

Inspection of a good school: Barmby-on-the-Marsh Primary School

High Street, Barmby-on-the-Marsh, Goole DN14 7HQ

Inspection date:

28 June 2023

Outcome

Barmby-on-the-Marsh Primary School continues to be a good school.

What is it like to attend this school?

This school is at the heart of village life. Parents and pupils are highly positive about the school, and rightly so. Pupils show care and respect for each other. Staff have set high expectations. Pupils respond to these expectations and achieve well.

Staff widen pupils' horizons. All pupils can attend clubs and trips. These include the green fingers gardening club, the summer food club and opportunities to take part in adventurous activities.

Older pupils act as positive role models to younger pupils. They help younger children at lunchtime and encourage them to join in during play. Pupils are encouraged to be caring citizens. This positive culture extends to the local community. At the end of each year, the community is invited to attend celebratory events. At Christmas, pupils make up chocolate parcels, which they then deliver to elderly residents in the surrounding villages. Pupils develop a sense of responsibility by supporting community events, such as harvest in the local church.

Leaders have high expectations for pupils' behaviour and conduct. This leads to a calm environment, where pupils work well together. Bullying is extremely rare. Pupils know how to work together to resolve problems if they ever fall out. Everyone is made to feel welcome and included.

What does the school do well and what does it need to do better?

Leaders have identified broad areas of knowledge that pupils need to learn across many areas of the curriculum. They have broken this knowledge down across many subjects into the small steps of learning that pupils need to take. For example, children in the early years learn about habitats and wormeries. This prepares them for subsequent learning about habitats and conditions for plant growth. Teachers are clear about what to teach and in what order to teach this knowledge. They explain complex ideas to pupils in clear

and accessible ways. Children in early years learn to use apparatus, games and independent activities to support their understanding of number in mathematics. There remain some areas of the curriculum where the important knowledge that pupils need to learn has not been fully mapped out. Where this is the case, new learning does not build on what pupils already know.

Leaders support teachers to adapt the curriculum for pupils with special educational needs and/or disabilities (SEND). For example, staff help pupils with SEND to record their learning in ways that help them to remember.

Learning to read is a priority for this school. Leaders have implemented a phonic scheme, which has improved the teaching of reading. Pupils enjoy learning to read. They use their phonic knowledge to read books with sounds they know. Adults are becoming experts in delivering the programme. They receive ongoing training and support. Pupils who need to catch up have extra sessions during the day. Leaders have implemented a 'favourite fifty' of recommended reads. Pupils enjoy choosing from this rich range of books to take home. Despite these strengths, some pupils do not get the prompt start and precise teaching they need to help them to catch up quickly.

Leaders have set the values of being 'ready, respectful and safe'. Pupils show clear understanding of these school rules. They are well behaved in class, respectful to each other and show interest in their learning. Pupils believe that the behaviour system is fair.

Leaders ensure that pupils learn about different faiths. Pupils can compare their own beliefs and non-beliefs with those of others. For example, pupils can explain what a humanist is and how this differs from other beliefs. Leaders provide a range of rich opportunities to develop pupils' characters. These include 'Capable Kids', an award scheme where pupils develop their life skills. Pupils also rise to the challenge of 'lifestyle', a youth engagement project. They spend their summer holidays completing self-initiated projects that benefit their community. Leaders work with an engineering company on joint projects to encourage young engineers. Representatives of 'Primary Futures' visit pupils to provide talks and promote interest in different careers.

Staff feel supported by leaders to manage their workload and well-being. Parents are very supportive of the improvements that are being made at the school. They explain the positive impact this is having on their children. Governors know the school well. They work with leaders and staff to offer challenge and support. They question and oversee important areas of school life, including well-being, safeguarding and curriculum. This work is effective.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are well trained on safeguarding issues. There are secure systems in place for staff to report concerns about pupils' safety. The records show that leaders take timely action to safeguard pupils. Staff understand their responsibilities for the safeguarding of pupils. They follow clear procedures to report any concerns they may

have about a pupil's welfare. They know what to do if they are worried about an adult's behaviour towards a pupil. Pupils learn about safe and healthy relationships. They know how to keep themselves safe from local risks. These include water safety when playing near the river, as well as how to take care around farm equipment.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On some occasions, teaching does not support pupils at the earliest stages of reading well enough. This means that pupils do not catch up as quickly as they should. Leaders should ensure that they build staff expertise in the teaching of early reading and phonics so that children get the help they need from the moment they start school.
- In some subjects, the important knowledge that pupils need to learn is not clearly identified. This means that pupils do not learn the important things they need for future learning in that subject. Leaders need to support staff in teaching the most important knowledge and in checking that pupils understand and retain this knowledge.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in June 2018.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, ['disadvantaged pupils'](#) refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	117824
Local authority	East Riding of Yorkshire
Inspection number	10290033
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	52
Appropriate authority	Local authority
Chair of governing body	Kirsty Garrod
Headteacher	Claire Hitchen
Website	www.barmbyonthemarshprimary.co.uk/
Date of previous inspection	20 and 21 June 2018, under section 5 of the Education Act 2005

Information about this school

- The school is much smaller than the average sized primary school.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with a wide range of staff, including the headteacher and subject leaders. The inspectors also met with representatives of the governing body and the local authority improvement partner.
- The inspectors carried out deep dives in these subjects: reading, science and geography. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- To inspect safeguarding, the inspectors scrutinised the single central record and safeguarding records. The inspectors also spoke to leaders for safeguarding and spoke to pupils and staff.
- The inspectors spoke to pupils, both formally and informally, including single-sex groups of pupils.
- The inspectors considered a variety of school documents, including the school development plan and action plans.
- The inspectors took account of the views of staff and parents through surveys, including Ofsted Parent View.

Inspection team

Lesley Sullivan, lead inspector

His Majesty's Inspector

Emily McCullagh

Ofsted Inspector

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