

# Barlby Community Primary School

Hilltop Barlby, Selby, North Yorkshire, YO8 5JQ

**Inspection dates** 16–17 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils make good progress in the Early Years Foundation Stage and in Key Stage 2, but pupils' achievement in Key Stage 1 requires improvement. In Key Stage 1, the more-able pupils are not given enough challenge in mathematics.
- Pupils are not always clear about what they need to do to improve their work and are not always given the time to reflect and respond to their marked work.
- Teaching of early reading and writing skills in Key Stage 1 requires improvement because pupils do not have a firm knowledge of the different sounds that letters make in order to help them with their reading and writing.
- Pupils are not always given enough opportunities to apply their writing skills in other subjects and their work, especially their handwriting, is not always neatly presented.
- The roles of the subject leaders are still in their early stages of development and some do not yet hold others to account.
- Changes to the membership of the governing body mean that some governors are in the early stages of establishing new roles and responsibilities. Further development is needed for these governors, to enable them to become expert at evaluating the school's work.

### The school has the following strengths

- The unequivocal leadership of the new headteacher has relentlessly driven substantial improvements in a short space of time.
- Pupils' behaviour is good and they feel happy and safe coming to school.
- Leadership of and the provision for special educational needs enable pupils with complex needs to achieve well.
- Pupils enjoy attending the extra clubs that are now provided throughout the day.

## Information about this inspection

- Inspectors observed 25 lessons, of which three were joint observations with the headteacher.
- Meetings were held with two groups of pupils, governors, staff and a representative from the local authority. Informal discussions took place with parents at the start of the school day.
- A range of documentation was looked at including records relating to pupils' achievement and behaviour, samples of pupils' work, the school's plans for its future development, minutes of the meetings of the governing body and information relating to safeguarding, behaviour and attendance.
- The inspectors looked at the school's website which met the standard requirements.
- Inspectors looked at the analysis of the 47 responses to Parent View (the online questionnaire) and 25 questionnaires were returned by staff and were taken into account by inspectors.

## Inspection team

Sharona Semlali, Lead inspector

Additional Inspector

Jan Lomas

Additional Inspector

Susan Twaits

Additional Inspector

## Full report

### Information about this school

- This school is slightly larger than most primary schools. A very large majority of pupils are of White British heritage.
- The proportion of pupils supported through school action is lower than average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority and those who are eligible for free school meals, is below average.
- The school meets current government floor standards, which set out minimum expectations for attainment and progress.
- Since the previous inspection, a new headteacher joined the school in January 2012.

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

- In order to raise achievement in English and mathematics, especially in Key Stage 1, ensure that the quality of teaching is at least good or better by:
  - improving the teaching of phonics (the different sounds that letters make) in Key Stage 1 so that pupils quickly develop their early reading and writing skills
  - ensuring that there is a consistent approach in getting pupils to improve their work, especially with their handwriting, and that they are given sufficient opportunities to apply their writing skills across the curriculum.
  - ensuring that all pupils are challenged in mathematics in Key Stage 1, particularly the more-able pupils
  - ensuring that pupils are clear about what they need to do next to improve their work and are given time to reflect and respond to their marked work.
- Improve the effectiveness of leadership and management by:
  - strengthening the roles of the subject leaders so they can effectively monitor the pupils' performance in their subjects and hold teachers to account for the progress pupils make
  - ensure that the governing body complete their own self-evaluation so they have a clearer understanding of their roles and responsibilities and know what they need to do next in order to drive the school forward.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children join the school with skills that are slightly below those expected for their age. They make good progress particularly with their personal, social and emotional development. This is because children have good relationships with the adults and recent changes to environment help to foster their levels of independence quickly.
- Attainment in reading, writing and mathematics at the end of Key Stage 1 is below the national average. This is because of the under-achievement of some pupils in the past.
- Attainment at the end of Key Stage 2 is broadly average in reading, writing and mathematics and pupils make accelerated and good progress in all subjects because teaching is consistently good.
- Standards in reading were below average in a national test for pupils in Year 1 in 2012. This is because pupils are not secure enough with their understanding of the different sounds letters make. When some of the younger pupils read to the inspectors they found it difficult to work out words that were unfamiliar to them. Some of the older ones read fluently but seemed to have a limited experience in talking about different types of books. School leaders are addressing this by establishing a library.
- In most lessons the stimulus used to encourage writing is effective. This was seen in a Year 1/2 class where they were using adjectives to describe a dinosaur. The classroom was conducive to the theme of dinosaurs by having books about them and the jungle foliage captured pupils' interests. However, the quality of pupils' presentation of work varies throughout the school particularly with their handwriting. They do not always have the opportunity to apply their writing skills sufficiently in all subjects.
- Attainment in mathematics is slightly higher than in writing and reading. In the better mathematics lessons pupils are able to discuss their ideas in this subject, as was seen in a good Year 3/4 mathematics lesson on finding fractions of a number. However, some of the more-able pupils in Key Stage 1 are not always challenged enough in this subject.
- Disabled pupils and those with special educational needs and those supported by premium funding make expected and sometimes better progress according to their needs. This is because some of the extra funding is effectively used to give extra individual tuition and their progress is tightly monitored by the special educational needs leader and teachers.

