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16 July 2013

Mr Richard Kielty  
Headteacher  
Barwic Parade Community Primary School  
Barwic Parade  
Selby  
North Yorkshire  
YO8 8DJ

Dear Mr Kielty

### **Requires improvement: monitoring inspection visit to Barwic Parade Community Primary School, North Yorkshire**

Following my visit with Wendy Ripley Her Majesty's Inspector to your school on 15 July 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in May 2013. It was carried out under section 8 of the Education Act 2005.

#### **Evidence**

During the visit, meetings were held with you and your deputy headteacher, a group of pupils, three members of the governing body and a representative of the local authority to discuss the action taken since the last inspection. I also evaluated the school improvement plan along with lesson observation reports and pupil progress data. In addition, I undertook a tour of the school and had brief conversations with some staff and pupils.

#### **Context**

Since the section 5 inspection, which judged the school to require improvement, the SENCO has left the school and three new staff are taking up post from September 2013, including a new Key Stage 2 leader.

#### **Main findings**

Senior leaders and the governing body have a realistic and honest view of the school and the progress that is needed for it to become a good school within the next 18-24 months. They have high expectations and have taken decisive action to enforce them. This has

included introducing a new management structure in which they are increasingly holding subject leaders to account for their work and outcomes. Performance management has also been introduced to ensure all staff will be held accountable for the progress pupils make. These actions, together with effective staff training are helping to remove inadequate teaching.

There have been significant improvements in quality and analysis of pupil level data produced by leaders within the school. This means that they are able to see more clearly where pupils are making good progress, but just as importantly, where progress is slower. School leaders are now ensuring that class teachers use this information well to plan and deliver lessons which will improve pupils' progress.

The school improvement plan is directly linked to addressing the key areas for improvement that were identified in the most recent inspection. However, there is a need to make some further refinements to the plan. The plan does not always clearly identify roles and responsibilities for making sure actions happen. Baseline judgements on the current quality of teaching need to be quickly established so that progress in improving teaching over time can be accurately measured. Links between planned actions and how these will have a positive impact on pupils' progress are not made clearly enough.

Governors are fully aware of the key challenges facing the school and a group of them are meeting regularly with school leaders to ensure progress is rapid and sustained. Governors are committed to making a difference to the school and demonstrate a firm intent to improve their own understanding of issues such as using pupil progress data to challenge the school to do better. Governors recently attended an Ofsted 'getting to good' seminar.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

The school should take further action to:

- refine the school improvement plan so that responsibilities are allocated and lines of accountability are clear in relation to the monitoring and evaluation of progress against actions
- ensure that there are clear and agreed judgements regarding the quality of teaching currently so that improvements over time are measurable
- link the impact of actions on pupils' progress across the school.

### **External support**

The local authority has provided appropriate support. For example the link adviser to the school has recently brokered a partnership with a good school, Riverside Community Primary School, to support Barwic Parade's improvement journey. The local authority has also brokered support for English teaching, contributed to the writing of the school improvement plan and provided staff and governors with effective training sessions.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for North Yorkshire and as below.

Yours sincerely

Phil Smith

**Her Majesty's Inspector**