

# Barlby Bridge Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	121448
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	359016
<b>Inspection dates</b>	6–7 December 2010
<b>Reporting inspector</b>	David Halford

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	169
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Hilary Williamson
<b>Headteacher</b>	Mrs Patricia Dyson
<b>Date of previous school inspection</b>	11 June 2008
<b>School address</b>	Thomas Street Barlby Road, Barlby Bridge Selby, North Yorkshire YO8 5AA
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## Introduction

This inspection was carried out by three additional inspectors who visited 16 lessons.

The inspectors observed 13 teachers and held discussions with governors, staff, groups of pupils and the School Improvement Partner. They observed the school's work, and looked at policies, records of meetings, assessment information and curriculum planning. In addition, 57 responses to the parents' and carers' questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Pupils' progress and their ability to work independently.
- The school's assessment and tracking systems and how information is used when planning lessons and setting priorities.
- The strength of leadership and management to move the school forward and ensure the school has the capacity to sustain further improvement.

## Information about the school

This is a smaller than average primary school. The proportion of pupils known to be eligible for free school meals is just below average. The proportion of pupils with special educational needs and/or disabilities is below average, but the number of pupils with a statement of special educational needs is above average. Most pupils are White British; there are a small but increasing number of pupils who speak English as an additional language. The school has gained a number of awards including Activemark, Healthy Schools Status and Investors in People.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Pupils are cared for outstandingly well and the school's partnership with parents and carers is excellent. This results in an overwhelmingly positive response to the parents' and carers' questionnaire. One parent wrote, 'The school is held in high regard within the community. Staff, governors and parents all work closely as a team.' Good personal development is at the heart of this successful school. As a result, pupils behave well and enjoy coming to school. It is not surprising attendance is above average.

Good teaching is promoting good learning throughout the school. Assessment procedures are detailed and used well to track pupils' individual progress. As a result, pupils make good progress from starting points in the Nursery which are below those typically expected for their age. Attainment by the end of Year 6 is broadly average. Attainment in reading is strong throughout the school. Pupils show confidence when expressing their ideas in writing but lack enough opportunities to write at length. Attainment in mathematics is slightly higher than English, although problem-solving skills require more attention especially through the use of more practical activities. There are examples of high-quality marking which enables pupils to have a clear understanding of how to improve their work. All staff do not, however, apply this good practice consistently across the school. The curriculum is good and developed well to meet the needs of pupils of different age groups who are accommodated in the same class groups. Insufficient attention is given to the development of pupils' skills in information and communication technology (ICT).

Leadership and management are well established and effective. Governance is strong and governors know the school and community well. The school is at the early stages of developing its work on community cohesion. Effective knowledge and involvement locally has yet to be extended nationally and internationally. The school's own self-evaluation is accurate and ensures that the provision made for the pupils is effective. The school has successfully sustained the many strengths noted at the last inspection, and, even though changes in the school leadership are imminent, there is a good capacity to improve still further.

## What does the school need to do to improve further?

- Further improve progress in writing, numeracy and ICT by:
  - increasing the range of practical activity available to pupils in mathematics
  - offering more opportunities for pupils to write at length
  - by improving the consistency of teachers' marking to ensure that pupils know what to do next to improve their work

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- offering a wider range of opportunities for pupils to develop their skills in ICT.
- Improve provision for community cohesion by extending the successful focus on the local community to national and international links.

## **Outcomes for individuals and groups of pupils**

**2**

Pupils enjoy their work in lessons and are keen to do well. Pupils are eager to talk about the activities they take part in. As a result, they make good progress, grow in confidence and self-esteem and learn to work collaboratively and independently. This was seen to good effect, for example in a lesson on proportions in Year 6 when pupils concentrated hard on a challenging task and reached an effective conclusion independently.

Pupils' achievement is good. The pace of learning and the rate of progress are good and this is the case for all groups of pupils, including those with special educational needs and/or disabilities and for those who speak English as an additional language. Attainment at the end of Year 6 is broadly average. It is generally higher in mathematics than in English. Results of national tests in 2010 showed that almost all pupils attained the expected level. In reading and mathematics more pupils reached above average levels than in writing. From the below average starting points this represents good progress over time. Most pupils have good communication skills and are soundly prepared for the next stage in their education.

The pupils have a good understanding of how to keep healthy. School councillors take their responsibilities seriously and know that they are making a difference to the work of the school. There is a very well established and caring ethos in the school. This is central to its work and the overall promotion of pupils' spiritual, moral, social and cultural development is good. The school is looking for ways to extend pupils' wider knowledge of other cultures.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The quality of teaching is good and is impacting well on pupils' learning. Teachers' questioning skills are effective and almost all pupils are eager to respond. In the best lessons pupils are managed successfully and so they cooperate well and show good levels of interest in their work. Teaching assistants are generally well briefed and support pupils well. Very effective support was seen in some withdrawal groups for pupils who need intensive help and for some pupils who speak English as an additional language. Occasionally, tasks given do not challenge all the pupils sufficiently well, the tasks are completed quickly and the pace of lessons slows. But overall, progress in most lessons is good. Assessment procedures are good and pupils' progress is tracked in detail and lessons adjusted to ensure tasks match pupils' ability. The good progress made by pupils who have special educational needs and/or disabilities and for those who are learning English as an additional language is because the early identification of their needs results in prompt and effective support being made available to them.

