives, the determination to see pupils make outstanding progress, the consistent willingness to be judged against exacting standards of excellence, the development of the school as a National Teaching School and National Support School and the appointment of the headteacher as a National Leader of Education and an Ofsted inspector. Such developments have led to the further embedding of outstanding performance and a significant

contribution to the performance of other schools (Evidence: TADSS documentation, evaluations of headteacher's effectiveness as an inspector by Ofsted)

- *'As a College you have been very receptive to external reviews and have acted upon suggestions very readily. This demonstrates a strong desire for continuous improvement.'* (Evidence: Investors in People Gold report November 2013)

**The school's actions have secured substantial improvement in progress for disadvantaged pupils.**

**Progress is rising across the curriculum, including in English and mathematics.**

- Progress for all pupils at Westfield is dependent upon a carefully considered and individual plan for learning. This starts with pupil allocation to a class which is best suited to their needs and the curriculum for each class is developed within class teams and outlined in the Class Rationales (Evidence: Class Rationales).
- Progress for pupils at Westfield (including the most disadvantaged) is dependent not only on excellent subject teaching but also in meeting pupils' individual needs – as outlined in the 4 areas of the curriculum policy and in the individual plans for pupils (Evidence: Curriculum Policy, PIPs)
- Implementation of Westfield's small step skills descriptors enables teachers to identify areas of strength and areas for development for pupils in English and Mathematics. Pupils now work at the most challenging level they can for each particular area of the curriculum (rather than at a "best fit" level) (Evidence: Westfield small step skill descriptors, Individual pupil summary assessment sheets).
- Implementation of small steps descriptors in all areas of the curriculum (Evidence: Classroom Monitor)
- Progress in all areas of the curriculum is monitored by subject leaders and levels of progress collected and scrutinised by subject leaders and Leader of Learning (Evidence: progress tracking termly)
- Progress for all pupils (including pupil premium) is at least good and frequently outstanding (Evidence: progress outcomes 2014-17). There is no difference in attainment between pupil premium pupils and other pupils, or indeed between any particular groups of pupils. Outcomes for all groups are analysed by SLT and Subject Leaders and any areas of concern are addressed via the subject improvement plans (Evidence: Subject Improvement Plans)

**Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils.**

**Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.**

- Governors support and strengthen school leadership by developing through training their skills and ability to challenge (Evidence: governing body training records). There has been rapid development in recent years of the governing body's ability to interrogate school data and self-evaluation findings, including the quality of teaching (Evidence: governing body / Learning, Teaching and Assessment Committee meeting minutes)
- The Governors' Finance Committee is proactive in monitoring and challenging our practice, including in use of the Pupil Premium and reporting back to main board (Evidence: Finance Committee minutes). Extensive experience of financial planning and management means Westfield is well resourced and the pupils enjoy a learning environment of high quality.
- Careful tracking of Pupil Premium, Year 7 Catch-up and Primary School Sport spending ensures that it is targeted to meet the needs of the vulnerable pupils for whom it is intended (Evidence file 1a). Pupils in receipt of Pupil Premium achieve as well as all other pupils in the school (see Outcomes)
- Governor sub-committees had their terms of reference and key duties re-defined in 2016-17 in order to sharpen further their clarity and facilitate additional challenge and support.

**Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.**

- Sophisticated and exacting processes for school self-evaluation (Evidence file 1a: Management

Calendar 2017-18) allow for detailed analysis of pupil progress, behaviour, attendance, quality of teaching, whole school achievement. All are shared with and interrogated by the governing body and lead to an accurate focus on areas for improvement (Evidence: governing body committee minutes)

- Improvement planning systems identify priorities based on self-evaluation and established systems for determining and monitoring improvements. Clear examples of improvements in direct response to stakeholders' concerns e.g. changes to parking and transport arrangements, lunchtime arrangements, communication, etc. (Evidence file 3: Parent Questionnaire Actions 2009-17)
- Governors work hard to know the school well and to provide high quality support and challenge to senior leaders (Evidence: governing body and committee minutes). They have acquired an excellent understanding of the strengths and weaknesses of the school through questioning and probing.
- A member of our governing body is Vice Chair of the Dorset Parent Carers Council and is able to provide senior leaders with excellent insight into parental concerns and current areas of focus.
- The Staff Suggestions Box is well used and leads to quickly implemented changes (Evidence file 3).

**Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.**

- Arrangements for headteacher and teaching staff Performance Management are regularly reviewed, leading to tighter objective setting and links to pay progression. Careful attention is paid to staff wellbeing and work/life balance. Anonymised outcomes reported to (and interrogated by) governing body. Leaders have clear evidence of underperformance being tackled robustly. Performance management indicates that Teachers' Standards are being at least met by all teachers, and usually exceeded (Evidence: Performance Management file)
- All support staff have an annual cycle of Professional Development Reviews (PDRs), with objectives linked to whole school priorities.
- Comprehensive programme of lesson observation and detailed, supportive feedback. Teaching and learning issues identified by monitoring are followed up by the Leader of Learning, identifying, modelling and sharing best practice amongst the teaching and support staff. Recent 1:1 sessions for all teachers on learning objectives, differentiation, marking and assessment. Noticeable impact on practice (Evidence file 2b: Lesson Observations).
- An outstanding quality of teaching has been maintained (see Teaching, Learning and Assessment) due in part to well-planned CPD – including that provided by our teaching alliance (Evidence files 1a/b: Staff Meetings and Training Calendar, TADSS CPD offer, CPD Three Year Programme, CPD Evaluation document) and support from the Subject Leaders group.

**Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.**

- *"The door's open as wide as it could possibly be..."* (Staff comment to Investors in People in response to being asked about opportunities for staff at Westfield). Staff consistently comment that they are encouraged to introduce new ideas and take risks in order to provide outstanding opportunities for our pupils and themselves. Examples include the radio station and the car valeting van. *'Nothing's impossible at Westfield!'* (Comment made by a member of staff during a governor visit – see governor records)
- *'This involvement has assisted in helping you develop innovative and flexible ways of delivering learning opportunities whilst not only sharing your own good practice but also learning from others in the wider education environment.'* *'Your strategy also includes a strong emphasis on in-house learning and development which makes really good use of the wide range of expertise that you have across the College.'* (Evidence: Investors in People Gold report, November 2013)
- Targeted support, individualised according to need, is provided by the Leader of Learning to all teaching staff e.g. introduction of revised NC, 'life without levels', etc. and driven forward through the

Subject Leaders Group (Evidence: Subject Leader meetings programme and minutes)

- TADSS, our teaching school alliance, makes a significant contribution to school improvement at Westfield, at our alliance schools and, increasingly, in mainstream schools through partnership working, leadership development, R+D, internships, mutual support and challenge, etc. (Evidence: TADSS documentation)
- Well-judged CPD opportunities support teachers in their use of appropriate, high impact learning and teaching strategies (Evidence: CPD evaluation, TADSS documentation). A comprehensive and imaginative programme of learning triads and lesson study provides opportunities for staff to observe practice elsewhere in the school and to share expertise (Evidence file 2: Learning Triad Records)

**The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning.**

- The school has the confidence to put together the curriculum that its pupils need and that parents/ carers want. This is made up of various elements: the National Curriculum, with particular focus on reading, writing and mathematics, Independent Living and Learning Skills, the Broadening Horizons challenge and adventure curriculum, etc. (Evidence: Curriculum policy). Pupil motivation and interest in the rich curriculum provided leads to high levels of engagement and achievement (Evidence file 4)
- The curriculum is further enriched through:
  - focus on Visual and Performing Arts provision (Evidence file 1b: Arts Specialist Focus)
  - balance of academic and vocational courses at KS4
  - residentials, clubs - lunchtimes, after school and holidays, Outdoor Activities Programme, Work Experience Programme, Primary College, Sports Leaders (Evidence file 3)
  - Enrichment Days/Weeks – Arts, Science, Maths, humanities, Music (Evidence file 3)
  - Radio Station (Evidence file 3)
  - extensive pupil engagement with the community at local, regional, national and international level (Evidence file 3: International School Award and Kenyan link, Eastern European links, etc.)
- A strongly multi-sensory Early Years curriculum promotes exploration and language development in an environment strongly supportive of learning and supported by a range of resources that is at least sufficient to meet the seven areas of learning. The emphasis is on the three Prime Areas and excellent support for SMSC (Evidence: Early Years planning)
- The sixth form curriculum is determined by the needs and desires of the students and their parents or carers. All students have individual programmes. A clear focus is maintained on independence, next steps and preparation for work or further training (Evidence: Sixth Form planning, student voice reports, etc.)
- Very high rates of pupil and parent satisfaction with curriculum provision (Evidence file 3: Pupil and Parent Questionnaires)

**Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.**

#### **Social:**

- Curriculum provision provides pupils with opportunities to develop skills and personal qualities needed for working together, respecting feelings and values, etc. (Evidence: PSHE/RE Curriculum)
- Great emphasis is placed on working with pupils to recognise the consequences of their actions, to develop social skills and co-operation, and to promote conflict resolution (Evidence file 3: Rights Respecting School file, School Council minutes)
- Independent Living Skills programme provides social inclusion opportunities for our pupils – shopping, community engagement, etc. (Evidence file 3: Independent Living Skills Ladders)
- 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 2014-17)

- 89% of pupils (2016-17) feel they have at least one good friend in school – 8% aren't sure (Evidence file 3: Pupil Questionnaire Outcomes and Actions 2017)
- Full programme of lunch clubs support children to play and socialise together (Evidence file 3: Clubs Information) and off-site extra-curricular opportunities support full engagement with the local community.
- AIR 107.2, the school's community radio station, places Westfield right at the heart of the Weymouth and Portland community.

#### **Moral:**

- School assemblies raise pupils' awareness of social, spiritual and moral issues e.g. difference between right and wrong, consideration for those less fortunate than ourselves (Evidence file 3: assemblies programme, Thought for the Day)
- 93% of pupils feel the school supports them to be a good person: doing the right thing, being kind and thoughtful, etc. (Evidence file 3: Pupil Questionnaire Outcomes 2016-17)
- Rights Respecting Schools level 1, working towards level 2 (Evidence file 3: RRS file)
- Pupils supported to recognise their moral responsibilities to those in less privileged parts of the world (Evidence file 3: International School Award and Kenyan Links)
- Pupils are consistently supported to make appropriate choices between right and wrong and understand the consequences of their actions (Evidence file 2b: Lesson Observations)

#### **Spiritual:**

- Pupils display imagination, creativity, curiosity and thoughtfulness in their learning, including in such subjects as PSHE and RE, where they learn about beliefs, values and human experience (Evidence file 2: Lesson Observations Evidence file 3: Thought for the Day programme). This approach enables them to be sensible and responsible in their dealings with other people.
- Wide range of off-site and extra-curricular activities enables pupils to engage with the world, to meet other people and to develop an understanding of their lives and circumstances.

#### **Cultural:**

- Exceptional pupil engagement in a wide range of artistic, sporting and cultural opportunities that promote self-esteem and confidence: Visual and Performing Arts Calendar 2016-17, PE/OAA Programme, AIR 107.2FM (Evidence file 1b)
- In discussion, pupils are uniformly enthusiastic about the opportunities provided by the school to explore their world, consider issues of right and wrong, work together and understand both their own culture and that of others (Evidence file 3: Pupil Questionnaire Outcomes and Actions)
- Lesson observation analysis records a large majority of lessons in which pupils demonstrate a curiosity for the world about them, enjoyment and a fascination in learning (Evidence file 2b)
- Local, regional, national and global partnerships enhance pupils' understanding of their own and others' culture (Evidence file 3: Links With Other Schools, International School Award, etc.)

**Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.**

- Valuing diversity is promoted through a wide variety of school activities: overseas links, Arts activities e.g. Arts Weeks in which gender stereotypes are challenged, etc. (Evidence file 3)
- Respect for human rights consistently reinforced and stereotypical views challenged through assemblies, the curriculum and the Rights Respecting Schools agenda (Evidence file 3)
- Behaviour records shows little discriminatory behaviour from pupils. Any that occurs is quickly and effectively dealt with (Evidence file 3: behaviour records)
- Monitoring processes promote equal opportunities and tackle discrimination e.g. a review of how we form our class groups, in order to "blur" the boundary between the main school and the former Autism Base, ensured that the needs of pupils with ASD in the main school (potentially a minority group at the time) are met (Evidence file 1a: Whole School Working Presentations)

**Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.**

- Clear policies, strategies and procedures for safeguarding and proactive action planning for further improvement (Evidence: Safeguarding file inc. Dorset CC safeguarding audit). Single Central Register is consistently maintained and up to date.
- Comprehensive staff and governor safeguarding training – several staff at level 3. All training, including Safer Recruitment, is up to date (Evidence: Safeguarding file)
- Annual report to governors on safeguarding provision and activity (Evidence: Safeguarding file)
- Governing Body attention to safeguarding issues and responsibilities e.g. analysis of annual Safeguarding Audit (Evidence: Safeguarding file )
- Full risk assessment procedures (Evidence file 3) ensure pupils adopt safe practices in all learning activities (Evidence file 2a: Lesson Observation Records, Evidence file 3: Off-site and Residential Visits file, Work Experience Programme)
- The governors' Premises / Health and Safety Committee ensure necessary safe standards are met throughout the school (Evidence: Premises and H/S Committee minutes)
- Strong track record of multi-agency working to protect vulnerable children (Evidence: pupil files, CP files, PAPS records, etc.)

**Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.**

- Online group meets twice termly to develop policy, maintain vigilance and organise staff training, including external inputs (e.g. Prevent training) as part of safeguarding training
- Regular reinforcement of best practice for pupils: curriculum content, assemblies, visits by Safer Schools and Communities Team, etc. and for parents/ carers through website, information leaflets, coffee mornings, etc.

**Next steps:**

1. Subject Leaders Group maintain developments, with particular focus on: new Science curriculum, modernising and developing the PSHE curriculum at KS3/4, trialling and developing the new Employability curriculum through KS3/4/5, Computing curriculum, etc. (CIP ref. 1.1.1)
2. Maintain and enhance the development of TADSS, our teaching school alliance, with a particular focus for 2017-18 on the development of NPQ leadership programmes (CIP ref. 3.1.1)
3. Preparation for assessment against Rights Respecting School Award level 2 (CIP ref. 2.6.1)
4. International School re-accreditation (CIP ref. 3.3.1)
5. Recruitment of a new Headteacher for September 2018 (CIP ref. 4.2.2)

## **Teaching, Learning and Assessment: Outstanding**

**(Evidence file 2 unless stated otherwise)**

Previous inspection: grade 1

**Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.**

- Ongoing monitoring by an external consultant / Ofsted lead inspector confirms standards of teaching as being maintained (Evidence file 1a: External Consultant Monitoring Visit Reports)

- In lesson observations 2016-17 100% of lessons were judged as Good or better, with 53% Outstanding. None were judged as Inadequate. The quality of teaching has been consistent at these levels since the last inspection.
- Teachers demonstrate strong subject knowledge and use it to support detailed, differentiated, clear lesson planning, linked to rigorous assessments of prior learning.
- Pupils with a diagnosis of ASD benefit from a low arousal environment, clarity of routines and expectations, information presented pictorially, support to make choices, individual objectives and programmes, involvement in assessment of their own progress, etc.

**Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.**

- Pupils make at least good and often outstanding progress as a result of teaching that is well focused, well-paced, challenging and highly differentiated (Evidence file 2b: Lesson Observations)
- Behaviour for learning is excellent, with pupils interested in their lessons and keen to learn. Any behaviour incidents are dealt with swiftly and with minimal disruption to the learning of other pupils (Evidence file 2b: Lesson Observations)
- Well trained teaching support staff prioritise 'just right' interventions, judging with skill the balance between challenge and support (Evidence file 2b: Lesson Observations)

**Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.**

- All lesson planning includes an accurate identification of the levels at which pupils are working. This provides a secure platform on which to differentiate aspiration and challenge for every pupil, including the most able (Evidence: lesson planning). Lesson observation records consistently refer to good pace and dynamic teaching.
- Well trained and skilful support staff provide ongoing support and intervention where necessary (Evidence file 2b: Lesson Observations)
- Progress data analysis leads to the identification of effective strategies for intervention through the SENCO team (Evidence: SENCO intervention records)

**Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.**

- Assessment opportunities are routinely planned into all lessons and used to adapt tasks and explanations as required by pupils throughout each lesson. Expectations and success criteria are carefully explained at the start of each lesson, giving all pupils a clear understanding of what they are to learn and how to measure their success at the end of the lesson (Evidence file 2b: Lesson Observations)
- Staff are well versed in the principles of Assessment for Learning, with the result that lesson observations record a clear focus on the crucial correlation between pupils' levels and the learning activities provided. The use of formative and summative assessment is well developed (Evidence file 2b: Lesson Observations)
- Scrutiny of pupils' work indicates clearly that learning is strongly supported by thorough, effective marking, an appropriate level of challenge and support for successful completion of tasks (Evidence: pupils' books, records of work scrutinies)

**Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.**

- All staff have a strong knowledge of their pupils' prior learning, their capabilities and their understanding. They use this knowledge as the foundation for their teaching (Evidence: teacher assessment folders)
- Subject Leaders develop and support strong teacher practice in marking and feedback to pupils – both written and oral (Evidence: Leader of Learning records)
- Moderation within the school, across our teaching alliance and with mainstream schools ensures that levelling is accurate and target setting offers challenge (Evidence: Leader of Learning records)

**Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.**

- Homework Policy sets out clear expectations and a shared understanding of what constitutes appropriate and meaningful homework for our pupils (Evidence: Homework policy)

**Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.**

- Pupils make at least Good progress in reading, writing, communication and mathematics (see Outcomes) as a result of teaching that is cohesively planned and implemented across the curriculum (Evidence: Subject Leaders SEFs and Improvement Plans file)
- Lesson observation records and external monitoring give a clear account of the development of spelling, punctuation, number, etc. being consistently reinforced in all lessons. Staff consistently explain and support the use of key terms and vocabulary in all lessons and reinforce the importance of accuracy in spoken and written language (Evidence file 2b: Lesson Observations)
- New delivery strategy for IT teaching throughout the school has led to the spreading of IT skills and knowledge widely across the teaching team (Evidence: Lesson Observations 2014-17)
- Whole staff training in teaching and supporting phonics, followed by ongoing support from Literacy Subject Leader and Leader of Learning (2014-17), has led to greater staff confidence in teaching and support phonological awareness throughout the school (Evidence: Lesson Observations 2016-17, phonics moderation outcomes March 2017, KS3/4 Core Skills))

**Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.**

- Evidence: Lesson Observations 2016-17

**Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities. Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.**

- Lesson observation reports very high levels of pupil engagement, interest and excellent behaviour for learning. Pupils know how well they are doing and their next steps and targets for further development (Evidence: Lesson Observations 2016-17)

**Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.**

- Well-developed arrangements for annual reports to parents and consultation on pupil progress, Annual Reviews, person-centred planning and IEPs (Evidence: school diary, end of year reports, home-school books, etc.)

**Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Pupils love the challenge of learning.**

- Lesson observations and behaviour records highlight staff vigilance over pupils' use of discriminatory or derogatory language (Evidence: Lesson Observations 2016-17, behaviour records analysis)
- Pupil: "We have this thing where everyone is treated in the same way. We don't like being racist." (Evidence: Rights Respecting Schools report April 2015)

**Next steps:**

1. Subject Leaders Group maintain developments, with particular focus on: Maths mastery, developing KS3/4 Core Skills teaching and learning, with a particular focus on consistency of phonics delivery, trialling and developing the Careers Passport through KS3/4/5, levels of challenge for our most able pupils, etc. (CIP ref. 1.1.1)
2. Development of the re-designed Library, including timetabled, taught sessions and initiatives such as 'lunchtime story-time', opportunities for 6<sup>th</sup> Form students, etc. (CIP ref. 1.7.1)

## **Personal Development, Behaviour and Welfare: Outstanding**

**(Evidence file 3 unless stated otherwise)**

Previous inspection: grade 1

**Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.**

- Outstanding teaching and a curriculum designed to meet the needs of our pupils lead to high levels of pupil engagement in class and mitigate against disruptive behaviour (Evidence file 2b: Lesson Observations)
- Lesson observation records indicate high levels of pupil engagement with their learning. They typically display excellent on-task behaviour, concentration and co-operation for sustained periods of time, and consistently speak with enthusiasm, enjoyment and interest about their lessons (Evidence file 2b: Lesson Observations)
- As a result of imaginative and well targeted curriculum planning and differentiated lesson planning, pupil questionnaires indicate that a large majority of pupils across the school are interested in their lessons and work hard. Similarly high proportions feel that the school is giving them important skills and knowledge (Evidence file 3: Pupil Questionnaires)
- Parent questionnaires show that almost all parents feel their children are happy at school – including in their learning (Evidence file 3: Parent Questionnaires and Actions)
- Visitors, the general public and staff from other schools consistently comment on the quality of relationships throughout the school and the 'atmosphere' generally. They commend our pupils' politeness, good manners, courtesy, willingness to engage with adults, levels of confidence, etc. (Evidence: Letters of Thanks)

**Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.**

- The Rights Respecting Schools agenda has reinforced core messages about how we should treat each other and behave towards each other (Evidence file 3: RRS Award, Class Charters)
- *'Students commented that staff "make time to sit down and listen to us and talk to us"'* (Evidence: Rights Respecting Schools report April 2015)

- Primary and secondary school councils meet regularly to discuss a range of issues: e.g. school facilities, fundraising, events, uniform, local democracy (e.g. Youth Council voting, Head Girl/Boy elections), etc. (Evidence: School Council meetings). School Councils play a significant role in staff interviews.

**High quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.**

- *‘Young people have access to information to help them to make informed decisions about their learning and wellbeing. Heavily differentiated resources ensure that individual students can access information and advice’* (Evidence: Rights Respecting Schools report April 2015). For example, Sixth Form information evenings and Careers College.
- KS4/5 curriculum shaped to the world of work: Work Related Learning, mock interviews, extended work placements, etc. All Sixth Form students on individual pathways, determined through discussion with parents and the students themselves. Several students at risk of becoming NEET have been maintained in education through this highly individualised provision.
- Strong links with local employers at KS4/5 – Cycle Life, leisure centres, retail, care homes, Ilchester Arms, Costa coffee, etc. Some have led directly to apprenticeships and employment.

**Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.**

- Very clear focus for Sixth Form placements is next steps and the world of work e.g. practical work placements at The Ilchester Arms, mock interviews with employers, etc. (Evidence: Sixth Form planning)
- Education for leisure and the development of interests and activities for adult life are a clear focus at KS 4/5 e.g. sport, singing, volunteering, etc. (Evidence: Sixth Form planning)
- Outstanding personal development evidenced by pupil well-being data (Evidence file 3: Pupil Questionnaires), sequential acquisition of skills pupils need for independent adult life (Evidence file 3: Independent Living Skills), high levels of ‘happiness’ (Evidence file 3: Parent Questionnaire Outcomes and Actions)

**Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.**

- Clear whole school focus led by Pupil and Parent Support Workers has led to good and improving attendance: 91.79% 2008-9 to 93.49% 2015-16. National average for special schools is 91.00%. With persistent absentees (8 pupils/5.23% of school population with 20%+ absence 2015-16 / national average 14.60%) removed from the calculation the attendance figure for 2016-17 is 94.58%. Pupil Premium attendance is slightly lower than whole school (89.70% 2016-17) and no significant variations in attendance are evident amongst other groups of pupils (Evidence file 3: Attendance Data).
- Fixed term exclusions, at a peak in 2007-8, have fallen away in subsequent years. In 2016-17 8 pupils have received fixed term exclusions totalling 23.5 days. This gives 4.86% of pupils with at least 1 exclusion and 2.16% with two or more exclusions, against national averages of 5.51% and 2.98% for special schools nationally (Evidence: 2016-17 exclusions data, RAISEonline 2016 data). Fixed term exclusions for PP/FSM pupils are slightly higher than non-PP/FSM at 8.33% but well below the national average for special schools (25.29% RAISEonline 2016).

