

Barlow Church of England Voluntary Controlled Primary School

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

Inspection dates

18–19 June 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The executive headteacher leads with determination and has brought stability to the school. She has galvanised staff who share her high expectations for what pupils can achieve.
- Leaders have been relentless in addressing the previous areas for improvement. As a result, the school is improving quickly and pupils are receiving a good education.
- The close working partnership with Chapel Haddlesey School is effective. The collaborative work has helped to share leadership roles across both schools. As a consequence, this has improved the leadership of English and mathematics. Additionally, pupils have benefited from a broader curriculum and improved access to sports and visits.
- Governors have improved the way in which they work with the school. They are more ambitious and hold leaders strongly to account.
- Teaching, learning and assessment are good across the school. Pupils rise to the challenge and high expectations set by their teachers.
- Leaders have transformed the views of parents and carers. They are exceptionally positive about the work of the school.
- Children in the early years get off to a good start. The transformation of the early years ensures that children are well prepared for the demands of key stage 1.
- Pupils behave well and have very positive attitudes to learning. They enjoy coming to school, which is reflected in their attendance being above the national average.
- While pupils, especially the most able, enjoy solving knotty problems in mathematics, they do not use their mental calculation skills to solve these problems efficiently.
- Teachers place a high emphasis on pupils presenting their work neatly and accurately across the curriculum. However, pupils' writing stamina varies across the curriculum.
- Although middle leaders have squarely improved the outcomes pupils achieve in reading, writing and mathematics, the leadership of other subjects is still developing.
- Pupils' understanding of different faiths and cultures is at an early stage of development. The curriculum provides few first-hand experiences to help pupils to gain a deeper understanding of multicultural Britain.

Full report

What does the school need to do to improve further?

- Further strengthen leadership and management by:
 - continuing to develop the skills of middle leaders so that they can lead improvements to subjects other than English and mathematics
 - ensuring that the curriculum helps pupils fully to appreciate life in a modern, multicultural Britain.
- Continue to develop the quality of teaching, learning and assessment so that pupils' outcomes improve further, especially for the most able, by:
 - helping pupils make efficient use of their mental calculation skills to solve mathematical problems quickly
 - providing more opportunities for pupils to develop independence and stamina to develop longer pieces of writing across the curriculum.

Inspection judgements

Effectiveness of leadership and management

Good

- The executive headteacher, ably assisted by teachers, has worked tirelessly to improve the quality of education for all pupils at the school. Since the previous inspection, she has brought stability to the school and made significant changes to the running of the school. As a result, the school is improving quickly.
- Leaders have systematically addressed the areas requiring improvement from the previous inspection. As a result, this has led to significant improvements across the school and accounts for the good progress current pupils make.
- The close working partnership with Chapel Haddlesey School has been crucial in securing improvements to the role of subject leaders in English and mathematics. Leadership roles have been shared and become well established. Middle leaders rigorously check on the effectiveness of teaching, learning and assessment across the school. As a result, they have helped to improve pupils' standards of attainment in English and mathematics. Even so, there is room for improvement for leaders to drive improvements in the wider curriculum.
- Leaders have transformed parents' views of the school. Parents are highly positive about the work of the school. Parents would recommend the school unreservedly to others. One parent's view summed up the view of many, 'The school staff are all very friendly and approachable for both parents and children.'
- Leaders ensure that the curriculum is broad and balanced. The curriculum is enhanced by special visitors into a school and visits beyond the school gate, including museums. These help to capture pupils' interests. For example, some pupils enjoyed visiting a museum to learn about the wonder of earth and space. This has helped to support pupils' knowledge and understanding in science.
- Leaders ensure that pupils learn about fundamental British values. Pupils practise the skills of democracy by voting and electing their peers onto the school council. However, the curriculum has been limited in offering pupils first-hand experience to learn about life in other cultures. As a consequence, pupils' knowledge and understanding of people from different faiths and cultures are at an early stage of development.
- The small amount of additional funding to support different groups in school is used effectively. Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) make good progress to keep up with their peers in school.
- The primary physical education and sport premium is used effectively. It has helped to increase the range of sporting competitions pupils can attend. In addition, through the school's work on being healthy, pupils understand the importance of a balanced diet and the benefits of regular exercise.
- The local authority and diocese have worked together in partnership to improve the school. Respectively, they have helped to improve the rigour with which middle leaders lead English and mathematics. Additionally, they have provided regular training, which has helped to secure improved governance.

Governance of the school

- Since the previous inspection, governance has improved significantly. Governors now have a good understanding of the school. They have higher aspirations and are more ambitious for the school.
- Governors work strategically across the federation. They have undertaken a skills audit to ensure that governors have the right mix of skills to be effective in their role. Governors now use their collective expertise across the federation to support and challenge leaders strongly.
- Governors are kept well informed about the progress the school is making. They are regular visitors into school and check that the information that leaders and external partners give to them is accurate.

