

School Self-Evaluation Summary

SCHOOL	St Bartholomew's CE Primary School	HEAD TEACHER	Acting Head – Alice Edwards	DATE:	January 2021
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	SECTIONS	SUMMARY EVALUATION
1	SCHOOL CONTEXT	<ul style="list-style-type: none"> Smaller than average village school with 107 pupils on roll (Oct 2020). FSM6 (24.3%, school, 23% National 2019, top 40%), EAL (1% school, 21.2% national 2019), and SEND support pupils (8.4% school, National 12.6% 2019, middle quintile). EHCP 2%. These numbers and percentages change year on year due to small cohorts. There are 4 classes, each with an experienced class teacher. Successful church School Inspection in October 2016 (section 48). Retained its 'good' Ofsted grade on 3rd October 2018 (section 8). Strong team of support staff who work together to support the academic and emotional/spiritual needs of the children. Experienced SENDCo Letter of congratulations from DfE January 2020 for 100% KS2 writing in 2019. Top 1% of schools. Substantive Head absent since January 2020. Experienced local authority Interim Head (0.8 FTE) from January 2020. She has worked closely with a senior teacher (and SLE for maths and English) in the school and she has also been 0.2 FTE acting head since January 2020. SLE support provided to other schools in the county. Teacher responsible for church school ethos has been identified by the diocese to support other schools in this aspect.
2	DISTINCTIVE AIMS	<ul style="list-style-type: none"> Motto: 'Let your light shine' Mission Statement: 'At St Bartholomew's we encourage each other to achieve our full potential within our nurturing community.' Values: St Bartholomew's CE Primary School is a diverse, loving and inclusive Church School Family where our Christian Values of friendship, love, hope, trust, forgiveness, tolerance and acceptance are nurtured and present in all we do each and every day enabling each of us to be FanTasTic. Vision: St Bartholomew's is a beacon of home in our community guided by God's love. We grow as determined and enthusiastic learners from the foundation of our Christian Values. Our safe and compassionate environment sets us on a life of learning and seeking wisdom. We nurture and encourage everyone to flourish as God's children. Curriculum: We aim to provide a gateway of discovery through our creative, enriching and varied curriculum that stimulates and challenges all learners giving them the knowledge, skills and spiritual guidance to love responsibly within a modern world.
3	AREAS FOR WHOLE SCHOOL DEVELOPMENT Key priorities identified through school performance review & evaluation.	<ol style="list-style-type: none"> 1. Intent, Implementation and Impact of the curriculum are clear in all subjects. Information is available to parents on the school website. 2. SENDCo role – new SENDCo appointed and effectively supporting adults in school so that the children make good progress from their starting points 3. Maths – identify gaps in the children's learning and address them so that children catch up from their time missed in school. 4. To share and embed our vision throughout our school community so that all stakeholders understand the distinctiveness of our church school

