

Barnes Primary School

Self-evaluation summary

Date: November 2019

The context of the school

Barnes Primary School is a two-form entry, split-site community school with a popular full-time or part-time nursery provision. The school is situated in the heart of a residential area. The proportion of pupils known to be eligible for deprivation funding via the Pupil Premium grant (current or previous eligibility for free school meals over the past 6 years) was 2.35% in July 2019, well below the nationally published average (13.6%, Jan 2018). This figure is falling (2.9%, Sept 2018, 3.6%, Sept 2016). Virtually all the current pupils are in Key Stage 2 classes. We are above average size, with 446 full-time pupils organised into 15 classes (only 11 vacant places in the main school). A further 65 pupils attend a nursery class on either a full-time (30 hours) or part-time (15 hours) basis. The current Year 6 (Sept 2019) 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 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 2018-19 was 6% (2017-18 was 5.8% and 4.1% in 2016-17).

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. 13% of pupils (58) have special educational needs. This is below the national average of 14.6% (Jan 2018). A total of 17 pupils (3.3%) 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. In 2018-19, it included 10 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 5 children who have been adopted from care (one in each of Y1, Y4 and Y5; two in Y6) and no Looked After children (2 in 2016-17). One reception pupil died in 2018 due to a heart defect they had from birth. Three young parents died during 2015-16; we are currently supporting 7 pupils who have a parent who is deceased.

School improvement priorities based on:

1. Quality of education
2. Behaviour and attitudes
3. Personal development
4. Leadership and management
5. Quality of education in early years
6. Overall effectiveness

Quality of education

Intent: future priorities to sustain excellence (Sept 2019)

- To monitor and refine knowledge maps to maximise their impact for: pupils, parents and staff
- To further develop staff understanding of scientific research on how the brain works, social science research and the importance of making connections and the impact of this on classroom practice so that we support children with their long-term memory skills
- To continue to seek out ways to further enhance mathematics and mathematical opportunities in other curriculum areas
- To develop real outdoor learning opportunities further across the school

Implementation: future priorities to sustain excellence (Sept 2019)

- Ensure that high quality professional support is offered to the 2 newly qualified teachers from September 2019. There are a total of 5 recently qualified teachers (in their first or second year of teaching) together with 3 teachers in their second year of teaching and 4 teachers in their third year of teaching
- Continue to offer a robust, dynamic and differentiated professional development programme that has an ongoing focus on highly effective pedagogy and is customised to the needs of both experienced colleagues and those who have just joined the profession
- Extend teachers' opportunities to engage in peer observations

Impact: future priorities to sustain excellence (Sept 2019)

- 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 in English and mathematics throughout Key Stage 2 for lower performing pupils together with mathematics in Y2
- 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 (54% in 2019) and reading (59% in 2019)
- Maintain the paired learning arrangement in classrooms that unleashes the potential for pupils to learn from each other

Behaviour and attitudes

Future priorities to sustain excellence (September 2019)

- 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 and reviewing 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

Personal development

Future priorities to sustain excellence (September 2019)

- Setting up of a working party to look at the impact of the new developments. The working party to include: subject lead, pupils, parents and a governor
- Monitoring of the new personal development curriculum that is being trialled
- To further embed the resilience offer that is currently provided to ensure all children who need this support can gain access
- Increasing the capacity of support staff to lead resilience groups
- Develop an inclusion group for our new and more isolated parents
- Embed the Junior Citizenship award
- To further extend our extra curriculum provision offer to include more language opportunities, STEM, the arts and drama
- To incorporate career awareness opportunities through assembly speakers in theme weeks and female STEM role models

Leadership and management

Future priorities to sustain excellence (September 2019)

- Develop internal capacity to cope with a DHT on maternity leave and a new HT in post
- Continue to offer consultancy, outreach work and training to other schools
- To successfully complete 3 building projects (extending our nursery capacity so that we can meet community demand in the area, replacing the leaking and deteriorating KS2 site roof and start the building project for the SRP) whilst improving learning outcomes for all
- Review and extend our new nursery provision offer to parents and their children following the completion of the first year of offering 30 hours
- Use innovative and creative responses to manage the significant financial challenges facing schools in 2019-20 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
- Induct and enable the newly qualified teachers, and those at an early stage in their career who joined the school in September 2018 and 2019, assisting them to reach the highest professional standards
- Ensure that all safeguarding systems and procedures are fully secure and robust and the action plan is fully implemented

- 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 last academic year
- 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, modern foreign languages and art
- Develop knowledge maps for all foundation areas of the curriculum
- Continue to implement and monitor the General Data Protection Regulations (GDPR)

Quality of education in early years

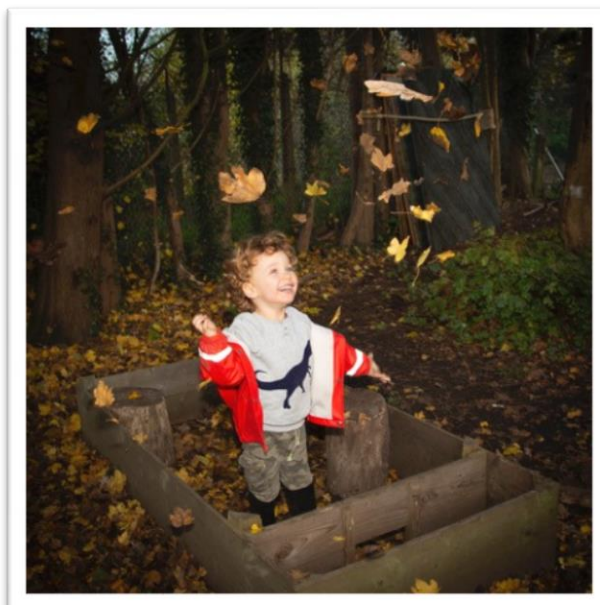
Future priorities to sustain excellence (September 2019)

- To increase the capacity of our EYFS provision so that we are able to offer more full-time places and a higher quality wraparound care provision for our community
- To further develop the progression of prerequisite reading and writing skills and the ability to write for a wide range of purposes
- To develop 15 more maths reading packs for EYFS to promote a love of reading and mathematical vocabulary

Overall effectiveness

Future priorities to sustain excellence (September 2019)

- Develop a strategic and effective CPD and work life-balance
- To further improve the effectiveness of governors through their involvement in strategic analysis
- To develop mentoring of new-to-post governors to further develop capacity and spread the workload of governors



Quality of education: outstanding

Intent: outstanding. Evidence that supports this judgement:

- The coherence of subject maps, curriculum maps and development of knowledge maps
- The wide range of opportunities available to enhance and broaden the curriculum
- Pedagogic knowledge of staff and their ability to assist children
- Pupil and parent questionnaires

Underpinning everything we do at Barnes Primary School is the idea of maximising **learning, love and laughter**. The central aim of our curriculum is **high pupil standards**, high equity and high enjoyment that is taught through a broad, balanced, ambitious, coherent and inclusive curriculum that aims to overcome all barriers that prevent pupils from succeeding. Our curriculum development has been a focus since 2014. We do not allow English and mathematics to dominate the school timetable and the learning time that is available. **There will be weeks when no English or mathematics is directly taught**. We will, however, continually look for meaningful opportunities for pupils to apply the skills and knowledge they have learnt in English and mathematics in other subject areas.

