

19 May 2010

Mr J Nielsen  
Barmby Moor Church of England Primary School  
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Dear Mr Nielsen

Ofsted monitoring of schools with a notice to improve

Thank you for the help which you and your staff gave when I inspected your school on 18 May 2010 and for the information which you provided during my visit. Please pass my thanks to the Chair of Governors and all the pupils who spoke to me during my visit.

The school's context remains largely unchanged since the previous inspection, although one teacher has retired and been replaced and a new Chair of Governors has been appointed.

As a result of the inspection on 08-09 October 2009, the school was asked to:

- Raise attainment and improve progress throughout the school.
- Improve the quality of teaching by:
  - ensuring that 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's and governors' understanding of all types of information about how well pupils are learning in order to contribute to more effective planning for whole-school improvement and better outcomes.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising pupils' achievement.

While there is no firm evidence of improved outcomes for pupils at this point in the year, the regular assessments now made by teachers give the school much clearer information on pupils' progress. Early indications are that attainment is rising where it most needs to. The great majority of pupils across the age range appear to have made the expected amount of progress or better in reading, writing and mathematics. Improving progress in writing remains a priority for the school, because fewer pupils have so far shown strong progress in this area. However, as a result of higher expectations and better focused teaching, some writing is of higher quality than the school has seen before.

The school is considerably better informed about pupils' progress now that it has introduced systems for regular assessment and tracking. It can now give a detailed account of the performance of all pupils, including those with special educational needs and/or disabilities, those whose circumstances make them more vulnerable and higher attainers, and has begun to use the information productively. Teachers have worked hard to sharpen their understanding of assessment, using national guidance. A sample of pupils' work indicated that they assess accurately. Regular meetings to review pupils' progress have been established. A new coordinator for special educational needs has made inroads on identifying and planning for pupils' individual needs. In discussion, teachers showed developing understanding of the factors which underlie any slower progress by pupils and how to focus their teaching and extra support to overcome them. Pupils who are working beyond age-related expectations have been stimulated by new enrichment activities which are encouraging greater independence and enjoyment.

The quality of teaching has improved as teachers use assessment information to focus their plans. The teaching observed took suitable account of pupils' different strengths and weaknesses. An appropriate mix of groupings and activities ensured that pupils were interested and engaged. Both mathematics and English lessons aimed for higher challenges, although pupils were not always effectively supported to reach them. Teachers are explaining learning objectives and criteria for success, providing constructive feedback and setting individual targets for mathematics and writing. However, pupils' understanding of how to do better varies, especially in writing, because the effectiveness with which teachers use these strategies is mixed. This is work in progress and well-focused professional development to refine the quality of teaching continues.

As a result of local authority guidance, detailed reports from the headteacher and their closer involvement in monitoring, governors now have a clearer picture of how well the school performs against national expectations. The Chair of Governors has helpfully informed parents and carers about the school's progress through newsletters.



The school has made good use of the local authority's support which has addressed the issues identified in the previous inspection. The local authority's post-inspection statement of action has been amended and is fit for purpose. It now makes clear that a senior officer who is not involved in supporting the school evaluates the school's progress. The headteacher provides written feedback on the impact of the support given. He and the staff have greatly valued the range of tailored professional development provided by consultants and other support. Peer observation of teaching, guided by the lead officer and using evaluative criteria, has prompted reflection about more effective teaching practice. Staff have worked hard to meet all recommendations following regular reviews, and are keen to do even better. The lead officer works closely with the headteacher, who is increasingly taking the lead in fulfilling the improvement plan.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Susan Bowles  
Her Majesty's Inspector