

Barwick-in-Elmet CofE VC Primary School

Chapel Lane, Barwick-in-Elmet, Leeds, West Yorkshire, LS15 4HL

Inspection dates 9–10 December 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and leadership team have a very clear vision for the school which is understood by all. Management of the many staffing changes has been effective and ensures the school is improving.
- The headteacher is relentless in her pursuit of ensuring pupils do as well as they possibly can. The robust action taken following a dip in attainment has improved achievement and teaching successfully.
- Pupils achieve well and make good progress. Standards are now returning to being above average.
- Provision in the early years is effective and children make good progress.
- Teaching is now consistently good. The consistent approach to posing pupils a range of challenges within lessons is a key factor in raising aspirations and improving progress.
- The school enjoys considerable support from parents and the community, which is very evident in the newly developed learning space paid for through fund-raising activities.
- Pupils behave well and consistently show respect and good manners to each other and to adults. They are proud of their school and say that, 'Teachers bring out the best in us!'
- Spiritual, moral and social development is promoted successfully. Pupils reflect on their own learning, lives and beliefs.
- Pupils say they feel secure at school and talk with confidence about what the school does to keep them safe.

It is not yet an outstanding school because

- While the rate of progress for boys in writing is improving, they still do not achieve as well as the girls.
- Teaching is not always successful in meeting the needs of all pupils, especially the most-able pupils.
- Pupils' understanding of cultural diversity is not as strong as their knowledge of their own culture.

Information about this inspection

- Inspectors visited all classes, including two visits when the headteacher and deputy headteacher joined inspectors. A range of other school activities was also observed, including collective worship, playtimes and lunchtimes.
- Inspectors talked to a small sample of pupils about reading and heard them read.
- Inspectors looked at information about pupils' attainment and progress and looked at samples of the work in their books. Inspectors also looked at pupils' work displayed around the school. The headteacher joined inspectors in looking at samples of pupils' work.
- Inspectors asked pupils their views of the school, discussed their experience of learning, the progress they are making and asked them about behaviour and safety in the school.
- Meetings were held with senior and middle leaders, the Chair of the Governing Body and a representative of the local authority.
- Inspectors studied a range of school documents, including the school development plan, the school's own evaluations of its work, policies and procedures for safeguarding children and the range of information on the school's website.
- The inspectors took account of the views of 48 parents who completed Ofsted's online questionnaire, Parent View, and the views of a sample of parents met during the inspection. They also took account of the 15 questionnaires completed by staff.

Inspection team

Lesley Bowyer, Lead inspector

Additional Inspector

Keith Bardon

Additional Inspector

Full report

Information about this school

- This is a smaller than average sized primary school and numbers are increasing.
- The proportion of pupils supported by pupil premium funding is below the national average. The pupil premium is additional government funding for disadvantaged pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- Most pupils are White British and very few speak English as an additional language.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The early years provision is for Reception children who attend full time and Nursery children who attend part time.
- The headteacher was appointed in April 2013. Since then there have been significant staffing changes, including five new teachers. A new senior leadership team was established in September 2013, which was further strengthened by the appointment of a new deputy headteacher in September 2014.

What does the school need to do to improve further?

- Improve the quality of teaching and increase pupils' progress even more by:
 - ensuring boys make similar progress to that of girls in writing by checking that boys always give full attention to accuracy in their grammar, punctuation and spelling and are provided with tasks that capture their enthusiasm
 - increasing the range of challenge and expectation, in particular for most-able pupils, by giving them tasks that are hard enough to make them think and work hard.
- Further extending pupils' understanding of some elements of cultural diversity.