Safeguarding

- The arrangements for safeguarding are effective. There is a strong culture of safeguarding in the school. Staff work effectively as a cohesive team and share a strong commitment to keeping pupils safe.
- Leaders ensure that all staff and governors have access to regular training, which supports them in recognising the potential signs of distress, abuse and neglect. Staff know how to raise and report concerns swiftly should they arise.
- Leaders ensure that the appropriate vetting checks are made on all staff before they work with children. The school business manager plays a vital role in maintaining meticulous records.

Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment has improved since the previous inspection and is good. Teachers have much higher expectations of what pupils can achieve. These are evidenced in the carefully prepared lessons they teach. Pupils have risen to the challenge and they respond by exhibiting positive attitudes to learning and the pride they take in their work.
- Teachers are highly skilled in managing mixed-age classes. Teachers have good relationships with pupils. They have created well-established routines, which ensure that lessons run smoothly and time is used effectively.
- Teachers' and teaching assistants' questioning skills are good. They carefully craft questions that help pupils to think for themselves and address their misconceptions. Pupils enjoy responding to the feedback that they receive, which helps them to improve their work.
- Pupils' written work in their books has improved considerably. Pupils take real care and pride in presenting their work. Additionally, pupils spell words accurately across the curriculum. Pupils are given interesting opportunities to write for a range of different audiences and purposes. For example, some pupils enjoyed writing to people who inspired them, including the author David Walliams. Even so, teachers do not seize

opportunities to develop pupils, especially the most able, to fully develop their writing stamina in the wider curriculum.

- The teaching of reading is effective in helping pupils to acquire good reading skills. Pupils read books appropriate for their age and use their phonics skills to read unknown words. Pupils enjoy reading widely and often, by visiting and choosing books from the school library. Pupils spoke happily about the books they read with their teachers. For example, pupils enjoyed reading an adventure story that stimulated their interest in learning about life in Japan.
- Leaders have focused on improving the teaching of mathematics. Training and improved access to learning resources have resulted in teachers skilfully providing work that generally meets pupils' needs. For example, they provide practical resources for pupils, including those pupils with SEND, to aid their understanding. Pupils enjoy the challenge of grappling with problems that require reasoning skills. However, some pupils, especially the most able, do not use their mental calculation skills to solve problems quickly. As a result, this slows their learning.
- Teachers deploy teaching assistants effectively and they have a positive effect on pupils' learning. Teaching assistants provide timely support that encourages pupils to be independent in their learning.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils spoke confidently to the inspector about the changes they have noticed at the school. Adults have thrown down the gauntlet by increasing expectations of what pupils can achieve. Pupils have risen to the challenge and show great pride in all that they do, particularly in producing better-quality work.
- Pupils play their part in ensuring that the school is a happy and friendly place. Adults promote the importance of friendship effectively. As a consequence, pupils are friendly, polite and get along well with one another.
- Pupils have good opportunities to take part in activities that teach them how to be fit and healthy. For example, during a healthy activity week, pupils learned about the benefits of exercise, the importance of having a balanced diet and ensuring that they get enough sleep.
- Pupils have opportunities to apply for positions of responsibility. Some pupils have successfully applied to be road safety officers. They take their position seriously. They have helped to raise awareness of topical issues, such as the importance of walking to school to reduce the harmful emissions from cars.
- Pupils understand what constitutes bullying and the effect it has on others. They say that instances of bullying in the school are rare. Pupils have every confidence in adults to deal with it fairly and firmly should it occur. Pupils know how to keep themselves safe when working with technology and understand the need to not disclose personal

information to strangers.

- Pupils have benefited from working with pupils from Chapel Haddlesey School. This has increased the number of visits they have participated in, including residential visits. As a result, this has helped to develop pupils' social skills and broaden their horizons.

Behaviour

- The behaviour of pupils is good.
- Pupils' behaviour in class and around the school is calm and results in the smooth running of the school day. Good relationships exist between adults and pupils. As a result, lessons flow smoothly.
- Pupils conduct themselves well for all adults and visitors during different times of the day, including collective worship.
- Pupils' good behaviour is also reflected at playtimes and lunchtimes. These are happy occasions when pupils of all ages enjoy each other's company and play together. Older pupils act as play leaders, which helps to support younger pupils and contributes to the family atmosphere at the school.
- Pupils enjoy coming to school and they are keen to learn. Pupils' positive attitudes to learning reflect in their attendance, which is above the national average.
- Very little time is wasted in lessons. Very occasionally, when pupils are not given opportunities to exercise independence, a few pupils have lapses in concentration.

