



Barkerend Primary Leadership Academy School Profile

What have our successes been over the past 2 years?

Over the past two years, we have:

- Delivered a three-form entry primary school (including Nursery provision) with 527 learners and 67 members of staff.
- Achieved Outstanding at our Ofsted Inspection May 2019
- Improved standards achieved in the end of key stage tests in 2019 at all key stages.
- Achieved attainment measures in 2019 which were above the 2018 national averages; 84% of pupils achieved at least the expected standard in reading, writing and mathematics, while 14% achieved the higher standard in all these subjects, the highest that the school has reached.
- Made good progress as standards continued to improve at the Expected Standard in both the Early Years and Key Stage 1.

Key Stage 2 Results 2019

Performance Measure	2018	2019
Percentage of pupils who have achieved the expected standard in reading, writing and maths	77%	84%
Percentage of pupils who have achieved a higher standard in reading, writing and maths	11%	14%
Average progress that pupils have made in reading between KS1 and KS2	+4.8	+2.9
Average progress that pupils have made in writing between KS1 and KS2	+1.8	+3.0
Average progress that pupils have made in maths between KS1 and KS2	+6.6	+6.6
Pupils' average score in the reading test	108	106
Pupils' average score in the maths test	109	109

- Achieved considerable progress for our Y6 pupils from their starting points in 2019, with progress measures of 2.9 in reading, 6.6 in mathematics and 3.0 in writing.
- Ensured 70% of our Reception learners achieved a Good Level of Development (GLD) at the end of the year 2019 (National figure 72%).

- Ensured 93% of our Year 1 pupils passed their Phonics Screening check in June 2019 (National figure 82%).
- Our Year 2, end of Key Stage 1, SAT tests demonstrate an upward trajectory with 71% of learners achieving the Expected Standard in Maths, 72% in Reading and 69% in Writing in 2019.
- Continued to provide a facility for 527 pupils that is safe and well-resourced with extensive grounds
- Improved the catering service further with the school kitchen being fully refurbished so that all learners and staff could enjoy nutritious hot meals each day.
- Continued to improve the standard of our teaching through regular training, coaching and a focus on our own professional classroom practice.
- Continued to improve the support we provide for learners with special educational needs and complex needs – through enhanced training, improved support and better resources.
- Continued to actively promote staff well-being responding directly to the Trust's survey of staff.
- Raised hundreds of pounds for charity.
- Invested significantly in the development of future and existing senior leaders through the NPQML programme.
- Invested significantly in the development and future of existing senior leaders, through the National Professional Qualifications for Headship programme (NPQH)
- Sustained close working relationships with the other primary schools in the BD3 area through a formal School Improvement group partnership.
- Established a Bradford Hub within STAR Academies to focus on collective School Improvement projects.
- Continued to strengthen our relationship with STAR primary schools in Bradford, Blackburn, Hackney, Birmingham, Bolton and Preston and attended STAR working parties remotely.
- We provided safe provision for both our vulnerable and Key Worker pupils during the initial lockdown period March-June 2020, reopened partially for designated year groups in June and fully in September 2020.
- Continued to build on our Leadership Specialism by further developing pupil leadership programmes for throughout the school.
- Developed strong community links with Shakespeare Court Care Home.
- Established a weekly Foodbank during lockdown to support our families and the local community which continues to date.
- We achieved full PAN for our Reception and Nursey classes for 2020/21.



What are we trying to improve?

Currently, we are working hard to improve:

- Ensure that remote and simultaneous learning is established in Years 2-6 to deliver a full curriculum to any pupils self-isolating or for teachers to teach from home in the event of bubble closures or lockdown.
- Ensure we maintain the integrity and security of each bubble in school.
- How well we deliver and develop an outstanding knowledge based curriculum, providing sequential exciting and stimulating experiences for our learners.
- How well we sustain the high standards in all year groups as our school continues to grow.
- How we continue to attract new pupils to the school to achieve a full PAN.

- How well we induct and mentor new teachers and support staff as they join our school.
- Opportunities for our learners to have after school experiences that truly 'enrich' their learning.
- Our foundation curriculum so that we provide pupils with the opportunity to further embed core skills across the curriculum.
- Our learning and teaching, so that it remains consistently 'outstanding' by ensuring all of our lessons have pace and challenge drawing and building upon prior knowledge leading to pupils knowing and remembering more.
- How we support learners with disabilities and special educational needs with targeted use of our teaching support staff.
- How we provide challenge to increase the proportion of pupils achieving at the Higher Standard.
- Embed the STAR values and Pupil Leadership Specialism across the school whilst continuing to ensure that the school is as inclusive and welcoming to people of all faiths and cultures as possible.
- How we sustain and further strengthen the leadership and management of the school to support its long-term future.
- How we engage parents further in the life of the school.
- Further improve our pupils' attendance to beyond national figures reducing the incidence of persistent absence.



