

Barlby High School

Inspection report

Unique Reference Number	121708
Local Authority	North Yorkshire
Inspection number	363945
Inspection dates	25–26 May 2011
Reporting inspector	Bernard Campbell HMI

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	644
Appropriate authority	The governing body
Chair	Mrs Susan Gradwell
Headteacher	Mrs Heather Scott
Date of previous school inspection	10 March 2010
School address	York Road Barlby, Selby North Yorkshire YO8 5JP
Telephone number	01757 706161
Fax number	01757 213699
Email address	headteacher@barlbyhigh.n-yorks.sch.uk

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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and two additional inspectors. The inspectors observed teaching and learning in 33 lessons taught by 32 teachers, and held meetings with members of the Interim Executive Board, staff, and groups of students. They observed the school's work, and looked at improvement plans, monitoring records and safeguarding documentation. They also took account of questionnaires from 135 parents and carers, 99 students and 33 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Has achievement improved and is it now satisfactory, especially in English and mathematics?
- What are the strengths and weaknesses of teaching and assessment?
- What has been the impact of the curriculum and of care, guidance and support on student outcomes?
- What is the impact of leaders at all levels in using self-evaluation and precisely targeted actions to drive improvement?

Information about the school

Barlby High is a smaller than average-size secondary school. The proportion of students known to be eligible for free school meals is below average. There are few students from minority ethnic groups. The proportion of students with special educational needs and/or disabilities is below average and the proportion with a statement of special educational needs is average. The school has an Interim Executive Board. It is an enhanced mainstream school for specific learning difficulties. The school has a specialism in sports. The school gained the Healthy School status in 2011.

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

2

Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

The headteacher's strong drive and enthusiasm has brought about significant improvement since the last inspection. Achievement has begun to rise and learning and progress are now satisfactory. This is the result of higher expectations, major changes to staffing, an improved curriculum and better teaching and assessment.

The proportion of students that gained five GCSEs at grades A* to C, including English and mathematics, increased to average in 2010. However, students continued to underachieve in English. In 2011, early entry GCSE examinations in English, and module results in mathematics, indicate that the current Year 11 have made satisfactory progress in both English and mathematics.

The quality of teaching and learning has improved and is satisfactory overall. The majority of teaching is good. However, some teaching is satisfactory and too little is outstanding. In some lessons, work is not tailored precisely enough to fully extend the more-able students, or support those of lower ability. As a result, the level of challenge is not always appropriate for each student in the class. Target setting to support progress has raised expectations. However, targets are not adjusted quickly enough when individuals meet their targets.

The curriculum has been extended and provides a broad range of academic and vocational courses that meet the needs and interests of all. New courses contribute significantly to the improving outcomes. Good arrangements for care, guidance and support are well-organised and support learning effectively. Improved systems of rewards and pastoral support have led to improved behaviour. Attendance has also improved.

The headteacher's optimistic vision has won the commitment of staff and students. Clear-sighted analysis of the strengths and weaknesses of the school led to decisive and rapid changes to reduce the size of the staff and re-organise the structure. This was unsettling for a time. Senior leaders' implementation of school improvement plans are accurately focused on the key priorities. Actions are monitored rigorously with clear evaluations of impact. The Interim Executive Board provides effective support and challenge. New faculty leaders have begun to implement more rigorous systems for organising the curriculum and teaching and assessment in their subject areas and this has begun to have an impact on raising achievement. The school has a good capacity to sustain its improvement.

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

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What does the school need to do to improve further?

- Further raise achievement, especially in English and mathematics, by ensuring that students meet the higher targets that have been set.
- Improve the quality of teaching and use of assessment by ensuring that:
 - teaching is consistently good and more is outstanding
 - teaching matches the different needs of students more precisely
 - targets are used more flexibly to maximise the progress of individual students.
- Further develop the role of faculty leaders in bringing about improvement in student outcomes.

Outcomes for individuals and groups of pupils

3

Students enter the school with average attainment. The overall level of qualifications at age 16 was below average in previous years. However, changes in the curriculum at Key Stage 4 have resulted in more students being on track to gain five GCSEs at grades A* to C in 2011. The external verification of the grades gained in vocational courses in science, information and communication technology reliably indicates that overall attainment will be much closer to the national average in 2011.

