



School	Barcombe CE Primary School
Head of School	Jennifer Ross

School Overview

Barcombe CE Primary School is a small rural Church of England primary school within the Skylark Federation, serving the village of Barcombe and the surrounding communities. The school has a PAN of 140 pupils and currently has 124 pupils on roll.

The school serves a diverse pupil population. 22 pupils (17.7%) are identified as having Special Educational Needs and/or Disabilities (SEND), including 6 pupils with an Education, Health and Care Plan (EHCP). 2 pupils (1.6%) are eligible for Targeted Pupil Premium funding, whilst 11 pupils (8.8%) are eligible for Expanded Free School Meals. The school currently has 1 Looked After Child and 2 Previously Looked After Children. 6 pupils (4.8%) speak English as an Additional Language (EAL). The profile of need within the school reflects increasing complexity, requiring a strong focus on inclusion, early intervention and adaptive teaching.

The staffing structure consists of an Executive Headteacher, Head of School, SENDCO (0.4), cross federation School Business Manager and finance team, 6 class teachers, 5 teaching assistants, 6 individual needs assistants, 1 member of administrative staff and 2 members of site staff. High levels of staff retention, particularly amongst teaching staff, provide stability and consistency for pupils and support the sustained implementation of school improvement priorities.

The school benefits from collaborative working across the Skylark Federation, providing opportunities for shared leadership, professional development and curriculum development. Significant staffing changes during the current academic year include the appointment of a new Head of School, who took up post in September 2026. Having worked within the Skylark Federation since September 2022, the Head of School brings a secure understanding of the federation's priorities and values. This appointment provides an opportunity to build on the school's existing strengths while driving further improvements focused on high-quality education, inclusion and strong outcomes for all pupils.

The school is proud of its strong community links and Christian distinctiveness. As a small school, it is able to foster positive relationships between pupils, staff and families, whilst maintaining high aspirations for achievement, personal development and wellbeing. The school is well supported by the Diocese of Chichester, contributing to ongoing school improvement and the development of Christian distinctiveness. Through this partnership, the school continues to strengthen its Christian vision, leadership and provision, ensuring that its values underpin all aspects of school life.

School Vision and Ethos

At Barcombe CE Primary School, our vision of being a "small and mighty school where everyone flourishes at the heart of the community" drives all that we do. We place the needs and aspirations of children at the centre of school life, ensuring that every pupil is known, valued and supported to achieve their full potential academically, personally and spiritually. Through a broad, creative and ambitious curriculum, high-quality teaching and the proactive removal of barriers to learning, we enable all pupils to flourish and develop a lifelong love of learning.

Guided by our Christian vision and values of compassion, responsibility, perseverance, forgiveness, hope and courage, and our behaviour values of kindness, respect and resilience, we foster collaborative learning communities where high aspirations are shared by children and staff alike. Our therapeutic and relational approach supports the holistic needs of every child, creating calm, purposeful and nurturing environments in which both pupils and adults thrive. Strong outcomes are underpinned by high-quality teaching, positive relationships and a shared commitment to excellence.

As a school at the heart of the village community, we recognise the importance of meaningful partnerships with families, St Mary's Church and the wider community. These relationships enrich learning, broaden opportunities and help children develop as responsible citizens, courageous advocates, compassionate neighbours and agents of positive change. We are committed to serving our community while drawing upon its strengths to enhance the experiences and aspirations of all our pupils.

Outcomes Summary											
EYFS	GLD = 68% Areas for Development: 31.6% of pupils did not achieve the expected standard in writing 21.2% of pupils did not achieve the expected standard in word reading 15.8% of pupils did not achieve the expected standard in speaking and comprehension										
Phonics	Y1 Phonics Check = 88% Y2 Phonics Recheck = 66%										
MTC	% of pupils scoring 25 = 40%										
KS2 SATs	<table border="0"> <tr> <td>Reading EXS – 84%</td><td>Reading GDS – 37%</td></tr> <tr> <td>Writing EXS – 63%</td><td>Reading GDS – 16%</td></tr> <tr> <td>Maths EXS – 68%</td><td>Maths GDS – 26%</td></tr> <tr> <td>GPS EXS – 68%</td><td>GPS GDS – 53%</td></tr> <tr> <td>RWM Combined EXS – 58%</td><td>RWM Combined GDS – 11%</td></tr> </table> <i>This data has been RAG evaluated: In line or exceeding national averages, within 8% of national averages, more than 10% difference between school data and national averages</i>	Reading EXS – 84%	Reading GDS – 37%	Writing EXS – 63%	Reading GDS – 16%	Maths EXS – 68%	Maths GDS – 26%	GPS EXS – 68%	GPS GDS – 53%	RWM Combined EXS – 58%	RWM Combined GDS – 11%
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RWM Combined EXS – 58%	RWM Combined GDS – 11%										
Key strengths	• Reading attainment is above national at the end of KS2 • RWM combined attainment for GDS is above national averages at the end of KS2										
Areas for development	• Writing outcomes at the end of KS2 to be brought in line with national averages • GPS outcomes at the end of KS2 to be brought in line with national averages • Maths outcomes at the end of KS2 to be brought in line with national averages • RWM combined outcomes at the end of KS2 to be brought in line with national averages										

