

Westfield Primary School Self Evaluation Form (SEF)



Quality of Education:	Evidence
<p>Intent:</p> <ul style="list-style-type: none"> • There is an absolute intent for a broad curriculum with a clear focus on enrichment- demonstrated through our vision, mission statement and subject leader quality assurance and the creative curriculum jigsaw and subject skills progression • Staff really know their subjects, through developing a skills progression and reviewing/ updating subject reports, QA and CPD. • The curriculum has a strong identity which promotes self-esteem, well-being and collaboration. There is a clear rationale: <i>We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, disciplined, caring and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of a creative curriculum. Every child is entitled to a broad and balanced curriculum. This provides opportunities for individuals to acquire knowledge, skills and understanding; promote the spiritual, moral, cultural, mental and physical well-being and development of our pupils; and prepare pupils for the opportunities, responsibilities and experiences of adult life. Through our pledge we promise a range of exciting learning and life experiences. There is a weekly well-being time supported by a clear policy and action plan (also an objective in the SDP), updated and monitored by the Well-Being Committee.</i> 	<p>Curriculum File</p> <p>T& L Policy Policy</p> <p>SDP</p>
<p>Implementation:</p> <ul style="list-style-type: none"> • Subject leaders and staff are able to answer the questions: <ul style="list-style-type: none"> ○ What do I want the pupils to remember? ○ How do staff sequence subject specific skills? 	<p>Subject skills progression documents / jigsaws</p>

- Teachers high expectations in none core subjects are demonstrated to the children through their own love of learning by ensuring there is an enjoyment of the subject, through engagement/ hooks and purposeful learning. Subjects that are well developed with sequencing, skills and progression.
- We promote a love of reading throughout the school. Quality high class books are read termly with classes and linked to the English theme e.g. Boy in the striped pyjamas linked to WWII. Staff model reading through class texts, assemblies and topic. The school has an array of reading areas to support children's engagement e.g. Reading shed as a "book swap", outside reading zone next to the Curiosity Corner (Library), class libraries/ reading corners, an Alice in Wonderland Tea- Party reading area. Teachers pro-actively direct children to high quality texts and monitor their reading frequency through a "reading around the world" display. Reading is also celebrated through termly Governor trophies and regular reading certificates and an external playground wall promotes a love of traditional reading characters.
- Use of external support e.g. Let's Read and Reading Voluteers
- Teachers and SLT target cohorts of children to monitor their thirst for learning and reading, supporting our vision - *love of learning, love of life!* Staff model and refer to our vision and pride frequently, so it becomes part of children's language and they are able to articulate how they have a love of learning.
- Maths - there is a clear intent for maths mastery and leaders have invested in training (no problem maths being rolled out in Yr 1 - 3 2019 2020). Pupils are questioning their work and developing their reasoning. For Westfield the text book is a resource that is a supplement to planned skills and supported with practical resources where necessary. Children have access to resources independently, (e.g. number lines/ squares/ place value cards etc..) to support their learning.

<ul style="list-style-type: none"> • Writing - CPD continues to be a high priority on the SDP with Staff INSET on infusing rich vocabulary and continuing external consultant carrying out a plan, do review cycle and delivering staff twilights and Governor training. Writing is celebrated around the school in whole school displays from themed weeks and "WOW" walls/ Star Writer in class and Governor trophies awarded annually. • Vocabulary is very much part of the daily routine, with "word of the day", topic/ subject specific words and key words being integrated across the school. • Up to date highlighted case studies ensure the school has a clear focus on SEN and disadvantaged pupils and their progress and the Inclusion Leader is fully aware of these. • The provision in place for SEN pupils is tracked and monitored and evaluated according to its impact. 	
<p>Impact:</p> <ul style="list-style-type: none"> • The quality assurance system is robust - all leaders are proactive and know their subject well. • We are reminded to always look through the 'curriculum lense'. We work to equip pupils with the skills to enable them to find jobs in the future, jobs that may not even exist yet. • Data analysis by subject leaders informs their action plans. 	<p>Curriculum and subject leaders' files</p>

Behaviour and Attitudes:

- The behaviour policy is consistent and known by pupils, staff and parents, there is a clear understanding that it is everyone's responsibility. This is demonstrated through class charters, our golden rules, PRIDE values and shared with parents through our website, behaviour policy.
- Pupils are proud of their school and those children that receive sanctions believe they are treated fairly and with respect, the language of 'choice' is used. Teachers provide children with the opportunity to 'reset' / manage their behaviour choices. Pupils express verbally, through their actions and pupil voice (surveys), that staff value them as individuals.
- Children are clear about who can support them/who they can turn to at times of need. Know who to turn to - In addition to class teachers and LSAs and office staff, there are also key identified staff whose role is to provide structured and also informal support to the children - Children's Support Manager, mental Health First Aider (HLTA), Home School Well-Being Assistant.
- Pupils know that all prejudicial behaviour is challenged and dealt with by staff. School logs support this.
- There is a strong consistency with behaviour, alongside a recognition from senior leaders for the need to bespoke programmes of support for those with the greatest behaviour challenges. Demonstrated through behaviour plans, behaviour logs and report cards.
- Any disruptive behaviour is quickly tackled and managed by staff.
- The tracking of behaviour is very effective, with clear systems and processes in place.

