

Barlow Church of England Voluntary Controlled Primary School

Park Road, Barlow, Selby, North Yorkshire, YO8 8ES

Inspection dates

13 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement has improved rapidly since the previous inspection and is good. Attainment is above average and pupils make good progress at all stages. Pupils work hard and enthusiastically. The school prepares them well for the future.
- The quality of teaching has improved and is good. Teachers have good subject knowledge and plan lessons that pupils enjoy. Teaching has a sharp focus on pupils' progress.
- Pupils enjoy school greatly. Their behaviour is exemplary in lessons and around school. Attendance is above average. They feel very safe in school. Pupils treat each other and the adults working with them with great respect.
- Leadership and management, including the governing body, have become much more thorough in checking on the quality of teaching since the previous inspection. Astute staffing appointments have been made that are driving improvement strongly forward.

It is not yet an outstanding school because

- The proportion of pupils making more than expected progress is not yet outstanding.
- Leaders and managers, including the governing body, know what needs to be done to improve the school further. However, planning for the future lacks some precision and is therefore not as effective as it might be.

Information about this inspection

- Inspectors observed teaching and learning in nine lessons. In addition, shorter observations of guided reading and the teaching of phonics (letters and the sounds they make) were carried out.
- Inspectors held meetings with the headteacher, members of staff, pupils, three members of the governing body and a representative from the local authority.
- Inspectors took account of a wide range of documentation including: data relating to pupils' attainment, progress and achievement; policies and procedures relating to pupils' behaviour, safety and attendance; the school's self-evaluation summary and development plan; and minutes of meetings of the governing body.
- Inspectors took account of 11 responses on Parent View and a summary of a recent questionnaire sent out by the school to parents.

Inspection team

Stephen Wall, Lead inspector

Additional Inspector

Pamela Hemphill

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- All pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium is well below average.
- The proportion of pupils supported through school action is also well below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The school meets the current government floor standards, which set the minimum expectations for attainment and progress.
- Pupils are taught in three mixed-age, mixed-ability classes.
- Since the previous inspection two new teachers have been appointed.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding to accelerate progress and raise achievement further by:
 - making sure that teaching gets the level of challenge right for all pupils according to their needs, ages and abilities
 - checking on pupils' progress during lessons more regularly and effectively so that pupils who are struggling can be supported more quickly
 - making sure that marking always gives pupils a clear step-by-step guide about how to improve their work.
- Sharpen plans for improving the school so that the impact of proposed actions can be judged more accurately.

Inspection judgements

The achievement of pupils is good

- Attainment on entry to the Early Years Foundation Stage varies significantly from one year to the next because of the small numbers of pupils involved. Overall, however, most children join the Early Years Foundation Stage with skills that are typical for their age.
- Children make good progress in the Early Years Foundation Stage because teaching is good and there is a good range of planned activities to stimulate their learning.
- Attainment in English and mathematics has improved rapidly and securely since the previous inspection. At the end of Key Stages 1 and 2 pupils' attainment is securely above average.
- Good teaching of phonics makes sure that pupils get off to a good start in learning to read. By the end of Key Stage 1 nearly all pupils read fluently and with understanding. Attainment in reading is securely above average.
- The proportion of pupils reaching the expected levels at the end of both key stages has risen rapidly and the number of pupils reaching levels above those expected has also grown.
- By the end of Key Stage 2 pupils make the progress expected of them in English and mathematics given their starting points at the end of Key Stage 1. The proportion of pupils who make more than expected progress is growing securely and now compares favourably with national figures but is not yet outstanding.
- Disabled pupils and those with special educational needs make good progress and achieve well because of the effective support they receive from a dedicated and able team of teaching assistants.
- Although numbers are very low, pupils who are known to be eligible for the pupil premium make good progress and achieve well because support is sharply focused on their needs. Their attainment is frequently above national averages.

The quality of teaching is good

- Astute appointments to the teaching staff since the previous inspection have added extra life and pace to the quality of teaching. Pupils say that they are enjoying lessons much more because they are more fun and because they are learning more.
- Teachers have good subject knowledge. They are skilful at asking questions that require pupils to give extended answers and to justify their opinions and reasoning. As a result pupils express themselves clearly and confidently.
- Most teaching makes good use of information on pupils' progress and abilities to plan activities that meet pupils' needs. This was evident in a Key Stage 2 mathematics lesson that expertly tailored different activities to develop pupils' ability to work out the area of compound shapes. Pupils rose enthusiastically to the challenging and varied tasks and all made rapid progress in their understanding as a result. Occasionally, pupils find what they are asked to do either too easy or too hard and this slows the progress they are capable of making.
- In most classes, pupils' understanding and progress during lessons is checked on regularly. Teaching is adapted accordingly to make sure that all pupils understand fully and are able to make good progress. However, in some classes, some pupils who are struggling to understand are not identified early enough and, as a result, their rates of progress slow.
- The team of teaching assistants provide good and effective support, especially for lower-ability pupils and those who are disabled or have special educational needs. They know what pupils' needs are and work closely with the class teachers to make sure that their support is planned well and focused sharply on making sure that particular pupils make good progress.
- Teachers mark pupils' written work regularly. Their comments usually show pupils what they need to do to improve their work. However, some marking does not always give pupils a clear step-by-step indication about what they need to do to make their work better; consequently,

opportunities are missed to accelerate progress so that it is outstanding.

