

Barlby Bridge Community Primary School

Inspection report

Unique Reference Number	121448
Local Authority	North Yorkshire
Inspection number	313995
Inspection date	11 June 2008
Reporting inspector	Keith Bardon

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 on roll	
School	189
Appropriate authority	The governing body
Chair	Mrs Hilary Williamson
Headteacher	Mrs P Dyson
Date of previous school inspection	15 November 2004
School address	Thomas Street Barlby Road Barlby Bridge Selby North Yorkshire YO8 5AA
Telephone number	1757 703650
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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: standards and achievement; teaching and learning; and care, guidance and support. Evidence was gathered from: the school's self-evaluation; national published assessment data and the school's own assessment records, policies and minutes; observation of the school at work; interviews with senior members of staff and pupils; and the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest the school's own assessments, as given in the self-evaluation, were not justified and these have been included where appropriate in the report.

Description of the school

This smaller than average primary school on the outskirts of the town serves a wide area, much of which is socially and economically disadvantaged. The school is popular with parents and almost two thirds of pupils travel from outside the school's own catchment area. Most pupils are of White British heritage. A small number of pupils speak English as an additional language, some of whom are at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is below average but the proportion of these pupils who have a statement of special educational need is above average. There are far more boys than girls in the older classes. The school has achieved the Investors in People and Healthy Schools awards. Since it was last inspected the Foundation Stage classes have moved into a new purpose built wing. Extended provision, in conjunction with other local schools, is under development and family learning activities are being provided.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Barlby Bridge Community Primary is a good school which, under the skilled leadership of the headteacher and other senior members of staff, has made good progress since it was last inspected. The quality of care, support and guidance the school provides is outstanding and pupils of all ages achieve well. The school is popular with parents, who describe it as having a 'forward thinking approach while retaining traditional values, standards and manners' and staff who are, 'committed, friendly and approachable'. Pupils enjoy school thoroughly, because, 'Everyone is nice.' and 'We do a lot of fun things.'

As a result of the good teaching they receive pupils of all ages make good progress. From being below average when children start school, standards rise systematically and are mostly above average by Year 6. In response to better teaching and provision, standards in Year 2 have improved substantially since the last inspection. Teachers' assessments in 2007 showed standards to be average overall and above average in reading, the best results the school had achieved by quite a long way. Early indicators from this year's assessments suggest that this good level of attainment has been maintained. Year 6 pupils performed very well in national mathematics and science tests in 2007, attaining results that were well above average. Results in English were average but the school was disappointed that they were no better. Pupils' writing was the main culprit and, while pupils make satisfactory progress in this aspect of English, they do not achieve as well as in many other subjects.

Pupils make good progress in their personal development and are prepared well for what the future may hold. Their spiritual, moral, social and cultural development is good and they mature into sensible, sociable individuals with a strong sense of responsibility. Attitudes to learning are good and pupils show respect for adults and each other. With clear guidance from school, pupils learn the importance of, 'making the right choices'. They appreciate the need for a healthy diet and regular exercise and know how drugs, alcohol and tobacco may endanger their well-being. Pupils have no concerns about bullying and feel safe and secure in school. Opportunities to take on responsibilities are grasped enthusiastically and older pupils readily help younger ones at playtimes. While most pupils are very well behaved, a small number find behaving well all of the time particularly challenging. With sensitive support and guidance staff get the best from these pupils, helping them to learn effectively and participate fully in school life.

Teachers provide interesting lessons and classrooms are busy places with pupils actively involved in the process of learning. Lively discussions and questions stimulate a constant flow of ideas, with pupils of all ages keen to share what they know and can do with others. By sharing objectives at the start, teachers make clear to pupils what they can expect to learn in lessons. Success criteria help pupils measure how well they are doing but on occasions these are too complicated. The curriculum is good and meets pupils' needs well, including the large number of boys. Consequently, boys and girls achieve equally well. Provision is constantly under review and further development. One of the current initiatives, which has the title of 'Assessment for Learning', aims to give pupils much more independence and increased responsibility for their own learning. The outcomes so far have been very positive, although it is still in the early stages of development throughout the school and the benefits pupils are deriving across the school as a whole are uneven because of this.

