

Barlby Bridge Community Primary School

Thomas Street, Barlby Road, Selby, North Yorkshire, YO8 5AA

Inspection dates 6–7 March 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Excellent relationships exist between staff and pupils. As a result, this is a welcoming, inclusive school with a friendly atmosphere.
- From their different starting points, pupils make good progress so that by the end of Year 6 standards are broadly average in mathematics, writing and reading.
- Teaching is consistently good and some is outstanding. This has resulted in a steady rise in standards since the last inspection.
- Pupils' behaviour is good. They enjoy school and their attendance reflects this.
- The school's work to keep pupils safe and secure is good. Pupils are well cared for and feel safe.
- The curriculum is imaginative and richly enhanced by extra-curricular clubs and visits out of school. Pupils are interested in their work and keen to learn.
- The headteacher leads the school very effectively. He has been the driving force behind the school's improvement, particularly in raising pupils' achievement and the quality of teaching.
- The systems that senior leaders have put in place to assess pupils' progress are meticulous and enable teachers to be more accountable for pupils' progress.
- The governing body is increasingly supportive of the school's performance and challenges leaders well. Governors hold all staff to account for the achievement of pupils.
- The senior leaders and the governors work well together in ensuring that this is an improving school. They are all ambitious for the school's future. As a result, the capacity for further improvement is good.
- Parents think highly of the school and would recommend it to other parents.

It is not yet an outstanding school because

- The proportion of pupils making more than expected progress is not consistently high in writing and mathematics.
- Pupils' use of spelling, punctuation and grammar is not yet accurate enough to raise attainment further in English.

Information about this inspection

- The inspectors observed 14 lessons. In addition, inspectors talked to pupils about their learning and safety in school. Inspectors listened to pupils read and looked at the work in their books.
- Meetings were held with the headteacher, senior leaders, members of the governing body and a local authority representative.
- Inspectors looked at a number of documents including the school’s view of its own performance, the school’s development plan, the minutes of the governing body meetings, and records of lesson observations.
- Inspectors examined school questionnaires completed by staff. The 22 responses to the online questionnaire (Parent View) and a telephone call from a parent were taken into account.
- In 2012, the school was awarded the Basic Skills Quality Mark. This award celebrates and supports progress and improvements made in English and mathematics. It is valid until 2015. The school was recently accredited with the Eco-School Bronze award for demonstrating environmental awareness.

Inspection team

Barbara Martin, Lead inspector

Additional Inspector

Naila Zaffar

Additional Inspector

Full report

Information about this school

- Barlby Bridge School is smaller than the average-sized primary school.
- Most pupils are of White British heritage. A few pupils are from various minority ethnic groups and speak English as an additional language.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils eligible for support through the pupil premium is above average. The pupil premium provides additional funding for pupils in local authority care, children from service families and those known to be eligible for free school meals.
- The school does not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- In the last academic year, the school experienced disruption in staffing.

What does the school need to do to improve further?

- Increase the proportion of pupils making more than expected progress in writing and mathematics by consistently providing the most able pupils with work that fully challenges them.
- Raise pupils' attainment in English by:
 - improving pupils' spelling, punctuation and grammar
 - ensuring leaders check more frequently and rigorously that spelling, punctuation and grammar are taught consistently, regularly and systematically across the school.

Inspection judgements

The achievement of pupils is good

- Achievement is good because pupils make good progress from their starting points. Progress between year groups is good. Standards typically are broadly average by the end of Year 6.
- When children join the school in the Early Years Foundation Stage, their skills and knowledge are significantly below those typical for their age. Some children join the school with limited ability to speak English. Children make good progress because of good teaching and rich language experiences. However, they enter Year 1 with standards below the levels that are expected.
- Pupils continue to make good progress in Years 1 and 2. Although the proportion of pupils reaching the expected standard in the Year 1 check on their knowledge of letters and sounds (phonics) was below average, overall most pupils made good progress from their individual starting points. By the end of Key Stage 1, pupils' standards are average overall in reading and some pupils gain the higher Level 3.
- Despite standards at the end of Year 6 being typically broadly average, there was a dip in standards in 2013 which meant the school did not meet the government's current floor standards. This was due to a combination of issues out of the school's control. Changes in staffing, pupils joining the school at other than normal times, and other cohort issues had a detrimental effect on the numbers making the expected levels of progress and their performance in national tests. This cohort still made good progress from their exceptionally low starting points on entry into school.
- There is secure evidence to show that this year standards are likely to return to or exceed those typical. A small group of pupils are on track to attain the higher Level 5 in reading, writing and mathematics.
- Progress and attainment for pupils currently in Years 3, 4, and 5 show that these pupils are also on track to make expected progress or better by the time they leave Year 6. Work in pupils' books supports the fact that pupils are making good progress.
- Standards in reading have risen since the last inspection. They are typically in line with the national average. Pupils say that they love reading and enjoy reading many books in school and at home. The introduction of reading and discussing a book with an adult on a weekly basis, along with regular daily teaching of the sounds that letters make, have contributed to the raised standards. For the minority of pupils who do not make the progress expected of them, extra adult support is provided; for example, they read on a very regular basis to an adult in school.
- Standards in mathematics have been rising steadily but not enough pupils gain the higher levels in the national tests. Pupils enjoy activities that involve them quickly in their learning and help make new concepts easier for them to understand. This was evidenced where pupils were directing their partners to different hoops in the hall, using four compass directions displayed on the walls. Pupils described different routes that pirates could take to reach several treasure chests. Other pupils, also using compass points, were writing down the moves a cat made to catch mice. Some pupils were making eight-point compasses and learning how to use them.
- In writing, standards have improved steadily since the last inspection, but only a minority reach higher levels in the end of Year 6 national tests. Some pupils' use and knowledge of spelling, punctuation and grammar are not as strong as they could be. To help to counteract this, the specific teaching of grammar is being introduced and pupils have regular spelling tests to help them learn the various spelling rules.
- The attainment of disabled pupils or those who have special educational needs is lower than that of their peers, but their progress is good and in line with that of similar pupils nationally.
- Pupils eligible for the pupil premium funding, including those known to be eligible for free school meals, make the same progress as their peers in school. In Year 6 in 2013, the proportion of eligible pupils making the expected rate of progress was above the proportion that do so nationally. They reached standards of attainment overall in reading, writing and mathematics that were about one term ahead of the achievement of similar pupils nationally and about two

