



Classroom Culture Health Check Report:


Academy/School Name:	Barlby Community Primary School
Date of Visit:	2024-08-03
Completed By:	Huw Lloyd


Barlby Community Primary School is a two-form entry primary school situated in Barlby near Selby in Yorkshire. It has approximately 370 pupils on roll, with around 7% of pupils being on the SEND Register and 17.5% of pupils being eligible for free school meals. The school was last inspected by Ofsted in October 2023 where it found to be a Good school. In that report it identified the school implementing a new behaviour management approach and the positive impacts it was having, it also identified that pupils did not behave as positively during unstructured times. In conversations with the Headteacher I agreed to look at these times especially.


The school is currently undergoing significant building works, which limits the amount of available outdoor space for the pupils to access during non-lesson times. Well-considered plans have been implemented to help manage and minimise disruption to pupils.


During the course of a lovely day, I observed open areas (reception, corridors etc.) as well as a number of classrooms and various learning spaces. I spoke to pupils both formally and informally. I was welcomed warmly and professionally by everyone in the school and genuinely enjoyed my day.

Green: Doing well already


 The Head Teacher clearly knows and understands the school. She has a clear knowledge of the staff's strengths and weaknesses and where the most positive behaviour is happening across the school. Issues with previous behaviour policy and system have been recognised and addressed. Improvements made, have proven to have had a positive impact on the school culture, as referenced within the Ofsted report. During my visit, both pupils and staff positively commented on the changes made.


 Every child I met at Barlby Community Primary School was friendly, polite, respectful and also inquisitive. They talked openly with me about their school both formally and also at play and lunchtimes. They told me jokes (some better than others) and took a genuine interest in why I was visiting their school. I always like to ask pupils for directions to see how they respond. Without fail, all pupils not only told me the way but also showed me the way. I left the school at the end of my visit extremely impressed with the pupil body.


 The school has done a lot of work on instilling pride in their school. The school is kept very tidy by the pupils. They take delight in earning their class dustpan and brush for having a tidy bag bay and strive to be awarded the tidiest class area, enjoying the kudos that goes with this award. Both pupils and teachers talked to me about this initiative, how they felt involved in it and felt it had a positive impact on them and the school.


 Throughout my day I found Barlby Community Primary School to be a calm, engaging and purposeful learning environment. The pupils I witnessed were well behaved, well-mannered and engaged in purposeful learning activities. On no occasion did I hear adults raising their voices at pupils, nor did I see acts of

defiance from pupils directed towards staff. Pupils commented that their teachers made them feel safe and that their teachers are fair to all.





 I saw excellent examples of positive and trusting relationships between staff and pupils. Without a doubt the most positive behaviour I saw at Barlby Community Primary School was in the classrooms, where the teachers and support staff had the strongest relationships with the pupils. Pupils reported that their teachers were kind and would help them if they had a problem too, which shows that the pupils trust them and feel comfortable talking to them.

 The school has worked very hard to embed consistent expectations and routines. All pupils could verbalise the school expectations of respect and responsibility. They could also explain what they meant and reported they were talked about a lot in assemblies. They also talked about recent routines embedded for moving around the school where everyone walked on the left and did so quietly. This was evident throughout the day, especially when one pupil informed me as I walked on the right that “we walk on the left-hand side of the corridors at school.”



 Behaviour was excellent in the classrooms where staff used high levels of praise and gave their first attention to best conduct. I saw some lovely examples of this, especially lower down the school where pupils were praised for how they sat on the carpet rather than pinpointing those who were not following instructions. Also, in the older age groups this was done well on occasions with pupils who were respectful and ready to learn in classrooms.

 As requested, I carefully observed behaviour at unstructured times. I spent time both in the lunch hall whilst pupils were eating, on the playground and corridors during both play and lunchtime. The behaviour I saw was on the whole positive. I saw pupils interacting with each other well and respectfully. I also saw staff engaging with pupils during this time effectively. Older pupils, deployed as helpers in lower years, were also effective. There were also routines evident at the end of both lunch and playtime to orderly bring pupils back into school and engage in learning again quickly.

Amber: Recommendations for action medium to long term

-  The areas with the most positive behaviour were the ones where there were clear routines embedded. I would recommend the construction and deployment of consistent routines across the whole school. This may be in relation to making the whole class quiet, or movement between the carpet and seating areas. Coupled with this, I would encourage the current routines to be revised and adapted to ensure increased consistency. One example of this is to bring the end of break routine inline with the end of lunchtime routine, which are currently slightly different.
-  The traffic light system implemented has had a positive impact on behaviour across the school, as recognised by both pupils and staff. While the efforts have been made to remove the public shaming which is often commonplace around these systems, school could lean more towards the idea of reminding in private and praising in public.
-  As mentioned, praise is a huge motivator for pupils. I would look to find ways to build more praise into the school day for pupils, encouraging teachers to never miss an opportunity to praise and recognise a pupil who has gone over and above for them. This could involve the introduction of praise postcards or phone calls home or earning time with an adult as a reward.
-  Lunchtime supervisors can often be the least respected members of staff in the school. When asked, pupils did not feel that lunchtime supervisors had the authority to challenge their behaviour and even verbalised that “they weren’t even that important.” I would recommend finding ways to enhance the reputation and visibility of lunchtime supervisors within the eyes of pupils and parents so as to allow greater consistency of behaviour challenge across the school. This could involve them running particular sessions around the school or allowing them to be seen to have accountability to manage behaviour incidents around the school.

Red: Immediate action

-  On numerous occasions around the school, I heard members of staff shushing pupils to achieve quiet. This is often counterproductive, generating more noise than was previously evident and also does not send a clear, concise and directive message. I would speak to staff immediately and encourage them all not to shush and instead either use a clear verbal cue such as “class you now all need to be quiet” or a routine as mentioned previously in the Amber section.
-  The school values and expectations are embedded, and pupils can verbalise them and explain them, however they did not appear to be an audible consistency across the school. Pupils reported they heard them in assemblies but not really anywhere else. I would promote these values more, building on them as a clear success and bringing them into even greater prominence. This will aid consistency across the school, especially if lunchtime supervisors can also use them effectively.

Recommendations

Our Classroom Culture Instructor Programme would be an excellent option for Barlby Community Primary School to help embed new ideas and principles within the school. We also offer departmental coaching and mentoring which can offer support for specific departments or teachers that are in need of extra support and guidance. We are also available to offer SLT Implementation support which would provide strategies to tackle the areas for development identified in this report along with a follow up review that will allow the organisation to reflect on the impact and improvements made during the project.

I had a lovely day at Barlby Community Primary School and was made to feel very welcomed by every member of the school. Under the direction of the current Head Teacher, I believe they will succeed in what they want to achieve around their culture

and positive behaviour growth. A few small tweaks and further developments of what they already have in place will result in the calm consistent positive culture they are aiming for.

Huw Lloyd
CPI
2024-13-24

Please Note:

The information contained in this report was obtained from observations and meetings carried out by a Global Professional Instructor employed by CPI. The purpose of the observation was to assess the organisation's practices against the 5 Principles of Classroom Culture. [These can be found here](#). The content of this report is solely provided as a guide to making improvements to culture and behaviour within the organisation and to inform and support the delivery of any future training packages delivered by CPI.