



SELF-EVALUATION SUMMARY 2017-2018

The leadership team has maintained the good quality of education in the school since the last inspection. (Ofsted Inspection May 2018)

Examples of evidence to support judgements can be found sign posted below. These examples represent a snapshot and are not an exhaustive list.

The effectiveness of leadership and management is judged to be Good

The Headteacher has led the school with passion and determination to fulfil the school's aims.

The outward looking approach to the school's continual improvement has ensured that the evaluation of the school's current effectiveness is accurate.

Trustees have an accurate view of the strengths and weaknesses of the school.

(Ofsted Inspection May 2018)

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

- The staff team is committed to improving the futures of the children we serve. Staff turnover is minimal and this results in a stable professional environment. (see SIMs and Ofsted Inspection May 2018)
- Reflection is an activity which leads to change and improvement for the school. Feedback and opinion is sought from the staff team and the school sees the development of the personal self as central to the improved performance and development of the professional self. (see SIDP, Yr Group Action Plans, S&O agendas and note, Staff Meeting agendas and notes)
- The school manages carefully the balance required between strategic development with the effective implementation of day to day operations and systems. Processes and procedures are reviewed for effect and we measure ourselves against schools which are high performing. Monitoring systems are embedded into the annual cycle for the school. (see S&O agendas and notes, Trustee Meeting agendas and minutes, T&O agendas and notes)
- 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. (see PPJs)
- The Trustees have a good understanding of the school's context, journey and goals. They use a variety of sources of evidence 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. (see Trustee Meeting agendas and minutes as well as Trustee Visit reports, SBM and HT 1 to 1s with Chair of Trustees meeting notes and emails, Ofsted Inspection May 2018)
- Barnham Primary School works closely with a wide variety of organisations and partners in order to learn from and therefore to improve standards. 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 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. Since 2017 we have formed a School Improvement partnership with two MATs in order to secure school improvement across our schools, and we sit on a MAT Forum Body in this region to share expertise and support. (see FLOW Reports, The Oak Trust Development Plan, MAT CEO Roundtable agendas and minutes)
- 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. (see Year Group Curriculum Outlines, Timetables for after-school and pre-school clubs)

To achieve outstanding standards leaders should ensure that

- **Leaders' efforts to close the gap between disadvantaged pupils' outcomes and those of their peers continue to be effective (Ofsted 2018)**

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

Children are confident to persevere when they find work challenging.

Copious opportunities for pupils to develop their resilience and confidence are embedded across the curriculum which help to prepare pupils well for their next steps in education.

(Ofsted Inspection May 2018)

Work in books is of a good standard and the interactive nature of the feedback is a real strength.

Feedback processes are motivating for pupils.

(FLOW Group School to School Review June 2018)

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!'

'Teachers at Barnham find fun and interesting ways to get me intrigued'. (Year 6 Pupils)

- Teaching pedagogy is taken seriously. (see SIDP, Staff Meeting agendas and notes, S&O agendas and notes, PPJs)
- 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 planned for in order to help them get back on-track. (see PPMs and PPM cycle for review and action, Planning documents)





- Teachers are encouraged to constantly re-craft their teaching and to explore principles and theories. 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. (see [Staff Meeting agendas](#), [Planning documents](#), [Barnhamology Teaching and Learning Policy](#))
- Peer assessment and peer mentoring is encouraged. (see [Year Group Marking/ Dialogue and Feedback Policies](#), [Pupil Books](#), [Planning Documents](#))
- The activity of every adult in the classroom has become more precise and focused in the manner and timing of the intervention which takes place. Staff are becoming more able to act more instinctively and to step in to prompt and push on. (see [Year Group Marking/ Dialogue and Feedback Policies](#), [Pupil Books](#), [FLOW Group Report June 2018](#))
- Capturing and communication of learning through on-going dialogue and discussion between the adult and the learner is becoming consistent across the school. 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. (see [Year Group Marking/ Dialogue and Feedback Policies](#), [Pupil Books](#))
- Our curriculum, 'The Rainbow Curriculum' was introduced in September 2014 and we believe it is becoming richer in experience and depth. The development and inclusion of new learning experiences and topics, led by the Year Teams has improved the learning experience of the children and the engagement of parents and families. (see [Year Group Curriculum Outlines and Learning Guides](#), [philosophy behind the Rainbow Curriculum](#))

