



<p>SELF-EVALUATION SUMMARY 2016-2017 JRE Lite</p> <p>This is a school with ambition for its pupils and a clear vision. (WSCC School Improvement Visit September 2016)</p> <p>Examples of evidence to support judgements can be found sign posted below. These examples represent a snapshot and are not an exhaustive list.</p> <p>The effectiveness of leadership and management is judged to be Good</p> <p>This is a school which extends its inclusiveness to the sharing of leadership. (WSCC School Improvement Visit September 2016)</p> <p>There is a tacit commitment of stakeholders to the vision.</p> <p>The school is outward looking. (FLOW Group School to School Review June 2018)</p> <p>Leadership is evolved and dynamic.</p> <p><i>'Our core values are strong. We are challenged. We are united'. (Staff)</i></p> <ul style="list-style-type: none"> • 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 Staff Voice Survey 2016) • 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 Staff Feedback on CPD eg Maggie Alphonsi visit, Festival of Education; Staff Voice Survey, 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 becoming 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) • Barnham Primary School works closely with a wide variety of organisations and partners in order to learn from and therefore to improve standards. This year we lead the locality group of schools and are our representative 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 which helped contribute to the school coming out of a category. 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. In the past year we have also begun working with two MATs in order to secure school improvement across our schools. (see Rogate CofE Primary School file) • 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) <p>To achieve outstanding standards we will be working together</p> <ul style="list-style-type: none"> • To release the leadership potential of staff in order to improve the school's performance <p>Please also see School Improvement File; WSCC School Improvement Visit Report September 2016</p> <p>The quality of teaching, learning and assessment is judged to be Good</p> <p>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)</p> <p>Work in books is of a good standard and the interactive nature of the feedback is a real strength.</p> <p>Feedback processes are motivating for pupils. (FLOW Group School to School Review June 2018)</p> <p>Teaching is at least consistently good throughout the school, with some habits which are outstanding.</p> <p><i>'It isn't easy to be a successful learner; you've got to work at it!'</i></p> <p><i>'Teachers at Barnham find fun and interesting ways to get me intrigued'. (Year 6 Pupils)</i></p>
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- Teaching pedagogy is taken seriously. (see [Staff Feedback on CPD eg Festival of education](#), [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](#))
- Teachers are encouraged to constantly re-craft their teaching and to explore principles and theories. Throughout the past 5 years the staff team have continued to build and craft a more flexible and natural approach to teaching, which is 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. (see [Staff Meeting agendas and notes](#), [S&O agendas and notes](#), [Year Group Planning agendas and notes](#), [PPJs](#), [Barnhamology Teaching and Learning Policy](#))
- Peer assessment and peer mentoring is used to develop the children's abilities and skills. Children are now beginning to support and teach those around them without the need of an adult to guide them to making that decision. 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 precise and focused in the manner and timing of the intervention which takes place. This is becoming a growing strength and we believe is contributing to learning being more rapid for the children. 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](#))
- 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 spelling**
- **To improve the quality of teaching for guided reading**
- **To improve the quality of the teaching for reasoning in maths**

Please also see SIDP REF – Observations of Learning; School Improvement File; FLOW Group School to School Review June 2017

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)

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. (see [Pupil Voice surveys](#), [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 [FLOW Group School to School Review June 2017](#), [Pupil Voice surveys](#))
- 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 [Observation of Learning notes](#), [REF for Teaching and 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. (see [FLOW Group School to School Review June 2017](#), [Pupil Voice surveys](#))
- Teaching and learning experiences promote and actively encourage the development of resilience, independence and confidence. (see [Year Group Curriculum Outlines and Learning Guides](#), [philosophy behind the Rainbow Curriculum](#))
- The voice of our children seeps through the fabric of the school. 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 Voice surveys](#), [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 Pupil Running Logs)
- 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 Pupil Running Logs)
- 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, Pupil Running Logs)

To achieve outstanding standards we will be working together

- **To ensure that the Rainbow Curriculum is a Total curriculum**

Please also see School Improvement File

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. (WSSC School Improvement Visit September 2016)

2016-2017 Barnham Primary School – how do we know if we have had a successful Year?

Year R - GLD			
	BPS	West Sussex Schools	National Schools
2016	68%	68%	70%
2017	76%	71%	Data released in October

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

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

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

Year 2 Maths			
	BPS	West Sussex Schools	National Schools
2016	51% (0%)	65%	73%
2017	67% (11%)	70%	75%

Year 2 Reading, Writing, Maths Combined			
	BPS	West Sussex Schools	National Schools





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

() = Children working at a Greater Depth

Progress – Year 6

	Progress Measures KS1 – KS2 16-17	Progress Measures KS1 – KS2 15-16	Difference
Reading	-1.8	-0.6	-1.2
Writing	-0.6	-3.4	2.8
Maths	-2.8	-4.4	1.6

To achieve outstanding standards we will be working together

- To adapt the quality of our teaching practice in order to better meet the learning needs of our girls

Please also see School Improvement File – Achievement

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

- In 2016 the majority of children entered EYFS below age-related expectations, with 54.5% of the cohort working below a typical level, as defined by the Early Excellence Baseline Assessment. The stronger baseline areas, with the majority working within the typical bracket or above, are Maths Development and Physical Development.





- Internal tracking shows that children make good progress and leave EYFS above or 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 ensured a cohesive, flexible and dynamic working team.eg. Experienced TA staff mentoring new members to the 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 below 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 develop a more structured approach to early spelling strategies**
- **To develop greater breadth and depth with guided reading sessions**
- **To explore and develop reasoning skills**

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 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.

