

Barmby Moor Church of England Primary School

Flat Lane, Barmby Moor, York, North Yorkshire, YO42 4EQ

Inspection dates 18 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The new headteacher has made her high expectations absolutely clear. In a relatively short time, with the support of the local authority, she has brought about many rapid improvements including proven systems to evaluate and improve provision, especially teaching.
- Pupils' attainment in reading, writing and mathematics is above average. The progress made by almost all groups of pupils is significantly above average.
- Teaching in almost all lessons across the school is good or better. Teachers have high expectations and in all classes most pupils generally receive work that is well matched to their learning needs. This is because most teachers check pupils' progress and adjust the level of challenge where necessary.
- Pupils are proud of their school. Their good behaviour and positive attitudes make a strong contribution to their successful learning.
- Pupils believe they are safe in school. The overwhelming majority of parents support this view.
- Attendance is above average.
- Under the strong leadership of the headteacher, staff from the two collaborated schools work well as a team, sharing their skills and expertise to the benefit of pupils.
- The headteacher and the governing body monitor teachers' work continually to improve the quality of teaching and to raise pupils' attainment. Challenging targets are set for school leaders and staff. They are well supported in achieving them with constructive guidance and a well-planned programme of training.

It is not yet an outstanding school because

- Although teaching is good overall it is not of a consistently high quality to bring about outstanding achievement. It sometimes does not challenge more-able pupils enough.
- Those with responsibility for subjects do not have enough opportunities to check the quality of teaching and how well it helps pupils to learn.

Information about this inspection

- Inspectors observed eight lessons of which two were joint observations with the headteacher. In addition, the inspectors made a number of short visits to lessons and listened to pupils read.
- Meetings were held with pupils from Year 2 to Year 6, the Chair of the Governing Body, senior leaders and a representative from the local authority. Short discussions were held with pupils at break times and lunchtime. Discussions were also held with two parents who requested a meeting with the inspection team and parents who brought their children to school.
- The inspectors took account of 21 responses to the on-line questionnaire (Parent View) in planning the inspection.
- The inspectors observed the school's work and took into account the work in pupils' books, the school's own data on pupils' current progress, the school's improvement plans, planning and monitoring information and minutes of governing body meetings. Records relating to behaviour and attendance and documents relating to safeguarding were also considered.

Inspection team

Anthony Kingston, Lead inspector

Additional Inspector

Sue Eland

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- Since it was last inspected the school has formed a collaboration with Garton-on-the Wolds Church of England Primary School, a nearby school of similar size. An executive headteacher who has been in post since September 2012 manages both schools. They do not share the same governing body but do have a common steering committee.
- The proportion of pupils who join or leave the school other than at the usual time is average.
- The proportion of pupils eligible for pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals, is well below average.
- The proportion of pupils whose learning needs are supported at the level known as school action is average.
- The proportions of pupils supported at school action plus, or with a statement of special educational needs, is average.
- All pupils are of White British heritage.
- The school meets the current floor standard which sets the government's minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Improve leadership and management further by ensuring that those with responsibility for leading subjects are given more opportunities to check the quality of teaching and how well it helps pupils to learn.
- Raise pupils' attainment and increase the proportion of outstanding teaching by:
 - ensuring that there is always sufficient challenge in the work provided in lessons , especially for the more-able pupils
 - providing opportunities, especially for the more-able pupils, to engage in challenging activities which extend their learning by encouraging and expecting them to apply their skills and knowledge, to predict, to hypothesise and to theorise.

Inspection judgements

The achievement of pupils is good

- Most children start school with skills typically expected for their age. However, because year groups are small this can vary year-on-year. Children settle quickly into the Reception class. They respond very positively to the high levels of care and support and the wide range of exciting activities provided for them indoors and outside. As a result, they make good progress and by the time they join Year 1 attainment is above average.
- Recent trends show that the rate at which pupils make progress is increasing rapidly in both Key Stage 1 and 2. As a result, attainment by the end of Key Stage 2 is now well above average in reading, writing and mathematics. This is reflected in the proportion of pupils gaining the higher levels, which is also well above average for each of these subjects. Information on current pupils shows that this trend is set to continue. However, sometimes more-able pupils do not make as much progress as they should because they are not given enough time to engage in sufficiently challenging work, especially when introductions to lessons do little to increase or develop their understanding.
- Reading is a priority throughout the school. The systematic approach to the teaching of linking letters and sounds is extremely effective in developing early reading skills. This is reflected in the high proportion of pupils aged six who achieved and exceeded the national average in a national test of pupils' knowledge of the sounds that letters make.
- As pupils move through the school they develop a love of reading. They read widely and often. This was exemplified by one pupil who said, 'It's something I can do all by myself and explore worlds of magic and mystery.' They tackle demanding books and show a mature understanding of the moral and ethical issues within them.
- The pupil premium funding is used creatively and effectively to provide extra resources and additional support both in and outside the classroom, such as through one-to-one teaching and booster classes. This is making a positive difference to the achievement of the pupils eligible for this support so that they reach levels similar to those of their class mates.
- Disabled pupils and those who have special educational needs make the same consistently good progress from their starting points as other pupils across the school.

