



## Barrowby CE Primary School

### School Self-Evaluation Summary 2021-2022

<b>SCHOOL:</b>	Barrowby CE Primary School	<b>HEAD TEACHER:</b>	Len Batey	<b>DATE:</b>	September 2021
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	SECTIONS	SUMMARY EVALUATION				
<b>1</b>	<b>SCHOOL CONTEXT</b>	<p>In 2007 and 2011, OFSTED Outstanding &amp; in 2007, 2011 and 2016 Section 48 Statutory Inspection of Anglican Schools outstanding. The school population is at 234 pupils. 8.97% of pupils have been identified from ethnic backgrounds other than White-British. EAL 0.77%. Minority Ethnic Groups (as provided by parents): White Eastern European, Asian and any other ethnic group, Chinese, Indian, White and Asian, Malaysian Chinese, White and Chinese. Low level of mobility (0.3%) The school's intake is made up of 42.7% pupils from Barrowby village, 37.6% from Barrowby Gate and Barrowby Lodge [the majority of these are educationally and socially advantaged]. Approx. 14.5% of children live in the Earlesfield Ward where there is very significant socio-economic deprivation, 2.1% live in other local villages, and 3% live elsewhere in Grantham. Attainment on entry is broadly in line with national age-related expectations. KS1: stable and experienced staff in EYFS and KS1. 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. In total 13% SEND and 3 pupils with an EHCP. No exclusions. 3 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.</p>				
<b>2</b>	<b>DISTINCTIVE AIMS</b>	<p>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 &amp; 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; Active School of the Year finalist 2020 and achieved the Gold in the RE Quality Mark 2019.</p>				
<b>3</b>	<b>AREAS FOR WHOLE SCHOOL DEVELOPMENT</b>	<ol style="list-style-type: none"> <li>1. Further develop pupil's reading skills in KS1 application of phonics &amp; KS2 developing further inference, understanding varied vocabulary accurately</li> <li>2. Monitor the ongoing impact of COVID-19 on pupil attainment in English and Maths so no pupils are adversely affected.</li> <li>3. Refine and evaluate developments within middle leadership of the school so that it continues to be effective, robust and rigorous.</li> </ol>				
<b>4</b>	<b>PROGRESS IN PREVIOUS INSPECTION KEY ISSUES</b>	<b>Key Issue</b>	<b>P. I. Date</b>	<b>Nov 2011</b>	<b>Progress</b>	
		<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Results in 2018:</b> <u>EYFS (GLD) and KS1 Results</u> in Reading &amp; Maths are well above the LA and national counterparts and Writing continues to be sig+. <u>Results in Key Stage 2:</u> An increased amount of pupils attaining expected standards in all areas (RWM-81%) with: Writing above LA and national outcomes; Reading, GPS and Maths sig+ the LA and national outcomes resulting in the school being above the Floor Standard (65%) for pupil attainment and progress scores.</li> <li>• <b>Results in 2019:</b> <u>EYFS (GLD) broadly in line with LA and National;</u> <u>KS1 Results</u> Phonics results decreased for the 1<sup>st</sup> time; Reading &amp; Maths continue to be well above the LA and national counterparts-Writing continues to be sig+. <u>Results in Key Stage 2:</u> 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.</li> <li>• <b>Results in 2020 and 2021:</b> Due to the global pandemic and the forced school closure, all statutory assessments were cancelled.</li> </ul>	
<b>5</b>	<b>THE QUALITY OF EDUCATION</b>	<b>Strengths</b>			<b>Areas for Development</b>	
		<ul style="list-style-type: none"> <li>• The school has developed over time a broad and balanced curriculum to meet pupil need</li> <li>• The vast majority of teaching is at least good across the school and much is outstanding. The Head teacher is rigorous in his written and verbal feedback and observes each teacher formally every year. Curriculum leaders, leadership team members and Governors also monitor T &amp; L in a less formal way with detailed feedback.</li> </ul>			<ul style="list-style-type: none"> <li>• Monitor, review and evaluate the effectiveness of assessment in order to ensure children continue to make progress.</li> <li>• Continue to enable middle leaders to monitor, evaluate and measure the Impact of the Curriculum on pupils i.e. Lesson Visits, Pupil Interview, Work/Planning Scrutiny etc to raise standards in the school.</li> <li>• Senior Leaders monitor, review and evaluate the effectiveness of middle leadership and its impact on standards.</li> </ul>	