<p>4</p>	<p>PROGRESS IN PREVIOUS INSPECTION KEY ISSUES Areas for development identified at the previous Ofsted inspection addressed</p>	<p>Key Issue</p>	<p>P.I. Date</p>	<p>Nov 2014</p>	<p>• 2</p>	<p>Progress</p>
		<ul style="list-style-type: none"> Not enough teaching is outstanding 			<ul style="list-style-type: none"> Clear examples of mastery activities. From September 2017, a focus for school improvement will be 'mastery' in writing and ensuring that more children achieve 'greater depth'. Updated marking policy that focuses on developmental marking, ensuring that children know their next steps. 	
		<ul style="list-style-type: none"> Support staff are not always used effectively to improve pupils' learning. 			<ul style="list-style-type: none"> Drop-ins indicate that TAs are becoming more effective at questioning and ensuring children are becoming more independent. 	
		<ul style="list-style-type: none"> Not enough pupils make more than expected progress in writing 			<p>100% reached the EXS at KS2 in 2019.</p>	
		<ul style="list-style-type: none"> A small minority of staff do not have consistently high enough expectations of themselves or their pupils. 			<ul style="list-style-type: none"> All staff now have high expectations of what children are able to achieve. 	
<p>5</p>	<p>OUTCOMES FOR CHILDREN & LEARNERS Attainment, progress and the quality of learning for individuals, different groups, particularly SEND pupils. – including EYFS. Key skills development across curriculum (No results for 2020 due to Covid-19 closures)</p>	<p>Strengths</p>			<p>• 2</p>	<p>Areas for Development</p>
		<ul style="list-style-type: none"> GLD: 61.9% 2017 (APS 31.1), 71.4% 2018 (APS 33.1), 53.3% 2019 (APS 33.9). 2019 cohort of 15 pupils. Points score 3 year upward trend. 			<ul style="list-style-type: none"> Further development of outdoor learning to ensure that children continue to develop effective communication and social skills. Focus on early reading. 	
		<ul style="list-style-type: none"> Y1 phonics above national for 3 years running. In 2019 100% reached the expected level. 71.4% had reached GLD the previous year. APS 37.5 			<ul style="list-style-type: none"> Phonics interventions for those children who are assessed as possibly not going to meet the standard. 	
		<ul style="list-style-type: none"> KS1: Reading 2017 EXS 83.3%, GDS 16.7%; 2018 EXS 88.9%, GDS 27.8%; 2019 EXS 63.6%, GDS 22.7% KS1: Writing 2017 EXS 75%, GDS 33.3%; 2018 EXS 72.2%, GDS 33.3%; 2019 EXS 59.1%, GDS 22.7% KS1: Maths 2017 EXS 83.3%, GDS 33.3%; 2018 EXS 83.3%, GDS 33.3%; 2019 EXS 72.7%, GDS 22.7% KS1 Science 2017 EXS 83.3%; 2018 EXS 88.9%; 2019 EXS 72.7% KS1 RWM 2017 EXS 75%, GDS 16.7%; 2018 EXS 66.7%, GDS 27.8%; 2019 EXS 59.1%, GDS 18.2% 2019 cohort 22. 			<ul style="list-style-type: none"> Reading is an area of focus for the whole school on the SDP. Dipped to below national for the first time in 3 years in 2019. Writing at EXS is a 3 year downward trend. In 2019 was below national for the first time in 3 years. GDS still above national. Maths, RWM and science below national at EXS 	
		<ul style="list-style-type: none"> KS2: Reading 2017 57.1%, HA 14.3%, scaled score 103.6; 2018 87.5%, HA 18.8%, scaled score 106.6; 2019 63.6%, HA 22.7%, scaled score 103.3 KS2 Writing 2017 71.4%, HA 14.3%; 2018 93.8%, HA 37.5%; 2019 100% (placing the school in the top 1% nationally), HA 36.4%. Writing was externally moderated in 2019. KS2 Maths 2017 71.4%, HA 14.3%, scaled score 105.6; 2018 68.8%, HA 25%, scaled score 104.1; 2019 90.9%, HA 18.2%, scaled score 107.1. (Upward trend, above national for standard and scaled score). GPS 2017 71.4%, HA 14.3%, scaled score 107.8; 2018 81.3%, HA 31.3%, scaled score 107.1; 2019 90.9%, HA 45.5%, scaled score 109.8. (well above national in 2019 for standard, HA and scaled score) RWM 2017 57.1%, HA 0%; 2018 62.5%, HA 12.5%; 2019 63.6%, HA 0%. 			<ul style="list-style-type: none"> Reading is an area of focus for the whole school on the SDP. There was a rise in 2018 but then it dipped again in 2019. Reading progress for boys in 2019 was -4.37. 	
		<ul style="list-style-type: none"> 2017: SEND KS1 (two children). One child met age related expectations in Reading and a different child met ARE in Maths and no children met age related expectations in writing. 2017 SEND End of KS2: 33% (1 child) met age related expectations in RWM. Two other children with SEND were disapplied (see case studies). Pupil Premium: EYFS – Three children were pupil premium in this age group. Of these one child achieved GLD 2 (Age related expectations). This is lower than previous years. Over two years there have been a total of 9 pupil premium children, of which 7 have achieved GLD 2 which is 78% - broadly in line with National data for all children. Year 1 – 6 pupil premium children. 100% passed the phonics test (whole school 89%) which is significantly above national. Over two years, 9 pupil premium children, all of whom have passed the phonics test. This is because of small group phonics teaching, using Read Write Ink. 			<ul style="list-style-type: none"> Continue to track carefully the progress of SEND, PP and other groups. Strive to increase the percentage of vulnerable pupils achieving above expected progress. See Case studies Monitor pupil premium children closely and ensure opportunities are provided to enable them to make rapid progress. 	

	<ul style="list-style-type: none"> Key Stage 1 Outcomes – 100% 3 pupil premium children who all reached age related expectations in Reading, Writing, Maths and Science. Whole cohort (12 children) 75% achieved age related expectations in Reading, Writing, Maths and Science which is broadly in-line with national. Over two years, 9 pupil premium children, 7 out of 9 (78%) met age related expectations, above national for all children. Key Stage 2 children – 3/11 SEN support. All reached EXS in writing in 2019. Progress 4.14. 	<ul style="list-style-type: none"> Place pupil premium children into priority groups. Match provision depending on priority. Learning mentor and designated TA run intervention groups specifically for priority pupil premium children.
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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 majority of teaching is consistently at least good and there is evidence of some outstanding practice. The head teacher is rigorous in his written and verbal feedback and observes each teacher formally three times every year. Curriculum leaders and leadership team members also observe through less formal drop-ins with detailed feedback when necessary. Curriculum leaders also monitor T&L for their subjects. SLT conducts joint observations with other school leaders to moderate judgements. Teacher's mark effectively and feedback is developmental, leading to children making greater gains. Research (Sutton Trust) shows that verbal feedback at the time is the most effective and staff are buying into this. 	<ul style="list-style-type: none"> The outdoor area near the EYFS classroom needs further resources so that it can be fully used to support learning outside. Reading across the school is a current focus.
	<ul style="list-style-type: none"> Pupils are enthusiastic learners, highly motivated and challenged to high levels of achievement. One pupil with an EHCP was unable to come into school from March to December 2020 due to health risks during the pandemic. He was taught by his 1:1 daily via Zoom. He was not expected to reach the required level for his phonics assessment when school closed in March. He not only did reach the level but scored one of the highest in his class. 	<ul style="list-style-type: none">
	<ul style="list-style-type: none"> Assessment is rigorous – the head teacher is the assessment leader – a very comprehensive and detailed tracking and monitoring process throughout the school. Governors monitor this. Teacher feedback effectively informs pupils of next steps. 	<ul style="list-style-type: none">

