

# Barwick-In-Elmet Church of England Voluntary Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	107987
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	336996
<b>Inspection dates</b>	10–11 November 2009
<b>Reporting inspector</b>	Linda Murphy

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	175
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev B James
<b>Headteacher</b>	Mr Peter Doherty
<b>Date of previous school inspection</b>	1 December 2006
<b>School address</b>	Chapel Lane Barwick-in-Elmet Leeds LS15 4HL
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## **Introduction**

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons or part-lessons and held meetings with governors, staff, groups of pupils, and parents and carers. They observed the school's work; and looked at the school's data records, policies, minutes of governing body meetings and notes of the School Improvement Partner's visits. They analysed 34 questionnaires returned from parents and carers, 79 questionnaires from pupils and 10 questionnaires from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of writing and, in particular, that of higher-attaining pupils
- how well children achieve in the Early Years Foundation Stage
- the quality of the curriculum and how it impacts on pupils' development.

## **Information about the school**

The school is slightly smaller than the average primary school. It serves the local village and surrounding areas. Almost all pupils are White British. The proportion of pupils with special educational needs and/or disabilities is slightly higher than average. The proportion of pupils eligible for free school meals is below average. Provision for the Early Years Foundation Stage consists of one Reception class. The school has gained the Healthy Schools Award.

The school offers extended services, which include before- and after-school facilities and a 26-place pre-school provision for children aged three to four years, all of which are managed by the governing body.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

## Inspection judgements

**Overall effectiveness: how good is the school?**

2

**The school's capacity for sustained improvement**

2

## Main findings

This is a good school. Pupils make good progress and attain standards that are above average by the end of Year 6 in English, mathematics and science. The school nurtures pupils' all-round development well and, as a result, pupils with special educational needs and/or disabilities also make good progress. At times, the individual support they receive is excellent. The school maintains a broad and enriched curriculum. It has made a start at imaginatively linking subjects. It has seen success, for example, in the very relevant links created in the teaching of English and history. Pupils enjoy such creative learning but it does not encompass many other subjects nor are changes carefully checked to ensure that time is used appropriately. The school is at an early stage of using the school grounds to extend pupils' learning. In the Reception class the outside activities are not as well planned or as well used as those for the inside area.

Strengths in teaching outweigh areas in need of development. Pupils' learning thrives on empathy, trust and respect. Staff give lots of praise which motivates pupils, although the use of marking generally and of targets in mathematics, in particular, are less well used to help pupils succeed. The ends of lessons do not always reflect the better beginnings and good quality of independent work seen. At times, lessons finish abruptly and at other times they melt into the next activity. Pupils' spiritual, moral, social and cultural development is good and reflects the school's Christian ethos. Although satisfactory, the weakest element is the extent to which pupils are taught to understand different faiths, cultures and communities in the United Kingdom.

Very effective self-evaluation has led to good improvements since the last inspection so that the school has a number of outstanding features which include:

- excellent pre-school provision
- pupils' brilliant commitment to the school and local community
- pupils' exceptional understanding of how to live a healthy lifestyle
- the superb way in which the school works with other establishments to promote pupils' learning and well-being
- the first-rate range of extra-curricular opportunities which pupils thoroughly enjoy.

Planning highlights appropriate priorities that are challenged and supported by the governing body. As a result of its work over time, the school has a good capacity to improve.

## What does the school need to do to improve further?

- Develop the good curriculum into an excellent one by:

- monitoring more closely the impact of the curriculum on standards achieved
- creating cross-curricular links in the majority of subjects
- providing more opportunities for pupils to use the outdoor environment to inspire learning, including for Reception children
- providing plentiful opportunities for pupils to understand the diversity of communities in the United Kingdom.
- Involve pupils regularly in assessing their own work so that they know how to improve it by:
  - making good use of marking and pupils' responses to it so that strengths in work are identified and next steps are diagnosed
  - ensuring that individual targets for mathematics match the quality of those in English and that pupils know what to do to achieve them
  - ensuring that the conclusions of lessons draw together the threads of pupils' learning and prepare pupils for the next step.