Priority 1	
FDP Link	Adaptive Teaching and Curriculum Review Deliver an ambitious curriculum where every child can succeed.
SDP Priority	To develop teacher confidence and competence in delivering the curriculum, ensuring consistent high-quality teaching and learning across all year groups and key stages, particularly where staff are new to a phase, year group or subject responsibility.
Why this priority?	Changes in staffing and year group allocation mean that some teachers are delivering curriculum content that is new to them. Strengthening subject knowledge, pedagogical expertise and curriculum understanding will ensure consistency in implementation, maximise pupil outcomes and support all staff to deliver the curriculum with confidence and precision.
Success Criteria	• Teachers demonstrate improved confidence in delivering curriculum content through coaching, professional development and collaboration. • Curriculum implementation is consistently strong across all classes and key stages. • Planning and teaching reflect secure subject knowledge and progression of learning. • Pupil outcomes are strong across all subjects and year groups. • Staff report increased confidence in delivering new curriculum areas through staff surveys and professional dialogue.

Intent	To ensure all teachers have the confidence, subject knowledge and pedagogical expertise to deliver Barcombe's ambitious curriculum effectively, regardless of their phase, year group or subject experience. Through high-quality professional development and collaboration, we will secure consistent curriculum implementation, enabling all pupils to access learning that is challenging, engaging and well-sequenced.
Implementation	• Provide targeted induction, mentoring and coaching for staff new to a year group, key stage or subject area. • Strengthen curriculum leadership through regular monitoring, modelling and support from subject leaders and senior leaders. • Develop staff understanding of curriculum progression, knowledge end points and effective pedagogy through professional development and federation-wide collaboration. • Facilitate opportunities for joint planning, peer observation, team teaching and sharing effective practice. • Use lesson visits, book scrutiny, pupil voice and assessment information to identify strengths and areas for development and provide responsive support. • Ensure staff have access to high-quality curriculum resources and exemplification to support planning and delivery.

Monitoring	• Termly lesson visits and learning walks focused on curriculum implementation and pedagogy. • Curriculum leader monitoring of planning, pupils' work and progression. • Pupil voice to assess engagement, knowledge retention and curriculum understanding. • Staff voice surveys to measure confidence in delivering new year groups, key stages or subjects. • Professional dialogue through coaching meetings, appraisal reviews and supervision. • Analysis of assessment data and pupil outcomes to identify strengths and areas for further support as part of the full termly PPM cycle. • Governor visits focused on teaching, learning and curriculum implementation.
Lead	Head of School – Jennifer Ross
Timescales	Autumn Term: Establish baseline measures through lesson observations, book scrutiny, PPMs, pupil voice and staff confidence surveys. Review planning and curriculum delivery for staff new to year groups, key stages or subject leadership roles. Spring Term: Conduct mid-year monitoring through lesson observations, book scrutiny, pupil voice, assessment analysis and PPMs, to evaluate the impact of professional development and identify any further support required. Summer Term: Undertake final evaluation through lesson observations, book scrutiny, pupil voice and end-of-year attainment and progress data analysis. Assess impact against success criteria and identify priorities for the following academic year. <i>Ongoing monitoring throughout the year will include professional dialogue, coaching sessions including peer to peer support from federation colleagues, planning reviews and analysis of pupil outcomes. Formal monitoring of pupil data, lesson observations, book scrutiny and pupil voice will be undertaken on a termly basis in line with the Skylark Federation's monitoring schedule and performance management policy.</i>
Resources	• Dedicated staff meeting and INSET time to support curriculum development and professional learning • Release time for coaching, mentoring, lesson study and collaborative planning • Subject coordinator time to provide monitoring and support • Opportunities for collaboration across the Skylark Federation • Access to high-quality professional development and curriculum resources • Leadership capacity to monitor implementation and evaluate impact
Impact Evaluation	