The curriculum maps are planned around engaging learning themes that are enriched by a wide range of trips, visits and visitors as well as a wide variety of before and after school clubs. Our regular feedback from staff and pupils highlights that we have the highest expectations of all learners. We believe in **assisting pupils to develop deep, secure understanding of central ideas**; key concepts; key bodies of knowledge; and fundamental skills. 96% of parents feel informed about what their child will be learning (2019 parental questionnaire).

We offer a **wide range of high-quality opportunities in sport** (over 800 opportunities to compete in term 1 2019), **music and the creative arts** (with an artist in residence and an internal supported system for music lessons), including a dance (and movement specialist) working with teaching staff over the course of a year and drama. In our view a fit body and a fit mind are interlinked. So we will ensure pupils have a wide range of opportunities to engage in sport and physical education. Our highly popular **theme weeks** (On Camera – the chance for pupils to make a film; Arts Week – a whole week dedicated to the creative arts and the performance arts; Solve a Problem Week – design and technology focus) run annually. From time to time we may offer other theme days or weeks (for example, our geography theme day: The Country We Live in). We will fully **utilise the enormous cultural and historical capital that London offers**.

All staff will seek out relevant and meaningful **opportunities to develop pupils' social, moral, cultural and spiritual understanding** when teaching all subjects. There are plenty of opportunities for practical, 'hands-on', multi-sensory learning. All pupils at our school will be **supported to become highly articulate**. The development of mature speaking and listening skills will be given a high priority. Pupils will be taught to speak clearly, precisely and audibly, using sophisticated and expressive vocabulary. They will learn about Standard English and be assisted to help them avoid lazy, imprecise, unclear and unspecific talk. All pupils will be expected to develop the art of public speaking for our numerous performances and house competitions.

Staff at the school will continually **support and promote pupils to read widely and develop a love of reading**. At different times pupils will be expected to think fast (for example, in mental arithmetic) and think slow (for example, in thinking carefully about how to design a scientific enquiry). Teachers will strive to **'make thinking visible'**. In our view it is important for teachers to nurture thinking in the daily lives of learners and to make it visible – noticing it, highlighting it and commenting upon it – so that pupils can recognise it.

Why intent is not the grade below:

The quality of education and curriculum development at Barnes Primary School has been a focus for many years. Our bespoke skills-based curriculum (based upon the national curriculum) was created with a consultant, the school leadership team and subject leaders over several years to ensure it was fit for purpose and met the needs of our children. This curriculum has been refined, improved and enhanced to incorporate wider enriching opportunities, more reading opportunities. We are relentlessly ambitious and continually improve on the offer we are able to provide.

Pupils' are well prepared for any transitions: starting school, Nursery to Reception, Reception to Year1, Year 2 to Year 3 (which includes a change of building) and Year 6 to secondary school.

Future priorities to sustain outstanding practice (Sept 2019)

- To monitor and refine knowledge maps to maximise their impact for: pupils, parents and staff
- To further develop staff understanding of scientific research on how the brain works, social science research and the importance of making connections and the impact of this on classroom practice so that we support children with their long-term memory skills
- To continue to seek out ways to further enhance mathematics and mathematical opportunities in other curriculum areas
- To develop real outdoor learning opportunities further across the school

Implementation: outstanding. Evidence that supports this judgement:

- 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 and scheduled lesson observations and short, 'sweep' observations (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, in 2019, 97.8% of respondents (184 responses), in a parent survey, strongly agreed, agreed or had no strong feeling with this statement: *Overall teaching at Barnes Primary School is strong.*

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. Pace and fluency have been a key focus.

Teaching assistants and learning support assistants make a substantial positive contribution to the quality of teaching (see SEND and PPG review October 2019). 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 EHCPs. All support staff are carefully distributed to ensure maximum gains. The very good behaviour of pupils and the good relationships that exist between children are testament to how well teachers promote personal development and the spiritual, moral, social and cultural development of the pupils they teach. Pupils know about the eight personal qualities that we aim to teach through our curriculum. They continually exemplify their integrity; self-sufficiency; creativity; personal responsibility; empathy; self-belief; curiosity; 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 (92%) of children attaining a good level of development and a 3-year average of 84.2% (2017-2019) 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.

Parents receive regular feedback and frequent updates on their children's progress, together with suggestions for their next steps and ways to support their child. This is achieved through termly parental meetings, books going home for the half term week and the use of 2Simple electronic profiles in EYFS. In 2019, 99% of parents (184 respondents) felt that the teaching at Barnes was strong. 91% of parents felt informed about their child's progress and 94% of parents felt that the school helped them support their children.

Why implementation 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 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 2017, three in September 2018 and two in September 2019 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 2019)

- Ensure that high quality professional support is offered to the 2 newly qualified teachers from September 2019. There are a total of 5 recently qualified teachers (in their first or second year of teaching) together with 3 teachers in their second year of teaching and 4 teachers in their third year of teaching
- Continue to offer a robust, dynamic and differentiated professional development programme that has an ongoing focus on highly effective pedagogy and is customised to the needs of both experienced colleagues and those who have just joined the profession
- Extend teachers' opportunities to engage in peer observations

Impact: outstanding. Evidence that supports this judgement

The principal evidence for this judgement is the very high performance of pupils across a broad and balanced curriculum. These outcomes are evident in the display arts week outcomes, film evidence, on the website gallery and in the new end of Key Stage assessment tests introduced in the summer of 2016. Previous to these, 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 these years. Performance data (tracking data and pupil workbooks) reveals that different groups of pupils, including those currently or previously eligible for free school meals, those with special educational needs, those adopted from Care, those speaking English as an additional language, those whose parents are in the services and those who join the school late, progress well. 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.

