

Barmby-on-the-Marsh Primary School

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

Inspection dates 4 June 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well in reading, writing and mathematics from their individual starting points. Standards are above average by the end of Year 6.
- The school's results in the 2013 Year 6 national tests were in the top 20% nationally.
- Disabled pupils and those with special educational needs make significant progress.
- Teaching is good. The most able pupils find their work challenging and interesting.
- Behaviour is good. Older pupils look after younger ones, contributing to the school's 'family' atmosphere.
- School leaders and governors make sure that pupils are safe and secure. Parents agree.
- Supportive leadership of teaching is developing staff skills and expertise. As a result, more Year 6 pupils in 2014 are working within the higher Levels 5 and 6 than previously.
- Governors make good decisions to improve the school's effectiveness. The collaborative partnership has strengthened the curriculum and greatly improved the provision for sport.
- Pupils say, 'We like this school. It helps you to think. It gives you really good support and confidence. It's great.'
- The school is well led and managed by an executive headteacher who gives very clear direction, and is steering the school towards further improvement. As a result, attendance has shot up and staff and pupils rate the school highly.

It is not yet an outstanding school because

- Reception children and pupils in Key Stage 1 make slow progress initially in language and literacy skills because activities do not always stimulate their learning. They do not always form their letters correctly or have enough time to practise their writing.
- Pupils in Key Stage 2 have limited scope to write imaginatively. They use a fairly restricted vocabulary and range of techniques to enliven their writing.

Information about this inspection

- The inspectors observed eight lessons or parts of lessons taught by three teachers and teaching assistants.
- The inspection team held meetings with the executive headteacher, staff, three governors, including the Chair of the Governing Body, and a representative from the local authority. The inspectors had meetings with two groups of pupils from Key Stage 2 to discuss their work and their views on school.
- The inspection took into account the 45 responses to the online questionnaire (Parent View). In addition, inspectors spoke to parents when they brought their children to school.

Inspection team

Lesley Clark, Lead inspector

Additional inspector

Jennifer Firth

Additional inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school. Pupils are taught in three mixed-age groups in the mornings and two in the afternoons.
- The Early Years Foundation Stage consists of Reception aged children.
- All pupils are White British.
- The proportion of pupils supported through school action or school action plus is below average.
- The proportion of pupils with a statement of special educational needs is above average.
- The proportion of pupils supported through the pupil premium is below average. There are too few pupils for their progress to be measured against national statistics. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- There have been several changes in leadership since the last inspection and some recent changes in staffing.
- The school entered into a collaborative partnership with a large primary school in September 2013. The executive headteacher leads and manages both schools, supported by an acting assistant headteacher.
- The large majority of governors joined the governing body within the last three years.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Accelerate the progress of Reception children and pupils in Key Stage 1 in language and literacy by making sure that staff:
 - give children stimulating learning opportunities both indoors and outside that require them to practise their language and literacy skills in a wide range of contexts
 - teach children how to form their letters correctly
 - give Key Stage 1 pupils more time to write.
- Improve further the quality of pupils' writing in Key Stage 2 by making sure that staff give pupils:
 - the opportunity to write in a wide range of genres so they have more scope to write imaginatively and use a range of techniques to enliven their writing
 - clear and specific guidance as to what to do to improve the quality of their written work.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well from individual starting points that vary considerably from year to year, from below expected levels to broadly in line with the level typically expected of their age. Their language and literacy skills are often weaker than other areas of learning on entry to Reception.
- Children achieve well overall in the Reception Year. They become socially and physically confident and make especially good progress in their mathematical development.
- Children make slower progress in their language and literacy skills. This is because the activities, both indoors and outside, do not provide a wide enough range of stimulating opportunities for children to speak, listen and learn new words and use them in different contexts.
- Pupils make good progress overall in Key Stage 1, especially in reading and mathematics. Their attainment in the Year 1 phonics screening check, which tests pupils' understanding of how letters and sounds link together to form words, is above average.
- However, pupils' writing is less strong. Letter formation is poor, pupils tend to use upper- and lower-case letters randomly in sentences and few write confidently at length.
- Pupils' progress accelerates in Key Stage 2. Typically, attainment in reading, writing and mathematics is above average by the end of Year 6. The most able pupils do well. Currently, the majority of pupils in Year 6 are working within the level expected of 14-year-olds in reading and mathematics.
- Pupils in Key Stage 2 thoroughly enjoy reading. They read for pleasure, swap books and seek out books by favourite authors. They skim read confidently for information, identifying quotations to support their views, for instance.
- It is a similar picture in mathematics. Pupils work methodically and actively seek to challenge themselves. As a result, older pupils have an advanced understanding of how to draw and measure different angles, commenting, 'We like the challenges in maths.'
- Attainment in terms of English grammar, punctuation and spelling is significantly above average. Pupils write accurately. However, their writing tends to be functional. They do not write in a wide range of genres and so they have less scope to try out different writing styles, using interesting words and descriptive phrases or pertinent similes and metaphors.
- Disabled pupils and those pupils who are supported through school action, school action plus or who have a statement of special educational needs make considerable progress from their starting points. The work is closely matched to their individual needs.
- Pupils supported through the pupil premium funding make good progress and do as well as others in school who are not known to be eligible for free school meals. The school clearly promotes equality of opportunity and tackles discrimination effectively.