How are we making sure that every child receives teaching to meet their individual needs?

At Barkerend, we aim to ensure the needs of each learner are taken into account by our teachers. We do this by:

- Continuing to review and adapt the recovery plans in place for each year group to ensure that they 'catch up' following school closures.
- Providing targeted support so that all pupils make progress in every lesson.
- Ensuring our baseline assessments are rigorous and relevant so that those with additional needs are identified early.
- Setting individual targets suitable to each learner's ability and tracking the progress of each learner closely and regularly to provide support when and where it is needed.
- Working closely with parents and experts in the local authority to develop Educational Health Care Plans (EHCP) for learners who have special educational needs.
- Identifying where we may need external support for pupils with particular needs.
- Providing regular training to our staff to support learners with physical and educational needs.
- Assessing learners every half-term in Reading, Writing and Mathematics so teachers are constantly aware of learners who need support and challenge.
- Working closely with parents so that they are aware of children's difficulties, know how we are supporting their child in school and know how to support at home.

- Ambition is articulated within lesson planning and teaching with scaffolds to support and challenge the least and most-able learners.
- Ensuring live marking and feedback moves learning on addressing misconceptions as they arise.
- Providing training to our staff to deliver lessons with varied activities that engage all learners.



How do we make sure our learners are healthy, safe and well-supported?

At Barkerend, we take the health, safety and well-being of our learners very seriously. This includes:

- An Inclusion Team, made up of staff working across school, meet regularly to support our most vulnerable learners;
- A Pastoral programme in school which supports learners with particular social, emotional or behavioural needs;
- Rapid intervention from our Attendance Officer to ensure that all our pupils strive to achieve 100% attendance at school;
- Regular assemblies and collective worship that focus on safe practices, good character and positive values;
- A PSHE Scheme of Work that concentrates on keeping safe, keeping healthy, FBV, and risks of extremism and radicalisation;
- Regular lessons in P.E., Science and PSHE as well as Sports Day and active playtimes that focus on healthy lifestyles;
- Regular lessons on how to identify and manage risk during their everyday work, rest and play;
- Training all learners on the acceptable and appropriate way to use Information Technology, and the internet in particular, and monitoring how learners use technology.
- Strong anti-bullying ethos, policy and procedures that ensure that learners are supported if bullied and that bullying is addressed promptly and sensitively;
- All children have access to a Link Mentor, whereby a member of the Pastoral Team is allocated to a particular year group to provide pastoral support and mentoring as appropriate;
- Rigorous child protection procedures from safer recruitment and training of staff, including Prevent, to providing training and awareness for learners;
- A School Council who meet regularly with the Pastoral Team and give an insight into issues that are causing concern.

What have we done in response to our Ofsted report?

The school was inspected by Ofsted in May, 2019 and was rated as 'Outstanding' in all areas. In response to our Ofsted inspection report and in our drive to now achieve 'Trust Excellence' we strive to:

- Embed further the school's curriculum intent and implementation securely across school.
- Over time, demonstrate pupils' work consistently matches the aims of the curriculum which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Continue to achieve outcomes at the end of KS2 in all areas which are significantly above the national figure
- Ensure all pupils achieve highly with progress scores at the end of KS2 which are in the top 5% nationally.
- Continue to improve attainment and progress across the academy.
- A 4-year upward trajectory in EYFS.
- Ensure standards rise to above national figures at the end of KS1.
- Continually develop the quality of Teaching and Learning by supporting Early Careers Teachers to achieve consistently good and outstanding practice
- Continue following 'instructional coaching' to develop our teachers and support staff so that we maintain the outstanding provision in all classes.
- Continue to enhance initiatives and activities to encourage our learners to develop healthy lifestyles – including the awareness of learners and staff to the risk of radicalisation and sexual exploitation.



How are we working with parents and the community?

- Seek advice and guidance from them through our Parents' Forum.
- Inform them of school activities and progress through a termly newsletter, website information and annual report.
- Involve them in learning more about the school through Open Days and Parental Workshops moving towards virtual events in 2020-2021.
- Developing a Friends of Barkerend group, whereby parents support the work of school staff, the fundraising efforts of the school and the wellbeing of our pupils.
- Provide ESOL classes, Mother and Toddler group and coffee mornings (until March 2020).
- Inviting them to key events in the life of the school through class assemblies and awards events (until March 2020).
- Receive guidance from parents and the community on school plans and initiatives through QDP questionnaires.
- Provide support and challenge to the school through the parent governors on the Governing Body of the school.

- Provide the delivery of Free school meals, food parcels and work packs to families.
- Support parents with accessing Free school meal vouchers and associated benefits.
- Provide support for families by running a weekly Foodbank subsidised by school but was previously reliant upon charitable donations from staff, local businesses and charities.