Priority 2	
FDP Link	Inclusion and SEND Aim: Ensure all children thrive through an inclusive and ambitious educational experience.
SDP Priority	To improve outcomes for SEND and disadvantaged pupils through strengthened strategic leadership, effective early identification, high-quality adaptive teaching, a consistent graduated response (APDR) and rigorous monitoring and evaluation.
Why this priority?	The proportion of pupils identified as SEND at Barcombe CE Primary School is broadly in line with national averages; however, the proportion of pupils with an EHCP (4.8%) is above the national primary average (3.5%), reflecting the increasing complexity of need within the school. The appointment of a new SENDCo in January 2026 provides an opportunity to strengthen the strategic leadership of inclusion and further embed the federation's Inclusion Strategy 2026-27. This priority aligns with the government's new <i>Every Child Achieving and Thriving</i> reforms, which place a strong emphasis on inclusive mainstream provision, early identification, high-quality adaptive teaching and timely support for pupils with additional needs.
Success Criteria	• Early identification processes are effective and consistently applied. • APDR cycles are well established and demonstrate clear impact on pupil outcomes. • Teachers confidently use adaptive teaching strategies to meet a range of needs within the classroom. • SEND and disadvantaged pupils access the full curriculum and demonstrate strong engagement in learning. • The progress and attainment of SEND and disadvantaged pupils improve from individual starting points. • Staff demonstrate increased confidence and accountability for inclusive classroom practice. • The SENDCo provides effective strategic leadership and has a clear understanding of provision, strengths and next steps. • Governors receive clear evidence of the impact of SEND provision and inclusion initiatives.

Intent	To create a highly inclusive school where SEND and disadvantaged pupils are identified early, receive timely and effective support, and successfully access the full curriculum. Through strong leadership, high-quality adaptive teaching and consistent implementation of the graduated response, all pupils will be enabled to achieve their potential and flourish academically, personally and spiritually.
Implementation	• Embed the federation Inclusion Strategy and align SEND provision with national reforms focused on inclusive mainstream practice. • Support the induction and development of the new SENDCo to strengthen strategic leadership of inclusion during the first year of appointment and beyond. • Participate in the Whole Education SEND School Improvement Programme. • Review and strengthen systems for early identification and assessment of need. • Ensure a consistent Assess, Plan, Do, Review (APDR) process across the school. • Develop staff understanding and application of adaptive teaching through targeted professional development.

	- Strengthen provision mapping, intervention monitoring and pupil progress reviews. - Improve communication and partnership working with parents, external agencies and the Diocese where appropriate. - Implement robust monitoring and evaluation of SEND and disadvantaged pupil outcomes, through PPMs and inclusive assessment practices.
Monitoring	- Pupil progress and attainment data analysis. - SEND and disadvantaged pupil progress reviews. - Learning walks and lesson observations focused on adaptive teaching. - Book scrutiny and evidence of curriculum access. - Pupil voice and parent voice activities. - APDR and provision map audits. - Review of intervention impact and attendance data. - Governor monitoring with a sharp focus on SEND provision and outcomes.
Lead	Head of School – Jennifer Ross, Claire Keeley - SENDCO
Timescales	Autumn Term: Baseline review of SEND provision and outcomes, staff training on adaptive teaching and APDR in INSETs and staff meetings, monitoring of classroom practice and provision through learning walks and observations. Spring Term: Mid-year review of pupil outcomes and intervention impact, further professional development and targeted support as part of staff meetings, continued monitoring of classroom practice and provision through learning walks, observations, book scrutiny, pupil voice and attainment and progress data analysis. Summer Term: Undertake final evaluation through lesson observations, book scrutiny, pupil voice and end-of-year attainment and progress data analysis. Assess impact against success criteria and identify priorities for the following academic year. <i>Ongoing monitoring throughout the year will include professional dialogue, coaching sessions including peer to peer support from federation colleagues, planning reviews and analysis of pupil outcomes. Formal monitoring of pupil data, lesson observations, book scrutiny and pupil voice will be undertaken on a termly basis in line with the Skylark Federation's monitoring schedule and performance management policy.</i>
Resources	- Release time for the SENDCO to develop strategic leadership and undertake monitoring. - Participation in the Whole Education SEND School Improvement Programme. - Staff meeting and INSET time for professional development. - Access to adaptive teaching and inclusion training. - Time for APDR reviews and pupil progress meetings. - SEND assessment, intervention and provision mapping resources. - Opportunities for collaboration across the Skylark Federation. - Leadership capacity to monitor, evaluate and support implementation.
Impact Evaluation	

