
Barnes Primary School

Self-evaluation summary

Date: September 2018

The context of the school

Barnes Primary School is a two form entry, split site community school with a popular 30 hour or 15 hour nursery provision available. The school is situated in the heart of a residential area. The proportion of pupils known to be eligible for free school meals (2.9%, Sept. 2018) is well below the national average (13.7%, Jan. 2018). This figure is falling (3.6%, Sept. 2016; 7% Sept. 2013). Virtually all the current pupils are in Key Stage 2 classes. We are above average size, with 441 full-time pupils organised into 15 classes (only 9 vacant places in the main school). A further 67 pupils attend a nursery class on either a full-time (30 hours) or part-time (15 hours) basis. The current Year 5 (Sept. 2018) has three forms of entry, following a request by the Local Authority for us to take an additional 'bulge class' in September 2013. 61% of pupils are from white British families, with another 10% of pupils being from other white backgrounds. This is broadly aligned with the national average (white British: 66.1%, Jan. 2018) The number of pupils from ethnic minority backgrounds (29%) is broadly in line with the national average (33.1%, Jan. 2018). In addition, 15% of pupils are known or believed to be exposed to a language other than English. This is slightly below the national average figure of 21.2% (Jan. 2018). The majority of new arrivals are in Key Stage 2 classes. A significant number arrive performing either below, or well below, the national performance expectation for their age. Pupil mobility during 2017-18 was 5.8% (4.1% in 2016-17).

On entry, baseline assessment takes place when pupils join the school in nursery and also at the start of the reception year. Overall, attainment on entry to the school is above average when compared with schools nationally. 17.5% of pupils (67) have special educational needs. This is a little above the national average of 14.6% (Jan. 2018). A total of 16 pupils (3.6%) in the main school have an Education, Health and Care Plan (EHCP). The current figure, which is typical, is significantly above the national figure for primary schools (1.3%: Jan. 2017). Autism spectrum disorder is the most common primary type of need for a pupil with an EHCP (as it is nationally). We are fully committed to inclusion and serving the needs of all members of our local community, so we are delighted that these children attend our school. We also recognise the positive benefits for all our children of learning how to live in a diverse community, respecting and appreciating the needs of others, some of whom are different to themselves. The spectrum of special educational needs is broad. It includes 7 pupils on the autism spectrum (a high incidence); 2 pupils with a significant speech and language impairment; 2 pupils with global developmental delay; 3 pupils with very significant mobility/medical issues, 1 pupil with cognitive difficulties and 1 pupil with an unusual attachment disorder. There are 6 adopted children (pupil A, Y1; pupil B, Y4; pupil C, Y5; pupil D, Y5; pupil E, Y6; Pupil F, Y6) and no looked after children (there were 2 in 2016-17). Three young parents died during 2015-16; we are currently supporting 7 pupils who have a parent who is deceased.

In summary, the school serves an advantaged community and it is our duty to capitalise fully on the better start in life most of our children experience compared to children in some other communities where greater challenges exist. It should also

be noted that we have a high number of pupils with complex needs, including pupils without an EHCP who have a diagnosis of autism spectrum disorder. Our school is a financially poor school situated in a very affluent area. We have learnt to be enterprising in order to have sufficient funding to continue to provide outstanding provision.

Leadership and management

Leadership and management are outstanding

Evidence that supports this judgement

The leadership function is distributed evenly across the organisation. In a teaching staff survey of the effectiveness of distributed leadership (Sept. 2016) 84% of teachers stated that they *'felt involved in decision making'*. For example, members of the school's Leadership Team lead fortnightly small group Key Stage meetings where they customise and reinforce important messages communicated by the Headteacher, or discussed within the school's extensive professional development programme. Key Stage leaders organise pupil workbook scrutinies and formulate a shared expectation with regard to pedagogy, learning routines and expected learner outcomes. They join the Headteacher and Deputy Headteacher for one day internal Key Stage Reviews and for 'sweep' observations. They also organise regular assessment moderations of pupils' work. Leadership skills are also demonstrated – and further developed - through teacher involvement in the extensive partnership work that is undertaken with other schools. The school has a large number of requests for visits and offers a number of professional development opportunities to colleagues from other schools.

