

# Barmby Moor Church of England Primary School

## Inspection report

---

<b>Unique Reference Number</b>	118122
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	339148
<b>Inspection dates</b>	8–9 October 2009
<b>Reporting inspector</b>	Ann Taylor

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

---

<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>	110
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs K Longster
<b>Headteacher</b>	Mr J Nielsen
<b>Date of previous school inspection</b>	5 March 2007
<b>School address</b>	Flat Lane Barmby Moor York YO42 4EQ
<b>Telephone number</b>	01759 304409
<b>Fax number</b>	01759 304409
<b>Email address</b>	admin@barmbymoore.eril.net

---

<b>Age group</b>	5–11
<b>Inspection dates</b>	8–9 October 2009
<b>Inspection number</b>	339148

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons, and held meetings with governors, staff, groups of pupils and representatives from the local authority. They observed the school's work; scrutinised pupils' work in books, on the walls and on laptops; and looked at documentation including the school's development planning. Inspectors read 30 parental questionnaires.

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

- why English results have declined
- the quality of teaching, learning and assessment, how this has affected standards
- progress in the Early Years Foundation Stage and how this relates to children's starting points and eventual outcomes when they enter Year 1
- the capacity of leaders and managers to sustain improvement.

## Information about the school

Barmby Moor is smaller in size than most schools. Almost all pupils are from White British backgrounds. A smaller than average proportion of pupils is eligible for a free school meal. The percentage of pupils with special educational needs and/or disabilities is much lower than average but the proportion with a statement of special educational needs is average. The school has the Artsmark Gold and the Healthy Schools award.

**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?**

**4**

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

**3**

### Main findings

In accordance with Section 13 (3) of the Education Act 1995, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required because too little of the teaching is stimulating or challenging enough to enable all pupils to achieve as well as they should.

Assessment information is not used well enough to plan learning activities that meet the needs of all pupils, particularly the higher attainers; and information about how well pupils are learning over time is not used effectively enough by leaders to inform planning for school improvement.

Since the last inspection, standards at both key stages have been variable, having no consistent pattern. Some subjects have been above average one year whilst dipping the next. A trend of improvement has not been established since the last inspection and pupils do not all make the expected progress relative to their starting points. Inspection evidence shows that teaching and learning are not consistently good enough to ensure that all pupils are making the progress of which they are capable.

Nevertheless, there have been some improvements since the last inspection and some aspects of the school's provision are good. Parents are pleased with the school, with the typical comment Barmby has a happy and welcoming atmosphere; in fact it's like a family'. Standards in information and communication technology (ICT) and art are above those usually seen. Pupils are very confident users of all aspects of ICT. Good pastoral care is very much part of daily life, which pupils and their parents recognise and appreciate. The school has secure systems for keeping pupils safe and effectively fulfils its statutory duties. There is an increasing amount of planned intervention for pupils with special educational needs and/or disabilities enabling them to make satisfactory progress. Support for those with a statement of special educational needs is good. Pupils' strong personal outcomes can be seen in their positive behaviour outside the classroom, their independence when given opportunities and their interest and enjoyment in the many creative and arts-based activities within the curriculum. In classrooms, pupils are often restless because lessons are not engaging enough. ICT, creativity, sports and clubs are strong aspects of the curriculum. The school's 'Learning Platform' provides pupils with opportunities for extra learning outside the school day. However, the way in which the curriculum is tailored for pupils of differing needs and abilities is a weaker aspect.

A recent change of strategy this year has seen the headteacher more focused on

**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

improving the quality of provision. As a result, there are the beginnings of a more rigorous approach to monitoring teaching and learning. The impact is limited because of its newness. The previously unwieldy school improvement plan is currently being updated to focus much more sharply on a few key priorities. The school's evaluation of itself is largely accurate. It has correctly identified most aspects of its provision as satisfactory and recognises the good elements. Self-evaluation is less effective in charting pupils' progress from start to finish making sure all pupils' full potential is realised. Consequently, the outcomes for pupils do not provide value for money because pupils are not making sufficient progress.

The school has demonstrated that it can raise standards. The increased emphasis on improving teaching, learning and assessment is proving effective. This is seen for example, in the improved assessments in Key Stage 1, especially in reading, and in improved mathematics results at Key Stage 2, particularly for the higher ability pupils. Targets are now much more challenging, although the school's success in meeting them is mixed. Assessment systems are poised to enhance teachers' knowledge about each pupil's performance. Some staff show enthusiasm and initiative in leading subjects. Already, a new partnership between newly appointed governors and the headteacher is becoming a catalyst for clear sighted, forward thinking ideas, designed to improve the school's performance. This reflects the school's satisfactory capacity to improve.