In 2019 and 2018, 93% of Year 6 pupils achieved, or surpassed, the government expectation of a scaled score of 100 for the measure **reading + writing + maths**. This figure is well above the 2018 national average (64%). In 2019 the average scaled scores for **reading** (111.7), **grammar, punctuation and spelling** (112.4) and **mathematics** (109.4) also compared very favourably with the 2018 national averages (R: 105), (GPS: 106) and (M: 104).

Performance in **writing** is particularly high, with a three-year average of 50% of Year 6 pupils being judged as performing at greater depth and 55% doing so in 2019. Pupils do extremely well in grammar, punctuation and spelling, with a three-year average scaled score of 113.2 (112.4 in 2019). The three-year average (2017-19) for performance in **mathematics** is very high with 97% of pupils meeting, or exceeding, a scaled score of 100. Our three-year average (2017-19) for Greater Depth is 49% - and we believe that we can better this going forward.

Pupils eligible for the Pupil Premium grant 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 2019 there were 11 pupils eligible. All but one reached the national expectation for their age in reading (average scaled score: 109.6); grammar, punctuation and spelling (average scaled score: 108.7); and mathematics (average scaled score: 109.3).

Pupils with special educational needs are well catered for and make outstanding progress. Over the past three years performance outcomes for pupils with an EHCP, 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 2019 there were three pupils (in Y6) in this category: all reached the national standard in reading, writing and maths. One child achieved national expectations in GPS.

Both **boys and girls** are doing very well. For example, in reading in 2019 girls scored an average scaled point score of 112.8, with boys scoring 110.7. In GPS in 2019 girls scored an average scaled point score of 112.8, with boys scoring 111.9. In 2019 in mathematics girls scored an average scaled score of 108.2 and boys 110.3. In all results there is no major 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. **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 2019. So, for example, the three-year average for the number of pupils achieving scaled scores of 110 or above is: reading 61% (68% in 2019); writing 36% (42% in 2019) and mathematics 59% (62% in 2019). Our 2019 scaled score averages were very high – reading: 110.6; grammar, punctuation and spelling: 110.9; mathematics: 110.6.

In 2019 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 2018 national average (62%). Outcomes in 2015, using the previous system, were also very strong. A high percentage of pupils achieved Level 3: reading (52%); writing (37%); and mathematics (48%).

Pupils' achievement in Early Years Foundation Stage is outstanding. This judgement is based on the consistently improving Good Level of Development attained by the end of Reception. In 2019 92% of pupils met or surpassed the national expectations in all primary areas and English and mathematics. Our three-year average is 84.2% Good Level of Development which compares favourably with the National three-year average of 70.5%. In 2019 our judgements were moderated by the Local Authority. Comprehensive performance data, and analysis, is available to support all the statements above.

Why impact 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, the average scaled score for the cohort of 60 Year 6 pupils in 2019 was 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 (2017-19) performance in **reading** reveals that 97% met the national standard for their age, with 61% achieving a scaled score of 110, or more. In **writing** the corresponding figures are 79% meeting the national standard and 36% achieving a scaled score of 110, or more over a 3-year average (2017-2019). In **mathematics** the three-year average for pupils performing at the national expectation is 94%, with 59% of pupils achieving a scaled score of 110, or more.

Future priorities to sustain excellence (Sept 2019)

- 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 in English and mathematics throughout Key Stage 2 for lower performing pupils together with mathematics in Y2
- 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 (54% in 2019) and reading (59% in 2019)
- Maintain the paired learning arrangement in classrooms that unleashes the potential for pupils to learn from each other

Behaviour and attitudes: outstanding

This judgement is based upon:

In an annual parent questionnaire 3-year average (2017-2019) over 97% 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 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 a parent survey in November 2019 99% of parents agreed with the statement '*My child wants to come to school each day*'. In 2018-19 attendance was 97%. Children enjoy coming to school. Attendance is a high priority with weekly attendance cups being awarded in assembly and reported in the newsletter. 100% attendance certificates are given out in the end of year assembly. All absences are followed up daily.

Pupils are calm and orderly. 99.4% of parents (November 2019) agree Barnes Primary School keeps their child safe, 97% state that their child knows who to talk to if they have a problem. Occasionally a very small minority of Key Stage 2 pupils engage in name calling and other forms of unkind behaviour in 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, a racial abuse statement and a assembly behaviour expectations statement.

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 and JSOs are 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 leading assemblies in Key Stage 1. 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 and has encouraged children to take greater responsibility. We have a new link with the police education department who will lead training for upper key stage 2.

Staff regularly inform pupils about safe behaviour when using the Internet and an e-safety policy is in place. All parents are advised 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, June 2018 and July 2019.

Why behaviour and safety are not the grade below

There were no fixed term or permanent exclusions from the time the previous Headteacher took up post in January 2006 until June 2017. 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 have been no exclusions since this date.

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. There is a no phones policy in place at the school. In exceptional cases a contract is signed between parent, pupil and school. Only one parent has requested this.

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. A worry box and thank you box, located in KS2, are actively used by the children and are placed below our weekly manners award.

In 2018-19 attendance was 97.3%. The average attendance for the three-year period 2017-19 is 96.7%.

Future priorities to sustain excellence (September 2019)

- 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 to develop their character
- Maintain strict safeguarding records by regularly updating and reviewing 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.



Personal development: outstanding

This judgement is based on:

- Extra-curricular data (clubs, music and trips)
- Continued professional development opportunities for all staff
- Questionnaire feedback from pupils and staff (2018-19)

Our school values are to demonstrate: creativity; curiosity; empathy; integrity; positivity; self-belief; responsibility and resilience and we look for opportunities to celebrate these qualities. From the day children start at Barnes Primary School we celebrate diversity and engage children in a journey to enjoy learning about oneself, others and the surrounding world by exploring beliefs, faiths and learning about others. Children learn about how to help themselves and others. We are an inclusive school and celebrate diversity. Our pupils visit places of worship for the six main religions over the course of their primary years, promoting understanding, acceptance and tolerance towards differences. The diverse cultural heritage at the school is celebrated widely with events such as reading in a foreign language, One World Day and the using of opportunities such as Arts Week to increase awareness of different countries and cultures. Our close link with our partner school in Rwanda (since 2014) is embedded within our pupils and parents. In addition to the extensive financial support (£40K) several teaching members of staff, parents and pupils have visited the school and led training.

Mental health and well-being of pupils and staff is important to us (SIP target 2018-19). A school well-being mentor, together with her therapy dog, support children and families and works closely with other services. Weekly resilience groups and social communication groups support pupils. Children can be referred by the Headteacher, their classteacher or their parent. They can also self-refer through the school's worry box. The intent of this provision is to empower, build confidence and provide a 'toolbox' for children. We celebrate mental health week and all staff have received training on mental health first aid, well-being, basic yoga techniques and breathing exercises. An external consultant runs termly (usually 3 per term) sessions for parents on a variety of aspects related to well-being and mental health.