The effectiveness of the governing body is outstanding because it is made up of individuals with a high level of knowledge and expertise across a range of disciplines who possess specific skills that school leaders can draw upon. Governors play an active part in evaluating the school's provision. For example, each year a governor conducts semi-structured interviews with a representative selection of parents. Governors join senior leaders for internal reviews, 'sweep' observations and 'safer places' evaluations.

A robust, high quality continuing professional development (CPD) programme has a very positive impact on teaching standards. In the survey alluded to above 100% of teachers stated that *'staff professional development time is used effectively'*. Our CPD includes frequent opportunities to view, analyse and discuss unique teaching sequences that have been filmed at our school and other schools. In addition, a peer observation and coaching programme ensures that all teachers are continually refining their practice. The comprehensive CPD programme, which is offered as an entitlement for all staff, consists of four elements: internal opportunities, external courses, 'learning walks' to quality providers and regular peer observation. It continues to have a demonstrably positive impact on the quality of teaching at the school.

The Deputy Headteacher plans and manages major infrastructure development projects that continually improve the school environment, indoors and outdoors. She negotiated a new freshly cooked meal contract in 2011, organising a major fundraising event that raised £30,000. This money was used to substantially upgrade the school kitchens so that freshly cooked food could be produced. She negotiated an even better contract in 2016: a higher quality silver service standard

of provision is now offered. In 2012 she devised a plan to create five new, small teaching rooms that could be used for individual or small group work. During 2012-13, working in conjunction with members of the Parent Teacher and Friends Association (PTFA), she planned a series of successful fundraising events (for example, a pupil sleepover; a Spring Ball) that funded the development of a new outdoor forest school environment. In conjunction with Solar Schools she organised another major fundraising drive that raised £10,000 in just three months. This resulted in solar panels being installed on the school roof in the summer of 2013. In 2014 her work resulted in the school being awarded Transport for London Gold accreditation for the school travel plan. In 2014-15 she worked alongside parents to plan a Summer Ball that raised £35,000. Some of this money was used to create an astro-turf outdoor sports area on the Key Stage 2 playground. In July 2016 she and the school Business Manager have led important site development projects, such as a major reorganisation of teaching rooms to accommodate three classes moving between school sites.

The Headteacher is involved in a wide range of quality assurance activities: carrying out detailed analysis of school data and offering high quality constructively critical feedback to teaching staff and support staff. He also leads many CPD sessions and writes a large number of publications and handouts for staff. For example, he wrote the comprehensive staff handbook (third iteration, 2014) that succinctly outlines the school's 'pedagogic formula'. He also created the school's unique pupil assessment system.

Staff performance is evaluated through an annual appraisal cycle; pupil performance outcomes (measured using the devised pupil assessment system created by the Headteacher); cyclical lesson observations; annual internal Key Stage Reviews and regular pupil workbook scrutinies. The high quality of oral and written feedback on observed lessons has been a significant factor in raising, and maintaining, teaching standards across the school. This is because feedback clearly pinpoints effective features of practice, whilst sensitively, but robustly, highlighting areas for future development. Clear reference is made to the national teacher standards, the staff handbook guidance and development points raised in previous observations.

The annual School Improvement Plan provides a relentlessly ambitious, clearly focused agenda for the continuing positive development of the school. The plan is aligned with the school budget. It also informs both the school's CPD programme and the appraisal of staff. It is evaluated, by school leaders and school governors, at cyclical intervals, as insight is seen to be the outcome of regular reflection.

Why leadership and management are not the grade below

Feedback from parents continually expresses the view that the school is very well led and managed. In March 2014 80% of parents strongly agreed with the statement '*The school is led and managed effectively*'. Not one parent disagreed. In March 2015 the corresponding figure had increased to 83%. In March 2016 this figure was 81% and this figure was matched in March 2017, with nobody disagreeing with the statement. Such a high satisfaction rate suggests that parents are happy with school leaders.