terms ahead of that of other pupils in the school.

- The very few pupils from various minority ethnic groups make good progress. They attain higher than their peers in the school and than similar pupils nationally. Overall, the school's efforts to promote equality of opportunity and tackle discrimination are effective.
- The most able pupils now make good progress overall but the school acknowledges that overtime they could have done better. These pupils are now quickly identified and receive challenging group tuition which prepares them for Level 6 in national tests. This additional support is proving successful.

The quality of teaching

is good

- The quality of teaching is good. Some is outstanding. Work in pupils' books supports the fact that all groups of pupils make good progress.
- In the Nursery and Reception classes, children make good progress because of exciting learning experiences which make learning fun. A high priority in these activities is given to the development of communication and language skills. Language is further enhanced with visits to local places, such as the pet shop, the farm and local church. These visits provide more opportunities for children to talk and learn new words.
- Pupils are enthusiastic about learning when it is brought to life for them by their teachers. An example of this was when a vast number of paper vines were laced across the ceiling, in order to imitate the atmosphere of the Amazon rainforest. As a result, pupils gained an idea of what it might feel like to be in a real rainforest and they were enthused when writing a report debating whether the trees should be destroyed or not.
- Teaching is creative and imaginative and focuses on promoting skills in English and mathematics through practical activities. For example, when pupils were following a recipe in order to make pasties, they were also learning about instructional text.
- The imaginative way in which the themes for writing are introduced captures pupils' interests and provides them with experiences to talk and write about at length. An example of this was when pupils arrived at school to find that rampaging reptiles had caused devastation! Classrooms had been raided and mysterious footprints and huge dinosaur eggs were found. As a result of this stimulating start, pupils were inspired to produce interesting, descriptive writing.
- Educational trips out of school and visitors into school broaden pupils' experiences and encourage them to talk and write about them.
- Information and communication technology is used effectively by teachers and pupils. Opportunities are provided for pupils to enhance their learning through the use of tablet computers and laptops. In English, some pupils had undertaken research about rainforests on the internet and were successfully transferring their findings into a script on the effects of deforestation. Using their tablet computers, they went on to successfully make a video of what they had found.
- Teaching assistants effectively support pupils who need extra help in understanding their work. Staff work closely together to support these pupils so that they make similar progress to others. Pupils who are unable to speak English are effectively supported by a bilingual teaching assistant.
- Marking is consistently good across the school. Teachers mark pupils' work regularly and give advice as to the next steps in pupils' learning. Time is also given for mistakes to be corrected by the pupils.
- Homework is given on a termly basis in the form of projects. It requires pupils to carry out research in books and on the internet, and often involves them in making a three-dimensional model.
- The information about pupils' progress is used effectively to match work to pupils' different abilities. However, not all of the most able pupils have made the progress of which they are capable in writing and mathematics. Expectations of what the most able pupils can achieve have not always been high enough. The school is now addressing this issue by providing more

challenging work for these pupils.

