

Barlby High School

URN: 144929 | Inspected: 25 November 2025

Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

Achievement

Expected standard

Pupils generally achieve well, including in public examinations. For example, the proportion of pupils who attained well in GCSE English and mathematics in 2025 was broadly in line with the national average. Published outcomes for disadvantaged pupils reflect a low number of pupils. Disadvantaged pupils, including those with special educational needs and/or disabilities, demonstrate secure knowledge of their learning and make appropriate progress from their starting points. This is typically reflected in the quality of the written work they produce. In a small number of subjects, more work is needed to help pupils to deepen their knowledge and understanding further. Leaders recognise the need to embed their recent changes in these areas to ensure that pupils achieve consistently well across the curriculum. As a result of effective achievement and support, pupils typically pursue ambitious

next steps

in further education, apprenticeships and training.

Curriculum and teaching

Expected standard

Leaders have improved the quality of teaching at Barlby High School. The curriculum is ambitious and clearly designed and sequenced. Teachers benefit from regular training on high-quality, adaptive teaching. They use the school's 'learning cycle' to ensure that pupils connect what they are learning about to what they already know. Teachers set appropriate activities during the 'independent learning zone' to help pupils embed their knowledge and apply their learning. Teachers know pupils and their needs well. The school supports pupils with special educational needs and/or disabilities effectively. Teachers ensure that they overcome barriers to learning and access the curriculum alongside their peers. The school quickly identifies pupils who need additional support with their reading and puts effective support in place. This helps pupils to catch up and develop crucial foundational skills. Teachers use assessment well. They check pupils' understanding and adapt the curriculum to address any misconceptions that pupils have. Teachers provide pupils with clear feedback that helps them to improve their work. Teaching assistants provide appropriate levels of support for the pupils who need it most, while also encouraging independence. The school has improved the curriculum recently in a small number of

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subjects. Leaders recognise the need to embed these changes moving forward.

Inclusion

Expected standard

Barlby High School is an inclusive place for pupils to learn and develop. Leaders are ambitious for pupils. They work effectively with a range of agencies to ensure that pupils get the support they need.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) accurately. Staff are trained effectively to help pupils overcome any barriers to learning. The school uses a range of strategies, resources and interventions to ensure that pupils access the curriculum securely. As a result, pupils with SEND generally achieve well. Leaders monitor the progress that pupils make closely, as well as the effectiveness of the support that is in place. The school's recently developed targeted mainstream provision (TMP) is designed well to meet pupils' specific needs, including their physical and sensory needs. The pupils who access the TMP integrate fully in the life of the school. The school has a well-informed strategy to ensure that pupil premium funding helps disadvantaged pupils. The school's work is generally having a positive impact on pupils, particularly in relation to the support they receive for reading. The school works collaboratively with the virtual school to ensure that staff are trained to meet pupils' individual needs and that pupils are supported closely with their transition into the school. Leaders have secure oversight of the alternative provision that some pupils access. It is in pupils' best interests and it helps pupils to engage positively with education.

Leadership and governance

Expected standard

Leaders, including those with responsibility for governance, have taken effective action to improve the school since the last inspection. They understand the school's strengths and they take a strategic, informed and targeted approach to making improvements. For example, there is now greater consistency in the quality of the curriculum and in teaching. Leaders have developed a positive and inclusive culture. They have responded carefully to the changing context of the school as a significant proportion of pupils with education, health and care plans recently joined the school. Effective training means that staff have a secure understanding of pupils' needs, including pupils with special educational needs and/or disabilities, and those known or previously known to children's social care. As a result, the school meets the needs of pupils who face additional barriers, which helps pupils to generally progress well. School leaders make decisions that are in pupils' best interests. For example, the recent development of the targeted mainstream provision ensures that pupils receive targeted support while still experiencing a sense of belonging, as they often learn and participate in the wider life of the school, alongside their peers. Staff are very positive about working at the school. Leaders are considerate of their workload and wellbeing. Staff value that leaders are highly visible and supportive. Most parents and carers are positive about the school. They recognise the many improvements that have been made in recent years. Personal development and well-being Expected standard Since the last inspection, the school has prioritised pupils'