The progress made by students in recent years was inadequate, including in English and mathematics. In 2010, the instability caused by the high turnover of staff contributed to continuing underachievement in English and mathematics. In the current Year 11, students are on track to make the progress expected of them in English and mathematics. These improvements have been brought about by greater stability of staff, a more rigorous approach to teaching and assessment, and more effective action to support underachieving students at all levels of ability. Students with special educational needs and/or disabilities make similar progress to other students.

Students get on with tasks positively and do what is asked of them. The most confident are articulate and willing to express their views. In the best examples of learning, students enthusiastically generated their own ideas and expressed them in sophisticated language. In some cases, tasks are directed entirely by the teacher and students take limited responsibility for their own learning. On occasion, students are less engaged when the teacher speaks for too long and teaching is dull.

Attendance was high three years ago and fell to average in 2009. There has been a marked improvement since and attendance is now above average. Students feel safe and are confident that any instances of bullying are dealt with well. Students are polite, considerate and welcoming. They have responded positively to the new system of rewards and sanctions. As a result, behaviour has improved and is good. Exclusions have been significantly reduced although there are continuing instances of low-level disruption by a few.

Students' approach to adopting a healthy lifestyle is good. Many are involved in sporting activities because they know that physical exercise will help to keep them healthy. Increasing numbers of students ride their bikes to school and significant numbers of them walk. Students respond well to the school's health promotion strategies and have a good understanding of nutrition. The opportunities for students to develop their literacy skills

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are improving. They have good opportunities to engage in business and enterprise activities. They are satisfactorily prepared for the next stage in their education or world of work.

Opportunities for students to make a positive contribution to the school and the wider community have increased, especially for older students, for example, in sports leadership. These are not yet widespread. The school council has contributed positively to the improvements in the school environment but meetings are intermittent. Students' spiritual, moral, social and cultural development is satisfactory.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

¹ 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 best teaching engages students and promotes positive attitudes and enjoyment in learning. These lessons have a clear purpose, good pace, and a range of interesting and varied learning activities. Students are clear about what they are expected to learn and why. Teachers demonstrate their understanding of how students learn, and build effectively on the learning that has gone before. Challenging work is matched to students' capability which enables them to make rapid progress. However, lesson planning does not always draw on available information about students' current progress to prepare for and meet individual students' needs as well as it could. The impact of good marking and the guidance to students about how to improve their progress is growing in strength. Some inconsistency in the use of assessment remains.

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Curricular provision is constantly re-evaluated and developed. For example, Key Stage 3 has been adapted to include a greater focus on improvement in literacy. Well-established relationships with local schools, colleges and employers provide students with flexible opportunities for work-related learning including engineering, construction and hair and beauty therapy. Themed weeks, visits and visiting speakers, work experience and the enrichment programme provide students with opportunities to extend their learning and develop their skills and self-esteem effectively. The sports specialism makes a significant contribution to this enrichment.

The school has made improvements to the fabric of the building which creates a welcoming learning environment for students. Rigorous tracking and monitoring allows earlier identification of issues and earlier action to support students. This has contributed to improved attendance and behaviour. The school gave good examples of cases where it has helped students to overcome significant barriers to education. The enhanced provision for Specific Learning Difficulties (Dyslexia) is contributing to improved support for students with special educational needs and/or disabilities. Transition arrangements with primary schools and post-16 providers are effective.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher's optimistic vision is well-supported by senior leaders. Staff and students believe that the school is well led. They welcome the clarity of direction and value the improvements that have been made to the quality of school life. Target-setting is more ambitious and has raised expectations of staff and students. This has led to improved achievement. The analysis of data is systematic and is used effectively to measure students' progress and to promote equal opportunities. Observation of the quality of teaching is regular and accurate and leads to well-planned actions to support the development of staff. Systems of accountability provide effective support and challenge for middle leaders.