The school continually strives to improve the depth and breadth of its provision, the standard of teaching and the quality of the learning environment. There is a restless, continual aspiration and drive, combined with a clarity of purpose. There is a shared

understanding of what constitutes excellence and an ongoing momentum for continual improvement. In a staff survey 'Looking after staff at Barnes' (October 2016) 83% of staff strongly agreed with the statement '*I am clear about the school's goals and objectives*' (the remaining 17% agreed with the statement).

Morale is very high amongst staff and there is a 'feel good factor' amongst the staff team. For many years teacher turnover was much lower than in the average London school, as staff remain excited about teaching at Barnes. At the end of the 2013-14 academic year just one classteacher left. This was also the case at the end of 2014-15. At the end of 2015-16 two classteachers departed. There was greater teacher mobility in both July 2017 and July 2018, mainly due to London house prices. There is no complacency here as all staff – those who have recently joined and those who have grown in experience at our school - are expected to subscribe to the notion of continuous improvement and lifelong learning.

The Headteacher and Deputy Headteacher lead by example, teaching high quality lessons themselves, as well as enabling others to do so.

Future priorities to sustain excellence (Sept. 2018)

- deliver on our new nursery provision offer to parents and their children in this its first year
- use innovative and creative responses to manage the significant financial challenges facing schools in 2018-19, and beyond
- maintain the very highest pupil performance standards across the school, with pupils continuing to perform at advanced standards, well above the national average, in the end of Key Stage 1 and end of Key Stage 2 tests (May 2019 and going forward)
- induct and enable the newly qualified teachers, and those at an earlier stage in their career, joining the school in September 2018, assisting them to reach the highest professional standards
- ensure that all safeguarding systems and procedures are fully secure and robust
- extend staff knowledge and skills in working with pupils on the autism spectrum
- continue to raise the standard of pedagogy across the school through 'cutting edge' continuing professional development; the 'showcasing' of successful practice; the sharing of current research on teaching and learning; lesson analysis study (using filmed sequences) and a peer observation programme
- implement Key Stage Review recommendations from the recent reviews that have taken place since November 2017
- Further develop teaching knowledge and skills in relation to the teaching of science; design and technology; the teaching of geography and the teaching of computing
- Fully implement the General Data Protection Regulations.

Pupils' achievement

Pupils' achievement is outstanding

Evidence that supports this judgement

The principal evidence for this judgement is the very high performance of pupils in the new end of Key Stage assessment tests introduced in the summer of 2016. Previous to this consistently high outcomes were achieved by the end of Year 6 over both a three year (2013-2015) and five year (2011-2015) timescale. These were combined with consistently very high value added for all of these years.

Performance data (Raiseonline; the school's pupil performance tracking data; pupil workbooks) reveals that different groups of pupils, including those on free school meals, those with special educational needs, those speaking English as an additional language and those who join the school late, make outstanding progress. Attainment and achievement by the end of Key Stage 2 compares very favourably with other schools, both locally and nationally. This conclusion is further supported by the standards evident in pupils' workbooks, the very high quality of pupil outcomes displayed around the school and the standards witnessed in lesson observations and in cyclical internal Key Stage reviews.

Our Key Stage 2 three year averages for the new assessment tests introduced in July 2016 are very strong. 92% of Year 6 pupils achieved, or surpassed, the government expectation of a scaled score of 100 for the measure **reading + writing + maths** (2016 to 2018 three year average). This figure is well above the 2018 national average (64%) and the 2017 Richmond local average (76%). In 2018 average scaled scores for **reading** (111.7), **grammar, punctuation and spelling** (113.7) and **mathematics** (109.3) also compared very favourably with the 2018 national averages (R: 105); (GPS: 106) and (M: 104).

Performance in **writing** is particularly high, with a 3 year average of 49% of Year 6 pupils being judged as performing at greater depth and 50% doing so in 2018. Pupils do extremely well in grammar, punctuation and spelling, with a three year average scaled score of 112.0 and an average of 113.7 in 2018.

