



Barwick-in-Elmet Church of England Voluntary Controlled Primary School

Inspection Report

Unique Reference Number 107987
Local Authority Leeds
Inspection number 287986
Inspection dates 11–12 December 2006
Reporting inspector Adrian Simm

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

The inspection of the day care was carried out under Children Act 1989: Part XA (as introduced by the Care Standards Act 2000) and, where (funded) nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

Type of school	Primary	School address	Chapel Lane
School category	Voluntary controlled		Barwick-in-Elmet, Leeds
Age range of pupils	4–11		West Yorkshire LS15 4HL
Gender of pupils	Mixed	Telephone number	0113 2812132
Number on roll (school)	149	Fax number	0113 2812132
Number on roll (day care)	26		
Number on roll (funded nursery education)	26		
Appropriate authority	The governing body	Chair	Rev B James
		Headteacher	Mr Peter Doherty
Date of previous school inspection	2 July 2001		
Date of previous day care inspection	2 February 2004		
Date of previous funded nursery education inspection	Not previously inspected		

Age group 4–11	Inspection dates 11–12 December 2006	Inspection number 287986
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This smaller than average school serves predominantly the village community comprising mostly of owner occupied housing. The number of pupils entitled to free school meals is low. The number of pupils with learning difficulties and/or disabilities is lower than average. In the main, these pupils have speech or communication difficulties with a smaller number with specific learning difficulties or social, emotional and behaviour difficulties. Most pupils are of White British background with a very small number from Asian heritage. No pupils speak English as an additional language. The local authority looks after an equally small number of children. Attainment on entry to the Reception class is broadly average.

The school provides an out of school club both before and after school from Monday to Friday during term time. Since October 2005 the school also provides funded nursery education. This provision was inspected as part of a pilot project for Single Inspection Events and carried out by an Additional Inspector.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school's evaluation that it is a good school is accurate. Most parents and carers making their views known during the inspection agree with this: they welcome the good achievement pupils make and the effective care, guidance and support which enhances their children's well-being. The school places itself successfully in the heart of the community. It has strong links with the Parish of All Saints, provides out of school accommodation for children's uniform organisations which pupils attend and runs effective before and after school clubs and a funded nursery. The school views the extended provision understandably as part of its foundation for success in its Reception class and throughout the school. Parents play an important part in the life of the school via strong representation on the governing body, planned opportunities to meet staff about the children's progress and support in classrooms and after school clubs. Despite this, questionnaires completed by parents and carers in the last two years show a minority disagreeing with the view that the school seeks their views and takes account of their suggestions or concerns. This view has yet to be researched fully by the school.

Children start in the Reception class with attainment that is broadly average. Caring and knowledgeable support from staff ensure that at this young age, children enjoy school, make friends and begin to understand the routines and clear expectations for learning that build throughout the school. They begin to make choices and their confidence grows well. By Year 6, because of good teaching throughout the school, pupils' progress well overall year on year and as a result, reach above average standards. This is because teachers have good subject knowledge and generally plan work well for pupils of all ages and ability. In a particularly capable Year 6 group in 2006 all pupils attained the expected levels in mathematics and science with nearly three-quarters attaining higher. Standards in English were very nearly as high, although higher attaining pupils did not do as well in writing where only a quarter attained beyond expectations for their age. Generally the trend over time in writing has been lower than in other areas of English, mathematics or science and has led the school to introduce a new approach. Pupils and teachers are now clearer about exactly what should be done for each pupil to improve and strategies are in place to check on this. This is an example of how good leadership and management in the school analyses how well it is doing and takes steps to improve. School self-evaluation is effective.

The good curriculum with excellent extra curricular activities helps the school to place great emphasis on educating 'the all round child'. This emphasis on personal development and supporting pupils' skills as young citizens is effective. They are extremely clear what is needed to keep fit and healthy, are successful overall in looking after each other, raise money for those less well off and perform confidently in concerts for parents and the general public. Good skills for their age in literacy, numeracy, information and communication technology (ICT) and business enterprise prepare them exceptionally well for the future. The school has moved on well since the last inspection, particularly in its ICT provision and effectiveness in planning for the future.

With the current strengths in teaching and leadership and management, the school is well set to develop further.

What the school should do to improve further

- Improve higher attaining pupils' achievement in writing skills by ensuring full effectiveness of the recently introduced approach of the setting of targets, sharper marking by teachers and pupils' involvement in better evaluation of their own work.
- Ensure the views of all parents are fully researched and considered when planning for the future.

