

# Barmby Moor Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	118122
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	358268
<b>Inspection dates</b>	3–4 November 2010
<b>Reporting inspector</b>	Susan Bowles HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	94
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Tricia Nicoll
<b>Headteacher</b>	Mr John Nielsen
<b>Date of previous school inspection</b>	15 March 2007
<b>School address</b>	Flat Lane Barmby Moor, York North Yorkshire YO42 4EQ
<b>Telephone number</b>	01759 304409
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Six lessons were observed and all four of the school's teachers seen. Meetings were held with a group of pupils, governors and some staff. Inspectors observed the school's work and looked at arrangements for safeguarding pupils, the school's improvement plans and reviews, information about pupils' progress, questionnaires completed by pupils and 51 questionnaires and some letters received from parents and carers.

The inspection team reviewed many aspects of the school's work. Inspectors looked in detail at the following.

- Pupils' achievement and enjoyment of learning in both Key Stage 1 and Key Stage 2 to determine whether teaching is sufficiently challenging and engaging.
- How well the curriculum meets different pupils' needs.
- To what extent teachers and governors use information to plan for improvement.

## Information about the school

Barmby Moor Church of England School is a smaller than average primary school, with four classes including a Reception class. Children are admitted to the school from a variety of different pre-school settings. The school has a Church of England foundation and close links with the village church. It was awarded the Artsmark in 2005. In October 2009 the school was given a notice to improve because pupils' learning and progress were inadequate. Teaching too often failed to challenge and engage pupils, particularly the more-able ones. At the time of the monitoring visit in May 2010, the school had made satisfactory progress on the key issues. Some new governors have been appointed and a newly qualified part-time teacher joined the school in September.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

Barmby Moor Church of England School is satisfactory. It has several good features. In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

The school acted swiftly and decisively to raise attainment and improve progress in the past year. It now provides satisfactory value for money. Pupils' achievement by the end of Year 6 has rapidly been restored to a satisfactory level for all groups, including the more able pupils. Staff and governors have improved their understanding of information about how well pupils are learning. They are using this to set higher expectations and plan school improvement more effectively, and these are producing better outcomes. Pupils' conduct and comments give ample evidence that they feel safe, happy and stimulated at school and are prepared well to make a positive contribution to the wider community. Achievement is satisfactory but other outcomes are good, as a result of the rounded curriculum and caring support.

Pupils' learning and progress across the age range are now on the verge of being good as a result of steady improvement in the quality of teaching. Teachers now use assessment effectively to plan tasks suited to each pupil's needs and ability. Lessons are interesting and engaging, and some provide good opportunities for pupils to understand how well they are doing and to tackle higher challenges. However, good practice in involving pupils so that they learn more independently is not spread evenly. Leaders and managers have an accurate understanding of the school's strengths and weaknesses. Good monitoring and management of professional development have embedded higher expectations and growing effectiveness on the part of the committed staff. The track record of recent improvement and the improving quality of learning indicate good capacity to improve the school further.

## What does the school need to do to improve further?

- Build on recent improvements so that attainment becomes clearly above average and achievement is consistently good for all groups of pupils.
  - Ensure that the quality of teaching and learning is consistently high, particularly in the way it involves pupils in:
    - working out what counts as really good work
    - tackling challenges more independently
    - responding to marking to improve their work swiftly.

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Please turn to the glossary for a description of the grades and inspection terms

- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Outcomes for individuals and groups of pupils**

**3**

The intense concentration of Year 5 and 6 pupils as they wrote about their colourful experiences during 'Indian Week' reflected the quality of learning in the school at its best. The rich curriculum, good support for individual needs and increasing challenge in teaching ensure that all pupils now enjoy learning and make at least satisfactory progress on all fronts. Their development towards being open-minded and thoughtful young people, equipped with the basic skills and positive attitudes to deal with life's challenges, is good. A number of parents commented on the positive influence the school has had on their children's behaviour and social skills, and it is easy to see why. Most take on responsibility, work together well and have respect for people different from themselves. The wonder with which pupils reflected on what it feels like to meditate, after their visit to a Buddhist Centre, illustrates the impact of the enriched curriculum.