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

- Raise attainment and improve progress throughout the school.
- Improve the quality of teaching by:
  - ensuring assessment is used effectively to plan tasks suited to each pupil's needs and ability, especially for higher attaining pupils
  - providing interesting and engaging lessons with good opportunities for pupils to become involved and to understand how well they are doing and how they can improve
  - improve all staff and governors' understanding of all types of information about how well pupils are learning in order to contribute to more effective whole school improvement planning and better outcomes.

**Outcomes for individuals and groups of pupils****4**

Outcomes are inadequate overall because the current progress made by pupils in lessons is too variable and they do not all achieve sufficiently well, when measured against their generally above average starting points. Hence, their progress and learning are inadequate overall. Pupils work steadily in lessons, but often lack real enthusiasm. Their concentration sometimes wanders, especially if they are kept sitting for too long. Pupils are mature enough to recognise that their behaviour could be better; this was evident in the pupils' questionnaire. In the occasional good lesson, pupils are noticeably more keen, alert and focused. Pupils' behaviour when out of school is well regarded by

**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

the local community. Pupils with special educational needs and/or disabilities make satisfactory progress because they are well supported through small group sessions. Although pupils' attainment is broadly in line with the national average, standards vary between subjects and reflect pupils' uneven progress over time.

Pupils agree they feel safe and happy in school. Their attendance is good. They value peer mediators who help them find friends and sort out squabbles and they enjoy the friendships of older pupils during paired reading sessions. They play a good amount of sport and take exercise, such as the sponsored walk that was held during the inspection, where they were raising money for 'Seeds for Africa'. Pupils play a full part in village life and events. There are close connections with the Church, where they all attended Harvest Festival. They are capable of a good level of independence, especially in writing their own blogs to share through the school's network and as seen in their homework projects completed over the summer. Pupils' spiritual, moral, social and cultural development is good. The school hosts a myriad of creative and artistic events which pupils love. They are well prepared for the next stage of their education because they have sound basic skills, good computer skills and leave as well rounded, sociable young people.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	4
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>3</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.

**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

## How effective is the provision?

Teaching is inadequate overall. Lessons do not sufficiently engage, enthuse and challenge pupils with a sense of fun and love of learning. The pace of lessons is often too slow. Where expectations are high, pupils rise to the challenge, their behaviour improves and they make good progress in their learning. Use of assessment data has improved and its use to tailor lessons to meet individual needs is better in some classes than in others. However, it is not yet impacting strongly and consistently enough in all areas. Often, not enough is expected from higher ability pupils. The way in which pupils are encouraged to become involved in and to understand what they are learning is inconsistent, but better for older pupils. Teaching assistants provide some well-directed support for learning in small groups.

Good care and support ensures pupils are well looked after, and because the school is small, everyone is well known. Good knowledge of pupils' families enables the school to sensitively provide extra help where it is most needed. Careful check is kept on those who are likely to need more looking after and all child protection procedures are in place. Staff are well trained and the child protection policy is currently being renewed.

The curriculum has many strengths. However, it is weaker in the way in which it is tailored to meet the differing needs and abilities of pupils, especially for higher ability pupils in English. It has recently been reviewed to make more connections between subjects, linking with visits such as to the National Photography Museum. There is a good range of clubs and sporting activities, visits and visitors. Interest and uptake from pupils is high. Arts, crafts and other artistic elements, such as visiting story tellers and textile artists are strong aspects of school life. This input is really helping pupils to enjoy learning. Music is also important, with whole year groups learning an instrument, as well as a choir and orchestra. ICT is a dominant feature of everyday school life with many pupils enthusiastic participants in learning new technological skills.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher and staff are committed to the school. They have worked hard to produce its supportive and caring character and traditionally strong elements, such as provision for ICT and a creative ethos. Targets set have been increasingly challenging, confirming the school's high aspirations. It is a very inclusive school where all are

**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

welcomed without prejudice or favour. However, the school's promotion of equal opportunity is only satisfactory because not all groups achieve equally well year-on-year. Monitoring of teaching has not been rigorous enough in the past to secure improvements, and as a result, teaching has not improved quickly enough. However, this has been recognised by the school's leadership and steps are being taken to remedy it. Some teachers are showing a growing confidence in their managerial roles and are enthusiastically contributing to the ideal of delegated leadership. New governors are increasingly becoming more challenging of the school's performance and are bringing in vitality, relevant expertise and a sense of urgency. However, their knowledge of how well the school is doing compared to others is limited.