Inspection judgements

The leadership and management are good

- The headteacher and senior leaders provide inspirational leadership that has overcome significant staffing changes since the previous inspection. Robust systems have been established that have driven substantial improvements, especially in regaining lost ground in achievement and better teaching. A reflective approach with regular reviews of the impact of actions is ensuring the school continues to move forward.
- The school has an accurate view of areas needing improvement as well as successes. The focus has been on the necessary priorities to improve progress in reading, writing and mathematics. Actions are clear and success tracked. As a result, leaders have tackled most effectively the dip in standards in 2014 by implementing well-thought-out policies which are consistently applied by all staff. Pupils' work over the past 18 months shows good progress.
- Assessment information is now used much more accurately to monitor pupils' progress towards challenging targets. Information identifies clearly where to provide extra support for those pupils who need it. The leadership team monitors carefully the impact of extra support to ensure it leads to good progress for the pupils involved.
- Teachers work together to support each other in making accurate assessments, and checks from the local authority have confirmed this accuracy. Checks are made to ensure the pupil premium funding benefits those pupils known to be eligible. All pupils have equal access to the curriculum. Although at times the most able do not make enough progress, overall the school promotes equal opportunities effectively.
- The headteacher has been relentless in her drive to improve teaching and learning. Checking on the quality of teaching includes a variety of approaches, including looking at pupils' work, watching teaching in class, talking with pupils and tracking pupils' progress. Support is provided when teaching does not meet the high expectations now in place. Teaching has improved although a few aspects, including writing, remain to be resolved. There is a clear commitment to high quality training for all staff, including those who are new to the profession.
- The role of subject leaders has been a school focus and is now effective. Leaders are involved in the monitoring and evaluation of the quality of teaching, including through checking books and observing teaching. Information on pupils' progress is closely evaluated and any weaker aspects identified. Actions are then put in place to lead their subjects forward.
- The leadership team has worked with determination to improve the learning spaces and has secured major refurbishment work through the local authority. The headteacher has changed the class structure to smaller classes, resulting in improved quality of teaching.
- Leaders involve parents more in the life of the school, in supporting their child's learning and in keeping parents informed about their children's progress. For example, parents now receive a written progress report at parents' evening which details their child's current level of attainment, their progress and their next steps of learning. The school also informs parents about developments in the teaching of reading.
- The curriculum is good and pupils say they enjoy learning. They apply skills across a range of subjects, for example using mathematical skills to calculate distances in geography. The curriculum is broad and balanced and the school is extending provision for the teaching of a modern foreign language.
- There are many opportunities for pupils' development of spiritual, moral and social skills. As a result, pupils frequently reflect on their own lives and those of others. Pupils are confident in their abilities, for example to carry out key roles. Members of the Coding Club (computers) lead some professional development in computing for staff.
- The fundamental British values of democracy, the rule of law and individual liberty are promoted well by the school. For example, pupils in Year 5 learned about people who work in the legal system and their roles in ensuring that the law of the land is applied. The school has a clear plan for this work and overall pupils are being prepared well for the future, including life in modern Britain. Pupils are aware of other faiths and cultures, but some elements of cultural diversity are not established across the school consistently.
- The additional primary school sport funding is used effectively with a clear focus on improving pupils' levels of fitness and participation in sport. As a result, there has been a 15% increase in the proportion of pupils joining sports clubs. The school employs professional sports coaches to work alongside teachers, improving their knowledge and skills and providing high quality coaching for pupils. As a result, teaching has improved and a wider range of activities is now provided.
- The local authority provides effective support and challenge to the school and meets regularly with school leaders, including governors, to review the school's effectiveness. The headteacher has made good use of expertise within the local authority in order to support improvements in safeguarding and early years.

■ The governance of the school:

- The governing body is supportive and committed to ensuring that the school continues to improve. Governors have a clear understanding of the school's strengths and priorities for improvement. They are well informed through regular meetings as well as first-hand work in the school, such as the class governor role.
- Governors' skills, experience and expertise are used to good effect in order to provide appropriate levels of challenge and support through an effective committee structure. Governors review data and compare attainment and progress of pupils and groups of pupils in the school with that of all pupils and groups nationally. Governors know the school is overcoming previous lower attainment successfully.
- Governors understand teachers' performance management is linked to school priorities and that teachers' pay is related to the impact of their teaching on the progress of pupils. Governors know what the quality of teaching is across school and what needs to be done to improve it further.
- The school finances are managed efficiently and governors check that additional funding, such as the primary sport grant and pupil premium, is used for its intended purpose.
- Governors ensure that safeguarding meets requirements.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are polite and well-mannered and they treat each other and adults in the school with respect.
- Pupils say they feel staff are fair and pupils value the clear and consistent system of rewards and sanctions. They appreciate the certificates and awards that are presented in Friday assemblies which are attended by parents. Pupils were keen to explain about the reward for good attendance where one name is pulled from a box to select a child with 100% attendance to sit on a special 'throne' for the assembly.
- In discussions with inspectors, pupils said behaviour is good, but a few pupils do not always behave as well as they should. All staff and most parents who responded to the inspection surveys agreed the school makes sure its pupils are well behaved. The school's behaviour log confirms there are few incidences of poor behaviour and that when these occur, they are dealt with quickly and effectively.
- Pupils enjoy lessons and their good behaviour and positive attitudes to learning contribute to their good progress. They also behave well around the school, including at lunchtimes and playtimes, where pupils of all ages play together happily.
- Attendance is above average and there are clear strategies to improve it further. Good attendance is celebrated in newsletters to parents and the school provides support for families where there are specific issues which may cause a pupil to be absent or late. Pupils usually arrive punctually.