**Pupils’ impeccable conduct reflects the school’s effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.**

- An overwhelming majority of lesson observation reports comment that pupil behaviour in all classes is excellent, that pupils are keen to learn, they enjoy taking responsibility and behave considerately to others. There is a positive climate for learning (Evidence file 2a: Lesson Observations)

- Staff know pupils exceptionally well and can talk in detail about individual strategies used to support children to behave well and give of their best (Evidence: Pupil Information Packs, solution focused pupil meetings, etc.)
- Behaviour record analysis shows that highly effective behaviour management, including STEPS training for all staff and the use of Personal Handling Plans, is successful in getting these behaviours under control and in supporting pupils to moderate their behaviour going forward. Records for the period 2011-17 show a consistent reduction in behaviour incidents across the school, both of number of incidents and of number of pupils involved (e.g. Autumn 2011: 160 incidents/28 pupils, Autumn 2016: 28 incidents/13 pupils). This reduction is due to a number of factors e.g. improved behaviour management, more consistent reporting and recording, development of the PAPS and Cove provision, etc. There are no significant variations in behaviour among groups or subject areas, other than in classes that contain pupils who are receiving appropriate support for their challenging behaviour.
- A small number of pupils at times require a physical intervention in order to keep themselves and others safe. Systematic recording of any incident where restraint or physical intervention has been used, in accordance with school policy and DfE guidance, is regularly analysed and practice modified where necessary in the light of analysis (Evidence: Bound Book records). The number of incidents in which a pupil has been in receipt of an intervention is falling year on year: from 86 in 2013-14 to 29 in 2016-17. Numbers can on occasions be inflated by a pupil whose behaviour the school is struggling to manage. Where this is the case (i.e. behaviour strategies and responses, including physical intervention, are not leading to improved outcomes) it is usually an indication that the school cannot meet the SEMH needs of the pupil and a discussion on placement takes place.
- A review of the school's use of physical intervention in general, and of TeamTeach in particular, was undertaken during 2016-17 (see College Improvement Plan 2016-17 ref. 2.3.2) and led to the introduction of Dorset STEPS across our teaching alliance schools.
- Members of the public regularly comment very favourably on our pupils' behaviour and conduct when out in the community (Evidence: Letters of Thanks)

**For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.**

- 68% of pupils now have SEMH needs identified in their matrix of need and we have had a strong, whole school drive on behaviour, SEMH and attendance over recent years in order to cater for them. Case studies tell of children whose lives and behaviour have been 'turned around' by Westfield, after failure, unhappiness and exclusion for unmanageable behaviour in previous placements (Evidence: Provision Map, case studies, matrix front sheets)
- Placements for pupils displaying very high levels of challenging/complex behaviour are maintained through the development of highly individualised programmes of study and intensive behaviour support (Evidence file 3: Individual Pupil Programmes, Case Studies)
- Behaviour Group and the Vulnerable Children Group maintains and regularly updates Behaviour and Anti-bullying policies and supports staff to implement required changes to practice. Strategies introduced support pupils to regulate their own behaviour and lead to effective interventions before behaviour escalates (Evidence file 3: Behaviour Group meeting minutes)
- The school makes little use of sanctions, preferring the use of reward systems throughout the school (e.g. VIVO rewards in secondary phase, marble jars in primary, individual rewards for complex children who need them, etc. See Behaviour Policy)

**Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.**

- Behaviour records routinely show very low incidences of bullying and analysis is used to inform future planning. Staff have received appropriate anti-bullying training (including cyber-bullying) and pupils

think that staff take bullying seriously and deal with it effectively (Evidence file 3: Pupil Questionnaires and Actions 2016-17)

- Whole school coherence to E-safety policy and practice has given us the capacity to respond to cases of cyber-bullying (Evidence file 3: E-safety Policy)
- Pupils' awareness of issues around discriminatory and derogatory language is raised through the PSHE curriculum, the RRS curriculum, assemblies, Anti-bullying Week and ongoing pastoral support and guidance.

**The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.**

- Assessors refer to a 'culture of trust and respect .... across the College' (Evidence: Rights Respecting Schools report April 2015)
- A very large majority of pupils feel that they are safe at Westfield, that staff handle behavioural issues effectively and that they have someone to talk to at school if they feel worried (Evidence file 3: Pupil Questionnaires and Actions). Parents agree with them (Evidence: Parental Questionnaires).
- Opportunities exist for pupils to raise issues, either informally or through the School Council, the suggestions/worries boxes around the school, etc.
- Independent Living Skills (ILS) ladders show clearly the emphasis placed by the school on pupils making safe choices, including about food and exercise (Evidence file 3: Independent Living Skills) and a strong PSHE/E-safety curriculum reinforces key messages (Evidence: PSHE curriculum planning)
- Parents/carers are fully involved with their child's behaviour, especially through the School Counsellor and Pupil and Parent Support Workers, and an overwhelming majority of parents (98%) believe that pupils are safe and supported to behave well at Westfield (Evidence file 3: Parent Questionnaires and Actions)
- Significant developments to parking arrangements have led to a complete overhaul of transport arrangements – drop-offs and pick-ups and the start and ends of school days. Arrivals and departures are calm, orderly and safe.
- Improvements to the playground and revised arrangements for lunchtimes have led to improved pupil responses in questionnaires on times of the day and parts of the school in which they feel safe – from already high positive response levels (Evidence file 3: Pupil Questionnaires).
- *'There is an understanding that students can bring about positive change in school and this was illustrated in the way students proudly showed the assessors the big improvements that had taken place in the playground. They were clear that students were part of this decision making, with one student saying "We let every student have a choice" and gather views through questionnaires and assemblies.'* (Evidence: Rights Respecting Schools report April 2015)
- Development of Intimate Support Policy has made clear protocols on changing and intimate care
- Outstanding track record on safeguarding, including actions taken in response to safeguarding incidents (see Leadership and Management), comprehensive risk assessment procedures and challenges to other professionals where we have concerns.

**Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.**

- Healthy Schools Enhanced status (Evidence file 3) evidenced in lunchtime menus and pupil fitness records
- PSHE/SRE and Science schemes of work reinforce key messages
- Safer Schools and Communities Team (SSCT) deliver safety online training

**Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.**

- Proactive Online Group develops policy and practice across the school e.g. Online Awareness Week, staff training, information sessions for parents, etc. (Evidence file 3: E-safety)
- Online curriculum, focus days, assemblies and the ILS curriculum all reinforce key messages for pupils (Evidence file 3: E-safety)
- Messages reinforced through website and information for parents.
- Strongly established multi-agency working (e.g. SSCT, SWIFTS, CAMHS, etc.) where there are concerns.

**Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.**

- *"Teachers tell us about our rights any time: lessons, assemblies and so on."* (Evidence: Rights Respecting Schools report April 2015)
- SMSC in evidence in all lessons (Evidence file 2a: Lesson Observations)

**Next steps:**

- Further progress with the Rights Respecting Schools agenda towards level 2 (CIP ref. 2.6)
- Behaviour Group to continue transition from TeamTeach to 'TADSS Steps' programme for behaviour management, de-escalation and physical intervention and to consider how to move our physical interventions towards zero (CIP ref. 2.3.2)
- Review of golden time and related issues to ensure that the use of rewards remains appropriate (CIP ref. 2.3.1)
- Identification of pupils who are concerned about their weight and joint working with their parents/carers. Consideration of Breakfast Club, food audit, review of packed lunches, second helpings, etc. (CIP ref. 3.5.1)

## **Outcomes for Pupils: Outstanding**

### **(Evidence file 4 unless stated otherwise)**

Previous inspection: grade 1

**Throughout each year group and across the curriculum, including in English and Mathematics, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points.**

- 4 EY children were mostly working at the "emerging" level in most of the 17 ELGs and progress overall is considered outstanding. (Evidence: DCC Early Years Moderation Report July 2017). One pupil achieved the expected ELG in many areas: all pupils made progress in every area of the EYFS Profile.
- By the end of Key Stage 2 pupils have made at least good progress overall in English and Mathematics.
- Pupil progress up to Year 9 in English and Mathematics during 2016-17 is at least good and frequently outstanding. Science is judged to be outstanding.
- By the end of Key Stage 4 pupils are making good and mostly outstanding progress in E/M/Sc/Art subjects. A significant proportion have gained GCSE grades in these subjects, including level 4 passes.
- By the time students leave the Sixth Form they have achieved a good range of externally accredited courses in line with their ability: AQA Unit Awards, Entry Levels 1-3, level 1 + 2 qualifications (e.g. Performing Arts, Radio Broadcasting, etc.), GCSEs, etc. (Evidence: KS4/5 accreditation spreadsheet).
- The progress of all identified groups of pupils is in line with that of the whole school and Key Stages.
- SENCO team delivers strategic planning for pupils at risk of not meeting their targets and delivers a range of appropriate interventions. Outcomes clearly demonstrate impact on learning for targeted pupils (Evidence: SENCO intervention records).
- Pupils across the school make excellent progress in the crucial area of Independent Living Skills (Evidence: ILS data).

**The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs, currently on roll matches or is improving towards that of other pupils with the same starting points**

- All pupils receive a carefully considered curriculum that matches their individual needs, with the result that all groups of pupils make equal progress across subjects (Evidence: Pupil Outcomes, Pupil Provision Map, Class Rationales and PIPs)
- Pupils talk confidently about the work they have undertaken and their positive experiences of learning and the teaching they have received over time (Evidence: Evidence File 5: Pupil Questionnaires, etc.)

**Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.**

- Pupils communicate their understanding in a range of ways appropriate to their preferred mode of communication and level of ability. They participate meaningfully in a wide range of different learning contexts and teaching staff are skilled in enabling pupils to engage with formative assessment opportunities (Evidence: Lesson Observation File).

**Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Children in Year 1 achieve highly in the national phonics check.**

- Progress in reading across all key stages and pupil groups is judged to be at least good and often outstanding.
- Pupils in Year 1 were disapplied from the national phonics check as they were working within the P levels. Progression in phonic skills is monitored and assessed on an individual level throughout the school and age-appropriate systematic phonics schemes are used throughout the Key Stages.
- Progress in word reading is also monitored through 6-monthly assessments using the “New Salford Sentence Reading Test”.
- Despite the difficulties that pupils have with reading, they enjoy books and are consistently supported to engage with them. Pupils can speak with enthusiasm about their favourite books and the part they play in their lives (Evidence: Evidence File 2: lesson Observation Records, discussions with pupils etc.)
- The School Library has had significant spending and re-organisation to encourage reading for pleasure. We have a wide range of age-appropriate and high interest books available for the guided or individual teaching of reading.

**For pupils generally, and specifically for disadvantaged pupils and for those who have special educational needs, progress is above average across nearly all subject areas.**

- Pupils at Westfield all have moderate/complex learning difficulties and high proportions have at least one additional need alongside their M/CLD (Evidence: Provision Map). The percentage of pupils on FSM/Pupils is 30% and many pupils face additional challenges (See Context Section). Progress is therefore not above the national average but is good or outstanding for all groups of pupils when measured against our challenging progression pathways (Evidence: Judgements of Progress in the Westfield Assessment Model).

**From each different starting point, the proportion of pupils making and exceeding expected progress in English and Mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally.**

- The previous Westfield Progression Guidance (using the National Curriculum levels) reflected the progress expected from pupils nationally as outlined in the 2010 Progression Guidance. Westfield’s new progression guidance reflects the 2014 National Curriculum and is at least as challenging as the previous guidance. (Evidence: Judging Progress 2016-17). The emphasis is on the qualitative progress that each individual pupil makes which is difficult to reduce to summative data (Evidence: class assessment folders Key Stages 1-3).
- Pupils in receipt of Pupil Premium Grant (PPG) funding make consistently good or outstanding progress which is at least in line with non-PPG pupils.

