

Self-evaluation form – October 2012

Context of the school

Barnes Primary School is a two form entry, split site community school with a two form entry nursery. The school is situated in the heart of a residential area. Accommodation around the school reflects the intake: most is expensive, owner occupied housing, but there is also a council estate very close by. The proportion of pupils known to be eligible for free school meals (8.3%, September 2012) is well below the national average (19.2%). The percentage of parents who have received higher education is well above the national average. This is also true of those in higher quality housing (census information, 2001). In contrast, the Mortlake ward, which is nearby, has been identified by the Local Authority as an area of economic and social deprivation - a very small minority of our pupils live there.

We are above average size, with 405 full-time pupils organised into 14 classes. A further 78 pupils attend a nursery class on a part-time, half day (3 hours) basis. 60% of pupils are from white British families. A further 17% are from other white minority backgrounds. In addition there are pupils whose families are from the Asian sub-continent and Africa, as well as pupils of African-Caribbean heritage. The number of pupils from ethnic minority backgrounds is significantly above the national average, and stands at 25%. In addition, 20% of pupils speak English as an additional language and this is significantly above the national average figure of 8.8%.

In recent years there has been slightly increased mobility at the school: in the 2008-09 academic year 8.2% of pupils in Years 1 to 6 left the school and 6.3% of pupils joined us. The overall mobility factor within one school year was 14.5%. Broadly, 1 in 7 children either left or joined during this academic year. In 2009-10 46 pupils (11%) either left or arrived during the academic year. This figure dropped slightly in 2010-11, with 31 pupils (8%) either leaving or joining the school. In 2011-12 this figure was 8.1%. The majority of new arrivals are in Key Stage 2 classes. Many arrive performing either below, or well below, the national performance expectation for their age.

On entry assessment takes place when pupils join the school in nursery and at the start of the reception year. Overall, attainment on entry to the school is above average when compared with schools nationally. 12% of pupils have special educational needs and this is below the national average of 18.9%. A total of 11 pupils (2.7%) have a statement of special educational need, which is broadly twice the national figure for primary schools (1.4%: 2010) and well above the outer London average (1.6%, 2010). Two other pupils are currently undergoing a statutory assessment. We are fully committed to inclusion and serving all members of our local community, so we are pleased that these children are at our school. The spectrum of special educational needs is broad. It includes children with Downs Syndrome (1), mobility and medical problems (2), autism (4), significant emotional problems (1), speech and language problems (2) and dyslexia (1). There are two adopted children and two looked after children.

1) Achievement of pupils at the school

Grade: Outstanding

The principal evidence for this judgement is the consistently high outcomes achieved by the end of Year 6 over both a three year (2010-2012) and five year (2008-2012) timescale. This is combined with consistently very high value added for all of these years. Performance data (Raiseonline; school's performance tracking data) reveals that different groups of pupils, including those with special educational needs 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 observed in lesson observations.

Three year Key Stage 2 average 2010-2012

Subject	Level 4+	Level 5
English	97%	76%
Reading	97%	77%
Writing	95%	63%
Mathematics	96%	71%
English & Mathematics	94%	61%
Science 2007-09	99%	71%

Five year Key Stage 2 average 2008-2012

Subject	Level 4+	Level 5
English	97%	71%
Reading	97%	77%
Writing	94%	63%
Mathematics	96%	68%
English & Mathematics	95%	58%

The five year average for performance in **English** at Level 4 and above is 97%, and over this time frame an average of 71% of pupils have attained Level 5. A very large number of pupils achieve at Level 5 in both reading and writing. Performance in writing is especially high, with a five year average of 63% of pupils attaining a Level 5. This is considerably higher than the national average (22%: 2008-12) and the Richmond local average (35%: 2008-12). The average point score over this five year period is 31.1. This is well above the national average (2007-11) of 27.4 and above the local Richmond average of 29.3. In English the average value added from Key Stage 1 to Key Stage 2 for the five years, 2007-11, was 102.5.

The five year average for performance in **mathematics** at Level 4 and above is 96%, with 68% of pupils gaining a Level 5. This is well above the national average: Level 4: 80%; Level 5: 35% (2008-12) and comfortably above the local average: Level 4: 89% %; Level 5: 53%. The average point score over this five year period was 31.0 This is well above the national average (2007-11) of 27.5 and above the local Richmond average of 29.6 (2008-2012). In mathematics the average value added from Key Stage 1 to Key Stage 2 for the five years, 2007-11, was 102.5.

