



<b>Barnham Primary School</b>
Member of The Oak Academy Trust
<b>Autumn Term 2020</b>
<b>Self-Evaluation Form</b>
<b>Context of our School</b>
Please see 'Distinctive Nature of BPS' document.
<b>SEF Document Format</b>
The SEF is divided into two parts to enable a more appropriate review of the year 2019-2020. Part 1 is an evaluation of the school's performance up until the point that schools went into lockdown on March 23 <sup>rd</sup> 2020. Part 2 is a review of the school's activity and support of our children and families during full lockdown as well as the reintegration of children which took place in the Summer Term 2020.

<b>PART 1</b>
<b>Where were our pupils before 23<sup>rd</sup> March 2020?</b>
<b>Benchmark Statements:</b>
<ul style="list-style-type: none"> <li>• pupils develop knowledge and skills across the curriculum and, as a result, achieve well;</li> <li>• pupils are integrated from their previous settings and are ready for the next stage of education;</li> <li>• pupils read widely and often, with fluency and comprehension;</li> <li>• pupils' work across the curriculum is of good quality.</li> </ul>
<b>Evidence</b>
<ul style="list-style-type: none"> <li>• Pupil Progress Analysis</li> <li>• Year 6 February 2020 SAT Mock Tests</li> <li>• School Improvement Development Plan 2019-2020 (SIDP)</li> </ul>
<b>Areas to improve for 2020-2021, using Baseline Assessments taken in October 2020</b>
<ul style="list-style-type: none"> <li>• Targets to be set after baseline Assessment in October 2020</li> </ul>

<b>How is assessment helping children's learning?</b>
<b>Benchmark Statements:</b>
<ul style="list-style-type: none"> <li>• teachers check pupils' understanding, identify misconceptions and provide clear, direct feedback;</li> <li>• teachers respond and adapt their teaching as necessary so it helps pupils to remember long term the content they have been taught and to integrate new</li> </ul>

knowledge into larger ideas and teachers help pupils embed and use knowledge fluently, or to check understanding and inform teaching.

#### Evidence

- Pupil Progress Analysis
- Curriculum and Weekly Lesson Plans
- FLOW Observation Report

#### Areas to improve for 2020-2021

- Implement and embed standardised testing vehicle across Years 1 to 5 - NFER

### How is our curriculum promoting learning and achievement?

#### Benchmark Statements:

- the curriculum is designed to give all pupils, the knowledge and cultural capital they need to succeed in life;
- the curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning;
- the curriculum is adapted, designed or developed to meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing independence;
- the curriculum is studied in full or there are plans in place to ensure this is the case by the end of Summer Term 2021.

#### Evidence

- Knowledge Organisers
- SEND ILPs and EHCP reviews
- Shine Curriculum Plans
- SIDP 2019-2020 Reading, Maths, Writing
- FLOW Observation Report

#### Areas to improve for 2020-2021

- Shine Curriculum to be fully embedded through the academic year 2020-2021
- Full Curriculum to be fully embedded across the school by Summer Term 2021

### Are children engaged and inspired by their learning environment?

#### Benchmark Statements:

- teachers create an environment that focuses on pupils;
- teachers give pupils work which is demanding and is sequenced coherently towards cumulatively sufficient knowledge;
- pupils' attitudes to their education are positive. They are committed to their learning, are resilient to setbacks and take pride in their achievements;
- pupils have good attendance, come to school on time and are punctual to lessons;
- relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

#### Evidence

- SIDP 2019-2020
- Curriculum and Weekly Lesson Plans
- FLOW Observation Report
- Attendance Data
- Reduction of Fixed Period Exclusions

#### Areas to improve for 2020-2021

- Shine Curriculum to be fully embedded through the academic year 2020-2021

## What is the impact of our support for children's wellbeing and development?

### Benchmark Statements:

- Pupils are supported to be confident individuals, responsible citizens and successful learners;
- Pupils are also supported to be resilient and independent;
- they know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy;
- understand, appreciate and respect difference in the world and its people and show respect for different protected characteristics which prepares them for life in modern Britain.

### Evidence

- Shine Curriculum Plans
- PE Report and Analysis
- FLOW Observation Report

### Areas to improve for 2020-2021

- Shine Curriculum to be fully embedded through the academic year 2020-2021
- Ensure school is Covid secure

## Attendance

September 2019 to 6<sup>th</sup> March 2020

Whole School Attendance 95.88%

Year Group	R	1	2	3	4	5	6
%	94.65	94.51	96.54	96.56	96.05	95.51	97.02

## Safeguarding

Four senior leaders are trained to be Designated Safeguarding Leads. The Head teacher is the designated Safeguarding Lead. The Deputy Head teacher, Inclusion Coordinator and School Business manager are Deputy Designated Safeguarding Leads. Safeguarding training and updates take place regularly for the staff team and the Trustees. The Trustees also perform an annual review of procedures and processes.

## PART 2

### Covid 19 Lockdown 23<sup>rd</sup> March to end of the Year

#### Attendance

- 95 different children attended school (Basecamp) during lockdown
- Children of Key Workers, children with EHCPs and those classed as being vulnerable were given priority places
- On larger scale opening of schools nationally, Year R children were welcomed into the school. 26 of the 40 children took the opportunity to re-attend school
- Basecamp remained open every day, including holidays and closed on 18<sup>th</sup> July
- All staff who weren't shielding worked on site during this period

#### Safeguarding and Well Being

- Two children became Looked After during lockdown
- No safeguarding referrals were made by the school during lockdown

- All vulnerable families ie those known to Social Care, on an Early Help Plan or those who have a child with an EHCP – were in contact on a regular basis to monitor and provide guidance and support where necessary
- Three requests for information from the school were made by Social Care during this time. All led to no further action
- Support phone line implemented and provided for families in need of support – resource used by approximately 20 families

### Free School Meals

- During lockdown, £6870 worth of food vouchers were applied for. All but 2 vouchers were claimed on-line. For those who couldn't claim on-line or who had issues with accessing the voucher system – supermarket store cards were purchased
- Going into lockdown 8% of children were in receipt of FSMs; by Friday 18<sup>th</sup> July this had increased to 10%
- In the first moth of lockdown, the school and Chartwells provided food parcels for all families of FSM children – 7 families took these up and either visited to collect from Basecamp, or had them delivered by members of the staff team

### Home School Learning

- 100% of families had access to our Home School Learning (HSL) platform
- Approximately 3% of our families required HSL work and activities to be printed and posted to them
- Pre June 1<sup>st</sup> on average 64% of our families responded to the school on a weekly basis
- Post June 1<sup>st</sup> 61% of our families responded to the school on a weekly basis
- Post June 1<sup>st</sup> approximately 80 children were attending Basecamp as well

Year Group	Pre June 1 <sup>st</sup> Response Rate Average	Post June 1 <sup>st</sup> Response Rate Average
5 and 6	68%	52%
3 and 4	63%	56%
1 and 2	64%	58%
R	60%	73% (Over half year group attending Basecamp)

- Activities and ideas for families during holidays were also shared with families

### Covid 19

- Two staff members were tested for Covid 19 during lockdown – both were negative results
- Four children were tested for Covid 19 during lockdown – all negative results

### Leadership and Governance

- Weekly Strategy Meetings took place between the Head teacher and the Chair of Trustees
- The Board of Trustees met as a group three times during lockdown to review and approve plans
- The school were in regular contact with representatives of WSCC and the RSC's office during lockdown
- The Head teacher was in regular contact with the West Sussex CEO Alliance during lockdown