Sex and relationship education is tailored to the age and the physical and emotional maturity of the pupils. The content is taught sensitively and inclusively, with respect for the backgrounds and beliefs of pupils and parents. Our intention is to provide pupils with the knowledge they need to prepare them to play a full part in society as responsible, informed citizens. Lessons are delivered in a safe environment and by well-trained staff. Our oldest pupils, in Years 5 and 6, learn about puberty and about how a baby is made. This content is part of the science curriculum.

Pupils behave very well: they are calm and orderly. Pupils feel listened to: they believe that their voice will be heard. Pupils are actively involved in further improving the school. There is an active KS1 and KS2 pupil council. The KS2 Pupil Council members take significant responsibility for developments in our school. Pupils are involved in school developments such as discussing designs for premises developments, appointing the catering contractor and forming part of the selection process for the Headteacher. Pupil Council and Pupil Parliament teach our children about democracy and British values, and displays promoting these are prominent in each classroom.

Children are taught about British Values through the curriculum, in assemblies and through visits. These include trips to the magistrate's courts, citizenship activity days with the police, ambulance and fire services and will include visits from the police education services (new 2020). In all that we do, democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith, underpins the way the school operates.

As an early adopter, our Personal Development curriculum was reviewed and amended in April 2019. Personal development, character development and personal responsibility are securely embedded. They underpin our school values: creativity, curiosity, empathy, integrity, positivity, self-belief, responsibility and resilience. As pupils progress through the school they take on greater responsibility. Y2 pupils assist with Nursery lunches, Y6 pupils are lunchtime monitors and we have a junior citizenship scheme for upper key stage 2. Junior citizenship awards focus on the citizenship element of our Personal Development curriculum where children develop their understanding of themselves as part of a community. Our school values underpin the ethos of these awards - especially integrity, empathy and personal responsibility. Through making the right decisions in class, in the playground and around the school, pupils in UKS2 appreciate they are demonstrating respect and kindness towards their community. There are three levels to this award: BRONZE (within the class setting); SILVER (within the phase, key stage or school setting); GOLD (within the wider community). The children are taught: to recognise and acknowledge the active role pupils play in the life of the school and the wider community; to make positive choices which will benefit their class, school and community; to become responsible, informed and active members of their class, school and wider community and to learn about aspects of citizenship education including: topical issues, rule and law-making, democracy, human rights and diversity.

Through lessons, assemblies, films and discussion, pupils are taught what it means to be a good citizen within their community and school setting. Pupils take this award very seriously and by Year 6 demonstrate very entrepreneurial ways to attain the Gold award. Numerous examples are highlighted in the newsletter with cake sales, candy floss sales, sponsored swims and all fund-raising going to support our link school in Rwanda.

Visitors, day, overnight and extended residential visits enrich our curriculum offer. 100% of parents strongly agree, agree or have no strong feeling that the school organises a wide range of educational trips which my child enjoys. 100% of parents also agree or strongly agree that their child enjoys theme weeks and special events.

	AUTUMN		SPRING		SUMMER	
	Trips	Visitors	Trips	Visitors	Trips	Visitors
YN		Theatrebugs Pantomime			Hounslow Urban Farm	
YR		Theatrebugs Pantomime		Sphere Science workshop	WWT Wetlands Centre Battersea Park Children's Zoo	Bicycle Society - learn to cycle sessions
Y1	Ham House	Animal Man - tropical animal presentation	London Connected Learning Centre ZSL London Zoo		Kew Botanical Gardens Horniman Museum & Gardens	
Y2	The National Archives London Connected Learning Centre Florence Nightingale Museum			LBRuT Scooter Training	Kew Botanical Gardens	
Y3	London Connected Learning Centre The Design Museum		The British Museum Butser Ancient Farm	LBRuT Safer Walking training	Richmond Park Local synagogue	Portals to the Past Roman workshop
Y4	HMS Belfast Imperial War Museum St Leonards Air Raid Shelter London Connected Learning Centre		Steve McQueen exhibition at the TATE Local mosque		River Thames Boat Project x1 other TBC	
Y5	The Design Museum London Connected Learning Centre	Royal Observatory (Greenwich) Outreach session	Neasden Temple (BAPS Shri Swaminarayan Mandir)		TYM (Thames Young Mariners) overnight camping Kew Botanical Gardens V&A Museum	
Y6	PGL Residential School Journey Lavender Hill Magistrates Court Natural History Museum London Connected Learning Centre		Kew Botanical Gardens LBRuT Junior Citizen Training at Holly Lodge, Richmond Park		Chessington World of Adventure	

In addition, the school's offer is enriched by excellent extra-curricular opportunities and high rates of participation. Excellent take up rates and targeted participation of the most disadvantaged children ensure that families are supported (socially, emotionally, financially and culturally). In 2019, there were a total of 58 separate before/during/after school clubs running: 13 morning clubs starting at 08.00 and 08:15am, 3 lunchtime clubs and 42 after school clubs.

Pupils for whom the school receives the Pupil Premium grant - those from disadvantaged families, the children of service personnel, children who are looked after or are adopted from care – and in addition - some with EHCPs and/or other specific needs, are given priority (free) access to extended school activities.

In the Summer Term 2019, the total number of club sessions taken was 932 (compared to 887 in Summer 2018);

	MON	TUE	WED	THU	FRI
Boys	134	106	79	98	73
Girls	126	107	53	103	53
TOTAL	260	213	132	201	126

177 instrumental lessons take place each week. For the second year, we are enormously proud to be able to offer subsidised music lessons to some of our Year 6 pupils so that they have the opportunity to learn an instrument and enjoy playing as part of a group. Our singing classes are very popular and oversubscribed. We have a KS2 choir with over 80 members who participate in several performances both locally and as part of larger borough events. Our summer music concerts have become a highlight of the school calendar as children perform to a packed audience and demonstrate their love of music. 98.4% of parents agree that the school organises a wide range of musical opportunities (2019 parental questionnaire).

