



Our moral obligation is to help our children become successful learners, confident individuals and responsible citizens, and we believe that this document, which sets out the reflection of our journey from 2012 to 2013 will help us achieve this goal.

As you walk towards the entrance of our school you can't fail to notice this image;



This statement is certainly true in recent years.

	2011 to 2013
Reading Level 4+	+25%
Reading Level 5+	+26%
Writing Level 4+	+22%
Writing Level 5+	+14%
Maths Level 4+	+9%
Maths Level 5+	+19%
Average Points Score (APS)	+2.5

What is the story behind these improvements?

Barnham is a larger-than-average primary school of 310 children and is based near Chichester in West Sussex. There is a Special Support Centre for children with physical disabilities and the school has undergone many significant staff changes and premises redevelopments over the past 10 years.

It is important to note that any recent increases of performance have been built upon the solid foundations of a well-run and well organised school. With the appointment in September 2012 of a new Headteacher, the school has been able to refine, refocus and plan for the school's continued improvement, gathering behind a clear vision which is driven by the desire to improve, challenge and achieve excellence for all.

One of the key features of our development has been an increased rigour and attention to detail. There is nothing significantly new in what we are doing; it is just that we are doing it with more intensity and energy. Staff roles and responsibilities have been made clearer and activities which distract us from our goals have been stripped away. The system for staff development hinges upon development of the personal and professional self. Staff are valued and celebrated for their achievements, and are trusted to make decisions and behave autonomously. Sharing of good practice, reading and research, reflection and peer observations are becoming common practices. New developments have to have a proven track record e.g. Dialogue and Feedback (Sutton Trust)

There has been a real drive to develop the quality of learning experiences for our pupils as well as the quality of teaching. We have high expectations and aim for all teaching staff to be as close to outstanding as they can be, but there is an understanding that teachers need

to follow their own path towards this goal. We do not employ a set menu approach, we only ask that teaching staff build upon their strengths, analyse areas for development through regular review and reflection and constantly strive for the best that they can be. We accept and celebrate the fact that there will be a diversity of difference and welcome debate and discussion. We also recognise that outstanding teaching should correlate directly with progress and impact of learning over time.

Our approach towards strengthening and increasing pupil progress and attainment has become sharply focused and creative. We employ a scientific and analytical approach to new developments, which is cohort specific and implement plans and actions that relate to key groups or individual children. Plans are not generic and each term we look at new and exciting approaches. These have included Active8 (early morning exercise/ breakfast club), Endeavour Days (problem solving activities on/off site), Only Girls Allowed Maths Group and Enterprise Week. The whole school has immersed itself in the language of progress by climbing aboard our Progress Train! The use of APS to show termly progress is shared and celebrated with the children both in lessons and through Assemblies. Each child knows what our aims are and the part they must play in working towards them. This collective sense of purpose has been one of the most powerful developments put in place.

The pupils at Barnham have become our greatest advocates and supporters. Our values of inspiration, care, inclusion and creativity remain at the heart of our ethos but are underpinned by an academic rigour and vibrancy. We are asking the children to think deeper, work harder and reflect more effectively upon their learning. We have therefore ensured that we provide for them a greater voice in the management of the school, which in turn has led to a greater sense of identity.

We are passionate about what we do but do not take ourselves too seriously. We know that there is still so much to be done and we find this tremendously exciting. All aboard!