The three year average (2016-18) for performance in **mathematics** is very high with 96% of pupils meeting, or exceeding, a scaled score of 100. Our three year average (2016-18) for Greater Depth is 44% - and we believe that we can better this going forward.

Pupils eligible for a free school meal consistently perform very well. For three years in succession 2012-14 the school was invited to join the Mayor's London Schools Gold Club scheme (this scheme finished in 2015). Less than a dozen London schools met the eligibility criteria for three concurrent years. In 2018 there were 5 pupils eligible or previously eligible. All but one reached the national expectation for their age in reading (average scaled score: 104.8); all did so in grammar, punctuation and spelling (average scaled score: 107.8) and all did in mathematics (average scaled score: 104.6).

Pupils with special educational needs are well catered for and make outstanding progress. Over the past three years performance outcomes for pupils with an EHC plan, and those at school action, have been very high. Not every pupil in this category reaches the national standard, but the vast majority do. In 2018 there were 4 pupils in this category: 2 reached the national standard in reading; 3 did in writing; all did in GPS and all did in maths.

Both **boys and girls** are doing very well. For example, in reading in 2018 girls scored an average scaled point score of 111.9, with boys scoring 111.4. The corresponding results in 2017 showed boys (113.2) slightly outperforming girls (112.6). In 2018 in mathematics girls scored an average scaled score of 109.0, with boys achieving 109.9. The corresponding results in 2017 revealed that both boys and girls did well, although boys (111.1) outperformed girls (109.4) In all results there is no significant difference when boys' and girls' results are compared.

Pupils who speak **English as an additional language** (EAL) are reaching standards that are comparable with - and sometimes better than - first language English speakers (compelling data available).

Pupils who join the school late (after the start of Key Stage 2) make very good progress, frequently from very low baselines (compelling data available).

Pupils' achievement in Key Stage 1 is outstanding. This judgement is based upon the high outcomes achieved on new assessment tests over a three year period, and especially in 2018. So, for example, the three year average for the number of pupils achieving scaled scores of 110 or above is: reading-61%; writing-32% (40% in 2018) and mathematics-55%. Our 2018 scaled score averages were very high – reading: 110.0; grammar, punctuation and spelling: 110.0, mathematics: 109.6.

In 2018 80% of Year 2 pupils achieved, or surpassed, the government expectation of a scaled score of 100 for the measure **reading + writing + maths**. This figure was well above the 2017 national average (62%) and the 2017 Richmond local average (67%).

Outcomes in 2015, using the previous system, were some of the best ever achieved. A high percentage of pupils achieved Level 3: reading (52%); writing (37%) and Mathematics (48%).

Comprehensive performance data, and analysis, is available to support all the statements above.

Why achievement is not the grade below

Achievement is better than good, because over an extended time frame, year-in-year-out, pupils consistently reach very high standards.

Overall at Key Stage 2 pupils perform at very high standards in reading, writing, GPS and mathematics. Achievement at Key Stage 2 compares very favourably with the national average and the local average over a three year time frame.

Previous successful outcomes (pre 2016) have been built upon since the new, more demanding, assessment tests were introduced. For example, all the average scaled scores for the cohort of 55 Year 6 pupils in 2017 were above the threshold for greater depth performance (110). Writing standards continue to be very high indeed (current pupil workbooks and previous ones are available as evidence of this consistent finding).

Overall at Key Stage 1 pupils consistently perform at high standards in reading, writing and mathematics. The three year average (2016-18) performance in **reading** reveals that 94% met the national standard for their age, with 61% achieving a scaled score of 110, or more. In **writing** the corresponding figures are 79% and 32%. In **mathematics** the three year average for pupils performing at the national expectation is 89%, with 55% of pupils achieving a scaled score of 110, or more.

Future priorities to sustain excellence (Sept. 2018)

- Continue to ensure a robust, dynamic professional development programme that has an ongoing focus on highly effective pedagogy is offered to staff
- Continue to ensure precisely targeted support – that has an appreciable

leverage and impact – is available to lower attaining pupils: identify these pupils early and teach them accordingly

- Continue additional ‘booster’ provision throughout Key Stage 2 for lower performing pupils
- Continue to offer additional ‘enrichment’ provision to extend the very highest attaining pupils
- Enable a higher proportion of pupils to reach Greater Depth in maths by the end of Year 6 (38% in 2018). Try to match the impressive 56% in 2017.
- Maintain the paired learning arrangement in classrooms that unleashes the potential for pupils to learn from each other.