Staff know the pupils extremely well and provide them with high quality care and support. Procedures for safeguarding pupils meet requirements and vigilant watch is kept over all pupils, particularly the most vulnerable. Pupils who speak English as an additional language receive carefully planned and very effective support. They take large strides towards competence in English and are integrated fully into school. Other pupils are sensitive to the difficulties these pupils may experience and readily help them. Provision for pupils with learning difficulties and/or disabilities is managed extremely well and they receive a blanket of support from skilled staff which enables them to make good progress academically and personally. Specialist staff work closely and very effectively with pupils who are in danger of becoming disaffected with school, often liaising with their parents to identify and provide the help needed. Procedures for checking pupils' academic progress are extremely thorough and enable staff to target support to where it is most needed. This has a major influence on the progress individual pupils make.

Leadership and management at all levels are good and the school has a strong sense of community. Staff responsibilities are delegated well and everyone has a clear role to play in the pupils' education. The work of the school is evaluated very thoroughly and accurate judgements made about how well it is performing. Plans for improvement stem logically from regular discussions based on the careful analysis of information. As a result all staff are aware of the school's priorities and work together to address them. Governance is good. Governors support the school's work and play a full and active part in its development. The school's capacity to improve in the future is good.

Effectiveness of the Foundation Stage

Grade: 2

Well planned activities, carefully matched to children's needs, stimulate their curiosity and generate a high interest in learning. Teaching and learning are good and children are given an assured start to school. When they first join the Nursery many children lack the skills and knowledge normally found at this age. All children achieve well. Their speech, early writing, counting and number skills develop at a good pace and their knowledge of the world around them builds progressively. Relationships are very good and children learn to work and play happily and sensibly alongside others. Although the majority of children attain the targets for their age by the end of Reception a significant minority are still below expectations going into Year 1. The Foundation Stage is managed well and Nursery and Reception staff work cohesively as a team. The purpose built facilities added since the last inspection are utilised well and children are able to follow their interests both indoors and outdoors. Staff keep a careful check on children's achievements and development. Support for vulnerable children and those who have learning difficulties and/or disabilities is very effective and has a significant effect on the good progress they make.

What the school should do to improve further

- Increase the progress pupils make and raise standards in writing.
- Extend the 'Assessment for Learning' initiative across all subjects and classes and strengthen aspects that have already been introduced.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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	2

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?	1

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.

Annex A

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

Text from letter to pupils explaining the findings of the inspection

Inspection of Barlby Bridge Community Primary School, Selby, YO8 5AA

Thank you very much for the very friendly greeting you gave me when I inspected your school recently. Lots of you smiled and chatted to me and I felt comfortable and welcome. I thoroughly enjoyed finding out about the work you do and a special thanks to those who talked with me about the school.

Barlby Bridge is a good school and I can see why you enjoy it so much. You clearly find school fun and, in the lessons I visited, many interesting things were going on. I was pleased to see everyone concentrating and trying their best to achieve the lesson objectives. Your behaviour is good and you can be proud of the way in which you help around school and help each other. It is clear that you develop into sensible and responsible young people. The way in which the staff care for you is outstanding and they work very hard to meet all your needs.

You make good progress from Nursery through to Year 6 because you are well taught and work hard. Teachers plan carefully and I was pleased to hear that you find lessons interesting and informative. Teachers are currently looking for ways to involve you more in making decisions and checking for yourselves how well you are doing. They have made a start but I have asked them to extend this into all lessons. When they do, think carefully about how best to go about learning the things you need to. Always challenge yourself to do the best you can.

Your numeracy is good and you calculate well. Your learning in English is coming along but your writing is not quite as good as many other aspects of your work and I discussed ways of making it even better with the school. Always try to write well whatever the subject and use the best language and grammar you can to make clear to the reader exactly what you want to say.

Thank you once again for a very enjoyable day and I wish you lots of luck in the future.