

Self- Evaluation Form 2026 – 2027



Our vision for Barncroft Primary School is to be a hive of learning where everybody challenges themselves and is nurtured to become confident and respectful members of the community with the skills, they need to achieve their dreams

Safeguarding		Curriculum and Teaching– Expected Standard	
Strengths	Next Steps	Strengths	Next Steps
Safeguarding is given the highest priority. All staff follow the policy and we have a culture of, ‘it could happen here.’ DSLs work collaboratively and strategically to target support effectively.	Regular staff quizzes and spot checks to ensure everyone understands their responsibilities.	Progressive curriculum design ensuring pupils know more and remember more. Oracy is a key element of the curriculum supporting pupils to articulate their ideas.	Ensuring greater depth children are provided with enough challenge in all curriculum areas. Ensure active learning is promoted in all curriculum areas.
Inclusion– Expected Standard		Attendance and Behaviour– Expected Standard	
Strengths	Next Steps	Strengths	Next Steps
All staff are up-to-date with CPD including executive functioning, ASD, attachment awareness, SALT and support with PD. Multi-agency approach to best support families.	Consistency in TA practice. Improve progress of children with SEN.	Strong cluster attendance policy followed consistently to support and challenge parents. TGMC approach and therapeutic behaviour policy followed across the school.	Improve attendance, particularly for those who are persistently absent. Continue to work with parents and outside agencies to create a multi-targeted approach to improve attendance overall.
Achievement - Expected Standard		Personal Development and Wellbeing– Expected Standard	
Strengths	Next Steps	Strengths	Next Steps
An inclusive culture where teaching and learning is good. Teachers adapt learning to meet the needs of all children including those with SEND. The curriculum is carefully planned to ensure progression in skills and knowledge. Children remember what they have learnt. Reading is given high priority from the very start of school. Reading is embedded across the curriculum. Children are making good or better progress in phonics.	Ensure children are fluent and develop automaticity with handwriting and spelling. Continue to improve attainment by adapting teaching to the needs of all learners. Continue to improve children’s oracy so that they are confident, articulate speakers who can talk for a range of purposes.	Strong PD curriculum based on ‘My Happy Mind’. Children respect each other’s differences and support and celebrate each other well. Children know how to keep themselves safe, including online. Extensive enrichment offer including trips, visitors and after school clubs.	Introduce Worker Bees across the school. Introduce monitoring and tracking of the enrichment benchmarks.
Leadership and Governance - Expected standard		EYFS- Expected standard	
Strengths	Next Steps	Strengths	Next Steps
We understand our school context well and know what is needed for outcomes to improve. Governors work with leaders to write the SEF and SIP and they can explain what we need to do and why. Implementation plans ensure that school priorities drive decision making.	Further improve parental engagement.	Inclusive learning environment focusing on supporting children’s regulation and PSED skills. High quality early reading and phonics teaching.	Further develop objective led planning to ensure the needs of all learners are met and that analysis informs practice across all areas. Ensure the percentage of children achieving GLD is at least national average. Ensure handwriting is automatic and fluent in all pupils.

Barncroft Primary School – Our context and reality

Barncroft is a well subscribed, popular school which is full in Reception for September 2026. The school is two-from entry taking children from ages 2 to 11 and was formed in February 2012 through the amalgamation of the previous infant and junior school. The pre-school became part of the school in September 2023. The current Headteacher started 4 years ago during Covid and has worked on developing the capacity of the senior leadership team and building a new culture and community feel to the whole school.

At present, there are 457 pupils on roll (52% boys, 48% girls) with the proportion of pupils eligible for free school meals currently sitting at 44% with 45% of pupils falling into the pupil premium category. Pupils supported with an education, health and care plan is above national average at 6%. The proportion of pupils who receive special educational needs support is 30%. Our IDACI number is 11. 56% of our pupils are Disadvantaged (Ofsted 2023). On top of this, we have a further 11% of children who we class as being vulnerable. This means they have experienced things such as domestic violence, unsafe home environments, have parents in prison or that they struggle with their social, emotional and mental health or anxiety. The reality of this is that 67% of our children at Barncroft either struggle coming into school or struggle getting into the correct mindset to learn. They are often in a hypervigilant state of mind and need support in being able to regulate their emotions to learn. What can seem small to us is often monumental to them.

One of our core beliefs at Barncroft, is that every child has the capability to succeed, we have high expectations of all and see it as our job to support all children to achieve the best that they can. As a result, we put a lot of work into supporting children's mental health and emotional needs to help them get ready to learn. This includes things such as soft starts, desk check ins, calm spaces, focusing on emotional literacy, ELSA sessions, time spent building those key relationships with children and ensuring children have safe spaces or strategies to use when they are finding things difficult. In light of this, in November 2023 we relaunched our vision and values which included a whole school rebrand. The aim of this was to create a vision which reflected where Barncroft is now, what our community looks like now and what we wanted to achieve for the children we teach. Staff worked collaboratively to come up with our new Vision and our 5 Bee Values. These are now an embedded part of Barncroft and they feed into everything that we do.

When visiting our school, you will see some children being taught in smaller groups, you will see children being given space and the opportunity to use their calm space, to have a brain break or to go for a short walk to regulate. These are all strategies that we encourage our children to use and that adults will support children with in order to help them co-regulate and to be able to return to their learning. We are all proud to work at Barncroft Primary School, we believe we have fantastic pupils and a dedicated team who all want to achieve the best for our children.

Ofsted

The overall outcome of the inspection on 3 March 2020 was:

Good

Quality of education: **Good**

Behaviour and attitudes: **Good**

Personal development: **Good**

Leadership and management: **Good**

Early years provision: **Good**

What does the school need to do to improve?

In some foundation subjects, the curriculum design and assessment are not as refined as they should be. As a result, pupils do not learn as well as they could. The school should identify the key knowledge and skills it intends pupils to learn and remember. This will help teachers check pupils' understanding, build on pupils' prior knowledge and inform future teaching.

IDSR - Data source: the DfE's January school census for 2025, 2024 and 2023, and children in need census for 2024, 2023 and 2022
Characteristics:

School number on roll	Above average407	Well above average444	Well above average445
School % FSM6	Above average39.07	Above average38.74	Well above average44.90
Local area % FSM6	Well above average48.51	Well above average47.75	Well above average50.55
School % SEN support	Close to average14.99	Close to average13.29	Above average20.00
Local area % SEN support	Well above average20.27	Well above average20.90	Well above average21.96
School % EHC plan	Well above average5.16	Close to average4.05	Close to average3.82
Local area % EHC plan	Close to average3.62	Close to average2.89	Close to average4.25
School % EAL	Below average2.70	Below average3.20	Below average2.90
Local area % EAL	Below average4.40	Below average6.00	Below average5.40
School % CIN	Well above average11.30	Below average0.90	Close to average1.80
Local area % CIN	Well above average15.97	Well below average0.46	Below average1.30
School % stability	Close to average86.87	Close to average88.39	Close to average85.92
School pupil base deprivation	Above average	Above average	Above average
Local area pupil base deprivation	Above average	Above average	Above average
School location deprivation	Above average	Above average	Above average

IDSR - Data source: the DfE's January school census for 2025, 2024 and 2023, and children in need census for 2024, 2023 and 2022

Staff:

- The percentage of teachers with at least one period of sickness absence was significantly above national in: 2023/24.
- At the time of the November 2024 census, there were no full-time vacant teacher posts in the school.
- Staff turnover was in the highest 20% in: 2023, 2021.

