

Inspection of Barwic Parade Community Primary School, Selby

Barwic Parade, Petre Avenue, Selby, North Yorkshire YO8 8DJ

Inspection dates:	10 and 11 June 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils love coming to Barwic Parade. The school takes great care to make sure that every pupil is ready for learning. As a result, pupils feel happy and safe. They rise to the school's high expectations for behaviour and learning.

The curriculum meets the needs of all pupils. Pupils enjoy learning about people and places beyond Selby. They thrive in the purposeful learning environments and in the beautiful outdoor area. Typically, pupils achieve well across the curriculum.

Staff model the expected behaviour for pupils, showing high levels of respect and kindness. Pupils respond well to the clear routines and expectations that are set for them. They know and follow the school's three simple rules. Occasionally, bullying and inappropriate name calling happen. The school takes effective action to deal with any incidents. Pupils are confident that staff will sort things out.

There is a wide range of after-school activities for pupils to enjoy. These include sports, computing, craft, cookery, choir and story time. The school goes above and beyond to support pupils' physical and emotional well-being. Many parents say how much they value the help and kindness they receive from the school.

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

The curriculum is broad and ambitious. The school has identified what pupils should learn and in what order. Teachers have secure subject knowledge and present information clearly. They check pupils' learning and provide appropriate support to help everyone keep up in lessons. In most subjects, pupils can remember and make connections with prior learning. This is because teachers use strategies such as mini quizzes to help pupils remember more. In a minority of subjects, these activities are not closely aligned to the curriculum. In these subjects, pupils are less able to recall prior learning.

The majority of pupils, including pupils with special educational needs and/or disabilities (SEND), achieve well. They are well prepared for the next stage of their education. The needs of pupils with SEND are swiftly identified. Pupils with SEND are fully included in learning, following the same curriculum as their peers. Teachers adapt resources and the curriculum to ensure that these pupils are successful.

The school has prioritised learning to read and reading for pleasure. 'Phonics parties' and 'reading cafes' help parents to read with their children. Pupils enjoy listening to the books that teachers read to them every day. Staff deliver the new phonics scheme to a high standard. Children in Reception Year have quickly learned the routines of the scheme. They use the letter sounds they know to read and write simple sentences. Reading books match the sounds that pupils know. This helps them to enjoy reading with developing fluency and confidence. Pupils who need it receive effective help to catch up with reading.

The school is determined to provide the best start for children. From the provision for two-year-olds through to Reception Year, children enjoy a carefully structured curriculum

and environment. The development of communication and language is a high priority. Staff know how to develop children's language through play. They help children to explore, investigate and develop their interests. Children in Reception Year carry out tasks with great enthusiasm. They are well prepared for learning in Year 1.

The school's work to enhance pupils' spiritual, moral, social and cultural education is of a high standard. Pupils take part in activities that help them gain confidence and resilience. The school provides opportunities for pupils to develop their talents and interests. Pupils are looking forward to 'Barwic's Got Talent' and enjoy taking part in auditions. Pupils learn about a different country every half term in 'Globetrotters'. They are interested to learn about the different cultures of children who are new to the school.

Community involvement is a high priority for the school. The 'community champions' liaise with local businesses to source food and resources for their projects. These include their plans to provide afternoon tea for people from the local community. Pupils choose a different charity to support each year. They learn about the work of each good cause they support.

Leaders and governors have high expectations for all pupils and staff. They are determined to raise aspirations and improve the life chances of all groups of pupils. There is a clear focus on continual improvement. Staff are committed to professional development. This has had an impact on the quality of teaching and learning across the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In most subjects, pupils can remember and make connections with prior learning. This is because teachers use strategies such as mini quizzes to help pupils remember more. In a minority of subjects, these activities are not closely aligned to the curriculum. As a result, pupils are less able to recall prior learning. The school should ensure that activities to help pupils remember learning are focused more precisely on what the school wants pupils to know and remember in all curriculum subjects.

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	121444
Local authority	North Yorkshire
Inspection number	10379357
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chairs of governing body	Laura Mason and Peter Gorbert
Headteacher	Sarah Dixon
Website	www.barwicparade.co.uk
Dates of previous inspection	10 and 11 November 2022, under section 5 of the Education Act 2005

Information about this school

- The proportion of pupils in receipt of the pupil premium grant is above the national average.
- There is a breakfast club and an after-school club for pupils who attend the school.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

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

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: 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 inspectors had several meetings with the headteacher and other senior leaders during the inspection. They met with members of the governing body.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, history and design and technology. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors observed pupils' behaviour throughout the school day, including during lesson visits and at lunchtime.
- Pupils talked to the inspectors, formally and informally, about their learning, their views on behaviour and the wider experiences they receive at school. The inspectors also considered the responses received through Ofsted's pupil questionnaire.
- The inspectors scrutinised records for behaviour and attendance.
- The inspectors spoke with a number of parents in the playground and reviewed the responses received through Ofsted's survey for parents, Ofsted Parent View, including free-text responses. The inspectors also considered the responses received through Ofsted's staff questionnaire.
- The inspectors met with the special educational needs coordinator to consider the curriculum for pupils with SEND.

Inspection team

Janet Keefe, lead inspector

Ofsted Inspector

Chris Baines

Ofsted Inspector

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