The behaviour and safety of pupils are outstanding

- Pupils are exceptionally proud of their school. They are very welcoming to visitors and are eager to talk about how happy they are to be in school.
- They enjoy greatly coming to school, as seen in their above average attendance.
- Pupils have exceptionally positive attitudes to learning. They work hard and are always keen to give of their best. They work very effectively in pairs and small groups where they contribute their ideas confidently and listen to others respectfully. Pupils are unerringly respectful to the adults working with them and vice versa.
- Older pupils take the responsibilities they are given to help and support younger pupils very seriously and carry them out with great pride. It was delightful, for instance, to see older pupils serving lunchtime meals at the dining tables and sitting with younger pupils engaging them in conversation and teaching the importance of good table manners.
- Pupils say how very safe they feel in school. They say that there is always someone to turn to if they have a problem. They talk knowledgeably about potentially dangerous situations and how to avoid them or deal with them. Pupils understand fully the potential dangers of using the internet.
- Pupils say that bullying of any sort is exceptionally rare and on the few occasions that it occurs, it is dealt with swiftly and appropriately. 'We are like a big family, really. We fall out sometimes but it doesn't last long and we are all good friends again soon after.' is a typical pupil comment.
- School records relating to behaviour and bullying in recent years confirm pupils' views. They show that the school deals with isolated incidents swiftly and appropriately. Records relating to support for pupils who are vulnerable are kept meticulously and show that the school does all it can to help these pupils and their families.
- Pupils' excellent behaviour, their strong sense of right and wrong and their deep respect for others, including those who are different or less fortunate, show the excellence of pupils' spiritual, moral, social and cultural development.
- Parent View and the results of school questionnaires show that parents are very pleased with the standards of behaviour in the school. They express no concerns about safety whatsoever.

The leadership and management are good

- Since the previous inspection an additional teacher has been appointed. This has freed senior leadership from a heavy teaching commitment. The headteacher has made good use of the opportunity to become more thorough in checking and developing the effectiveness of the school. As a result the school has improved significantly since the previous inspection and leaders have demonstrated they are capable of keeping this up.
 - Leaders and managers know how well the school is doing and where it could do better. The school-development plan identifies specific priorities for actions designed to make the school better. However, planning to check on the progress of these actions is not detailed enough to indicate their impact and success.
 - Procedures for checking on pupils' progress have been tightened. Consequently, pupils who are not doing as well as they should are identified early and supported individually to bring them back on track successfully.
 - Senior leadership has set higher targets for pupils' progress and these are included fully in the management of staff performance. This holds staff to account and successfully raises expectations of how well pupils should do. As a result achievement is rising rapidly and securely.
 - Teaching is monitored regularly and thoroughly. The outcomes are used effectively to set targets for performance management and drive up its quality. The targets and progress towards them
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are linked closely to pay progression.

- The curriculum is well managed to make sure that pupils' needs are met in the mixed-age, mixed-ability classes and that they are prepared for life in a diverse society. There is a good range of enrichment activities that are popular with the pupils and which make a valuable contribution to their personal development and well-being.
- Leaders and managers have a strong and successful commitment to fairness and equality. As a result all pupils have equality of opportunity and all are fully included. Procedure and policies for safeguarding are fully in place and give no cause for concern.
- The local authority has provided good and effective support for senior leaders to improve the quality of teaching and raise achievement.
- **The governance of the school:**
 - The governing body has given good support to senior leadership by appointing additional staff and giving the headteacher more time to make the school more successful. In return, it has set challenging targets for the headteacher's performance to hold him fully to account for the success of the school. The governing body has an accurate view of the quality of teaching and how performance management operates to improve its quality. Governors receive and question regular reports from the headteacher about how well the school is doing. It has a firm grip on the school's finances and how the pupil premium is used to make sure that those known to be eligible have the same opportunities as other pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121548
Local authority	North Yorkshire
Inspection number	402037

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	58
Appropriate authority	The governing body
Chair	David Howden
Headteacher	John Donnelly
Date of previous school inspection	24 February 2010
Telephone number	01757 618319
Fax number	01757 618319
Email address	admin@barlow.n-yorks.sch.uk

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