In 2009, 63% of pupils scored at least 80% in the Key Stage 2 mathematics test. In 2010, and again in 2011 the figure was 58%. In 2012 it had increased to 78% of pupils. The five year (2008-12) average mark (out of 20) for the mental arithmetic test was 16.7 (83.7%).

In 2011, the school achieved the best set of outcomes yet, with a very high number of Level 5s in all subject. In addition, on a QCA standardised test, 26% of pupils achieved a Level 6. In **2012** the school performed extremely well once again, achieving the best result yet for mathematics, with 80% of pupils reaching Level 5. In addition, a number of pupils reached Level 6 (4%, reading; 19%, writing and 17% mathematics).

2012	Level 4+	Level 5+	Level 6
English	96%	74%	Not calculated
Reading	94%	81%	4%
Writing	96%	70%	19%
Mathematics	96%	80%	17%
English & Maths	96%	67%	4%

Prior to the withdrawal of the Key Stage 2 **science** tests, pupils were performing very well indeed. The three year average (2007-09) for performance in science at Level 4 and above was 99%, with 71% of pupils reaching a Level 5. This was once again well above the national average: Level 4: 88%; Level 5: 45% (2007-09) and above the local average: Level 4: 94%; Level 5: 61%. The average point score over this period was

31.3. This was well above both the national average for this period (28.8) and the local average (30.2).

The school has consistently been graded very high for **value added measures**: the contextual value added for all subjects placed the school in the following percentile positions:

Year	Percentile
2007	2 nd
2008	1 st
2009	1 st
2010	3 rd
2011	2 nd

Detailed analysis of performance data confirms that pupils from all **sub groups** perform well in comparison to the national and local averages (see Raiseonline reports 2008-12).

Pupils with special educational needs are well catered for and make outstanding progress. Over the past five years performance outcomes for statemented pupils, and those at school action plus, have been very high. This is due to the:

- high expectations of staff
- quality of the whole class teaching
- quality of intervention support and the additional classes offered
- quality of their personalised learning plans
- close tracking of pupil progress
- regular home-school contact that takes place.

Both **boys and girls** are doing well, but in the past there has been some discrepancy between their results at the higher attainment level. For example, in 2008 substantially more girls (78%) achieved a Level 5 than boys (47%) in English. This gap reduced by 10% in 2009 (girls: 74%; boys: 53%). In mathematics the converse situation existed: results at Level 5 in both 2008 and 2009 were much higher for boys (76%, 79%) than girls (52%, 59%). The school's Leadership Team implemented strategies aimed at narrowing these gaps. Pleasingly in 2011 there was very little difference between boys and girls at this higher level of performance. This was also the case in 2012. In mathematics, for example, the average mark for boys was 88.7; for girls it was 87. In reading the average mark for boys was 40.3, just above the average for girls, 40.0.

Pupils who speak **English as an additional language** (EAL) are reaching standards that are comparable with - and sometimes better than - first language English speakers. In 2011 all nine EAL pupils achieved a Level 5 in English. In 2012 there were fifteen pupils with EAL: 11 of these (73%) achieved a Level 5; all the others reached Level 4.

Pupils who join the school late (after the start of Key Stage 2) make very good progress, often from very low baselines. Data from 2009-10, 2010-11 and 2011-12 provides evidence of this.

Pupils' achievement in Key Stage 1 is outstanding

This judgement is based upon the high outcomes achieved between 2009 and 2012. Before 2009 there was some variability in results, but this was not the case between 2009 and 2011 when consistently high standards were achieved. In 2012 results were lower, due to cohort factors, but pupil performance data tracking points strongly to Key Stage 1 outcomes rising again in 2013.

In **reading** between 2010 and 2012, 95% of pupils achieved at least a Level 2B (the national expectation). This figure is comfortably above the local average (83%) and well above the national average of 73% (2009-11). In 2009 an improvement of 18% was registered on the previous year: 95% of readers were assessed at Level 2B or above. This improvement was sustained in 2010 and 2011. The figure did drop to 85% in 2012, due to cohort factors.

The three year average (2010-12) for the number of pupils who attained at Level 3 (55%) is well above the national average (26%, 2009-11), and the local average (41%). The Leadership Team implemented structures to increase performance at this higher level from September 2008: these resulted in a 21% increase in one year which was sustained for the two subsequent years: 2010 and 2011.