Achievement in phonics and at Key Stage 2:

All pupils

	2023	2024	2025	3-year average
RWM expected standard	Below (sig-)	Close to av. (non-sig)	Close to av. (non-sig)	Below (sig-)
RWM higher standard	Below (sig-)	Below (sig-)	Below (non-sig)	Below (sig-)
Reading expected standard	Below (sig-)	Close to av. (non-sig)	Close to av. (non-sig)	Below (sig-)
Reading higher standard	Below (sig-)	Close to av. (non-sig)	Below (sig-)	Below (sig-)
Writing expected standard	Below (sig-)	Close to av. (non-sig)	Below (non-sig)	Below (sig-)
Writing greater depth	Below (sig-)	Below (sig-)	Below (sig-)	Below (sig-)
Maths expected standard	Below (sig-)	Close to av. (non-sig)	Close to av. (non-sig)	Below (sig-)
Maths higher standard	Below (sig-)	Below (sig-)	Below (sig-)	Below (sig-)
EGPS expected standard	Below (sig-)	Below (non-sig)	Below (sig-)	Below (sig-)
EGPS higher standard	Below (sig-)	Below (sig-)	Below (sig-)	Below (sig-)
Year 4 MTC score	Below (sig-)	Below (sig-)	Close to av. (non-sig)	Below (sig-)
Phonics expected standard	Below (sig-)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)

Disadvantaged

	2023	2024	2025	3-year average
RWM expected standard	Below (sig-)	Close to av. (non-sig)	Close to av. (non-sig)	Below (non-sig)
Reading expected standard	Below (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Below (non-sig)
Writing expected standard	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)
Maths expected standard	Below (sig-)	Above (non-sig)	Close to av. (non-sig)	Below (sig-)
EGPS expected standard	Below (sig-)	Close to av. (non-sig)	Close to av. (non-sig)	Below (sig-)

IDSR - Data source: the DfE's January school census for 2025, 2024 and 2023, and children in need census for 2024, 2023 and 2022

Attendance:

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (3 term)	379	93.0%	94.8%	Below	Relative improvement	High - FSM
2023/24 (3 term)	368	91.9%	94.5%	Below	In line	-
2022/23 (3 term)	383	91.5%	94.1%	Below	Relative decline	-

2018/19 (3 term)	371	95.3%	96.0%	Below	Not available	High - FSM, High - SEN
---------------------	-----	-------	-------	-------	---------------	------------------------

Persistent absence:

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (3 term)	379	20.3%	13.0%	Above (sig+)	No sig change	High - FSM
2023/24 (3 term)	368	25.5%	14.6%	Above (sig+)	No sig change	-
2022/23 (3 term)	383	27.4%	16.2%	Above (sig+)	Sig increase	-

2018/19 (3 term)	371	14.6%	8.2%	Above (sig+)	Not available	High - FSM, High - SEN
---------------------	-----	-------	------	--------------	---------------	------------------------

Safeguarding	
In making our judgement on safeguarding we evaluate if our statutory duties are met. We consider our safeguarding practice over time. We also consider the views of staff, pupils and parents. As a result, safeguarding is deemed as effective and meeting the expected standard.	
Ofsted criteria for the Expected Standard:	Evidence:
Leaders have established an open culture in which safeguarding is everyone's responsibility. Multi-agency working is effective. There is strategic oversight of all aspects of safeguarding and promoting the welfare of pupils. Leaders actively try to learn from safeguarding cases and incidents and take any action needed. Pupils are kept safe and feel safe. Their voices are heard, including the voices of pupils who are not on the school site (whether long term, temporarily or for part of the school day). Teaching pupils about how they can stay safe and when they may need help is embedded across the curriculum. Pupils and parents know who to go to for support. All staff are vigilant and carry out their responsibilities effectively to keep pupils safe. Staff understand the signs of possible safeguarding concerns. They respond by following the school's systems confidently and consistently. Leaders fulfil their responsibilities in relation to child-on-child violence. This includes (but is not limited to) bullying, physical abuse (including physical assault and harm (or the threat of harm) with a weapon), sexual violence and harassment, and domestic abuse in pupils' own intimate relationships (teenage relationship abuse). Leaders know and fulfil the statutory requirements for safeguarding. These include managing safer recruitment, reporting, referrals, record-keeping and the 'Prevent' duty. The school has clear and accessible policies and procedures that keep pupils safe. Leaders are receptive to challenge and are reflective about their own practices. This means that the impact of safeguarding policies, systems and processes is kept under continual review. Leaders ensure that staff's work is monitored and that they get appropriate supervision and support. The conduct and behaviour of staff are appropriate. Leaders follow local authority procedures in managing safeguarding concerns or allegations about adults.	Single Central Record: Our Single Central Record is well maintained and meets statutory guidance. It is reviewed regularly by senior leaders and governors using our review form. Employment checks: All statutory pre-employment checks are carried out. DSLs: Our Designated Safeguarding Leads are experienced and attend regular training and networking events. The DSLs in the school meet weekly to discuss key children and any new referrals or concerns. Furthermore, one of our DSLs is the designated teacher for looked after children. Alternative provision: It is rare for the school to use Alternative Provision. Part-timetables are also rare; however, they are used when medical/mental health needs require this pattern of attendance. Ofsted outcomes: Within our most recent inspection (2025), Ofsted stated that, 'the arrangements for safeguarding are effective'. Pupil Premium funding: PP funding is well spent to raise the progress and outcomes of pupils in receipt of Pupil Premium funding. Staff CPD: Staff are well trained in child protection and safeguarding, including Prevent and Safer Recruitment. Staff also engage with Keeping Children Safe in Education and complete relevant task to assess understanding; training is active not passive. This training is completed yearly to allow for new updates to be shared. Curriculum: Pupils are explicitly taught how to staff stay safe in assemblies, through out PD programme (My Happy Mind) and on a cross-curricular basis, for example online safety.
Supporting Factors • Single Central Record • Staff and governor training	

- CPOMS entries
- Safeguarding/Health and Safety audits
- Pupil premium reports
- Training log
- Ofsted report (2025)

Curriculum and Teaching – Expected Standard

In making our judgement we consider the effectiveness of the curriculum and teaching using our intent and implementation. Our practice is informed by research and data and is evidence based, please refer to our Teaching and Learning policy and individual subject policies for our rationale. As a result, the quality of curriculum and teaching is at the expected standard with elements in the strong standard.

Intent – What is Barncroft Primary aiming to achieve through its curriculum?

At Barncroft, our curriculum intent is to deliver an outstanding, sequentially planned curriculum that responds to our local community context and addresses the distinct emotional and academic needs of our children. We actively design our curriculum to build progressively on prior learning, using deliberate knowledge retrieval strategies to ensure key information is retained for primary school and future success. We intentionally shape a safe, calm, and therapeutic environment that fosters personal development alongside core life skills to ensure every child can thrive academically and socially.

