



## Barnham Primary School

### Self-Evaluation and Assessment Form

#### DISTINCTIVE NATURE OF THE SCHOOL

##### Mission Statement

To be a successful primary school academy producing successful, responsible and confident pupils, as judged by pupils, parents, staff, governors, regulatory bodies and the local community.

##### School Motto

Barnham Pupils Shine

##### Heritage and Partnerships

At Barnham we are incredibly passionate about our role at the heart of the local community, and believe that we should be responsible in providing an environment that is increasingly sustainable and focused on continuing to develop links with our 8 partner schools within the Villages Locality as well as developing links with schools within the county and beyond. We also believe that our school has a significant role in supporting and guiding our parents and families as we negotiate together the changing face and demands of society.

The school has close links with the local church as well as locality partners and charitable organisations, and continues to develop effective relationships with our parents, carers and families in order to help provide them with appropriate support and guidance if required.

<http://www.britishpathe.com/video/barnham-chronicle>

##### Location

Our school serves a suburban community of mixed housing. Located at the heart of the 'Six Village Area', the school lies on the Sussex coastal plain between Chichester, Arundel, Littlehampton and Bognor.

Approximately 43% of our pupils come from out of catchment. 21% of our pupils commute from Yapton/Ford, 7% from Eastergate, 5% from Bognor Regis. Other places pupils commute from include: Lavant, Aldingbourne, Walberton, Chichester, Westergate, Middleton-on-Sea, Climping, Fontwell, Madehurst, Littlehampton, Angmering, Felpham, Rustington, Oving, Hambrook, Worthing and Pagham. The school is currently placed in IDACI and IMD groups 4 for KS2 and KS1, with 22% of households falling into 'High Social Class Households'. Yapton/Ford where 21% of our pupils commute from, is currently a ward recognised as being in the 20% most deprived wards nationally (data from 2010).

##### Groups

The school is a slightly larger-than-average primary school with a fairly stable roll. Most pupils are White British. Relatively few are from minority ethnic backgrounds or speak English as an additional language. The proportion of pupils known to be eligible for the pupil premium is low when compared to the national average. The proportion of disabled pupils and those who have special educational needs supported through SEN





Support is above average. The proportion supported with a statement of special educational needs or Education Health Care Plan is in line with the national average. There is an on-site unit for pupils with physical disabilities and speech and language difficulties (see our Local Offer on the school's website). Currently, there are 305 pupils on roll. The school has a PAN of 45 and is organised as follows:

- 2 Early classes within 2 bases therefore reducing class sizes to 22 or 23
- 3 mixed classes of Year 1 and 2
- 3 mixed classes of Year 3 and 4
- 3 mixed classes of Year 5 and 6

**OUTCOMES FOR PUPILS – Grade 2**

	2014-15 School	2013-14 School	2012-13 School	2011-12 School	2010-11 School	2013-14 National
English and Maths Level 4+	75%	74%	75%	71%	64%	78%
English and Maths Level 5+	7%	23%	16%	15%	13%	23%
Maths 2+ levels of progress	84%	87%	83%	85%	84%	89%
Reading 2+ levels of progress	100%	98%	100%	90%	84%	91%
Writing 2+ levels of progress	93%	96%	95%	80%	78%	93%
Reading Level 4+	84%	91%	98%	78%	73%	88%
Reading Level 5+	52%	47%	57%	56%	31%	49%





Writing Level 4+	84%	87%	89%	71%	67%	85%
Writing Level 5+	18%	25%	25%	15%	11%	33%
Maths Level 4+	82%	83%	82%	73%	73%	85%
Maths Level 5+	20%	36%	41%	24%	22%	42%

**THE QUALITY OF LEARNING, TEACHING AND ASSESSMENT – Grade 2**

**Teaching is at least consistently good throughout the school, with some habits which are outstanding.**

*'It isn't easy to be a successful learner; you've got to work at it!'" (Year 6 Pupil)*

Teachers are encouraged to constantly re-craft their teaching and to explore principles and theories in order for those to be transferred and ultimately fully embedded into their teaching habits. Teaching pedagogy is taken tremendously seriously and the staff team are passionate about their learning journey and professional development. Throughout the past 3 years the staff team have continued to build and craft a more flexible and natural approach to teaching, which is intensely focused in the present of the lesson and which has running through it's core the key objective for all children to develop, progress and be accountable for their learning and growth. Planning is becoming less rigid and restrictive and is focused on a model for growth throughout a series of lessons over time rather than designing a set formula of lessons to be applied no matter what the context, prior progress or cohort.

Peer assessment and peer mentoring has become more obvious and relevant. Children are now beginning to support and teach those around them without the need of an adult to guide them to making that decision. Therefore, the mentoring is more spontaneous and powerful. The language and style of approach is collegiate and is having a positive impact upon the learning of the mentor and mentee. The children are realising the strength and power from learning from those around them and understand more deeply that to be able to articulate your learning to someone else means that you have a greater understanding of what you know.