Achievement and standards

Grade: 2

Children enter the Reception with standards that are around average. By the time they leave in Year 6 they reach standards generally that are above average. This represents good progress for the majority of pupils. In 2006 standards were even higher, particularly in mathematics and science where all pupils attained or exceeded the levels expected for their age. However, a small number of higher attaining pupils did not make the expected progress in writing. Tracking of pupils' performance by the school confirms this overall picture. As a result precise individual targets for improving writing are now in place to challenge higher attaining pupils to make better progress each year. Overall, pupils with learning difficulties and/or disabilities progress well and the small number in Years 4 and 5 are receiving extra support to boost their progress. The equally small number with minority ethnic backgrounds or those in care of the local authority also achieve well.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They enjoy school and the wealth of sporting clubs which in part encourage the excellent attendance. Spiritual, social, moral and cultural development is good. The school is successful in raising pupils' awareness of the multi-faith society in which they live. Pupils have a clear understanding of the school's expectations of them and value the points of view of others. They understand how to maintain a healthy lifestyle and are clear about the improvements that have been made in the school's provision of healthy food choices. The school council is in its infancy although it has already become involved positively in leading the school's anti-bullying strategy. Other responsibilities such as older pupils supporting younger ones in the playground, helping Nursery children or serving lunch help pupils gain the skills they need to live in a community, as well as helping to ensure the safety and well-being of fellow pupils. Parents spoken to see this as a strength of the school. Year 6 pupils in particular benefit well from enterprise projects, for example, which lead them to produce a school newspaper, including business advertising and distribution to the local community.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are effective because teachers successfully establish good relationships with pupils which help them want to learn. For example, a particularly interesting and well focussed lesson in Years 4 and 5 helped pupils to differ their written descriptions of their 'Victorian Day' for 'a friend' to that needed for a 'stranger'. Dressed in Victorian clothes, pupils had enjoyed and learnt a lot from their experience of school life in the nineteenth century. Pupils' learning builds progressively from the good start in Reception. Here, children are given the confidence to rise to the challenge of discussing their ideas and developing well what they know across all areas of learning. Good subject knowledge of the teachers and others, such as peripatetic musicians and sports coaches, ensures pupils learn well across a broad range of subjects. Pupils foster an interest in, and develop the necessary skills for being successful as, 'mathematicians', 'scientists', 'musicians' or 'artists'. A recent start has been made on further improving writing skills for higher attainers: pupils are coming to understand from more precise individual targets what they need to do to make their writing just that little bit better. Teachers' marking of work is sharpening also to support this drive for improvement. Overall, the good support for pupils who have learning difficulties and/or disabilities ensures that they are included well in learning according to their varying needs.

Curriculum and other activities

Grade: 2

The diverse curriculum provides well for pupils' needs and builds progressively from the effective start children receive in the Reception. Here, personal development is of high priority and the children settle very well into school life, socially and as keen learners. Parents describe the Reception as a homely, caring environment. Information and communications technology has strengthened well since the last inspection. It features in many lessons and is used effectively, for example, by older pupils for research and publishing leaflets connected with their residential trips. The excellent range of sports clubs is attended well by pupils fostering a developing understanding of healthy living. There are strong links with the community, including visiting music teachers, the partnership orchestra for gifted and talented pupils, and sports' coaches which ensure pupils' enthusiasm is channelled into individual areas of interest, accessible by all.

Care, guidance and support

Grade: 2

The school cares for its pupils well and this is the view of the vast majority of parents. A family ethos prevails in school with clear expectations of pupils' attitudes and behaviour. Child protection arrangements are in place. Health and safety systems are effective and ensure pupils feel safe and well cared for. Staff vetting procedures meet

expectations. Ways of checking on how well pupils improve in their work are becoming sharper which helps the school to know what else needs to be done for pupils to progress even more. Individual programmes are in place for those with learning difficulties and/or disabilities. Speech and language therapy is a strong feature of the extra support provided.

Leadership and management

Grade: 2

The school is led and managed effectively. The school is successful in being part of the village community and helping children to have a 'built-in desire for learning'. School self-evaluation is accurate and has improved well since the last inspection. The headteacher and deputy headteacher work closely and have accurately identified the main priorities for improvement. For example, this has led to a concerted effort to further improve achievement in writing for higher attaining pupils, which is beginning to show signs of success. The school seeks parents' views through a range of options including meetings at schools, informal contacts and questionnaires. Through the school's last questionnaire in 2005 a minority of parents wished for more opportune ways for their views to be sought and this has yet to be fully researched. Governors fulfil their statutory obligations and demonstrate their commitment to the school's work through attendance at regular meetings. Individual governor's expertise is used to good effect, for example, in budget matters. The school team is well set to improve the school further and provides good value for money.

