



**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 2013 to 2014 will help us achieve this goal.**

This document is to be read as the next chapter for Barnham Primary School's journey and after reading our previous chapter from 2013 (see our website).

	2 levels progress %			
	2012	2013	2014	National
Reading	90%	100%	98%	92%
Writing	82%	95%	96%	93%
Maths	85%	83%	87%	90%

Barnham is a larger-than-average primary school of 300 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.

Since our previous snapshot of the school written last year, we have continued to make steady steps of progress forward as well as implementing significant new areas of school improvement and development.

We have continued to:

- Explore teaching pedagogy and research in order to design the development of learning and teaching at the school, e.g. Enquiry Based Learning, Questioning and Self-Assessment.
- Trust our staff to design and deliver on their learning environments, e.g. use of displays as learning tapestries and effective use of all adults who work in the environment.
- Incorporate review and reflection space and time into our school and staff development systems in order to analyse impact. This informs whole school improvement, e.g. whole school organisation (the Matrix) and the whole school improvement and development plan.
- Act precisely and with clarity when reflecting upon the achievement of the children, both individually and in groups, e.g. thorough exploration of patterns and trends over periods of 3 years and swift intervention, including purchase of learning materials or staff deployment.
- Avoid distractions which can divert us away from our common goal of working towards children who are
  - Successful Learners
  - Confident Individuals
  - Responsible Citizens
- Believe that the development of each individual member of the staff team should involve personal as well as professional development, e.g. working with a behavioural psychologist, all staff having the opportunity to lead projects, all staff being included in staff development, training and feedback from observations.

- Support the development of the next generation of teachers, e.g. providing work experience, volunteering, teaching placements and enhanced placements.
- Develop the leadership skills and impact of our leadership team and middle leaders, e.g. staff completing Middle Leadership courses and National Leadership courses, coaching and mentoring.

We have implemented:

- Our own curriculum called the 'Rainbow Curriculum' which has at its centre the development of the whole child both emotionally and academically. This is a curriculum which is academically rigorous but which also provides space to apply and use knowledge to extend learning. The design of the curriculum has incorporated research and analysis of a variety of recognised curriculums available as well as the context of our school, community, staff and children. We are working towards the curriculum being fully embedded.
- Our own assessment system which focuses on the child's journey from Year R through to Year 6 and beyond, based on a format which works for our school, our staff, our children, and our parents. Within our school and our locality, we are working towards the sharing of good practice for the collection of high quality evidence to show progress.
- A Personal and Professional Development system for our staff team which each team member owns and is responsible for designing and delivering. At the core of this approach is growth and trust.

We are working towards:

- Developing closer links with our locality of schools in order to develop greater rigour across the 6 Villages group of schools, e.g. chairing locality meetings, representing the locality at the Primary Headteacher's Executive meetings and being a member of the strategy group for NOVIO Send Hub.
- Developing networks of support with schools outside of our locality, as well as organisations both locally and nationally to share good practice and to provide challenge and support, e.g. supporting West Sussex County Council in the development and implementation of Individual Learning Plans throughout the county and leading NQT training on high quality teaching and learning.
- Conversion to an Academy in September 2015.

The pupils at Barnham continue to be our greatest advocates and supporters. Our values of inspiration, care, inclusion and creativity remain at the heart of our ethos and continue to be 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 are also pushing back on them in order to prepare the children for the next steps of their journey and to help them to be engaged citizens in 21<sup>st</sup> Century Britain.

We remain passionate and focused but continue to not take ourselves too seriously. We are continuing to explore and define and we are very excited about the future. All aboard!

27 September 2015