Safety

- The school's work to keep pupils safe and secure is good. There are robust safeguarding systems in place and their effectiveness is carefully monitored by the governing body. The headteacher has been relentless in her work to ensure pupils are safe at all times at school. All staff, governors and volunteers working in school have undergone the appropriate checks for their suitability to work with children. Staff are trained in safeguarding and know what to do if they are concerned about a child's safety or well-being.
- Risk assessments are in place for day-to-day activities such as outdoor play in the playground, along with assessments for educational visits. As a result, risks are managed well and pupils and staff are safe.
- Pupils say they feel safe at school, a view which is supported by the high levels of parents who agreed through the Parent View survey.
- Pupils have a good understanding about different types of bullying, including cyber-bullying which was a feature of work during anti-bullying week. Incidences of bullying are rare and all are thoroughly investigated, with prompt action including support from parents.
- Pupils know how to keep themselves safe in a range of situations. They understand about road safety and about how to stay safe when using the Internet. Staff provide an information evening about Internet safety for parents.

The quality of teaching**is good**

- In response to effective management teaching has improved. Staff are a more cohesive team and this leads to pupils making good progress across the school.
- Teachers give more attention to involving pupils in their learning referred to as 'agile learning'. Pupils now routinely assess their own work across the curriculum and select their next level of work. This leads to many pupils striving to achieve the highest level of challenge. They recognise that in some areas of learning they can be successful working at a higher level than in other aspects, where they might need more help. As a result, pupils are confident to take risks and few are held back. One pupil commented, 'Our learning has improved, you need to learn if you get something wrong but this is a good thing.'
- Teachers keep a constant eye on pupils' progress to check that the options available match pupils' ability. This has led to more of the most-able pupils being challenged to develop their thinking skills and reasoning, rather than completing more of the same work. However, this approach is not fully embedded across the school and at times work is not hard enough, especially for the most able, and this restricts them from consistently making rapid progress.
- Teachers implement a clear and consistent policy for marking. Feedback provides pupils with a precise understanding of what they have done well and areas where they can make improvements. Pupils have time to reflect and respond to teachers' marking and recognise how they can improve their work. The teaching of reading has improved as a result of the application of well-thought-out policies. Additional reading sessions have been introduced, which include a variety of activities including sharing a book as well as research. New resources are used and teachers use questions effectively to deepen pupils' thinking. This approach is having a significant impact on developing pupils' skills in reading.
- More focused teaching of grammar, punctuation and spelling has improved the teaching of writing. Progress has accelerated, especially in writing across the curriculum. The impact of teaching these skills is less evident in boys' writing. New ways to enthuse boys about writing are being put in place, but these are not embedded fully and tasks sometimes fail to capture their interest and imagination. As a result, they are less motivated to write and do not attain as well as girls. Mathematics is taught successfully. Teachers often provide challenging mathematical problems for pupils to apply their skills. For example, pupils in Year 6 applied their knowledge and skills using ratio and proportion to solve the problem of which paint would be the most cost effective to paint the hall ceiling.
- Teaching is effective in ensuring pupils learn well across most subjects. A Year 3 class enjoyed a fast-moving lesson with a basketball coach and their class teacher, where pupils quickly developed new skills in moving with the ball and techniques to 'jump stop' and 'pivot'. Lessons are sometimes recorded and reviewed later for extra practice.
- Information and communication technology (ICT) resources are used successfully across the school to enhance learning. The new accommodation called the 'Agile Learning Space' combines a library with computers to create a flexible space where pupils can learn independently or as part of a class or group.