Effectiveness of registered day care

Grade: 2

The before and after school care is good and children really benefit personally and socially. It provides a wide range of interesting indoor activities which are carefully planned to take individual preferences into account. The needs of differently aged children are well catered for and everyone finds a lot to interest them, though the reading materials are better suited to the younger children than the older ones. There is very limited storage space and so not all materials are accessible. Staff work very well as a team to produce a happy, family-like environment where adults and children chat comfortably together. Relationships are good and children clearly enjoy themselves, are confident and keen to involve others in their activities. They respond very well to the expectations of the staff and so behaviour is extremely good. The staff pay good attention to the health and safety of the children. Good hygiene and health is promoted well and children have a good understanding of how to lead a healthy lifestyle. Parents are warmly appreciative of the care given to their children and feel they are kept fully informed. Mandatory policies and procedures are in place.

Recommendations or actions to improve the registered day care

- Extend resources to include a wider range of reading materials, particularly for older children.
- Provide additional storage space so that all resources are readily accessible.

Effectiveness of funded nursery education

Grade: 2

The nursery education provided by the pre-school group is good because it is well led and managed. Space and resources are organised effectively and all mandatory requirements are met. There is outstanding provision for children's personal, social and emotional development, which gives them essential skills to turn them into confident and attentive learners by the time they start school. Children quickly become self-reliant, as they put their names on the board when they arrive, select their snack from several healthy options and then wash their cups and plates afterwards. They are well taught and each week they learn new words and skills as they undertake a wide variety of thought-provoking and imaginative activities. Children make good progress in all areas of learning. They have lots of opportunities to be physically active but several of the younger children find it quite hard to have to wait to use the Reception outside play area as the fenced areas outside the Nursery have not been fully developed for play use. Staff regularly evaluate how well children are learning but the systems to gather information are very time-consuming. There is good provision to promote children's spiritual, moral and cultural development. Parents are extremely pleased with the care their children receive.

Recommendations or actions to improve the funded nursery education

- Develop the fenced outdoor play areas so that children can use them fully by moving freely from indoor to outdoor activities.
- Simplify assessment procedures so that observations of children's work can be collated more easily.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	1
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

The effectiveness of the registered day care

The quality and standards of the registered day care	2
How effective is the day care in helping children to be healthy?	2
How effective is the day care in protecting children and helping them to stay safe?	2
How effective is the day care in helping children to achieve and enjoy their learning?	2
How effective is the day care in helping children to make a positive contribution?	2
How effectively is the day care organised?	2
Does the day care meet the needs of the range of children for whom it provides?	Yes
Has the day care improved since the last inspection?	No
Does the day care require enforcement action?	No
Does the day care require a notice to improve?	Yes

The effectiveness of the funded nursery education

The quality and standards of the funded nursery education	2
How effective is the funded nursery education in helping children to achieve and enjoy their learning?	2
How effective are teaching and learning?	2
How effective is the partnership with parents and carers in promoting the nursery education?	2
How effective is the funded education in helping children to make a positive contribution?	2
How effectively is the funded nursery education led and managed?	2
Does the funded nursery education meet the needs of the range of children for whom it provides?	Yes
Is the children's spiritual, moral, social and cultural development education fostered?	Yes
Has the nursery education improved since the last inspection?	NA
Does the funded nursery education require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Please pass on my thanks to the children in the Reception and the pupils in the rest of the school for being so hard working and friendly during my visit. I really liked listening to your after school concert whilst I was working. I looked at all the things you do in school and enjoyed talking to you about them. I could tell that you and your families are proud of the school. You have a good school, with lots of interesting things which are worth celebrating. These are some of them:

- you get on well together and your attendance at school is excellent: keep it up!
- you know a lot about how to stay fit and healthy: the adults help you by providing healthy food and encouraging you to take part in lots of different sports
- all the adults in school and your parents work closely together to make sure you are all well cared for and that you have all the help you need to learn
- because of these things, and because the teaching is good, you do well in your work
- well done to Years 3, 4 and 5 in dressing yourselves so realistically for the day in your 'Victorian classroom'. I don't think I would have enjoyed living in the nineteenth century and wearing those clothes all of the time. What about you?
- your headteacher wants only the best for you and together with the staff makes sure you are all given chances to shine in your class work, other activities and in the community.

To make your school even better, I am asking you, with your teachers' help, to make sure that by the end of Year 6, those of you who can achieve the very highest levels in your writing are fully encouraged to do so. I know you will put every effort into this. Also, that the school ensures all of your parents and carers have every chance to express their views about how your school can be improved even more.