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Anouska Gardner
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Dear Mrs Gardner

Requires improvement monitoring inspection of Barlby High School

This letter sets out the findings from the monitoring inspection that took place on Wednesday 17 July 2024, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and took place because the school has received a judgement of requires improvement at its previous graded (section 5) inspection.

The purpose of a monitoring inspection is not to grade the school's overall effectiveness, but to identify and report on the school's progress. It is to highlight to the school and parents any improvements that school leaders have made since the school's previous graded inspection.

During the inspection, I discussed with you and other senior leaders, the chief executive officer (CEO) of the trust, trustees, governors and staff the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I also visited lessons, held meetings with staff, met with curriculum leaders in a range of subjects, spoke to pupils, met with the designated safeguarding lead and looked at relevant documentation. I have considered all this in coming to my judgement.

Leaders have made progress to improve the school, but more work is necessary for the school to become good.

Main findings

Since the last inspection, there have been changes to the membership of the governing body. A new chair of the governing body is in place. In addition, two new governors have

been appointed. These appointments have enhanced the skill set of the governing body and its capacity to hold leaders to account.

You and your team have refined and developed subject curriculums. The essential knowledge that pupils need to learn has been clarified across a broad range of subjects. Your staff have made these curriculum improvements with support from colleagues in the trust, incorporating relevant research in subject-specific areas. The pace of improvement has increased since the last inspection.

You have made continual improvement a priority. Your plans to address the areas for improvement identified at the previous inspection are clear. Your improvement plans set out key actions, those responsible for them and how success will be evaluated. The school is outward-looking and has used external audits and quality assurance to inform trust, and school, evaluations of progress. Leaders and staff at all levels are unified in the vision for the school. This is reflected in the swift adoption of whole-school approaches to teaching and learning. Expectations about learning and behaviour are clear for staff and pupils across the school.

You and your team are taking relevant action to secure a marked improvement in pupils' attitudes to learning. Expectations for pupils' behaviour in lessons are clearer than before. Pupils are required to be attentive and active learners. The school continues to strive for this to be the norm without prompting from staff. Leaders at all levels are supporting the implementation of these new initiatives.

Your staff are benefiting from a coherent professional development programme. This professional development is well planned and is helping the school to address improvement priorities.

You have refined focus areas to sustain continual improvement. For example, your team's improved analysis of behaviour and attendance information is helping to identify patterns for groups and individuals. This, in turn, is helping you to better meet the needs of these pupils. Behaviour incidents that cause disruption have declined since the last inspection. Pupils' attendance has improved over time. More pupils attend school regularly than was the case at the last inspection.

Your passion to serve the community and the pupils with the best education possible has galvanised the staff. Your school is making positive progress. Since the last inspection, you and your staff have managed time and effort well. The focus of efforts on all areas for improvement has secured improvements in each aspect identified.

The school has moved from being reactive to an initiative-taking status. The staff know the pupils very well. Systems to check on learning and check on the full impact of changes continue to be embedded

The school has placed personal development as a top priority. The curriculum is carefully considered. As a subject area, it is given equal standing with all other subjects. You have

ensured that knowledgeable and enthusiastic staff teach the subject. Pupils now have a better grasp of fundamental British values and an understanding of different faiths. Opportunities beyond the classroom, such as clubs, trips, and excursions that add richness to the school's offer, are continuing to grow. The pupils enjoy lunchtime activities. Sports clubs, house activities and subject-specific support are on offer. Careers education is structured to assist the pupils in the decisions about their future. In key stage 3, improvements have been made to the career's curriculum. This is starting to help pupils make informed decisions about their future.

Pupils are noticing the sense of improvement. They increasingly feel that pupils show mutual respect for one another in lessons. Pupils know that they can rely on staff and turn to them for help should they need it.

Engagement with the trust and other schools has been discerning and effective. You are working well with trust colleagues. You are taking responsibility for improvement and its impact on pupils.

I am copying this letter to the chair of the board of trustees, the CEO of the Hope Sentamu Learning Trust, the Department for Education's regional director and the director of children's services for North Yorkshire. This letter will be published on the Ofsted reports website.

Yours sincerely

Richard Jones
His Majesty's Inspector