

Barlby High School

York Road, Barlby, Selby, North Yorkshire, YO8 5JP

Inspection dates 26–27 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Students make better progress in their studies than they did at the time of the previous inspection. All groups of students achieve well from their starting points. Standards in a range of subjects, including English and mathematics, are above average by the time they leave. Progress and attainment in science and in the wide range of vocational subjects are particularly good.
- The leadership of teaching and learning is strong. The quality of teaching has improved markedly over the past two years and is now good. Teachers know their subjects well and have good relationships with their students. Teachers and teaching assistants provide focused and effective support in class for those students who sometimes find the work difficult.
- Students are proud of their school and feel safe within its walls because, in their view, 'the site is secure and the staff are very approachable when we have any difficulties'. Students behave well in lessons and around the school and they enjoy learning.
- Leadership and management at all levels, including the governing body, are good and have led to marked improvements in teaching and achievement since 2010. The headteacher and acting deputy headteacher lead by example. Their view about how the school can move forward is shared by all staff.
- Sports College status continues to have a positive impact within school and also in the local community.
- Local primary schools pay tribute to the strong yet sensitive support their dyslexic pupils receive from Barlby staff.

It is not yet an outstanding school because

- Not enough teaching is inspirational and outstanding. Teachers do not always set work that helps students of all abilities make good or better progress or use methods to catch their interests. Marking does not always give enough advice on how to improve.
- The sharing of good and outstanding classroom practice is not yet fully developed across the school.

Information about this inspection

- Inspectors observed teaching and learning in 30 lessons or part-lessons. Three of these observations were made jointly with senior staff responsible for improving the quality of teaching.
- Meetings were held with four groups of students. Inspectors also had discussions with the Chair and other members of the Governing Body, faculty heads, achievement leaders, the special educational needs and inclusion coordinators, the senior leadership team and a representative of the local authority. They also met with the faculty head with specific responsibility for the continued development of specialist sports status.
- Inspectors took account of the 61 responses to the online questionnaire (Parent View) and also of the 40 responses to the staff questionnaire.
- They observed the school at work and looked at students' work during lessons, internal and external student progress and attainment data, school improvement planning and the school's procedures for gaining an accurate view of its performance. They also considered documentation on child protection, safeguarding, behaviour and attendance.

Inspection team

James Kidd, Lead inspector	Additional Inspector
Janet Pruchniewicz	Additional Inspector
Bernard Clark	Additional Inspector
Jim Bennetts	Additional Inspector

Full report

Information about this school

- This is a smaller-than-average sized school. There are more boys than girls.
- The proportion of pupils supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also lower than that usually found.
- The proportion of students supported by the pupil premium, which provides extra funding for pupils known to be eligible for free school meals, for those looked after by the local authority and for pupils of service families, is below average.
- The school meets the current government floor standards, which set the minimum expectations for students' attainment and progress.
- Most students are of White British heritage and there are few students with English as an additional language.
- The school holds specialist status in sport. It is an Enhanced Mainstream School for specific learning difficulties and also provides support to local schools for individual students with dyslexia.
- Small numbers of students attend Selby College and Selby Pupil Referral Unit They follow programmes designed to support their preparation for employment and also courses to improve their social skills.
- Barlby High is a nationally accredited Healthy School, an Investor in People and holds Eco School (bronze) status. It has also received the Career and Continuing Professional Development Quality Mark.
- There have been significant staff changes since the previous inspection, including the appointment of a new headteacher.

What does the school need to do to improve further?

- Continue to improve the quality of teaching and learning so that more is outstanding by:
 - ensuring that information on students' progress is used more systematically by all staff to plan work and classroom activities which are exactly what students need to make good and even better progress
 - giving students more opportunities to work in pairs and in groups so that they can learn from each other
 - ensuring that more teaching is inspirational and leads to consistently high levels of student enjoyment and motivation in all lessons
 - ensuring that the written feedback students receive provides an ideal balance between support, guidance and advice on how they can improve their work.
- Further share across the school the good and exemplary classroom practice which already exists.

Inspection judgements

The achievement of pupils is good

- Students enter Year 7 with broadly average levels of attainment. All groups of students make good progress during their time in school and standards are above average by the end of Year 11. Achievement is therefore good and has improved markedly since the previous inspection. The vast majority of parents who responded to the online questionnaire are entirely satisfied with the progress their children are making.
- In 2012 standards in both English and mathematics were above average and were higher than ever before. Results in science were also impressive and students also performed well in the wide range of vocational programmes open to them. In the BTEC physical education course, for example, all students received a pass grade at least.
- Inspection evidence, including lesson observations and the scrutiny of students' work, demonstrates that achievement is continuing to accelerate and that the gap between boys' and girls' performance is closing rapidly. Boys are now doing much better. Indeed, Year 11 students' current performance in English and mathematics is much better than it was at the same point last year. Students are on track to meet their challenging targets and an above-average proportion are showing the potential to make better-than-expected progress, particularly in English and science.
- Pupil premium funding is used effectively to employ additional staff to work with students known to be eligible for free school meals. The impact is positive and students supported by the pupil premium are making good progress at least and their attainment is rising. As a result, the gaps between their performance and the performance of other students in the school are closing rapidly. This improving picture reflects a school where the term equality of opportunity for all is a byword and where discrimination in all its forms is rejected.
- There is a similar picture in relation to disabled students and those with special educational needs. The sterling work of support and inclusion staff and the focused sessions which they provide for these students ensure that they make the same good progress as their classmates.
- Dyslexic students benefit from the specific expertise of school staff, and local primary schools also speak highly of the strong support their dyslexic pupils receive.
- The small numbers of students who attend Selby College or Selby Pupil Referral Unit are monitored closely by Barlby staff, so ensuring that these students are safe and progressing well.
- Early examination entry is monitored closely and this has helped to improve results. Its use has not limited the potential of the most able students or of other students.