The curriculum is strong in ensuring that pupils of similar ages accommodated in different classes receive a balanced curriculum provision. Pupils' experiences are enriched well by extra-curricular activities and good partnership with other schools and providers to broaden provision. Although the curriculum provides well for teaching literacy and numeracy skills, pupils do not always have enough opportunities to write at length and practise their ICT skills.

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The care, guidance and support pupils receive are extremely strong and central to the improvement the school has made. Effective links with outside agencies mean pupils whose circumstances have made them more vulnerable are supported well. Rigorous monitoring and promotion of attendance are effective in ensuring pupils attend regularly.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Leaders, managers, governors and staff are ambitious for success. Expectations of pupils are high and good use is made of challenging targets to ensure that pupils achieve as well as they can. Purposeful leadership has provided the direction and drive to sustain and build upon the good provision outlined at the last inspection. Subject leadership is well established and effective. The leadership and management of teaching and learning are good and have been pivotal in the good teaching observed, although there are still improvements to be made especially in writing.

The governing body provides effective leadership. Governors are well informed and monitor the school's performance closely. There is a good balance between offering encouragement and support while also providing challenge to school leaders. Members of the governing body have a good understanding of the areas in which the school needs to improve further. They fulfil all of their duties and ensure safeguarding procedures are effective. All adults working with pupils are vetted to see they are suitable to work with children. Safe working practices are evident in daily routines. The promotion of equal opportunities is central to the school's work. This results in good progress being made by different groups of pupils. Rare instances of discrimination are tackled promptly and effectively. Links with parents and carers are very strong and they feel particularly well informed, regularly consulted and that their views are regularly taken into account.

The promotion of community cohesion is satisfactory. The school has a good understanding of its local community and good links with a wide range of community groups. These good links locally are not fully extended nationally and internationally. The school gives good value for money.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children settle quickly into Nursery routines. They are accommodated well in a caring and purposeful learning environment. This continues well as they make good progress through the Nursery and Reception classes. Adults are skilled in promoting children's good behaviour and consideration towards others. Independence is encouraged. Many children play for extended periods of time without specific direction from adults, as seen when children were threading ribbons intricately through a Christmas tree in the Nursery, and at play in the hospital area of the Reception. Relationships with parents and carers are very good. Children clearly enjoy their learning. Real enthusiasm was seen as children in the Nursery sang, 'If you're happy and you know it clap your hands!' They certainly were – and everyone knew it! All staff are skilled at knowing when to observe, when to intervene and how to interact with the children to enhance their learning. The outdoor provision is extensive and well resourced. Management is strong. Leaders have a good awareness of the strengths of the provision and where further improvements can be made.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2



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## **Views of parents and carers**

Almost all of the parents and carers who responded to the inspection questionnaire were entirely supportive of the school and expressed an appreciation for all the school does for their children. Many highlighted their satisfaction of the level of care the school directed toward their children and their knowledge of the active part the school played in the community. The inspection team agrees with the supportive comments made. The very small number of responses which were negative referred to their desire for more information from the school and some reflecting individual concerns. Inspectors reviewed information parents and carers receive and found it to be generally helpful and informative. Inspectors view this overall response as particularly positive and a generous affirmation of the positive work of the school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Barlby Bridge Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 57 completed questionnaires by the end of the on-site inspection. In total, there are 169 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	72	16	28	0	0	0	0
The school keeps my child safe	37	65	19	33	0	0	0	0
My school informs me about my child's progress	31	54	24	42	2	4	0	0
My child is making enough progress at this school	28	49	28	49	1	2	0	0
The teaching is good at this school	39	68	18	32	0	0	0	0
The school helps me to support my child's learning	35	61	22	39	0	0	0	0
The school helps my child to have a healthy lifestyle	32	56	24	42	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	49	27	47	0	0	0	0
The school meets my child's particular needs	28	49	27	47	1	2	0	0
The school deals effectively with unacceptable behaviour	28	49	28	49	0	0	0	0
The school takes account of my suggestions and concerns	28	49	29	51	0	0	0	0
The school is led and managed effectively	36	63	20	35	0	0	0	0
Overall, I am happy with my child's experience at this school	40	70	17	30	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



8 December 2010

Dear Pupils

**Inspection of Barlby Bridge Community Primary School, Selby, YO8 5AA**

My colleagues and I really enjoyed our recent visit to your school. Thank you very much for your warm welcome and for looking after us so well. You were very helpful in lessons and when we asked you to explain what you were doing and you were also very friendly around the school. Particular thanks should go to everyone who spoke with us and who helped us to understand why it is that you enjoy going to your school so much.

Barlby Bridge Community Primary School is a good school, with some really interesting work taking place. The staff care for you all very well and make sure you feel safe and secure. Your headteacher and her staff manage your school well and we feel that it has excellent links with your parents and carers. I shall remember working out those ratios, percentages and proportions with Year 6 pupils, singing in the Nursery and the interesting discussion I had with those of you who shared part of your lunchtime with me.

When we visit schools we also look for things which will help each school to get even better. We have asked the school to do a number of things. We think that your standards in writing, mathematics and ICT could be even higher than they are now. We have asked your teachers to provide more practical work in mathematics, more opportunities for you to write at length and to help you to develop your skills further in ICT. We also want all your teachers to mark your work very carefully and tell you how to improve. We are impressed with the work your school does locally, but think it would be good for you to broaden your understanding and develop some links with other parts of Britain and internationally.

Thank you once again for all your help when we made our visit to you. We send you all our very best wishes for the future. We do hope that you continue to enjoy learning as much as you do at the moment.

Yours sincerely

David Halford

Lead inspector

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