### The quality of teaching

### requires improvement

- Almost all inadequate teaching has been eradicated and the overall quality of teaching is improving. The quality of teaching is better in the Early Years Foundation Stage and in Key Stage 2.
- One of the strengths of teaching is in encouraging the younger ones to become independent. This was seen in the Early Years Foundation Stage when the children during their choosing time were able to access the computers easily and find the word art programme and use it without support. The outside area is well equipped and children can independently opt to go inside or outside, which develops their independence and confidence.
- In the more effective lessons teachers ensure that pupils were taught the specific vocabulary for the subject. This was seen in an effective lesson in the Early Years Foundation 2 class where children were learning different words that are connected to books such as 'non-fiction' and 'non-chronological reports'. In a Year 6 lesson, pupils could effectively articulate the features needed to write a persuasive argument. For example, they were able to explain and use the following features, 'rhetorical questions, the power of three, logical connectives and conditional sentences,' and then use some of them in their writing.
- Other strengths in the good lessons include the way teachers encourage pupils to learn to work together, ensure that pupils are clear about what they are learning and know the steps of

success to their learning. However, work in pupils' books shows that marking does not always provide clear guidance for pupils on how they can improve their work and they are not always given enough time to reflect and respond to their marked work.

- Phonics taught in Key Stage 1 is not effective enough. This was seen in a Year 1/2 phonics lesson where the pace of it was too slow, with too much input by the teacher. Pupils were still not secure on the different sounds taught by the end of the lesson.
- The more-able pupils are not always given enough challenge in mathematics. In a mathematics lesson in Year 1/2, the more-able pupils could add 24+6 mentally, but were expected to add 20 + 4 using equipment, therefore not being appropriately challenged.
- Teachers ensure that disabled pupils and those with special educational needs are well catered for. All of the extra adults ensure that their needs are well met so they can easily take part in all lessons and succeed as well as their peers.

### **The behaviour and safety of pupils are good**

- Pupils' behaviour and attitudes are clear strengths of the school. Pupils are diligent, willing to learn and are very responsive in lessons. They are respectful, friendly and confident, and their conduct is consistently good across the school. Typically there are no disruptions to lessons and pupils' attitudes are consistently positive. Pupils understand and respond well to the school's behaviour rewards and sanctions. This is strongly shown in the school's documentation too.
- Responsibilities for managing their own behaviour are taken seriously. A few pupils have play leader positions and ensure that the games are taken out for others to play with each day. Older pupils are lunch time monitors and help out in the canteen.
- Pupils say they feel extremely safe and supported in school. They have a good understanding of what is meant by bullying and they state that it is rare. They have a good understanding of how to keep themselves safe particularly when using new technology and all have someone who they can turn to if they have a concern.
- Responses from the parental responses and staff questionnaires mostly agree that the pupils feel safe and behave well in school.
- Attendance has slightly improved and is average. Punctuality is not an issue as pupils enjoy their lessons and coming to school.

### **The leadership and management requires improvement**

- The good and tenacious leadership of the headteacher has been instrumental in making the necessary improvements in the school. She has been fully supported by most of the staff and they are successfully re-establishing the motto 'Together We Achieve'. Although much has been achieved recently, such as eradicating most of the inadequate teaching, there is still more to do.
- Systems effectively manage teachers' performance and set challenging targets for teachers and teaching assistants to help improve teaching and pupils' achievement. Performance is now linked to salary progression. Training and support are given to help to improve their practice. Meetings about pupils' achievement are now held with teachers so they are more accountable for their pupils' outcomes.
- The headteacher ensures that the quality of teaching is rigorously monitored by all leaders who are now clear about their roles and responsibilities. However, this is in its early stages of development and some still need extra support in effectively monitoring the pupils' achievement in their subjects and in holding others to account.
- The curriculum is now quickly becoming much more meaningful to pupils, with its interesting themes. It is more effective in the Early Years Foundation Stage and Key Stage 2 than it is in Key Stage 1. It promotes their spiritual, moral, social and cultural development well. Pupils are very appreciative of music and art activities and are enjoying an increased range of clubs that are now on offer.

- Strong moves are made to improve communication with parents such as improving arrangements for parents to meet teachers to discuss their children's achievement. This is helping to foster better relationships between the home and school.
- The school has worked hard in getting parts of the building adjusted to ensure that disabled pupils and those with special educational needs have their needs fully met.
- The local authority provides effective support, such as training for the governors and for some of the leadership team.
- **The governance of the school:**
  - The governing body is on top of the school's finances and ensure it has a healthy budget. They are actively involved in the decision making process in the allocation of the pupil-premium funding. Changes in the membership of the governing body and training from the local authority have strengthened the team. They are now receiving more information about the school's performance and are asking more challenging questions and holding leaders to account. They are in the process of undertaking their own self-evaluation to help the newer members to have a clearer understanding of their roles and responsibilities so they can help to improve the school further. They ensure that all safeguarding practices meet statutory requirements, which helps to keep the pupils and adults safe in the school.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	121449
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	406030

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

<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>	356
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Francis Loftus
<b>Headteacher</b>	Jillian Baker
<b>Date of previous school inspection</b>	7 March 2011
<b>Telephone number</b>	01757 703317
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