

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 and balanced curriculum with a clear focus on enrichment- demonstrated through our vision, mission statement and subject leader quality assurance and the curriculum/Year group overviews 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, kind 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. We pledge to offer a range of exciting learning and life experiences.</i> • Well-being is a high priority of the school. There is a weekly well-being time supported by a clear policy, strategy and action plan (also an objective in the SDP), updated and monitored by the Well-Being Committee. • Education should prepare the individual with the necessary life skills to become a successful member of our global society. Our curriculum is designed to do that. 	<p>Subject Leader Files</p> <p>T & L Policy</p> <p>Curriculum 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? 	<p>Subject skills progression</p>

<ul style="list-style-type: none"> ○ How do staff sequence subject specific skills? • 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. • Promoting a lifelong enjoyment of reading and a love of books underpins our curriculum and the use of high quality, exciting and stimulating texts is a key feature across 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, our book vending machine. 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 Volunteers • Teachers and SLT target cohorts of children to monitor their thirst for learning and reading, supporting our vision - <i>love of learning, love of life!</i> Staff model and refer to our vision and PRIDE values 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 used as a key resource, alongside the White Rose Hub). Pupils are questioning their work and developing their reasoning. For Westfield the text book is a resource that is a supplement to 	<p>documents / overviews</p>
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<p>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.</p> <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 grammar and twilight training sessions. 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. The Inclusion Leader maintains the overview 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 lens'. 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 and quality assurance 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, they know who to turn to - in addition to class teachers, LSAs and office staff, there are also key identified staff whose role is to provide structured and also informal support to the children - our Nurture Lead (also a mental Health First Aider) and our Well-Being Assistants.
- 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, ensuring they are relevant and interesting.
- Leaders have thought carefully about what a pupil needs to help them grow, evidenced through their curriculum skills progression and overviews.
- 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 of 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, dance; themed weeks e.g. writing themed weeks with exciting hooks and starters; 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, visit from a farm; Road safety workshops/ theatre shows and cycle training (bikeability).
- 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,

5Rs

Westfield Pupil

Wonderful Westfield

Well-Being & Positive Mental Health Policy

PRIDE Values

dedicated 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 Inclusion Team, sign-posting support to parents
- 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 own mental health and well-being.
- 100 things to do before leaving Westfield.
- Pupils' booklet on bullying - advice and guidance for pupils by pupils
- Pupils' booklet on well-being and mental health - advice and guidance by pupils for 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.
- At the heart of the work and purpose of Westfield Primary School, are our children.
- 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 peer observations and professional study.
- SLT are 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 - Ms Julia Findlay, deputies - Mrs Karyn Hing, Mrs Francesca McPhee, Mrs Jo Phillips, Mrs Claire Lee, Mrs Rachel Sadler) in addition we have a trained support staff member who accesses this confidential information to support, as required
- The school has a Nurture Lead (trained Mental Health First Aider) and two Well-being assistants, 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 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, understanding sexual violence and sexual harassment, Understanding FGM etc
- School staff work highly effectively with external agencies to support our children and families

CPOMs

Safeguarding posters/
information

<ul style="list-style-type: none"> • Pupils are aware of different forms of safety, for example, fire safety, road safety, cyber-bullying, online safety and stranger danger. 	
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<h3>EYFS (Early Years Foundation Stage):</h3>	
<p>Intent:</p> <ul style="list-style-type: none"> • We aim to help our young children achieve a love of learning and a love of life and be the best they can be, this begins with the Early Years Foundation Stage curriculum. We are committed to meeting the individual needs of all children. • It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. • Our curriculum is designed to be ambitious for our children, ensuring all our children gain the knowledge, self-belief and cultural capital they need to succeed in life. • Our curriculum is carefully mapped out, planned and sequenced so that it builds on what the children can already do and what they know (their skills and knowledge), while also taking into account the children's interests and the learning opportunities that come up 'in the moment', supporting them to acquire knowledge and skills for their future learning. • Our curriculum prepares our children to become confident and fluent readers by ensuring the children acquire a broad vocabulary, communicate effectively and develop a secure knowledge of phonics, which will provide them with the foundations for their future learning. • Our approach to teaching early reading and synthetic phonics is systematic and provides our children with the tools and knowledge to read words and simple sentences accurately by the end of Reception. 	<p>EYFS Policy</p> <p>Teaching & Learning Policy</p> <p>Curriculum Policy</p> <p>SDP</p>
<p>Implementation:</p>	

<ul style="list-style-type: none"> • Westfield staff are highly skilled in teaching systematic, synthetic phonics and ensure that the children practise their reading from fully decodable books, which match their phonics knowledge. The staff promote a love of reading and books in a variety of ways, but including, reading to children in a way that engages and excites them, introducing new vocabulary, ideas and concepts. • Staff provide the children with many opportunities to experience a language rich environment, developing their confidence and skills in expressing themselves and being able to speak and listen in a range of situations. • The children take part in mathematics activities every day in school. The activities provide children with many and varied opportunities to develop and improve their skills in counting, understanding, ordering and using numbers, calculating simple addition and subtraction problems, describing shapes and measuring. They will practice their maths skills through adult led and child led learning and play. The mathematics curriculum provides a strong basis for more complex learning later on in school. • Staff are knowledgeable about all the areas of learning and manage the curriculum and pedagogy to ensure the learning needs of our children are met; teaching is designed to help children remember what they have been taught long term ('sticky' knowledge) and to integrate new knowledge into larger concepts. • The learning environments are designed and created to support our intent of an ambitious, well-planned and sequenced curriculum. Our resources are chosen and managed so that they meet the children's needs and promote learning. • Through carefully-planned activities, play opportunities and interactions, staff promote children's self-esteem and support them in developing skills, knowledge and understanding as they explore their world. • The Reception children have the opportunity of a weekly Forest Schools session, allowing children to be outside learning, discovering and playing. Forest School helps the children to become, healthy, resilient, creative and independent learners. 	<p>EYFS overviews</p>
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<ul style="list-style-type: none"> Children are encouraged and supported in making choices and decisions as active learners. Their progress is monitored regularly in order to ensure that individual needs are identified and provided for. Staff regularly inform the children's parents about their progress, including how parents can further support their learning at home. Parents and school are partners in the child's learning. 	
<p>Impact:</p> <ul style="list-style-type: none"> Children develop detailed knowledge and skills across all areas of learning in an age-appropriate way. They develop their vocabulary, communication skills and understanding of language across the seven areas of learning. By the end of the EYFS they use their knowledge of phonics to read accurately and with increasing speed and fluency. By the end of Reception, the children are ready for the next stage of their educational journey, they have the knowledge and skills they need and they achieve well. 	EYFS file