Curriculum Intent Statement

At Barncroft, our curriculum is intentionally designed to achieve four core pillars of success:

- **Contextual & Progressive Learning:** We deliver a bespoke, outstanding curriculum shaped by our school context and local area. Every lesson purposefully builds on prior knowledge, embedding retrieval strategies in key subjects so children retain essential information for their primary education and beyond.
- **Oracy & Communication Focus:** We systematically weave communication throughout all subjects. This explicit focus empowers our children to become confident, articulate speakers and active, empathetic listeners.
- **Therapeutic & Nurturing Environment:** We cultivate safe, calm, and learning-focused spaces that cater to our pupils' significant emotional needs. By integrating school values, a therapeutic behaviour approach, the *My Happy Mind* programme, and *The Good Morning Club* staff training, we ensure children make simultaneous academic and emotional progress.
- **Essential Life Skills Mastery:** We explicitly teach critical life skills to prepare children for the next phase of education and adulthood. Our curriculum directly targets and tracks progression in:
 - **Wellbeing:** Personal, social, and mental health strategies to stay safe.
 - **Communication:** Oracy benchmark development across all lessons.
 - **Social Skills:** Positive behaviour choices and collaborative teamwork.
 - **Health:** Physical fitness, hygiene, healthy eating, and team dynamics.
 - **Targeted Needs:** Specific life skills identified through internal progression tracking.
 - **Technology:** ICT competencies to safely record, present, share, and research information.
 - **Independence:** Personal self-organisation and emotional regulation strategies.

Implementation – How is the Barncroft Primary curriculum delivered?

At Barncroft, we deliver our curriculum through consistent, high-quality pedagogy, targeted academic support, and rich experiential learning. Our implementation framework ensures every child can access, connect, and retain their learning:

- **High-Quality Teaching & Coaching:** We ensure everyday classroom practice is of a high standard by providing continuous professional development, individual coaching and tailored support for our teaching staff.
- **Broad, Balanced & Connected:** We deliver a wide-ranging curriculum rich filled with cross-curricular opportunities, allowing children to make meaningful connections and embed knowledge deeply across subjects.

- **Adaptive Practice & Challenge:** Teachers intentionally scaffold learning to support individual needs while embedding high levels of challenge to stretch every learner.
- **Real-Life Contexts:** We ground learning in real-world experiences, linking English writing outcomes directly to children's lived experiences and highlighting career opportunities within the wider curriculum.
- **Reading & Phonics Focus:** Reading is at the heart of our delivery, with a rigorous, systematic focus on phonics to secure early literacy and build a lifelong love of reading.
- **Systematic Retrieval Practice:** We utilise "sticky knowledge" frameworks, flashback sessions, and deliberate retrieval strategies to help children consistently recall and cement prior learning.
- **Targeted Interventions:** We deploy rapid boosters and evidence-based interventions to close attainment gaps the moment they appear.
- **Enrichment & Specialism:** Learning is enhanced through specialist music tuition, purposeful home learning, and a vibrant enrichment programme that broadens horizons beyond the standard classroom.

Ofsted criteria for the Expected Standard:	Evidence:
Leaders have an accurate and informed understanding of the quality of the curriculum and teaching across the school. They draw on this when deciding how to deploy staff and allocate resources, and to identify when timely action is needed to bring about improvement. Leaders ensure that the curriculum is suitable and well planned for each subject and year group. It identifies clear end points and is appropriately sequenced to build on what has already been taught and learned. Leaders ensure that the curriculum is generally taught well. Teachers draw on their knowledge of pupils' needs and starting points and an evidence-informed understanding of effective teaching and how pupils learn. Leaders make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach. Leaders ensure that all pupils who are at the early stages of learning to read are taught to do so through systematic synthetic phonics. Leaders and staff are particularly aware of pupils who have not yet secured the necessary foundations in communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge. Leaders and staff generally use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary. Leaders and staff are clear about the importance of high-quality teaching, supplemented with targeted academic support. Any reasonable adjustments or adaptations to the curriculum or teaching for particular pupils are generally considered and implemented carefully. EHC plans are properly considered when designing and delivering the curriculum.	Sequential Progression Maps: Subject leaders documents chart clear learning paths from EYFS to KS2 building progressively on prior knowledge. Daily Retrieval Practice: Teachers use "sticky knowledge" frameworks, flashback sessions, and working walls to secure long-term memory retention. Voice 21 Training: All staff use structured talk-partners, sentence nesting, and sentence starters to develop confident, articulate speakers. Targeted Speech Support: Classrooms use <i>Colourful Semantics</i> and direct, in-house Speech and Language Therapist (SALT) interventions to hit NHS milestones. The Good Morning Club Framework: Staff use trained morning check-ins and an embedded therapeutic behaviour policy to establish a calm, safe learning environment. My Happy Mind & Calm Spaces: Daily personal development lessons are backed by functional classroom calm boxes to explicitly teach emotional regulation. Life Skills Tracker: Staff actively teach and track essential independence, health, hygiene, and safety skills using a dedicated progression document. Data-Driven Weekly Adaptation: Staff use DfE baselines, daily lesson debriefs, and termly tracking drops to adapt objective-led planning to cohort needs. Immediate Scaffolding & Interventions: Teachers deploy flexible "cutaway groups" during lessons while TAs run daily <i>Read Write Inc</i> phonics boosters to close gaps.

	Fluid SEN & Pupil Premium Oversight: Individual Learning Plans (ILPs), regulation plans, and Pupil Premium funding are reviewed dynamically during regular progress meetings. Continuous Staff Coaching: Classroom teaching standards are protected through weekly professional development and collaborative peer learning walks. Experiential Enrichment: Cross-curricular knowledge is extended through adapted, fully inclusive termly educational trips, external visitors, and specialist music.
<u>Supporting factors</u> Read Write Inc Trackers: Half-termly assessment spreadsheets and current ability streaming group lists. Data Drop Reports: Initial DfE Reception Baseline Assessment logs, in-house baseline tracking, and termly data summaries. Subject Progression Maps: Central curriculum progression documents charting clear learning pathways from EYFS to Key Stage 1. Weekly Planning Archives: Weekly objective-led plans paired with daily teacher lesson debrief notes. Individual Support Portfolios: Individual Learning Plans (ILPs), EHCP annual review records, and bespoke student regulation plans. Dynamic SEN Register: The active school register archiving responsive changes to pupil support tiers. Pupil Premium Strategy: The formal statement detailing funding allocations and impact spending reviews. In-House SALT Records: Provision maps, text-specific vocabulary lists, and individual NHS target logs. Oracy Benchmark Audits: <i>Voice 21</i> benchmark tracking documents and classroom environment audits for Oracy Working Walls. School Behavior & Welfare Policies: The Barncroft Therapeutic Behaviour Policy, Intimate Care Policy, and healthy eating compliance logs. Staff Professional Development Matrix: Training logs for <i>The Good Morning Club</i>, half-termly SEN CPD, and annual safeguarding/paediatric first aid certificates. Transition & Family Protocols: EYFS-to-Year 1 transition handovers, custom student transition books, and Tapestry engagement metrics. Community Engagement Evidence: Parents' evening attendance logs, phonics workshop sign-in sheets, and parental sound grids. CPOMS Safeguarding Logs: Electronic safeguarding case histories tracking swift, robust actions and follow-ups.	

