

# Barrowcliff Nursery and Infant School

Ash Grove, Scarborough, North Yorkshire, YO12 6NQ

**Inspection dates** 5–6 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Resolute and determined leadership from the headteacher and governing body ensures all pupils benefit from the combined strengths of the two federated schools. As a result, the quality of teaching and pupils' achievement continues to improve.
- Children start in the Nursery class with skills which are well below age-related expectations and go on to achieve close-to-average levels in both English and mathematics by the end of Year 2.
- Teaching across the school is securely good, with some that is outstanding. This is because staff's individual strengths are deployed to maximum effect across both schools.
- A well-designed curriculum captures pupils' interests, providing stimulating and meaningful opportunities for them to exhibit their spiritual, moral, social and cultural development through their improving literacy and numeracy skills.
- Pupils are keen to learn and enjoy being at school. They have good attitudes to learning and parents spoken to during the inspection praised the positive relationships with staff.

### It is not yet an outstanding school because

- In some lessons teachers do not plan enough tasks to challenge and extend the learning of more-able pupils. Although staff monitor the learning of most groups effectively over the course of a lesson, that of the most able is sometimes left until the end, which can limit the progress they make.
- Pupils make slower progress in reading compared with writing because they are not always taught the most effective ways to improve comprehension skills.
- The systems designed to track pupils' progress from their starting points lack cohesion and clarity to enable ease of use by all staff.

## Information about this inspection

- The inspectors observed 16 lessons covering every class and teacher in the school. Two were undertaken jointly with the headteacher and deputy headteacher.
- An inspector heard two groups of pupils read and checked their progress. Inspectors scrutinised pupils' workbooks during lesson observations.
- Meetings were held with members of the governing body and an inspector spoke to some parents. Discussions were held with pupils and staff throughout the inspection to gauge their views about the school's progress.
- The questionnaire responses from 18 staff were considered.
- There were no responses to the online questionnaire (Parent View), although inspectors considered the school's surveys of parents' views.
- An inspector scrutinised the arrangements and records kept to safeguard pupils as well as the school's use of the common assessment framework and child protection procedures.
- The school's action plans and self-evaluation were scrutinised, and inspectors checked the records that leaders and teachers use to assess pupils' learning and progress.

## Inspection team

James Kilner, Lead inspector

Additional Inspector

Susan Twaits

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized infant and nursery school.
- The overwhelming majority of the pupils are White British. A very small number come from other minority ethnic groups and the vast majority speak English as their main language.
- The proportion of pupils eligible for pupil premium funding is well above average compared with most schools (in this school this is additional government funding for pupils known to be eligible for free school meals or who are in local authority care).
- The Early Years Foundation Stage comprises a Nursery class for three-year-old children and two Reception classes for four-year-olds.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average; the proportion of pupils supported at school action plus or having a statement of special educational needs is also above average.
- In September 2010 the infant and nursery school became part of a formal federation with the junior school which shares the same campus. The federation has one governing body and one headteacher. At the same time as the school became federated the local authority sited an Enhanced Mainstream Support School (EMS) on the campus. This resource provides guidance and support for pupils across the local authority with specific needs in their social and emotional behaviour. At the time of the inspection no pupils from the infant and nursery school were receiving direct support from this provision.

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

- Ensure that more teaching is outstanding by:
  - giving pupils more opportunities to develop their comprehension skills during guided reading sessions so that they have a deeper understanding of the meaning of what they read
  - providing more-able pupils with a greater level of challenge in their work so that more attain the higher levels of which they are capable
  - making sure teachers and teaching assistants check on the progress of the more-able pupils during the course of lessons to the same high level as that of all other pupils in the class.
- Streamline the systems for tracking pupils' progress so that information about how well pupils are doing is more easily accessible to all staff beyond the senior leadership team.

