

School Self-Evaluation Summary 2016-2017

SCHOOL	Barrowby CE Primary School	HEAD TEACHER	Len Batey	DATE:	June 2016
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	SECTIONS	SUMMARY EVALUATION				
1	SCHOOL CONTEXT Information additional to RAISE	<p>In 2007 & 2011, OFSTED & Section 48 Statutory Inspection of Anglican Schools outstanding. The school population is stable at 252 pupils. 15% 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 (1.9%). 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. 1 new teacher to school (covering maternity) and 1 NQT-resulting in very stable and experienced staff in EYFS and KS1, with some reorganisation of teachers in 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 for admission. For Sept 2014 Reception intake increased to 52 (increase of 18 places), resulting in an increase to all EYFS/KS1 classes totalling 30 each. In total there 11% SEND and 1 pupil with EHC, 5.95% 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: 2015-2016 Arts-62.6%; Sport-45.2% participation in extra-curricular activities.</p>				
2	DISTINCTIVE AIMS	<p>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 Independence, Respect & Creativity. As a community we believe that school is an extension of family life, where all individuals work. 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 2014; Eco School Bronze Award in 2008 and the Silver Award in 2010; Rooted in Reading Award 2011; Platinum Sing Up! Award in 2015; the Silver Mark in the Youth Sport Trust 2014; Artsmark 2014; Silver Music Mark in 2016 and the Gold Award in the School Sports Games Mark in 2016.</p>				
3	AREAS FOR WHOLE SCHOOL DEVELOPMENT <small>Key priorities identified through school performance review & evaluation.</small>	<ol style="list-style-type: none"> 1. Further develop aspects of teaching in Reading and Mathematics so that all pupils achieve the expected standard. 2. Embed recent revisions to the teaching and learning of SPAG and further consolidate within written work. 3. Continue to evaluate, revise and refine organisation of the school curriculum, in line with the new National Curriculum. 				
4	PROGRESS IN PREVIOUS INSPECTION KEY ISSUES <small>Areas for development identified at the previous Ofsted inspection addressed</small>	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 2014: EYFS and KS1 results continue to be sig+ than LA and National counterparts. <u>Results in KS2:</u> Writing continues to be sig+ higher than LA and National although results in Reading, Maths are broadly in line and results in GAPS sig+ below. • Results in 2015: EYFS (GLD), KS1 results 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: EYFS (GLD), KS1 Results 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, however, Reading and Writing are marginally above and Maths is marginally below LA and National counterparts. 	
		<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"> • Develop a wide range of opportunities for pupils to interact at first hand with members of contrasting communities. • Collaborate with schools in contrasting settings so that pupils can interact at first-hand with their counterparts. 	
5	OUTCOMES FOR PUPILS <small>Attainment, progress and the quality of learning for individuals, different groups, particularly SEND pupils. – including EYFS. Key skills development across curriculum</small>	Strengths			Areas for Development	
		<p><u>KS1 attainment</u></p> <ul style="list-style-type: none"> • Reading, writing & maths continues to be sig+ the LA and national outcomes for the last 7 consecutive years 			<ul style="list-style-type: none"> • To continue to develop further Phonics teaching so that pupils make at least good progress if not better • Continue to develop further reading and mathematics teaching so that all pupils continue to make at least good progress if not better 	
		<p><u>KS2 attainment</u></p> <ul style="list-style-type: none"> • Reading and Writing is marginally above LA and National outcomes • SPAG is above LA and National outcomes 			<ul style="list-style-type: none"> • Continue to refine the teaching and learning of Reading and Writing to strengthen and deepen pupil understanding, in these areas • Embed the revisions to the teaching and learning of SPAG to strengthen and deepen pupil understanding • Continue to develop the application of SPAG skills in written work and across the curriculum • Continue to embed discreet mathematical skills taught through in a range of contexts so that more pupils are able to apply their knowledge, skills and strategies and achieve higher than national counterparts 	
		<p>NB: Pupil outcomes, 2015-2016, are the 1st statutory assessments based on the new curriculum, widely acknowledged that these results are not comparable with other areas and should be viewed with caution.</p>				

6	QUALITY OF TEACHING, LEARNING & ASSESSMENT	Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, assessment and next steps, marking, feedback.	Strengths	Areas for Development
			<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"> 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 pupil independence, creativity and respect
			<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. SEND, FSM continue to progress through the age related standards Further refine our Marking and Feedback policy and practice-to triangulate individual pupil targets with children's self-assessment-so that children continue to make the necessary steps in their learning
			<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 School Improvement Partnership e.g. External Moderation; Peer to Peer Reviews and Collaborative Support providing professional development 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	Areas for Development
			Attendance is excellent and on upward trend: <ul style="list-style-type: none"> 2013 – 2014: 96.7% 2014 – 2015: 97.5% 2015 - 2016: 97.8% 	<ul style="list-style-type: none"> Continue to monitor closely the attendance of pupils across the school.
			<ul style="list-style-type: none"> Behaviour is outstanding with very positive attitudes to learning as stated in our Section 48 Inspection – Nov 2011 – with all aspects judged to be 'Outstanding' Continually reinforced by Governor Curriculum Visits, external sources e.g. parents, community 	<ul style="list-style-type: none"> Ensure all pupils are actively engaged in their learning, fostering 'positive learning attitudes' Evaluate 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
			<ul style="list-style-type: none"> 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 encourage and actively promote all school Values of Creativity, Respect and Impedence and British Values, within the school community Continue to ensure all Safeguarding procedures are up to date and comply with LSCB 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	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 develop and further strengthen collaborative links: explore the possibility of forming the GRACE Trust, in order to further secure the school's resilience in the future Develop further and embed School Improvement Group interactions including Peer to Peer Reviews, External Moderation Continue to monitor and evaluate all areas of school life-communicate effectiveness of those e.g. Pupil outcomes, Pupil Premium, SIAMS, Arts, Sport, through school website so that all members of the school community are informed
			<ul style="list-style-type: none"> The Head teacher is in his fifth year of headship Permanently appointed: <ul style="list-style-type: none"> Deputy Headteacher (acting as SENDCo), EYFS/KS1 and KS2 Team Leader 	<ul style="list-style-type: none"> Further support development of leadership team comprising of Deputy Headteacher; EYFS & KS1 Team Leader Delegate further and widen 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, such as Prevent Guidance
			<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 3 experienced TAs (ratio 1:12) All aspects of EYFS progress (GLD) are significantly higher than LA and National expectations and averages. 	<ul style="list-style-type: none"> Continue to refine the use of Tapestry-an online electronic Learning Journey-engage with parents over effective parental contributions Continue to narrow the gap between the % of boys and girls who achieve a GLD by the end of Reception To develop further baseline assessment
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 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 and reflected in school community's relationship Collective Worship is a fundamental aspect of daily life Strong and effective 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 Regular opportunities for parents and pupils to celebrate/reflect together in assemblies/services All of the above were verified in our last Diocesan Inspection in November 2016-outstanding in all areas, and in positive feedback from parents attending school services. 	
		Areas for development	<ul style="list-style-type: none"> To continue to evaluate and develop further aspects of SMSC throughout the whole curriculum Review and evaluate findings from self- assessment (SIAMS) 	
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.	