



Barrowby CE Primary School

School Self-Evaluation Summary 2022-2023

SCHOOL:	Barrowby CE Primary School	HEAD TEACHER:	Len Batey	DATE:	September 2022
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	SECTIONS	SUMMARY EVALUATION																			
1	SCHOOL CONTEXT	In 2007 and 2011, OFSTED Outstanding & in 2007, 2011 and 2016 Section 48 Statutory Inspection of Anglican Schools outstanding. The school population is stable with 237 pupils. 15.19% of pupils have been identified from ethnic backgrounds other than White-British. EAL 0.42%. Minority Ethnic Groups (as provided by parents): Chinese, Indian, Malaysian Chinese, other Asian, Pakistani, White and Asian, White and Black African, White and Caribbean, White and Chinese, White Eastern European, White European. Low level of mobility. The school's intake is made up of 34.6% pupils from Barrowby village, 34% from Barrowby Gate and Barrowby Lodge [the majority of these are educationally and socially advantaged]. Approx. 16% of children live in the Earlesfield Ward where there is very significant socio-economic deprivation, 3% live in other local villages, and 3% live elsewhere in Grantham. Attainment on entry is broadly in line with national age-related expectations. Stable and experienced staff in EYFS, KS1 and KS2. The school provides for 34 pupils in the Early Years Foundation Stage from the term that they are 4 years old. Large classes across KS2. The school continues to be oversubscribed, with regular parental appeals. In total 10% SEND and 5 pupils with an EHC. No exclusions. 2 children adopted directly from Care. Extensive range of extra-curricular clubs led by teaching and non-teaching staff as well as specialist coaches and pupils resulting in high uptake from pupils.																			
2	DISTINCTIVE AIMS	Church School Vision- At Barrowby Church of England Primary School we believe that: as a Church school family, we strive for excellence, ensuring that we all feel happy, valued and loved. We aim to provide an exciting, innovative, and relevant curriculum that enables all to 'shine' and develop as creative, respectful and independent citizens. We seek to promote equal opportunities for all so that each individual is encouraged to achieve their full potential and become lifelong learners who can make a positive contribution to society. High quality learning experiences based on individual needs enable every child to feel valued and to be and do their best. We believe that we are distinctive in seeking excellence through our creative, interactive and exciting curriculum, within our very caring Christian Community-Make your light shine, so that others will see the good that you do and will praise your Father in heaven-Matthew 5: 16. Motto: We always strive for excellence: our school's Core Values are Creativity, Respect and Independence. As a community we believe that school is an extension of family life, where all individuals work together. Close links have been fostered with our local church and community and the school nurtures and values its Christian foundation and ethos: There are different ways to serve the same Lord, and we can each do different things. Yet the same God works in all of us and helps us in everything we do-1 Corinthians 12: 5-6. Pupils regularly attend church for both worship and study and have very good links with members of the Ministry Team. Broad and balanced approach with an emphasis on arts, sport, creativity and developing personal qualities, reflected in our awards: Healthy Schools (+ Enhanced) Award in 2009 & 2015; Platinum Sing Up! Award in 2015; Silver Music Mark in 2016 and 2017; Basic Skills Mark in 2011, 2014, 2017 and 2021; the Silver Mark in the Youth Sport Trust 2014 and achieved YST Gold-2018; Artsmark 2014 and Artsmark Gold 2019; Gold Award in the School Sports Games Mark for 4 consecutive years; received School Games Gold Marks for 2020 as well as validation for virtual competition-resulting in School Games Platinum in 2022; Active School of the Year finalist 2020 and achieved the Gold in the RE Quality Mark 2019.																			