How do we make sure all learners attend their lessons and behave well?

Our school expects all learners to have the highest levels of attendance. We ensure this by:

- Weekly phone calls throughout the lockdown period supported pupils and parents with home learning and accessing the materials provided by school via the website.
- Pupils self-isolating are contacted if they have not joined lessons remotely by 10am. Support is provided to ensure pupils can access materials and the loan of equipment is available to those who need it.
- Staff skill has been developed in the delivery of the curriculum remotely since the lockdown period. Children all receive access to a broad and balanced curriculum in every eventuality.
- Having a clear attendance policy that tackles truancy and monitors attendance closely.
- Ensuring that all learners and parents are aware of our extended leave policy, which does not authorise holidays during term time, and the consequences of lengthy absences on academic progress.
- Asking all parents to make routine medical appointments outside of school hours.
- Working closely with external professionals and parents to support learners with lower levels of attendance.
- Inviting the parents of our lowest attenders to individual meetings with our Attendance Officer and Deputy Principal to investigate reasons behind absence, outline expectations and work together to improve the attendance percentage of their child.
- Rewarding outstanding attendance and punctuality by all learners.

Our school expects all learners to behave well in and around school. We ensure this by:

- Promoting an ethos of high expectations across school and beyond.
- Ensuring that all learners and parents have an induction meeting, sign a Home-School Agreement and are aware of the Parent and Pupil Code of Conduct.
- Having a clear rewards and sanctions system that rewards excellent behaviour and progress and deters disruptive behaviour.



What activities and options are available to learners?

We have increased the number and range of activities available to all learners. These include:

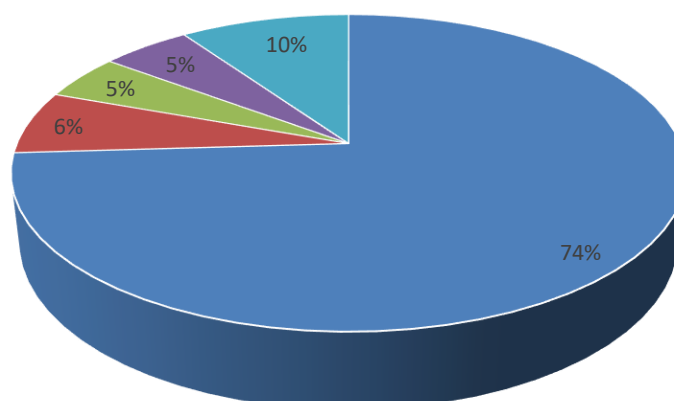
- Using a qualified Sport Coach to deliver PE sessions in school.
- using the expertise of a professional musician to deliver music sessions to classes across school.
- English and Maths Intervention and revision sessions to support learner achievement and attainment.
- Activities and/or virtual visits to enthuse learners and develop skills for learning and life.
- A programme of special assemblies, daily reflection, charitable giving and community service to promote personal and character development.
- Pupils have had the opportunity to work alongside residents at Shakespeare Court care home both in school and at their residential home. Activities have included art – painting, colouring and sketching, singing, board games, story times, puzzles, delivering Christmas presents and completing fund raising activities to provide materials and games for the home.
- Participation in fund raising charitable days including Hope Housing, Red Nose Day, Children in Need and Sports Relief.
- Participation in World Book Day, and other special days to mark wider learning in each curriculum subject.
- Participation in activities to learn about, and develop an appreciation of, British Values.
- Involvement in local projects aimed at community cohesion.
- A programme of visits by professionals from a range of sectors, to raise awareness of careers, other faiths and cultures.

How did we allocate our budget last year – September 2019 – August 2020

Last year, the school's budgeted spend was £2.88m for the period since September 2019 to August 2020. The chart below shows how we allocated this spending.

Expenditure Split September 19 - August 20

■ Staffing ■ Educational Supplies & Services ■ Meals ■ Premises ■ Non-Educational Supplies & Services



What capital (buildings) project did we undertake last year?

In October 2018 Bradford Council undertook some of their final works of the expansion project. A large classroom was split into two rooms, one converted into a class size IT room including power and data points the other is a small, quiet room, for Reception classes.

During the lockdown period further markings were made in the Early Years and Year 1 playground.

Extensive painting across the school site both internally and externally was completed over the lockdown and Summer period.

In Summer 2019 the lower level rectangular windows to the Victorian building were all replaced with new slim line aluminium frames and double glazing. The old heating system in the Victorian building was replaced and sections of the Victorian building roof were refurbished.

The school has embarked on a 5 year IT capital refresh programme to replace the hardware through school much of which is significantly beyond its working life. This year saw the continuation of the installation of new smart screen panels to further classrooms to replace the whiteboards.