In 2008 fewer pupils attained a Level 2B than in the previous two years. In response to this, from September 2008, the school increased its capacity to offer a structured programme of one-to-one daily reading and writing support to Year 2 pupils (offered in termly blocks) vulnerable to not reaching this level. This had a significant impact: only 5% failed to achieve a Level 2B in 2009.

There is a small gap between the performance of **boys and girls** at Level 2B. The three year average (2010-12) for girls in reading was: 97%; for boys it was 90%. There is a difference between girls (67%) and boys (44%) at Level 3. This is an issue the school's management has been looking to address since September 2011.

Overall the achievement of learners in **writing** is also outstanding. On average, over the three year period, 2010-12, the number of pupils who attained a Level 2B in writing was 93%. This figure compares favourably with the national average (73%, 2009-11) and the local average (83%). There has been a significant increase in the number of pupils who achieve Level 3 in writing since 2009. The three year average is 33%. This is considerably higher than the national average (12%, 2009-11) and the local average (21%). This outcome manifests the significant improvements in the teaching of writing that have taken place over the last four years: in 2006, and again in 2007, only 9% of pupils reached Level 3. A pronounced improvement took place in 2009, when 18% reached this mark. This has been built upon over the last three years.

Once again, there is a little difference between the performance of **girls** (96%) and **boys** (91%) at Level 2B for this three year period. There is a substantial 23% gap at Level 3 though, with girls (42%) significantly outperforming boys (19%). This is also an issue the school's management will continue to address from September 2011. It is worth noting, however, that the performance of boys at Level 3 is 2% above the local average for boys (17%).

Overall the achievement of learners in **mathematics** is, once again, outstanding. On average, over the three year period, 2010-12, the number of pupils who attained a Level 2B in mathematics was 93%. This figure compares favourably with the national average (74%, 2009-11) and the local average (84%). There is a rising trend in the performance of pupils at Level 3, with half of the cohort reaching this standard in 2011. The three year average is 44%, which is comfortably above the local average (33%) and the national average (20%, 2009-11)

From September 2008 new home learning opportunities were established with a view to raising the number of pupils who achieved at this higher level. The one year rise of 19% in the number attaining Level 2B or above, and the rise of 24% in the number of Level 3s, points to the success of this and other strategies.

There is a difference over a three year period between **boys** (90%) and **girls** (97%) at Level 2B. Girls (47%) are slightly outperforming boys (45%) at Level 3, however, by a small margin.

Pupils reach high levels of attainment in the Early Years Foundation Stage and their achievement is good.

There is a rising trend in pupil outcomes in the Early Years Foundation Stage over the last three years. In all thirteen areas of learning average outcomes are well above the national performance expectation.

Area of learning	Average scale points score 2012 (60 pupils)	Average scale points score 2011 (60 pupils)	Average scale points score 2010 (60 pupils)
Dispositions and attitudes	8.0	8.0	7.9
Social development	7.8	7.1	6.9
Emotional development	7.8	7.3	6.6
Language for	7.2	6.6	6.4

communicating & thinking			
Linking sounds and letters	7.8	7.2	6.3
Reading	7.3	6.6	6.7
Writing	7.4	6.6	6.8
Numbers as labels and for counting	8.0	7.7	7.4
Calculating	7.7	7.4	6.6
Shape, space and measures	7.9	6.8	7.4
Knowledge & understanding of the world	7.3	7.3	6.7
Physical development	7.7	7.0	6.2
Creative development	7.0	6.2	6.6
Average across 13 areas	7.6	7.1	6.8

Reception pupils generally make very good progress from their initial starting points when they join the school. For example, in 2009, from their average on entry assessments for emotional development (2.7), linking sounds and letters (2.8) and writing (1.0) they had made considerable progress by the end of the academic year: emotional development (7.2), linking sounds and letters (8.1) and writing (7.2).

An analysis of the 2011 and 2012 Early Years Foundation Stage Profile data reveals that:

- the mean average points overall were above the national average for all scales
- the proportion of lower attainers (1-3 points) is well below average
- the proportion of higher attainers (8-9 points) is well above average
- the proportion of children gaining a 'good' level of attainment (6+ points) is typically above average

In 2011 outcomes were significantly improved from 2010, both for higher and lower attainers. The gap in attainment narrowed; the proportion of children falling into the Local Authority's lowest performing 20% of pupils falling. This improvement was sustained in 2012.

2) The quality of teaching

Grade: Overall, the quality of teaching is outstanding.

This judgement is based upon:

- a cyclical lesson observation programme, including one day internal Key Stage reviews; scheduled lesson observations, 'sweep' observations and Local Authority observations
- the very high performance standards pupils consistently reach and the high value added that is achieved
- pupil workbook scrutinies
- formal and informal feedback from parents and pupils.