The activity of every adult in the classroom has become more dynamic, precise and focused in the manner and timing of the intervention which takes place. This is becoming a strength and is leading to learning being more rapid for the children. All staff are able to act more instinctively and to step in to prompt and push on with little or no direction from the team with which they work.





Capturing and communication of learning through on-going dialogue and discussion between the adult and the learner is consistent across the school, is of a high quality and is having a positive impact upon the learning journeys of the children, who are therefore being able to take their next steps with clarity and speed. Each year team has designed and developed their own systems for this to take place and the children know and understand the procedures and reasons underpinning the importance of effective dialogue and feedback.

Our curriculum, 'The Rainbow Curriculum' was introduced in September 2014. The curriculum is of a high quality and rich in experience and depth. The development and inclusion of new and dynamic subjects and topics has improved the learning experience of the children and the engagement of parents and families.

### Areas for Improvement

- To fully embed the explicit communication of the context and impact of staff on the learning journey of our pupils through the implementation of effective marking schemes which are cohort specific
- In writing - children to have more opportunity for choosing how to publish their work and for purpose and audience to be made more explicit
- To increase the proportion of pupils making expected progress
- To ensure that the curriculum is broad and balanced and continues to be of a high quality

**Please also see School Improvement File – Teaching and Learning**

### PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE – Grade 1

**Our school is a safe and exciting place to grow and develop.**

*'Barnham Primary School is a community of staff, parents and pupils. By being there for us and supporting us, the community has helped us become successful learners'. (Year 6 Pupil)*

Children are active and independent learners who fully engage with the school life. The children know, understand and practice the behaviours required to become successful learners and their engagement with this process is becoming more natural and





embedded. The children expect to be challenged by those around them, they expect to have to explain their understanding and reasoning and prove their learning.

Highly skilled and consistent relationships between all staff and children make a huge contribution to the positive climate of our school community. The pride of the children in their school is shown by their excellent conduct and in their application to their studies and learning journey. Teaching and learning experiences promote and actively encourage the development of resilience, independence and confidence. The expectation is that every member of the school community will bring intensity to our development and growth and seek opinion and challenge.

The voice of our children seeps through the fabric of the school. An active pupil body who engage in projects and school developments, as well as support each other and the staff to resolve relationship issues as they arise. Incidents of challenging behaviour or pupil disagreements are acted upon quickly and solutions are carefully and sensitively implemented. The school's good spiritual, moral, social and cultural development ensures that the children are ready to become responsible citizens in the world.

Our school is fully inclusive and does not tolerate discrimination. The school community welcomes and supports the development and growth of all, and takes this responsibility tremendously seriously.

Safeguarding is implemented effectively and with rigour. Staff and children are vigilant and clear procedures are in place in order to gather, report and respond to the welfare needs of our children and families. Mechanisms for monitoring attendance and punctuality are embedded and have led to improvements for both.

#### **Areas for Improvement**

- To develop the independence of the least resilient children
- To provide opportunity for all children to fully engage with the development of the school

**Please also see School Improvement File – Behaviour and Safety**

### **EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT – Grade 2**

**Leadership is evolved and dynamic.**





*'Our core values are strong. We are challenged. We are united'. (Staff)*

The staff team is professionally very close and intent and committed to improving the futures of the children and community which we serve. Reflection is an active pursuit which leads to change and improvement for the school. Feedback and opinion is actively sought and the school sees the development of the personal self as central to the improved performance and development of the professional self.

The school manages carefully the balance required between strategic development and growth, with the effective implementation of day to day operations and systems. Processes and procedures are reviewed for effect, and future focused planning is an embedded activity. We measure ourselves against high quality organisations both in and outside of education, and challenge ourselves through monitoring systems which hold the collective group and the individual to account.

Staff performance is measured against a clear set of criteria as well as the progress of the children and is used to determine progression up the pay scale. Each member of staff is responsible for designing and delivering their own professional journey with the support of the staff team. At the centre of this approach is growth and trust.

The Trustees have a good understanding of the school's context, journey and goals. They use data, trustee visits and presentations/ reports from the staff team to monitor and challenge the leadership and direction of the school. They measure the school's attainment and progress against other local schools, and are aware of how the pupil premium and sports premium is spent. The Chair of Trustees regularly meets with the chairs of local governing bodies. The financial and legal compliance of the school is well managed and ably supported by the Trustees.

