



SELF-EVALUATION SUMMARY 2015-2016

This is a school with ambition for its pupils and a clear vision. (WSCC School Improvement Visit September 2016)

The effectiveness of leadership and management is judged to be Good

This is a school which extends its inclusiveness to the sharing of leadership. (WSCC School Improvement Visit September 2016)

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. Staff turnover is minimal and this results in a stable professional environment.
- 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 pay progression. 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 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 county led Education and Skills Forum and we have been recently appointed a position on the University of Chichester's Strategic Steering Committee. We have worked closely with another local school to help raise standards in assessment. We mentor and coach a range of staff from schools as well as agency partners in order to help support their professional growth, and deliver on behalf of the Institute of Education the Middle Leaders and Senior Leaders development programme. 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.

To achieve outstanding standards we will be working together -

- To grow leadership in all staff and Trustees in order to develop Confident Individuals
- To collaborate with each other, as well as other schools and organisations in order to produce Responsible Citizens and Confident Individuals

Please also see School Improvement File – Leadership and Management

(WSCC School Improvement Visit September 2016)

The quality of teaching, learning and assessment is judged to be Good

This is strong in this school. The curriculum is seen as central to the drive for high expectations in learning as well as outcomes.

(WSCC School Improvement Visit September 2016)

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)

- Teaching pedagogy is taken tremendously seriously and the staff team are passionate about their learning journey and professional development.
- The staff team know their children and the targets that have been agreed. Every child who is not on-track to meet end of year expectations is known and carefully planned for in order to help them get back on-track.
- 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. Throughout the past 4 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. There must remain a balance in the implementation for this as a tool, it should not be over used or implemented without a considered approach.
- 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.
- 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, which include a clear scheme for Marking, 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 becoming high in quality and rich in experience and depth. The development and inclusion of new and dynamic subjects and topics, led by Subject Champions has improved the learning experience of the children and the engagement of parents and families.

To achieve outstanding standards we will be working together for -

- All children to make expected progress in order to produce Successful Learners
- All children who are 'Developing +' to be 'secure' by the end of the year in order to produce Successful Learners
- All staff to be involved in a professional network which develops and challenges their professional skills and knowledge in order to produce Successful Learners
- To ensure that the curriculum is broad and balanced and continues to be of a high quality with a clear progression in order to produce Successful Learners, Confident Individuals and Responsible Citizens

Please also see SIDP REF – Observations of Learning and School Improvement File – Learning and Teaching (WSCC School Improvement Visit September 2016)

Personal development, behaviour and welfare of children is judged to be Good

Central to the vision is the importance of identity, not just the identity of the school and building and children's attachment to it, but also their ability to develop their own identity and come to terms with personal contexts, enabling them to relate more closely to their learning, build their resilience and enable them to develop personal ambition. (WSCC School Improvement Visit September 2016)

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.
- Caring 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 the children's 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. We have encourage 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.

To achieve outstanding standards we will be working together -

- To grow leadership in all children in order to produce Confident Individuals
- To collaborate with each other, as well as other schools and organisations in order to produce Responsible Citizens and Confident Individuals

Please also see School Improvement File – Behaviour and Safety



**(WSCC School Improvement Visit September 2016)**

Outcomes for children are judged to be Good

High expectations are evident in outcomes and in classes, with a clear sense of purpose of progress in children's books.

The school has very good data analysis and this is shared with staff, and builds into pupil progress meetings and year groups progress analysis and tracking.

(WSCC School Improvement Visit September 2016)

	BPS	West Sussex	National
Year R GLD	68%	68%	69%
Year 1 Phonics	68%	78%	81%
Year 2 Reading	68%	69%	74%
Year 2 Writing	46%	53%	66%
Year 2 Maths	51%	65%	73%
Year 2 Combined	44%	48%	60%
Year 6 Reading	75%	64%	66%
Year 6 Writing	71%	61%	66%
Year 6 GPS	68%	63%	70%
Year 6 Maths	60%	63%	70%
Year 6 Combined	50%	45%	53%

KS2 (Y6)**Attainment**

Overall Y6 attainment is above West Sussex levels but below national levels.

RWM BPS Expected 50% Higher 2% National Expected 53% Higher 5%

Reading is well above both **West Sussex** and **National** levels by about 9% for expected. It is also 4% above the Higher National score. This is reproduced in the Scaled Score. There are no gender differences. This has been a similar pattern 4 out of the last 5 years.

Maths is well below both **West Sussex** and **National** levels by about 9%. It is also 8% below the Higher National score. The Scaled Score is also below West Sussex and National levels. There are large difference in gender. (Boys 70%, Girls 45%, Scaled Score Girls 98 Boys 102. This is also currently shown in the new Y6 – Secure/Exceeding 70% Boys, 38% Girls). Maths has been slightly below national levels in the last 5 years but the gap has increased this year.

Writing is well above the **West Sussex** level but **below** the **National** level by 4%. It is also 13% below the Higher National score. Writing has been around the National level over the last 5 years.

GPS is at a **similar level** to the **West Sussex** level but **below** the **National** level by 4%. It is also 14% below the Higher National score. Boys performed better (71%) than girls (65%).

Progress Scores

Reading - 0.6

Writing - 3.4

Maths - 4.4

KS1 (Y2)**Attainment**

RWM – **Below West Sussex** level by 4.5% and **significantly below** the **National** level 16.5%

Below West Sussex levels in Reading, Writing and **well below West Sussex** level in Maths 13%.

Well below National level in Reading and **significantly below** in **National** levels in Writing (17%) and Maths (21%).

Phonics Y1

Well below West Sussex level (9.5%) and **National** level (12.5%)

GLD Reception

Similar to West Sussex level and **slightly below National** level.

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- All staff to be involved in a professional network which develops and challenges their professional skills and knowledge in order to produce Successful Learners
- To ensure that the curriculum is broad and balanced and continues to be of a high quality with a clear progression in order to produce Successful Learners, Confident Individuals and Responsible Citizens
- To grow leadership in all children in order to produce Confident Individuals
- To collaborate with each other, as well as other schools and organisations in order to produce Responsible Citizens and Confident Individuals

**Please also see School Improvement File – Achievement
(WSCC School Improvement Visit September 2016)**

The effectiveness of the Early Years provision: The quality and standards are judged to be Good

- 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 or in-line with county and national averages (68% 2016). In order to ensure this, specific targeted intervention is put into place early with significant impact e.g Phonics, Basic Numerical Skills, Extension Activities.
- Since 2014, our children have experienced and helped embed a curriculum which enables and develops 'Leaders' and 'Leaders of Learning'. This has included leading in the delivery of topics, taking greater control of the learning environment, inside and out, displays and access to a greater range of learning tools within the environment.
- A greater accountability for the children in their self-initiated activities has been achieved through the successful implementation of 'Plan, Do, Review' sessions.
- Strong staff development has ensured a cohesive, flexible and dynamic working team.
- Children leaving Year R are successful learners: they make good progress and the majority leaving 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 and to hold each other to account for their learning and behaviour.

Areas for improvement

- To successfully embed a system for tracking individual progress from baseline to end of EYFS.
- To develop and improve the quality of teaching for Reading and Maths

Please also see Year R Action Plan

Overall effectiveness is judged to be Good

This is a school with ambition for its pupils and a clear vision. (WSCC School Improvement Visit September 2016)

'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 Personal development, behaviour and welfare is
- 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.
- We are on a journey and we know that each day we have the opportunity to change lives for the better.