In the 2009-10 the large majority of teaching was at least good (93%) on a consistent basis, and increasingly more teaching than in previous years was judged to be outstanding (40% of lessons observed in 2009-10). In 2010-11, and again in 2011-12, fewer observations of experienced teachers who have consistently been judged to be outstanding (over a time frame of at least two years) were undertaken. This decision was taken to create capacity for continual professional learning and growth through the establishment of a peer observation programme. Internal Key Stage Reviews, 'sweep' observations and the tracking of pupil progress demonstrate that these practitioners continue to consistently teach outstanding lessons.

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 and other forms of technology. Teachers plan multi-sensory lessons that contain visual, auditory and kinaesthetic elements. In some lessons the impact of peer and self-assessment has a profound impact on pupil achievement. 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.

Very comprehensive written feedback is provided to teachers whenever they are observed. This ensures that they are aware of the strengths observed and any areas for future development. Subsequent written feedback will always highlight the progress that has been made with the areas for development outlined in the previous feedback.

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 regular professional development at the school and they work very effectively with teachers, who make the maximum use of this valuable human resource.

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 demonstrate these: integrity; self-sufficiency; creativity; personal responsibility; empathy; self-belief and positivity.

3) Behaviour and safety of pupils

Grade: Outstanding

Overall, pupils' behaviour and safety is outstanding

There have been no fixed term or permanent exclusions since the current Headteacher took up post in January 2006: a period of almost seven years.

Pupils consistently behave well. They show a very strong commitment to their learning. The disruption to learning caused by poor behaviour is negligible. The evidence for this comes from lesson observations, feedback from staff, pupils and parents and comments from the school's Improvement Partner (pre September 2011). In a parent questionnaire in February 2012 no parents disagreed with the statement '*Overall children at the school behave well.*' (this was also the case in February 2010). In 2012 54% of parents strongly agreed with the statement, with 42% agreeing.

In a pupil questionnaire in February 2012 only 1.5% of pupils stated that they felt other children didn't behave well. On 'Grandparents' Day' in July 2009 many verbal and written comments were received regarding how polite and thoughtful the children were. One grandparent wrote '*The older pupils were polite, appeared very confident and made us feel very welcome.*' Another wrote '*The children were all so polite, but also outgoing: wonderful!*' These views were confirmed by other grandparents (one hundred and twenty joined us!) in July 2011:

'The children participate so readily.'

'How keen and committed the children are.'

'There is an excellent friendly atmosphere.'

'I found the whole atmosphere in the classroom joyful and stimulating.'

Pupils are calm and orderly. Occasionally a 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 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.

In a parent questionnaire in February 2011 97% of parents and carers strongly agreed or agreed with the statement *'The school keeps my child safe.'* Less than 1% disagreed with the statement. Nobody disagreed with the statement in 2012. 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 learning practices and pupils display mature skills when working together in these ways. In addition, learners display a high regard for their own safety and the safety and well being of others.

Pupils feel listened to and they believe that their voice will be heard. Weekly circle time encourages pupils to discuss issues that are of importance to them. The Pupil Council is actively involved in ensuring high standards of behaviour and safety for everyone. 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. These pupils also regularly contribute to school assemblies. Year 6 lunchtime monitors aim to make sure that younger pupils have something to do and someone to play with at lunchtimes. 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; zebra pedestrian safety 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. A cyber safety workshop for parents was held at the school in November 2009 and again in June 2012. Whilst the school does all it can to ensure children are safe at all times, there are occasional playground accidents. When these occur considerable time and attention is spent on considering if any improvements to school systems are required in order to ensure there is no repeat occurrence. From September 2009 the school bought in the services of an organisation who lead organised games on the Key Stage 2 playgrounds. This decision was taken to improve further the quality of children's playtime experience. Pupils have voiced positive views about this change in pupil questionnaires and through informal channels.

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. They actively seek out guidance from staff and know who to talk to if they have a difficulty. Annual pupil surveys are testament to the fact that pupils feel very positively about their teachers. The appointment of a two day a week learning mentor has provided social and emotional support to pupils who face difficult circumstances.

The school works closely and effectively with a range of organisations including Social Services; health visitors; The Looked After Children's Team; The Child and Family Consultation Service; primary mental health workers; Local Authority adoption agencies; The National Autism Association and local voluntary counselling services.