Outcomes for pupils

Good

- Because of the very small and variable size of year groups at the school, comparisons with national averages are not always meaningful and reliable. Nevertheless, since September 2017, teaching and leadership roles have become more stable and better established. As a result, leaders are reversing the decline in standards seen at the previous inspection. Pupils' progress is now good across the school in reading, writing and mathematics.
- Children get off to a good start in the early years from their typical starting points. This good start is built upon effectively into key stage 1. Attainment by the end of key stage 1 ensures that pupils make at least expected progress and achieve as well as other pupils nationally.
- Pupils acquire good reading skills across the school. Current children in the early years and pupils in Year 1 develop good phonics skills that help them to develop good building blocks of reading.
- An extensive analysis of pupils' work, and observations of learning, shows that current pupils make strong progress in their reading, writing and mathematics. Teachers, particularly in key stage 2, have ensured that current pupils are making up lost ground and reaching the standards they are capable of.
- The very small proportions of disadvantaged pupils and those with SEND, who are currently in the school, achieve as well as other pupils with similar starting points.

Although the most able pupils achieve well overall. Occasionally their progress is sometimes held back when they are not given opportunities to develop independence or use their existing knowledge when tackling problems.

- Parents are very pleased with the progress their children are making. They recognise the significant improvements in teaching, learning and assessment, which accounts for the good progress pupils make across the school.
- Pupils apply their good presentation and spelling skills when writing across the curriculum. However, teachers do not seize opportunities for pupils to fully extend their ideas and develop writing stamina in subjects other than English.

Early years provision

Good

- Children enter the early years with skills and knowledge that are typical for their age. Children make good progress in all that they do. Because of adults' heightened expectations, more children are starting to exceed expectations and are making better than typical progress.
- Teachers and teaching assistants understand the learning needs of the children. They make good use of assessment information to assess children's needs. As a result, they have shaped a curriculum that helps to develop children's sharing and turn-taking skills.
- Teachers and teaching assistants ensure that children acquire good phonics skills. Adults systematically teach phonics and accurately model letter names and sounds. As a result, children quickly learn the sounds letters make, which helps them to readily read words and to write in sentences.
- Teaching is good, and adults provide support that meets the needs of children, including the small numbers of disadvantaged pupils and pupils with SEND. However, adults sometimes overlook opportunities to intervene and move children's learning on so that they are well challenged when working independently.
- The classroom provides a bright and vibrant environment for children to explore and learn. The outdoor learning area has been transformed and acts as an extension of the indoors. Children benefit from a well-resourced and attractive environment, which helps them to be curious and to learn alongside each other. For example, children enjoyed using the outdoor area to create a floristry shop. This helped them practise the skills of taking turns and counting money as shopkeepers. Additionally, children enjoy using different apparatus and develop good physical skills, such as balancing.
- The school's partnership with parents is good. Parents are very happy with the changes made to the early years. They told the inspector that their children's individual needs are met and they are blossoming and growing in confidence since starting school. Parents have regular opportunities to share and make contributions in their child's online learning journey.
- The classroom and outdoor area are safe places for children to learn. Adults ensure that safeguarding has a high priority. Staff are well trained to care for children and ensure that all welfare requirements are met.

School details

Unique reference number	121548
Local authority	North Yorkshire
Inspection number	10087537

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	50
Appropriate authority	The governing body
Chair	Chris Taperell
Headteacher	Suzanne MacDonald (Executive Headteacher)
Telephone number	01757 618319
Website	www.barlow.n-yorks.sch.uk
Email address	admin.barlow@barlowhaddleseyfederation.co.uk
Date of previous inspection	15–16 March 2017

Information about this school

- The school is considerably smaller than the average-sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils with SEND is similar to the national average.
- The proportion of disadvantaged pupils, who are known to be eligible for support through the pupil premium funding, is below the national average
- The early years includes a Reception class where children attend full time. Pupils are taught in two classes.
- The school provides a breakfast club each morning for pupils.
- There have been significant changes in staffing and leadership since the previous inspection. The new executive headteacher was appointed in May 2017 and all other members of staff have taken up post since the previous inspection.

- The school has joined in a federation with Chapel Haddlesey Primary School; the executive headteacher leads both schools.

Information about this inspection

- The inspector observed a range of teaching and learning throughout the school. These were observed jointly with the executive headteacher.
- The inspector reviewed pupils' work in lessons and analysed samples of work in pupils' books. During the two days of the inspection, the inspector spoke with pupils, both individually and in groups, about learning and safety. He also spoke with parents informally at the start of the school day.
- The inspector listened to pupils read. Pupils selected to read were from classes in key stage 1 and key stage 2.
- The inspector held a meeting with the chair of the governing body and three other governors. A meeting was held with representatives of the local authority and the diocese.
- The inspector scrutinised a number of documents, including the school's self-evaluation, school improvement plans, and documents on attendance and safeguarding.
- The inspector analysed 32 responses to Ofsted's online questionnaire for parents (Parent View) and 17 free-text responses from parents. He also considered 10 responses to the Ofsted staff questionnaire and 21 responses to the pupil questionnaire.

Inspection team

Brian Stillings, lead inspector

Ofsted Inspector

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