Pupils' academic achievement is satisfactory and improving. They start Year 1 with broadly average skills and have in recent years completed Year 6 with average attainment in English and mathematics. There are clear indications that the pace of learning is now accelerating. Progress in Key Stage 2 recovered well in 2010 from a two-year dip. The most recent results for Years 2 and 6, and pupils' current work across the age range, suggest that attainment is well on the way towards being above average. The proportion of pupils who attain high levels for their age has increased since the last inspection. Although boys have tended to attain higher than girls in mathematics and lower in English, the school's efforts to make the curriculum appealing to all have begun to show positive impact, particularly on boys' writing. The progress of pupils with special educational needs and/or disabilities is satisfactory and improving just as well as their peers, because the curriculum and teaching approaches are effectively adapted to their needs. The school is now alert to fluctuations in attainment and achievement which indicate where a little more work is needed, such as reading in Key Stage 1.

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Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The variety, breadth and relevance of the curriculum are appreciated by pupils, parents, carers and staff. Whole-school projects, often involving visits and visitors, make a great contribution to making learning vivid and relevant. The writing workshop observed during the inspection stimulated pupils across the age range to write at a higher level: there is scope to invigorate scientific and mathematical thinking through similarly creative events. Pupils and staff share their enthusiasms through a range of clubs. Everyone has the chance to join adventurous residential trips and to take up new interests like playing the violin.

The way the school cares for, supports and guides pupils is an established strength which explains pupils' strong sense of safety, confidence and enjoyment. Pupils said they learn in this small community that, as one put it, 'If we fall out, we make it up', and they count on reliable support from adults. The oldest feel optimistic about the next stage of their education, because they have already used the specialist facilities at the local secondary school. Systems to make sure nobody falls behind have been strengthened recently by a new coordinator for special educational needs. Work in partnership with families, agencies and school staff is contributing to better participation and progress by some vulnerable pupils.

The teaching and learning observed was satisfactory overall. Sometimes teachers' plans focus more on activities than learning. Teachers do not make the most of some

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opportunities to involve pupils in thinking independently, by setting themselves a higher challenge or by making decisions with their peers. Questioning does not always help pupils to think rather than recall. Although marking is regularly done, it does not always lead to swift improvement, because pupils are not routinely expected to respond. However, lessons observed showed several good features, including the way teachers use their subject knowledge to make lessons lively and help pupils understand concepts. The use of assessment has improved and means work is usually pitched at the right level for different pupils. Classroom resources, including other adults and a good range of modern technology, are used effectively. Pupils are helped to understand what they need to do next in their writing and mathematics targets, although they are less clear about their reading targets.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher, staff and governors have worked together with determination to raise standards and improve achievement while losing none of the school's creativity and inclusiveness. Better systems for monitoring pupils' progress and holding teachers to account have led to more engaging and effective teaching. As a result, the achievement of all groups of pupils has risen equally. The school is now leading its own development, drawing on collaboration with other schools. Leaders and managers now use a wider range of information about pupils' progress to identify areas for further improvement and tackle them swiftly. Governors have a clearer understanding of their role than previously and have organised themselves better to fulfil their duties. They are highly visible in school and, through lively newsletters, keep parents and carers informed about how it is progressing. However, a few parents would like to be better informed about how their children are doing.

Arrangements for safeguarding meet current requirements and in several respects exemplify good practice. For example, the school uses its website to share with everybody its clear policies. It communicates the reasons for rules simply to pupils. As a result, incidents of bullying and racism are very rare and pupils abide by sensible principles. The school is conscientiously broadening pupils' experience of different communities in the region through imaginative events and links. Though it has not yet evaluated their impact, there are promising signs in pupils' understanding and attitudes.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

