



Barlby Bulletin

SCHOOL NEWSLETTER

Spring Term

KEY DATES

- 26.1.26 onwards - Reading Plus Assessments
- 5.2.26 - Careers Fair
- 12.2.26 - Year 7 Parents' Evening
- 26.2.26 - Year 8 Parents' Evening
- 2.3.26 - 13.3.26 Year 11 Mocks
- 2.3.26 - Year 11 Whole Group Photograph
- 5.3.26 - Year 9 Parents' Evening & World Book Day

WELCOME BACK

It's fantastic to see our school buzzing with energy again after the Christmas break. This term is full of fresh opportunities to learn, grow, and show what we're capable of. Let's support one another, aim high, and make every day count. Together, we're ready to achieve great things — because we are **#BrilliantAtBarlby**.

The Senior Leadership Team



CELEBRATING OUR STUDENTS

Over the past couple of weeks, our students have shown exactly what it means to be part of the Barlby community. Our Year 11s demonstrated maturity, confidence and ambition during their college visit, representing the school with conduct we can all be proud of.

We also want to recognise the thoughtful participation shown during the police assembly on the effects of drug use. Students listened with maturity, asked sensible questions, and engaged with an important message that will support them in making informed choices.

A huge well done goes to all of Key Stage 3 for their commitment during the End Point Assessments. Their focus, resilience and determination have been clear throughout. For many of our Year 7s, this has been their first experience in the exam hall, and they approached it with calmness, positivity and a willingness to try their best.

Thank you to every student for continuing to show what it means to be **#BrilliantAtBarlby**. Your effort, attitude and achievements make us proud every day.

The Senior Leadership Team



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This particular newsletter reflects our recent Ofsted inspection and recognises the strengths of our Brilliant Barlby High.

A FOCUS ON... SAFEGUARDING

Inspectors confirmed that safeguarding at Barlby High School is **fully met**, highlighting an open and positive culture where safeguarding is everyone's responsibility. Pupils are made safer, feel safe, and know that concerns are acted upon quickly and effectively. This reflects the strong relationships and trust built across our school community.

We continue to strengthen this culture through **regular staff training** and a commitment to ensuring **every student is supported**, whatever their needs. This reflects the strong relationships, vigilance and care that sit at the heart of our school.

Mrs Gardner, Principal



A FOCUS ON... INCLUSION

Barlby High School is described by Ofsted as **an inclusive and nurturing place to learn and develop**, where every pupil is known as an individual. Inspectors recognised the strong relationships staff build with pupils and the way they work closely with external agencies to ensure that needs are identified early and met effectively. Our targeted mainstream provision (TMP) was highlighted as **well designed, thoughtfully led and fully integrated into school life**, creating a genuine sense of belonging for pupils with additional needs.

Ofsted noted that pupils with SEND generally **achieve well**, supported by accurate assessment, carefully planned interventions and staff who understand how to remove barriers to learning. This reflects our ongoing commitment to inclusion, high expectations and ensuring that every young person at Barlby has the opportunity to thrive.

Mr Anderson, Assistant Vice Principal





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A FOCUS ON... TEACHING AND LEARNING

Ofsted recognised that leaders have strengthened teaching across the school, creating an ambitious and well-sequenced curriculum that supports every learner. Teachers benefit from regular, high-quality training and make effective use of the school's learning cycle to help pupils connect new learning to what they already know. Inspectors praised the purposeful use of assessment, the clarity of feedback, and the strong support in place for pupils who need help with reading.

Teaching assistants were also highlighted for providing the right balance of guidance and independence.

We are incredibly proud of the hard work, dedication and professionalism shown by all staff — and equally proud of the commitment and effort our students bring to their learning every day.

Miss Day, Assistant Vice Principal



A FOCUS ON... ACHIEVEMENT

The report recognises that pupils generally achieve well, including in GCSE English and maths, with outcomes broadly in line with national averages, reflecting the school's commitment to high standards for all learners.

Disadvantaged pupils and those with SEND demonstrate secure knowledge and make appropriate progress from their starting points. Inspectors also noted the quality of pupils' written work and the ambition shown in their next steps into further education, apprenticeships and training.

We are especially proud of how hard our current Year 11 students are working in their English and Maths interventions, showing real determination and focus as they prepare for their final exams.

**Mr McNaught-Roberts and Miss Day,
Assistant Vice Principals**





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A FOCUS ON... ATTENDANCE AND BEHAVIOUR

Attendance continues to be a priority for us, and the report recognises the effective systems in place to monitor and support pupils. Staff work closely with families to remove barriers and ensure that every young person can attend regularly and benefit fully from their education. We are encouraged by the improvements already seen and remain committed to helping all pupils maintain strong attendance so they can thrive academically and socially.

The report recognised that classrooms are settled, routines are well understood, and pupils show genuine consideration for one another.

Mrs Tanner-Smith, Assistant Vice Principal



A FOCUS ON... PERSONAL DEVELOPMENT AND WELFARE

The school's personal development offer is described as **carefully planned and impactful**. Pupils benefit from a strong PSHE curriculum, the Respect Programme, high-quality pastoral care, and a growing range of extracurricular opportunities. Inspectors noted pupils' secure understanding of healthy relationships, online safety, tolerance and equality. The house system fosters belonging, teamwork and leadership, with pupils describing it as "like being part of a family".

Our pupils told inspectors they feel happy, safe and valued. Staff understand their needs, remove barriers to learning, and maintain high expectations. Positive relationships are the norm, and pupils show good manners, greet staff warmly and welcome visitors. They appreciate the responsibilities they are given and enjoy contributing to the school and wider community.

Mr McNaught-Roberts, Assistant Vice Principal