## Inspection judgements

### The achievement of pupils is good

- Most children enter the Early Years Foundation Stage with skills that are well below those which are typical for their age, especially in language and communication, and in personal and social development.
- Children get off to a flying start in their learning and make good progress due to the care that is taken to plan for their individual needs and interests. They respond well to a rich, well-resourced and stimulating internal and outdoor environment where there is significant focus on developing speaking, listening and language.
- The most recent assessments of pupils' progress in Key Stage 1 indicate that standards in writing and mathematics are continuing to improve. Given their low starting points most pupils in all classes now make or exceed the expected rate of progress in English and mathematics; this represents good achievement.
- A specific effort to improve standards in mathematics is leading to some impressive gains in the subject in Years 1 and 2. However, achievement in reading is improving at a slower rate because pupils are not always being given the opportunities to develop their comprehension skills to understand the meaning of what they are reading.
- The proportion of pupils who achieved the expected standards in the phonics (the link between letters and the sounds they make) screening check last year was below average. Pupils are now taught phonics through a more structured and systematic approach. The school's predictions indicate that outcomes in phonics screening will be significantly improved this year, with more pupils achieving above the expected standard.
- Pupil premium funding is used effectively to close any remaining gaps in reading, mathematics, communication and social skills. In last year's end-of-key-stage assessments outcomes for pupils eligible for free school meals were similar to those of their peers in school in English and mathematics.
- Disabled pupils and those with special educational needs are well supported and their rates of progress are similar to those of similar groups nationally.
- The strong emphasis on speaking and listening contributes to the good progress being made by the very small minority of pupils who speak English as an additional language. They gain confidence in speaking and writing English rapidly.

### The quality of teaching is good

- Teaching is consistently good with a small proportion that is outstanding. Teachers have high expectations and communicate these clearly to pupils so that they achieve well in a range of subjects.
- Teachers use the individual strengths of the teaching assistants well, ensuring that they are deployed effectively with a full understanding of the planning, content and assessment opportunities in the lesson. Consequently, their groups make consistently good progress.
- Good questioning by teachers challenges pupils to think deeply and probes and extends their speaking and listening skills. Pupils are encouraged to develop as independent learners, using their newly acquired literacy skills across a range of other subjects. For example, pupils achieved well when producing 'wanted posters' which featured descriptions of characters from traditional tales. They used their literacy and mathematical skills to great effect when describing the physical and emotional characteristics of, for example, The Big Bad Wolf.
- Classrooms are 'language rich' with vibrant and colourful displays which guide pupils in improving their literacy skills. Pupils enjoy learning the key instant recall facts (KIRFs), displayed at the start of each numeracy lesson, to increase their mathematical understanding.
- In the Early Years Foundation Stage children have a range of activities to draw from, which is

supporting their development well.

- Marking is used effectively and consistently and the language used is appropriate for young children. Pupils are given the opportunity to respond to teachers' comments, demonstrate their deeper understanding and improve their work.
- Sometimes the most able pupils simply 'get on with their work' over the course of lessons without teachers making necessary checks on their learning. Consequently, misconceptions and simple errors for these pupils are not always picked up until the lesson is almost over.
- In the teaching of guided reading teachers focus too much, for example, on the decoding of texts and intonation rather than understanding the meaning of the texts and developing pupils' comprehension skills.

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

- Pupils are proud to come to the school and keen to learn. As result of positive relationships and consistent management, behaviour in lessons and around school is good. Staff, parents and pupils agree.
- The stimulating curriculum ensures that pupils thoroughly enjoy the vibrant learning opportunities created for them, for example behaving sensibly and quietly when using the 'bird hide' in the school grounds.
- Playtimes and lunchtimes are enjoyable, with pupils benefiting from the support and help of their older peers in the junior school assisting in their games and guiding them in their play.
- Lunchtime supervisors are appropriately trained in the teaching of reading. During the inspection a good number of pupils chose to read with supervisors in the cool shade during the warm weather.
- Pupils feel safe and are clear about the difference between bullying and 'falling out with friends'. Some of the older pupils have a good understanding as to what constitutes cyber-bullying. All pupils are certain that adults would come to their aid if there was ever a problem.
- The harmonious, friendly atmosphere of the school is a key factor in ensuring pupils' safety and well-being. Pupils readily follow the good manners exhibited by adults so that courtesy abounds across the school. Pupils understand the school's rules and know the difference between right and wrong. A minority of pupils need reminding about their behaviour when not directly supervised by adults.
- Attendance is improving thanks to a concerted effort by the federation in working with families across both schools. Despite being just below the national average, this nonetheless represents an improvement since the last inspection.