The quality of teaching

The quality of teaching is outstanding

This judgement is based upon:

- the very high performance standards pupils (outlined above) consistently reach and the high value added that is achieved
- findings from the cyclical lesson observation programme, including one day internal Key Stage reviews; scheduled lesson observations, short, ‘sweep’ observations, joint observations with Local Authority officers (comprehensive written reports available) and the significant number of lessons that are filmed
- cyclical pupil workbook scrutinies conducted by the Leadership Team and also by all teachers, within Key Stage meetings
- formal and informal ‘stakeholder’ feedback from parents and pupils. For example, no parent disagreed with the statement *Overall teaching at Barnes Primary School is strong* in a parent survey in March 2017 (161 responses).

Positive features of practice include: lively, active, creative and engaging learning with high levels of pupil participation; transparent expectations being set for learners, with clear criteria for judging their success; clear modelling and teacher demonstration; creative use of assessment for learning strategies; effective questioning, including the use of probing, supplementary questions and excellent use of interactive whiteboards/touch screen boards, i-pads and other forms of modern technology. Teachers plan multi-sensory lessons that contain visual, auditory and kinaesthetic elements. In an increasing number of lessons the impact of peer and self-assessment has a profound impact on pupil achievement. The quality of pupil talk is of an unusually high standard. Teamwork is a frequent element in pupils' learning. There are always opportunities for pupils to make their own sense of what is being learnt through talk and discussion.

Teaching assistants and learning support assistants make a substantial positive contribution to the quality of teaching. This is because they are skilled at forming very good relationships with pupils; they receive weekly professional development at the school and they work very effectively with teachers, who make the maximum use of this valuable human resource. The impact of additional small group and one-to-one support has a significant impact upon the performance of lower attaining pupils. Dedicated and skilled learning support assistants provide outstanding support to the high number of pupils with Education, Health and Care plans.

The very good behaviour of pupils and the good relationships that exist between children are testament to how well teachers promote the spiritual, moral, social and cultural development of the pupils they teach. Pupils know about the seven personal

qualities that we try to teach through our curriculum. They continually exemplify their integrity; self-sufficiency; creativity; personal responsibility; empathy; self-belief and resilience.

Pupils are well prepared for the next stage of their learning journey at all transition points: reception pupils enter Year 1, with a very high percentage (83 year average: 81%, 2016-18) having reached a good level of development. They are able to communicate effectively; know sound-letter correspondence; have well-developed social skills and a positive attitude to learning. Subsequently they leave Key Stage 1 and enter Key Stage 2 with well-developed reading, writing and mathematical skills. Finally they transfer to secondary school having achieved high academic standards and acquired the attributes of socially skilled citizens, able and willing to contribute positively within a democracy. They express themselves with confidence, eloquence, and a degree of gravitas.

Why teaching is not the grade below

Teaching is better than good because the indicators of teaching quality outlined above continually reveal, over an extended time frame, that lessons meet the outstanding teaching criteria. As a result pupils make rapid and sustained progress. All teachers aim to be outstanding practitioners. Less experienced teachers, and any who are weaker, receive high quality professional mentoring and coaching to enable them to reach the highest standards. All teachers at our school never stop learning about the learning process. Teaching is never less than good (though with four newly qualified teachers in September 2016 and three in September 2018 there might be the occasional lower standard lesson in the early months of a new career). Teachers set tasks that are both challenging and exciting. There is a strong emphasis on enquiry based learning. The upshot is that pupils are continually motivated and excited. Accurate assessment ensures that all pupils are suitably challenged. Learning time is fully maximised and pupil participation levels are high. The result of all of this is vibrant, dynamic learning and highly motivated pupils.

