

Barwic Parade Community Primary School, Selby

Barwic Parade, Selby, North Yorkshire, YO8 8DJ

Inspection dates 6–7 May 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching is not consistently good enough to ensure pupils make the more sustained progress needed to raise achievement.
- Pupils do not make consistently good progress from their starting points and attainment is below that of other pupils nationally.
- Fewer pupils than nationally achieve the higher levels in any subject. Disadvantaged pupils are still too far behind others in school and others nationally.
- A few pupils are inattentive in some lessons.
- Teachers do not move pupils on to more challenging work quickly enough and the work teachers set is sometimes too easy for the most able pupils.
- Teachers are not consistent in having high expectations for pupils' work which is often unfinished and poorly presented.
- Leaders do not have a realistic view of the school's performance.
- Governors do not challenge leaders enough when they are given information about the school's performance.

The school has the following strengths

- The school's performance has improved since the previous inspection.
- From different starting points, children in the early years make good progress because teaching is good.
- The development of pupils' spiritual, moral, cultural and social skills is good. Consequently, pupils are well prepared for life in modern Britain.
- Pupils behave well around school and relationships between pupils and adults are strong.
- Pupils feel safe in school because they know that staff care for them well.
- The staff are overwhelmingly positive about the improvements they see in the school.
- The capacity to improve is good because of the strengthening of the school's middle leadership.

Information about this inspection

- Learning was observed on 14 occasions. Seven of these observations were carried out jointly with the acting headteacher, the acting deputy headteacher or the Key Stage 2 leader.
- Work in pupils' books was scrutinised. This analysis was carried out with the acting deputy headteacher and the numeracy leader.
- Pupils of different ages were heard reading.
- Discussions were held with senior staff, middle leaders, pupils, parents, governors and a local authority representative.
- Inspectors took into account 23 responses to Parent View, Ofsted's online questionnaire, as well as the 38 responses to the staff questionnaire.
- Information relating to the progress of pupils in school, the evaluation of the school's performance, records of behavioural and bullying incidents, attendance and safety matters, and other documentation was scrutinised.

Inspection team

Henry Moreton, Lead inspector	Additional Inspector
Susan Twaits	Additional Inspector
Melvyn Hemmings	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- Children in the Nursery attend on a part-time basis. Children in the Reception classes attend on a full-time basis.
- The proportion of disadvantaged pupils known to be eligible for the pupil premium (additional government funding to support pupils known to be eligible for free school meals or children who are looked after by the local authority) is much higher than the national average.
- The proportion of disabled pupils and those who have special educational needs is average.
- The majority of pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language is below the national average.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress.
- Following the departure of the headteacher at the end of the spring term 2015, the school's interim leadership for the summer term comprises of the substantive deputy headteacher supported by the teacher in charge of the specially resourced base located within the school. A new headteacher is due to take up post at the start of the autumn term.
- Since the previous inspection a Key Stage 2 leader, inclusion leader, attendance leader, global learning leader and school business manager have been appointed. In the autumn of 2014, the vice Chair stepped up to be the Chairperson of the Governing Body.
- The school provides a daily breakfast club for the pupils.
- A significant proportion of the pupils, about one third overall, join the school from Year 3 upwards. In the current Year 6 this proportion is nearer to one half.
- Located within the school is a specially resourced provision for disabled pupils and those with special educational needs. It is managed by school governors and supports pupils registered at up to 40 local primary schools. This aspect of its provision was not inspected. A few pupils from the school attend the specially resourced provision on a part-time basis to support their behaviour. This provision was inspected.

What does the school need to do to improve further?

- Strengthen leadership and management by ensuring that:
 - all the information collected by the school, including that relating to the progress of pupils over time, is evaluated realistically by leaders and governors.
- Improve the quality of teaching so that it is consistently good or better by ensuring that:
 - pupils capable of reaching higher levels are given tasks that make them think and work hard
 - pupils finish all the work set and take more care in how they present it in their books
 - work is set that engages the full attention of all pupils.
- Accelerate pupils' progress in English and mathematics by:
 - increasing pupils' ability to tackle mathematical problems by ensuring they are given more opportunities to practise their basic calculation skills
 - providing more opportunities for pupils to write for different audiences and purposes in subjects other than English.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management requires improvement