INSTRUMENT	NUMBER OF PUPILS SUMMER 2019 TERM	NUMBER OF PUPILS SUMMER 2018 TERM
PIANO	60	62
SINGING	18	10
GUITAR	35	30
VIOLIN	12	11
RECORDER	32	36
FLUTE	8	8
CLARINET/SAXOPHONE	8	18
TRUMPET	3	2
FRENCH HORN	1	1
TOTAL	177	178

MUSIC CLUBS	NUMBER OF PUPILS SUMMER TERM 2019
BARNES VOICES	80
LITTLE VOICES	36
BOP!	30
STRING ENSEMBLE	9
M:TECH	50
TOTAL	205

Participating in a sporting event, display or representing a team is compulsory for all KS2 children. In 2018-19 there were 1,293 opportunities to compete in sport. Y3-6 have 2 sports days a year and all children participate in a range of events. EYFS and KS1 have a summer sports day. These are competitive events. 97.2% of parents agree that the school organises a wide range of sporting opportunities (2019 parental questionnaire).

BOROUGH	Pupils	LEAGUE	Pupils	INTERNAL	Pupils	WHOLE CLASS DISPLAY	Pupils	LOCALITY SPORTS	Pupils	FLOODLIT TAG RUGBY	Pupils	BASKETBALL	Pupils	LOCAL SCHOOL COMPS	Pupils	
Y4 Girls Football	6	BPS v Sheen Mount Tag Rugby	10	Y2 Boys Football	14	Y2D Karate with Joel	28	Y3 & Y4 Locality Sports hosted by BPS	16	Girls Night	32	Y3 & Y4 Tournament	12	Y5 St Pauls Football	11	
Y3 Boys Football	8	BPS v 5 Mount Boys Football	10	Y5 Tag Rugby	14	Reception PE with Brian	30	Y2 Locality Sports hosted by Lowther	16	Mixed Y3 & Y4	64	Y5 & Y6 Tournament	10	Y6 St Pauls Football	8	
Tag Rugby Tour	10	BPS v Lowther Boys Football	10	Y6 Tag Rugby	15	Y2H Karate with Joel	29			Mixed Y5 & Y6	62	Y3 & Y4 Tournament	9	Harroldian Cross Country	32	
Y3 Boys Football Tour	8	BPS v Lowther Girls Football	10	Y5 & 6 Tag Rugby	14	Y3 Hockey with Will	30					Y5 & Y6 Tournament	10	Y4 St Pauls Football	9	
Y4 Boys Football	16	BPS v East Sheen Netball	10	Y2 Girls Football	16	Y5 Karate with Joel	28							Y3 Table Tennis at RPA	25	
Y5 & 6 Girls Football Tour	10	BPS v Lowther Netball	10	Y5 & 6 Netball	16	Y5 Basketball with Richmond Knights	27							Harroldian Mixed Cricket	10	
Cross Country	13	BPS v St Omunds Girls Football	10	Y5 & 6 Netball rematch	17	Y3 Basketball with Richmond Knights	29							Harroldian Swimming Gala	12	
Parathlon	8	BPS v St Omunds Boys Football	10	Dodgeball	12	Y2 Basketball with Richmond Knights	29							Y2 Basketball hosted by Lowther	7	
Sports Hall Athletics	23	BPS v St M Mags Boys Football	10	Y3 Girls Football	13	Y3 Karate with Joel	29							Table tennis hosted by RPA	30	
High 5 Netball	7	BPS v St M Mags Girls Football	10	Y6 Girls Badminton	10									Table Tennis 5 Lon Regional Finals	6	
Y3 & 4 Boys Football Tour	10	BPS v Lowther Tag Rugby	10	Y3 Circuit Training	15											
Y3 Girls Football	16	BPS v East Sheen Boys Football	10	Y4 Circuit Training	14											
Y5 Rich v King Football Tour	16	BPS v St M Mags Netball	10	Y6 Basketball	10											
Y5 & 6 Mixed Football Tour	8	BPS v East Sheen Girls Football	10	Y5 & 6 Tag Rugby Training	10											
Y3 Girls Football	21	BPS v St Omunds Netball	10													
Y6 Cricket	19	BPS v East Sheen Tag Rugby	10													
Rorough Sports	16	BPS v St Omunds Tag Rugby	10													
Y2 Boys Football	7	BPS v C Bridge Tag Rugby Quart	10													
Y2 MULTI Skills	7	Tag Rugby Semi Finals	10													
Y5 Cricket	30															
Swimming Gala	14															
TOTAL	273	TOTAL	190	TOTAL	190	TOTAL	258	TOTAL	32	TOTAL	158	TOTAL	41	TOTAL	150	
															GRAND TOTAL	1,293

Why personal development is not the grade below:

Our curriculum, wider curriculum and extra curriculum offer is exceptional and extends pupils' talents and interests. Trips, visits, visitors and cultural opportunities are excellent and enhance the school offer. Personal development, sex and relationships and mental health and well-being are a key focus for all. Opportunities ensure pupils are confident, resilient, independent and contribute to society. Our pupils know how to keep physically and mentally healthy.

Future priorities to sustain excellence (September 2019)

- Setting up of a working party to look at the impact of the new developments. The working party to include: subject lead, pupils, parents and a governor
- Monitoring of the new personal development curriculum that is being trialled
- To further embed the resilience offer that is currently provided to ensure all children who need this support can gain access
- Increasing the capacity of support staff to lead resilience groups
- Develop an inclusion group for our new and more isolated parents
- Embed the Junior Citizenship award
- To further extend our extra curriculum provision offer to include more language opportunities, STEM, the arts and drama
- To incorporate career awareness opportunities through assembly speakers in theme weeks and female STEM role models

Leadership and management: outstanding

Evidence that supports this judgement:

The leadership function is distributed evenly across the organisation. In the 2018-19 staff well-being questionnaire 97% of staff stated, '*I feel valued at work*'. 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 regarding 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 many requests for visits and offers a range of professional development opportunities to colleagues from other schools. There are Senior Leadership meetings (SLT), Phase Leader meetings and Phase Leader release time. In the November 2019 parent questionnaire, 98.38% of parents agree or strongly agree that the school is well led and managed (75% strongly agree)

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. 99.46% of parents' state that the school keeps their child safe: 78% strongly agree (2019 parental questionnaire).

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 and 2019 and this forms part of an annual training programme at the start of each academic year. 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 (renewed November 2019) and safer recruitment accreditation (up-to-date certification available). The Deputy Headteacher has child protection level 3 accreditation (November 2019). The SENCo and our Pupil Wellbeing Mentor also have child protection level 3 accreditation. In addition, the Pupil Wellbeing Mentor has attended a 10 day safeguarding course led by a trainer who leads on serious case reviews. The Headteacher attends the termly DSL conference.

Governors and the site manager ensure that health and safety legislation is well implemented and they play a significant part in monitoring the safety of our premises through annual audits and termly premises committee meetings.

