



*Barrowby Church of England  
Primary School*

**Self-Evaluation 2017-2018**



**Statutory Inspection of Anglican and  
Methodist Schools (SIAMS)**

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Name of school: Barrowby Church of England Primary School  
URN: 925 3004  
Date of the last Section 48 inspection: 06/12/2011

### SCHOOL CONTEXT

This is an opportunity for you to provide a few bullet points to explain the context of your school.  
[You may wish to comment on: School status (including any recent change in status and funding agreement) NOR; social and economic circumstances; staffing changes; pupils with disabilities/learning difficulties etc.]

- 2007 & 2011, 2016 OFSTED & Section 48 SIAMS graded the school outstanding.
- The school population has grown to accommodate a bulge year, at 256 pupils.
- 15% pupils identified from ethnic backgrounds other than White-British. EAL 1.9%. Minority Ethnic Groups (as provided by parents): Black African, Indian, Other Asian, White and Black African, White and Black Caribbean, White and Chinese, White European, White Eastern European, Other Mixed.
- The school's intake is made up of: 43% pupils from Barrowby village; 37% pupils from Barrowby Gate and Barrowby Lodge-majority of these are educationally and socially advantaged; 8% pupils from Earlesfield Ward, where there is very significant socio-economic deprivation; 5% pupils live in other local villages; and 7% pupils from elsewhere in Grantham.
- The deprivation index (IDACI) for the school is 69.47%, December 2014. 2013 percentage 75%).
- Most of our pupils come from largely secular environments, with approximately 9% coming from Christian families who attend a place of worship regularly. A small minority of children come from other faith groups.
- Attainment on entry is broadly in line with national age related expectations, however, in certain areas the pupils are working [below age related expectations](#).
- 2 teachers new to school and 1 on maternity (new NQTs to Y3 and Y4); resulting in very stable and experienced staff in EYFS and KS1, with some reorganisation of teachers in KS2.
- The school provides for 34 pupils in the Early Years Foundation Stage, from the term that they are 4 years old and continues to be oversubscribed, with regular parental appeals for admission. Intake for 2015 reverted to PAN of 34 (but admitted 36 due to independent appeals). In the academic year 2017-2018, the pupils from the bulge intake year have moved into KS2; The EYFS/KS1 classes now have less than 30 children.
- SEND = 12%: 2 pupils with Statements. G & T = 4%.
- No exclusions. No LAC, however 3 children adopted directly from Care and 1 under Special Guardianship order. [CLICK HERE](#) to view Pupil Premium Reports.
- Extensive range of extra-curricular clubs led by teaching and non-teaching staff as well as specialist coaches and pupils

### THE VISION AND VALUES OF THE SCHOOL

[You may wish to draw upon or include the school mission statement, values statement or school aims as agreed by the school community.]

#### **Mission Statement**

It is Barrowby CE Primary School's intention to provide a very stimulating and challenging learning environment. We believe that our holistic approach to developing children academically and personally, provides every opportunity for each pupil to achieve his or her potential. High quality learning experiences based on individual needs enable every child to feel valued and to be and do their best. We believe that we are distinctive in seeking excellence through our creative, interactive and exciting curriculum, within our very caring Christian Community.

**School's Core Values**



- C1 We respect our children's individuality, encourage creativity and support every child to make the most of their abilities.
- C2 We want our pupils to leave our school as a well-educated, self-confident and caring member of society.
- C3 We promote equality of opportunity for all, irrespective of gender, race, creed, ability or disability.

**Our School motto:** *We always strive for excellence*

As a community, we promote a caring, friendly atmosphere of mutual respect and co-operation, within our Christian foundation, based on Christian values. We encourage honesty, understanding, tolerance, sensitivity, perseverance, independence and autonomy, and set high standards of behaviour, and good manners; supporting our children in achieving their potential.

We value the strengths and experiences of individuals, and aim to provide positive and rewarding experiences, and equal opportunity for all children, irrespective of age, gender, race, culture, religion, ability or disability.

Our overarching aim is to support children in coming to terms with the world in which they live; socially, intellectually, emotionally, physically, morally and spiritually. We achieve this by valuing children as caring members of society, and through their contribution to the daily life of the school and the wider community.

