

# Barlow Church of England Voluntary Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	121548
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	339968
<b>Inspection dates</b>	24–25 February 2010
<b>Reporting inspector</b>	Andrew Clark

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	57
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Howden
<b>Headteacher</b>	Mr J Donnelly
<b>Date of previous school inspection</b>	27 March 2007
<b>School address</b>	Park Road Barlow Selby YO8 8ES
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## **Introduction**

This inspection was carried out by three additional inspectors. The inspectors visited eight lessons, observed three teachers and spent approximately 40% of inspection time looking at learning, including time spent analysing pupils' work. The inspectors held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at a range of documentation, including policies, the improvement plan and an analysis of the school records of pupils' progress and attainment. The inspection team received and analysed 19 questionnaires from parents and carers as well as a number of questionnaires completed by pupils.

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

- children's progress in the Early Years Foundation Stage
- the progress made by more-able pupils
- how the leadership improves the quality of teaching and learning.

## **Information about the school**

This school is much smaller than average and serves the rural area of Barlow, near Selby. The majority of pupils are from White British backgrounds. The percentage of pupils eligible for a free school meal is below average. The percentage of those with a special educational needs and/or disabilities is also below average.

The school has received the Activemark and Inclusion Mark since the last inspection.

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

## Inspection judgements

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

**3**

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

**3**

## Main findings

This is a satisfactory school where pupils feel safe and are well cared for. Pupils of all abilities make good progress in the Early Years Foundation Stage and satisfactory progress through the rest of the school. Parents, carers and pupils welcome the close family ethos and approachability of the headteacher and his staff. 'I am very happy with the interaction with staff and pupils. I think the mixing of older and younger children is very valuable,' is typical of parents' and carers' views. Pupils leave school with broadly average standards in English, mathematics and science. They work steadily and neatly. Progress is not always fast enough, however, because some activities do not provide the right level of challenge and pupils do not always know how to improve their work. Their behaviour and social skills are good. They are sensitive to the needs of others and make a good commitment to the school and to the wider community. They happily take on a good range of responsibilities, such as school councillors, which has a positive impact on their daily life. The quality of teaching is satisfactory. Relationships are good. Some tasks are not exciting enough and teachers do not always use marking to help pupils improve as fast as they could. Teaching assistants support pupils with special educational needs and/or disabilities well. The school increasingly makes use of links between subjects to make learning relevant to pupils, but opportunities for pupils to use and apply their basic skills are occasionally missed. The school works well with parents and carers. Specialist staff care and support all pupils, especially the most vulnerable. The headteacher and staff work closely as a team to analyse pupils' progress from tests and other data. As a result, the school's self-evaluation is largely accurate. However, procedures for the systematic direct observation and evaluation of teaching and learning are not robust enough, nor consistently applied. This limits the impact of planning for future improvement. As a result, there is a satisfactory capacity for improvement. The headteacher continues to have a heavy teaching commitment and numbers on roll vary from year-to-year which has an impact on staffing levels. Procedures for keeping pupils safe are good and a priority for the school. The school works well with parents and carers and plays an important role in the local community.

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

- Improve the quality of teaching and use of assessment in order to accelerate pupils' progress, by:
  - making certain that lessons motivate pupils and that the work set closely matches their needs

- ensuring that all lessons have precise and appropriate learning objectives that pupils understand and which provide them with clear steps to achieve success
- use marking effectively to help pupils improve their own work.
- Increase opportunities for pupils to use and apply their basic skills in all subjects.
- Improve planning for future school improvements, by:
  - -using efficient and rigorous systems to monitor and evaluate the quality of provision, especially teaching and learning
  - planning precise and achievable actions to meet school priorities.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Pupils are thoughtful and conscientious. They set their work out carefully and persevere in completing tasks. However, they do not always show enough initiative because tasks are sometimes too prescriptive and limit individual expression. As a result, they do not always make the progress they could. Assessment and test results for Year 2 and Year 6 are average and there are no significant differences in the achievement of different groups of pupils. Pupils with special educational needs and/or disabilities make at least expected progress because of the skilled intervention from teaching assistants. Pupils make use of a range of strategies to improve their basic skills in English and mathematics, such as 'punctuation pyramids', 'learning walls' and regular homework tasks. However, they do not consistently use and apply these developing skills in other subjects, which consequently inhibits their progress.

Pupils' spiritual, moral, social and cultural development is good. Pupils are well behaved, thoughtful and considerate towards each other. They have a good understanding of issues facing different faiths and cultures because of well planned work in religious and personal and social education. They are proud of their school and enjoy learning. However, they feel some lessons are not as motivating as they could be. The inspection evidence bears this out. They have good understanding of how to keep safe in a variety of circumstance and how they can contribute to their own well-being. The pupils' future workplace skills are less well developed than other aspects because they do not have enough opportunities to show enterprise and take the initiative in their work. Pupils with emotional and social difficulties make good progress in managing their behaviour because of the caring ethos and specialised support they receive. Pupils make good use of problem and suggestion boxes to help resolve their worries.

*These are the grades for pupils' outcomes*

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<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.