A positive climate for school improvement has been established. Much time and effort has been invested in improving the quality of teaching and learning and in developing middle leaders. Well-conceived strategies include partnerships with other schools. Imaginative arrangements for extending identified good and outstanding practice are instrumental in strengthening the quality of teaching and learning.

The Interim Executive Board has a high level of expertise and commitment that has been well-deployed to meet the needs of the school. They have provided good support and challenge for senior leaders in implementing changes to staffing, dealing with the financial

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deficit and raising achievement. The school adopts recommended good practice in safeguarding policies, procedures and training.

The school is a cohesive community. Students are being encouraged to become active citizens in their local community. Trips to local mosques and other religious centres are effective in raising students' awareness and in promoting understanding of equality and diversity. An international link with Tanzania has been established and plans are in place to extend these to more students.

Parents and carers are well-informed about their child's progress through well-attended parents' evenings and regular reports. Fortnightly newsletters keep parents and carers up to date with school activities and email and texts are used effectively. Pastoral leaders have close links with parents and carers. However, a small minority of parents and carers would like more help to support their child's learning. Partnerships with local schools and colleges enhance students' learning outcomes increasingly well. Links with local businesses underpin the vocational and work-related opportunities for many students. Partnerships with a range of support agencies add to the quality of care and support for students.

These are the grades for leadership and management

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

Views of parents and carers

The very large majority of parents and carers say their child enjoys school and they feel well-informed about their child's progress. Most are happy with their child's overall experience of the school and how it is led. A few commented very favourably on the improvements brought about by the new headteacher. A few parents and carers expressed concern about the consistency of teaching, particularly in mathematics. This matches the inspectors finding that instability in staffing has affected the consistency of teaching. A few parents and carers are not convinced about how well the school deals with unacceptable behaviour. The inspection found that this has been a school priority and

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that new systems have been implemented effectively, resulting in improved behaviour. A few parents and carers felt that their child's particular needs were not well enough met. This matches the inspection finding that meeting the different needs of students more precisely is an area for improvement.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Barlby High 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 135 completed questionnaires by the end of the on-site inspection. In total, there are 644 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	19	96	71	9	7	3	2
The school keeps my child safe	34	25	93	69	4	3	0	0
My school informs me about my child's progress	28	21	93	69	10	7	3	2
My child is making enough progress at this school	39	29	77	57	15	11	2	1
The teaching is good at this school	22	16	89	66	15	11	4	3
The school helps me to support my child's learning	13	10	82	61	28	21	5	4
The school helps my child to have a healthy lifestyle	13	10	77	57	37	27	3	2
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)	22	16	84	62	13	10	6	4
The school meets my child's particular needs	19	14	92	68	14	10	6	4
The school deals effectively with unacceptable behaviour	25	19	81	60	25	19	4	3
The school takes account of my suggestions and concerns	18	13	85	63	21	16	3	2
The school is led and managed effectively	33	24	80	59	14	10	4	3
Overall, I am happy with my child's experience at this school	31	23	83	61	15	11	3	2

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



27 May 2011

Dear Students

Inspection of Barlby High School, Selby, YO8 5JP

Thank you for being so welcoming when we came to inspect your school. We enjoyed meeting you very much indeed. We judged that yours is a satisfactory school and no longer requires a notice to improve. In the questionnaire that you completed most of you said that the headteacher and senior staff do a good job, you learn a lot, and you know how well you are doing.

These were the things we liked most about your school.

- Teaching has improved and you are now making satisfactory progress.
- The curriculum provides you with a wider choice of courses which you enjoy and is leading to more qualifications.
- Your attendance has improved and is above average.
- You like the new rewards system and behaviour has improved.
- Individuals who need additional help get good support.

To help the school to improve, we have said that senior leaders should:

further raise achievement, especially in English and mathematics, by ensuring that students meet the higher targets that have been set

improve the quality of teaching and use of assessment by ensuring that

- teaching is consistently good and more is outstanding
- teaching matches the different needs of students more precisely
- targets are used more flexibly to maximise the progress of individual students

further develop the role of faculty leaders in bringing about improvement in student outcomes.

Yours sincerely

Bernard Campbell

Her Majesty's Inspector

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