## SUMMARY

In about 50 words please summarise the distinctiveness and effectiveness of your school as a church school.

As a community we believe that school is an extension of family life, where all individuals work. Christian values, such as respect, understanding, forgiveness, tolerance and love are embedded in the ethos in our school. Close links have been fostered with our local church and community and the school nurtures and values its Christian foundation and ethos.

- OFSTED 2011 parent quote 'an excellent family and community feel with strong links to the church and parents'.

Date: 1<sup>st</sup> September 2017

**PROGRESS IN ADDRESSING THE FOCUS FOR DEVELOPMENT IN THE PREVIOUS INSPECTION**

Schools may wish to add further points if required

**Focus for development 1:** Extend pupil leadership roles within school to include the leadership of Collective Worship thus enabling greater pupil involvement in its planning and delivery.

Action taken	Impact
<ul style="list-style-type: none"> <li>• Collective worship lead will create a Collective Worship leadership group in school, comprising of KS2 children. There will be a chair and vice chair.</li> <li>• Collective Worship Leadership group will plan and lead an act of Collective Worship once every half term. This may be parts of Collective Worship, such as the 'Quiet Reflection', not necessarily the entire Act of Collective Worship.</li> <li>• The Collective Worship leadership group will choose one prayer to be read out each week; this will be read by the child who has written it.</li> <li>• The Collective Worship group will lead class discussions about RE and with the support of their class teacher conduct termly surveys about RE and Collective worship.</li> </ul>	

**CORE QUESTION 1**

How well does the school, through its distinctive Christian character, meet the needs of all learners?

**SCHOOL SELF EVALUATION: Outstanding**

**School evidence based on pupil outcomes:**

- [Creative, broad and balanced curriculum](#)
- [Parental Surveys](#)
- High attendance rates
- Excellent behavior
- Participation rates in extra-curricular activities, including [Arts](#) and [Sports](#)
- A wide variety of Pupil Leadership opportunities
- [Collective Worship](#) opportunities e.g. assemblies, services at Barrowby All Saints Church, St Wulfram's Church, Lincoln Cathedral
- Pupil Outcomes
- OFSTED 2011

**Reasons for the grade (impact and provision):**

- Meeting the needs of all learners, without discrimination for race, gender, age and ability through our distinctive Christian character is of primary importance to all who work in our school.
- Christian values are embedded in the ethos of the school and throughout the curriculum.
- The school's Christian values form an integral part of daily life at school. From the moment prospective parents visit the school to the Year 6 children's final service, the school values of Creativity, Respect and Independence are embedded and celebrated. **Resulting in** a welcoming 'family' atmosphere within school; where many visitors comment on how polite and well behaved the children are.
- Children and parents, who are confident to do so, are encouraged to share their beliefs and traditions. For example, a Muslim parent came into the Year 6 classroom and spoke to the children about her religion. **This provides pupils** with regular opportunities to reflect upon their learning and to think about how their own actions and beliefs affect other people; encouraging all to think deeply and question, in order to further develop their own beliefs and values.
- Our recent OFSTED inspection report confirms that provision for personal development and well-being are judged as outstanding. The school continues to promote Health and Wellbeing through all areas of the curriculum; accredited Healthy Schools (+ Enhanced) Award, in 2015 recognises this. **As a result**, children are aware of the benefits of leading healthy lifestyles, and are very good at adopting them; **resulting in** happy and confident children.
- The school works really hard with its stake holders regarding [attendance](#): we ask all parents to complete a 'Request for Absence' form, discourage holidays taken during term times, support families with additional needs, e.g. coming to terms with a bereavement, long term family illness, and parental separation. Attendance certificates are awarded, to pupils, at the end of each term recognising and celebrating 100% attendance. **As a result**, attendance has improved further and has risen to 97.8%, 2016-2017. There have been no exclusions at our school.
- All members of staff work consistently and in line with the [Behavior Policy](#), which is reviewed regularly. **Therefore**, children understand the importance of tolerance, forgiveness and reconciliation e.g. having a 'fresh start', which is supported consistently by all staff.
- There is a caring atmosphere throughout the school, amongst both pupils and adults alike. Developing 'Pupil Leadership,' through the school's core values within classes, Houses, peer groups and across Key Stages; earning 'House and Golden Time' points, is of high importance. **As a result**, children are motivated and engaged, and have high expectations of themselves; and understand how to be effective learners and how to support each other.
- Children's achievements in and out of school are celebrated through: Head teacher commendations, Shining Star Commendations and Lunchtime Commendations, awarded on a weekly basis; Attendance Certificates; Trophies and Certificates (from outside activities) e.g. achieving grades within music exams, swimming and sport achievements. **Through this**, pupil achievement and effort is recognised and valued **so all children** are encouraged to 'strive for excellence' and achieve their full potential.
- **Therefore**, standards of attainment for all learners continue to be above national age related expectations with a significant number attaining higher than the national average.