School attendance has improved markedly since 2006-07:

Year	Attendance
2005-06	94%
2006-07	95.2%
2007-08	95.7%
2008-09	96.2%
2009-10	95.7%
2010-11	96.5%
2011-12	97.0%

Attendance is outstanding because pupils want to come to school. An extra 1,924 days were attended in 2010-11 compared to 2005-06. On average that's 4.75 days per child ($1,924 \div 405$) – almost a whole week!

4) The quality of leadership and management of the school

Grade: Outstanding

The leadership function is distributed evenly across the organisation. 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 professional development programme. In addition, Key Stage leaders lead pupil workbook scrutinies and formulate a shared expectation with regard to pedagogy and expected learner outcomes. Some also join the Headteacher and Deputy Headteacher for one day internal Key Stage Reviews. Leadership skills are also developed through teacher involvement in the extensive partnership work that is undertaken with other schools (see below).

The effectiveness of the governing body is outstanding because it is made up of individuals with a high level of knowledge and expertise in a range of disciplines that have skills that school leaders can draw upon. Regular, well attended, business like

meetings are held and governors do not shy away from posing challenging questions to school leaders. Governors expect data rich Headteacher reports which they scrutinise carefully. They ensure that the Headteacher is held to account for the standards pupils achieve and the quality of provision that is offered.

A robust, high quality professional development programme has a very positive impact on teaching standards. This includes frequent opportunities to view, analyse and discuss teaching sequences that have been filmed at the school. In addition, a peer observation and coaching programme ensures that all teachers are continually refining their practice. A mentoring programme is also in place: this involves an outstanding teacher working alongside a less experienced colleague for five lessons within a one week period.

The Headteacher provides teaching staff with publications that guide and support their practice. For example, they were presented with an extensive practical guide to the teaching of writing in 2008 ('Imitation and Deconstruction'); a guide to the teaching of spelling (2007) and a wide range of ideas that could be used to improve pupils' performance in mental arithmetic (2008). The staff handbook (first published in January 2007, substantially updated and republished in January 2012) offers clear, unequivocal, succinct and precise guidance on expectations for all staff. The school's teaching and learning policy is subsumed within this publication. A writing assessment portfolio (2011) containing twenty-two pieces of assessed writing and a one page commentary on each has assisted teachers in their use of the APP assessment criteria. The 'learning themes' planning guidance booklet offers very helpful advice to teachers with regard to the planning of our cross-curricular, skills based units of learning. Finally, the Headteacher has written a substantial number of English units of learning for Key Stage 2 teachers.

The Deputy Headteacher plans and manages major infrastructure development projects that continually improve the school and the provision it offers. She negotiated a new freshly cooked meal contract in 2011 and organised 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. In 2012 she devised a plan to create five new, small teaching rooms that could be used for individual or small group work. She also leads on sustainability and, in conjunction with Solar Schools, has set up a major fundraising drive that will result in solar panels being installed on the school roof in the summer of 2013. In addition, she has lead on a large number of major developments that have substantially improved provision: the reception outside area (2007); the Key Stage 2 'creepers' playground (2010); the school nursery expansion (2011); the nursery outside area development project (2012).

The comprehensive continuing professional development programme consists of four principal elements: internal opportunities, external courses, 'learning walks' to quality providers and regular peer observation. It has had a demonstrable impact on the quality of teaching (lesson observations; pupil outcomes). A Continuing Professional Development Framework was introduced to staff in September 2008. This made a

transparent pledge to all staff working at the school about the training opportunities available to them.

Staff performance is evaluated through the appraisal cycle, pupil performance outcomes (measured using average point scores), cyclical lesson observations, annual internal Key Stage Reviews and pupil workbook scrutinies. The high quality of oral and written feedback on lessons that have been observed has been a significant factor in raising teaching standards across the school. This is because feedback clearly pinpoints effective features of practice, whilst sensitively highlighting areas for future development.

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

The post of Leader of Teaching and Learning was created in 2008 to enable a talented and experienced Year 6 teacher to share effective practice by embarking upon intensive mentoring relationships, over a sustained time frame, with teacher colleagues. The post of Lead Professional for Assessing Pupils' Progress was created in December 2009 with a view to embedding this approach to assessment within the school and providing high quality guidance to other schools through our Richmond Lead school for assessment status.

Ambitious, cogent and coherent action plans provide a vision for major developments at the school. For example: A vision for ICT (2006); Extending the ICT vision (2008); Towards 2012: Sporting provision at Barnes (2006); Plus de Francais exige (2009); One World Day (2009); The Olympics at Barnes (2011). These are shared so they focus staff and governor thinking on how improvements in provision can be secured. Time is made to evaluate progress in respect of the realisation of targets on these plans.

