



Barrowby CE Primary School

School Self-Evaluation Summary 2019-2020

SCHOOL:	Barrowby CE Primary School	HEAD TEACHER:	Len Batey	DATE:	January 2020
----------------	----------------------------	----------------------	-----------	--------------	--------------

	SECTIONS	SUMMARY EVALUATION				
1	SCHOOL CONTEXT	<p>In 2007 and 2011, OFSTED Outstanding & in 2007, 2011 and 2016 Section 48 Statutory Inspection of Anglican Schools outstanding. The school population is growing and is now at 259 pupils. 10.8% of pupils have been identified from ethnic backgrounds other than White-British. EAL 3.1%. Minority Ethnic Groups (as provided by parents): Black African, Indian, Other Asian, White and Black African, White and Black Caribbean, White and Chinese White European, White Eastern European, Other Mixed. Low level of mobility (0.3%) The school's intake is made up of 46% pupils from Barrowby village, 34% from Barrowby Gate and Barrowby Lodge [the majority of these are educationally and socially advantaged]. Approx. 11% of children live in the Earlesfield Ward where there is very significant socio-economic deprivation, 3.4% live in other local villages, and 9% 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-some reorganisation due to a maternity-resulting in 1 NQT. KS2: some reorganisation of teachers in KS2 to accommodate bulge intake 57 pupils (increase of 23 places) and creation of parallel Y5 classes, as the cohort move through the school; resulting in 1 NQT. 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 8.49% SEND and 3 pupils with an EHC, 5.79% G & T. 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>				
2	DISTINCTIVE AIMS	<p>Mission Statement- It is Barrowby CE Primary School's intention to provide a very stimulating and challenging learning environment with the commitment to encouraging our pupils to lead healthy and active lives. We believe that our holistic approach to developing children academically and personally, provides every opportunity for each pupil to achieve his or her potential. 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 and 2017; 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 and achieved the Gold in the RE Quality Mark 2019.</p>				
3	AREAS FOR WHOLE SCHOOL DEVELOPMENT	<ol style="list-style-type: none"> 1. Further develop pupil's reading skills e.g. in KS1 application of phonics & KS2 fluency and stamina. 2. Review, evaluate and refine the school's broad and balanced curriculum. 3. Continue to embed developments within middle leadership of the school so that it continues to be effective, robust and rigorous. 				
4	PROGRESS IN PREVIOUS INSPECTION KEY ISSUES	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 2017: <u>EYGS (GLD), Phonics Screener and KS1 Results</u> in Reading, Writing & Maths continues to be sig+ the LA and national counterparts. <u>Results in Key Stage 2:</u> An increased amount of pupils attaining expected standards in all areas (RWM-76%) 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. Results in 2018: <u>EYFS (GLD) and KS1 Results</u> in Reading & 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. Results in 2019: <u>EYFS (GLD) broadly in line with LA and National; KS1 Results</u> Phonics results decreased for the 1st time; Reading & 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. 	
		<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. 			<p>School Leaders continue to:</p> <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. 	
5	THE QUALITY OF EDUCATION	Strengths		Areas for Development		
		<ul style="list-style-type: none"> The school has developed over time a broad and balanced curriculum to meet pupil need 		<ul style="list-style-type: none"> Support Subject Leaders/teachers to articulate Curricular Intent Evaluate Curricular Implementation and refine as needed, ensuring end-points are clearly identified and embedded 		
		<ul style="list-style-type: none"> 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 & L in a less formal way with detailed feedback. 		<ul style="list-style-type: none"> Further enable senior and middle leaders to monitor, evaluate and measure the Impact of the Curriculum on pupils i.e. Lesson Visits, Pupil Interview, Work/Planning Scrutiny etc 		
		<ul style="list-style-type: none"> 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. Teacher feedback and use of targets effectively informs pupils of next steps. 		<ul style="list-style-type: none"> Continue to refine and embed assessment procedures in Foundation subjects. Evaluate revisions and embed Marking and Feedback policy, to reflect current practice and best practice, in light of recommendations. 		