- Leaders, managers and governors have not secured consistently good teaching and achievement for all pupils and groups of pupils within the school.
- Leaders monitor the attendance and behaviour of pupils rigorously. As a result, attendance has improved since the previous inspection. Incidents of poor behaviour and bullying are much reduced.
- Good use is made of the expertise of staff who work in the specially resourced provision to improve the behaviour, attitudes and progress of a few pupils.
- Subject leaders and other leaders' roles are clear. They are provided with appropriate training and this is enabling them to make a developing contribution to the school's improvement. Together, they are forming a middle leadership team that is strongly supporting the school's capacity to improve.
- Effective leadership in the early years ensures that children make good progress in both their academic and their personal and social development.
- Transition into Year 1 from the early years is good and the school ensures pupils make informed choices at the end of Year 6 when they approach the next stage of their education.
- Pupils' spiritual, moral, social and cultural development is promoted well. The impact is seen in pupils' acceptance of clearly defined boundaries of what is right and wrong. These values contribute strongly to their good behaviour as they move around the school. Provision for social and emotional learning is contributing to the positive climate in classes although a few pupils are occasionally inattentive when they are not interested in the topic.
- The curriculum is contributing to the improving progress of pupils in Key Stage 1, but has not had such a sustained impact in Key Stage 2.
- Pupils have many opportunities to develop their creative potential in subjects such as art and music but do not have enough chances to write for different audiences and purposes. The developing work on forest schools is having a positive impact on the curriculum. There is not enough emphasis on numeracy in the range of subjects taught which means that pupils do not get enough chances to practise their basic calculation skills.
- A well-planned programme of assemblies enables pupils to reflect on different values. Good links are established with churches and charities. Tolerance of other faiths is encouraged and good relations are fostered. They understand the importance of the point of view of others. As a result of all this, pupils are well prepared for life in modern Britain.
- The school receives substantial additional funding through the pupil premium. The money is used to provide additional staffing and resources to meet the needs of pupils for whom this funding is intended, primarily in literacy and numeracy. The most recent test and assessment information shows that the use of this funding is leading to a narrowing of the attainment gap between these and other pupils in writing and mathematics, but so far it has been used most effectively to improve pupils' reading.
- The primary physical education and sport premium funding is used effectively to enhance the skills of teachers and to ensure that pupils participate in physical activity. More pupils now take part in additional physical activities including multi skills, tag rugby, tri golf, football and volleyball, and there is a greater focus on competitive sport.
- The school promotes equality of opportunity, fosters good relations and tackles discrimination well. Staff are good role models. As one member of the support staff commented, 'Working at Barwic is an absolute pleasure since all staff care greatly about each other and for every child'.
- Parents say that communication between themselves and the school has improved in recent years.
- The local authority has provided the school with good support in tackling the weaknesses identified in the previous inspection report. This support has been helpful in improving the quality of teaching. However, the local authority has not ensured that school leaders have a realistic understanding of how much work there is still to do before the school can be described as a good school.
- **The governance of the school:**
 - Governors understand their role and make regular visits to school. They ensure safeguarding arrangements meet statutory requirements and are effective. Governors have struggled to ensure full representation and have taken steps to address this and to streamline how they go about their work so that it is more effective. Governors know that pupils who receive support from the pupil premium are improving their performance and are catching up with their classmates and other pupils nationally. They also know how the sports premium is spent. Governors discuss the progress of pupils based on the information presented to them. However, as data is not always summarised critically, governors do not

challenge senior leaders as they should. As a result they have not successfully raised the school's performance fast enough since the previous inspection. While governors receive information about the quality of teaching and are clear about the link between performance and pay, they have not tackled underperformance. Governors have recently written their own position statement which is a useful starting point on the next stage of the school's journey to good.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of pupils requires improvement.
- Pupils behave well as they move around the school and behaviour at playtime and lunchtime has improved and is now mostly good. The school's own surveys of pupils' opinions about the school (autumn 2014) and of bullying (spring 2015) show that there has been some bullying and poor behaviour, but pupils spoken to are confident these issues are dealt with.
- In some classes, where the quality of learning is less than good, some pupils become restless. However, they are not disruptive. Most parents agree that the behaviour of pupils is usually good.
- The attendance of pupils has improved since the previous inspection and it is broadly average overall. Pupils' punctuality to school is improving. The number of persistent absentees is significantly reduced.
- There is mutual respect between pupils and adults in the school and pupils are courteous to visitors.
- Leaders analyse the records they have about behaviour and they know who the repeat offenders are.
- The school environment is clean and mostly tidy.
- However, too often the written work in pupils' books is poorly presented.
- The school closely monitors the behaviour of pupils who attend the specially resourced provision.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say they feel safe in school. Pupils also understand about how to keep safe beyond the school gates.
- Talking to pupils, they are clear how to keep safe from bullying, including internet bullying.
- Pupils know how to help others and the meaning of trust. The Young Leaders help others be safe through their knowledge and the good example they set.
- The procedures undertaken when visitors arrive to keep pupils safe are robust.