- Although time is allocated specifically to teach the correct use of punctuation, grammar and spelling, currently these skills are not taught as frequently and systematically to ensure pupils make the best possible progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils take responsibility for their own behaviour and have a good understanding of how their behaviour can impact on others. School records show that good behaviour is typical. Bullying incidents and exclusions are rare.
- Pupils respond well to the social and moral guidance they receive. Relationships are excellent between the teachers and pupils and between pupils.
- Visitors to school comment on how friendly and welcoming pupils are. A letter from a local university states, 'Our students enjoyed their visit and appreciated the kind and enthusiastic welcome they received from your pupils.'
- Pupils are proud of their school. One pupil told an inspector that school was her 'most favourite place in the whole world'. Pupils take pride in keeping their classroom areas tidy and recording their work neatly in their workbooks. Pupils offer to help the teachers by tidying equipment away at the end of lessons and keep the playground free from litter. They welcome opportunities to take on responsibilities. Some pupils were observed making the hall ready for assembly and others acting as door monitors during lunchtime.
- Pupils are caring. They respect one another and adults in school. At lunchtimes, pupils are well mannered and wait quietly and patiently to be dismissed when they have finished their lunch. Older pupils are protective of the younger children. They can be seen chatting to them on the corridors and holding their hands as they help them through doors. As one pupil said, 'We are all just one big family here.'
- Pupils have raised large sums of money for local and national charities, which demonstrates that they care about others beyond school.
- At playtimes, pupils play together in harmony. Some Years 5 and 6 pupils belong to the playtime and lunchtime squad (PALS), playing with and caring for younger children. They say that they are 'here to solve problems' and 'make sure everyone has a friend'.
- Pupils are keen to get on with their work. Typical comments are 'School gives you a good education so you can get a job' and 'Learning is always fun here.' Pupils' good attendance and punctuality show that they enjoy coming to school. They particularly like the homework projects because, as one boy remarked, 'You get to make things like Roman shields.'
- The school's work to keep pupils safe and secure is good. Pupils say that they feel very safe and secure in school, are well informed about all the types of bullying, including cyber-bullying, and know about internet safety.
- A very small minority of pupils have emotional and behavioural difficulties and, on occasions, find it difficult to behave. These pupils are managed effectively because adults are there to support them should the need arise. Consequently, disruptions to learning are rare.
- There is a strong emphasis on rewarding and praising good behaviour and letters are sent home praising pupils' good behaviour.
- The vast majority of parents who responded to Parent View believe that their children are well behaved, feel safe and are well looked after in school.

The leadership and management are good

- The quality of leadership at all levels, including governance, is good and has resulted in the improvements that have been made in teaching and pupils' achievement since the last inspection. Leaders have a good understanding of the school's strengths and areas for improvement. This is evidenced in the school's accurate view of its own performance. Pupils'

progress is tracked robustly and pupils are identified quickly if their progress slows. They then benefit from additional support either on an individual or group basis.

- Senior leaders are very clear about their roles and responsibilities and work productively as a team. There are rigorous checks made on the quality of teaching. This has raised pupils' achievement and improved the quality of teaching. There are no middle leaders in the school.
- The curriculum is well led and managed. The teaching of English and mathematics is rightly a high priority and literacy and numeracy skills are promoted in other subjects, wherever possible, for example through topic work.
- The promotion of pupils' spiritual, moral, social and cultural development is threaded across all subjects, including homework. For example, in one piece of homework, pupils had been asked to research the culture of a country of their choice. Some topic work is specifically related to aspects of pupils' spiritual, moral, social and cultural development, for example, 'I have a dream' and 'Show Racism the Red Card'. Some work is designed to increase pupils' social skills; for example, to help them to empathise, pupils had to describe how a girl, slumped against a wall in a photograph, was feeling and discussed ways in which they could help her.
- The school also fosters a sense of belonging to the local and global communities. Besides the links with local schools, there is a link with a school in Zambia. Pupils have shared letters with the pupils in this school.
- The local authority has confidence in the school's leadership and only provides a light-touch support. For example, the adviser allocated to the school reviews the school's performance and observes the quality of teaching.
- **The governance of the school:**
 - Governors have recently undertaken a skills audit and further training to improve their expertise. Training on roles and responsibilities has resulted in the governors placing themselves in small teams so that they are more able to monitor all aspects of the school's work effectively.
 - As a result, governors have a clearer understanding of how pupils' progress is recorded, which enables them to review national data and know about the quality of teaching. This means that they are able to challenge the school effectively about its performance.
 - Staff performance is managed well. Governors ensure that staff are only granted pay awards where it is evident that pupils have made good progress.
 - The budget is managed effectively. Governors ensure that the pupil premium funding is used well to support the pupils for whom it is intended and that it is having a positive impact on pupils' achievement. They know that the primary school sport funding is used to provide increased opportunities for pupils to take part in a wide range of sports, which has led to pupils' more participation in physical activities.
 - Governors ensure that statutory duties are met, including the safeguarding arrangements which meet requirements.

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	121448
Local authority	North Yorkshire
Inspection number	439736

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 of pupils on the school roll	195
Appropriate authority	The governing body
Chair	Hilary Williamson
Headteacher	David Barber
Date of previous school inspection	6 December 2010
Telephone number	01757 703650
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