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

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<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>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The quality of teaching observed ranged from satisfactory to good. Teachers set clear expectations for pupils' behaviour and the presentation of their work. Classrooms are bright and attractive learning environments. However, teachers do not always make it clear to pupils' precisely what they are expected to achieve during the lesson and what steps they need to succeed. As a result, some of the work is not matched closely enough to individual needs. Teachers make accurate assessments of pupils' progress overtime and set targets for them to reach. They do not make consistent use of marking to provide guidance in reaching the targets. The school is working well in partnership with a local teacher training provider to develop the curriculum and make meaningful links between subjects. However, opportunities are missed to develop basic skills through the curriculum. The school makes good use of specialist coaching skills to develop pupils' physical skills. A good range of visits, including residentials and visitors, contributes well to pupils' learning experiences. The care, guidance and support for pupils are good. This has continued to improve since the last inspection through the development of support for vulnerable pupils and the drive to providing an increasingly safe and positive learning environment.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3

<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The school works well with parents and carers to promote pupils' learning. The headteacher greets parents at the start of every day as they bring their children to school and keeps them well informed through, for example, weekly newsletters. The school is developing meaningful links with other countries and community cohesion is satisfactory. A developing partnership with other small schools is influencing the positive development of curricular and teaching and learning strategies. The school is proactive in tackling discrimination and removing barriers to pupils' learning. For example, investing in specialist staff and training for pupils with emotional needs and autistic concerns. As a result, the promotion of equality and diversity is satisfactory. The school improvement plan reflects the school's analysis of National Curriculum tests and other data. However, the priorities are not fully informed by first-hand observations of all the school's work. Also, the actions that are planned to achieve these targets do not fully reflect the school's particular circumstances, such as, the headteacher's heavy teaching commitments, to ensure they are fulfilled as quickly as possible. The governing body is well organised and fulfils its statutory duties. It is particularly effective in ensuring pupils' health and safety.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

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

## Early Years Foundation Stage

Children start school with a range of skills which are broadly as expected for their age. They get off to a good start and develop a real thirst for learning. Staff have good systems to gather information from parents and other providers. Arrangements to promote children's welfare are good. Very positive relationships ensure that children feel very safe and secure and settle extremely quickly. There is a good balance between activities children choose for themselves and sessions led by adults. There are good procedures to develop children's early literacy and numeracy skills through sharply focused activities well matched to their individual needs. Adult-led sessions are keenly focused on moving children quickly on in their learning. Children enjoy exploring a wide range of stimulating learning activities both indoors and out. Staff intervene well to boost children's self-esteem, support their language development and encourage them to think for themselves. The provision is led well. As a result, children grow in confidence and make very rapid progress. They are clearly very proud of their accomplishments. They gain skills and knowledge well and start Year 1 with average and sometimes above average levels.

*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 very positive in their views and express no significant concerns. They particularly appreciate the caring, family ethos and approachability of the staff. They also like the way different age groups work well together. The inspection team largely agrees with the parents and carers positive views, but feels that pupils could make better progress academically.



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

Ofsted invited all the registered parents and carers of pupils registered at Barlow 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 inspection team received 19 completed questionnaires by the end of the on-site inspection. In total, there are 57 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	9	53	8	47	0	0	0	0
The school keeps my child safe	11	65	6	35	0	0	0	0
The school informs me about my child's progress	10	59	6	35	0	0	1	6
My child is making enough progress at this school	9	53	7	41	1	6	0	0
The teaching is good at this school	10	59	6	35	1	6	0	0
The school helps me to support my child's learning	7	41	9	53	0	0	1	6
The school helps my child to have a healthy lifestyle	12	71	4	24	1	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)	5	29	10	59	0	0	0	0
The school meets my child's particular needs	11	65	5	29	1	6	0	0
The school deals effectively with unacceptable behaviour	9	53	8	47	0	0	0	0
The school takes account of my suggestions and concerns	6	35	9	53	1	6	0	0
The school is led and managed effectively	13	76	4	24	0	0	0	0
Overall, I am happy with my child's experience at this school	12	71	4	24	0	0	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.**



26 February 2010

Dear Pupils

Inspection of Barlow Church of England Voluntary Controlled Primary School, Selby YO8 8ES

On behalf of the other inspector and myself, thank you for being so friendly and welcoming when we inspected your school recently. We very much enjoyed talking to you about your school. You should be proud because you are very polite and your behaviour is good. You have a good knowledge of how to live healthily and stay safe. You say you feel very safe and appreciate the care that all adults show to you. You learn a lot from visits you make and the clubs and societies you belong to. The school council helps to make the school a safer and more interesting place to be. Your headteacher and staff work together to help you to learn. They make sure you are happy.

Your school provides you with a satisfactory education. You make a good start to your learning in the Early Years Foundation Stage. You work hard, make satisfactory progress with your work in lessons in Key Stages 1 and 2, and reach standards that are at least typical for your age at the end of Year 6. This is because you receive satisfactory teaching. Sometimes you do not find lessons interesting enough and are not given enough information to make your work better. You do not always have enough chances to use your literacy and numeracy skills in other subjects.

The headteacher and his staff provide satisfactory leadership. The systems to make sure everything about the school is the best it can be are not always strong enough. We have asked your headteacher and other teachers to help you make even more progress in your lessons and to use marking better to help you to improve your work. We have asked the school to make sure you use your reading, writing and numeracy skills in all subjects. We have also asked them to make sure all aspects of the school are as good as they can be.

You can help by working hard and thinking about how you can make your own work as good as possible.

Yours sincerely

Andrew Clark

Lead Inspector

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