### **The leadership and management** are good

- The headteacher and governing body have successfully managed the transition to a federated school. This, combined with an extensive building programme, presented a daunting task whereby some classes needed to move rooms up to six times over two years. This, together with a significant turnover of senior leadership, was a major factor in some disappointing results, particularly last year.
- Expert leadership has ensured that the opportunities presented by the federation have been used to the fullest advantage for the benefit of the pupils in securing significant improvements to the quality and consistency of teaching and learning. Staff morale is high and all are committed to ensuring that the federation moves forward for the benefit of the pupils and the community.
- The school effectively uses the wealth of good and outstanding teaching across the federation to ensure that the quality of teaching is always improving. All staff, including teaching assistants, are part of a rigorous performance management system where only those able to demonstrate at least good outcomes and teaching are rewarded.
- Senior and subject leaders from across both schools hold their colleagues to good account and

are knowledgeable about current practice in their subjects. They meet regularly and ensure that all actions which they plan are judged frequently and accurately against improved outcomes for pupils.

- Leaders make good use of systems to track pupils' progress; any shortfalls are spotted and remedied so all have the chance to do equally well, and discrimination is not tolerated. However, these systems for tracking pupils' progress are currently unwieldy as they are the combination of the different systems across the two schools. Consequently, while information is undoubtedly accurate and used well by leaders and managers, its use by all staff to meet pupils' individual learning needs is limited because it requires a working knowledge of the system.
- The siting of the EMS at the federated school campus adds much to the partnership with parents in the community. Equally, the EMS provides expert tuition for staff at the school in meeting the needs of pupils with additional needs.
- Safeguarding arrangements meet statutory arrangements.
- Pupils' spiritual, moral, social and cultural development is well supported through an exciting and relevant curriculum. Links to the prestigious local theatre and arts spaces provide pupils with rich opportunities to experience and appreciate art, music and dance. The federation's links with pupils at a partner school in an area with a wider cultural profile deepen pupils' understanding and appreciation of the wider context of Britain in the 21st century.
- Following the federation the school continues to receive effective support from the local authority, particularly in improving pupils' literacy skills. Highly valued training and dialogue are well matched to the school's needs because self-evaluation is highly accurate and leads to prompt and effective action.
- **The governance of the school:**
  - The newly established, federated governing body has added expertise and stability to the leadership of the school and is proving highly effective in supporting as well as holding the senior leaders to good account for the progress of pupils. The pace of change has been managed in exemplary fashion. Individual strengths of members of the governing body are used to great effect. For example, the harnessing of human resources expertise and financial skills ensure that the performance of all staff is clearly linked to pay progression and management responsibilities. Governors regularly and accurately scrutinise the work of the school, for example through learning walks accompanied by senior leaders or working alongside individual teachers. They show a good understanding of both national and school data and use this information effectively in holding the headteacher to account through his performance management. They are particularly adept in their knowledge of the achievements for pupils eligible for pupil premium funding.

## 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>	121314
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	413369

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>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cathryn Guest
<b>Headteacher</b>	Mark Rogers
<b>Date of previous school inspection</b>	29 March 2010
<b>Telephone number</b>	01723 351767
<b>Email address</b>	admin@barrowcliff.n-yorks.sch.uk



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