Achievement -Expected Standard	
In making our judgement on achievement we consider the impact of our high-quality education. We consider attainment and progress over time, including in national tests and in house assessments. We also consider the progress pupils make across the curriculum from their starting points, so that they know more, remember more and can do more. As a result, achievement is at the expected standard with elements in the strong standard.	
Impact – What difference is the Barncroft curriculum making on pupils?	
The curriculum at Barncroft makes a clear, positive difference, ensuring most pupils achieve well, close knowledge gaps, and leave prepared for the next stage of their education. • Good Attainment & Progress: Pupils make strong progress from their baselines, with Y1 phonics, EYFSP close to national averages and end of KS2 results improving. • Rapidly Closing Gaps: Rigorous pupil progress meetings ensure any gaps in learning are identified and addressed quickly with targeted support. • Strong Foundational Skills: Pupils quickly secure fluency in maths, reading and phonics which helps them access the full, wider curriculum. • Confident Communicators: Thanks to our focus on oracy, pupils make good progress in their language skills, becoming confident and articulate speakers. • Success for All: Disadvantaged pupils, those with SEND, and vulnerable children make good progress from their starting points, overcoming barriers to achieve well. • Strategic Success: Continuous classroom progress keeps the school firmly on track to hit our ambitious 5-year plan targets.	
Ofsted criteria for the Expected Standard:	Evidence:
On the whole, pupils are ready for the next stage of education, employment or training. They generally have appropriate knowledge and skills across the curriculum, as reflected in the quality of their responses and the work they produce. Pupils develop the foundational knowledge and skills they need, including language and communication skills. Pupils who are at the start of their education (and older pupils, where necessary) largely secure the necessary accuracy and fluency in word reading, spelling, handwriting and number facts. Any gaps in pupils’ foundational knowledge or skills are closing quickly. On the whole, pupils achieve well. Typically, this will be reflected in their attainment and progress in national tests and examinations, which are broadly in line with national averages, including for disadvantaged pupils. Disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being generally make suitable progress from their starting points. They develop appropriate knowledge and skills to enable them to progress to the next stage. Any gaps in their knowledge or skills are closing quickly.	National Benchmark Alignment: Year 1 Phonics Screening Check (PSC) results are at national Upward Key Stage 2 Trajectory: End of Key Stage 2 (KS2) results demonstrate consistent year-on-year improvement across core subjects. Accelerated Progress from Baselines: Pupils show strong, measurable academic growth relative to their specific entry baselines. Rapid Gap Closure: Identified learning gaps are closed quickly due to prompt, targeted intervention tracking. Foundational Fluency: Pupils demonstrate high accuracy and fluency in early reading, systematic phonics, and core mathematical number facts. Articulate Explanations: Pupils answer questions and discuss their learning in full sentences using structured <i>Voice 21</i> oracy skills. Equitable Achievement: Disadvantaged pupils, children with SEND, and vulnerable groups make strong progress from their starting points. Curriculum-Wide Access: Secure foundational reading and math skills allow pupils to produce high-quality work across the wider curriculum. Strategic Growth: Ongoing classroom progress data confirms the school is meeting its milestones for the ambitious 5-year plan.

Supporting Factors

Statutory Data Profiles: Official ASP (Analyse School Performance) data, IDSR (Inspection Data Summary Report), and local authority data packs.

Phonics & Early Years Data: Year 1 Phonics Screening Check trend spreadsheets and EYFS Profile Good Level of Development (GLD) summaries.

Key Stage 2 Performance Reports: Cohort tracking sheets for Key Stage 2 national test outcomes and scaled score data trends.

Pupil Progress Minutes: Meeting logs and data dashboards from regular, rigorous pupil progress tracking reviews.

Internal Progress Summaries: Termly data drop overviews tracking student movement against initial starting baselines.

Vulnerable Group Trackers: Specific progress data filtering performance for SEND, disadvantaged, and social-care-supported pupils.

Work Scrutiny & Books: Student exercise books, writing portfolios, and cross-curricular work samples displaying high-quality outcomes.

Strategic Planning Records: The school's formal 5-Year Strategic Development Plan and its associated milestone evaluation reports.

SEND & Inclusion Folders: Individual Learning Plans (ILPs), EHCP annual reviews, and impact evaluations for intervention groups.

Oracy Assessment Frameworks: Student speech and language progression logs linked directly to the school's oracy benchmarks

Inclusion – Expected Standard	
In making our judgement on the quality of inclusion we evaluate how we identify and support those pupils eligible for pupil premium and looked-after children. We consider the range of SEND we have at the school and pupils with protected characteristics. We consider our work with support agencies partnerships. We also consider our work with parents/carers. As a result, inclusion is deemed at an expected standard.	
Impact – How does our inclusive approach support pupils at Barncroft?	
Barncroft’s inclusive approach ensures that all pupils, including those with SEND, are well supported to access learning, make progress and feel part of a nurturing school community. A carefully designed curriculum, alongside consistent adaptive teaching and formative assessment, enables staff to respond effectively to pupils’ differing needs and reduce barriers to learning in real time. As a result, most pupils with SEND make good progress from their starting points. Strong leadership, including a dedicated SENCo, ensures a robust graduated response through termly reviewed ILPs, high-quality EHCP reviews and regular pupil progress meetings. Early identification, effective use of assessment and high expectations for all pupils support timely and targeted intervention. This is further strengthened by effective partnership working with external agencies and parents, ensuring a holistic approach to support. A clear focus on wellbeing, alongside a nurturing ethos recognised by Ofsted (2025), ensures pupils are engaged, supported and ready to learn.	
Ofsted criteria for the Expected Standard:	Evidence:
Leaders identify pupils’ needs quickly and accurately, including any emerging or changing needs. This includes the needs of disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being. Leaders have high expectations for these pupils. Typically, the support they provide (following specialist advice if needed) reduces barriers to their learning and/or well-being. Leaders take a graduated approach (as explained earlier), which means pupils’ needs are generally met. Staff receive suitable training and support to implement this approach. Leaders have a secure understanding of these pupils’ needs and the progress they make. They use appropriate evidence to inform their pupil premium strategy, including when selecting approaches to take. The strategy and approaches are generally understood and implemented by staff. The qualified SENCo has sufficient authority within the leadership structure to make a positive difference for pupils with SEND. Leaders are committed to, and understand, their role in the local area partnership’s strategy to improve the experiences of, and outcomes for, pupils with SEND. Where appropriate, they ensure that local partnership strategies have a positive impact on pupils at the school. Leaders support pupils who are known (or previously known) to children’s social care, including looked-after and previously looked-after children, well. Staff work effectively, including with the virtual school, so that pupils’ personal education plans generally improve their learning opportunities and experiences. Alternative provision is commissioned appropriately and is used in pupils’ best interests. Leaders take responsibility for the education and welfare of pupils who are placed in it.	We have a dedicated Inclusion Leader/SENDco who carries out high quality annual reviews of EHCPs and ensures staff are working together to achieve targets. Leaders and the SENDco ensure that parents are directed to the local offer for appropriate provision and support. Expectations for all pupils are exceptionally high. Leaders and staff rigorously monitor the progress of all pupils robustly to ensure pupils meet these expectations. We ensure there is a significant focus on wellbeing to enable pupils with SEND to be ready for learning. Curriculum is designed with differing needs at the forefront with a clear focus on all developing both knowledge and skills. Under the current Ofsted framework, teaching and learning is good across the large majority of subjects. We provide high-quality and regular training focusing on the barriers that pupils’ face in their learning and wellbeing. Leaders ensure that a range of support agency professionals (specialists) work in partnerships with staff to ensure the best support is provided and reasonable adjustments are made when required. Leaders work closely with parents to ensure their views are taken into account. Our accessibility plan is reviewed regularly and published on the school website.

Our pupil premium strategy is aligned with our wider school priorities and staff are clear about their role in the strategy.

Ofsted (2025) stated that we are a *“nurturing and inclusive school that welcomes pupils into its caring community”*.

Formative assessment is woven within the classroom to monitor the progress of children and so adaptations can be made in the moment to support them. Ordinary available provision is embedded throughout the school for all children to access.

Analysis of SEND levels over the previous academic year show most pupils are making good progress at their current level.

