

Barwic Parade Community Primary School, Selby

Barwic Parade, Selby, North Yorkshire YO8 8DJ

Inspection dates

8–9 June 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders and governors know this school very well. They are passionate about the care, welfare and education of every pupil who attends the school.
- Leaders are relentless in their drive to improve outcomes for pupils. They have brought about many significant and necessary improvements to the quality of teaching, learning and assessment since the last inspection.
- The progress pupils make in reading, writing and mathematics over their time in school is improving. However, this progress needs to be more rapid to ensure that pupils reach national standards.
- Strategies to support pupils in reading with fluency and enjoyment have increased the pace of progress pupils are making.
- The methods used to teach mathematics are accelerating pupils' progress in this subject and are now helping pupils to achieve higher standards.
- Pupils behave well and have good relationships with their teachers and their peers.
- Parents have an overwhelmingly positive opinion about the school's leadership and the quality of teaching; however, they expressed some unfounded concerns about bullying.
- The curriculum provides pupils with a wide range of experiences that contribute well to their spiritual, moral, social and cultural development.
- The use of additional funding for disadvantaged pupils is now effective in improving outcomes for these pupils.
- Behaviour is good. Leaders have improved behaviour by raising expectations and implementing strategies to support pupils in solving problems so they can manage their own behaviour.
- The early years settings provide a safe and welcoming start to school life. However, recent changes to staffing have hampered the pace at which improvements have been made in addressing the historical weaknesses in outcomes for children.
- Governors have an accurate understanding of the quality of the school's provision. They provide appropriate challenge and support to all leaders.
- The on-site local authority 'EMS' resource for pupils with social, emotional and mental health needs is highly effective in supporting these vulnerable pupils to make good progress.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and provision in the early years by:
 - making sure that adults provide tasks and activities that engage and challenge children, especially boys, sufficiently across the early years curriculum
 - completing planned improvements to the early years provision in order to ensure that children have equal access to high-quality learning experiences both inside and outside the classroom.
- Further improve the quality of teaching by:
 - continuing the focused work that has been put in place to improve pupils' English by developing whole-school approaches to spelling and handwriting.
- Further improve the quality of leadership and management, by:
 - developing the wider curriculum, to provide even more creative, exciting and engaging learning opportunities and experiences for all pupils
 - continuing to support the work of the recently appointed leader in order to lead the improvements required in the early years.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher of the school, ably supported by the governors and the leadership team, has been unstinting in her efforts to rapidly improve the quality of teaching and raise standards across the school since the last inspection.
- The motto of the school – ‘A school where everybody matters and every moment counts’ is reflected in senior leaders’ and governors’ high expectations of staff and pupils, together with the inclusive culture which nurtures and develops all children. It is no surprise that almost all parents who met with inspectors said they would recommend the school to others.
- The senior leadership team have clear roles and responsibilities. Despite many being new to role, most leaders are knowledgeable about their respective areas and know what needs to be done to secure further improvement. The close links with a local school in the area are being used to share good practice. Leaders have been effective in disseminating this good practice, which has resulted in rapid and significant improvements in the quality of teaching, learning and assessment.
- Performance management is now used well to address the school’s priorities. Whole-school training and individual coaching are some of the successful strategies that have led to better teaching, learning and assessment. Pay awards for teachers are only given where performance targets are successfully met.
- Following a pupil premium review, the pupil premium funding is now being spent effectively. Regular checks are made to evaluate the impact on learning for disadvantaged pupils. The funding is used to ensure that there are sufficient staff and resources to teach pupils in specific groups to boost their progress, including the most able disadvantaged pupils. As a result of this strategy, disadvantaged pupils’ progress is good compared with other pupils.
- Additional funding for pupils who have special educational needs and/or disabilities is used effectively. These pupils are supported to make good progress from their starting points.
- The primary physical education (PE) and sports funding is used to develop staff confidence and expertise by enabling them to observe and work alongside specialist sports coaches. The funding has also been used to provide opportunities for pupils to engage in competitive sports and to improve the quality of sport and play activities at breaktimes and lunchtimes.
- The school works effectively with another local school to validate the school’s evaluation of the quality of provision and confirm the areas for further improvement.
- The school has developed a curriculum that is broad and balanced and meets the needs of its pupils. It is planned so that pupils have a range of learning experiences that are stimulating and challenging. Leaders recognise that planned developments to the curriculum will further enhance pupils’ opportunities and experiences.

