

Woodfield School



SEF at a glance - 2021



Leadership and Management		
	Aspect Evaluated	Grade
1	Leaders have high expectations of all pupils in the school, which are embodied in leaders' and staff's day-to-day interactions with pupils	1A
2	Leaders focus their attention strongly on the education provided by the school (rather than other competing demands).	1A
3	Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all.	1A
4	Effective leadership results in strong values, policies and practice (which staff share).	1A
5	Continuing professional development for teachers and other staff is aligned with the curriculum, develops teachers' subject knowledge and teaching content knowledge over time.	1B
6	The subject knowledge and effective practice of staff are built up well over time and improve	1B
7	Where relevant leaders aim to ensure that all learners complete their programmes of study (providing support for staff to make this possible) and do not allow 'gaming' or 'off-rolling'.	1B
8	Leaders create a culture that is consistent and coherent so that pupils benefit from effective teaching and consistent expectations, wherever they are in the school.	1B
9	Leaders engage effectively with learners and others in their community, including, where relevant, parents, carers, employers, and local services.	1B
10	Leaders seek to engage parents and the community thoughtfully and positively, but draw boundaries and resist inappropriate attempts to influence what is taught and the day-to-day life of the school.	1C
11	Leaders protect their staff from bullying and harassment.	1C
12	Leaders engage positively with staff, taking account of the main pressures on them. They manage provision in a realistic and constructive way (including staff workload).	1C
13	Leaders are clear about their role and the role of governors, creating a positive and effective relationship.	2A
14	Leaders provide effective support for those teaching outside their main areas of expertise.	2A
15	The support and professional development in place for NQTs and other teachers in the early stages of their careers, (particularly in dealing with pupil behaviour) is strong. This includes the quality of mentoring and support in areas for improvement identified by ITT.	1B
16	Assessment does not create unnecessary burdens for staff and pupils, leaders and teachers understand its limitations and avoid misuse and overuse.	2B
17	Collections of attainment or progress data are proportionate and represent an efficient use of school resources, and are sustainable for staff.	1B
18	Leaders' and managers have high ambitions for all pupils, including those who are harder to reach. This ensures that practices such as 'off-rolling' do not take place.	1A
19	Leaders evaluate carefully the level of additional funding (such as pupil premium) received by the school in the current academic year, funding received in previous academic years, the rationale for this spending and its intended, and actual, impact.	1B
20	Leaders are tenacious when working with external support services and agencies to secure support for pupils who are at risk .	1A

21	Primary-age children are taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. Secondary-age pupils receive appropriate, mandatory sex education.	1B
22	Leaders have ensured that alternative provision is suitable and safe, meets pupils' academic/vocational/technical needs, pastoral needs and, if appropriate, SEND needs.	2A
24	Where relevant leaders have made appropriate safeguarding checks about any alternative provision and ensure pupils will benefit from a well-taught, broad and balanced curriculum. They check these pupils are making good progress, their attendance and behaviour and how well the provision promotes pupils' personal development.	2A
25	Leaders and those responsible for governance understand their respective roles and perform these in a way that enhances the effectiveness of the school.	1C
26	Leaders ensure that attendance is recorded accurately, have not changed the timing of session registration to game attendance rates and are not using part-time timetables inappropriately.	1A
Self-Evaluation for Leadership and Management - Outstanding		

Quality of Education - Intent		
	Aspect evaluated	Grade
1	The curriculum is rooted in a strong consensus about the knowledge and skills pupils need to take advantage of opportunities, responsibilities and experiences of later life.	1B
2	The curriculum addresses social disadvantage strongly, giving all learners (particularly the most disadvantaged, those with (SEND) or high needs), the knowledge and cultural capital they need to succeed in life	1B
3	The subject curriculum contains content identified as most useful, taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills	1B
4	Endpoints are clear, ensuring pupils have the knowledge and skills they need to reach these points and succeed.	1A
5	The curriculum is planned and sequenced well, building cumulatively on knowledge and skills taught before and leading to the agreed end-points.	1C
6	The curriculum reflects the local context, addressing typical gaps in knowledge or skills.	1B
7	Learners study the full curriculum, which remains broad and pupils, are able to study a wide range of subjects in depth (including, academic subjects and, where relevant, the EBacc).	1A
8	There is an equally high ambition for learners studying academic, vocational or technical subjects.	1A
9	Disadvantaged pupils, or with SEND, are not given a reduced curriculum - unless there are compelling reasons that show why this is to their advantage.	1A

