

Inspection of Barrowcliff School

Ash Grove, Scarborough, North Yorkshire YO12 6NQ

Inspection dates: 7 and 8 June 2023

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| Overall effectiveness | Good |
| 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 are proud to be members of Barrowcliff School. They feel safe and part of the school community. Pupils benefit from opportunities such as extra-curricular clubs and leadership roles. These support pupils to develop high levels of independence. This provides a strong foundation for future learning.

Leaders recently revised the school's behaviour policy. Incidents of poor behaviour have significantly reduced since its introduction. Pupils know what is expected of them. The majority of pupils behave well most of the time. Staff manage pupils' behaviour effectively. Classrooms are calm and purposeful places for pupils to learn. At playtimes, pupils usually play well with each other. There is some equipment for the large number of pupils to use. Pupils told inspectors that they would like more to play with.

Pupils know that they can go to an adult in school if they are concerned about something. Pupils say that bullying sometimes takes place. Staff will deal with these infrequent incidents quickly. Leaders maintain regular oversight of behaviour. This helps them to resolve any issues effectively before they escalate.

Leaders have established positive relationships with parents and carers. Staff know pupils and their families well. Parents told inspectors that they value being able to speak to staff about their child.

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

Leaders have prioritised the teaching of early reading. Staff benefit from weekly training sessions to support them to teach the school's chosen phonics scheme well. Adults' strong subject knowledge enables them to anticipate and address pupils' misconceptions. Adults check that pupils pronounce words and sounds accurately. Most pupils read books that match their phonic knowledge. This helps them learn to read with increasing fluency and accuracy. Pupils use strategies to help them to decode and read words that are unfamiliar to them. Adults are alert to the need to check that pupils understand the meaning of new vocabulary. Pupils begin to develop a love of reading. They choose books that are challenging and of interest to them.

Children in the early years learn to become confident and independent individuals from the start of their time at the school. Adults ask questions which support children effectively to develop their skills in speaking and listening. Children engage in activities for sustained periods of time. During the inspection, children enjoyed selling lollies in the role play ice cream parlour. Adults supported children to buy items. Children used coins to count amounts of money and used their phonic knowledge to write down the different flavours available.

Leaders have implemented an ambitious curriculum. They have identified the important knowledge and skills that pupils must learn as they progress through the

school. Leaders initially prioritised the development of mathematics and English before improving other subjects. They have ensured a consistent approach to the way in which lessons are taught. This helps pupils to achieve well. However, in some instances, teachers do not check that the standard of pupils' work is as high as it could be. For example, sometimes, pupils draw mathematical shapes inaccurately because they do not use a ruler to form straight lines. Although most subjects are established, a small number of subjects, such as art and design, are at an earlier stage of development. In these subjects, teachers lack clarity about how to break down the knowledge and skills into smaller steps for pupils to understand. Sometimes, there is too much content for pupils to learn. This prevents them from developing a deep understanding of what they are studying.

The provision for pupils with special educational needs and/or disabilities (SEND) is a strength of the school. The special educational needs coordinator (SENCo) has ensured that staff receive regular training and support to teach pupils with SEND. Pupils' support plans clearly identify the small steps that they need to learn. These are regularly reviewed by leaders and teachers. Consequently, pupils with SEND complete work that matches their ability.

Pupils enjoy participating in a range of lunchtime and after-school clubs, including drama, football and choir. 'Wonder days' provide opportunities for pupils to visit local places of interest, such as Scarborough Castle. An artist in residence supports the development of pupils' knowledge and skills in art. Pupils learn about fundamental British values, such as democracy and the rule of law. However, many do not develop a secure understanding of what these mean and why they are important in society.

Leaders, including governors, have an accurate view of the school. They recognise the improvements that have been made in the school and the areas that need to develop further. Governors know the school well. They focus on making sure that the school provides a high-quality education for all pupils.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff receive regular training and updates to support their work to safeguard pupils. Staff are alert to potential signs of abuse and neglect. Leaders have established clear systems to record concerns. They frequently check that actions have been followed up and look for patterns of behaviour which may indicate a concern.

The police community support officer visits the school to speak to pupils about risks that pupils may become vulnerable to, such as county lines. County lines is where illegal drugs are transported from one area to another, usually by children or vulnerable people who are coerced into it by gangs. Given the school's proximity to rivers, ponds and the sea, leaders have ensured that pupils learn about keeping safe around water.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In subjects at an earlier stage of development, leaders have not established how the important knowledge and skills that pupils must learn are taught. In these subjects, pupils find it difficult to explain what they are currently learning and how it links to prior learning. Leaders should refine the curriculum so that the important knowledge and skills are broken down into smaller steps.
- Leaders have not fully established opportunities to support pupils' broader development. Some pupils do not fully understand the importance of concepts, such as democracy and the rule of law. Leaders should further develop meaningful opportunities for pupils to learn about these concepts.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 121314 |
| Local authority | North Yorkshire |
| Inspection number | 10268345 |
| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 2 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 289 |
| Appropriate authority | Local authority |
| Chair of governing body | Mr Sandy Cameron |
| Headteacher | Mark Rogers |
| Website | www.barrowcliff.n-yorks.sch.uk |
| Date of previous inspection | 22 June 2021, under section 8 of the Education Act 2005 |

Information about this school

- The number of pupils on roll is above the national average.
- The proportion of pupils eligible for free school meals is well above the national average.
- The proportion of pupils with an education health and care plan is well above the national average.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluations of the school.
- Inspectors met with leaders, including the headteacher, the deputy headteacher, the SENCo and governors, to discuss their work to improve the school.

- To evaluate the curriculum, inspectors carried out 'deep dives' in early reading, mathematics, English, art and design, and geography. They met with leaders, reviewed pupils' work and visited lessons. Separate meetings were held with pupils and staff.
- Inspectors visited the school's breakfast club and observed behaviour at break and lunchtimes.
- An inspector spoke to parents and the beginning of the school day. In addition, feedback received through Ofsted's parent survey, Parent View, was considered.
- Inspectors reviewed comments received through Ofsted's staff survey.
- An inspector met with a senior improvement adviser from the local authority.

Inspection team

| | |
|------------------------------------|-------------------------|
| Matthew Harrington, lead inspector | His Majesty's Inspector |
| Steve Kernan | Ofsted Inspector |
| Katie Lowe | Ofsted Inspector |

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