The achievement of pupils**is good**

- Pupils move into Year 1 with skills and abilities that are typical for their age. They make good progress over time so that, since the last inspection, they have usually reached above average standards by the end of Year 6. The Key Stage 2 test results in 2014 dipped to below average in reading and writing, although improved in mathematics. The school has rigorously analysed pupil progress through newly developed tracking procedures. The new senior leadership team has put in place very effective action to address weaknesses in pupils' reading and writing skills and, as a result, standards have now improved and are at least in line with the expectations for pupils' age and moving to above average because of an increase in the proportion of pupils achieving above the expected level.
- Progress in Key Stage 1 is good and attainment in Year 2 is now above average in reading, writing and mathematics.
- Attainment in reading is rising. Pupils in Year 1 and Year 2 say they enjoy reading at home and talk about the books they enjoy. Their skills in understanding phonics (letters and sounds) are embedded and as a result, the proportion of pupils meeting the expected standard in the Year 1 phonics screening check in 2014 rose and is close to the average of all pupils nationally.
- Pupils in Key Stage 2 read fluently and with understanding. Pupils make good progress and there is clear evidence that this progress has accelerated as a result of good teaching and consistent whole-school policies, such as the introduction of daily reading sessions throughout school.
- Progress in writing is good. Many pupils apply their knowledge of phonics to help their spelling. Although the girls are extending their skills to write at length, applying well-developed rules of grammar,

punctuation and spelling and including interesting ideas, this is less evident in examples of boys' writing. Strategies including more chances to write in pupils' super star writer books and additional support for spelling across Key Stage 2 are improving progress and standards are rising. Despite this boys' lack enthusiasm for writing and their attainment is behind that of the girls.

- Attainment in mathematics at the end of Key Stage 2 improved in 2014 and that improvement is being sustained. Pupils are secure in their understanding of addition, subtraction, multiplication and division and are good at applying these methods to solve problems. For example, Year 6 pupils identified different methods of calculation during a fast paced game of 'Countdown'. Pupils explain confidently their mathematical thinking, although some opportunities to develop their use of technical vocabulary are missed.
- The number of pupils supported by pupil premium funding is low in each year group and with such small numbers it is not possible to draw meaningful conclusions from the results of national tests. The school's own data and pupils' work show pupils make good progress across almost all year groups. Any gaps between the attainment of pupils supported by the pupil premium and other pupils not supported by pupil premium are closing and in some cases, such as the current Year 6, have closed completely. This is because the school identifies those pupils at risk of not making good progress and plans and monitors targeted additional support.
- The most-able pupils make good progress overall, although there was a dip in the numbers reaching the higher levels at the end of both key stages in 2014. These results are not typical for the school and the data and work of current pupils show that the new approaches to teaching are raising expectations and encouraging pupils to challenge themselves more. As a result, a higher proportion of pupils is working at levels above what is expected for their age. However, this challenge is not consistent throughout the school to ensure these pupils always make rapid progress.
- The achievement of pupils with special educational needs or disabilities from their starting points is good. This is because their specific learning needs are identified promptly and their needs fully met. They receive good support from adults in school. Rigorous systems for monitoring the progress of pupils who need extra help and improved support provided through training and development for teaching assistants ensure provision is effective.

The early years provision

is good

- Significant improvements have been made to the early years through the development of outdoor provision and the formal addition of the Nursery. The school now offers flexible part-time places in the Nursery along with a full time Reception class.
- Children make good progress from their starting points which are generally typical for their age. The proportion of children reaching a good level of development is increasing significantly to just above the national average in 2014. Most children are, therefore, ready to start Year 1.
- Children settle in quickly after a carefully planned programme to support them and their parents. Staff undertake home visits, to get to know the child and parents and there are opportunities for children and their parents to visit school. As a result, most children feel confident in starting school. Staff work with parents to provide support for any children who are anxious and consequently they soon increase their confidence.
- Adults encourage children to cooperate and share toys and equipment. As a result, behaviour is good and children are generally happy.
- Children are safe and procedures, such as the daily safety check, ensure the learning spaces are safe. Children understand the need for an adult to open the door into Nursery and explained that was to keep them safe.
- Teaching is good. Phonics are taught effectively and children use and apply their skills when working in other areas of learning. Imaginative activities are available, both inside and out. Consequently, a group of boys who prefer to be outside can opt to do this for many aspects including literacy, mathematics along with other areas of learning. The indoor and outdoor learning spaces have been developed recently and continued development of the garden at the rear of nursery and of the reception outdoor area will further enhance the provision.
- Leadership is effective and staff are deployed well. Careful and accurate assessments are made in order to monitor children's progress and plan their next steps of learning. Assessments in individual Nursery diaries are used effectively and parents contribute to assessments, although this system is not continued in the Reception class. Assessments are recorded in learning journeys and include photographs and work with assessment comments. They provide a comprehensive record of a child's progress through early years. Leaders have a clear plan for improvement, which includes actions to enhance learning outdoors.

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	107987
Local authority	Leeds
Inspection number	448360

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair	Andy Nicholson
Headteacher	Sue Sanderson
Date of previous school inspection	10 November 2009
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