The quality of teaching is good

- The overwhelming majority of teaching is good and some is outstanding.
- A well-structured system for teaching letters and sounds is securely in place. Guided reading sessions take place daily and this, say many pupils, has increased their love of reading.
- Where teaching enables pupils to make good or better progress it is characterised by several key features. Teachers have high expectations of what pupils can achieve, including those who have special educational needs and those who are supported by the pupil premium. They provide clear explanations. Assessment of pupils' work is accurate, so that activities fully engage and challenge all pupils. There are regular opportunities for pupils to respond to their teachers' feedback and marking.
- Learning targets are clear. Pupils talk knowledgeably about what they have to do to improve their work and how to achieve this.
- Teachers have a good understanding of pupils' progress. They invariably use assessment information well in planning lessons and matching activities to the needs of pupils. However, on occasions the work given to more-able pupils is not sufficiently challenging to ensure that they make the progress of which they are capable.
- Pupils benefit in particular from very high quality teaching provided by specialists within the two partner schools in art and music. Pupils' enjoyment of these lessons is high.
- Teaching assistants have a good range of expertise and deliver various specifically tailored,

personalised programmes to disabled pupils, those who have special educational needs and those who are at risk of falling behind. This underpins the impressive progress these pupils make.

- Through a programme of well-planned activities and assemblies pupils develop respect and empathy for the culture and beliefs of others. This was reflected in a comment made by a Year 6 pupil who said, 'The children came up with the school's motto, Tolerant, Caring and Understanding. We know that we can only become more tolerant of other people if we understand what they believe in.'

The behaviour and safety of pupils are good

- The school provides a caring, supportive environment where all pupils behave well and show respect for themselves and others. Their consistently good behaviour and attitudes impact very positively on the school's warm, family atmosphere. Relationships with one another and with staff are excellent.
- Of those parents who responded to Parent View the overwhelming majority said that their children feel safe and are happy at school. Only a very small minority have concerns about behaviour. Behaviour is managed extremely well by adults. Scrutiny of behaviour records shows that there are few incidents of unacceptable behaviour.
- Pupils have a very good awareness of how to stay safe when, for example, they use the internet. They say they feel very safe in school and were keen to tell inspectors that bullying is extremely rare. They are aware of all the different forms of bullying, reflect on the impact of their actions on others and take full responsibility for their personal conduct. This was exemplified by one pupil who said, 'That's because we have a new behaviour policy which is helping us to control our own behaviour.' Consequently, incidents of bullying are rare.
- Pupils are eager to take on responsibility, for example, as Eco Warriors, who work hard to ensure that everyone understands the importance of conservation by making certain that any waste in the school is minimised or put to good use.
- School leaders have worked hard to increase attendance. As a result, attendance is now above average.

The leadership and management are good

- The headteacher provides the school with strong and effective leadership. The checking of the school's performance is accurate and uncompromising in identifying what needs to be improved. All the issues raised at the previous inspection have been dealt with successfully. The quality of teaching has improved from satisfactory to good.
- Leaders and governors have high aspirations for the school. These are reflected in the challenging targets and very effective collaboration with their partner school. Teachers support each other extremely well across the two schools to ensure pupils gain maximum benefit from the exchanging of ideas and expertise.
- Leadership and management responsibilities are distributed effectively amongst all teachers. Everyone takes on a key role in checking the quality of the school's work and identifying what needs to be improved. However, the role of subject leaders in checking the quality of teaching and how it impacts on learning is not yet fully developed.
- The school leadership promotes and checks equality of pupils' opportunities well. For example, the additional income received by the school to support those pupils eligible for the pupil premium is used very effectively to accelerate the progress they make. However, in some lessons more-able pupils do not make the progress they are capable of because they are not always given sufficiently challenging work.
- A new and more creative approach to planning and linking up the teaching of subjects through

topics ensures that there are many well-planned opportunities for pupils to apply their reading, writing and mathematical skills to real-life situations across other subjects. It places strong emphasis on pupils' spiritual, moral, social, and cultural development. For example, the rich programme of religious education and personal, health and social education helps pupils appreciate the multi-cultural society in which they are growing up.

- Pupils speak enthusiastically about the use and range of visits and visitors to bring their learning experiences to life.
 - Links with parents are strong. In discussion, many parents commented on the positive changes which have taken place since the appointment of the executive headteacher with one saying, 'It's fantastic. The care and support the school now offers my son has helped him immeasurably in his academic and personal life. I would recommend this school to anyone.'
 - The local authority has a good record of support for the school and continues to do so following the establishment of a collaboration with another local school.
 - **The governance of the school:**
 - Governors have a good knowledge of the school, based on regular visits and clear information given to them. They place considerable emphasis on training and consequently they have a good understanding of data. This ensures that they are fully aware of the effectiveness of the school compared to other schools nationally and also of individual teachers and leaders. As a result, they know the school's strengths and areas for improvement. They offer the school high levels of support and challenge. Their challenge has made a significant contribution to the rapid improvements in teaching and pupils' progress and attainment. They ensure the pupil premium funding is spent well. Governors ensure that performance management is linked closely to the standards expected of teachers, to improving achievement and to the pay scales that teachers are on. The governing body makes sure that safeguarding arrangements meet statutory requirements.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	118122
Local authority	East Riding of orkshire
Inspection number	405750

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	85
Appropriate authority	The governing body
Chair	Tricia Nicoll
Headteacher	Debbie Chadwick
Date of previous school inspection	3 November 2010
Telephone number	01759 304409
Fax number	01759 304409
Email address	garton.head@eastriding.gov.uk

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