



Barrowby CE Primary School

DRAFT School Self-Evaluation Summary 2017-2018

SCHOOL:	Barrowby CE Primary School	HEAD TEACHER:	Len Batey	DATE:	September 2017
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SECTIONS		SUMMARY EVALUATION																			
1	SCHOOL CONTEXT Information additional to RAISE	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 257 pupils. 5.8% of pupils have been identified from ethnic backgrounds other than White-British. EAL 1.9%. 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 (0.7%) The school's intake is made up of 43% pupils from Barrowby village, 37% from Barrowby Gate and Barrowby Lodge [the majority of these are educationally and socially advantaged]. Approx. 8% of children live in the Earlesfield Ward where there is very significant socio-economic deprivation, 5% live in other local villages, and 7% live elsewhere in Grantham. The deprivation index (IDACI) for the school, based on pupils' home postcodes (where the area with a rank of 0% is the most deprived, and 100% the least deprived, is 69.47% (December 2014. 2013 percentage 75%). Attainment on entry is broadly in line with national age related expectations. KS1: 1 new teacher to school (returning maternity cover) resulting in very stable and experienced staff in EYFS and KS1. KS2: some reorganisation of teachers in KS2 to accommodate bulge intake 52 pupils (increase of 18 places) and creation of parallel Y3 classes, as the cohort move through the school; resulting in 2 NQTs. 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% SEND and 1 pupil with EHC, 3.9% G & T. No exclusions. No Looked After Children, however 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: Autumn 2016 Arts-51.75%; Sport-34.2% , Spring 2017 Arts- 63.8%, Sport-44.7% , Summer 2017 Arts- 49.8%, Sport- 34.6% participation in extra-curricular activities.																			
2	DISTINCTIVE AIMS	Mission Statement- It is Barrowby CE Primary School's intention to provide a very stimulating and challenging learning environment. 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; Basic Skills Mark in 2011, 2014 and 2017; Platinum Sing Up! Award in 2015; the Silver Mark in the Youth Sport Trust 2014; Artsmark 2014; Silver Music Mark in 2016 and 2017; Gold Award in the School Sports Games Mark in 2016 and pending for 2017.																			
3	AREAS FOR WHOLE SCHOOL DEVELOPMENT Key priorities identified through school performance review & evaluation.	<div>1. Embed changes to teaching in Reading, Writing and Maths so that more pupils achieve the expected standard, in all areas.</div> <div>2. Embed recent revisions to the teaching and learning of Mathematics and deepen further use of SPAG within written work.</div> <div>3. Liaise with and further deepen the opportunities that the GRACE Trust Collaboration provides for the benefit all.</div>																			
4	PROGRESS IN PREVIOUS INSPECTION KEY ISSUES Areas for development identified at the previous Ofsted inspection addressed	<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 2015: <u>EYFS (GLD)</u>, <u>KS1 results</u> continue to be sig+ LA and National counterparts. <u>Results in KS2</u>, Writing continues to be sig+ higher than LA and National as well as Reading (improvement). Maths is now sig+ higher than LA at L4+ and L4B+ (improvement).Results in 2016: <u>EYFS (GLD)</u>, <u>KS1 Results</u> in Reading, Writing & Maths continues to be sig+ LA and National counterparts. <u>Results in KS2</u>: SPAG is above LA and National counterparts; Reading, Writing and Maths are broadly in line with LA and National outcomes (RWM 53%), however, Reading and Writing are marginally above and Maths is marginally below LA and National Outcomes, resulting in the school being above the Floor Standard (65%) for progress scores.Results in 2017: <u>EYGS (GLD)</u>, <u>Phonics Screener</u> and <u>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.</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><div>School Leaders continue to:</div><ul style="list-style-type: none">Embed 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 2015: <u>EYFS (GLD)</u>, <u>KS1 results</u> continue to be sig+ LA and National counterparts. <u>Results in KS2</u>, Writing continues to be sig+ higher than LA and National as well as Reading (improvement). Maths is now sig+ higher than LA at L4+ and L4B+ (improvement).Results in 2016: <u>EYFS (GLD)</u>, <u>KS1 Results</u> in Reading, Writing & Maths continues to be sig+ LA and National counterparts. <u>Results in KS2</u>: SPAG is above LA and National counterparts; Reading, Writing and Maths are broadly in line with LA and National outcomes (RWM 53%), however, Reading and Writing are marginally above and Maths is marginally below LA and National Outcomes, resulting in the school being above the Floor Standard (65%) for progress scores.Results in 2017: <u>EYGS (GLD)</u>, <u>Phonics Screener</u> and <u>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.	<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.				<div>School Leaders continue to:</div> <ul style="list-style-type: none">Embed 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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5	OUTCOMES FOR PUPILS Attainment, progress and the quality of learning for individuals, different groups, particularly SEND pupils. – including EYFS. Key skills development across curriculum	Strengths <u>KS1 attainment</u> <ul style="list-style-type: none"> Reading, writing & maths continues to be sig+ the LA and national outcomes 	Areas for Development <ul style="list-style-type: none"> Embed the developments within Phonics teaching so that more pupils achieve the expected standard Continue to develop further writing and mathematics teaching so that all pupil's achieve the expected standard, if not better
		<u>KS2 attainment</u> <ul style="list-style-type: none"> Increased amount of pupils attaining the expected standard in Reading, Writing, GPS and Maths Grammar, Punctuation and Spelling and Maths is sig+ above LA and National outcomes Reading and Writing is above LA and National outcomes 	<ul style="list-style-type: none"> Continue to embed the revisions to the teaching and learning of Mathematics and SPAG to ensure consistency in attainment In Reading, continue to promote the development of: stamina and fluency to support comprehension skills In Writing, continue to develop the application of GPS skills within all written work
6	QUALITY OF TEACHING, LEARNING & ASSESSMENT Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, assessment and next steps, marking, feedback.	Strengths <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. 	Areas for Development <ul style="list-style-type: none"> To further enable senior and middle leaders to monitor, evaluate and support the development of the curriculum and of teaching & learning
		<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 creativity, respect and independence
		<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 our tracking systems enabling staff to monitor and evaluate progress and outcomes so that all pupils, including identified groups e.g. boys, girls, SEND, Pupil Premium continue to progress through the age related standards Review and adapt our Marking and Feedback policy, to reflect current practice
		<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 refine and embed the functions of the GRACE Trust Collaboration e.g. establishing a Collaborative Framework, Specialist Support; and changes to External Moderation; Peer to Peer Reviews and professional development opportunities Further enable Senior and Middle leaders to monitor and evaluate school priorities
7	PERSONAL DEVELOPMENT, BEHAVIOUR & SAFETY Including behaviour in lessons & around the school, attendance & punctuality, attitudes towards others, safety, including e-safety etc.	Strengths Attendance is excellent and on an upward trend: <ul style="list-style-type: none"> 2014 – 2015: 97.5% 2015 - 2016: 97.8% 2016 - 2017: 97.9% 	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' 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 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. 	<ul style="list-style-type: none"> Continue to support Pupil Leadership opportunities and implement revised structure Continue to conduct pupil interviews so that pupils can express their views and staff can pick up quickly any aspects that need attention 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
8	EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT Pursue excellence, governance, improve teaching & learning, sustain improvement, promote literacy. Perf. Man., safeguarding, curriculum, partnerships, engagement of parents	Strengths <ul style="list-style-type: none"> Head teacher, leadership team & governors have an ambitious vision & clear focus for future school success 	Areas for Development <ul style="list-style-type: none"> Continue to develop and further strengthen collaborative links: explore the possibility of streamlining the GRACE Trust Collaboration, in order to further secure the school's resilience in the future 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 sixth year of headship Permanently appointed: <ul style="list-style-type: none"> Deputy Headteacher (SENDCo), EYFS/KS1 and KS2 Team Leader 	<ul style="list-style-type: none"> Consolidate and embed roles and responsibilities of the EYFS/KS1 and KS2 Team Leader with reference to SEND, Performance Management and monitoring and evaluation roles
		<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 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"> 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 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