<b>Key Strengths</b>		<b>Development Points</b>
<ul style="list-style-type: none"> <li>• Strong sense of community</li> <li>• Daily prayers in classroom</li> <li>• Y2 &amp; 6 Bibles</li> <li>• A reflective approach encouraged</li> <li>• Crosses in each classroom</li> <li>• Church-extended part of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Kate Waghorn - Bishop's Visitor</li> <li>• Core Values are evident throughout the school-acts of children and staff, display</li> <li>• Valuing all learners-supporting and developing self-esteem</li> <li>• School Creed</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to provide all children with broad and balanced educational experiences-empowering children to achieve their potential.</li> </ul>

**CORE QUESTION 2**

**What is the impact of collective worship on the school community?**

**SCHOOL SELF EVALUATION: Outstanding**

**School evidence based on pupil outcomes:**

- Embedded Core Values within pupils, resulting in: Reflective, thoughtful pupils who demonstrate exemplary behavior (SIAMS 2016)  
Correspondence from parents and community members to validate the above
- Governor’s Monitoring Visit: 3<sup>rd</sup> March 2016- Pupil’s attitudes to learning; Collective Worship and Personal Development, Behavior and Welfare
- Governor’s Monitoring Visit: 20<sup>th</sup> April 2017-Pupil’s attitudes to reading; Collective Worship and Personal Development, Behaviour & Welfare
- [Religious Education Parental Survey: Years 1-6](#) and [Religious Education Parental Survey: Reception](#)
- OFSTED 2011
- SIAMS Inspection 2007, 2011 & [2016](#)