Future priorities to sustain excellence (Sept. 2018)

- Ensure that high quality professional support is offered to the three newly qualified teachers (18% of classteachers) from September 2018 and four teachers in their second year of teaching (29% of classteachers) from September 2018
- Continue to offer a robust, dynamic and differentiated professional development programme that has an ongoing focus on highly effective pedagogy and is customised to both the needs of experienced colleagues and those who have just joined the profession
- Extend teachers' opportunities to engage in peer observations.

Behaviour and safety

Behaviour and safety is outstanding

Evidence that supports this judgement

Pupils behave very well. They show a very strong commitment to their learning. Motivation levels are high. The evidence for this assertion comes from lesson observations and feedback from staff, pupils and parents. In three successive parent questionnaires (2012-14) **no** parent disagreed with the statement '*Overall children at the school behave well.*' In a parent survey in March 2017 98% of parents agreed with the statement *My child wants to come to school each day*

Pupils are calm and orderly. Occasionally a very small minority of Key Stage 2 pupils engage in name calling and other forms of unkind behaviour on the playground. Physical aggression is extremely uncommon. Incidents of bullying and racism are also very rare. If any incidents do occur, they are treated extremely seriously and responded to rapidly. They are dealt with by the Headteacher, the Deputy Headteacher or another senior manager, in conjunction with parents and carers. The emphasis is always upon what can be learnt from what went wrong. Pupils are taught to appreciate that mistakes happen, but it is unacceptable for the same mistake to happen twice. If required pupils are asked to write out a name calling statement, a bad language and swearing statement, a homophobic abuse statement or a racial abuse statement.

In an annual parent questionnaires in 2017 over 98% of parents strongly agreed or agreed with the statement '*The school keeps my child safe.*' Pupils feel very safe learning within their classrooms. The evidence for this assertion is how well they work together in collaborative contexts and the high levels of pupil participation in lessons. Paired discussion, constructive peer assessment and group work are embedded practices and pupils display mature attitudes when working together in these ways. Teachers create an environment in which pupils continuously learn a great deal from each other within a community of learners.

Pupils feel listened to: they believe that their voice will be heard. Each year a pupil survey is conducted and findings shared with pupils. The Pupil Council is actively involved in ensuring high standards of behaviour and safety. Council members also provide guidance to their peers through leading assemblies on topics such as healthy eating, the importance of exercise and sun safety. Our Year 5 Junior Safety Officers are involved in making regular risk assessments with the Site Manager. Year 6 lunchtime monitors make sure that younger pupils have something to do and someone to play with. This has resulted in younger pupils feeling secure and having more fun. All pupils' awareness of safety is enriched through the use of visits and visitors. Regular visitors include the cycling proficiency team; the zebra pedestrian safety team, the learning to cycle team and a road safety officer. The participation of Year 6 in the Junior Citizenship Programme assists pupils to adopt safe practices.

Staff regularly inform pupils about safe behaviour when using the Internet and an e-safety policy is in place. All parents are advised annually in a school newsletter about a website that provides e-safety advice. Cyber safety workshops for parents were held at the school in November 2009, in June 2012, September 2015, March 2017 and June 2018.

The Single Central Record is kept fully up-to-date. Child protection arrangements are secure. Pupils know that they can speak, in a secure environment, to an adult if there is something that is troubling them at home or at school. Annual pupil surveys are testament to the fact that pupils feel very positively about their teachers. The appointment (2011) of a three day a week learning mentor has provided regular social and emotional support to those pupils who face more challenging circumstances. The school has a safer recruitment policy; safer people and safer places audits are carried out on an annual basis. All staff have completed an online safeguarding course and received high quality professional development in both September 2016 and September 2017 from an external trainer who leads serious case reviews. Further training was offered internally in September 2018. All staff

have basic first aid knowledge and a number have attended standard three day courses or extended paediatric courses. The Headteacher has child protection level 3 accreditation and safer recruitment accreditation (up-to-date certification available).