Behaviour Policy

Anti-bullying policy

Pupils Surveys

Pupil advice booklets

Personal Development:

- **This is a strength of Westfield Primary School.**
- There is a clear focus on developing the whole child. Themed weeks (e.g. Diversity and Well-Being), visitors (e.g. NSPCC assembly and follow up), trips (e.g. Parliament)
- Our curriculum builds pupils character and helps to develop their resilience- 5 Rs
- Our curriculum topics are reviewed and adapted to suit the needs of our pupils.
- Leaders have thought carefully about what a pupil needs to help them grow evidenced through their curriculum skills progression and jigsaw.
- There is a clear intent and moral purpose which is evident in the school's work - implementation of vision and mission statement is articulated by all.
- ALL Leaders thinking about what a Westfield pupil should be is extensive and deep.
- Sporting provision is well led in the school, with a range Opportunities from staff and external providers and workshop enhancements. Clubs list provide evidence of this.
- A child's 7 year journey is apparent through the range of opportunities given throughout the school- e.g. workshops such as WWI, Lego, motivational, well-being; themed weeks e.g. writing themed week with Asteroid discovered on the playground on Monday morning; Community links, e.g. Pen Pals with residential care home, choir perform in OAP homes, children take part festival of lights in Woking; Party in the Park, singing in the community; trips such as Young Voices to the O2, cinema, Junior Citizens; Visitors; Life bus, farm; Road safety workshops/ theatre shows and cycle training.
- Pupils are well-prepared for the next stage of learning and personal development is a real strength of the school. Transition to secondary, residential/ on site physical adventurous activity, Fiver challenge, Year 6 block, roles and responsibilities for pupils. (School Council/ School Mediators/ Well-Being Ambassadors/ Head boy & Girl)
- Drop off and drop in- run by our qualified Children Support Manager and Well-Being Assistant, sign-posting support to parents. (Family Information Service)

5Rs

Westfield Pupil

Wonderful Westfield

Well-Being Policy

- | | |
|---|--|
| <ul style="list-style-type: none">• Strong inclusion team, supporting the mental health of pupils, social skills & friendly groups: Young Carers, Bereavement support.• Regular visits from Pet therapy dog• Weekly well-being time helps the children to develop their knowledge of the 5 ways to well-being and how they can positively impact their mental health and well-being.• 100 things to do before leaving Westfield.• Pupils' booklet on bullying - advice and guidance for pupils by pupils• Termly online safety workshops for parents. Monthly updates in the newsletter.• Monthly 'well-being and mental health' page in the newsletter | |
|---|--|

Leadership and Management:

- School leaders are ambitious and highly motivated; as a result children experience a rich, rewarding and varied curriculum and school experience.
- Governors have a clear vision and share the vision - prospectus, SDP and Local Advisory Governor Committee meetings.
- High quality teaching and learning is at the heart of every decision
- CEO, alongside governors, set challenging targets for the head teacher
- Links across the trust schools are a strength - Woking hub (Byfleet/ Maybury/ Westfield) joint insets e.g. Laughology/ vocabulary, network meetings (assessment and subject leader), moderation.
- Staff are supportive of the school and invest fully in the vision (Annual staff survey)
- Workload is well managed and appreciated by all staff - this is a strength and a focussed well-being committee continue to drive this forward. This includes representation from Governors, Support Staff, leadership team and teachers
- Our school values (PRIDE) enable us to promote excellent values for life, including British values; as a result, our learning community is very inclusive and tolerant. We celebrate diversity and promote equality for all stakeholders
- Regular review of staff policies
- Termly structured meetings for middle leaders, led by Deputy, with regular paired observations.
- SLT approachable and visible

SDP

Heads report

Governor minutes

Risk register

Safeguarding:

- The school is relentless about ensuring children are safeguarded.
- The school have 6 DSLs (lead - Julia, deputies- Karyn, Fran, Jo, Claire, Steph) in addition we have a trained support staff member who accesses this confidential information to support, as required
- The school has a Children's Support Manager and a Well-being assistant, who offer additional emotional support to pupils as required
- DSLs meet weekly to discuss on going concerns/highlight changes/updates
- CPOMs is used effectively and actions demonstrate concerns are followed up in a timely manner.
- Training is carried out by the lead DSL, alongside the children support manager (CSM) for all new staff/ staff updates, and new governors
- Safeguarding appears on the weekly staff meeting agenda, LSA agendas and annual whole staff safeguarding update (and renewed training every 3 years)
- All staff can discuss part 1 of keeping children safe and can articulate their responsibilities.
- All staff know that in the event of a child disclosing they report to a DSL, not their line manager or colleague. Recording their concern on CPOMs.
- Regular online training for all staff to ensure knowledge and understanding is up to date, e.g Prevent, forced marriage, child sexual exploitation
- School staff work highly effectively with external agencies to support our children and families
- Pupils are aware of different forms of safety, for example, fire safety, road safety, cyber-bullying, online safety and stranger danger