To achieve outstanding standards we will be working together

- **To improve the quality of the teaching of writing (Internal)**
- **To improve the quality of the teaching for guided reading (Internal)**
- **To improve the quality of the teaching for reasoning in maths (Internal)**

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

Parents and carers are complimentary about the inclusive ethos and inspiring nature of the school's staff. Designated safeguarding leads work closely together with families and external agencies to support vulnerable pupils.

(Ofsted Inspection May 2018)

Pupils are positive and confident about their learning.

The children are clearly valued for who they are.

(FLOW Group School to School Review June 2018)

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'

'Barnham Primary School has helped boost my confidence in helping me speak my opinion and to express myself'. (Year 6 Pupils)

- Children are active and independent learners who fully engage with the school life. (Pupil Parliament agendas and meeting notes, Assembly notes and agendas)
- 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. (see [internal behaviour running log](#), [FLOW report June 2018](#), see [Ofsted Inspection Report May 2018](#))
- The children expect to be challenged by those around them, they expect to have to explain their understanding and reasoning and prove their learning. (see [pupil books](#), [work scrutinies](#))
- 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. (see [FLOW Group School to School Review June 2018](#), [Ofsted Inspection Report May 2018](#))
- Teaching and learning experiences promote and actively encourage the development of resilience, independence and confidence. (see [Year Group Curriculum Outlines and Learning Guides](#), [Ofsted Inspection Report May 2018](#))
- We have encouraged 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. (see [Pupil Parliament agendas and meeting notes](#), [Assembly notes and agendas](#))
- Incidents of challenging behaviour or pupil disagreements are acted upon quickly and solutions are carefully and sensitively implemented. (see [internal behaviour running log](#))
- The school's good spiritual, moral, social and cultural development ensures that the children are ready to become responsible citizens in the world. (see [Year Group Curriculum Outlines](#), [the philosophy behind the Rainbow Curriculum](#), [Assembly notes and agendas](#))
- 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. (see [internal behaviour running log](#), [Safeguarding Policy](#), [Ofsted Inspection Report May 2018](#))
- Safeguarding is implemented effectively. Staff 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 becoming embedded and have led to improvements for both. (see [Safeguarding Policy](#), [Barnham Bible file](#), [Ofsted Inspection Report May 2018](#))

To achieve outstanding standards we will be working together

- **To ensure that pupil voice**





Please also see School Improvement File

Outcomes for children are judged to be Good

- Classroom visits and current pupils' work show that the **standard of writing** across the school is **improving**.
- Pupils' outcomes in **spelling** are **improving rapidly**.
- Current pupils are making **good progress** in their **reading**.
- Most pupils make **good progress** in their application of **mathematics and problem solving skills**.
- Most **able pupils** are making **increasingly strong progress**. (see Ofsted Inspection Report May 2018)

Barnham Primary School – Attainment, Progress and Targets

Year R - GLD			
	BPS	West Sussex Schools	National Schools
2016	68%	68%	70%
2017	76%	71%	70.7%
2018	71.7%	71.4%	71.5%

Year 1 Phonics Screening			
	BPS	West Sussex Schools	National Schools
2016	68%	77%	81%
2017	91%	80%	81%
2018	77%	81.7%	83%

Year 2 Reading			
	BPS	West Sussex Schools	National Schools
2016	68% (0%)	69%	74%
2017	76% (26%)	73%	76%
2018	82% (29%)	75% (21%)	76%