9	EFFECTIVENESS OF EARLY YEARS		Strengths	Areas for Development
			<ul style="list-style-type: none"> Two highly experienced teachers: EYFS Team Leader & EYFS Teacher providing consistency; as well as 2 experienced TAs 	<ul style="list-style-type: none"> To explore ways of further supporting child initiated observations in the Outdoor Classroom to strengthen teacher assessments against EYFS outcomes.
			<ul style="list-style-type: none"> All aspects of EYFS progress (GLD) are significantly higher than LA and National expectations and averages. 	<ul style="list-style-type: none"> To further develop the use of the Outdoor classroom to enhance mathematics provision to ensure consistency of GLD in Mathematics.
10	SMSC Spiritual, Moral, Social, Cultural development	Overall Strengths	<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- I am giving you a new command. You must love each other, just as I have loved you-John 13:34-35 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 e.g. worship in church, attendance at Bethesda Bible exhibition (bi-annual) and regular visitors leading acts of worship e.g. Vicar, Lay Reader, Minister etc are well-developed and mutually supportive Regular opportunities for parents and pupils to celebrate/reflect together in assemblies/services; school events etc All of the above were verified in our last Diocesan Inspection in November 2016-outstanding in all areas, and in positive feedback from parents 	
			<ul style="list-style-type: none"> Review and evaluate findings from self- assessment (SIAMS) 	
		Areas for development		
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.	