Relationships with parents are generally good. Links with other schools means skills are shared, for example, secondary pupils helping with sport. The school knows the community it serves very well. Leaders work well to bring everyone together. They recognise that whilst the school does have links in other countries, such as a school in Africa, there is even more it could do to expand pupils' horizons closer to home. Safeguarding procedures meet requirements.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>4</b>

## Early Years Foundation Stage

Children join the school with skills that are at least at the expectation for their age, with some strengths in the proportion who are able to count and write. Staff are carefully assessing what children can do when they enter school, in order to more accurately measure their starting points and the amount of progress they make. The attainment of



**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

children on entry is becoming more variable. Children who entered last year were more consistently average than previously. In past years, attainment on entry to the Early Years Foundation Stage has been above average. Children make satisfactory progress in the Early Years Foundation Stage. The proportion of children gaining the higher points score by the end of Reception is lower than is found both in the local authority and nationally. This has been recognised and through staff training there is now more challenge and a sharper focus on learning through discovery, for example, so that children learn at their own rate. There is a clear emphasis on children's personal and social development, for example, as illustrated when they were learning how to sit quietly on the carpet without wriggling. Children quickly learn to use a computer, for example, by drawing their faces using a special program.

Leadership and management of the Early Years Foundation Stage are satisfactory. Areas of weakness have been identified and are being tackled appropriately. Safeguarding procedures are secure. Relationships with parents are good, particularly through the use of home/school link books and weekly sessions where parents can view a presentation of what their children have been doing.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

Around two-fifths of parents and carers gave their views and the great majority were supportive in all areas of the school's work. Many spoke warmly about the care, creative opportunities and other benefits of this small village school. A few parents had concerns about the way in which the school is led and managed and this is covered in the report, where leadership and management are judged to be satisfactory overall. There were individual comments about class sizes becoming too big, shared teachers and parents' consultation evenings. Concerns about these were not supported by the inspection findings.

## 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 110 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	63	11	37	0	0	0	0
The school keeps my child safe	18	60	10	33	2	7	0	0
The school informs me about my child's progress	15	50	14	47	0	0	0	0
My child is making enough progress at this school	13	43	12	40	1	3	0	0
The teaching is good at this school	13	43	12	40	0	0	0	0
The school helps me to support my child's learning	17	57	11	37	0	0	0	0
The school helps my child to have a healthy lifestyle	20	67	9	30	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)	12	40	10	33	0	0	0	0
The school meets my child's particular needs	15	50	12	40	0	0	0	0
The school deals effectively with unacceptable behaviour	10	33	14	47	2	7	0	0
The school takes account of my suggestions and concerns	13	43	14	47	2	7	0	0
The school is led and managed effectively	15	50	13	43	2	7	0	0
Overall, I am happy with my child's experience at this school	18	60	12	40	0	0	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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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 pupil's 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.**



12 October 2009

Dear Pupils

Inspection of Barmby Moor Church of England Primary School, Barmby Moor, YO24 4EQ

I am writing on behalf of the inspection team to thank you for making us welcome when we visited to inspect your school recently. We enjoyed talking with you and finding out what you like about your school. We were pleased to hear you enjoy school and feel happy and well cared for. You look after each other too, which we were pleased to see. We can see how much most of you love art and the special activity days, which you have, that are such an important part of your school.

I know you behave well at playtimes and in assemblies and when you are out and about, such as going to Harvest Festival. I was also impressed with the confident way you use the laptops. Your blogs are a wonderful way for you to share your news with each other. What I did notice, however, is that sometimes you are inclined to chat a bit too much in lessons. I think this is because the work is not always hard enough for you and you are not always involved enough in what you are learning about.

We have decided that your school needs to improve certain things in order to be more successful. Because of this we have given it a 'Notice to Improve'. This means that soon another inspector will visit the school to see how much things are improving. We have asked all your teachers to make improvements so that you make faster progress, especially in English. We have asked the school to check that all your lessons are set at just the right level for each of you and for them to make sure you are all making good progress. We want everyone to check more carefully on how things are going so that if any problems are spotted, they can be quickly resolved.

You can help by trying to concentrate all of the time in lessons. Do carry on using your laptops and helping each other, because you do this so well.

With best wishes for your future.

Yours sincerely

Mrs A Taylor

Lead Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**