## Outcomes for individuals and groups of pupils

2
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Pupils have good attitudes to their work and this impacts well on their achievement. In this small school the attainment of pupils can vary from year to year. Importantly, standards are rising across the school. They are usually above average by the end of Year 6. Standards are high for the present Year 6 (a high-attaining year group) in English, mathematics and science, and especially in writing for more-able pupils. Pupils with special educational needs and/or disabilities achieve well because of the quality of the extra support given to them. Pupils willingly 'have a go' and are confident to speak out. They enjoy research and their 'learning logs', after the style of those often used in secondary schools, help promote their independence and their ability to undertake homework successfully. Pupils are persistent and noticeably independent in their learning and tackle tasks with energy and enthusiasm. These attributes were very evident in Year 6, for example, when they carried out a role play of a global summit meeting being ambassadors for different countries and working, as one pupil explained, 'openly and honestly' and in doing so 'did the best for [their] country'.

Pupils collaborate very well and these developing skills add much to their achievement. They are not, however, always sure about how to improve their work, in particular in mathematics, which at times slows the pace of progress. Pupils' behaviour is good and at times in lessons it is excellent. They are very keen to adopt healthy lifestyles and energetically either lead or join in the daily 'wake up, shake up' exercises which they say helps their brains to 'get in gear'. Pupils make a first-rate contribution to their school community and take on many responsibilities with maturity and vigour, for example as school councillors and playground buddies. Their rapidly improving skills in physical education and performing arts creates an abundance of opportunities to contribute to the local community. Their understanding about the diversity of British life today, however, is not as well developed.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The good teaching is founded on very good relationships. Pupils' behaviour is managed well and the school has strong links with external agencies to support this very well. Adults in the classroom help raise pupils' self-esteem. Good subject knowledge engages pupils' interests, learning objectives are clear and resources are used well to promote understanding. Teaching assistants add much to the quality of teaching and help to accelerate pupils' learning. On some occasions, the pace of teaching slows and at these times pupils' rate of learning also slows. Conclusions to lessons are often too short or sometimes do not feature at all. Thus, opportunities are missed to review learning and to lead pupils towards the next step. Marking varies in quality.

Pupils enjoy the varied curriculum enhanced through visits and visitors. They gain well from music, art, and information and communication technology. Notable strengths are in physical activities, including sports. The use of the outdoors is developing through the school's local work on the environment. Pupils say they would like more opportunities to learn in this way. Links between a few subjects are already further engaging pupils and providing good opportunities for writing, as when pupils in Year 2 wrote about nursing in

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

the Crimean War, although this way of working does not encompass most subjects. Staff know pupils very well and give much time to their care and support. The school creates very strong partnerships with outside agencies which help to ensure that pupils with additional needs and the more vulnerable have the support they need to make good progress academically and personally. Parents and carers comment very favourably on how the staff make them and their children feel welcome and the way they provide good quality extended services in the before- and after-school clubs.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

There is a shared vision of how the school is to develop and staff contribute well to decision making. External partnerships are excellent. The school has improved from being good to being good with outstanding features. It provides good value for money. Equal opportunities are embedded in the school's way of life, an aspect which pleases parents and carers very much. Discrimination is not tolerated: pupils are helped very well to understand how to treat others. The use of data is progressing well and leads to resources being very well deployed to meet pupils' individual needs. Teachers have a clear understanding of how each pupil in their class is doing and any pupil at risk of falling behind is identified early and the individual's needs are addressed. The emerging cross-curricular approach to teaching key skills is being implemented successfully, although it has yet to be thoroughly evaluated.

The promotion of community cohesion is strong within the school, its local community and in pupils' understanding of worldwide issues. Pupils' knowledge and understanding of different faiths and cultures beyond the immediate locality are more limited.

The school is ably supported by governors, who have a good understanding of its strengths and what needs to be done to improve. At the time of the inspection safeguarding procedures met requirements. The school acts promptly on any issues brought to its attention. It is forward looking, for example in the establishment of the extended services and the way these are growing from strength to strength. Links with staff providing the extended services are excellent.

*These are the grades for leadership and management*

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children's learning is excellent in the pre-school class. Tasks excite children's imagination and are very clearly planned and fully resourced to take on board children's interests and concerns. When children said they did not 'like the dark', provision was made to explore their feelings and address their concerns. It resulted in children happily illustrating their dreams and engaging adults in conversation about them. Children enjoyed stories and created pictures about owls and night life. Parents and carers regard the provision highly.