		<p><u>KS1 attainment</u></p> <ul style="list-style-type: none"> Reading & Maths continues to be well above with Writing sig+ the LA and national outcomes 	<ul style="list-style-type: none"> Continue to develop further phonics and reading teaching so that all pupils achieve the expected standard, if not better
		<p><u>KS2 attainment</u></p> <ul style="list-style-type: none"> Reading and Maths are broadly in line with LA and National outcomes 2019 – Reading 68%; Maths 76.5% Writing and Grammar, Punctuation and Spelling are above LA and National outcomes; 2019 – Reading 88%; GPS 85% 	<ul style="list-style-type: none"> 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 In Writing, continue to develop the application of GPS and handwriting skills within all written work Embed the revisions to the teaching and learning of Maths to ensure consistency in attainment.
6	BEHAVIOUR AND ATTITUDES	<p>Strengths</p> <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' The vast majority of pupils are enthusiastic learners, highly motivated and challenged to high levels of achievement. 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 	<p>Areas for Development</p> <ul style="list-style-type: none"> Further support those identified children to develop resilience within their learning e.g. through training and implementation of a Pastoral Lead Continue to ensure that every child is actively involved in all aspects of every lesson promoting active learning through creativity, respect and independence. Continue to involve/communicate to all parents /carers expectations of our Behaviour, Anti-Bullying and Homework Policies. 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.
		<p>Strengths</p> <p>Attendance is excellent and absence has decreased by 0.42% over the last 3 years:</p> <ul style="list-style-type: none"> 2018 - 2019: 98.14%; 2017 – 2018: 97.72% 2016 - 2017: 97.9% <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 	<p>Areas for Development</p> <ul style="list-style-type: none"> To develop a Pastoral Lead to support identified pupils as needed. Continue to promote Pupil Leadership opportunities and implement revised structure. Continue to conduct interviews so that stakeholders can express their views and staff can pick up quickly any aspects that need attention.
		<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. 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 Regular opportunities for parents and pupils to celebrate/reflect together in assemblies/services; school events etc Strong links with Diocese, Barrowby All Saints Church and other ministries 	<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. Refine the RSE Curriculum and ensure it meets the new 2019 expectation Develop further understanding of the new SIAMS framework and refine evaluation processes to reflect expectations.
8	LEADERSHIP AND MANAGEMENT	<p>Strengths</p> <ul style="list-style-type: none"> Head teacher, leadership team & governors have an ambitious vision & clear focus for future school success 	<p>Areas for Development</p> <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.
		<ul style="list-style-type: none"> The Head teacher is in his eighth year of headship Permanently appointed: Deputy Headteacher, EYFS/KS1 and Acting KS2 Team Leader, as well as Newly appointed SENDCo 	<ul style="list-style-type: none"> Evaluate the roles and responsibilities of the SLT: Deputy Headteacher, EYFS/KS1 and KS2 Team Leader and SENDCo. Continue to support and mentor Acting KS2 Team Leader and newly appointed SENDCo (Sept 19) to ensure consistency within SEND.
		<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 Deputy DSCPO Continue to review and evaluate aspects of E-Safety curriculum and advice for staff, parents and pupils. Consider and manage the dissemination of statutory responsibilities outlined in documents.
		<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"> 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. Further develop Senior and Middle leaders to monitor and evaluate school priorities e.g. SENDCo, Subject Leader
9	EVALUATING THE EFFECTIVENESS OF EARLY YEARS	<p>Strengths</p> <ul style="list-style-type: none"> One highly experienced teacher, supporting an NQT (covering maternity): EYFS Team Leader & EYFS Teacher (2 TAs) providing consistency 	<p>Areas for Development</p> <p>To further develop the use of the Outdoor classroom:</p> <ul style="list-style-type: none"> to enhance mark making provision to ensure consistency of GLD in Writing; to provide a greater array of physical development opportunities to help pupils refine their gross and fine motor skills.
		<p>10 OVERALL EFFECTIVENESS</p>	<p>The school has a very strong capacity for continuing improvement in to the future, with a strong leadership team and governing body.</p>