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 – internal and external' evaluations; they monitor the execution of SATs and end of year tests. Governors regularly attend school events such as drama productions, music concerts and activity weeks.

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, including support 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 provision and well-being of our staff at the school.

The staff well-being survey indicates that staff enjoy working at Barnes Primary School. Our annual survey ensures that all staff have a voice and can contribute to discussions about work-life balance and staff well-being. Feedback is listened to and acted upon. For example, in 2018-19 the staff toilets were painted, the CPD schedule was amended, booster and enrichment classes were streamlined to free up evening for staff to meet, the catering company sponsored lunch on the first day back, designated PPA areas were set up, communication methods were streamlined, INSET training covered staff well being and an email protocol to ensure that emails were not sent before 7am or after 9pm. We buy into a support facility for mental well-being, which staff are able to access. Our school-based mentor is able to support all staff and to signpost staff to support agencies and guidance if needed.

The parent body is very supportive of the school, both in time and financially. Parents play an active part in the education of their children. For example, attending curriculum and parent evenings, regularly hearing children read, responding to targets that have been set, supporting in class with projects and accompanying trips, as well as organising and leading a wide range of fundraising initiatives.

The previous Deputy Headteacher (now Headteacher), in close partnership with the school's business manager, planned and managed major infrastructure development projects that continually improved the school environment, both indoors and outdoors. There has been a freshly cooked school meal contract in place since 2011. A major fundraising event that raised £30,000 was used to substantially upgrade the school kitchens so that freshly cooked food could be produced. This contract was renewed in 2016. A higher quality gold service standard of provision is now offered. In 2014-15 an SLT led event, a Summer Ball, raised £35,000. Some of this money was used to create an astro-turf outdoor sports area on the Key Stage 2 playground. The SLT also work closely with members of the Parent Teacher and Friends Association (PTFA) and external organisations to raise considerable amounts of money (examples being cycle rides, social events and crowd funding). These funds enable enhancements to the learning environments, for example: five new, small teaching rooms have been created for individual or small group work, the development of a new outdoor forest school environment, significant enhancements to our five playgrounds and the installation of leading edge touch screens and IT infrastructure in classrooms. Another major fundraising drive raised £10,000 in just three months, resulting in solar panels being installed on the school roof.

The Headteacher and Deputy Headteacher work closely with the school Business Manager to lead important site development projects, such as a major reorganisation of teaching rooms to accommodate three classes moving between school sites. During 2019-20, the nursery will be expanded to improve provision and increase income; and in the summer of 2020, the School House will be demolished, and new purpose-built Specialist Resource Provision will be built.

The Headteacher and Deputy Headteacher are 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 writing handouts for staff. The school has a comprehensive staff handbook that

succinctly outlines the school's 'pedagogic formula' and the school uses a bespoke and highly effective pupil assessment system.

Staff performance is evaluated through an annual appraisal cycle; pupil performance outcomes (measured using the devised pupil assessment system); 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.

Financial management is strong, with a particular focus on ensuring the pupil premium and sports premium is used effectively. The Headteacher and Business Manager work to implement innovative ideas to ensure that funding is maximised.

In 2014 the school was awarded Transport for London Gold accreditation for the school travel plan. This was renewed in 2017.

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 2019, 75.4% of parents strongly agreed with the statement '*The school is led and managed effectively*'. Not one parent disagreed. In March 2018 80% of parents strongly agreed with this statement, with none disagreeing. (81% in 2017 and 2016; 83% in 2015; all with nobody disagreeing with the statement.) Such a high consistent satisfaction rate suggests that parents are happy with school leaders. 95% of parents agree or strongly agree that the school communicates well with parents and carers (parent questionnaire November 2019)

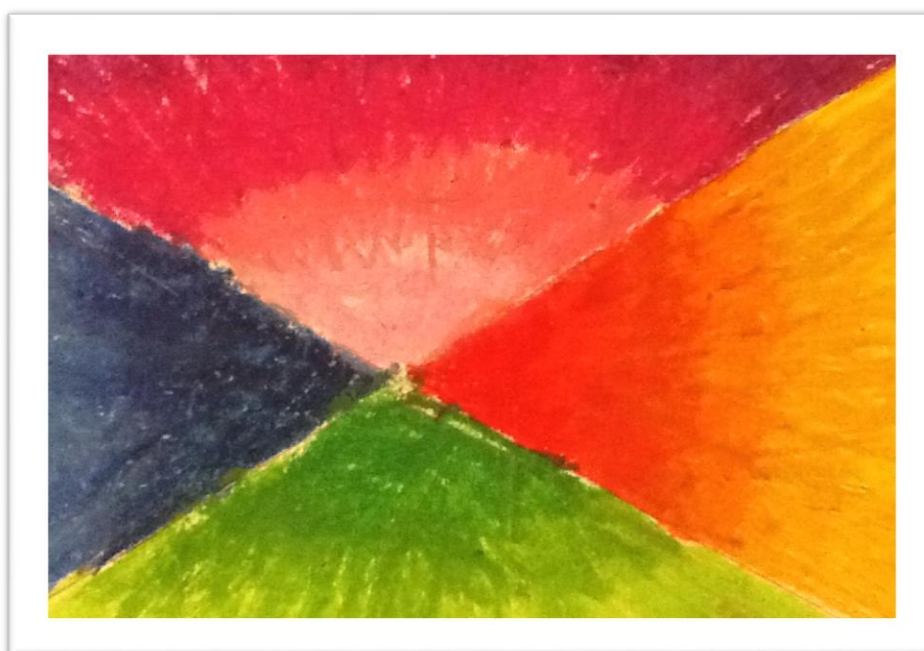
The school continually strives to improve the depth and breadth of its provision, the standard of teaching and the quality of the learning environment. There is a restless, continual aspiration and drive, combined with a clarity of purpose. There is a shared understanding of what constitutes excellence and an ongoing momentum for continual improvement. In a staff survey 'Looking after staff at Barnes' (Oct 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). In 2019 85.7% strongly 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. In 2019 no class teachers left the school, despite a change in Headship. At the end of the 2013-14 academic year just one classteacher left. This was replicated 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. The Headteacher teaches 5 one-hour sessions a week and the Deputy Headteacher teaches 08:50-11:30 four days a week.