Children get off to a good start in the Reception class. They achieve well in all aspects of learning. As a result, they move from a level of skills somewhat below that typically expected for their age on entry, to attainment that is at least in line for their age by the time they enter Year 1 and at times it is higher. The outstanding practice in the pre-school is beginning to raise standards on entry to the school.

The classroom is well organised with good-quality resources so that children can choose their tasks and follow their interest although the resources are not always well stored for ease of access. Outside, the provision is satisfactory. The tasks for when children are outside are not as well planned or as challenging as tasks for when they are indoors.

Children's independence develops well. Teaching is empathetic to children's needs. Thorough assessment arrangements inform planning and ensure that learning is matched to children's understanding. Good teaching of letters and sounds enhances learning and aids children's early writing and reading. Teaching assistants support children well. Relationships between adults and children are warm and friendly and teamwork is strong. As a result, children are happy, feel safe and are keen to engage in learning through play. Children follow directions and know how to keep safe. They



understand the importance of hygiene and the need to eat healthy snacks. They are confident for their age and outgoing.

The leadership is successful in laying down secure foundations for future learning. Parents and carers are appreciative of the very effective arrangements for induction. Children achieve well at this stage because of good teaching and sensitive care.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## **Views of parents and carers**

Parents and carers are mostly very positive about the work of the school. A small minority had some concerns about the way the school is led and managed, the way it takes up parents' and carers' suggestions and the extent of children's progress. Inspection evidence shows all these aspects to be good. Parents and carers are particularly pleased with the extended provision, their children's enjoyment of school, the encouragement of healthy lifestyles and the way in which children are prepared for their future. The inspection team share their views on these aspects.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Barwick-in-Elmet Church of England Voluntary Controlled Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 34 completed questionnaires by the end of the on-site inspection. In total, there are 175 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	55	13	42	1	3	0	0
The school keeps my child safe	12	39	11	35	6	19	1	3
The school informs me about my child's progress	11	35	14	45	5	16	1	3
My child is making enough progress at this school	12	39	10	32	8	26	0	0
The teaching is good at this school	12	39	13	42	6	19	0	0
The school helps me to support my child's learning	11	35	15	48	5	16	0	0
The school helps my child to have a healthy lifestyle	15	48	14	45	2	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	39	11	35	3	10	0	0
The school meets my child's particular needs	12	39	14	45	5	16	0	0
The school deals effectively with unacceptable behaviour	7	23	11	35	5	16	7	23
The school takes account of my suggestions and concerns	8	26	11	35	9	29	1	3
The school is led and managed effectively	11	35	11	35	8	26	1	3
Overall, I am happy with my child's experience at this school	12	39	13	42	6	19	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



11 November 2009

Dear Pupils

Inspection of Barwick-in-Elmet Church of England Voluntary Controlled Primary School,  
Leeds, LS15 4HL

Thank you for your help with the inspection when you welcomed the inspectors to your school and openly shared your thoughts. You were a delight to speak to. Please thank your parents and carers for sharing their views of the school. You attend a good school that has some outstanding features. These include:

- the excellent pre-school which many of you have attended
- your brilliant commitment to the school and local community
- your exceptional understanding of how to live healthy lifestyles, including taking part in the 'wake-up-shake up' sessions and all the sports you are involved in
- the superb way in which the school works with partners and carers to get the best for you
- the first-rate range of clubs and activities which you thoroughly enjoy.

The school has made good progress since the last inspection. Inspectors have identified that its next steps are to:

- develop the good curriculum into an excellent one in ways agreed by inspectors and the headteacher, for example by linking subjects together more and making better use of the outdoor area
- help you regularly assess how well you are doing through the use of marking and targets
- make sure that at the end of lessons the teachers help you to recall what you have learnt and make you look forward to what you will be doing next.

The detail is in the full report which some of the older pupils might like to read. You can help by reading what the teachers say about your work and trying hard to improve it. The inspectors wish you all well for the future.

Yours faithfully

Mrs Linda Murphy

Lead Inspector

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