

Inspection of a good school: Barlby Community Primary School

Hilltop Barlby, Selby, North Yorkshire YO8 5JQ

Inspection dates:

10 and 11 October 2023

Outcome

Barlby Community Primary School continues to be a good school.

What is it like to attend this school?

Pupils achieve well in this school. The curriculum is ambitious. Leaders have high expectations of everyone. Pupils have a positive attitude towards learning and enjoy their lessons. They have regular meetings with a teacher to discuss their learning, next steps and achievements in school. This gives them a sense of pride and ownership of their learning.

Pupils with special educational needs and/or disabilities (SEND) are given the right support in lessons. This helps them to achieve well. Children in early years are taught by highly skilled staff. Children make a good start to their learning in reading, writing and understanding number.

Pupils are excited by the wider opportunities the school provides. Pupils enjoy the '50 things to try before you are 11 and ¾' and residential trips. Pupils have regular opportunities to talk about current affairs with their peers. This helps them develop a better understanding of the world. The school teaches pupils how to use the internet safely.

Behaviour in lessons is good. Pupils listen to each other and work well in groups. However, behaviour at playtimes is not as positive. The school is working to address this.

What does the school do well and what does it need to do better?

Reading is prioritised in the school. Training and development from external agencies have improved teachers' expertise and confidence in teaching phonics. There is a sharp focus on learning to read as soon as children start in Reception. The school provides parents and carers with videos and updates to help them to support their children with reading at home. Leaders regularly check to ensure that the early reading curriculum is implemented well. They provide modelling for staff to help them understand how to make improvements. Pupils quickly learn to read. Those who need additional support are helped

through timely interventions. The school encourages pupils to read at home. Pupils enjoy borrowing books from the library and talking about what they have read.

Pupils benefit from an ambitious curriculum in this school. They are excited by what they learn. Pupils ask insightful questions in lessons and make links with learning in other subjects. In history, pupils develop a good understanding of chronology. They use this to make comparisons over time. Teachers provide opportunities for pupils to discuss prior learning in every lesson. As a result, pupils can talk about their learning with confidence. The curriculum is well constructed. Children in early years benefit from well-considered opportunities to develop their understanding of number. In mathematics, older pupils enjoy daily multiplication challenges, which improves their fluency. They remember the important knowledge they need to and deepen their knowledge over time. The school has effective systems in place to check what pupils know and can remember. Teachers adapt lessons to help pupils to fill any gaps in their knowledge. As a result, pupils achieve well.

Pupils with SEND are well supported throughout the school. Their needs are identified early. Precise plans are put in place so that staff know how to help them. Pupils with SEND are included in lessons and receive the support they need in order to succeed. The school has prioritised training for staff so that they know how to support pupils with SEND.

The school has recently introduced a new behaviour management approach. This is already having a positive impact on pupils' behaviour and conduct in lessons. However, there are inconsistencies in pupils' behaviour during unstructured times of the day. Some pupils do not behave well at playtimes.

Pupils access a variety of clubs, competitions, residential trips and leadership opportunities that develop their character. They develop a good understanding of British values. Pupils are excited by the awards presented during celebration assemblies. They are encouraged to show pride in their school through inter-class competitions for tidy cloakrooms and good attendance. The school provides 'calm corners' and quiet spaces for reflection time. This helps some pupils regulate their feelings during the school day.

Leaders and governors know the school well. Governors understand their statutory duties. They maintain an accurate picture of the school through regular visits. Leaders have prioritised the well-being of all staff. The staff feel well supported by the senior leadership team. They are proud to work in this school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The new systems to manage behaviour are not embedded during unstructured times of the day. Some pupils do not behave well at playtimes. The school should ensure that

there is consistency in expectations of behaviour throughout the day and that pupils, staff and parents understand the new systems in place.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged school to be good in May 2018.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	121449
Local authority	North Yorkshire
Inspection number	10290086
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	360
Appropriate authority	The governing body
Chair of governing body	Philip Boyes
Headteacher	Jillian Baker
Website	www.barlbycommunityprimaryschool.co.uk
Date of previous inspection	23 May 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use alternative education providers.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspector spoke to senior leaders, including members of the governing body and the local authority school improvement partners.
- The inspector carried out deep dives in early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector listened to a range of pupils from different year groups reading.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first. The inspector also spoke to leaders, teachers, governors and pupils about safeguarding.
- The inspector analysed the responses to Ofsted's pupil survey and the staff survey. The inspector reviewed responses to the online questionnaire, Ofsted Parent View, including free-text comments.

Inspection team

Georgina Chinaka, lead inspector

His Majesty's Inspector

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