Priority 3	
FDP Link	Community, Culture and Professional Development Aim: Create exceptional schools where children, staff and communities flourish.
SDP Priority	To further develop pupils' spiritual growth and courageous advocacy by embedding opportunities for reflection, prayer and deep thinking across the curriculum, enabling pupils to engage with issues of justice, inequality and community responsibility at a local, national and global level.
Why this priority?	The school's Christian vision is a significant strength and is recognised as enabling pupils and adults to flourish. The most recent SIAMS inspection identified opportunities to deepen pupils' spiritual development and extend their understanding of justice and global inequality so that they are empowered to act as courageous advocates beyond their immediate community. This priority will build upon the school's strong Christian distinctiveness by ensuring that spirituality, reflection and social responsibility are embedded across school life.
Success Criteria	• Pupils can articulate the school's Christian vision and explain how it influences their actions and decisions. • Pupils demonstrate an increased understanding of justice, inequality and social responsibility. • Opportunities for spiritual reflection and prayer are evident across the curriculum and school environment. • The Faith Council is established and plays an active role in leading worship, reflection and community action. • School Council and pupil leaders engage with local, national and global charitable projects and can explain their impact. • Picture News and Let's Talk themes are referenced by pupils when discussing current issues, values and courageous advocacy. • Pupil voice demonstrates a growing understanding of spirituality and their role as positive agents of change.

Intent	To build upon the school's strong Christian vision and address the areas for development identified in the latest SIAMS inspection by deepening pupils' spiritual development and understanding of courageous advocacy. Through collective worship, the curriculum and pupil leadership opportunities, pupils will be encouraged to reflect deeply, engage with issues of justice and inequality, and recognise their capacity to bring about positive change locally, nationally and globally. This will be supported through the continued use of Picture News, the Let's Talk: Opening Young Minds curriculum, and the development of a Faith Council to strengthen pupil leadership and Christian distinctiveness.
Implementation	• Establish and develop a Faith Council to support worship, spiritual development and charitable initiatives. • Build upon existing School Council partnerships with local charities and community organisations. • Continue to embed the Let's Talk: Opening Young Minds curriculum to support personal development, wellbeing and social awareness. • Develop opportunities for reflection, prayer and spiritual development across the curriculum.

	• Create purposeful opportunities for pupils to lead advocacy projects linked to local, national and global issues. • Strengthen links with St Mary's Church, the Diocese of Chichester and the wider community. • Use Picture News regularly within collective worship to explore current affairs, justice, diversity and ethical issues.
Monitoring	• Termly pupil voice focused on spirituality, worship and courageous advocacy. • Monitoring of collective worship, including Picture News and pupil leadership contributions. • Governor and Diocese monitoring visits. • Review of pupil leadership and advocacy projects. • Evaluation of Faith Council and School Council impact. • Learning walks focused on spiritual development and reflection opportunities. • Curriculum reviews of PSHCE, RE and wider curriculum links. • Annual evaluation against SIAMS development points and the school's SIAMS SEF.
Lead	Head of School – Jennifer Ross and Amy Eaglen/Annie Clary – RE Subject Coordinators
Timescales	Autumn Term: Establish baseline pupil voice linked to spirituality, courageous advocacy and understanding of justice and inequality; monitor the use of Picture News within collective worship, the Let's Talk curriculum within PSHCE, and the successful launch of the Faith Council; evaluate opportunities for reflection and prayer across the school environment in partnership with the school's Diocese SEO. Spring Term: Review the impact of Faith Council activities, School Council charity work and collective worship; undertake pupil voice and learning walks to evaluate pupils' understanding of spirituality, social responsibility and courageous advocacy; monitor curriculum links to global issues, diversity and social justice. Summer Term: Evaluate the impact of the year's provision through pupil voice, worship monitoring and curriculum review; assess the contribution of the Faith Council and charitable partnerships to pupil leadership and courageous advocacy; identify next steps in response to SIAMS priorities and school self-evaluation.
Resources	• Diocese of Chichester training and support. • Staff professional development focused on spirituality and courageous advocacy. • Time for curriculum development and planning. • Resources to enhance prayer and reflection spaces. • Collective worship materials and community partnership opportunities. • Leadership and governor monitoring time.
Impact Evaluation	