Barnham Primary School works closely with a wide variety of organisations and partners in order to learn and to improve standards. We believe that we have a duty to support and work with others in order to support their development as well as gain a better understanding of ourselves. We Chair and lead the locality group of schools and are a representative for our locality on the Primary Headteacher's Executive. We are the Primary Academy representative for the newly reinvigorated county led Education and Skills Forum. We have worked closely with another local school to help raise standards in assessment and we mentor and coach a range of staff from schools as well as agency partners in order to help support their professional growth. We lead training for NQTs and mentors on behalf of West Sussex County Council and we work closely with the University of Chichester in order to train the teachers of the future.

The curriculum is well organised and relevant, and is able to adapt to meet the needs of an evolving school community. British





Values are a key part of our children's SMSC development and the school has developed a wide and varied range of extra-curricular activities.

**Areas for Improvement**

- Formalised and fully embedded mechanisms for holding the school and individuals to account
- All staff to be confident in monitoring and reporting on pupil progress

**Please also see School Improvement File – Leadership and Management**

**EFFECTIVENESS OF THE EARLY YEARS PROVISION – Grade 2**

From our own baseline assessment data last year, the majority of children enter EYFS broadly in line with age-related expectations, working within the 30-50 months bracket for the Prime Areas of learning and Specific Areas of Learning. The stronger baseline areas, with the majority working within the 40-60 months bracket, are Literacy Development – writing, Maths Development – number and all Expressive Arts & Design areas.

Internal tracking shows that children make good progress and leave EYFS above a Good Level of Development (87%). In order to ensure this, specific targeted intervention is put into place early with significant impact e.g Phonics, Basic Numerical Skills, Extension Activities.

Our key focus was to shift the emphasis in Year R over to the children. We wanted them to lead the topics they learnt through, to drive the way days and lessons were shaped, and to enable them to become fully immersed with their learning experiences. We wanted them to take control of the learning environment, inside and out, to drive how displays were used, to enable access to the right learning tools within the environment and to fashion how and when their learning journeys should be displayed. This was with the intention of developing children who were more proactive and engaged with their learning journey in order for more rapid and embedded progress to be achieved in their first year at school.

To do this, the following areas were explored and adapted:

- Topics & planning, with a focus on the children leading their learning.
- Display of work, in the classroom and in books.
- The EYFS environment.





- Staff development.

With our weekly planning, we kept structured Maths and Literacy skills inputs, but added group work to this to include an adult-led group, an adult-observation group and an independent group. We streamlined and focussed the children's independent learning time with the use of 'Plan, Do, Review' time. This allowed us to build in accountability for the children in their self-initiated activities, they had to plan their learning, carry it through and evaluate the outcomes of their journey.

With the environment and displays in the Year R classroom, we shifted the focus to the children. We began by introducing Maths & Literacy working walls, to enable us to introduce learning objectives and a space for the children to display their learning journey. We freed up topic displays and involved the children more in how these were constructed and what was displayed. We used the topic books themselves as a display to encourage the children to engage with the process of presenting and evaluating their final pieces of work.

We continued with this focus for the rest of the Year R environment. The children were able to mould and shape how and when their learning took place inside, using tables, desktops, holes and spaces to personalise their learning experiences. We then extended this focus to the outside area, where the children chose which resources would be most beneficial to enable them to learn outside.

Our focus for staff development was to form a cohesive, flexible and dynamic working team. To do this, staff were encouraged to talk, share responsibility across the EYFS unit and to visit other Early Years providers to see what their role looked like in other schools. The impact of this was significant, increasing confidence to a level where the two full-time class teaching assistants led one of the children's chosen topic areas in the final term.

Children leaving year R are successful learner: they make good progress and the majority leave at the end of EYFS achieving a 'good level of development' from a broadly average starting point. They are confident individuals: they believe in their achievements and have the confidence to lead and craft their own learning, to plan long-term topics, shorter-term focus projects and immediate learning experiences. They can also begin to identify their own strengths and areas for development. By the end of EYFS, children leave us with the foundations for becoming responsible citizens: they have the ability to devise and stick to their own rule system, to hold each other to account for their learning and behaviour.

#### **Areas for improvement**

- To improve our evidence collection to showcase children's individual achievements throughout the year.
- To introduce the EExBA baseline assessment system.
- To successfully embed a system for tracking individual progress from baseline to end of EYFS.







## OVERALL EFFECTIVENESS – Grade 2

*'We are very impressed with Barnham School and like the positive approach you have towards our children's education, ensuring all children are included, given praise and encouragement in all subjects' (Parent)*

Outcomes for pupils, learning, teaching, and assessment, leadership and management and the effectiveness of the EYFS are all good. Personal development, behaviour and welfare is outstanding.

All groups make good progress overall and over time, including those with disabilities and Special Educational Needs.

The school is a harmonious community with excellent relationships, and which is an uplifting place to be. We understand the significance of the role which the school plays in the future development and growth of the community which it serves and take this responsibility very seriously.