10	All pupils study the basic curriculum, which includes the national curriculum, religious education and age-appropriate relationship and sex education, or (in academies) pupils study a broad curriculum of similar breadth and ambition. The curriculum is not narrowed.	1B
11	The curriculum has been designed and taught in a way that enables pupils to read at an age- appropriate level.	2A
Self-Evaluation for Quality of Education – Intent: Outstanding		

Quality of Education - Implementation		
	Aspect evaluated	Grade
1	Teachers have expert knowledge of the subject(s) and courses they teach.	1C
2	Teachers present information clearly, use appropriate discussion and enable pupils to understand concepts well.	1C
3	Teachers check learners' understanding systematically and identify misconceptions accurately.	1C
4	Teachers adapt learning activities as necessary, responding to the needs of learners	1B
5	Teachers ensure that pupils embed key concepts in their long- term memory and apply them fluently.	1C
6	The subject curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory.	1C
7	It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.	1C
8	Resources and materials selected by teachers reflect ambitious intentions, support a coherently planned curriculum and cumulatively build sufficient knowledge/skills for future learning and employment.	1B
9	Teachers and leaders use assessment well to check understanding and inform teaching so that pupils embed and use knowledge fluently (not merely memorising facts).	2B
10	Teachers create an environment that allows the learner to focus on learning.	1A
11	A rigorous approach to teaching reading develops learners' confidence and enjoyment (across the curriculum). At the early stages of learning to read materials are closely matched to learners' phonics knowledge.	2B
12	A rigorous approach to teaching key skills ensures that pupils are able to access the curriculum with confidence and fluency	1A
Self-Evaluation for Quality of Education – Implementation: Outstanding		

Quality of Education - Impact		
	Aspect evaluated	Grade
1	Learners develop detailed knowledge and skills across the curriculum, achieving well in a wide range of subjects.	1C
2	Results in national tests and/or examinations meet government expectations and compare well with other schools.	2B
3	Disadvantaged pupils and those with SEND develop the knowledge they need to succeed and make good progress, gaining the cultural capital they require.	1A
4	Disadvantaged pupils and those with SEND regularly participate in extra - curricular activities, trips and other enrichment provision.	1A

5	Learners are ready for the next stage of education, employment or training, gaining (where relevant) qualifications that allow them to progress to destinations that meet their interests and aspirations.	1A
6	Pupils make consistently good progress from their starting points (includes most able).	1C
7	Pupils read widely and often, with fluency and comprehension.	2B
8	Pupils learning off site for some, or all of the week (where relevant), are making good progress.	
9	Pupils develop and apply mathematical knowledge, concepts and procedures appropriately for their age.	1C
10	Pupils are confident learners, with good attitudes to learning and the necessary determination to do their best.	1A
Self-Evaluation for Quality of Education – Impact: Outstanding		

Behaviour and Attitudes to Learning		
	Aspect evaluated	Grade
1	There are clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom	1C
2	There is a strong focus on attendance and punctuality so that disruption is minimised	1A
3	There are clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff	2B
4	Pupils' motivation and positive attitudes to learning as important predictors of attainment.	2A
5	There is a positive and respectful school culture in which staff know and care about pupils	1C
6	An environment in which pupils feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur	1B
Self-Evaluation for Behaviour and Attitudes to Learning: Outstanding		

Personal Development		
	Aspect Evaluated	Grade
1	The school supports learners' broader development, enabling them to develop and discover interests and talents (beyond the academic, technical or vocational).	1C
2	The curriculum and the provider's wider work supports learners, developing their character (including their resilience, confidence and independence).	1A
3	Learners are encouraged to become responsible, respectful and active citizens who contribute positively to society.	1A
4	Learners are given opportunities to develop their understanding of British values (rule of law, democracy, liberty and tolerance).	1C
5	The provision promotes equality of opportunity, understanding of the positive value of different characteristics and how they make people unique.	1C
6	The school provides an inclusive environment regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.	2A
7	The provision develops personal characteristics and enables learners to behave with integrity.	2B

