

Our four Christian values that guide us

LOVE
HONESTY RESPECT
RESILIENCE

BOLNEY CHURCH OF ENGLAND PRIMARY SCHOOL
School Self-Evaluation Form
2023-24 Updated January 2025



Be the Best You Can,
 Guided by God

Context

School Vision

Each child is unique. We partner with families to nurture the 'whole child' – by understanding their specific emotional, spiritual and learning needs – so children flourish. Children leave us as fearless lifelong learners, ready to meet the world with self-confidence, curiosity and resilience.

Be the best you can, guided by God.

This vision has grown from our belief in the Bible verse from Luke: **Do for other people what you want them to do for you.** Luke 6:31 International Children's Bible
 Our vision includes the characteristics we would like our pupils to leave our school with, these are developed through our curriculum.

- Bolney CEPS is a smaller than average rural primary school with 98 pupils on roll. Children join the school from Reception.
- It is situated near the junction of the A23 and the A272, adjacent to the village church and cricket ground on the outskirts of the village.
- The school is a Church of England Voluntary Controlled School - Diocese of Chichester.
- Our school values of **love, respect, resilience and honesty** are underpinned by our caring Christian ethos and our commitment to finding the best in every child. They guide us in all that we do along with our vision.
- We are a friendly school with a family ethos. Parents and carers greatly value the community atmosphere.
- Currently there are **98 pupils on roll based in four classes**. The size of each year group varies from 7 to 22, and our Published Admission Number (PAN) is 16. Classes are currently split into Reception, Year 1 and Year 2, Years 3 and 4 and Year 5 and 6.
- Approximately two-thirds of pupils are from the Bolney area and one-third outside of catchment from towns and villages such as Haywards Heath, Ansty and Burgess Hill.
- The majority of pupils are white British.
- The proportion of pupils funded **through pupil premium** is well below average at **4%**.
- The number of **SEND pupils** is currently **13%** which is around than the national average; **4** children have an **EHCP**.
- As our cohorts are small, specific cohorts and gender are our significant groups.
- The stability in the movement of children is in line with the national average.
- School and local church members committed to Growing Partnership work closely together.
- Children from the village can walk to the school, however, a number of pupils live in the surrounding lanes or out of our catchment area so need to drive to and from school.
- There is a walking bus that runs one day a week with around **22%** of the school joining this.
- Village important to the school, strong links with residents, different societies and the parish council.
- School families and residents support the school well, very pro-active parent teacher association.
- The current head teacher has been in post since September 2023.
- Teachers are experienced with 1 ECT and although most TAs have been recruited in the last 2 years, the staff team is strong and with experience.

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| | <ul style="list-style-type: none"> • Cross curricular links through careful planning in mixed-age classes. • Enhanced learning experiences including Forest School, specialist drama teacher, French and specialist music teacher teaching an instrument to all of KS2. • Visitors from local community to enhance understanding of the purpose of school, lifelong learning and knowledge and skills needed, including Author visits, History workshops and Worship leaders. Pupils can see the context of their learning. • Incorporation of gardening/outdoor learning into the curriculum through gardening club and Science curriculum. |
| <p>Subject leaders strengthen their skills, raising standards through rigorous evaluation and action to improve the quality of teaching.</p> | <ul style="list-style-type: none"> • Subject leaders developed intent statements and long term plan to clarify their approach to teaching each subject. • Focused subject leader action plan with agreed milestones for all subjects. • Increased ownership of subject leadership – increased confidence and focus on what difference do I make? • Improved sharing of subject actions to ensure impact. • Time given to subject leaders to gather pupil voice and observe in lessons. • Monitoring timetable and staff meetings linked to action plans agreed. • Subject leader release time provided to support action plans. • Subject leader CPD provided to strengthen skills. • Written reports to governors focusing on impact evidence and clear next steps. • Subject leader reports and action plans shared with governors. • Governors understand their subjects and the impact of them through rigorous discussions. • Subject leaders using assessment documents to inform monitoring. |

