

# Barlby Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	121449
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	359017
<b>Inspection dates</b>	7–8 March 2011
<b>Reporting inspector</b>	Derek Pattinson

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>	347
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Francis Loftus
<b>Headteacher</b>	Mr Rob Taylor
<b>Date of previous school inspection</b>	22 April 2008
<b>School address</b>	Hilltop Barlby Selby North Yorkshire YO8 5JQ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons, observed 12 teachers in school during the inspection, and held meetings with members of the governing body, staff and groups of pupils. They looked at school action plans, the latest report to governors from the School Improvement Partner, the most recent national and school data on attainment and progress, safeguarding policies and records, assessment information, the latest attendance figures and pupils' work in all classes. The 89 questionnaires returned by parents and carers were analysed, as were those completed by staff and pupils.

- The progress of more-able pupils, those with special educational needs and/or disabilities, and of boys in English, to determine whether teaching for them is good or satisfactory.
- Whether there are weaknesses in teaching that may be holding pupils back.
- The extent to which the school's developing curriculum is well organised, imaginative, effective and promotes high levels of enjoyment among pupils.
- The effectiveness of leaders and managers in driving improvement and evaluating the school's work.

## Information about the school

This is a larger than average-sized primary school. The percentage of pupils from minority ethnic groups is well below what is typical and no pupils speak English as an additional language. Fewer pupils enter and leave the school between the Early Years Foundation Stage class and Year 6 than in most other schools. The percentage of pupils known to be eligible for free school meals is below average. The proportion of pupils who have special educational needs and/or disabilities is also below what is typical nationally. The school holds an Investors in Pupils award.

**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?**

**3**

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

**3**

## Main findings

This is a satisfactory school. There are particular strengths in the care, guidance and support provided for pupils and the positive relationships the school has with almost all parents and carers. 'Staff are dedicated and committed to children', is a typical comment. As a result of these positive features, pupils like school, make effective contributions to the running of their school, feel safe and behave well. The school works well with other agencies to ensure pupils' welfare. Good spiritual, moral, social and cultural development underpins the school's work and helps to explain why the school is a cohesive community.

After a good start in the Early Years Foundation Stage, pupils' progress is satisfactory because teaching is satisfactory. Pupils reach average standards in English, mathematics and science by the time they leave. However, relative weaknesses in English, especially for Key Stage 1 boys and particularly in writing, slow progress. Furthermore, some pupils, mostly the more able, do not consistently make the progress they should because work is not always at the right level for them. This is because improvements to assessment practices and procedures to help improve pupils' performances are just beginning to bear fruit. Pupils sometimes do not know how to improve because marking does not always help them move forward and the setting of targets is at an early stage.

The headteacher has the support of colleagues, most parents and the governing body; morale in the school is high and priorities for development are the right ones. Arrangements to track pupils' progress have improved substantially. Senior leaders now have a clear view of the progress all pupils are making so that any falling behind can be given extra support. Nevertheless, the pace of improvement is steady rather than fast, which helps to explain the school's satisfactory capacity to improve. Some aspects of self-evaluation, most notably of teaching and learning, paint a too rosy picture of the school's strengths. This is because the monitoring of the school's work, especially of teaching, does not focus sharply enough on learning to be of maximum benefit and there is no monitoring calendar to help keep senior leaders 'on track'. Subject leaders are not yet fully accountable for standards and progress. The supportive governing body, under new leadership, is becoming increasingly involved in monitoring the school's work and leading its direction.

Up to 40% of the school's whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- By December 2012, ensure that all teaching is at least good in order to accelerate progress, raise standards and narrow gaps in pupils' performance, (especially for Key

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Stage 1 boys in English, most notably in writing, and for the most able pupils in Key Stages 1 and 2) by:

- enabling teachers to view and learn from outstanding practice
  - checking that work given to pupils is always at the right level
  - injecting greater pace into some lessons so that pupils consistently have enough time to work independently
  - ensuring that pupils always know through marking and, where appropriate through targets, what they have learnt and what they need to do next.
- With immediate effect, begin to increase the pace of school improvement by:
- establishing and adhering to an assessment and monitoring calendar with rigorous time frames to help secure further school improvement
  - ensuring that the monitoring of the school's work, including of teaching and school development planning, is rigorous, regular and focuses sharply on the impact on pupils' learning
  - providing focused training to develop further the role of all subject leaders and ensure that they are fully accountable for standards and progress.

