



# Barmby-on-the-Marsh Primary School

Inspection Report

**Unique Reference Number** 117824  
**Local Authority** East Riding of Yorkshire  
**Inspection number** 290938  
**Inspection date** 30 November 2006  
**Reporting inspector** Jackie Barnes

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

<b>Type of school</b>	Primary	<b>School address</b>	Barmby-on-the-Marsh
<b>School category</b>	Community		Goole
<b>Age range of pupils</b>	4-11		DN14 7HQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01757 638336
<b>Number on roll (school)</b>	40	<b>Fax number</b>	01757 638336
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Christine Dalton
		<b>Headteacher</b>	Mr Leon Myers
<b>Date of previous school inspection</b>	1 March 2001		

<b>Age group</b> 4-11	<b>Inspection date</b> 30 November 2006	<b>Inspection number</b> 290938
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a very small school, serving the quiet rural village of Barmby-on-the-Marsh and nearby settlements. The number of pupils on roll is growing and the school has recently been refurbished. The ratio of staff to pupils is higher than average. All pupils are from White British backgrounds and most families have at least one parent in paid work. Entitlement to free school meals is low. When they start school individual pupils vary considerably in their attainment but overall are at least as competent as expected for their age. The proportion of pupils with learning difficulties and disabilities is about average. The school recently achieved a Healthy School's Award.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 1**

This is an outstanding school in which parents have a high level of confidence. Pupils achieve very well and overall standards are above average. They settle quickly into the Reception Year and make good progress. Throughout the school pupils' behaviour is excellent, and they very much enjoy their experiences, value their friends and grow in confidence. They are knowledgeable about how to keep safe and healthy, and they take really good care of each other. They are very well taught and gain the good personal skills and academic competence needed for their future well-being. The school's curriculum is skilfully organised and managed. This enables pupils of different ages and attainment to work together as a class when being introduced to new learning and also in small groups when more individual teaching is needed. This strategy works very well, due mainly to the skills of individual teachers but also to the effective way the staff team has been enhanced by specialist teachers working part-time. Pupils respond well to having different teachers, helped by the common approach shared by the staff team.

Good use is made of the renovated building, although the lack of space limits some activities, especially exploratory play for pupils in Reception. The care pupils receive is outstanding. All staff not only care for their welfare but also plan the learning and support for each pupil with careful consideration and discussion about their needs. Pupils' work is assessed regularly and their attainment checked against predictions of what they are capable of achieving. This gives the school a useful overall view of how well they are doing. New systems have been developed to monitor pupils' progress in writing, and to include targets that are shared with the pupil and parents. This approach has not yet been extended to other subjects such as mathematics and science.

The leadership and management of the school are outstanding. The headteacher's leadership has had a clear impact on pupils' attainment, especially for the most capable pupils. This is reflected in the most recent national results where a high proportion of them attained the higher levels. All staff are involved in leadership roles and work effectively together to continually improve the pupils' achievement. The governing body is well informed and well led. Governors are actively involved in the school and are instrumental in sustaining the strong involvement of the local community in the school's success. The building and resources have benefited from the prudent management of finances, and from the support of the community and local authority. The school has outstanding capacity for further improvement.

### **What the school should do to improve further**

- Extend the assessment and monitoring arrangements for writing to other core subjects to improve planning for new learning.
- Increase the structured play opportunities for the children in the Foundation Stage.

## **Achievement and standards**

### **Grade: 1**

Achievement is outstanding. Standards in lessons and in the pupils' workbooks are above average. The aggregated results of national tests for seven and eleven-year-olds for such small numbers of pupils have to be interpreted cautiously. However, they show that standards in the school have risen to above average levels in most years and exceeded the school's challenging targets. The drive to raise pupils' achievement has been very successful, particularly for the most capable. Pupils settle quickly into the Reception class, most having the skills and knowledge typical for their age. They make good progress, mainly due to the individual nature of the teaching. By the end of the Reception year almost all have achieved the expected goals, and some significantly exceed them. Strong progress continues throughout Key Stages 1 and 2 promoting high levels of achievement and above average standards. All the present Year 6 are on target to attain at least Level 4 in 2007.