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| <p>Quality of Education - Good</p> | |
| <p>Intent</p> | |
| <ul style="list-style-type: none"> • Our pupils study the full curriculum; it is not narrowed, focus on access to all. • Developed our ambitions Bolney Curriculum with active teaching of our vision characteristics through our subject topic themes – improving pupils’ awareness and application of characteristics across subjects and outside of school. • Increased children involvement in developing their learning journey and enquiry led approach has a positive impact, children more engaged, enjoy choice, can follow own interests, feel listened to and involved. • Clear progression of skills and knowledge leading to a coherent, sequenced curriculum plan. • Each teacher worked with an English consultant to further develop writing opportunities from high quality texts. • Prioritised physical and emotional well-being following pandemic issues and remote learning. • Focus on equality and individual need so all can flourish: <i>“Equality is not always about treating everyone the same – it is about treating people in such a way that the outcome for each person can be the same.”</i> • Increased development of cultural capital with a focus on disadvantaged children, including small group activities with a teacher, improved pupil confidence. • Intent statements developed and shared on our website to clarify our approaches to teaching subjects. | |
| <p>Implementation</p> | |
| <ul style="list-style-type: none"> • Planning addresses children’s learning needs and interests from assessment, plans adapted during the week. • Learning objectives are clear and relate to the NC programmes of study, there is a clear focus on challenge for all, staff have high expectations and tasks adapted for pupils with specific needs. | |

- Teachers and teaching assistants are very experienced – **teaching is consistently good or better**.
- **Teachers' subject knowledge** is strong, teachers and teaching assistants support each other well, subject knowledge has been enhanced by CPD opportunities such as working with colleagues, network groups, inset, and targeted training. *Locality training and moderation events to start again for 2022-23.*
- CPD on **disciplinary and substantive knowledge** improved teacher awareness and knowledge.
- Support, including release time, and CPD for planning and subject leadership seen as key to **developing subject expertise**.
- **Specialist teachers** employed for French, drama and music – instrument teaching and Forest School.
- **Talented teaching assistants** work with teachers in art and PE.
- Teachers are able to make **sound judgements** and **plan next steps** in learning, with a focus on checking understanding / misconceptions, follow up work in small groups or 1:1 given as needed.
- Opportunities for pupils to **embed and use knowledge** is planned following **timely and purposeful assessment**.
- **Clear direct feedback** – leads to **adapting teaching** - well used to inform learners of next steps with emphasis on immediate feedback which is often verbal. Planned opportunities for mid-work marking ensures pupils' make progress. 'Pre-teaching' and 'Swoop groups' used to help understanding before the next lesson where possible.
- Provision for **SEND and vulnerable groups** is under constant review in class with termly meetings with all class staff to review progress and provision.
- **Reading is prioritised** with emphasis on reading for enjoyment, fluency and confidence. Support given with book choice, targeted groups, whole class books.
- **Early reading** is rigorous and sequential with books linked to phonics teaching.
- **Phonic knowledge, language comprehension and skills to communicate** are a priority with additional support given as needed.
- In Maths, use of 'White Rose' maths has ensured that all pupils are exposed to the **mastery approach** including opportunities for application of skills and problems solving.
- Approaches to **teaching of spelling** are consistent, with use of Phonics Shed since 2023 and Spelling Shed at KS2. **Phonics** is well taught across EYFS and KS1 and into KS2 where needed.
- **Pupil focused learning environment**, use of growth mindset approach and the Learning Pit to promote **self-differentiated challenge** approach. Pupils take more risks and are less afraid to have a go and know that making a mistake is a learning opportunity.
- Pupils enjoy **discussion and debate** and exploring **big questions**, especially in RE and science.
- Teachers value and utilise **pupil voice** to involve pupils in their learning and school community e.g. School Council, working walls, pupil voice meetings, worship committee.