**Reasons for the grade (impact and provision):**

- Assemblies for collective Christian worship are held daily (please see our [Collective Worship Policy](#)) and led by all members of the teaching staff. **Enabling** our school family to come together and share in the presence of God, through prayer, reflection and celebration. **Thus providing** our children with the important space and time for reflection, in the busy school day.
- A Church calendar is displayed and referred to, in the hall, as a part of our collective worship. **This helps** children to understand that there are more serious times of preparation and contemplation within the Christian Year, as well as times of celebration.
- A wide variety of types of Collective worship are planned for each week, including:
  1. Monday: Whole School, led by members of the teaching staff-exploring the Bible and its messages
  2. Tuesday: Whole School, led by members of the teaching staff-sharing and celebrating pupil success
  3. Wednesday: Whole school, led by teaching staff- a themed assembly linked to the curriculum
  4. Thursday: Whole School, led by members of the teaching staff-choral worship
  5. Friday: Whole School, led by Headteacher- ‘Celebration’ Assembly and Collective Worship.
- A Collective Worship Diary is maintained, detailing themes used, songs that have been sang and members of staff/governors who have attended and is centrally stored. **This supports the monitoring and evaluation** of Collective Worship which is planned for throughout the year.
- Members of staff, the Rector and Reader from Barrowby All Saints Church and ministers from the Baptist Fellowship and Bethesda Church plan imaginative, high quality, stimulating and thoughtful acts of worship, which include visual artefacts, digital media, stories, child participation/ role-play, music for reflection and prayers. Care is taken not to simply preach to our children, but to engage them and encourage them to think, reflect and contribute.
- **We seek to help children** to develop a deeper understanding of God’s purpose. This includes:
  1. **Reflection:** The lighting of the candle signifies the beginning of our reflections within collective worship; remembering the Holy Trinity, **and provides** a visual focus for reflection, contemplation and prayer.
  2. **Participation:** Children are active participants in our acts of worship and are encouraged to reflect upon issues, contemplate key questions and offer ideas. **Children are also encouraged** to lead and contribute to elements of our collective worship, for example, a range of pupil leaders will introduce or revisit themes and foci within the school (Sports committee-Legacy Challenge, Food Ambassadors-Healthy Eating; JRSO-Road Safety Officers). Moving forward there will be a Collective Worship Leadership group involved within the planning and delivery of Acts of Worship.
  3. **Celebration & Worship:** Music and singing is a very important part of our collective worship and one which the children thoroughly enjoy. As a Platinum Award Sing Up school, singing forms a very important part of our daily act of worship.
  4. **Prayer:** A prayer is shared at the end of each act of worship to converse with The Lord, expressing our thanks, hopes and needs. **This provides** a strong spiritual focus, **and as result**, pupils are able to be reflective about issues and how they live their lives. **Therefore**, pupils have a strongly developed sense of right and wrong, and respect for others in the school.
  5. **Sharing:** Parents and extended families are invited to share in significant acts of worship, such as Harvest Festival, Christmas and our Easter Service, as well as class assemblies, including the Year 6 leavers assembly and in our church services. **Therefore**, contributing towards pupil’s self-esteem and value. **Parental feedback indicates** that parents value the opportunities we provide for their children through collective worship.

Key Strengths	Development Points
<ul style="list-style-type: none"> <li>• All teaching staff, Governors, pupils as well as members of the community, lead worship.</li> <li>• A variety of collective worship used to reflect and inspire.</li> </ul>	<ul style="list-style-type: none"> <li>• To further embed pupil leadership within Collective Worship.</li> </ul>

**CORE QUESTION 3**

**How effective is Religious Education?**

**SCHOOL SELF EVALUATION: Outstanding**

**School evidence based on pupil outcomes:**

- Pupil Outcomes: Standards
- Religious Education Work Scrutiny
- Religious Education Portfolio
- Religious Education Pupil Interview
- [Religious Education Parental Survey: Years 1-6](#)
- [Religious Education Parental Survey: Reception](#)
- Diocesan Inspection 2011 & 2016

**Reasons for the grade (impact and provision)**

- Religious Education is broad and balanced, with a planned emphasis on Christianity in both Key Stages:
  1. Long Term Planning for R.E: throughout the school, from Foundation Stage to the end of KS2 focuses predominantly on Christianity (two-thirds of the curriculum each year), one other principal religion in KS1 (Judaism) and two other principal religions in KS2 (Hinduism and Islam) as well as exploring other principal religions, through a thematic approach.
  2. Scheme of work: this has been carefully planned in line with the Lincolnshire Agreed Syllabus, to provide children with an R.E Curriculum which encourages learning about (AT1) and learning from (AT2) different religions, beliefs, values and traditions whilst exploring their own beliefs and questions of meaning.
- Throughout R.E our aim is to try to provide the children with the understanding and appreciation that there are many similarities between Christianity, other faiths and indeed living a good life, alongside differences to be celebrated. **Therefore**, lessons are planned to stimulate and motivate children into asking and attempting to answer pertinent and sometimes 'ultimate questions', **thus supporting** them in their spiritual development; further challenging religious stereotypes.
- There are many opportunities provided to the children to promote awe and wonder e.g. use of school grounds, visits, visitors, resources e.g. Caterpillars transforming to Butterflies.
- Our environment is used to its fullest to offer and promote, to our pupils, the opportunities and space for quiet reflection e.g. Sensory Garden, Wildlife Area, Tree House etc.
- Children demonstrate a high level of interest and enthusiasm for R.E. **This is evident** in pupil participation during lessons, the quality of their work and their willingness to explore issues, in their own time.
- Standards within RE are judged by moderating work samples during staff meetings, learning walks (evaluation of R.E displays in corridors and shared areas) and lesson plan samples as well as evaluating pupil's standards, through assessments.
- Standards in R.E are good or outstanding across Foundation Stage, Key Stage 1 and Key Stage 2. **The majority of children achieve** broadly in line with age related expectations. **Thus providing**, evidence regarding pupil attitudes and progress, towards RE which is communicated to parents.