		<ul style="list-style-type: none"> <li>Assessment is rigorous – the HT, DHT and KS Leaders act as assessment leaders – a very comprehensive and detailed tracking and monitoring process throughout the school.</li> <li>Teacher feedback and use of targets effectively informs pupils of next steps.</li> </ul>	<ul style="list-style-type: none"> <li>Implement and use newly devised Tracking system to effectively monitor and understand pupil's progress.</li> <li>Evaluate revisions and embed Feedback policy, to reflect current practice and best practice, in light of recommendations.</li> </ul>
		<u>KS1 attainment</u> <ul style="list-style-type: none"> <li>Reading &amp; Maths continues to be well above with Writing sig+ the LA and national outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop further phonics and reading teaching so that all pupils achieve the expected standard, if not better.</li> </ul>
		<u>KS2 attainment</u> <ul style="list-style-type: none"> <li>Reading and Maths are broadly in line with LA and National outcomes 2019 – Reading 68%; Maths 76.5%</li> <li>Writing and Grammar, Punctuation and Spelling are above LA and National outcomes; 2019 – Reading 88%; GPS 85%</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and refine the teaching and learning of Reading to ensure consistency in attainment through further development of: stamina and fluency to support comprehension skills.</li> <li>In Writing, continue to develop the application of GPS and handwriting skills within all written work.</li> <li>Embed the Maths Mastery approach to the teaching and learning of Maths to ensure consistency in attainment.</li> </ul>
6	BEHAVIOUR AND ATTITUDES	<b>Strengths</b> <ul style="list-style-type: none"> <li>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'</li> </ul>	<b>Areas for Development</b> <ul style="list-style-type: none"> <li>Further support those identified children to develop resilience within their learning e.g. through training and implementation of a Pastoral Support Assistant.</li> <li>Promote the '5 Ways to Wellbeing' in a variety of ways e.g. through the well-being committee to support positive mental health for all.</li> </ul>
		<ul style="list-style-type: none"> <li>The vast majority of pupils are enthusiastic learners, highly motivated and challenged to high levels of achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to ensure that every child is actively involved in all aspects of every lesson promoting active learning through creativity, respect and independence.</li> </ul>
		<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide curriculum workshop sessions for each class of parents / carers led by each class teacher or specialist/consultant.</li> <li>Continue to engage with parents/carers to gauge effectiveness of school.</li> </ul>
7	PERSONAL DEVELOPMENT	<b>Strengths</b> <p>Attendance is excellent up until last year and continues to be very high despite the global pandemic:</p> <ul style="list-style-type: none"> <li>2020 - 2021: 97.98%</li> <li>2019 – 2020: 96.09%</li> <li>2018 - 2019: 98.14%;</li> <li>2017 – 2018: 97.72%</li> </ul>	
		<ul style="list-style-type: none"> <li>Comprehensive program of opportunities to promote children's personal well-being and safety</li> <li>Continually reinforced by Governor Curriculum Visits, external sources e.g. parents, community</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the effectiveness of support for identified pupils through stakeholder reviews.</li> <li>Evaluate Pupil Leadership opportunities.</li> </ul>
		<ul style="list-style-type: none"> <li>The school has a very strong ethos of respect – as a result relationships are excellent, pupils feel safe and any issues such as bullying (including cyber bullying) and e-safety issues are dealt with quickly and effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to encourage and actively promote all school Values of Creativity, Respect and Independence &amp; British Values, within the school community.</li> <li>Continue to ensure all Safeguarding procedures are up to date and comply with LSCB and DFE guidance.</li> <li>Monitor and evaluate the changes to the RSE Curriculum and ensure it meets the 2020 expectation.</li> </ul>
		<ul style="list-style-type: none"> <li>SMSC curriculum is embedded in the school culture</li> <li>Strong Christian Values and ethos create a 'deeply spiritual school' that are reflected in pupil &amp; staff relationships &amp; attitudes</li> <li>School's Core and British Values are embedded, explicitly related to Bible teaching and reflected in school community's relationship</li> <li>Collective worship is inspiring and central to the life of the school where all members of the school community are involved</li> <li>Strong links with Diocese, Barrowby All Saints Church and other ministries</li> </ul>	<ul style="list-style-type: none"> <li>Develop further understanding of the new SIAMS framework and refine evaluation processes to reflect expectations.</li> <li>Review and reintroduce opportunities for parents and pupils to celebrate/reflect together in assemblies/services; school events etc</li> </ul>
8	LEADERSHIP AND MANAGEMENT	<b>Strengths</b> <ul style="list-style-type: none"> <li>Head teacher, leadership team &amp; governors have an ambitious vision &amp; clear focus for future school success</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
		<ul style="list-style-type: none"> <li>The Head teacher is in his tenth year of headship</li> <li>Deputy Headteacher, EYFS/KS1 Team Leader, KS2 Team Leader, as well as SENDCo</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the roles and responsibilities of the SLT: Deputy Headteacher, EYFS/KS1 and KS2 Team Leader and SENDCo, as well as middle leadership.</li> </ul>
		<ul style="list-style-type: none"> <li>The school is fully compliant with all aspects of health &amp; safety and safeguarding.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to support DH to fulfil role of DSCPO alongside HT and review role of Safeguarding Team to ensure a more rigorous and succinct approach to safeguarding.</li> </ul>
		<ul style="list-style-type: none"> <li>Rigorous monitoring and evaluation schedule in place to provide opportunities for professionals to challenge, moderate, evaluate and further develop practice</li> </ul>	<ul style="list-style-type: none"> <li>Continue to embed the functions of the GRACE Schools Collaboration use of the Collaborative Framework, Specialist Support; and changes to External Moderation; Peer to Peer Reviews and professional development opportunities.</li> </ul>

			<ul style="list-style-type: none"> <li>Further develop Senior and Middle leaders to monitor and evaluate school priorities e.g. SENDCo, Subject Leader</li> </ul>
9	EVALUATING THE EFFECTIVENESS OF EARLY YEARS	<b>Strengths</b>	<b>Areas for Development</b>
		<ul style="list-style-type: none"> <li>Experienced EYFS Team Leader &amp; EYFS Teacher (2 TAs) providing consistency.</li> <li>Consistent end of year outcomes: percentage of children achieving GLD at the FS</li> <li>Behaviour and attitudes to learning is excellent. This is evident from the standards the children attain and within the annual parent surveys for starting at Barrowby School</li> <li>Children settle in quickly due to the nurturing environment and high expectations of the EYFS team.</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of new EYFS Framework.</li> <li>Implementation of new Reception Baseline Assessment.</li> <li>Successfully deploying a third TA to facilitate child initiated/free flow opportunities across the curriculum.</li> </ul> <p>To further develop the Outdoor area:</p> <ul style="list-style-type: none"> <li>to enhance current provision and to make the most of our unique surroundings.</li> <li>to allow all children in the Foundation Stage to access the EYFS curriculum both inside and outside in an environment that fosters rich learning opportunities.</li> </ul>
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.	