**The attainment of almost all groups of pupils is broadly in line with national averages or, if below these it is improving rapidly.**

- For pupils in Key Stages 1-3 see comments in previous sections
- More able Year 11 pupils achieved a range of GCSE passes in 2016-17: Mathematics (6 passes grade 3 and below), English (6 passes grade 4 and below), Science (4 passes grade 4 and below).
- The majority of Year 11 pupils achieved Entry Level Awards (levels 1-3) in English, Mathematics, Science, PE, D&T Resistant Materials and D&T Food Technology.
- Other accredited courses provide pupils across Key Stage 4 and the Sixth Form with the opportunity to excel: e.g.: Creative iMedia Level 1 Certificate, Technical Theatre Level 1 Award and Performance Skills Using Acting Level 1, Entry 3 accreditation in Employability Skills. In vocational courses 97% of pupils achieved targeted accreditation and in Unit Awards the completion rate was 100%.

**Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans**

- All Sixth Form leavers 2016-17 left the school with a range of relevant and valued qualifications in line with their ability.
- Retention rates of pupils leaving Westfield for Sixth Form college courses are high and are good evidence of effective preparation for, and transition to, the next stage of their education and training (Evidence: Evidence File 1: Leavers' Destinations).

#### **Next Steps:**

- Implementation of detailed, planned responses to issues arising from analysis of the pupil progress data outcomes for 2016-17 (Evidence: Subject Leader SEFs and Improvement Plans).
- Continued development of Westfield's small-step curriculum and assessment system, which now incorporates all National Curriculum subjects.
- Re-consideration of the secondary PSHE curriculum.

## **Early Years: Outstanding**

**The pursuit of excellence by leaders and managers is shown by an uncompromising, highly successful drive to improve outcomes or maintain the highest levels of outcomes, for all children over a sustained period of time.**

- Scrupulous curriculum planning and assessment, in line with EYFS and ASD best practice, ensure that all children make at least good and often outstanding progress.
- In 2016-17 all 4 EY pupils made at least good progress against baselines. All pupils also made outstanding progress in at least one area; meeting the Early Learning Goal for that subject. One pupil achieved expected ELG in many areas: all pupils made progress in every area of the Profile (Evidence: Learning Journals, Classroom Monitor, LA moderation document)
- Interventions are available for children highlighted as not making expected progress in specific areas e.g. fine motor skills, phonics, etc. (Evidence: SENCO Team intervention records)

**Incisive evaluation of the impact of staff's practice leads to rigorous performance management and supervision. Highly focused professional development improves the quality of teaching.**

- EYFS staff benefit from lesson observation and performance management/ review arrangements in place throughout the school.
- CPD needs are identified through performance management and opportunities are then facilitated by the Leader of Learning. Recent training for the EY lead teacher includes further sensory needs training. Training needs identified for 2017-18 include consideration of IT based systems to contribute to the building of Learning Journeys.
- Staff attend Early Years network meetings with colleagues across the county from both mainstream and special settings where high quality support and training is offered.

**Safeguarding is effective.**

- All principles and practice in place in the rest of the school are applied as appropriate in the EYFS.
- Staff have access to My Concern software for the recording and sharing of safeguarding concerns.
- Staff vigilance ensures that all pupils are safe in school.

**There are no breaches of statutory welfare requirements.**

- EYFS practice is subject to the same procedures and protocols as the rest of the school.
- EY children have Intimate Support Plans that are approved by parents and that set out protocols for nappy changing, for instance, and for handholding when out and about on the school site.

**Children's health, safety and well-being are greatly enhanced by the vigilant and consistent implementation of robust policies and procedures.**

- Policies and procedures in place in the rest of the school are adhered to in the EYFS as appropriate e.g. safeguarding, Intimate Support Plans, e-safety policies, travel protocols, etc.
- Pupil safety is ensured through high staffing levels, safe learning and play areas, etc. and their health is supported through healthy snack times and supervised tooth brushing.

**Leaders use highly successful strategies to engage parents and carers, including those from different groups, in their children's learning in school and at home.**

- All pupils are fully supported as they join the school by transition plans that are individually negotiated with parents.
- Progress information is routinely shared with parents e.g. home/school books, at the start and end of school days, phone, Learning Journals, WOW moments, parent consultation meetings, school reports, etc. Parents themselves contribute WOW moments.
- Our Pupil and Parent Support Workers receive referrals for EY children and in some cases offer ongoing levels of support, such as accompanying parents to medical appointments.

**A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences.**

- The curriculum is an appropriate and highly structured blend of play-based experiences and the structure needed to support children with ASD and other special educational needs.
- There is a strong emphasis on the development of communication and social interaction skills.
- The learning environment is recognisably appropriate for EY children, but levels of stimulation are carefully monitored and adjusted for the needs of the cohort, several of whom have a diagnosis of ASD and/or would respond well to a low arousal environment.
- High quality accommodation provides opportunities for rich, varied and imaginative experiences, both indoors and out.
- A rich programme of outdoor learning experiences in the play area, across the school and out in the community strongly supports children's learning.

**Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children's needs.**

- The quality of teaching is evidenced through lesson observation.
- All teaching is based on observation and responds entirely to the children's changing needs and interests. Opportunities for child-initiated learning are numerous and appropriate for our children.
- The EYFS lead teacher delivers training in sensory integration across the school, to local schools and across the county as part of TADSS, our teaching school alliance.

**Assessment is accurate and based on high quality observations. It includes all those involved in the child's learning and development. Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities.**

- Secure baseline assessment is the platform on which ongoing assessments by all staff identify next steps and build a secure picture of pupil progress and achievement.

- Assessment takes many forms e.g. WOW moments, sticky notes, narrative observations, etc. and uses Classroom Monitor for recording.
- Cross moderation of children's outcomes takes place at EY network meetings, firstly with other practitioners and then by local authority advisors through the EYFS Profile Moderation process.
- See 'Judging Achievement and Progress in the EYFS' for further details.

**Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration. They are highly responsive to adults and each other. They do not distract others or become distracted easily themselves.**

- Lesson observations and teacher observations consistently record the pupils' enthusiastic response to the teaching they receive. This impression is reinforced in the Learning Journals, which clearly evidence children showing curiosity, concentration, etc.
- Children do distract each other and themselves, but often in creative ways that support learning and certainly no more than would be expected of young children with significant learning needs.

**The vast majority of children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.**

- Intimate support Plans and other planning is in place to keep children safe.
- Behaviour records and lesson observation indicate that behaviour is very well managed and that children respond very positively to the teaching and support they receive.
- Parental satisfaction with our EYFS provision is very high: *'I can't believe how much \*\*\*\* has come on already since starting school. He is recognising colours, grouping things and his speech at home is AMAZING! Thank you for being the first people to really understand him (other than us) and for making his time at school such fun!'*

**Children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. As a result, almost all children, including disabled children, those who have special educational needs, disadvantaged children and the most able, are making substantial and sustained progress.**

- Our EY children are exceptionally well prepared for the next stage of their learning as they move up the school.
- See above for comments on progress against baselines.

**Gaps between the attainment of groups of children and all children nationally, including disadvantaged children, have closed or are closing rapidly. Any gaps between areas of learning are closing.**

- There is no discrepancy in the progress and achievement of groups of pupils within our Early Years setting – LACs, Pupil Premium, girls/boys, etc.
- Comparisons with national cohorts is not helpful for these children.

## **Sixth Form: Outstanding**

**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.**

- Rapid programme of development and improvement over the last four years. Complete overhaul of practice, accommodation and resources (Evidence: Sixth Form planning)
- Lesson observations confirm good and outstanding teaching (Evidence: Lesson Observation file)

**Leaders plan, manage and evaluate study programmes so that learners undertake highly individualised and challenging learning that builds on their prior attainment, meets all the requirements of 16 to 19 provision and prepares them very well for future employment.**

- Highly individualised programmes of learning devised for all students following discussion with the student and their parents/carers and evidence gathered during Transition Week (Evidence: student timetables)
- Clear emphasis on preparation for life after school, including the world of work, developing students' independence and their ability to apply skills across contexts.
- LA Challenge/Improvement Team review confirms provision meets all requirements.

**Learners without GCSE grades A\* to C in either English or mathematics follow appropriately tailored courses in English and/or mathematics. The considerable majority make substantial and sustained progress towards grade C or above.**

- Entry level and GCSE qualifications continued in Sixth Form as appropriate, either discretely or delivered through other subject areas.
- If appropriate students complete other relevant qualifications e.g. Functional Skills.
- Students mostly continue the development of their English skills through the OCR Life and Living Skills Diploma – achievement is targeted at either Entry 1, 2 or 3 depending on prior attainment
- Students continue to progress in spoken language and drama through opportunities to compete level 1 accreditation in Performance Skills using Acting and Radio Production Award

**High-quality impartial careers guidance ensures that learners follow study programmes that build on their prior attainment and enable them to develop clear, ambitious and realistic plans for their future. Learners understand the options available and are informed about local and national skills needs.**

- All students receive effective support from Ansbury Connexions and transition social workers.
- Full programme of Careers College, taster days, visits to and from local colleges and links with Job Centre.
- Weymouth College base positions our students in a place from which they can make truly informed decisions.
- Provision meets all requirements of current DfE guidance.

**Teaching, learning and assessment support and challenge learners to make sustained and substantial progress in all aspects of their study programme. Teaching enables learners who fall behind to catch up swiftly and the most able to excel.**

- Sixth form students benefit from targeted interventions to support their learning and their progress is tracked using school's assessment and tracking systems.
- The study programme for each student comprises not only accredited courses but a wide range of other work and leisure related opportunities. The independence and resilience of students is both nurtured and challenged on a daily basis as they are prepared for life beyond Westfield.

**Learners are confident and conduct themselves well. They are punctual. They have excellent personal, social and employability skills and undertake high quality non-qualification activities and work experience that matches their needs. Attendance rates are high.**

- Sixth form provision is based around what the students and their parents need and want. Accredited courses are a part of this, but non-accredited courses and work experience are equally valued as being essential for students' lives after school and college. These activities range from working in Westfield's MisMatch Café, local hotels, travelling independently, earning money, preparing for interviews, valeting and barista training, etc.
- Attendance for 2016-17 was 89.75% across the three years of the Sixth Form, lower than that in the rest of the school. This is due partly to ill health and partly to some fairly intractable issues around attendance for a very small number of Year 14 students.

**Learners are thoughtful, caring and respectful citizens. They take responsibility for keeping themselves safe and healthy and contribute to society and life in Britain.**

- Westfield Sixth Form students are a credit to the school and to themselves. Visitors and members of the general public consistently comment on their manners and behaviour e.g. Rotary Club members

conducting mock job interviews with them describe them as presenting themselves more appropriately than they students they interview in mainstream

- Sixth Form students enjoy charitable fundraising – making a difference to the lives of others. Students select which charities to support
- Students take up volunteering opportunities e.g. cleaning the skate park, National Citizenship Service programme etc.

**Throughout the time spent on their study programmes, learners and groups of learners make substantial and sustained progress from their starting points. Rates of retention are high for almost all groups of learners. Gaps in the progress or retention of groups with similar starting points are closing.**

- Each student's progress is evaluated on a termly basis and teachers assess whether or not they are on track to meet their expected accreditation.
- Success rates in vocational awards include level 1 accreditation in the Performing Arts and Creative iMedia, entry level awards in Digital Employability and Life Skills as well as traditional Entry Levels/GCSEs
- Very few students drop out of awards – staff work hard to keep them engaged through creative ideas and effective support. Retention in the Sixth Form has been 100% for the last 2 years.

**Almost all learners progress swiftly to higher levels during their study programme. Almost all learners complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.**

- All leavers go on to appropriate next step placements and training courses (Evidence: Destinations)

**Next steps:**

- Further development of the employability curriculum, including scoping the role of Job Coach (CIP ref. 1.1.1)
- Review of progression between KS4 and Sixth Form (CIP ref. 1.1.6)
- Development of the Job Coach role – work experience, transitions, etc. (CIP ref. 1.1.1)

**Overall Effectiveness: Outstanding**