Governance of the school

- Since the last inspection governors have addressed the weaknesses identified with rigour, undertaken a governance review and taken decisive action to improve, including learning from others. This has resulted in governance now being a strength of the school.
- Governors have an accurate understanding of the school's strengths and weaknesses. This is due to the high-quality information that is given to them by the leadership team on how well pupils are performing in all subjects.
- Governors link with members of the leadership team and see for themselves the school's work. They also have presentations by staff on key areas of expenditure, such as sports funding, so they can evaluate whether the actions taken by the school are effective.
- Minutes of meetings of the governing body confirm that governors challenge leaders soundly through searching questions.
- Governors know how additional funding has been spent and the impact it has had on pupils' achievement. This includes the impact of PE and sports funding on pupils' participation rates in sport and living healthy lifestyles.
- Governors take their responsibilities for safeguarding of pupils very seriously and ensure that the school's systems and processes comply with government requirements.
- The school governors liaise with the other governing bodies of schools in the area to discuss and share their priorities and good practice. From this they have developed an action plan for the further development of governance at the school.
- Governors recognise that further recruitment to the board is necessary to further improve the effectiveness of their work.

Safeguarding

- The arrangements for safeguarding are effective. An electronic system for recording concerns ensures that these are shared and action to keep pupils safe is promptly put in place.
- Policies and procedures for safeguarding are kept up to date with the latest government guidelines.
- Leaders work closely with outside agencies to make sure that those pupils who are vulnerable are supported and kept safe and secure.
- All staff have had high-quality training on recognising any signs of risk. They are vigilant with regard to pupils' safety and welfare and know what to do if they have concerns.

Quality of teaching, learning and assessment

Good

- All staff share the purposeful drive and high expectations of leaders to improve outcomes for pupils.

- Staff welcome the opportunities to share good practice across the school and with the local support school. They are constantly looking for ways they can improve teaching and learning.
- The teaching of English and mathematics has improved significantly since the last inspection because of decisive action planning, training for teachers and teaching assistants and a well-organised system for checking the progress that pupils are making.
- In a short period of time new strategies to improve reading and to foster a love of books have already had a positive impact on pupils' progress. Staff surround pupils with a vocabulary-rich environment. New books and reading materials, along with enticing activities and celebrations, are helping pupils to read fluently and with understanding. Linked drama activities, visits and initiatives are further supporting this work. Both the most able and least able readers read with enthusiasm and confidence, applying phonic skills well.
- A new approach to teaching mathematics is ensuring that pupils develop their reasoning skills and are challenged to apply their mathematics skills in solving problems. Consequently, pupils are making more progress in mathematics.
- Pupils make good progress in English and mathematics, but teachers know that this progress needs to be accelerated further to make sure that pupils reach at least the national expectations.
- Teachers in key stages 1 and 2 use their assessment information to plan work for pupils so that they make good progress from their starting points. They build on the interests and enthusiasm of pupils and, as a result, pupils engage well with their work. The development of homework as a further support for learning by building on pupils' interests would be welcomed by parents.
- Teachers in the EMS resource provision carefully match their work and level of support to the needs of each individual pupil. Pupils go calmly and confidently about their work and make good progress in their learning from their starting points. Pupils are confident to work with others in the setting.
- Teaching assistants largely provide effective support in aiding the good progress of specific groups of pupils, including the most able. Sometimes, however, the quality of teaching assistants' questioning does not always enable pupils to think more deeply about their work.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are overwhelmingly positive about the school, with one commenting, 'It's great to be a pupil at this school because they take you for who you are and like me for being me.'
- Pupils know how to improve their work and love school. They speak enthusiastically of their learning in 'forest school' and French lessons, and with animation about the

incentives on offer for reading and generally 'working hard'.