<p>7</p>	<p>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE Including behaviour in lessons & around the school, attendance & punctuality, attitudes towards others, safety, including e safety etc.</p>	<p>Strengths</p> <ul style="list-style-type: none"> Attendance from September 2017 – January 2018 is now above national 96.59% but 97.51% (with one child removed due to long-term absence). Attendance for October 2020 was 95.1% when national was 87% and Lincolnshire 90%. Very few pupils did not attend school once it was fully open. Those who didn't attend for health reasons continued their learning through Zoom. 	<p>Areas for Development</p> <ul style="list-style-type: none">
	<ul style="list-style-type: none"> Behaviour is outstanding with very positive attitudes to learning as stated in our Ofsted Inspection – November 2014 –which states “behaviour is outstanding”. No issues of bullying or serious behaviour problems during 2020. 	<ul style="list-style-type: none"> Continue to underpin all that we do with the school's identified Christian values. Ensure standards of expectation are high and behaviour policy is consistently applied. 	
	<ul style="list-style-type: none"> The school has a very strong ethos of care and respect – as a result relationships are excellent, pupils feel safe and bullying is virtually non-existent. Parents said that they sent their children to school during the autumn 2020 because the school risk assessments were thorough and gave them great confidence in the leadership. During the closure from March 2020, if children were not in school as their parents were not key workers, staff contacted all parents once a fortnight to check they were fine. 	<ul style="list-style-type: none"> Continue to access visits into school from the Police re: safety & community aspects. 	
<p>8</p>	<p>LEADERSHIP AND MANAGEMENT Pursue excellence, governance, improve teaching & learning, sustain improvement, promote literacy. Perf. Man., safeguarding, curriculum, partnerships, engagement of parents</p>	<p>Strengths</p>	<p>Areas for Development</p>
	<ul style="list-style-type: none"> The Head teacher has been in post since April 2016. During his absence and experience Interim Head from the local authority is in post. The school is fully compliant with all aspects of health & safety and safeguarding. Risk assessments for Covid-19 were very detailed and were shared with staff, children, parents and governors. These were regularly updated and placed on the school website. Increased autonomy linked with accountability has seen subject leaders become more effective in monitoring and leading their subject area. All teachers have leadership responsibilities and all have had opportunities to lead in their areas throughout 2020. They had support from the Interim Head. Their new leadership skills have been recognised by others outside the school organisation e.g. the church school lead has been identified as a strong leader to support other schools with church school ethos and distinctiveness; the senior teacher is taking over as acting head once the local authority Interim Head leaves at the end of December 2020. 	<ul style="list-style-type: none"> Review vision to set long term future aims of school 	
	<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"> Develop & further strengthen our network of support through Lincolnshire's Peer to Peer school improvement and Keystone teaching alliance. 	
	<ul style="list-style-type: none"> The rich thematic curriculum motivates pupils learning. 	<ul style="list-style-type: none"> Further review the curriculum to ensure cross-curricular links are made to enthuse children's learning. Review and edit progression documents to ensure coverage and progression is evident across the school. 	
<ul style="list-style-type: none"> The majority of parents / carers (at least 96% in areas surveyed) are very positive and proud of the school and want to be involved in their children's learning and progress In July 2020 parent overwhelmingly supported the school and the staff and were full of praise for the way staff had supported children and their families during the school closure. 	<ul style="list-style-type: none"> Continue to involve parents/carers in the school's vision through responding to questionnaires, PTA meetings and school events. 		

9	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 are reflected in pupil & staff relationships & attitudes. • Our RE curriculum recognises the importance of diversity & living in multi-cultural society • Collective Worship is a fundamental aspect of our daily life and continued daily in autumn 2020 either outside as a whole school or on Zoom when the weather was too bad to be outside. • All of the above were verified in our most recent Section 48 Inspection in October 2016 where we achieved 'outstanding' for leadership and management and 'good' for all other areas.
		Areas for development	<ul style="list-style-type: none"> •