Impact

- Pupils **motivated and keen to discuss** their learning, they make connections across areas of their learning. Focus on improving learning behaviours following the disruption to schooling has had a positive impact, all pupils yet to reach high standard seen prior the pandemic – mainly active listening and independence.
- Following their disrupted education pupils are developing **detailed knowledge and skills** across curriculum, there is still some catching up to do.
- **Good quality work** is seen across the curriculum though presentation and application of mathematical knowledge needs to be improved.
- **Small cohort sizes** including small numbers of SEND or very able pupils leads to quite fluctuating **year on year attainment**. Robust tracking, including pupil progress meetings and ambitious target setting, leads to actions to improve rates of progress. This is very cohort specific.
- Enhanced transition preparation for Y6 pupils so they feel confident and ready to go to secondary school.
- **Past pupils** continue to do well as secondary school with many awards gained.

Data 2023/24

EYFS: 79% (11/14) achieved GLD (=2023) 100% of children met the ELG for reading (+2023) 79% of the children met the ELG for writing. 100% of the children met the ELG for number (+2023)

11 of the 14 children met the Good Level of Development (GLD) with an average points score of 36 (79%). The three pupils who did not meet GLD only missed the writing element however they have all made much progress over the course of the year. This was a similar result to last year.

Phonic Check:

Yr1 56% (9/16) reached the threshold (+2023)

Yr2 67% (4/6) passed the retake (+2023)

Key Stage 1

Yr2: R=72%, W=72%, M=72%, C=54% (++)2023)

Of those children gaining GLD in EYFS, all are at least ARE in reading and all but one in writing and maths. Of the four who did not make GLD, two have made progress to ARE.

72% of the cohort (8ch) have met at least ARE on R,W&M with six children making combined ARE (54%). There are several success stories with this cohort, particularly with those children with SEND needs who have made more progress from last year. These results are much higher than last year.

Key Stage 2

Yr6 ARE: R=63%, (+2023) W=50% (-2023), M=38% (-2023), C=19%. (=2023)

Yr6 GD R=19%, (=2023) W=0%, (-2023) M=7%, (-2023) C=0% (-2023)

Four children fell short of meeting ARE in maths which from teacher assessment, they were capable of. Past SATS practice papers show pass marks and class work supports this. Three children missed GPAs by 1 mark, again showing ability to meet ARE in class and test practice papers. This would have brought score to national standards in all areas. Writing moderation showed an area of development to be in editing and proof reading in order that punctuation be more consistent and accurate therefore ensuring ARE and GDS in writing can be achieved.

Three children were new to Year 6 this year, two did not meet ARE in R,W or M (12%). One did meet ARE in R and W but not M. With the exception of three children in writing, all home-grown children made the expected progress from KS1 to KS2.

Areas to develop

To raise expectations in the standards of all work through presentation, editing and the use of WAGOLL

To achieve consistently high outcomes across the school

To raise the profile of maths mastery with a focus on reasoning and problem solving in order to achieve consistently high outcomes in maths

To continue to embed writing standards across the school, including GDS

Behaviour and Attitudes - Good

- **Behaviour** across the school is 'good'.
- **Pupils behave well** in a range of settings, including different groups and for supply teachers and enjoy their learning. The majority of children are able to work successfully, both independently and in small groups. Additional support given to children who find this more challenging.
- Feedback from school visits and attendance at out of school events consistently comment on how **polite and well-behaved pupils** are.
- There is a **commitment to learning** from everyone in school.
- Children know our **values** and how they help us make the right decisions.
- **Positive and respectful culture** is promoted by all staff, through lessons and assemblies, helped by using the Zones of Regulation.
- Weekly celebration assembly promotes **respect, care and pride in achievements and successes**, emphasising effort, achievements out of school also celebrated.
- A **high level of respect** for each other is consistently promoted across the school and all children in the school take responsibility for other children in the school. Reciprocal buddy system promotes our values.
- **Pupils say they feel safe in school**; all children say there is someone they can talk to at school if they are worried or upset.
- **Learning Mentor** supports vulnerable children.
- **Daily download** sessions for target children.
- **Routines** are clear and consistent for all in school.
- **Over and Above** mantra has created a shift in expectations.
- Senior leaders **support staff** well with any behaviour issues.
- Children are given **responsibility** for their own actions and asked to reflect on their behaviour.
- Children along with staff have created a **Steps to Safety** system.
- **Low level disruption** is dealt with quickly.
- Occasional or possible **bullying** is dealt with promptly and is not tolerated.
- Any **concerns of parents** are investigated fully and any actions undertaken as a result are shared with parents.
- Analysis of **attendance** takes place half termly and persistent absence/lateness is discussed with parents/carers and letters of concern sent.
- One child was **excluded** but behaviour improved following the introduction of a reduced timetable instigated for the last five weeks of term as advised by Pupil Entitlement team. Behaviour support plans and risk reduction plans were also used and the child now has an EHCP.