Future priorities to sustain excellence (September 2019)

- review and extend our new nursery provision offer to parents and their children following the completion of the first year of offering 30 hours
- use innovative and creative responses to manage the significant financial challenges facing schools in 2019-20 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
- induct and enable the newly qualified teachers, and those at an early stage in their career who joined the school in September 2018 and 2019, assisting them to reach the highest professional standards
- ensure that all safeguarding systems and procedures are fully secure and robust and the action plan is fully implemented
- 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 last academic year
- Further develop teaching knowledge and skills in relation to the teaching of science; design and technology; geography; computing, modern foreign languages; and art
- Develop knowledge maps for all foundation areas of the curriculum
- Continue to implement and monitor the General Data Protection Regulations (GDPR)



Quality of education in Early Years: outstanding

Context

Nursery: our nursery serves the local community of rising 4s. It consists of an indoor area, demarcated into specific learning zones, an enclosed garden area and an on-site forest school environment. In 2010 the nursery expanded from 56 to 78 part-time pupils. In 2018 the nursery started to offer 30-hour provision. There are currently 28 full time (30 hour) children, 28 part-time (14 am and 14 pm) children in nursery.

The nursery is staffed by two teachers, along with a leader of learning (our title). The children are arranged into four home groups of no more than 13 pupils. We provide two 3-hour sessions each weekday (9:00 am to 12:00 pm and 12:30 pm to 3:30 pm). Nursery children have their own entrance and exit. In both sessions the children have a freshly cooked family service school lunch where they eat in their home groups.

Reception is staffed by two full-time teachers, three (two at any one time) leaders of learning and one learning support assistants. The environment has an enclosed outdoor learning area and access to the forest school. There are sixty children. One child is on the autism spectrum.

Intent

Within EYFS we provide a balance of adult led and child led activities that help children to think critically, play and explore and become active creative learners. High expectations, dedicated staff, clear systems and procedures with detailed induction processes (for children and families) ensure a smooth transition into the EYFS. Information from home visits, baseline assessment and ongoing observations are effectively used to plan personalised support for every child, ensuring that children achieve as much as they can from their individual starting point. The needs of all groups are catered for to ensure that we are inclusive and every child receives an enjoyable and challenging experience across all areas of learning. The curriculum and provision on offer is tailored to meet the needs of the cohort, ensuring that it is suitably ambitious and engaging. Modifications to our induction procedures, following evaluation, have ensured that we work closely with parents and carers, as partners in children's learning and development. The planning and meticulous attention to detail ensures that all pupils settle quickly and can perform to their maximum. This approach also ensures a smooth and effective transition to Key Stage 1. The changes implemented in September 2015 have been very effective.

The curriculum is broad, balanced and engaging. The development of self-selection, independence and continuous provision ensure that there is scope for children to follow their own lines of enquiry and play. Staff amend provision to follow and engage the children. Developing a love of reading lies at the heart of all we do. Story packs (with high-quality texts and props) have been developed to engage parents and children in books. A strong, progressive and continuum of phonics development is place. High quality texts are shared with children several times a day and are always accessible.

Implementation

Children consistently attain significantly above the national average at the end of the EYFS. The principal evidence for this judgement is the consistently high attainment. By the end of EYFS attainment and achievement compare very favourably with schools, both locally and nationally. The Early Years Foundation Stage team are to be commended for the significant rise (9%) in the number of pupils achieving a Good Level of Development (GLD). This is due to better provision enabling pupils to make faster progress in writing. In 2019, 92% of children attained a GLD. In 2019 the school's early years assessments were moderated by an external local authority team. All assessments were judged to be accurate and the quality of practice received some very favourable comments.

Measure	2019	2018	2017	3 year average
BPS: Good level of development (59)	92%	83%	78%	84.2%
National: Good level of development	72%	70.7%	69%	70.5%

EYFS pupil average point scores

	2019	2018	2017	2016	2015	2014	2013	3 year average 2016-18
BPS: Average point scores (APS)	Not yet available	40.6	39.2	39.3	38.9	37.1	30.5	39.7%
National: APS	Not yet available	34.6	34.5	34.5	34.3	33.8	32.8	34.5%

Personal development, pupil behaviour and pupil wellbeing are outstanding. The evidence from internal and external audits of the learning environment - using Leuven scales, our own evaluation system and Early Childhood Environment Rating Scales (ECERS) - demonstrates that the learning environment is calm, purposeful and well resourced. Staff have good relationships with the children and with each other. Secure emotional attachments are formed.

Induction and transition arrangements at the start and end of each year, along with arrangements for transition into Key Stage 1, are exemplary. Extended parental interviews within the first three weeks of school have ensured we work closely with parents from the outset.

The children are happy, excited and motivated by their experiences. They are well behaved, play cooperatively and develop their independence during their time at Barnes. Attendance is high. For the first time 2018-19 a family activated their right for their child to be part time in Reception. This impacted on our attendance percentages.

Adults are skilled in their interactions with children: they know when to intervene and when to stand back. All staff had had training on being an effective interactor (rather than an 'interferer'!). 98% of children in the EYFS have a freshly prepared school lunch. Nursery eat as a home group in a served family service. This time is used effectively to talk to the children, develop healthy eating habits, and encourage them to eat a wide range of foods. In addition, children build relationships with their peers.

Children are physically active. The learning environment is large and includes an onsite forest school. There are limited chairs (just four in nursery) within the environment. This encourages children to have 'tummy time', to squat or kneel at a variety of height surfaces. External areas have been designed to develop core stability and upper body strength. There are places to climb, hang and roll. All reception children have 2 hours of specialised PE a week. 95% of children learn how to cycle a bike; 100% of children travel to school using sustainable travel methods, with most walking, scooting or biking. Our children are fit and healthy. We encourage participation in competitive events and have a Nursery Sports Day (with races). Reception pupils participate in our annual sports day, along with Key Stage 1.

Leadership and management of the EYFS is outstanding. An effective distributed leadership model is well established. As a result, roles, responsibilities and expectations are clear. There is a specialised

EYFS CPD programme which is tailored to meet the needs of all staff. Pedagogical skills are developed through regular observations. The Early Years moderation team (2019) confirmed that assessment judgements were accurate and robust. Leadership skills are honed through teacher involvement in the extensive partnership work that is undertaken with local schools.

Both governors and the local authority play an active part in evaluating EYFS provision. For example, each year a governor, the Headteacher, Deputy Headteacher and Key Stage 1 leader jointly conduct a one-day internal EYFS Review. These annual internal reviews are a well-established practice: they have been taking place for nine years. They inform and guide continual improvement.

EYFS Advisor feedback, 2016: I would like to take the opportunity to reiterate that in my view the journey towards excellence that you as a leadership team and the whole EYFS team have embarked on has been incredible. It is clear that the team have worked hard to become a cohesive unit. The leadership of the EYFS has ensured that all staff share the same vision and understand the purpose of why adaptations are being made. All staff have engaged in varied, 'EYFS tailored' professional development, in both general practice and specific areas of responsibility. The impact of these opportunities is noticeable in both the environment and the teaching.