Pupil progress meetings help us to track children who are closing the gap and ensure that barriers to learning are being reduced. Ofsted (2025) said, *“staff identify children with SEN needs or disabilities quickly and the school has the required expertise to adapt learning for pupils with SEND”*.

All classes make adaptations to their teaching and learning to meet the needs of the children within their class. This helps to scaffold children at the appropriate level and close the gaps.

ILPs are made and reviewed termly using the graduated approach to ensure that children on the SEN register have SMART targets to make progress and be monitored effectively. SENCo supports with making sure these targets are appropriate.

PEP meetings held termly for children under care orders in Hampshire and Portsmouth. SENCo views Aps prior to children starting. Regular feedback from provision about attendance and monitoring engagement of pupils.

Supporting Factors

- Subject policies and curriculum maps
- Teaching and learning observations
- Pupil premium reports
- Learning walks
- Work scrutiny
- Book Look assessment
- Progress and outcomes data
- Pupil progress meetings
- ILPs and EHCP annual reviews
- Referrals to outside agencies
- Pupil questionnaire
- Staff questionnaire

- Parent questionnaire
- Ofsted report 2025

Attendance and Behaviour – Expected Standard

In making our judgement on attendance and behaviour we evaluate pupil expectations, conduct and attitudes to their education. We consider if our environment is calm, orderly and respectful. We consider if we have a positive environment where pupils can thrive. We consider relationships and our anti-bullying culture. We also consider attendance and punctuality. As a result, attendance and behaviour is deemed at the expected standard.

Impact – How does our approach at Barncroft support pupils?

Attendance is safeguarding so it is everybody's responsibility. Leaders have high expectations for behaviour, attendance and attitudes, underpinned by positive relationships and an inclusive culture. Staff consistently promote the school's values and support pupils to develop self-regulation, resilience and positive attitudes to learning through therapeutic approaches and targeted pastoral support. Attendance is monitored closely, with early intervention and multi-agency working used to address barriers and reduce persistent absence, particularly for vulnerable pupils and those with SEND. As a result, pupils generally behave well, feel safe and contribute to a calm and purposeful learning environment.

Ofsted criteria for the Expected Standard:

Leaders and staff have an informed and accurate understanding of matters related to attendance, behaviour and attitudes. They establish effective strategies to tackle any issues.

Leaders establish high expectations for all pupils about behaviour, built on positive relationships, and on rules and routines that staff and pupils generally understand.

Leaders ensure that staff maintain and reinforce the same high expectations, acting as role models and teaching positive behaviour.

Leaders and staff generally apply agreed rules and sanctions effectively.

Suspension and permanent exclusion are used appropriately.

Leaders and staff usually ensure that incidents of bullying, unlawful discrimination, harassment, victimisation, physical and/or sexual violence and derogatory language are dealt with quickly and effectively.

Pupils generally behave well, follow the agreed school routines and show positive attitudes to their learning. This contributes to a safe and calm environment.

Leaders analyse attendance information closely, at whole-school level and for different groups to identify patterns and trends. They use this analysis well to identify the causes of poor attendance, intervene early and remove barriers.

Overall attendance is broadly in line with national averages or shows an improving trend over time.

Attendance is improving, including the attendance of pupils who are persistently or severely absent and individuals or groups that leaders have focused on.

Evidence:

We have a therapeutic behaviour policy linked to The Good Morning Club. We are currently on the Bronze pathway as an ARC school (Attachment Research Community) and are applying for Silver. Staff have regular training on the TGMC approach.

We have clear school values which are known and understood by all children. These are celebrated through our 5B cards and children are always proud to receive their teddies.

All staff are trained in consistently positive language so we can communicate with others in way that sets the standard for the children.

We only use suspension when a pupil deliberately hurts another child or member of staff. This is rare and is always followed up with a restorative conversation and update to their risk assessment.

We take any bullying or use of prejudicial language very seriously. We take time to investigate thoroughly and speak to everyone involved. We keep parents involved in this process. Any themes that come up are addressed through our oracy style assemblies.

Behaviour in the school is good. Incidents have hugely reduced since the introduction of the TGMC approach in 2025. The environment in the school is purposely set up to help calm and regulate the children ready for learning. We have set routines that are used by all staff to ensure consistency throughout the school.

A number of children have a regulation plan which helps all staff around the school understand what works for them. These are also shared with parents.

Any reasonable adjustments or adaptations to attendance and/or behaviour strategies are timely and appropriate, including for disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who face barriers to their learning and/or well-being, such as young carers. Any interventions are timely, well-chosen and targeted.	We work with the Primary Behaviour Service and follow their advice about specific children. All staff are aware of children whose attendance is a concern. We talk about them regularly and record concerns on CPOMs. The attendance team meet every 3 weeks and discuss each child whose attendance is below 95%. We pay particular attention to our persistent absentees. Parents are invited in for meetings so that we can support them to improve their child’s attendance. We attend regular targeted Support Meetings with the LA and follow all advice we are given. The HT attends attendance hubs run by the LA each term and actions anything in school. We look at the DfE attendance data and analyse this each half term. The groups we are most concerned about are our Disadvantaged children who are also SEN. When we spot trends e.g. regular Mondays/ Fridays off school, we speak to parents and also try and boost attendance through special events on these days of the week. We always communicate attendance concerns with social workers and include them in any family plans.
--	---

<u>Supporting Factors</u> Cluster attendance policy with clear steps we go through when concerned about a child’s attendance Whole school attendance tracker Attendance action plans Attendance is promoted and celebrated on our weekly Buzz newsletter to parents Therapeutic behaviour policy Relevant staff are Team Teach trained, including SLT Reduction in behaviour incidents on Arbor Reduction in suspensions
--

Personal Development and Wellbeing – Expected Standard with elements of Strong Standard

In making our judgement on the personal development and wellbeing, we evaluate our wider curriculum and how it extends beyond the academic, technical and vocational. We consider our work to support pupils to develop their character and staying physically and mentally healthy. We also consider how we prepare pupils for future success and life in modern Britain. As a result, personal development and wellbeing is deemed at the expected standard with elements being met in the strong standard.

Impact – How does our approach at Barncroft support pupils?

At Barncroft, we ensure that children have access to a wide range of cultural capital and enrichment opportunities such as a range of trips and a range of visitors into our school. This enrichment offer is in line with the enrichment benchmarks published in June 2026. With our high levels of PP and FSM, this additional enrichment ensures children can experience new opportunities which they may not otherwise experience. This supports our children to embrace the school value of ‘be aspirational’ as they receive new, additional life experiences. The school has held a School Games Gold Mark Award for four consecutive years with the aim to achieve platinum in 2026/2027. This has a positive impact on our pupils as it shows our commitment to providing them with a range of physical activities and opportunities. For example, 40% (.....disadvantaged) of children at Barncroft represented Barncroft in inter-school competitions in a range of sports demonstrating teamwork, sportsmanship and leadership skills. Furthermore, children across the school hold a range of responsibilities through our year 6 prefects and sports captains to **our worker bees**. This supports the children’s leadership skills as well as giving them real life ‘job style’ experiences.

A wide range of after-school clubs (free and paid for) are offered by staff and external providers, supporting children’s physical and mental wellbeing as well as their educational outcomes. We encourage all children to participate in clubs, especially children who are disadvantaged to give them additional enrichment experiences (For example, 60% of those doing a club in Spring 2 2026 were disadvantaged (118 out of 194 children).

