

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 4234
www.gov.uk/ofsted



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Mrs Debra Chadwick
Executive Headteacher
Barmby Moor Church of England Primary School
Flat Lane
Barmby Moor
York
East Yorkshire
YO42 4EQ

Dear Mrs Chadwick

Short inspection of Barmby Moor Church of England Primary School

Following my visit to the school on 23 March 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in December 2012.

This school continues to be good.

You have maintained the good quality of education in the school since the last inspection. Your clear vision, determination and energy are driving further improvement. You and your team have created a welcoming, happy and friendly community where pupils thrive. Your highly effective leadership manifests itself in the many awards achieved by the school and the broad, balanced and stimulating curriculum that successfully promotes pupils' spiritual, moral, social, cultural and academic development. The vast majority of parents are highly positive. One said, 'we cannot praise the staff at Barmby Moor enough', and another enthused about this 'lovely village school with happy children'.

At the last inspection, inspectors identified two main areas for improvement. The first was to ensure that those with responsibility for leading subjects are given more opportunities to check the quality of teaching. There has been a considerable turnover of teachers since the last inspection and most are newly or recently qualified. This, particularly in a small school, limits the opportunity to share leadership responsibility. You are training the recently appointed head of school, and have begun to give other teachers responsibility for leading subjects. They are early in their development, but you are making the most of the collaboration with a successful partner school. Leaders from this school are leading the core subjects of mathematics, English and science across the partnership. You recognise that leadership needs to continue to grow so that there is capacity within the school to sustain improvement.

The other area for development identified at the last inspection was to improve the teaching of the most able pupils. Teachers are increasingly meeting the needs of the most able pupils well. You have successfully identified those pupils who in the past did not reach a higher level of attainment but who clearly have potential. Last year, by the end of Year 6, very few pupils with middle prior attainment reached a high standard in any subject. However, increasingly more pupils across the school are now making faster progress so that the proportion of pupils on track to reach the highest standards is growing in reading, writing and mathematics.

Pupils' progress overall is good and improving. Outcomes at the end of key stage 1 and key stage 2 last year were very strong indeed and almost all pupils currently in the school are working at least at the expected standards. There are very few disadvantaged pupils in the school. Most are making at least average progress from their starting points because of the robust procedures in place to identify their needs and the strong provision.

The early years has recently begun to take in two-year-old children. Adults have integrated these children well with the other children in the early years so they are getting off to a good start. Outcomes in the early years are good because of some very strong teaching and effective interactions between adults and children. Opportunities for purposeful, independent play and exploration are less well developed.

The small and tightly knit governing body is highly effective. Individual governors have appropriate experience and relevant skills. They share your aspirational vision that Barmby Moor should be outstanding and are making a strong contribution to realising this vision as they provide appropriate challenge and support.

Safeguarding is effective.

You ensure that thorough checks are carried out on adults to make sure that they can be considered safe to work with children. Adults are properly trained and they understand their responsibilities. They report even small concerns. You and the head of school record these concerns in detail, noting all conversations and agreed actions. You seek early help for pupils where needed.

Pupils know how to stay safe because of the effective teaching they receive. For example, pupils learn how to stay safe online. The National Society for the Prevention of Cruelty to Children 'pants' programme helps pupils to recognise many sources of potential danger in modern society. Bullying is rare and adults deal with it well. Pupils' excellent behaviour, good manners and mature attitudes all contribute to them feeling safe.

Inspection findings

- Provision for pupils' spiritual, moral, social and cultural development is excellent. Pupils are well mannered and polite. They articulately express open-minded views about difference because they are taught to be respectful. They learn

about faiths other than Christianity in this Church of England school. Pupils know about influential figures such as William Wilberforce and Nelson Mandela. Involvement in the Investors in Pupils programme and an active school council give pupils responsibility and teach them how to influence change democratically. You and the governors ensure that pupils get involved in the local community. Fundraising efforts are impressive. The achievement of the International School Award and the Fair Trade Award help pupils to understand their place in the world and all of this prepares them exceptionally well for life in modern Britain.

- Most children enter the early years with skills, knowledge and understanding typical for their age. The proportion of children reaching a good level of development by the end of the early years over the last two years has been broadly in line with the national average. A large proportion of those who have been in the early years for more than a year exceeded a number of the early learning goals. Overall, the large majority of children make more than typical progress, representing good progress overall. This is because of the effective direct teaching that the children receive. However, those activities that children choose for themselves are less demanding on their learning and do not sufficiently encourage their independence.
- The well-presented, quality work I saw in pupils' workbooks across a range of subjects demonstrates positive attitudes to work and strong achievement. Teachers make effective use of assessment information to plan learning that meets the needs of different groups of pupils, including the most able. This is evident in the teaching of mathematics, where pupils are being helped to understand mathematical concepts using practical methods. They are developing fluency in calculations and are increasingly being challenged with trickier problems. Teachers check pupils' learning in lessons, spotting and addressing misconceptions. They probe pupils' understanding through effective questioning. As a result, progress in mathematics is consistently good and improving and an increasing number of the most able pupils are on track to reach the highest standards by the time they leave the school.
- There are few disadvantaged pupils eligible for support from the pupil premium. You and governors have used this and other funding effectively to meet the needs of these pupils. You appropriately make comparisons between these pupils and others with similar starting points. You identify weaknesses and put effective measures in place, for example additional tuition before the start of the school day. As a result, disadvantaged pupils make overall good progress in line with other pupils.
- You are making the best use of leaders across the partnership to support improvement at Barmby Moor. For example, you have relinquished the role of mathematics subject leader and are training up a new mathematics leader from a partner school. This leader's support is resulting in the raising of the bar, particularly for the most able pupils, by helping teachers make use of more stretching teaching methods. You are also developing the skills of the recently appointed head of school and beginning to develop the leadership skills of the new and less experienced teachers.
- You have made the most of membership of the local teaching school alliance to

develop trainee teachers within school and then employ them permanently, hence growing your own crop of fresh talent. You have put in place a systematic programme of checks on the quality of teaching and this has helped new teachers to develop quickly. You recognise that these checks are currently very much dependent on you. You need to grow the capacity of leaders at all levels within the school to make a greater contribution if continued success and your aspiration to be truly outstanding is to be fully realised.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- rates of progress for pupils with middle and high prior attainment continue to improve so that more pupils reach the highest standards by the time they leave the school
- leadership continues to improve so that teachers within the school make a strong contribution to monitoring and school improvement and the school is less dependent on the executive headteacher and leaders from other schools
- provision for children's independent play and exploration in the early years improves and makes stronger demands on them.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of York, the regional schools commissioner and the director of children's services for East Riding of Yorkshire. This letter will be published on the Ofsted website.

Yours sincerely

Philip Riozzi
Her Majesty's Inspector

Information about the inspection

We visited all classes together to observe teaching and learning and we looked at a range of pupils' workbooks. I met with the mathematics leader from a partner school, a representative from the local authority and several members of the governing body. I asked children about what it is like to be a pupil at the school and observed them at breaktime and lunchtime. I listened to two pupils reading. I examined a range of documents, including monitoring notes, the school improvement plan, safeguarding records and governing body minutes. I talked to a few parents, analysed the views of 30 parents through their responses to the Ofsted online questionnaire, Parent View, and I examined 15 written responses from parents. I also considered 27 responses to the pupil questionnaire and 11 responses to the staff questionnaire.