- The daily breakfast club provides a calm and welcoming start to the day.
- Pupils have a good understanding of developing a healthy lifestyle. They know about eating healthily and why this is important. In lessons and assemblies they learn about keeping safe, for example on the road, on their bikes and when using the computer.
- Pupils say that bullying is rare and that when it does occur adults deal with it quickly and successfully. Parents are not as confident, however, with the school's approach to bullying and leaders recognise that this is an aspect of their relationship with parents to develop.

Behaviour

- The behaviour of pupils is good.
- Staff, governors and parents are in firm agreement that behaviour has improved substantially over the last two years. There is a strong focus on understanding pupils' individual needs alongside having high, clear expectations.
- In class, pupils generally demonstrate good attitudes to learning. They move calmly around the school building, for example after breaktimes and between lessons, and settle quickly to a new activity. Lunchtimes in the dining room are calm and well organised.
- Pupils are very well supported by the school's inclusion team. Since the refocus of additional adult support for behaviour and learning in the classroom, as well as a whole-school restorative practice approach, the number of fixed-term exclusions has dropped significantly.
- Attendance has remained in line with national averages over the last few years. Persistent absence has been lower than national figures. Strategies implemented to improve this are taking effect, particularly for the more vulnerable pupils.
- Leaders have been firm in their expectations of pupils attending school regularly and on time. They have adapted some of the school routines to support this, for example a breakfast club, so that pupils can be dropped off before parents go to work. Any lateness is quickly followed up and punctuality has improved.
- Behaviour in the EMS unit is good. Staff know the pupils well and build trusting relationships so pupils feel secure and respond well to adults and each other. Pupils are taught good manners and social skills and teachers' expectations for behaviour are high.

Outcomes for pupils

Good

- Since the last inspection, the school has worked hard to address some historical underachievement and ensure that data is now accurate. Children enter the early years with skills below those typical for their age.
- Over their time in school, pupils historically made weak progress in reading, writing and mathematics. Because their starting points were low, although older pupils make stronger progress in mathematics, their attainment is still below that of pupils

nationally. Leaders acknowledge this and have robust plans in place to diminish this difference.

- The current progress of pupils in reading, writing and mathematics is more positive and is now good. As a result, the proportion of pupils reaching the expected standard by the time they leave the school is on track to exceed that of previous years.
- Pupils are given opportunities to deepen their learning by being challenged in the work they do. This is particularly the case in mathematics, where a greater proportion of pupils have higher levels of attainment than previously.
- Pupils also make good progress in other subjects, including in PE, often because of high-quality teaching from subject specialists.
- The progress of disadvantaged pupils now matches and often exceeds that of other pupils in school. Furthermore, pupils who have special educational needs and/or disabilities make good progress due to well-planned and targeted support that meets their needs.
- The gaps in attainment between boys and girls in reading, writing and mathematics that were evident in previous years are diminishing in most year groups.
- The school's detailed tracking of pupils' progress is ensuring that every pupil receives the support they need to catch up and to make good progress. This includes targeted teaching of Year 2 pupils who have not met the phonic standard at the end of Year 1. As a consequence of this, the cumulative proportion of pupils who have met the standard by the end of Year 2 in 2016 was above the national average and is likely to be in 2017.
- Pupils in the EMS provision make good progress, not only against academic outcomes, but also in developing their confidence and self-esteem, because of appropriate support and challenge in their learning. Staff communicate carefully with teachers in school and teachers in the pupils' 'home schools' to ensure continuity between the two settings.