There is no consistent difference between the achievement of boys and girls. Those with learning difficulties and disabilities consistently achieve well, often working at a similar level to their classmates.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. They have very good attitudes to learning and are friendly, polite and extremely well behaved. Their attendance and punctuality are good. They really enjoy school and have confidence that the staff will take care of them and keep them safe. Parents particularly appreciate these aspects of the school. As one parent said of her daughter, 'She goes into school every day with a smile on her face and comes out the same way.' Pupils clearly know right from wrong and their spiritual, moral, social and cultural development is good. They appreciate differences in people. They show their concern for others by taking care of each other very well in the school community and by raising funds for those who need help elsewhere. Through the school council they develop an awareness of democracy and willingly share their views and ideas. Their skills in working harmoniously together and resolving issues without aggression are a good basis for their future well-being. Many of the older pupils have mature attitudes and good organisational abilities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching and learning are outstanding. The staff work exceptionally well together as a professional team, covering the curriculum and providing for the full range of age and ability groups. The wide variety of teaching skills and knowledge is used to plan lessons flexibly in response to the frequent assessment of pupils' needs and progress.

The staff are currently working to refine the use of the school's system for assessing pupils' attainment and checking their progress.

Learning is effectively supported by interesting resources, a high level of active participation by the pupils, clear teaching points, a brisk pace to activities and a well matched level of challenge. Teachers' expectations are high, such as in science where the most capable Year 6 pupils are considering some aspects of the work from Year 7. Pupils respond positively. They have regular contact with an adult, resulting in good opportunities to ask as well as answer questions, and to explore ideas. Parents comment positively on their children's enthusiasm for school, and it is clearly evident in lessons. Learning in the Foundation Stage is supported by good teaching, but there is some loss of opportunity for pupils to explore their own ideas due to restricted space, especially in inclement weather.

## **Curriculum and other activities**

### **Grade: 2**

The school has a good curriculum that is particularly well-organised. It is enhanced well by visits, visitors and residential opportunities. As a result all pupils, including those in the Foundation Stage, have ready access at a level suitable to their age and ability. Their progress is carefully planned for and checked, with well managed reinforcement of their learning in literacy within other subjects. Pupils are full of stories about various experiences they have enjoyed or which have made a lasting impression. Subjects are sometimes studied in depth through themed days and extended timetable allocations. In the absence of a hall, the full programme of physical education takes place outdoors when weather permits. Effective provision is made for pupils to learn about living healthy and safe lives. The school is strongly committed to developing further the already good relationships with the community and broadening pupils' experiences. Some useful and well-supported extended provision is already available, such as the breakfast club, family learning classes, specialist sport coaching and musical activities.

## **Care, guidance and support**

### **Grade: 2**

Care, support and guidance are good overall, but the care provided by the staff is outstanding. Every pupil is carefully nurtured in personal development through regular personal attention and encouraged to make the best progress they can. Pupils with learning difficulties and disabilities often have additional support, which establishes particularly close relationships with parents. The formal arrangements for providing details of progress and targets work effectively but are being further improved so that pupils and staff can more readily check the next steps in learning. Arrangements for protecting pupils are well established and regularly reviewed to ensure they meet current requirements. Excellent links with other schools are well established, including a shared residential visit.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding. The headteacher has been in post for almost a year and has built very well on the improvement made since the last inspection. The expertise of the teaching team has been enhanced through staff training and the use of specialist teachers. Plans for further improvement are well based on detailed monitoring and evaluation of the school's performance, including the evidence of assessment data and the views of parents, pupils and governors. The accommodation is much improved, with further plans in hand, although the Foundation Stage lacks sufficient play space. The governing body is effectively led, well informed and suitably critical. They work well with the headteacher, have access to a wide range of expertise from the local community, and are well placed to have their own review and development plan.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Barmby-on-the-Marsh Primary School

Barmby-on-the-Marsh

Goole

DN14 7HQ

30 November 2006

Dear Pupils

Thank you for making me so welcome when I visited your school. I enjoyed meeting you all and was very pleased to see how enthusiastic you are about your learning. You are polite and well behaved, and you take care of each other. You have worked hard and are successful in attaining above average standards. You make the best of the very good teaching that you have in lessons. You know how to keep safe and healthy, and you rightly trust the adults in school to take care of you. The people who lead your school, and plan and check that you are achieving as well as you can, do a good job.

I have asked your school to make sure that you all know how well you are doing in literacy and numeracy, and what you need to do to improve. When the school has enough money, I have also asked that the play areas for youngest pupils are made even better. I know you will help by continuing to come to school every day and enjoy learning new things.

Best wishes.

Yours sincerely

J M Barnes

Lead inspector