



Barncroft Primary School

Where learning comes to life!



Self-Evaluation

2023



An inclusive school in which all children enjoy outstanding learning experiences, make good progress and leave as responsible citizens.

SEF Summer 2023

<i>Quality of Education</i>	
Strengths	Next Steps
An inclusive culture where teaching and learning is good.	Pupils with SEND make good progress.
The curriculum is carefully planned to ensure progression in skills and knowledge.	Pupils retain prior knowledge through the use of well-planned dashboards to re-visit prior learning.
Reading is given high priority.	Improve attainment for pupils through effective Assessment for Learning.
<i>Behaviour and Attitudes</i>	
Strengths	Next Steps
Pupils' attitudes to their learning are positive.	Pupils demonstrate a resilient approach to learning across the curriculum.
Relationships between pupils and staff reflect a positive and respectful culture.	Improve attendance for persistent absentees.
<i>Personal Development</i>	
Strengths	Next Steps
There is a wide range of extra-curricular activities that are available so that all pupils have access to a club.	Ensure diversity across the curriculum is prevalent.
<i>Leadership and Management</i>	
Strengths	Next Steps
Leadership capacity is strong across the wider team.	Strengthen parental engagement to improve outcomes for pupils.
Barncroft has a clear and ambitious vision for providing high-quality education to all pupils.	Outcomes for all pupils are in line with national averages.
<i>Early Years Foundation Stage</i>	
Staff have high expectations about what pupils can achieve, in line with the new Early Years Framework.	Develop consistency and good practice across the whole Early Years provision, including the pre-school.
Both the outdoor and indoor areas are well-resourced and challenging for all pupils, covering each of the areas of learning.	Communication, Language and Literacy is promoted throughout the environment.

Barncroft Primary School – Context								
Barncroft Primary School is a two-form entry 4-11 age school which was formed in February 2012 through the amalgamation of the previous infant and junior school. The school is currently organised into 15 classes with Year 6 consisting of 3 classes each with 20 children. At present there are 410 pupils on roll (47% boys, 53% girls). The proportion of pupils eligible for free school meals is 38% with 39% of pupils falling into the pupil premium category. Pupils supported with an education, health and care plan is above national average at 5%. The proportion of pupils who receive special educational needs support is 20%.								
Areas for development from the last inspection					Progress Measures			
Ofsted Priorities (2020): • Leaders need to ensure that teachers are confident that pupils’ knowledge is secure, before they move pupils along in the subjects they teach. • Leaders need to ensure that the strategies they use for supporting the lowest-attaining readers to catch up are the most effective so that these pupils have the reading skills they need for the next stages of their education. • Leaders need to ensure that the resources teachers use stimulate children’s concentration, curiosity and enjoyment more, such that children in early years make the best use of time to learn and remember the intended curriculum.					• The curriculum has been mapped to ensure that knowledge builds and is secured over time. Subject leaders have created knowledge and skills progressions for each subject and overviews which identify key questions to ensure pupils’ knowledge is secure. • The lowest 20% readers have been identified with a clear action plan in place to support accelerated progress. Reading was a focus area for the school within 2021-22 with the focus being on improving the teaching of vocabulary and comprehension. This work has been further embedded throughout the past year and our phonics provision is now a strength with XXX passing the phonics screen in Year 1. • The outdoor area for Early Years was extended in September 2022- climbing apparatus, a water wall and other resources have increased the level of challenge and provided lots more space for children to explore.			
Performance Data – Summer 2 2023								
Year group	Reading		Writing		Maths		Combined	
	ARE	GDS	ARE	GDS	ARE	GDS	ARE	GDS
YR								
Y1								
Y2								
Y3								
Y4								
Y5								
Y6								
Phonics screening					EYFS GLD			

Overall Effectiveness: Good	
• Quality of Education is good because there is a broad and balanced curriculum in place, teachers have good subject knowledge and reading is a high priority. • Behaviour and Attitudes are good because pupils are keen to learn and respond well to the high expectations of the staff in terms of behaviour and achievement. • Personal Development is outstanding because pastoral care and the wellbeing of both pupils and staff has a high priority across the whole school community. Children are respectful of each other and interact well. Warm relationships exist between staff and pupils. • Leadership and Management is securely good because leaders have a clear awareness of the school's strengths and weaknesses and are effective in addressing areas for development swiftly. The SLT place staff and pupil wellbeing as a priority and there is a strong culture of safeguarding. Governance is strong. • EYFS is good because pupils make good progress. Pupils also benefit from skilful and committed staff and an engaging curriculum which makes effective use of the environment.	
Quality of Education: Good	
Strengths	Areas for Development
• The standard of teaching and learning across the school is good with teachers showing they have a deep knowledge of understanding of the subjects they teach (Teaching and Learning Profile 2023). • Teachers use effective planning to help pupils learn well, this is checked by subject leaders on a weekly basis to ensure consistency across the school (Planning checks 2023). • The curriculum has been further strengthened to ensure skills can be embedded over time (Knowledge and Skills Progressions 2023). • The teaching of phonics and ensuring all children are able to read fluently is a strength of the school (Phonics data 2023). • The learning needs of all pupils are met through 3-way differentiation across all subjects (Learning Walks 2023). • All groups of learners are supported and challenged through the use of cut-away groups and split teaching (Learning Walks 2023). • Comprehension and vocabulary are a key part of the teaching of reading across the school (LLP visit 2022). • Any pupils falling behind will be flagged through the use of watch lists which track progress and attainment closely (Progress data 2023). • Individual Learning Plans are working documents which include current provision, next steps and interventions.	Intent: Pupils' books show that effective adaptations are made for SEND so that they can access all areas of the curriculum. Pupils with SEND make good progress across the curriculum. New planning format will be introduced for the core subjects to ensure effective AfL. A wide range of AfL strategies will be used within every classroom. Challenge will be available at every level to ensure that all pupils make progress in every lesson. Big questions will be used within curriculum lessons to ensure children know more and remember more. Vocabulary which is taught explicitly will be applied in independent learning. Curriculum assessments will be used to identify gaps. Implementation: High quality CPD and peer coaching will support staff in improving teaching, learning and outcomes.