Why behaviour and safety are not the grade below

There were no fixed term or permanent exclusions from the time the current Headteacher took up post in January 2006 until June 2017 (11.5 years). Unfortunately two fixed term exclusions were issued (for the same pupil) during the summer of 2017 as a result of violent conduct. External consultancy was used to enable the school to maintain the placement for the pupil concerned, who is on the autism spectrum, so that he successfully completed Year 6. There were no exclusions in 2017-18.

The school received very positive feedback (and some valued recommendations for future action) when it commissioned an external consultant to conduct a one day safeguarding review in May 2018.

Parents, carers, staff and pupils are highly positive about behaviour and safety

Pupils show very high levels of engagement, courtesy, collaboration and cooperation, inside and outside lessons. The disruption to learning caused by poor behaviour is negligible.

Learners display a very high regard for their own safety and the safety and well-being of others.

There have been no known incidents of unsafe behaviour on the Internet at school over the last five years. The small amount of cyberbullying that has occurred - off the school premises - has been investigated, with robust action following.

The school's approach to identifying and tackling bullying works.

Pupils actively seek out guidance from staff and know who to talk to if they have a difficulty. They make excellent use of the structures that exist to support them. The average attendance for the three year period 2016-18 is high, at 97.32%.

Future priorities to sustain excellence (September 2018)

- Meet all the targets established on the school's safeguarding action plan following the external review mentioned above
- Maintain the highest standards and highest expectations of pupil conduct. Ensure these expectations are communicated, on an ongoing basis, by all staff, to all pupils.
- Maintain strict safeguarding records by regularly updating the Pupil in Need Log
- Ensure sufficient assemblies are used to encourage pupils to find an adult and disclose any worries they have or any abuse they may be suffering
- Ensure that helpful informative posters from the NSPCC and Childline continue to be displayed around the school and encourage the children to contact these agencies if they need help.

Overall effectiveness, including the promotion of the pupils' spiritual, moral, social and cultural development

The overall effectiveness of the school is outstanding.

Evidence that supports this judgement

Barnes Primary School is a highly effective organisation, but it is not a complacent one. The school has significant capacity to sustain what has been achieved and further develop the range and quality of the provision on offer. Senior leaders are relentlessly ambitious and consistently aim for outstanding outcomes in all aspects of the school's public service. Staff retention has been high (only four classteachers left between September 2013 and September 2016). As a consequence there has been a consistency in practice. With recent staff mobility, and the recruitment of less experienced teachers, it will be important to sustain the high quality education offer that has been the hallmark of the school since it was last inspected in June 2008.

Pupils who attend the school achieve very high standards and make very good progress from their respective starting points. Provision is broad, lively, purposeful and constantly evolving. For example, an artist in residence joined the school in September 2013, with a linguist in residence doing so in September 2014. This has substantially enhanced provision in art and in French. A dance and movement consultant was appointed in September 2015, on a one year contract. Her role was to develop the existing capacity of teaching staff in this discipline. Judo was introduced as an after school club in April 2013. The number of before and after school clubs increased from 32, at the end of the 2012-13 academic year to 45 at the start of the 2013-14 academic year. In the Autumn Term 2018 there are a total of 58 separate clubs running (12 morning clubs starting at 8.00 a.m, 3 lunchtime clubs and 43 after school clubs). Pupils from poorer background get free, priority access to all clubs. In the Summer Term, 2018 the total recorded pupils participating in these sessions was 887.

	MON	TUE	WED	THU	FRI
Boys	109	96	56	92	76
Girls	129	70	76	127	56
TOTAL	238	166	132	219	132

As a result, pupils really enjoy coming to school each day and they are motivated to reach the highest possible standards. Attendance is consistently very high. School leaders and governors strive to ensure that all groups of pupils reach the highest standards and that they enjoy equality of access to all aspects of the school's provision. Pupil performance data (maintained on a management information system) is analysed meticulously; lower attainment is identified and targeted provision offered. The impact of this can be seen in the ensuing results and outcomes achieved by the pupils who have found learning difficult at some point during their primary years.