The Headteacher also produces tightly focused funding bids aimed at securing additional money to develop the school's infrastructure and improve provision. These market the school, with the intention of securing significant financial investment. For example, £20,000 of additional funding was secured in 2006 to help finance the Foundation Stage outside area development project. A bid designed to assist the school to create a new ICT suite on the Key Stage 1 resulted in £10,000 being donated by a private benefactor in November 2009. Since 2011 three substantial pots of money (£26,000) have been obtained from Education Richmond to run professional development projects that will benefit teachers at Barnes and other local schools.

Pupils' test results, and their other learning outcomes, are testament to the effective way teachers use assessment to maximise the progress learners make. Precise, detailed, up-to-date pupil performance information is stored on a computerised database. All

teachers are given a copy of their 'class tracker' at the start of the academic year so they are aware of pupils' performance over time and their relative starting points. They know which pupils are working at, below and above the national average performance expectation for their age. Classteachers submit termly assessments for reading, writing and mathematics to the Headteacher. At the end of both the Autumn and Spring Terms they submit an assessment for ICT. The Headteacher provides termly feedback to them, indicating the average points value added on a term-by-term basis. In this way teachers have a clear picture of how much progress pupils are making.

Gifted and talented pupils enjoy school and make good progress because they are suitably challenged in their classrooms, through the school's enrichment programme and through the many additional opportunities in sport, music and art that are available to them.

The school has formalised the structures used to gather the views of stakeholders. An annual overview plan has been established to map out these processes and ensure that the information gleaned is used to inform discussion, at a strategic level, which leads to planning for improvement. Parent views are collected annually in three ways: through a parent questionnaire; one-to-one semi-structured interviews with a representative cross section of parents and informally (the school operates an open door policy) through meetings with parents. Pupil views are also collected in three ways: through Pupil Council meetings; via the annual pupil questionnaire and through small groups interviews with a representative cross section of pupils.

Morale is very high amongst staff and there is a 'feel good factor' within the staff team. There is no complacency, however, as all staff are expected to subscribe to the notions of continuous improvement and lifelong learning.

5) Overall effectiveness

Grade: Outstanding

Barnes Primary School is a highly effective organisation, but it will never be 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 service. So, for example in September 2012, a major fundraising drive was initiated to raise £10,000 to install solar panels on one of our roofs.

Pupils who attend the school achieve very high standards and make very good progress from their respective starting points. Provision is broad, vibrant and constantly evolving. For example, Spanish was introduced into our Key Stage 2 curriculum in September 2012. As a result, pupils really enjoy coming to school each day and they are highly motivated to reach the highest standards. 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 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 these pupils. Any discrimination, unfairness or inequality is ruthlessly challenged. Parents and their children are respected and listened to and they have regular opportunities to evaluate provision. Constructive criticism is welcomed and frequently acted on, with the intention of securing improvements. School systems for ensuring the safeguarding and welfare of pupils are well developed and rigorously adhered to. Consequently, pupils are safe and happy. Pupils are actively involved in further improving the school. For example, the school environmental 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.

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, particularly in developing effective approaches to the teaching of writing. So, for example, during the 2009-10 academic year a total of 71 teachers from eleven different settings visited the school for a one day event focusing on the teaching of writing. Feedback was extremely positive:

'Thank you again for the inspiring day we had at your school. We all enjoyed the day and took away lots of ideas and lots to think about.'

Janet Foster, Headteacher, Archdeacon Cambridge School

'The members of staff who visited Barnes Primary in the Autumn Term to look at your approach to the teaching of writing found the visit of great interest and the resulting work we have undertaken back at school has led to a revised approach here that is proving successful.'

Ian Dickinson, Headteacher, Stanley Junior School

During 2010-11 we worked more intensely with four primary schools. In 2011-12 we are worked closely with five primary schools and one secondary school. Feedback was again very good:

'Working with you and your staff has had greater impact on our progress and development than any other initiative.' Caroline Boyle, HT, Buckingham Primary School

'Thank you so much for the excellent training day you provided on Tuesday. It was an exhilarating and fascinating experience. I really appreciate the huge amount of work and energy that you put into the presentation. We have all come away with lots of ideas that I hope we will be able to start implementing in September.'

Liz Goldiman, Literacy Intervention Coordinator, Christ's School (secondary)

