

Inspection of a good school: Barmby Moor Church of England Primary School

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

Inspection date:

28 June 2022

Outcome

Barmby Moor Church of England Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy coming to school and learning with their friends. Parents and carers are exceptionally confident that their children are safe in school.

Pupils are polite, respectful and friendly to each other. They always have someone who will play with them at lunch or breaktime. No one is left to play alone in the school's extensive field and playground.

Bullying is very rare and is not tolerated. Pupils know they are listened to, and 'if something is wrong, staff sort it out.' Pupils have great trust in staff. One comment was typical of many when a pupil said that 'You can tell teachers anything you like and they will not judge you.'

Pupils take part in an extensive range of sporting activities, the school choir and educational visits. Parents say that 'Despite being a small rural school, extra activities are fantastic.'

Leaders and staff have high expectations of pupils, including those with special educational needs and/or disabilities (SEND). Pupils are keen to do well and know what is expected of them because of the effective promotion of the school's values.

Parents appreciate the work that the school is doing for their children. The headteacher and staff are highly respected by parents and pupils. Parents know the school is a strong part of the community and their children are taught well.

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

Leaders have planned a well-organised curriculum that develops pupils' knowledge and expertise across a broad range of subjects. They have made sure that the curriculum is carefully sequenced from early years to Year 6. Leaders have identified the crucial knowledge in each subject that pupils must learn and by when. In most subjects, staff

build learning in a logical way to meet the needs of pupils, including those with SEND. Teachers are generally clear about what they want pupils to know. They explain and model clearly what is to be learned. Teachers assess pupils' knowledge and spot errors quickly to help children learn well.

Phonics is delivered very effectively across the school. This helps children in early years and pupils in key stage 1 to learn new sounds quickly. Books are well matched to the sounds children are learning and to the reading ages of pupils. Those who find phonics and reading more difficult get skilful support to help them catch up. Pupils recall words and sounds quickly to read fluently. There are many books for pupils to choose from in their classrooms and from bookshelves in corridors. Leaders support parents to help their children with reading.

Staff instil high expectations of pupils' behaviour right from the start of early years. Praise and gentle reminders of good listening lead to good behaviour. Pupils are rarely distracted in lessons and this helps them learn well.

Subject leaders work alongside teachers to check how well the curriculum is being taught. This support is exemplary in physical education (PE). Teachers are very confident and teach PE exceptionally well. In some other subjects, new leaders have not had the same opportunities to access subject training to monitor the curriculum skilfully. This means that these leaders are not as well equipped to support teachers in delivering the curriculum effectively.

Most subject leaders have made sure that curriculum plans are detailed and precise. These are taught skilfully by staff. Pupils, including those with SEND, learn very well as the curriculum is adapted to meet their needs. In a few subjects, such as art, history and geography, greater curriculum guidance is required to make sure that pupils' work is consistently strong.

Children in early years cooperate very well with adults and enjoy working together. They are fascinated by what they are learning. Staff are very skilled in preparing interesting activities. In indoor and outdoor spaces, children practise communication and language skills as well as number skills. Staff listen attentively to children and help them develop a wide range of vocabulary. Staff keep parents well informed about the progress their children are making. Staff show parents how they can help their children to learn at home.

Pupils have good leadership opportunities. They enjoy being school councillors, house captains and book club leaders. School councillors organise charity events and collections. Pupils enjoy charity work and helping those less fortunate than themselves.

Senior leaders and governors take into account staff workload. For example, changes to the school's marking and feedback system are being carefully monitored to check if workload is being reduced.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Staff are vigilant and know about local issues such as county lines and risks arising from mental health and well-being. The school works closely with parents and external agencies to keep children safe. Thorough checks are made on the suitability of adults to work with pupils. Governors check systems for safeguarding to assure themselves that they are effective.

Pupils are knowledgeable about how to stay safe online. They learn about how to respect other pupils' space and views. Pupils receive advice from the police and other agencies about staying safe in and out of school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subject leaders have not had professional development opportunities to advance their own subject-specific pedagogical knowledge. This means that some subject leaders have not given precise curriculum guidance and support for teachers. Leaders should explore ways to offer subject-specific training to subject leaders. They should ensure that subject leaders provide improved levels of support to teachers.

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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in December 2012.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	118122
Local authority	East Riding of Yorkshire
Inspection number	10227115
Type of school	Primary
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	115
Appropriate authority	The governing body
Chair of governing body	Shaun Williamson
Headteacher	Jamie Baxter
Website	www.barmbymoore.com
Date of previous inspection	23 March 2017, under section 8 of the Education Act 2005

Information about this school

- The new headteacher was appointed on 1 April 2020.
- The school does not use any alternative provision.

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 school leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and subject leaders. The lead inspector held a discussion with three governors, including the vice-chair of the governing body.
- Inspectors carried out deep dives in these subjects: reading, PE and English. This involved meeting with curriculum leaders, visiting a sample of lessons, looking at samples of pupils' work and talking to teachers and pupils. Inspectors also listened to some pupils reading.
- Inspectors looked at curriculum plans and pupils' work with leaders.

- Inspectors reviewed a range of safeguarding documentation, including the single central record. The lead inspector met with the designated safeguarding leader and checked how leaders record and respond to safeguarding concerns. Inspectors checked the safeguarding and welfare requirements for children in early years. They spoke with staff about safeguarding and child protection. Inspectors spoke to pupils about safety and how they learn to stay safe.
- Inspectors observed pupils' behaviour throughout the day. They spoke to pupils about their views on behaviour in school. Inspectors considered how the school is supporting pupils' personal development.
- Inspectors spoke with a number of parents at the beginning and end of the school day. Inspectors analysed responses to Parent View, Ofsted's online questionnaire.
- Inspectors analysed Ofsted's online questionnaires for pupils and staff.
- Inspectors met with pupils and staff to consider their views.

Inspection team

Jim McGrath, lead inspector

Ofsted Inspector

Judy Shaw

Ofsted Inspector

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