Areas to develop

To become a Rights Respecting School

To embed links with Haiti and Sierra Leone and the local community to develop a better awareness of cultural capital

To raise the profile of pride in behaviour and attitudes

Personal Development Good with elements of outstanding

- Our **vision and values** are the bedrock of all that we do. They drive the language, attitudes and behaviours of all staff members and children.
- Children have a **clear understanding** of what our values mean and can articulate how they impact on their day to day lives. Children's version of our vision developed and shared.
- There are **high expectations** of all pupils and staff in every aspect of school life.
- Our **Bolney Curriculum** is planned around the key characteristics from our vision so they are actively taught and promoted to develop character strength.
- **Social action** included in our curriculum, climate change, homelessness, plastic in oceans as well as pupils' opinions on local issues – pump track in the park.
- **Opportunities** for speaking and listening, creative expression, and independence and choice develop confident and self-assured pupils through performances – Passion Play, Harvest service, KS2 Carol Service, Leavers Service, KS1 nativity and Y5/6 summer production – all with very positive feedback from audiences and events like the Mid-Sussex Science Fair – we won the challenge and came second overall.
- Pupils feel **valued** through following their ideas and suggestions and involvement in design – village mill post, Values art project, King's coronation, arranging games and books to use a break time.
- **Healthy relationships** are continually promoted formally through weekly RHE sessions and assemblies, and informally as situations occur.
- Pupils' **support of each other** is excellent, including teaching each other and learning from peers and across ages. Older pupils support younger pupils exceptionally well. – buddies, play ambassadors, house team mornings, sports crew,
- Y6 given **leadership roles** to further develop their responsibility, dependability and creativity.
- **Mental and physical wellbeing** for all prioritised in the curriculum and in weekly staff meetings and TA meetings.
- Importance of **looking after yourself** and living well promoted.
- Well-Being Lead **supportive** of all staff during this stressful time.
- **Daily mile** for Y1-Y6 enjoyed by most with a positive impact on learning and behaviour.
- **Zones of Regulation** use embedded, providing a common language, self-recognition and self-regulation activities. Positive impact children using this at home as well as in school.
- **SMSC education** is good at Bolney, it is intertwined in everything we do. RE schemes of work (Understanding Christianity and Emmanuel Project) used also have clear links to SMSC.
- Provide high quality **pastoral support** which is enhanced by our Well-Being Lead and Learning Mentor as well as all other members of staff.
- Pupils use the '**worry box**' as needed, all notes are followed up and **Learning Mentor** effectively supports referred pupils and those with 'worries'.
- Our pupils know how to **eat healthily and maintain a healthy lifestyle** this is reinforced through science, RHE and PE.
- Leaders consistently promote **fundamental British Values** and pupils' spiritual, moral, social and cultural development e.g. through collective worship, curriculum, displays, School Council and their teaching.
- **Courageous advocacy** promoted through charity work, learning about Haiti and links maintained with Hope House in Haiti.
- **Diversity** within school and outside of school promoted, understanding and appreciating differences, promoting positivity.
- Developing children's and parents/carers understanding of **equality**, respecting different views, preferences, beliefs and opinions with no discrimination tolerated.
- **Relationship with families** is strong, good attendance at events including work sharing, performances, sports morning. Help in class and with trips and sports events. Parents/carers respond well to requests of help.
- **Friends of Bolney** (PTA) extremely well supported and provide much enrichment as well as essential and curriculum resources.