Early years provision

Requires improvement

- Senior leaders have correctly evaluated the quality of teaching, learning and assessment in Nursery and Reception and are aware of what is working well. However, due to significant and recent staffing changes they have not been able to take prompt enough action to address the historical weaknesses within the setting. As a result, the quality of teaching is not yet consistent, and consequently children's progress is variable.
- Since the previous inspection, the proportion of children reaching the early learning goals in each area of learning has decreased. This proportion is below the national average. Children largely start Year 1 with skills which are below average overall. Their progress requires improvement as they do not yet make consistently good progress over time.
- Most children join the Nursery class with knowledge and skills below those typical for their age. Data is now accurate at the end of the early years following external moderation. Children make progress through Reception but many children in Nursery

do not make the good progress they need to make in reading, writing and number.

- Boys make less progress than girls from their starting points. Not enough has been done over time to address the gender differences in almost all areas of learning. As a result, fewer boys have the skills they need to get off to a flying start in their next stage of education.
- Leadership of the early years is developing. The new early years leader has a clear and accurate understanding of what needs to be undertaken to improve the setting and is addressing historical weaknesses with rigour. Adults now know the starting points for each individual child and are starting to make sure that activities focus on challenging them to the next step.
- The leader is quickly addressing weaker aspects, especially with the introduction of more rigorous methods for assessing children's achievement, and these are being applied well. The children's learning journeys provide a useful record of children's learning for staff and parents to build on earlier experiences.
- Senior leaders know the weaknesses within the provision and are working with the early years leader to secure the necessary improvements. She has begun working with staff to improve provision, but it was too soon to see the impact of this work at the time of the inspection.
- Leaders now use additional early years funding effectively to make a difference to children's progress, especially for disadvantaged pupils. Suitable strategies to remedy learning gaps have been identified.
- Learning behaviours by some pupils in Nursery, especially boys, are hindered because they are not captivated or engrossed fully in their learning. They engage superficially with activities available and, as a result, the progress of these pupils is limited.
- Children are safe and well cared for. Staff ensure that all welfare requirements are met assiduously.

School details

Unique reference number	121444
Local authority	North Yorkshire
Inspection number	10031971

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	297
Appropriate authority	The governing body
Chair	Dawn Hardy
Headteacher	Miss Sarah Dixon
Telephone number	01757 705591
Website	www.barwicparade.co.uk
Email address	headteacher@barwic-parade.n-yorks.sch.uk
Date of previous inspection	6–7 May 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- There have been significant changes to the staffing of the school since the last inspection. A new headteacher has been appointed, a new governing body appointed and a number of teachers have joined the school in the last two years.
- The early years consists of a part-time Nursery and Reception classes.
- Most pupils are of White British heritage.
- The proportion of pupils who have special educational needs and/or disabilities is below the national average.
- The school manages an on-site resource provision 'EMS' for three- to 11-year-old pupils who have a primary need of either social, emotional or mental health. This provides in-reach and outreach support for 41 local schools.

- The proportion of disadvantaged pupils supported by the pupil premium is above the national average.
- The proportion of pupils from minority ethnic groups is below the national average.
- The school runs a daily breakfast club.
- The school has been supported by leaders from Selby Community Primary School.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed learning in lessons in a range of subjects. Members of the leadership team jointly observed lessons with members of the inspection team.
- Inspectors observed learning in the EMS unit.
- The inspectors met with members of the governing body, including the chair and vice-chair of governors. They also met with the leader of the EMS unit, a representative of the local authority and a leader from Selby Community Primary School who had been providing support to the school.
- Inspectors spoke with a number of pupils in lessons, at breaktimes and in formal meetings. Pupils discussed their work with inspectors and read to inspectors.
- Inspectors took into account the views of staff and pupils from surveys and from discussions during the inspection. There were 14 results from the Ofsted online questionnaire, Parent View.
- Inspectors examined the school's own information on pupils' recent and current progress; the school's evaluation of how well it is doing and its records of monitoring the quality of teaching; records relating to behaviour and attendance; and documents relating to safeguarding.

Inspection team

Nicola Shipman, lead inspector	Ofsted Inspector
Melissa Milner	Ofsted Inspector
Fiona Dixon	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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