We use My Happy Mind to support our teaching of personal development. My Happy Mind has a strong focus on children’s mental health and wellbeing which we have identified as being essential that we explicitly teach about due to our context. My Happy Mind shows measurable improvements in children’s self-regulation, resilience and coping skills as well as helping children build strong relationships with peers. Additionally, our therapeutic behaviour approach further supports the explicit teaching of self-regulation through explicit modelling of behaviour and a restorative approach. We also explicitly teach a range of life skills from Year R to Year 6. These are in addition to the National Curriculum but key in ensuring children have the knowledge and skills they need for participation and success in later life.

Our school curriculum and values ensure children can learn and grow into educated citizens. We promote the British Values throughout our school curriculum to develop children’s understanding of democracy, the rule of law, individual liberty and mutual respect. We have an active school council which promotes democracy and includes all pupils in the decisions made about their school. Our children understand and show through their actions that everybody is different and that makes us stronger.

Pupils are taught how to stay safe explicitly through assemblies, personal develop and on a cross-curricular basis. Based on feedback from staff, parents and children, we have introduced a structured e-safety programme which is taught half termly from Year R to Year 6 to go above and beyond the National Curriculum in this area.

Ofsted criteria for the Expected Standard:

Evidence:

- Strong wider curriculum offer with topics linking into jobs to raise the aspirations of our children at Barncroft.
- Barncroft uses a Universal, Targeted and Specialist model of identifying which pupils require the additional provision/support available.
- Children across year groups participate in a range of sporting events and opportunities (both competitive and non-competitive).
- A strong range of mental health teaching, strategies and support is available to Barncroft children through our therapeutic behaviour policy, My Happy Mind personal development programme, our 'Dog Mentor' dog Juno and our full time ELSA. Staff can refer children to ELSA for support as needed for additional pastoral support. We have also worked with external agencies for additional pastoral support as required such as Motiv8 and Off the Record.
- Children at Barncroft are actively encouraged to make their own choices, knowing they are in a safe and supportive environment.
- A strong transition programme into our Early Years, from Early Years to Ks1 and from Year 6 to Year 7 to support children in feeling confident with moving into a new stage of education. Additionally, we run a 4 day move up week for every year group to ensure children feel more comfortable and confident moving up into a new year group.
- Responsibilities and job style experiences for children across the school through prefects to worker bee jobs.
- Pupil surveys show a high enjoyment of learning and support.
- Life skill programme supports children in learning key skills such as tying a shoe lace (Y1), how to peel a vegetable (Y3), to understanding what to do if somebody is choking (Y6).
- Through our personal development curriculum and on a cross-curricula basis, children develop an age-appropriate understanding of healthy relationships through relationships and sex education that follows the new guidance statutory in September 2026.
- Active school council that meet half termly. They link into local area projects to inform both school decisions and decisions that impact their local community.
- School values are celebrated in assemblies, across the curriculum and in every day life in school.

- Strong wider curriculum offer with topics linking into jobs to raise the aspirations of our children at Barncroft.
- Barncroft uses a Universal, Targeted and Specialist model of identifying which pupils require the additional provision/support available.
- Children across year groups participate in a range of sporting events and opportunities (both competitive and non-competitive).
- A strong range of mental health teaching, strategies and support is available to Barncroft children through our therapeutic behaviour policy, My Happy Mind personal development programme, our 'Dog Mentor' dog Juno and our full time ELSA. Staff can refer children to ELSA for support as needed for additional pastoral support. We have also worked with external agencies for additional pastoral support as required such as Motiv8 and Off the Record.
- Children at Barncroft are actively encouraged to make their own choices, knowing they are in a safe and supportive environment.
- A strong transition programme into our Early Years, from Early Years to Ks1 and from Year 6 to Year 7 to support children in feeling confident with moving into a new stage of education. Additionally, we run a 4 day move up week for every year group to ensure children feel more comfortable and confident moving up into a new year group.
- Responsibilities and job style experiences for children across the school through prefects to worker bee jobs.
- Pupil surveys show a high enjoyment of learning and support.
- Life skill programme supports children in learning key skills such as tying a shoe lace (Y1), how to peel a vegetable (Y3), to understanding what to do if somebody is choking (Y6).
- Through our personal development curriculum and on a cross-curricula basis, children develop an age-appropriate understanding of healthy relationships through relationships and sex education that follows the new guidance statutory in September 2026.
- Active school council that meet half termly. They link into local area projects to inform both school decisions and decisions that impact their local community.
- School values are celebrated in assemblies, across the curriculum and in every day life in school.

• Children are taught through a variety of subjects and assemblies how to stay safe. • Children explicitly taught to stay safe via computing, assemblies, PD lessons and other. • School council • School values celebrated and high profile.	• Children are taught through a variety of subjects and assemblies how to stay safe. • Children explicitly taught to stay safe via computing, assemblies, PD lessons and other. • School council • School values celebrated and high profile.
<u>Supporting Factors</u> • High expectations ensure leaders and staff always act as role models to pupils (Barncroft Behaviours). • British values are embedded within our values, policies • Educational visits (residential and more). • Assemblies • Inspire transition days. Transition meetings with nurseries and secondary schools. • Strong Women, Bright Futures conference attended by Year 6 girls (targeting girls for careers in STEM). • Enrichment opportunities are very well attended and children speak positively about these. • Ofsted Report 2025 • Progression of skills (personal development, computing including e-safety specific programme, RE). • British values evidence of how this is taught across the school. • Life skill progression from EYFS to Year 6 • Trip overview document • Therapeutic Behaviour Policy • Whole EYFS curriculum map 2025 • Transition documents and dates. • Prefect Rotas and worker bees • Pupil survey analysis • Sporting events calendar showing events that have been participated in. • Forest school rota demonstrating opportunities for all year groups and progression	

Leadership and Governance- Expected Standard

In making our judgement on leadership and governance we evaluate the following: our vision; our policies and practices; our self-improvement; our engagement with the wider community; workload; governance. We consider how governance ensures every pupil is able to thrive. As a result, our leadership and governance practices are deemed to be at the Expected Standard.

Impact – How does our leadership and governance impact all at Barncroft?

We have a clear, honest SEF and school improvement plan which sets out the school's priorities over the next 3 years. From this, we have implementation plans which are used as working documents to monitor standards and take immediate action when necessary. Weekly leadership meetings are an opportunity to reflect on progress and plan next steps. There is a coaching programme in place so that staff receive effective support when needed. Regular pupil progress meetings also help to identify where extra intervention is required in order to impact on overall outcomes.

We understand our school context well and know what is needed in order for outcomes to improve. Governors work with leaders to write the SEF and SIP and they can explain what we need to do and why. The school budget is closely aligned with our priorities and the governors support and challenge this regularly throughout the year. There is a clear governor monitoring schedule which contributes to our SIP. Governors organise annual surveys for pupils, parents and staff so they can take into account their views when setting the school priorities. We have two wellbeing governors who are responsible for wellbeing and staff have regular opportunities to check in with them.

Our vision, which underpins every aspect of school life, is to be a hive of learning where everybody challenges themselves and is nurtured to become confident and respectful members of the community with the skills they need to achieve their dreams. We do not put a ceiling on what children can achieve- we use flexible groupings and ensure challenge at all levels. Pupil progress drives school improvement and we are relentless in our aim of surpassing national standards.

Governors work with leaders to write the SEF and SIP and they can explain what we need to do and why. Governors are invited to INSET days. Staff are consulted about change and given the chance to express their views. We have an open door policy and value staff wellbeing highly, with many supportive initiatives well-embedded.