Parents and their children are respected and listened to and they have regular opportunities to evaluate provision and express their views. Constructive criticism is welcomed and frequently acted on, with the intention of securing improvements (extensive examples available). School systems for ensuring the safeguarding and welfare of pupils are well developed and rigorously adhered to. Consequently, pupils are safe and happy. They are actively involved in further improving the school. For example, the school gardening team are responsible and accountable for the tasks

they undertake. Similarly, Pupil Council members take significant responsibility for developments in our sustainability action plan. They are always involved in discussing designs for playground developments, such as on the Key Stage 2 playground in October 2012, and again in August 2013 (the spiral), or the new teaching classroom, which was opened in September 2014. The school community have raised a substantial amount of money (£34,000 between 2009 and 2018) for our link school, Rusuzimiro, in rural south-western Rwanda. Pupils now have regular communication with their friends in Rwanda through our 'Common Everybody' scheme. Three different teachers from our school have visited (one on three separate occasions).

As an organisation we are very keen to develop the quality of provision for all pupils, not just those at Barnes. To this end the school works closely, in partnership, with a large number of other schools and there are frequent requests to visit our school. The Headteacher leads half day, whole day and two day professional development sessions on highly effective pedagogy; classroom talk dynamics, the teaching of writing, the teaching of reading; maths mastery and 'Everyone's a Leader'. Teachers offer opportunities for colleagues from other schools to observe lessons focusing on these, and other topics, or offer the chance to engage in joint planning.

So, for example, during the 2013-14 academic year a total of 60 teachers from fifteen different settings visited the school. In September 2016 the Headteacher delivered three professional development days for colleagues from other schools: 40 teachers participated. In 2017-18 the Headteacher offered professional development sessions at 10 different schools. Feedback from the partnership work we do is very positive (extensive testimonials available).

Why the school's overall effectiveness is not the grade below

- Pupils consistently achieve the highest standards.
- Value added measures are consistently very high.
- Less advantaged groups of pupils (those on free school meals, those with special educational needs; looked after or adopted pupils) do exceptionally well.
- Pupils show an excellent attitude to learning.
- Teaching is outstanding. Modern technology is used very well to enhance learning opportunities
- The curriculum is broad, rich, vibrant and dynamic. It is significantly enhanced by the very extensive range of high quality before and after school clubs
- Pupils enjoy school and it equips them well for the next stage of their education.
- Best practice is continually shared, both within and beyond the school.
- Any discrimination, unfairness or inequality is ruthlessly challenged.
- Safeguarding is robust. Pupils are safe and happy: they thrive and flourish.
- School attendance is consistently very high.

Current awards, significant achievements and involvement in initiatives

- Raising £46,000 as a result of 29 parents and the Headteacher cycling to Paris in two days in June 2018
- Raising £3,300 in a 'Green for Grenfell' day and giving the money, in cash, to the Headteacher of Thomas Jones Primary School, whose pupils were badly affected by this tragedy, Summer 2017
- Gold accreditation School Travel Plan, Spring 2017
- Primary Science Quality Mark Gold award, Autumn 2016
- Arts Mark Gold accreditation, Autumn 2014
- Food for Life Partnership, Silver award, 2017

- London in Bloom silver-gilt award, 2015
- Reaching Rwanda: Ruzusumiro Primary School - £34,000 raised in 8 years; two teachers travelled to Rwanda, July 2015; two more did so in July 2018
- £1,370 raised for the Ebola crisis in West Africa, Autumn 2014
- Erasmus European Union project with schools in Paris, Rome, Madrid and Tallin (2014-16). Barnes hosted 16 teachers from these schools for two days in June 2015
- Close consultancy support offered to St Thomas CE Primary School, W10 (Ofsted outstanding, Autumn 2014)
- Four teachers were involved in '6Up, Excellence in Reading', an 18 month extended professional development opportunity with teachers from 8 local schools 2014-15)
- Ten teachers have attended a 4 day extended Mastery in Mathematics professional development programme (2015-16 and 2016-17)
- International visitors from Denmark (Autumn 2018; Spring 2011); New Zealand (Summer 2016); Beijing (Autumn 2013 and Autumn 2015); from South Korea, Ewha Women's College, Seoul (Autumn 2011; 2012 and Spring 2015) and Norway (Spring 2010).