Areas to develop

Continue work on diversity and equality – visiting other schools

To raise the profile of personal pride in children's behaviour and work ethic

To enable children to develop their views and understanding of spirituality and to share them with others through Godly Play

Promote creativity and initiative for Y6 leadership roles – linking with a key adult

Leadership and Management - Good with elements of outstanding

- Headteacher and senior leaders share, expect and embody **high expectations** which is then seen in all staff. We are guided by our vision and values which give us purpose and strength.
- Headteacher has enabled an understanding and **collective responsibility** of the strategic vision linked to improving opportunities and outcomes for pupils.
- Headteacher and senior leaders are **focused on education**, with the children at the heart of all we do, which leads to better outcomes.
- Headteacher and senior leaders have a **highly ambitious vision** for all pupils, providing support where possible to ensure access to all.
- **Disadvantaged children** identified by teachers, profiles created to help staff support them with what they need, additional support provided for disadvantaged children and hard to reach families.
- **Policies and practice** are driven by our strong vision and values.
- **SLT and GB** understand respective roles which enhances effectiveness of school, working well together.
- **Leadership is at all levels**, teachers have many responsibilities, as do TAs. – lead some interventions, first aid, displays, resources, Learning Mentor, EYFS, sport.
- **SBM** manages finances and administration of the school exceptionally well.
- **SEND training** has been a focus with supporting trauma and using the PACE model at the heart of the behaviour policy.
- **Weekly bite size training for TAs**
- School's **self-evaluation** of its strength and weaknesses is very accurate and is informed by a range of monitoring evidence and staff involvement.
- **Performance management** closely linked to SDP focused on promoting effective practice. CPD is targeted through SDP and PM meetings to ensure all teachers are getting the development opportunities they need. All targets reviewed and recommendations made to the Pay review Committee. Appraisals in place for all staff employed by the school.
- **CPD** aligned with curriculum and SDP leading to better teaching, pedagogy and consistent expectations
- **Assessment system** enables leaders to track pupil progress and attainment effectively, including pupil progress meetings. Discussion between HT and class teachers occur following new assessment data and actions identified if not a recent PPM. SENDCo meets with each class team to discuss and plan support for pupils with SEND or SEND concern.
- **External support** for CPD and Inset: including Interplaylands oracy training and Godly Play for example.
- **Workload and staff well-being** carefully considered, especially following pandemic, initiatives restarted over time – still to restart teacher development time, evidence monitoring and locality moderation. Staff found this year challenging (as with the previous two years).
- Teachers encouraged to be **creative and flexible**, responding to children's need rather than 'following a plan'. Senior leaders are solution focused.
- HT closely monitors teachers **meeting with parents/carers** and TAs being approached by parents/carers, intervening where necessary to ensure no harassment or bullying.
- GB provides confident **strategic leadership**, they support and challenge with focus.
- **GB holds HT to account** and has good oversight of our vision, ethos and strategic direction, this included a staffing restructure due to budget restrictions – TA and SENDCo hours reduced, Senior Teacher role given notice.
- GB provided with **assurance** for educational performance and performance management of staff