The overall effectiveness of the Early Years Foundation Stage is good. Children start with a broadly typical range of skills and settle and mix well in the Reception class. Most children were working comfortably within the Early Learning Goals at the end of last year, and some beyond. Outcomes have improved, notably in communication, language and literacy, and a gender gap has been narrowed. This is because the leader has kept careful track of children's progress and adapted provision to fit their interests. More productive use of outdoor learning and activities which appeal to boys as well as girls has had a positive effect. Activities offer stimulating and satisfying opportunities for talk and early writing. Adults engage well with children, responding to their contributions sensitively and giving them the confidence to take on new challenges. As a result, children are happy, confident and responsible, willing to take turns and share, and to persist until they find solutions to problems. The provision is well led by a good role model with a well-informed vision for its further development. Systems to ensure children are safe and supported are well managed. Parents and carers feel their children quickly become part of the school and are individually known. They particularly appreciate the close contact with staff and regular and informative updates they receive about their children's achievements at this stage.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

A large majority of the parents and carers who completed the questionnaire have nothing but praise for the school. Many wrote to explain how much the school has done to help their children, depicting a welcoming and caring school where their children are thriving, including some who have had difficulties with learning or behaviour. The individual attention adults in the school give pupils is greatly appreciated. More than one wrote about the variety and interest of school projects and how the rounded curriculum is developing their children's social skills and enjoyment of learning. One caught the tone of many comments by writing, 'The headteacher has the children's best interests at heart.' However, some parents and carers raised concerns, which centred on communication. Some would like clearer and more regular news about how their children are progressing, and earlier contact with the new teacher when a child has moved class. Some would like more prompt and clear explanations of decisions or an association to help them engage. These points were discussed with the headteacher and governors. The school's systems for informing parents and carers about children's progress resemble those in many schools, but the school has not checked how well they work for everyone, including those who visit school less frequently. The school's newsletters and website communicate clearly; they regularly invite everyone to get involved, but engagement varies. To an extent the governors have recognised the need to act on this, and a new style of parents' meeting scheduled for the week of the inspection has been designed to give all families a chance to be more involved.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Barmby Moor Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 51 completed questionnaires by the end of the on-site inspection. In total, there are 94 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	69	15	29	1	2	0	0
The school keeps my child safe	31	61	19	37	1	2	0	0
My school informs me about my child's progress	24	47	19	37	8	16	0	0
My child is making enough progress at this school	20	39	24	47	7	14	0	0
The teaching is good at this school	25	49	21	41	4	8	0	0
The school helps me to support my child's learning	23	45	22	43	6	12	0	0
The school helps my child to have a healthy lifestyle	24	47	26	51	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	37	24	47	2	4	0	0
The school meets my child's particular needs	19	37	27	53	5	10	0	0
The school deals effectively with unacceptable behaviour	16	31	27	53	6	12	0	0
The school takes account of my suggestions and concerns	19	37	21	41	8	16	1	2
The school is led and managed effectively	20	39	21	41	4	8	4	8
Overall, I am happy with my child's experience at this school	23	45	26	51	2	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



5 November 2010

Dear Pupils

**Inspection of Barmby Moor Church of England Primary School, York,**

YO42 4EQ

Thank you for your warm welcome when your school was inspected recently. It was a pleasure to spend time with you, not only because you were friendly and polite, but also because you were fascinated by what you were learning. This helped me to see how the school has improved. Other signs came from your work and recent test results, which have clearly improved. Most pupils at Barmby Moor School now achieve at least what is expected for their age and sometimes better.

Your school is satisfactory with several good features. As some of you and your parents and carers said, there is always something exciting going on! The wealth of interesting projects helps you learn useful skills, develop new interests and understand the wider world. Adults in school look after you well and make sure nobody gets left behind. You attend school regularly, behave well, and are well-prepared to lead healthy, safe and productive lives. Teaching has improved and is never less than satisfactory.

The headteacher, the governors and the staff have worked hard and successfully to improve the school. They have a clear idea of what is working well and what can improve further to make the school really good in all respects. We have agreed the following next priorities:

- make sure that attainment is clearly above average and achievement is consistently good
- ensure that the quality of teaching and learning is always high, particularly by involving you in:
  - working out what counts as really good work
  - tackling challenges more independently
  - responding to marking so you rapidly improve your work.

Having met you, I think you will quickly work out the part you can play in these.

Yours sincerely,

Susan Bowles

Her Majesty's Inspector

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