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personal development. There is a carefully planned and sequenced personal, social and health education (PSHE) curriculum that teaches pupils important elements such as healthy relationships and online safety in an age-appropriate way. This has a positive impact on pupils. For example, they have a secure understanding about how to protect themselves online. The PSHE curriculum is complemented by the 'Respect programme', which offers pupils the opportunity to debate topical issues and share their beliefs regularly. This helps pupils to develop a secure understanding of fundamental British values. The school offers pupils high-quality pastoral care. This is tailored to meet pupils' individual needs. For example, appropriately trained staff provide pupils with targeted support to help them improve their self-esteem and build confidence. The school draws on a range of professionals and their expertise to support the mental health and wellbeing needs of vulnerable and disadvantaged pupils effectively. The school's house system promotes pupils' sense of belonging effectively. As one pupil told inspectors, 'It's like being part of a family.' Through the house system, pupils develop their social and teamwork skills through enterprise and charity projects. The school continues to develop the range of inclusive opportunities for pupils to develop their interests and talents. Pupils build their confidence and teamwork skills in performing arts and as part of an increasing number of sports teams. The school organises diverse trips and visits, making appropriate adjustments where they are needed, to ensure that all pupils are included and benefit. There is a clearly planned careers programme at the school. This ensures that pupils are informed and supported when they are planning their

next steps

. Pupils typically go on to secure their places in further education, apprenticeships or employment at the end of key stage 4. Needs attention

Attendance and behaviour Needs attention

Attendance is not as high as it needs to be. Rates of attendance are below the national average. There is evidence that the school's work in this area is beginning to bring about improvements, including for disadvantaged pupils. Leaders recognise the need to further develop their work on attendance to ensure that improvements are sustained. Leaders have established high expectations of behaviour. There are warm, trusting relationships between pupils and staff. For example, pupils often greet adults politely at social times. There is a well-developed anti-bullying culture in school. Pupils have confidence that when they report concerns to staff, they are dealt with effectively. The school's behaviour policy is clear. Pupils understand it and think that it is fair. Younger pupils are motivated by the school's rewards. Lessons are generally calm and orderly. However, there are some instances of low-level disruption around school, particularly among some older pupils. There is some variation in the ways that teachers use the school's policy to address behaviour. The school has developed a range of effective targeted interventions to support pupils with additional social, emotional and mental health needs. These are delivered by staff who have specialist training in strategies to support pupils with their emotional resilience, regulation, self-esteem and wellbeing.

What it's like to be a pupil at this school

Pupils at Barlby High School are happy and safe. There is a deep sense of community, and pupils are regarded as individuals. Staff understand the needs of pupils with special educational needs and/or disabilities and the

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barriers that some other pupils face, for example those who are known to children's social care and those who are disadvantaged. In lessons, teachers have high expectations and they work effectively to remove barriers so that pupils can access the learning and typically achieve well. Positive relationships between staff and pupils are the norm at this school. Pupils have confidence that staff respond to their concerns quickly and effectively. Pupils have a voice and they are encouraged to speak out on matters that they think are important. At social times, pupils often greet staff warmly. They are welcoming to visitors. For example, they hold doors open for adults and show good manners. There are some inconsistencies in the way some staff use the behaviour policy to address the occasional instances of low-level disruption, more typically from some older pupils. There are signs that the school's work to support pupils' attendance is beginning to have a positive impact. The school supports pupils' personal development well. Pupils learn about fundamental British values effectively and they have a secure understanding of tolerance and equality. There is a growing offer of extra-curricular clubs and sports teams for pupils to develop their interests and talents. Pupils value the responsibilities they are given because they feel they are making a difference to the school community through roles such as house captains, wellbeing ambassadors and from sitting on the school council. The school supports pupils' understanding of active citizenship by offering them the opportunity to help in the local community, for example at local community gardens, seasonal fairs and Remembrance services.

Next steps

- Leaders and governors should build on their recent work to improve pupils' attendance and behaviour by ensuring that policies are followed consistently by staff and that support and interventions are timely and have sustained impact.
- Leaders should ensure that recent improvements to the curriculum and teaching are further embedded so that pupils develop consistently detailed knowledge and achieve well.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/barlby-high-school-selby>