Impact

A robust, high quality continuing professional development (CPD) programme has a very positive impact on teaching standards and EYFS provision. This is considered to be an entitlement for all staff. It consists of four elements: internal opportunities; external courses; 'learning walks' to quality providers; and regular peer observation. This programme continues to have a demonstrably positive impact on the quality of teaching. The time spent making whole team visits to other schools is well utilised to evaluate current provision and plan future developments. The CPD programme includes sessions focused on developing areas of the curriculum identified as in need of improvement. In 2017-18 our focus on writing (and especially improving the rate of progress of boys) has resulted in sustained improvement. In addition, a peer observation and coaching programme ensures that all teachers and leaders of learning are continually evaluating and refining their practice. Reading and phonics development is a key focus of all (teacher and support staff) CPD. Staff are knowledgeable about the teaching of mathematics and the progression from Nursery to Reception. In Nursery the day often starts with a whole cohort 'I love maths session' which the children love.

Talk being at the centre of all we do ensures that children develop their vocabulary. This is achieved through: high-quality role play provision: an exceptional learning environment that is well resourced with interesting provocations that promote talk and discussion; and a highly trained team who know the difference between interacting and interfering.

Safeguarding arrangements and strategies to ensure pupil welfare are outstanding. All staff attend a whole school first aid and safeguarding training session at the start of each academic year. Seven members of staff in nursery are paediatric first aid trained, one is forest school first aid qualified and three members of the reception team are paediatric first aid trained.

The pupil tracking system is continually refined and improved to ensure that all areas of learning are included. Assessment consistently informs future planning and intervention strategies. These are reviewed regularly, with intervention and planning adapted accordingly to meet the needs of individual children. Provision is continually evaluated. The information gleaned is used to identify priorities for development, set staff targets, devise a bespoke CPD programme and continually improve provision.

Equality and diversity are promoted: resources, images, texts and school lunches reflect our pupil population.

The physical environment has been improved significantly, with cyclical major infrastructure development projects that continually improve the EYFS environment, indoors and outdoors. During 2012-13, working in conjunction with members of the Parent Teacher and Friends Association, we planned a series of successful fundraising events (for example, a pupil sleepover and a Spring Ball) that raised money for the development of a new outdoor forest school environment. In 2011 £5,000 was raised to enable the nursery to have astro-turf and in 2018 the PTFA have kindly supported the improvement of our books to support learning and our enhancement activities.

The EYFS team runs many courses, has many visitors and offers a consultancy to other providers. Feedback from those attending EYFS CPD at Barnes:

- I came away with so many practical ideas and have already spoken to my Deputy Head about the changes I would like to make
- Really enriching and sent me off with fantastic ideas for my classroom and environment
- It inspired me and I have spent time making big changes to my classroom which I hope have a positive effect on the learning
- Really insightful day. The photos really helped
- Excellent course and presenters - a valuable learning experience
- It has allowed me to see how our reception may be set up and given me a very useful insight into early years
- It will improve our learning environment inside and outside and allow the children to have better quality child initiated learning experiences
- The practical ideas delivered by the trainers were excellent and will enable our own school environment to develop
- It allowed me to re-think my classroom environment and how I can set things up to meet the needs of the children
- A really insightful day with loads of wonderful things to take away and apply at school

Future priorities to sustain excellence (September 2019)

- To increase the capacity of our EYFS provision so that we are able to offer more full time places and a higher quality wraparound care provision for our community
- To further develop the progression of prerequisite reading and writing skills and ability to write for a wide range of purposes
- To develop 15 more maths reading packs for EYFS to promote a love of reading and mathematical vocabulary

Overall effectiveness: outstanding

The overall effectiveness, including the promotion of the pupils' spiritual, moral, social and cultural development (personal development), at Barnes Primary School is outstanding.

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. No class teachers left in 2019. 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.

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. There are extensive examples available following the parent, pupil and staff questionnaires. School systems for ensuring the safeguarding and welfare of pupils are well developed and rigorously adhered to. Consequently, pupils are safe and happy.

The school community has raised a substantial amount of money (£40,000 between 2009 and 2019) 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 and led professional development for staff (one teacher has been back twice).

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 previous Headteacher led 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. Barnes Primary School has been very involved with a local primary school offering: support; guidance; team teaching; observations; and Continued Professional Development training for the majority of 2018-19. The former Deputy Headteacher and now Headteacher leads NPQML and NPQSL training as well as consulting in many schools on EYFS and leading workshops at the EYFS conference. In addition, we have many visitors to the school from local schools, boroughs and international locations (Europe and Asia).

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, during 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
- Spiritual, moral, social and cultural development is embedded in the curriculum
- Safeguarding is robust. Pupils are safe and happy: they thrive and flourish
- School attendance is consistently very high
- Parental involvement is very high
- Staff are deployed effectively

Future priorities to sustain excellence (September 2019)

- To further refine strategic and effective CPD and improve strategies for work life-balance
- To further improve the effectiveness of governors through their involvement in strategic analysis
- To develop mentoring of new-to-post governors to further develop capacity and spread the workload of governors



Evidence to support summary evaluation SEF

The following documents have been used to evidence our judgements on: the quality of education; behaviour and attitudes; personal development; leadership and management:

- Ofsted inspection report 2008
- Previous SEF reports
- EYFS SEF
- Governor reports
- DfE data
- Lesson observation and monitoring
- Internal reviews: this includes phase reviews and SEND and PPG reviews

Current awards, significant achievements and involvement in initiatives that support judgements

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 £40,000 as a result of 46 adults (including the Headteacher, Deputy Headteacher and a class teacher) cycling to Amsterdam in June 2019
- Raising £8,000 from the 2019 Summer Ball, bringing income from this initiative to over £100,000 since first introduced
- Raising £3,300 in a 'Green for Grenfell' day to support the pupils of Thomas Jones Primary School, who were badly affected by this tragedy in Summer 2017
- London teacher of the year for science, Summer 2019
- 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 - £40,000 raised in 9 years; two teachers travelled to Rwanda, July 2015 and in July 2018. Our lead link teacher was on both these trips.
- £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 and teachers from our school visited and shared good practice with partnership schools in the four cities
- Close consultancy support offered to 6 schools over the past 5 years
- 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 four-day extended Mastery in Mathematics professional development programme (2015-16 and 2016-17)
- One teacher is a maths mastery lead and involved in supporting mathematics in many schools and another teacher is in training for this post
- International visitors from Sardinia (Autumn 2019); 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)