**Outcomes for individuals and groups of pupils****3**

Pupils enjoy lessons when they are interested and well motivated, such as when pupils in one Year 2 class made notes and studied pictures to pick out differences between their home and homes in a contrasting locality. They make good progress, too when teachers use 'real life' experiences to bring learning alive, such as, when pupils from another Year 2 class used the school grounds to help them learn about the differences between living and non-living things. However, progress slows when pupils have to wait for teachers to explain the activities to all groups before they can begin or when they are required to complete worksheets which do not meet their needs. Children enter school from starting points which are broadly typical. Achievement is satisfactory for all pupils, including those with special educational needs and/or disabilities, although the more-able pupils do not always make the progress of which they are capable. Boys perform at levels significantly lower than girls in reading, and especially writing, in Key Stage 1. However, the much clearer focus on analysing data for individual pupils and the introduction of initiatives to give writing a higher profile are starting to narrow gaps in performances, such as, by ensuring that targets are challenging and realistic.

Pupils have a satisfactory understanding of what constitutes a healthy lifestyle. They know of the importance of a good diet and regular exercise but regret the closure of the tuck shop. They feel safe in school, know about the dangers of the internet and are confident that any issue would be dealt with promptly. Pupils have a strong voice through the work of the school council. Representatives take their roles very seriously, acting as ambassadors for the school. Pupils care about their community, such as, through litter picking. They contribute well to the wider community, such as, through the school's strong emphasis on music, which is valued and celebrated. They develop citizenship by raising money for local and national charities. Pupils' average standards in the important skills of literacy and numeracy mean that they are adequately prepared for the next stage of their education. Attendance is above average because pupils enjoy coming to school. Their

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spiritual, moral, social and cultural development is good, helping to provide a firm platform for learning. Nevertheless, they have too few opportunities to help them develop greater understanding of the multicultural nature of society.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<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>3</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?

Although some teaching is good, overall it is satisfactory. Secure relationships, sound subject knowledge, effective control strategies and much use of encouragement and praise are features of almost all lessons. Teaching assistants usually support pupils with special educational needs and/or disabilities well to help ensure that they make similar progress to their classmates. Resources are often used well to help interest and involve pupils in their learning. However, weaknesses in some lessons prevent pupils from making good progress. For example, work is sometimes too easy and very occasionally too hard. Pupils sometimes have too little time to work independently because the pace of lessons is too slow and teachers sometimes talk for too long. Pupils are not always clear how to evaluate their success in lessons so that they know what the next step is. Marking is improving but does not always help pupils move forward as well as acknowledge what they have achieved. The use of individual targets to help give pupils greater ownership in their learning is at an early stage.

The curriculum, supported by an improving range of resources, meets the needs of all pupils adequately. Although organised satisfactorily, it does not always provide consistent

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challenge for the more able and is not yet sufficiently focused on learning, through the systematic development of important skills. Nevertheless, it increasingly enables pupils to develop personal and social skills, promotes enjoyment, confidence and helps raise self-esteem, such as, through the school's religious education programme. Music is high profile, enriches pupils' lives, extends important skills and helps strengthen links with other schools. However, information and communication technology is too low profile with missed opportunities to promote skills through its support of other subjects. Visits, visitors, themed events and clubs, such as in art, games and dance satisfactorily enrich pupils' experiences, inspire their enthusiasm and develop their imagination.

The guidance and support which pupils receive make a strong contribution to their personal development and well-being. All staff know pupils well and take good care of them. Staff work closely with outside agencies to support effectively pupils whose circumstances may have made them vulnerable. An action plan for pupils identified with special gifts and talents provides evidence that their needs are increasingly being met. Transition arrangements for pupils joining the school, between key stages and with the high school to which most pupils transfer are good, ensuring a smooth and seamless move. Attendance is well promoted resulting in above average outcomes in this aspect.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

There is a good team spirit and leaders, staff and the governing body are committed to school improvement. However, the pace of improvement is not rapid enough to help drive up standards quickly. Priorities for development are the right ones but are not being pursued and evaluated sufficiently rigorously to help accelerate progress. Nevertheless, actions to achieve priorities now contain clear time frames, but it is too early to assess their impact on school improvement. Leaders obtain pertinent information about pupils and their performance because tracking arrangements have substantially improved since the last inspection. As a result, targets set to improve performance are both challenging and realistic. However, subject leaders do not have sufficient opportunities to check pupils' progress. The monitoring of the school's work, especially of teaching, is not sharply focused on how well pupils learn rather than how well teachers teach. As a result, senior leaders have an inaccurate view of the quality of teaching and the impact teachers have on pupils' learning. The governing body, under new and enthusiastic leadership, meets its statutory requirements, challenges the school appropriately and is satisfactory in its work in leading the school's direction and holding it to account.