We use the EEF to inform school improvement decisions. We are a Voice 21 school and also a founding TGMC school- both organisations are founded on research and practice which is proven to be effective. Using models of staff champions, we keep the profile of these high and ensure consistency across classes. Coaching ensures that staff receive effective support when needed. We attend the Hampshire networks to stay abreast of new thinking and initiatives and work closely with our cluster of schools on aspects such as attendance and moderation. Staff are always given protected time to complete any professional learning and this is booked in throughout the year.

Staff are encouraged to share any concerns. The most recent staff survey indicates that 87% of staff think that leaders are approachable and supportive.

We work closely with parents and have an open-door policy where we aim to address any concerns quickly. We use Microsoft Forms to ask for parent views on different aspects of school such as breakfast club or home learning. Regular coffee mornings with the Headteacher and Deputy Headteacher offer parents a chance to come in and share ideas they have or ask questions. Leaders work closely with the PTA to ensure that fundraising is purposeful and impacts positively on pupil outcomes.

We are proud to have a good reputation for being an inclusive school. We work closely with a range of outside agencies to ensure that provision for our pupils is as effective as it can be. Even though we have a high number of disadvantaged pupils, many of whom also have SEN, we treat them as individuals when planning their provision. Leaders have strategic oversight of the provision for our vulnerable pupils and attend weekly meetings where we talk through each child and problem-solve together, referring to other professionals when needed.

Ofsted criteria for the Expected Standard:

Evidence:

Leaders understand the school’s context, strengths and areas for development. They have a clear rationale for their improvement priorities and largely take appropriate action to drive improvement across all key stages and areas of the school’s work. If an aspect of the school’s provision falls short of the expected standard, this is dealt with quickly and effectively. Governors/trustees ensure that the vision, ethos and strategic direction of the school are clearly defined, take account of context, and make sure that resources, including digital technologies, are used effectively. They typically support and challenge leaders appropriately, giving due regard to leaders’ and staff well-being and workload. Leaders are role models of high expectations and professionalism. Staff have high expectations of what pupils can achieve. Leaders take action to ensure that staff and governors feel valued and involved in the strategic direction of the school. The professional learning and expertise programme is evidence-informed, of high quality and designed to build expertise. It draws on evidence and includes planned opportunities to apply and embed practice to build an effective team of teachers and staff, including ECTs and trainees, where relevant. Leaders protect time for professional learning. Leaders support staff’s well-being and ensure that their workload is manageable. Leaders have systems to protect staff from bullying, unlawful discrimination, harassment and victimisation. Leaders and governors develop constructive relationships with all parents and with the wider community, to build trust. They draw on these relationships to support pupils to achieve and feel that they belong. Leaders work with other schools, organisations and professionals in a culture of mutual support and challenge. Leaders act in the best interest of pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being.	Rapid Shortfall Resolution: Leaders identify and address any aspects of provision falling short of standard quickly and effectively. Regular Strategic Reflections: Weekly leadership meetings are used to review current progress and plan imminent next steps. Continuous Classroom Coaching: A formal coaching programme is embedded, providing targeted pedagogical support to all teachers, ECTs, and trainees. Removal of Learning Ceilings: Teachers use flexible classroom groupings and tiered challenges to push pupils past national standards. Robust Governor Challenge: Governors verify that the school budget explicitly aligns with strategic priorities and actively challenge financial and academic decisions. Active Stakeholder Feedback: Leaders design and conduct annual surveys alongside Microsoft Forms to capture and act upon the views of pupils, parents, and staff. Embedded Well-being Check-ins: Staff access regular, direct check-ins with two dedicated Well-being Governors and benefit from an open-door leadership policy. Evidence-Informed Practice: The school acts as a <i>Voice 21</i> school and a founding <i>The Good Morning Club</i> (TGMC) school, using staff champions to keep research-proven methods high profile. Cross-School Collaboration: Leaders attend Hampshire networks and collaborate with local cluster schools on moderation, attendance, and strategic peer challenges. Structured Parent Partnerships: Regular coffee mornings with the Headteacher and Deputy Headteacher, an open-door policy, and targeted PTA fundraising foster strong community trust. Strategic Vulnerable Oversight: Leaders hold weekly meetings to review individual provisions and problem-solve next steps for disadvantaged, SEND, and social-care-supported pupils.
<u>Supporting Factors</u> • SIP • SEF • Leadership and Governance Records: Weekly leadership meeting minutes, Governor monitoring schedules, and full Governing Body meeting minutes.	

- **Budget Alignment Logs:** School financial budgets cross-referenced with SIP priority expenditures.
- **Stakeholder Consultation Data:** Annual pupil, parent, and staff survey results, alongside Microsoft Forms feedback archives for specific services (e.g., breakfast club).
- **Professional Development Mapping:** Staff coaching logs, protected time booking calendars, and INSET day attendance registers (including governor attendance).
- **Research and Networking Credentials:** EEF improvement decision logs, *Voice 21* and TGMC staff champion frameworks, and Hampshire network/cluster meeting notes.
- **Staff Welfare and HR Protections:** Anti-bullying, discrimination, harassment, and victimisation policies, alongside documented feedback from Well-being Governor check-ins.
- **Vulnerable Group Case Files:** Weekly vulnerability meeting logs, multi-agency referral documents, and individualized provision maps for disadvantaged and SEND children.
- **Community Engagement Minutes:** Headteacher coffee morning note summaries and PTA fundraising target agreements.

EYFS – Expected Standard

In making our judgement we consider the effectiveness of the curriculum and teaching using our intent and implementation. Our practice is informed by research and data and is evidence based, please refer to **our Teaching and Learning policy and individual subject policies for our rationale**. As a result, the quality of curriculum and teaching is deemed to be at the expected standard.

Intent – What is Barncroft Primary aiming to achieve through its curriculum?

At Barncroft, our intent is to deliver an outstanding, fully inclusive Early Years education that gives every child a successful start to their schooling. We hold the same high ambitions for our youngest children as the rest of the school, designing our curriculum to ensure all pupils—regardless of their starting baseline—make strong progress across the seven areas of learning to achieve a Good Level of Development (GLD).

Our curriculum is intentionally structured around four strategic pillars:

- **Responsive Baseline Design:** We use robust nursery data, home visits, and reception baselines to adapt our curriculum annually, ensuring learning builds directly upon each cohort's unique starting points and needs.
- **Communication & Literacy Priority:** We maintain an uncompromising focus on early language and reading. Through strict fidelity to the *Read Write Inc* phonics scheme and *Voice 21* oracy strategies, we systematically close speech gaps and develop fluent readers and articulate communicators.
- **Dynamic, Inclusive Access:** By embedding daily assessment for learning, objective-led planning, cutaway teaching groups, and half-termly SEN reviews, we quickly close knowledge gaps so that disadvantaged pupils and those with SEND achieve exceptionally well.
- **Therapeutic Well-being & Care:** We prioritize personal, social, and emotional development (PSED). By combining a therapeutic behaviour approach, targeted emotional regulation plans, and safe, consistent continuous provision, we cultivate independent, resilient learners who feel safe, secure, and happy.

Implementation – How is the Barncroft Primary curriculum delivered?

At Barncroft, we deliver our curriculum through a highly structured, adaptive, and language-rich approach. Our teaching blends direct, expert instruction with purposeful, child-led exploration across all seven areas of learning.

We teach our early years curriculum through five core strategies:

1. Systematic Phonics & Fluent Reading

- **Read Write Inc Fidelity:** We teach daily, streamed phonics lessons with strict fidelity to the *Read Write Inc* scheme from Preschool (starting in the summer term) through to Reception.
- **Embedding of phonics:** Staff model phonics sounds during direct lesson inputs, daily class story sessions, and interactive Drawing Club activities.
- **Fluency Practice:** Children are read with individually by a teacher or TA every single week. To build reading fluency at home, they take home an ability-matched phonics book linked directly to their current lesson.