The quality of teaching

requires improvement

- Teaching requires improvement because pupils do not make consistently good progress, especially from Years 3 to 6.
- The work in pupils' books shows there is a lack of challenge for pupils including the most able and consequently many do not make the fast progress needed from their starting points.
- Teaching assistants are generally used well to support the learning of pupils. They have appropriate training, for example, in reading strategies to ensure that the pupils they support are able to make progress. However, over time, this is not fast enough to enable them to catch up with their peers.
- The teaching of reading has improved since the previous inspection. The use of the pupil premium funding has been particularly successful with teaching assistants trained in how to support pupils' reading skills. As a result pupils say they enjoy reading and they can talk confidently about the books they like. They are able to successfully apply their phonic skills (the link between letters and the sounds they make).
- Pupils, especially the most able, are not sufficiently challenged in their writing because they are not consistently encouraged to use more complex grammatical structures and punctuation in all subjects.
- The teaching of mathematics is also improving but pupils, especially the most able, are not afforded consistent opportunities to practise their basic calculation skills.

The achievement of pupils

requires improvement

- Achievement requires improvement because pupils have not achieved well over a period of time.

- Work in books shows inconsistent progress over this academic year. There is evidence of good progress in some classes and some subjects. However, in some classes and some subjects progress is weaker as teaching is not challenging pupils to do better.
- Achievement in reading has been particularly weak but is improving quickly.
- Children leave Reception with attainment which is broadly in line with the national average overall.
- While improving over time, attainment at the end of Key Stage 1 overall is below the national average in reading, writing and mathematics. Typically, outcomes of the phonic screening check have improved and are just below the national average.
- Attainment at the end of Year 6 has been below average in reading, writing and mathematics for some time. Results in the English, grammar, spelling and punctuation test in 2014 were below the national average.
- School information and inspection evidence shows that pupils currently in Year 6 have made much faster progress since September than they had in previous years. This is a result of good leadership and management, and some good teaching.
- Two thirds of the school population in Year 6 in 2014 were supported by the pupil premium. These pupils attained worse than their classmates and attained worse than other pupils nationally who are supported by the funding. They also made worse progress than their classmates and other pupils nationally. In 2014, the disadvantaged pupils were a year behind their classmates and 18 months behind other pupils nationally. This was due to variable teaching across Key Stage 2 that led to slow progress for these pupils.
- The most able pupils are not sufficiently challenged. The numbers achieving the higher levels at the end of Key Stage 1 are below the national average in reading, writing and mathematics. At the end of Key Stage 2, those achieving the higher levels are also below those found nationally in all subjects, and significantly so in the English, grammar, punctuation and spelling test.
- The progress made by disabled pupils and those with special educational needs requires improvement. However, those pupils who are supported in the specially resourced provision make good progress because their attendance, behaviour and attitudes to learning improve.
- Overall, the pupils who started in the school before Year 3 make the fastest progress and usually achieve better than others.

The early years provision

is good

- Children enter the Nursery with skills and abilities below those that are typical for children of their age.
- Most children move from the Nursery into the Reception classes. By the end of the Reception Year, children have made good progress and outcomes are broadly average. Children are ready to move into Year 1 because they have good attitudes to learning.
- The leadership of the early years is good because teaching ensures that children make good progress.
- Teaching is good and the activities provided are engaging. The range of activities on offer promotes good writing by children. Children demonstrate their writing skills in different activities.
- Children behave well because they want to learn. They are able to work together, choosing partners sensibly. Children are polite.
- Children are safe. They are able to use classroom and outdoor space safely. They can navigate the equipment effectively, adapting their learning behaviours to different activities.
- Parents are encouraged to be part of their child's learning. They have opportunities to come into the school on a formal and informal basis.
- The disadvantaged children, disabled children and those with special educational needs are supported well, so their development is accelerated and they catch up with others by the end of the Reception Year.

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	462216

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	300
Appropriate authority	The governing body
Chair	Hilary Sheppard
Headteacher	Vikki Vaughan
Date of previous school inspection	8 May 2013
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