3	AREAS FOR WHOLE SCHOOL DEVELOPMENT	<div>1. Ensure broad and balanced curriculum promotes pupil progression.</div> <div>2. Support pupils in the acquisition of new vocabulary to support their learning and wellbeing.</div> <div>3. Embed developments within middle leadership of the school so that it continues to be effective, robust and rigorous.</div>																			
4	PROGRESS IN PREVIOUS INSPECTION KEY ISSUES	<table><tr><th>Key Issue</th><th>P.I. Date</th><th>Nov 2011</th><th></th><th>Progress</th></tr><tr><td><ul style="list-style-type: none">Sharpen the level of challenge so that at the end of Year 6 even more pupils attain standards in English and mathematics which are well-above those found nationally and any remaining gap in the performances of boys and girls is eradicated.</td><td></td><td></td><td></td><td><ul style="list-style-type: none">Results in 2019: EYFS (GLD) broadly in line with LA and National; KS1 Results Phonics results decreased for the 1st time; Reading & Maths continue to be well above the LA and national counterparts-Writing continues to be sig+. Results in Key Stage 2: A decrease amount of pupils attaining expected standards in all areas (RWM-62%) however: Writing and GPS above LA and national outcomes; Reading and Maths broadly in line with the LA and national outcomes.Results in 2020 and 2021: Due to the global pandemic and the forced school closure, all statutory assessments were cancelled.Results in 2022: EYFS (GLD) 77.4% is significantly higher than National 65.2%; Results in KS1: Phonics 91.2% (+15.7%) is significantly higher than National 75.5%; R, W & M well above National. Results in Key Stage 2: an increase of pupils attaining expected standard in all areas(64.7%) despite COVID. R, W, SPaG and M all well above National.</td></tr><tr><td><ul style="list-style-type: none">Strengthen the school's contribution to community cohesion by expanding opportunities for pupils to interact at first-hand with their counterparts from contrasting communities within the United Kingdom or overseas.</td><td></td><td></td><td></td><td>School Leaders continue to:<ul style="list-style-type: none">Continue to promote a wide range of opportunities for pupils to interact at first hand with members of contrasting communities.Collaborate with organisations in contrasting settings so that pupils can interact at first-hand with their counterparts.</td></tr></table>	Key Issue	P.I. Date	Nov 2011		Progress	<ul style="list-style-type: none">Sharpen the level of challenge so that at the end of Year 6 even more pupils attain standards in English and mathematics which are well-above those found nationally and any remaining gap in the performances of boys and girls is eradicated.				<ul style="list-style-type: none">Results in 2019: EYFS (GLD) broadly in line with LA and National; KS1 Results Phonics results decreased for the 1st time; Reading & Maths continue to be well above the LA and national counterparts-Writing continues to be sig+. Results in Key Stage 2: A decrease amount of pupils attaining expected standards in all areas (RWM-62%) however: Writing and GPS above LA and national outcomes; Reading and Maths broadly in line with the LA and national outcomes.Results in 2020 and 2021: Due to the global pandemic and the forced school closure, all statutory assessments were cancelled.Results in 2022: EYFS (GLD) 77.4% is significantly higher than National 65.2%; Results in KS1: Phonics 91.2% (+15.7%) is significantly higher than National 75.5%; R, W & M well above National. Results in Key Stage 2: an increase of pupils attaining expected standard in all areas(64.7%) despite COVID. R, W, SPaG and M all well above National.	<ul style="list-style-type: none">Strengthen the school's contribution to community cohesion by expanding opportunities for pupils to interact at first-hand with their counterparts from contrasting communities within the United Kingdom or overseas.				School Leaders continue to: <ul style="list-style-type: none">Continue to promote a wide range of opportunities for pupils to interact at first hand with members of contrasting communities.Collaborate with organisations in contrasting settings so that pupils can interact at first-hand with their counterparts.				
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		<u>KS1 attainment</u> <ul style="list-style-type: none"> Phonics-91%, R79.4%, W-82.4 and M-79.4% all above National Average. 	<ul style="list-style-type: none"> Embed the Maths Mastery approach to the teaching and learning of Maths to ensure consistency in attainment. Ensure appropriate maths resources to support teaching are available.
		<u>KS2 attainment</u> <ul style="list-style-type: none"> R, W, SPaG and Maths all above National Average 2022-R 76.5%, W-76.5%, SPaG-85% and M-85.3% (RWM 64.7%) 	<ul style="list-style-type: none"> In Writing, continue to develop the application of GPS and handwriting skills within all written work. Embed the Maths Mastery approach to the teaching and learning of Maths to ensure consistency in attainment. Ensure appropriate maths resources to support teaching are available.
6	BEHAVIOUR AND ATTITUDES	Strengths	Areas for Development
		<ul style="list-style-type: none"> Pupils' are engaged and challenged resulting in exemplary behaviour and attitudes to learning as stated in our Section 48 Inspection – Nov 2016 – where all aspects judged to be 'Outstanding' 	<ul style="list-style-type: none"> Continue to promote Pupil Leadership opportunities for all. Continue to promote the well- being committee to support positive mental health for all.
		<ul style="list-style-type: none"> The vast majority of pupils are enthusiastic learners, highly motivated and challenged to high levels of achievement. 	<ul style="list-style-type: none"> Continue to ensure that every child is actively involved in all aspects of every lesson promoting active learning through creativity, respect and independence.
