

Barwic Parade Community Primary School

Barwic Parade, Selby, North Yorkshire, YO8 8DJ

Inspection dates 8–9 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
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

- Achievement requires improvement because pupils' progress varies from year to year. Therefore, by the time pupils leave the school they have reached standards that are below average.
- The achievement of disabled pupils and those who have special educational needs varies because record keeping and the targets these pupils are set are sometimes vague.
- The quality of teaching varies too much across year groups. Teachers do not generally use data well enough to make sure pupils are challenged.
- The feedback that pupils receive on their work does not always pinpoint exactly what they should do to improve their work.
- Attendance remains below average.
- Leadership and management require improvement because some of the systems to track pupils' progress and improve the quality of teaching are still too new to have had a long-lasting impact.

The school has the following strengths

- Teaching in the Nursery and Reception classes is good and sometimes outstanding. As a result, children make good progress.
- A new tracking system is enabling school leaders to check on progress efficiently. This is now leading to pupils making better progress than they did previously.
- The strong determination of the new headteacher to improve the school has already established a much better relationship with parents, and thus attendance is improving.
- The quality of teaching, particularly in Key Stage 1, is improving as a result of far more rigorous systems to hold teachers to account and check on the quality of teaching.
- The specially resourced centre for pupils with special educational needs provides first-class support. Pupils behave very well and make good progress as a result.
- The governing body, working closely with the new headteacher, provides high-quality challenge and support to the school and, as a result, the school is improving.

Information about this inspection

- Inspectors observed 14 lessons, taught by 10 teachers, of which two were joint observations with the headteacher and deputy headteacher
- Meetings were held with groups of staff, members of the Governing Body and a representative from the local authority. Pupils were spoken to in lessons and in the playground and pupils were heard reading.
- Inspectors took account of the 13 responses to the online questionnaire for parents, 'Parent View'.
- Inspectors scrutinised a number of documents including school improvement plans, minutes of the governing body's meetings, records relating to pupils with special educational needs and records relating to behaviour, attendance and safeguarding.

Inspection team

Robert Jones, Lead inspector	Additional Inspector
Peter Bailey	Additional Inspector
Susan Twaits	Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- An above-average proportion of pupils are eligible for the pupil premium, which provides additional funding for those pupils in local authority care, for pupils known to be eligible for free school meals and children from service families.
- The proportion of pupils with special educational needs and supported through school action is above average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is average.
- Most pupils are of White British heritage.
- In 2012 the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the previous inspection there has been considerable turbulence in senior staffing. An interim headteacher was brought to the school by the local authority in April 2012. A new deputy headteacher took up her post 18 months ago and the present headteacher was appointed in January 2013.
- A new Chair and vice-chair were elected by the governing body in September 2011.
- The school has a specially resourced centre on the site for pupils who have behavioural, emotional and social difficulties or complex medical needs. Thirty-five pupils who are on roll in 10 different schools in North Yorkshire receive support through the centre. Five pupils from the school access this provision.

What does the school need to do to improve further?

- Improve the quality of teaching, particularly in Key Stage 2, in order to raise pupils' achievement and accelerate progress in all subjects by:
 - using assessment information with more precision to match work to pupils' different abilities
 - ensuring pupils always receive feedback on their work that gives them very clear information on what they need to improve
 - directing the work of teaching assistants more effectively so they do not over-support pupils but allow them to become confident, independent learners.
- Raise achievement for disabled pupils and those who have special educational needs by:
 - making sure that pupils' targets are measurable, specific and regularly checked
 - improving reading records so that pupils are heard reading daily and clear targets are set for pupils to improve their reading faster.
- Improve attendance so that it is at least equal to the national average by:
 - continuing to work closely with parents to encourage regular attendance and good punctuality
 - linking the rewards system more closely to good attendance.
- Improve leadership and management so that they become at least good by:
 - reviewing the mathematics curriculum in Key Stage 2 so that pupils are able to learn effective methods to add, subtract, multiply and divide, and that they have more opportunities to use these skills across all subjects
 - eliminating inadequate teaching and sharing more widely the good and outstanding practice that currently exists in some classes.

Inspection judgements

The achievement of pupils

requires improvement

- In 2011 standards were low and the progress pupils made was inadequate. The school did not meet floor targets.
- In 2012 standards were below average but had improved from the previous year and pupils had made better progress. This was a result of better tracking of pupils' progress and improved checking on the quality of teaching by senior leaders.
- The progress of disabled pupils and those who have special educational needs was inadequate in 2011 but had improved in 2012. Inspection evidence indicates that pupils who are currently in the school are making better progress.
- Children in the Reception and Nursery classes make good progress as a result of very good systems to set targets for children and to improve known areas of weakness in communication, language and literacy, and in children's personal and social skills.
- Through Key Stage 1 and Key Stage 2 pupils' progress slows down, and varies between classes, because the quality of teaching varies widely. Pupils make rapid progress in one year but they then slow down in the next.
- In mathematics the curriculum in Key Stage 2 is not as effective as it could be to make sure pupils' skills in addition, subtraction, multiplication and division are developed systematically.
- Achievement is rising in reading and writing but attainment remains below average as a result of weaker teaching over time.
- The gap in achievement is closing rapidly between those who are and those who are not known to be eligible for the pupil premium. In 2012 those who were eligible for the funding made better progress than others in mathematics. This was a result of focused, one-to-one support that helped pupils to make accelerated progress. In English the gap in achievement had narrowed considerably from the previous year.
- Those who are known to be eligible for the pupil premium reach standards that are the equivalent of 6 months behind their peers in English but 2 months ahead in mathematics.
- While disabled pupils and those who have special educational needs are making better progress, it could be better. Pupils are not always heard reading regularly and their reading records do not always pinpoint what they should practise in order to improve their reading. Moreover, pupils' targets in all subjects are not always specific, measurable or regularly checked.
- Pupils in the specially resourced base for special educational needs make good progress in all subjects. Their records are very specific and pupils each have customised targets that are challenging and frequently revised.