The quality of teaching is good

- Teaching is good. There are good systems to cater for the very wide ability and age range in each class to ensure that everyone achieves well.
- Reception children learn new skills at a good rate and staff make good use of the available space to provide children with different learning activities both indoors and outside. However, these activities do not always provide sufficiently stimulating learning opportunities that help them to practise their language and literacy skills.
- Staff make sure that they spend extra time with those who need extra help or who have special educational needs.
- Teaching assistants are used well throughout the school and make a significant contribution to pupils' achievements.
- Staff give clear instructions and explanations. As a result, pupils know what is expected of them

and learning proceeds at a good pace.

- Teaching is methodical and well-structured. This approach works especially well in mathematics and in teaching English grammar, punctuation and spelling because pupils learn to be systematic, precise and accurate. Teaching correct letter formation is less systematic in Reception and Key Stage 1 and this leads to untidy handwriting.
- Typically, teaching is based on success criteria, which pupils then use to check their own and each other's work in writing and mathematics. While this works well in terms of involving pupils in their learning, it is less successful at improving writing quality. This is because marking does not give pupils additional, clear and specific guidance as to how to improve their written work.
- An effective feature of teaching in mathematics is the extent to which pupils work out the method that suits them best, set their own challenges and use and apply their skills in different contexts. As a result, the most able pupils make rapid progress.
- By contrast, pupils have fewer opportunities to write in a wide range of different contexts for different purposes or younger pupils to write at length.
- The most able pupils agree that they are given a good level of challenge, 'We are never bored. If teachers think we can do something harder they give it to us.'

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- Over the past two terms, attendance has shot up and punctuality improved greatly because the executive headteacher introduced a clear system of rewards and sanctions. As a result, pupils know that it matters to attend school every day. This has yet to be sustained over time.
- Pupils arrive cheerfully and in good time to start on their morning tasks. They listen attentively in lessons and work hard.
- They very much enjoy the social side of school. They are clearly good friends with each other and have a mature perspective on, and sympathetic approach to, pupils who have behavioural difficulties.
- The school's work to keep pupils safe and secure is good.
- Pupils say they feel very safe and their parents agree. They are sure that there is no bullying, just the occasional falling out. The school's behavioural records confirm that there are no racist incidents or unkind name-calling.
- Pupils have every confidence in adults in school. They say, 'They help us in every way they can. They never give up on you. They help you to think through problems.' As a result, pupils turn into confident and articulate young people.
- The school's happy, family atmosphere is evident at break times and lunchtimes when older and younger pupils play happily and constructively together.
- The school council represents pupils' views well and takes the lead on fundraising.
- Pupils relish the additional sporting opportunities that they can now access because of the collaborative partnership with a larger school. They take part in different competitive sporting events and are beginning to achieve some success, as a result.

The leadership and management are good

- The executive headteacher gives very clear educational direction designed to bring the school back to the outstanding level identified in the last inspection over seven years' ago. The governors commented, 'Although part-time, he is a visible presence around school and always available to talk to.'
- Good leadership by staff other than the executive headteacher, including the acting assistant

headteacher, ensures that the school runs smoothly and that pupils continue to make good progress.

- The collaborative partnership with a larger school has broadened the curriculum and increased pupils' learning opportunities. Pupils now have access to a full range of indoor and outdoor sports, for example.
- The primary school sport funding is used very well to introduce pupils to a diverse range of sports and to coach staff in teaching different sports. The governors have yet to check the provision to ensure that it is having a beneficial impact on pupils' well-being.
- The local authority supported the school through the collaboration process. The school has accessed a range of local authority courses recently to ensure that teachers develop their skills and expertise through continuing professional development. This, combined with good leadership of teaching and working with staff in the partner school, has broadened staff's understanding of different teaching techniques.
- The school has good, clear systems to check pupils' progress and to ensure that teachers are fully accountable.
- Appraisal and performance-management arrangements are in line with the local authority's policy. They are used well to ensure that teachers with additional responsibilities or who perform well are rewarded.
- Safeguarding meets current government requirements.
- Most parents are confident that the school is helping their children to make good progress and would recommend the school to others. The overwhelming majority agree that their children are happy and safe. The school has more than doubled in size since the last inspection.
- **The governance of the school:**
 - Governors took decisive and innovative action to secure the future of the school, safeguard its distinctive features and carry out sustainable improvements to the fabric of the building to cope with much-increased pupil numbers. Governors check pupils' progress closely and they have a full understanding of what data about pupils' progress is showing them. They ensure that the pupil premium funding is spent wisely to support pupils' individual needs. They ask lots of questions in governors' meetings so they can check the impact of the school's actions on pupils' achievement and establish what they can do to help. They come into school regularly to check for themselves how well pupils are doing through looking at pupils' work. They are closely involved in the management of staff.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117824
Local authority	East Riding of Yorkshire
Inspection number	444342

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	73
Appropriate authority	The governing body
Chair	James Trinder
Executive Headteacher	Liam Jackson
Date of previous school inspection	30 November 2006
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