Year 2 Writing			
	BPS	West Sussex Schools	National Schools
2016	46% (0%)	53%	66%
2017	57% (15%)	61%	68%
2018	78% (15%)	66% (11%)	70%

Year 2 Maths			
	BPS	West Sussex Schools	National Schools
2016	51% (0%)	65%	73%
2017	67% (11%)	70%	75%
2018	69% (22%)	74% (17%)	76%

Year 2 Reading, Writing, Maths Combined			
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	BPS	West Sussex Schools	National Schools
2016	44% (0%)	48%	60%
2017	54% (4%)	56%	64%
2018	66% (13%)	62% (8%)	
Year 6 Reading			
	BPS	West Sussex Schools	National Schools
2016	75% (0%)	64%	66%
2017	78% (18%)	70%	71%
2018	76% (17%)	76% (28%)	75% (28%)
Year 6 Writing			
	BPS	West Sussex Schools	National Schools
2016	71% (0%)*	61%	74%
2017	78% (22%)*	69%	76%
2018	71% (10%)	75% (13%)	78% (20%)
Year 6 Grammar Punctuation Spelling			
	BPS	West Sussex Schools	National Schools
2016	68% (0%)	63%	73%
2017	64% (13%)	74%	77%
2018	71% (12%)	75% (30%)	78% (34%)
Year 6 Maths			
	BPS	West Sussex Schools	National Schools
2016	60% (0%)	63%	70%
2017	78% (18%)	71%	75%
2018	64% (10%)	73% (20%)	76% (34%)
Year 6 Reading, Writing, Maths Combined			
	BPS	West Sussex Schools	National Schools
2016	50% (0%)	45%	53%
2017	62% (7%)	55%	61%
2018	55% (7%)	61% (7%)	64%

() = Children working at a Greater Depth





Progress Measure KS1 to KS2

Reading			
	BPS	West Sussex Schools	National Schools
2016	-0.6		0
2017	-1.8		0
2018	-1.8	-0.2	0
Writing			
	BPS	West Sussex Schools	National Schools
2016	-3.4		0
2017	-0.6		0
2018	-2.9* (Moderated)	-1.3	0
Maths			
	BPS	West Sussex Schools	National Schools
2016	-4.4		0
2017	-2.8		0
2018	-2.7	-0.8	0

Progress Measure KS1 to KS2	Attainment Year 6	Targets	
		Attainment Year 6	Attainment Year 2
Reading			
2019	Between -0.8 and -0.3	73% (23%)	78% (20%)
2020	Between -0.3 and +0.2		
Writing			
2019	Between -1.0 and -0.5	73% (20%)	78% (3%)
2020	Between -0.5 and 0		
Maths			
2019	Between -1.7 and -1.2	71% (18%)	80% (12%)
2020	Between -0.5 and 0		
GPS			
2019		71% (20%)	

() = Children working at a Greater Depth

To achieve outstanding standards we will be working together

- To improve the quality of teaching in maths at key stage 1 so that all pupils make consistently strong progress from their individual starting points (Ofsted 2018)
- To provide consistently high quality classroom teaching and focused high quality interventions.

Please also see School Improvement File – Achievement

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

- In 2017 the majority of children entered EYFS below age-related expectations, with 58% of the cohort working below a typical level, as defined by the Early Excellence Baseline Assessment.





- Internal tracking shows that children make good progress and leave EYFS in-line with county and national averages. 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 continued to ensure a cohesive, flexible and dynamic working team; which has included a proactive response to safeguarding concerns or issues.
- 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 below average starting point – 71.7%.
- 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 continue to develop a more structured approach to early spelling strategies**
- **To develop greater breadth and depth with writing by the introduction of a new topic (Autumn Term)**
- **To embed staff knowledge and a consistent approach to reasoning skills**

Please also see Year R Action Plan

Overall effectiveness is judged to be Good

The leadership team has maintained the good quality of education in the school since the last inspection. (Ofsted Inspection May 2018)

'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 Good.
- 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, as well as improve the quality of what we provide.