- **GB monitoring** is effective, including safeguarding, subject leadership, finances, impactful use of Pupil Premium Funding and PE and Sport Funding, SEND provision, pupil progress meetings, worship and key areas of SDP.
- **Subject Leaders** have time to monitor subjects and there is a clear system in place
- **SENDCo** is newly qualified having undertaken the National Award for SENDCo.
- GB committed to **Growing Partnership** with our local church.
- **Safeguarding culture** is strong.
- Staff act in best interests of pupils **to protect them on and off line** including challenging parents/carers about access to age appropriate material at home and monthly online safety newsletter for families.
- Close relations with families and weekly pupil issues discussion help identify **pupils at risk of harm**. Children feel safe at all times.
- **Help from experts** is requested and secured in timely way for pupils.
- **Safe recruitment** principles are followed, including for appointment of new head teacher following retirement of current Headteacher.
- Any **allegations** against staff investigated.
- Focussed, **positive engagement with community** – good links with the village including specific residents, church, local business, Parish Council, Horticultural Society, History Society, Cricket Club, Village Day society, Rawson Hall.
- **Whole community** works together, Bolney CEP School is important to the village.

Areas to develop

Holding leaders to account at all levels

Ensuring rigour in assessment, moderation and monitoring throughout the year

TAs taking more responsibility within the school as a whole

Continue to work with NEARS and SALT to share expertise

EYFS Good

- Pupils are exposed to a **coherently planned and sequenced, wide and varied curriculum**, which ensures there is scope to respond to their interests. They engage really well with the outdoor world including growing plants in our stimulating outdoor classroom. Curriculum themes follow the KS1 themes so children are exposed to our vision characteristics from the start, which they then use: "I am negotiating."
- Adults work with pupils in **small groups** and pupils complete self-initiated tasks in the indoor and outside classroom which have clear areas of learning and an enabling environment.
- Teacher has **excellent knowledge** of EY, adjusting to the new EYFS profile quickly to ensure the progression in 7 areas of learning is secure and adaptation of the curriculum to meet the needs of all the children, meeting with the SENDCo to discuss anyone with concerns and with the HT to ensure progress and challenge is in place.
- Clear explanations by experienced practitioners, with questioning identifies **misconceptions** so that these can be addressed in a timely fashion.
- Pupils **assessed** using baseline activities as well as the RBA in the autumn. Regular assessment as the year progresses means planning is informed to ensure children are making good progress.
- Staff are very **nurturing** and know the children well.
- Children **feel safe** and time is taken to work with families and children during the Summer term prior and in the Autumn term to ensure all children settle well and feel safe.
- The teaching of **synthetic phonics** supports the teaching of reading and is taught systematically through the reception year using the school's programme.
- **Communication and language** is developed through quality interactions with experienced staff, supported with lots of songs, rhymes and games.
- Development of a **wide vocabulary** is promoted by quality interactions between staff and pupils across all areas of learning, additional support provided.

- Staff are experienced at **reading** stories and at promoting a love of reading so that children are engaged and have new ideas and concepts taught to them. Children take home both books to consolidate phonic knowledge and books for pleasure.
- **Fluency in number** is taught systematically and application is promoted through games, oral activities and independent activities, carefully planned to inspire and engage using concrete equipment that will interest the children.
- **Good attitudes and behaviour** in playing and exploring are promoted through our values and vision, central to school life. The Learning Pit concept is introduced early and children become confident taking risks in and demonstrating their learning.
- Staff encourage children to **“have a go”** both in class time and playtimes. They are taught to keep trying using our values and to make connections. Children are encouraged to be active through the day, to take reasonable risks and enthusiastically use our large play apparatus to explore and develop physically.
- Children are encouraged to **think critically and creatively and problem solve** in their play, by interactions with staff.
- **Relationships with parents** are strong and begin with a well organised transition process. EY staff are proactive and communicate weekly with families via email and by the use of home learning books. If parents or staff have concerns these are discussed in a timely fashion and appointments booked through the school office, rather than wait for the next parent consultation. Parents’ feedback that they value this.

Areas of development

For children to become expert readers as a result of daily phonics, word reading and early reading.
To embed the use of drawing club as a way of producing high quality writing

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| Overall effectiveness | 2 | This is a good school. Leaders have responded positively to actions from the last visit and the outcomes and areas of further need are embedded within the SDP. West Sussex judgement Oct 2023: 2i – Highly effective – Evidence of significant strengths in school effectiveness – Ali Hannant – Link Adviser |
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