2. Immersive Oracy & Vocabulary Acquisition

- **Voice 21 Strategies:** All staff are *Voice 21* trained. We teach children to "nest" their sentences before speaking and use "talk to partner" strategies to build and articulate their ideas.
- **Sentence Scaffolding:** Staff actively model full sentences, verbally start sentences for children to finish, and use classroom *Oracy Working Walls* and *Colourful Semantics* to scaffold language.
- **Enriched Vocabulary:** New words are explicitly taught using story maps, visuals, actions, and direct instruction during Drawing Club, before being reinforced across our indoor and outdoor continuous provision.

3. Adaptive & Inclusive Lesson Delivery

- **Objective-Led Planning:** We adapt our planning weekly based on daily assessments, tailoring targets directly to each child's individual developmental stage.
- **Cutaway Groups & Interventions:** Teachers use flexible "cutaway" groups during lessons to provide immediate, adapted teaching. TAs deliver daily, targeted phonics and learning interventions to close knowledge gaps rapidly.
- **Fluid SEND Support:** In collaboration with our SENDCO, we implement Individual Learning Plans (ILPs), bespoke regulation plans, and NHS speech and language (SALT) targets to ensure full, inclusive access for all pupils.

4. Therapeutic PSED & Continuous Provision

- **Emotional Regulation:** We use classroom calm spaces, "calm boxes," and visual aids to explicitly teach children how to self-regulate, share, and take turns.
- **Therapeutic Behaviour Policy:** We embed *The Good Morning Club* (TGMC) strategies and restorative conversations to help children manage their feelings and resolve disputes independently as the year progresses.
- **Purposeful Enhancements:** Our continuous provision resources remain consistent to reduce anxiety and create security. Staff plan engaging, challenging enhancements within the environment to spark curiosity and drive child-led "incidental learning" via free-flow play.

5. Cross-Curricular Connections & Enrichment

- **Sequenced Progression:** Learning is broken down into progressive medium-term plans linked tightly to the children's direct interests or overarching topics.
- **Experiential Learning:** We extend and consolidate classroom knowledge through termly educational trips and visitors, with adaptations systematically made so that every single child can attend.

Ofsted criteria for the Expected Standard:	Evidence:
Leaders prioritise the early years to give children a successful start to their education and the best chance of later success. They have an accurate understanding of the quality and impact of education and care in this phase, and an effective strategy to bring about improvements. Leaders know the statutory requirements of the EYFS and make sure they are met. They have a clear vision for providing high-quality education and care for children in the early years and the same high expectations of them as they do for pupils in the rest of the school. Leaders and staff make sure that education and care practices are suitable for the age and stage of children's development. Leaders make sure that the curriculum identifies and sequences the key knowledge that children will learn across the EYFS educational programmes. Leaders ensure that the curriculum is well taught and that staff engage in high-quality interactions with children.	Read Write Inc Phonics: Delivered daily through ability-streamed groups, half-termly tracking, and daily TA-led interventions. Voice 21 Oracy: Staff use sentence starters, full-sentence modelling, and structured vocabulary prompts to develop speech. Speech & Language (SALT): Dedicated in-house therapist targets specific speech sounds and NHS communication milestones. Vocabulary Enrichment: Words are taught visually and physically through <i>Drawing Club</i>, story maps, and continuous provision. Data-Driven Adaptation: DfE baseline, daily lesson debriefs, and termly data drops inform weekly objective-led planning. Tapestry App Tracking: Learning activities are logged on Tapestry to ensure robust assessment and perfect alignment with the EYFS curriculum. Inclusive Scaffolding: Flexible "cutaway" groups, sentence starters, and targeted continuous provision ensure all pupils can access the curriculum and close academic gaps promptly.

Staff consider children’s starting points in their curriculum design and approach to teaching so that gaps in children’s knowledge are identified and tackled. Leaders make sure that early years teachers inform Year 1 teachers about any gaps in children’s knowledge to ensure an effective transition to key stage 1. There is a sharp focus on making sure that children acquire a wide vocabulary, communicate effectively and, in Reception, secure their knowledge of phonics. Leaders ensure that staff provide effectively for children’s personal, social and emotional development, including making sure that they feel safe, secure, stimulated and happy. Children are being well prepared to reach a good level of development by the end of Reception. Typically, this will be reflected in the proportion of children reaching a good level of development being broadly in line with national averages. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing fluency. Children develop appropriate knowledge and skills across the 7 areas of learning, relevant to their age and stage of development. Children, including disadvantaged children, those with SEND, those who are known (or previously known) to children’s social care and those who may face other barriers to their learning and/or well-being typically achieve well from their starting points. This means that they are generally ready for the next stage of learning.	SEND Management: Clear ILPs, EHCP reviews, and regulation plans are maintained via weekly SENDCO behaviour meetings. Pupil Premium Strategy: Funding is directly tracked and targeted to maximize academic progress for disadvantaged pupils. Targeted Staff CPD: Staff engage in weekly training, annual RWI development days, and half-termly expert SEN coaching. EYFS Phase Leadership: The Early Years lead delivers training across school phases, champions early years pedagogy, and conducts regular learning walks to drive continuous improvement. External Benchmarking: Teachers attend local school networks and moderation meetings to benchmark learning outcomes against local and national standards. Therapeutic PSED: <i>The Good Morning Club</i> framework, healthy eating compliance, and consistent provision resources promote pupil well-being and reduce anxiety. Seamless Transitions: Managed via nursery phone calls, home visits, transition fairs, inspire days, and collaborative Year 1 data handovers. Home-School Partnerships: Parents engage through Tapestry updates, targeted sound grids, phonics workshops, and Parents' Evenings. Rigorous Safety & Compliance: Up-to-date CPOMS tracking, HSLW multi-agency links, and annual safeguarding/paediatric first aid training. The EYFS lead contributes to whole school strategies and improvements, demonstrating effective curriculum leadership and strategic influence.
<u>Supporting Factors</u> Read Write Inc Half-Termly Assessment Trackers and Streaming Group Lists Year 1 Phonics Screening Check (PSC) Historical Trend Data EYFS End-of-Year Good Level of Development (GLD) Data Reports DfE Reception Baseline Assessment Logs and In-House Data Drop Tracking Weekly Objective-Led Planning Archives and Lesson Debrief Notes Subject Leader Progression Documents Individual Learning Plans (ILPs) and EHCP Annual Review Portfolios Student Emotional Regulation Plans and Weekly Behaviour Meeting Minutes Pupil Premium Strategy Statement and Impact Spending Reviews In-House SALT Provision Mapping and Individual NHS Target Logs Voice 21 Oracy Benchmark Tracking Documents and Classroom Environment Audits	

Drawing Club Weekly Planning and Text-Specific Vocabulary Lists
Barncroft Therapeutic Behaviour Policy and Intimate Care Policy
Tapestry Assessment Dashboards and Parental Engagement Metrics
EYFS-to-Year 1 Transition Collaboration Protocols and Student Transition Books
EYFS Phonics Workshop Sign-in Sheets and Parental Sound Grids
EYFS Leadership Development Plans and Action Plans
CPOMS Safeguarding Logs and Case Tracking History Reports
Staff Mandatory Training Matrix (First Aid, Hygiene, Safeguarding Certificates)