8	The provision helps pupils to develop resilience and develop positive mental attitudes.	1C
9	The provision helps to develop an understanding of the importance of physical activity, staying healthy and the importance of mental health.	1A
10	There are ample opportunities for pupils to be active during the curricular activities.	1B
11	The provision helps pupils to develop the qualities they need to flourish in society. It supports the development of character (positive personal traits, dispositions and virtues that informs motivation and guides conduct).	1C
12	The school helps pupils to recognise risks to their well-being (for example, from criminal and sexual exploitation, domestic abuse, FGM, forced marriage, substance misuse, gang activity, radicalisation and extremism) and makes them aware of support available to them.	1B
13	Pupils are taught to recognise the dangers of inappropriate use of mobile technology and social media.	1B
14	The provision provides age-appropriate relationships education and sex education.	1A
15	The provision provides effective, unbiased careers education, advice, experience of work, and contact with employers, encouraging pupils to aspire. Good use is made of the Gatsby benchmarks.	2B
16	The school provides good support for the next stage of learners' education, training or employment.	1C
Self-Evaluation for Personal Development - Outstanding		

Post 16		
	Aspect Evaluated	Grade
1	Leaders and teachers have high expectations for achievement and progress.	1C
2	Systems used to monitor and develop provision lead to all pupils, including those who are disadvantaged or who have high needs, making good progress.	1B
3	Students with high needs have greater independence in making decisions about their lives.	1B
4	Students make substantial and sustained progress from their identified and recorded starting points in their study programmes. Where appropriate, this is reflected in results in national examinations.	2B
5	The curriculum provides stretch and challenge for all pupils.	1B
6	The curriculum is coherently planned and sequenced, building sufficient knowledge and skills for future learning and destinations.	1A
7	Study programmes are relevant to local and regional employment and training priorities.	2A
8	Teachers have expert knowledge of the subject(s) and courses they teach (including, where relevant, extensive and up-to-date vocational expertise).	1C
9	Teachers encourage students to use subject specific, professional and technical vocabulary well.	1B
10	Over the course of study, teachers design and use activities to help students to remember long-term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently.	1B
11	Teachers and leaders use assessment well. For example, they use it to help students embed and use knowledge fluently and flexibly, to evaluate the application of skills, or to check understanding and inform teaching.	1B
12	Teachers create an environment that allows sixth-form students to focus on learning. Resources and materials reflect the school's ambitious intentions for	1B

	the course of study, supporting the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning, independent living and employment.	
13	The provision for pupils without a GCSE grade 4 – 9 in English and mathematics is good.	1B
14	There are strong arrangements to support work experience or industry placements and non-qualification activities.	1B
15	High quality, impartial careers guidance helps pupils to move on to a higher-level qualification, employment or further training when they are ready to do so. Good use is made of the Gatsby benchmarks.	1B
16	Pupils develop strong personal, social and independent learning skills. They are respectful to others.	1C
17	Pupils have high levels of punctuality and attendance. Where relevant, attitudes improve over time.	1B
18	Pupils' conduct and attitudes across all activities prepare them well for employment or further study.	1C
19	Provision goes beyond the expected, giving learners access to a wide, rich set of experiences that allow them to understand the importance of contributing actively to society.	1C
20	Leaders are clear about priorities for improvement and evaluate provision accurately and honestly.	1A
Self-Evaluation for Post 16 - Outstanding		

Governance		
	Aspect Evaluated	Grade
1	Governors have a strong focus on vision, values and strategic direction.	1A
2	Governors hold leaders to account effectively for performance (the quality of education or training).	1B
3	Governors ensure that performance management arrangements are appropriate and effective.	1B
4	Governors are effective at overseeing finances, value for money and strong financial control.	1B
5	Additional funding (such as pupil premium, sports premium, catch up funding) is spent effectively	1B
6	Governors ensure that statutory responsibilities, such as the Equality Act 2010, Prevent, safeguarding and public sector equality duty are carried out effectively.	1A
7	Those responsible for governance understand their role(s) well and carry them out effectively	1A
8	Governors check that appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND code of practice for specific pupils where this is required.	1C
9	Governors check to ensure that safeguarding arrangements (including the SCR) are up to date, secure and appropriate. They ensure that staff have appropriate and regular training.	1A
10	Governors regularly consider if they have sufficient skills and experience.	2A

11	Governors ensure that they have sufficient training to carry out their roles effectively.	2A
12	Governors use a range of evidence sources to triangulate information provided for them by school leaders.	1C
13	Arrangements for delegation of decision making to local governing bodies (within MATs), organisation of federations or other partnerships are clear and organised well	1A
14	The school website meets statutory requirements.	1A
Self-Evaluation for Governance - Outstanding		