		<ul style="list-style-type: none"> The majority of parents / carers are very positive and proud of the school and want to be involved in their children's learning and progress 	<ul style="list-style-type: none"> Continue to provide curriculum workshop sessions for each class of parents / carers led by each class teacher or specialist/consultant. Continue to engage with parents/carers to gauge effectiveness of school.
7	PERSONAL DEVELOPMENT	Strengths	Areas for Development
		Attendance is excellent and continues to be very high despite the global pandemic: <ul style="list-style-type: none"> 2021 – 2022: 95.8% (National 94.3%) 2020 - 2021: 98.04% 2019 – 2020: 97.2% 	
		<ul style="list-style-type: none"> Comprehensive program of opportunities to promote children's personal well-being and safety Continually reinforced by Governor Curriculum Visits, external sources e.g. parents, community 	<ul style="list-style-type: none"> Evaluate the effectiveness of support for identified pupils through stakeholder reviews. Review and restructure Pupil Leadership opportunities.
		<ul style="list-style-type: none"> The school has a very strong ethos of respect – as a result relationship are excellent, pupils feel safe and any issues such as bullying (including cyber bullying) and e-safety issues are dealt with quickly and effectively. 	<ul style="list-style-type: none"> Continue to encourage and actively promote all school Values of Creativity, Respect and Independence & British Values, within the school community. Continue to ensure all Safeguarding procedures are up to date and comply with LSCB and DFE guidance. Facilitate Parent Workshops, Newsletters etc to support parents. Continue to engage with Pupil Voice to refine school provision.
		<ul style="list-style-type: none"> SMSC curriculum is embedded in the school culture Strong Christian Values and ethos create a 'deeply spiritual school' that are reflected in pupil & staff relationships & attitudes School's Core and British Values are embedded, explicitly related to Bible teaching and reflected in school community's relationship Collective worship is inspiring and central to the life of the school where all members of the school community are involved Strong links with Diocese, Barrowby All Saints Church and other ministries 	<ul style="list-style-type: none"> Use SIAMs framework to review and evaluate effectiveness of Church School Distinctiveness. Reintroduce opportunities for parents and pupils to celebrate/reflect together in assemblies/services; school events; Parent/Teacher Consultations etc
8	LEADERSHIP AND MANAGEMENT	Strengths	Areas for Development
		<ul style="list-style-type: none"> Head teacher, leadership team & governors have an ambitious vision & clear focus for future school success 	<ul style="list-style-type: none"> Continue to monitor and evaluate all areas of school life-communicate effectiveness of those e.g. through Development Priorities, Pupil outcomes, Pupil Premium, SIAMS, Arts, Sport, on the school website so that all members of the school community are informed. Headteacher liaise with GRACE Schools to explore and better understand options for joining/creating a MAT. Explore the possibility of creating a Pre-School on site and better understand implications for main school.
		<ul style="list-style-type: none"> The Head teacher is in his eleventh year of headship Experienced Deputy Headteacher, EYFS/KS1 Team Leader, KS2 Team Leader Experienced SENDCo 	<ul style="list-style-type: none"> Allocate reviewed/expanded roles to SLT: Deputy Headteacher, EYFS/KS1 and KS2 Team Leader and SENDCo and ensure all understand how role supports development of school. Ensure role descriptors are up to date and reflect new roles taken on by SLT e.g. Performance Management Team Leader, DSL, Pupil Leadership etc SLT undertake National Qualifications to further develop understanding e.g. NPQH, NPQSL, Senior Mental Health Qualification SLT continue to monitor and gauge effectiveness and impact of Middle Leaders on school standards.
		<ul style="list-style-type: none"> The school is fully compliant with all aspects of health & safety and safeguarding. 	<ul style="list-style-type: none"> Continue to support DH to fulfil role of DSCPO alongside HT e.g. attend Safeguarding Briefings, manage Training Log and Audit. Ensure role descriptors are up to date and reflect new roles taken on by DH e.g. DSL
		<ul style="list-style-type: none"> Rigorous monitoring and evaluation schedule in place to provide opportunities for professionals to challenge, moderate, evaluate and further develop practice 	<ul style="list-style-type: none"> Further develop Senior and Middle leaders to monitor and evaluate school priorities e.g. SENDCo, Subject Leader
9	EVALUATING THE EFFECTIVENESS OF EARLY YEARS	Strengths	Areas for Development
		<ul style="list-style-type: none"> EYFS Team Leader & EYFS Teacher (2 TAs) providing consistency 	To further develop the use of the Outdoor classroom: to provide a greater array of physical development opportunities to help pupils refine their gross and fine motor skills.
10	OVERALL EFFECTIVENESS	The school has a very strong capacity for continuing improvement in to the future, with a strong leadership team and governing body.	