The quality of teaching is good

- As a result of the effective leadership of teaching and learning, teaching has improved since the previous inspection and is now good. During the inspection most teaching observed was good and there were examples of outstanding classroom practice in both key stages. No inadequate teaching was seen. Sports College status also has a positive impact on improving teaching and staff from this department lead training on how teaching methods can ensure that students believe in themselves. Most parents believe that their children are taught well.
- Good relationships, detailed lesson planning based on an accurate assessment of students' progress and attainment, and questions designed to make students think more deeply about the subject-matter are the features of good and better teaching. In a Year 11 philosophy and ethics lesson, for example, where teaching was inspirational, students rose to the teacher's challenge and engaged in lively debate about a variety of moral issues. Students used subject-specific vocabulary accurately and in context and their comments and arguments would not have gone amiss in a sixth-form lesson. They approached their studies with a maturity which belied their years.
- Similarly, outstanding teaching in a Year 7 mathematics lesson placed emphasis on linking the

consideration of metric measurement to students' real-life experiences. Students thus made excellent progress in gauging which measures would be most suitable when considering the size, weight or volume of particular objects. Students were encouraged to question each other, which enabled them to demonstrate an impressive understanding of the differences between metric and imperial measures.

- On occasions, information on how well students are doing is not used as effectively as it could be to plan activities which match their learning needs closely enough to enable them to make good and better progress. In a minority of lessons students are not given enough opportunities to learn from each other, for example by working in pairs or in groups, and this holds back their progress. In some lessons where teaching requires improvement, approaches and activities do not lead to high enough levels of student enjoyment and motivation.
- The quality of written feedback in students' books is inconsistent. There is some exemplary practice where teachers provide an ideal balance between support and guidance to students and also detailed comment on how they can do even better. Too often, however, marking is brief and comment is cursory.

The behaviour and safety of pupils are good

- Students are grateful for how the school tries to raise their aspirations. As students in Years 9 and 10 comment, 'The school tries to get the best out of us. Teachers tell us what we can achieve in our lives and what we need to be able to do to make sure that we succeed.' Indeed, from as early as Year 9, students are thinking deeply about possible careers open to them and about the A-level grades they will need, for example to enter university to study law.
- Students show pride in their school and value the many opportunities they have to take responsibility. The school council represents its constituents with skill and the charity committee considers which activities would encourage students to raise the maximum amount of money for the wide variety of charities each year supports.
- Young Sports Leaders visit primary schools to organise a range of sports and officiate at the North Yorkshire School Games, and Sports Ambassadors support younger students inside Barlby. Specialist status has ensured that student leadership roles are now extending to other subjects. For example, the school has appointed students to act as Language Leaders.
- Students feel safe, behave well and display good and sometimes outstanding attitudes to learning. Although some minor misbehaviour still exists, students are adamant that behaviour has improved and is now much better than it was. They also believe that bullying is rare and that it is dealt with swiftly and effectively if it occurs. They have a keen awareness of the nature and of the dangers of bullying in all its forms and say that bullying based on discrimination, for example homophobia, has no place in the school. They are also fully aware of how to stay safe on the internet and just why cyber-bullying must be rejected. Almost all parents believe that their children are safe and happy in school.
- The school promotes students' spiritual, moral, social and cultural development well. The wide range of extra-curricular activities, for example, encourages students to get on well with each other. Visits and visitors promote an awareness of different cultures and religions, and the recent visit to Auschwitz has had a profound impact on students' understanding of the evils of racism.
- Attendance is broadly average and the school has a range of strategies to encourage students to come school as regularly as they can.

The leadership and management are good

- Staff at all levels of experience and responsibility speak highly of the way the committed headteacher and acting deputy headteacher strive to promote teamwork and to ensure that the staff share the vision for how the school can continue to improve. In the words of heads of faculty 'this school listens to its community and we are all moving forward together'. Staff value

the transparent performance management arrangements and are proud of the wide variety of training courses, many of which are delivered by the school's own staff.

- The school does not rest on its laurels and is fully aware that more outstanding teaching is needed if students' achievement is to accelerate further. They recognise that good and outstanding classroom practice is not shared sufficiently to help improve the quality of teaching further.
- At senior and middle leadership level the school's evaluation of how well it is doing is honest and accurate. Faculty and subject leaders, for example, produce detailed Faculty Area Reviews, which comprise judgements on the quality of teaching, on the progress and attainment of students and on the relevance of the curriculum to students' needs.
- This information leads to detailed consideration of the whole-school curriculum and of how it can best meet the interests and aspirations of students and also the needs of the community. As a result, the curriculum is continuously under review and provides a good balance between academic and vocational programmes.
- Child protection policies and practice fully meet current requirements.
- The local authority continues to support the school strongly in relation to the development of governors and of middle and senior leadership. The authority also involves the school in a range of local projects, for example in the development of personal, social and health education.
- **The governance of the school:**
 - Governors have a good understanding of the strengths and areas for development of the school. They support the school well but hold the leadership to account with rigour: they are never afraid to ask searching questions about performance in all areas of the school's life, including students' progress. They monitor closely the school's strategies to improve the quality of teaching and learning and ensure that performance management arrangements are fair and secure. As a result, teachers only receive financial reward if they meet their challenging classroom targets for the progress their students make. In addition, governors oversee the spending of pupil premium funding and monitor the impact of this spending on a regular basis.

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

Unique reference number	121708
Local authority	North Yorkshire
Inspection number	406048

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	607
Appropriate authority	The governing body
Chair	Richard Long
Headteacher	Martyn Hannan
Date of previous school inspection	25 May 2011
Telephone number	01757 706161
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