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The school uses a variety of methods to ensure that communication with parents and carers is regular and informative. Close and effective links with a range of institutions, agencies and local businesses, and involvement in enterprise schemes, such as, with a technology centre, make a good contribution to pupils' learning and personal development. The school is inclusive, promotes equal opportunities satisfactorily, and discrimination is not tolerated. However, some pupils, mostly the more able, are not always challenged enough to help them reach their potential. Safeguarding procedures, including health and safety systems and child protection arrangements, meet requirements. The promotion of community cohesion is given high priority as shown by the school's evaluation of its community, clear planning and good provision. As a result, the school is a cohesive community with strong local links, such as, through the work of its excellent school choir. Further links to promote understanding of the diverse nature of society are planned.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The setting is successful in laying down secure foundations for children's learning. Parents and carers appreciate the welcoming, safe and stimulating environment. Good induction arrangements for children who start school each term ensure that they settle quickly. Teamwork is strong and relationships between adults and children are warm and friendly. As a result, children are happy, feel safe and are keen to learn. Children make good progress from their broadly typical starting points because of the good leadership and provision, which has improved since the last inspection. There are many fun and engaging activities, both inside and outside, which capture children's interest and help them develop different skills and independence. For example, children become 'teacher' in the Nursery and call the register while Reception children count 'gold' coins in treasure bags. Teaching assistants are skilled at carrying out careful observations which help them track children's



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progress and support them well. Nevertheless, next steps in learning are not always recorded systematically enough, making it difficult for staff to share this information. Leaders are aware of this, because systems and procedures which underpin organisation and provision are reviewed regularly to ensure that they are robust and purposeful and quality experiences are constantly sought, planned and implemented. As a result, leadership is judged good.

*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

## Views of parents and carers

Parents and carers who returned inspection questionnaires are overwhelmingly positive about the way their children are educated and nurtured in school. Negative responses covered a wide range of areas but were few, with no clear trends emerging. Inspectors found no evidence to support the view of a small number of parents and carers that the school does not help them to support their child's learning or keep them informed about their child's progress. However, inspectors endorse most parents' and carers' view that the school deals effectively with unacceptable behaviour. Most parents and carers think the school is well led and managed and that teaching is good. Inspectors judge both these important areas as satisfactory. Almost all parents and carers say their children enjoy school and believe rightly that their children are kept safe.

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

Ofsted invited all the registered parents and carers of pupils registered at Barlby 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 89 completed questionnaires by the end of the on-site inspection. In total, there are 347 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	65	30	34	0	0	1	1
The school keeps my child safe	49	55	37	42	2	2	1	1
My school informs me about my child's progress	40	45	42	47	7	8	0	0
My child is making enough progress at this school	45	51	36	40	3	3	4	4
The teaching is good at this school	52	58	32	36	3	3	1	1
The school helps me to support my child's learning	42	47	40	45	7	8	0	0
The school helps my child to have a healthy lifestyle	35	39	50	56	3	3	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)	37	42	44	49	5	6	0	0
The school meets my child's particular needs	40	45	45	51	1	1	3	3
The school deals effectively with unacceptable behaviour	39	44	46	52	2	2	2	2
The school takes account of my suggestions and concerns	31	35	51	57	2	2	1	1
The school is led and managed effectively	45	51	40	45	2	2	0	0
Overall, I am happy with my child's experience at this school	50	56	36	40	1	1	1	1

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



9 March 2011

Dear Pupils

**Inspection of Barlby Community Primary School, Selby, YO8 5JQ**

Thank you for being so friendly and talking to the inspectors when we visited your school recently to find how well you are learning. We enjoyed being in your school, visiting your lessons and listening to what you had to say. We judge that you go to a school that is giving you a satisfactory education. Some of your parents and carers sent messages to tell us that they like lots of things about your school. We agree with most of what they had to say. You told the inspectors that you like your school too. These are some of the good things about your school.

- You enjoy your lessons and most of you behave well.
- You know lots about the importance of keeping safe
- Adults take good care of you and you are happy in school.
- Many of you have jobs to do which you carry out well.
- Music is very important in your school.
- Parents and carers support your school well.

You make satisfactory progress as you move through the school. To help you make at least good progress, and to make sure your school becomes a good school, we are asking the adults who run the school to:

- improve lessons so that they are all at least good, especially making sure that they give you enough time to work on your own and at the right level, and that you always know what you are learning and how to improve
- check regularly on how well the school is doing so that they can find out what needs to be done to make it better and that improvements happen more quickly, especially in checking how well you are learning.

We wish you all the best for the future and hope you continue to try hard.

Yours sincerely

Derek Pattinson

Lead inspector

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