The quality of teaching

requires improvement

- Teaching is improving, particularly in Key Stage 1, but its quality varies across the school. While there are examples of good and outstanding teaching, a small amount is inadequate and some requires improvement.
- While there is now much more accurate assessment taking place by teachers, this assessment information is not being used well enough to make sure that work matches pupils' different abilities. This means that work is either too difficult or too easy for pupils and so slows their progress in those lessons that require improvement. In some inadequate lessons this leads to pupils becoming inattentive.
- While the quality of feedback has improved, particularly in Key Stage 1, as a result of a better policy introduced by school leaders, not all teachers are paying enough attention to the policy, so that the advice that pupils receive is often vague and does not pinpoint exactly what they should do to improve their work.
- Teaching assistants sometimes give good-quality support to pupils but on occasions they over -

support, which prevents pupils from solving problems independently.

- In the Reception and Nursery classes teaching is at least good and sometimes outstanding. This is because teachers use their high-quality assessment information to plan exciting activities that are well matched to the next steps that children need to take in their learning.
- In the specially resourced base for special educational needs, teaching is good because pupils are given very precise, tailored support for their needs. Pupils have good opportunities during break and lunchtime to mix and make friends with pupils in the main school.
- In one lesson in the specially resourced base, pupils enjoyed planning how they were to decorate biscuits. They cooperated with each other extremely well, displayed good manners towards each other and made good progress with their writing.

The behaviour and safety of pupils

requires improvement

- Attendance has been well below average for several years and in the past had not been tackled decisively by school leaders. There are now signs of this improving through better checking of patterns of attendance and working more closely with outside agencies.
- Despite recent improvements in making sure more girls attend regularly, attendance overall remains below average. School leaders are aware that, in order to improve it further, the school needs to work closely with parents and make a better link between the school rewards system and regular attendance.
- Pupils in the specially resourced base behave exceptionally well. This is because staff emphasise the importance of listening to each other, of mutual respect, manners and taking responsibility.
- Pupils say they feel very safe in the school from any threats of bullying. They have a particularly good understanding of how to stay safe when using the internet or mobile phones. This is because the school places much importance on helping pupils to know what they should do if they feel threatened online.
- Behaviour in lessons matches the quality of teaching. It is very good in the Reception and Nursery classes because pupils are busy and challenged and the pace of learning is brisk. In Key Stages 1 and 2 pupils generally behave well, but when lessons do not fully challenge them they become inattentive.
- In the playground pupils are caring towards each other and are always on the lookout for anybody who has nobody to play with. Pupils are courteous and polite to each other and to visitors to the school.

The leadership and management

requires improvement

- Until relatively recently there was a complete absence of good record keeping, of holding teachers to account and of tracking pupils' progress. This was the root cause of declining standards. The new school leaders, over the past 18 months, have put systems in place that are now beginning to show a positive impact on teaching and achievement.
- The new headteacher has built on these successes by checking on the quality of teaching and managing teachers' performance with more rigour. However, a small minority of teaching remains inadequate, which is proving to be a sticking point in raising the quality of teaching and achievement at a faster rate.
- Moreover, the school does not yet fully share the good and outstanding practice that currently exists as well as it could so that teachers can learn from each other.
- The much-improved tracking system has been successful in closing the gap in achievement between those pupils who are and those who are not eligible for the pupil premium; therefore, the school is promoting equality of opportunity. The good systems for checking on behaviour mean that any discrimination is tackled decisively.
- Subject leaders are mostly new to their posts but they are now beginning to take an equal share in checking and improving the quality of teaching in their subjects.

- The curriculum is good in the Early Years Foundation Stage and Key Stage 1 but is weaker in Key Stage 2. There are now better opportunities for pupils to practise their reading and writing skills across all subjects. However, pupils do not have enough opportunities to systematically improve their basic addition, subtraction, multiplication and division skills in Key Stage 2. Moreover, there are not enough opportunities for pupils to practise these skills across other subjects.
- Historically, the school has not had a good relationship with parents. The new headteacher is quickly winning the confidence of parents, who are now far more willing to engage with the school, attend coffee drop-in sessions and talk to senior staff in the playground in the mornings. As a result, most parents who responded to Parent View are supportive of the school's work.
- The school meets current safeguarding requirements well.
- The specially resourced base for pupils with special educational needs is very well managed. The curriculum matches the diverse needs of pupils and, as a result, they achieve well.
- The local authority was quick to spot a decline in standards and took decisive steps to put in place a respected interim headteacher and new governing body to arrest this decline. This, together with intensive support and the appointment of a new senior leadership team, has been successful.
- **The governance of the school:**
 - The new governing body has a very realistic view of the challenges it has faced and continues to face. A small group of governors meets with the headteacher every two weeks to check on progress being made. This impressive level of rigour is helping the school on its journey of improvement. The governing body is aware that, in the past, the performance of teachers was not well managed, which led to inconsistencies between what teachers are paid and their teaching ability. This has been reviewed and the systems have been strengthened considerably. Members of the governing body monitor carefully how the pupil premium is benefiting pupils and how any remaining gaps in achievement are being addressed. They have a very good understanding of achievement data and are kept well informed by school leaders about the quality of teaching currently 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

Unique reference number	121444
Local authority	North Yorkshire
Inspection number	411749

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	283
Appropriate authority	The governing body
Chair	Diane Haigh
Headteacher	Richard Kielty
Date of previous school inspection	25 January 2010
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