Key Strengths	Development Points
<ul style="list-style-type: none"> <li>• Whole school staff who embody Church School ethos.</li> <li>• Teaching at least good, or better.</li> <li>• Proactive Subject Leader who monitors and supports colleagues.</li> </ul>	<p>To devise a purposeful, manageable and rigorous form of self- assessment in RE from Y1 - Y6 to further develop pupil reflection and monitor progress within RE.</p>



**CORE QUESTION 4**

**How effective are the leadership and management of the school as a church school?**

**SCHOOL SELF EVALUATION: Outstanding**

**School evidence based on pupil outcomes:**

- Leadership Structure
- OFSTED 2011
- Governor Minutes
- [Religious Education Parental Survey: Years 1-6](#)
- [Religious Education Parental Survey: Reception](#)
- Visitors to school and their feedback
- Diocesan Inspection 2011 & 2016

**Reasons for the grade (impact and provision)**

- The Head Teacher, leadership team and governors have clearly identified the vision and aims for our church school, which are annually discussed and reviewed with all stakeholders. All staff are involved in putting our distinctive Christian vision into practice. In our judgment, this area is outstanding. The Christian values of Barrowby School are included in all of our key documents, eg SDP, Self-Evaluation documentation, school website and are embedded in to the life of the school, at all levels.
- The role of the school in developing leaders is important to the leadership team. The SDP, in recent years, reflects this in the training for staff and the development of the middle leader role across the school. **Leaders now have greater ownership** of their subject and a deeper understanding of the subject across the school e.g. subjects are strategically planned through the school action plan, linked to the School Development Plan. **This enables** school leaders to formulate action plans, yearly after evaluating the action plan for the previous year, **thus celebrating success** and noting areas for development. This is monitored through the year, through:
  1. Planning
  2. Learning Walks
  3. Work Scrutiny
  4. Pupil Interview
  5. Compilation of RE Portfolio
  6. Governor Curriculum Visits
  7. Parental Surveys

**Actions from monitoring** inform future planning, training and support, which is fed back to the whole school staff.

- School policies such as: [The Religious Education](#), [Collective Worship](#), [PSHCE](#) and [SRE](#) are reviewed and updated regularly; shared with staff, governors and parents.
- All staff and governors are involved in continually developing our Christian values and how these are represented and articulated e.g. staff and governors model and promote a high standard of interpersonal relationships. **As a result**, the school welcomes volunteers and student teachers to the school as this is seen as part of the role of the school, developing skills of teachers and inspiring others to teach. One member of the support staff has embarked in further training and has been awarded HLTA and is going back to university to become a teacher.
- Currently 4 members of the Governing Body (3 foundation + 1 other) are actively engaged in promoting a Christian ethos within school, as members of Barrowby Church. One of these members (Sarah Cooley) initiated and supports 'Jump' Club. Governors are represented at all school services.
- During the recruitment process, we actively seek to recruit staff who are in sympathy with the Christian ethos of the school. Candidates are encouraged to visit the school and experience the ethos first hand before applying. **Therefore**, staff appointed support the Christian ethos of our school and each appointment provides an opportunity to enrich our Christian ethos through the input of new staff.
- C.P.D. is a strength of the school. The RE and Collective Worship leaders in school and Governors have attended Diocesan training, as this is an integral part to the school's life and ethos. **This helps** to maintain and develop our distinctiveness, as a church school.

**Key Strengths**

- A whole school staff who understand and celebrate our Church School.
- A proactive and reflective Headteacher; supported by a dedicated Leadership team and Governing body.
- A highly experienced Collective Worship lead with a very good knowledge of both the schools position, RE and SMSC.

**Development Points**

- Embed opportunities for pupils to interact at first-hand with their counterparts from contrasting communities within the United Kingdom or overseas.