Behaviour & Attitudes: Good	
Strengths	Areas for Development
• A positive and inclusive learning environment in which children feel safe and can thrive. • Pupils' attitudes to their learning are positive (Learning Walks 2023). • Pupils are proud of their school with the majority of pupils feeling happy and safe (OFSTED 2020, Pupil survey 2023). • Bullying is rare. Pupils say that if it does happen, they are supported by the staff to help resolve it (OFSTED 2020). • Rigorous systems are in place to monitor trends in behaviour with support put in place quickly and efficiently to ensure all pupils are able to access their learning (weekly behaviour meetings). • Barncroft Primary is a highly inclusive school. Pupils with special educational needs and/or disabilities are well-supported (OFSTED 2020, LLP visit 2022). • Whole staff trauma INSET- January 2023. • All staff have consistently high expectations of all pupils and respond to any incidents of behaviour in a consistent way, using a restorative approach. • Positive response plans are in place for children who need them. These are created with children, parents and outside agencies where appropriate. • Effective rewards system in place to reinforce positive behaviour and attitudes.	Intent: Pupils demonstrate a resilient approach to learning across the curriculum. Improve attendance for persistent absentees. Implementation: Ongoing CPD and outreach support from PBS. Pupil resilience to be a focus of all monitoring.
Personal Development: Good	
Strengths	Areas for Development
• 96% of pupils feel the school helps them to be a responsible citizen (Pupil Voice 2022). • Pupils' spiritual, moral, social and cultural development is prioritised. • Life Skills passports in place so that children learn progressive skills throughout their time at Barncroft. • All pupils attend Outdoor Learning sessions to improve their confidence, social skills, communication, motivation and physical skills. • There is a wide range of extra-curricular activities that are available so that all pupils have access to a club, particularly disadvantaged pupils. • There is a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. • Gold Sports Mark Award achieved. • External achievements are celebrated through the Barncroft 's Got Talent Board and assemblies.	Intent: Ensure diversity across the curriculum is prevalent. Gold Level SMSC award re-verification booked for October 2023. Implementation: Continue with SMSC steering group. Staff CPD on diversity awareness and how to ensure this is embedded within the curriculum.

Leadership & Management: Good	
Strengths	Areas for Development
- Leadership capacity is strong across the wider team. - Barncroft has a clear and ambitious vision for providing high-quality education to all pupils. - Leaders ensure that teaching pupils to read well is given high priority (OFSTED 2020, LLP visit 2022). - Governors know the school's priorities. They share the school leaders' high ambitions and aspirations for all pupils in the school. They challenge and support leaders accordingly. (OFSTED 2020). - Watch lists used to track progress and attainment closely and identify any pupils falling behind (Progress data 2023). - A consistent approach to teaching and learning across the school is evident and all staff can articulate what good teaching and learning looks like at Barncroft (Teaching and Learning Profile 2023).	Intent: Outcomes for all pupils are in line with national averages. Strengthen parental engagement to improve outcomes for pupils. Implementation: Robust monitoring schedule in place which includes all SLT and governors. PM will hold to staff to account for school improvement priorities and pupil progress. High quality CPD and peer coaching will support staff in improving teaching, learning and outcomes.
Early Years Foundation Stage (EYFS): Good	
Strengths	Areas for Development
- The quality of teaching is good; all staff share a strong knowledge of the Early Years curriculum (Learning Walks 2023). - Records of children's learning demonstrate the good progress they make from their individual starting points (Book Looks 2023, Progress data). - Teachers establish effective routines so that children behave well and move safely in both indoor and outdoor areas (Learning Walks 2023). - Objective led planning allows staff to engage children in learning through their play and ensures all children make progress (Learning Walks 2023). - Both the outdoor and indoor areas are well-resourced and challenging for all pupils, covering each of the areas of learning (Learning Walks 2023). - Communication, Language and Literacy is promoted throughout the environment (Learning Walks 2023). - Staff have high expectations about what pupils can achieve, in line with the new Early Years Framework (Learning Walks 2023). - Staff access ongoing CPD and support from the DHT. - Purposefully planned curriculum to meet the needs of all pupils at Barncroft Primary.	Intent: Overview and progression documents will ensure consistency across the EYFS. Regular CPD will ensure that staff are up to date with best practice. Common play progression documents will ensure that the potential of the learning environment is maximised. The provision within the environment will promote independence and a curiosity of learning. Implementation: EYFS lead and SLT to create new overview and progression documents to ensure consistent practice across the EYFS phase. Regular CPD for all early years staff every half term led by SLT and EYFS lead on what best practice looks like in EYFS. Staff to be trained on how to ensure that interactions with children are purposeful and extend their learning.