

# Poppleton Road Primary School

Poppleton Road, York, North Yorkshire, YO26 4UP

**Inspection dates** 5–6 February 2014

|                                |                      |             |          |
|--------------------------------|----------------------|-------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Inadequate  | 4        |
|                                | This inspection:     | <b>Good</b> | <b>2</b> |
| 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.

- The headteacher has inspired leaders and teachers to believe nothing is impossible. She is highly regarded by pupils, staff and parents.
- Pupils' achievement has improved quickly since the last inspection. Pupils, including disabled pupils and those with special educational needs, enjoy learning and work very hard in nearly all their lessons. They are developing good reading, writing and numeracy skills.
- Pupils behave and attend well. They feel safe. They are routinely polite, smartly dressed and good friends to each other.
- Leaders are highly effective in improving teaching through rigorous coaching and mentoring. Teachers have made great strides in improving their practice.
- Teachers have high expectations of their pupils and plan interesting tasks for them. They make sure the most able pupils have to work hard.
- Disadvantaged pupils have caught up with other groups of pupils because the school have special plans for each one of them. Governors have been exacting in making sure the pupil premium funding is used to good effect.

### It is not yet an outstanding school because

- The progress pupils make in Key Stage 1 has not improved as quickly as in Key Stage 2.
- Marking is sometimes too hard for younger pupils and those who are less able to understand properly.
- Teaching is not consistently outstanding, particularly when pupils are required to write short answers on worksheets rather than extend their good writing skills.

## Information about this inspection

- Inspectors observed 23 parts of lessons. Seven were observed jointly with the headteacher and one with another member of the senior leadership team.
- Discussions were held with the headteacher, staff, members of the governing body and one inspector interviewed a representative from the local authority.
- The inspectors spoke to pupils in lessons, at break and during lunchtimes. They also spoke formally to one group of pupils, on the first day of the inspection.
- One inspector heard pupils reading.
- The inspection team observed the school's work and looked at a range of documentation, including the school's plans for the future and on-going reviews of those plans. They also looked at behaviour logs, racist incidents and the school's safeguarding arrangements.
- Inspectors considered evidence gathered during previous monitoring inspections of the school.
- Inspectors took into account 63 responses to the on line questionnaire (Parent View). Inspectors took account of 39 responses to the staff inspection survey.

## Inspection team

Joan Hewitt, Lead inspector

Her Majesty's Inspector

Lynne Davies

Additional Inspector

## Full report

*In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.*

### Information about this school

- The school is larger than the average primary school.
- The school's Early Years Foundation Stage has two Reception classes.
- The proportions of pupils from minority ethnic backgrounds and those who speak English as an additional language are well below the national figures.
- The vast majority of pupils are White British.
- The percentage of pupils who are eligible for pupil premium (which provides additional funding for pupils in local authority care, those known to be eligible for free school meals and those whose parents or carers are in the Armed Services) is just below the national average.
- The proportion of pupils registered as disabled or with a statement of special educational needs is below the national average, as is the number of pupils supported at 'school action plus'. The proportion of pupils supported at 'school action' is also below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- At the time of the inspection two teachers, including the deputy headteacher were on long term leave of absence.
- When the school was inspected in May 2012, it was judged to require special measures. Subsequently, the school received monitoring inspections on four occasions.

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

- Increase the proportion of outstanding teaching so that most pupils make exceptional progress by:
  - refining teachers' marking so that the least able and younger pupils have a precise understanding of what they need to do to improve their work
  - making sure pupils consistently use their good writing and mathematical skills at every opportunity
  - maintaining the recent improvements in pupils' writing skills in Key Stage 1.

## Inspection judgements

### The achievement of pupils is good

- Children join Reception with skills and knowledge just below those typical for their age. Their skills in communication, language and number are not as well developed. They make good progress and practically all children have caught up with their peers nationally when they begin Year 1.
- Previously inadequate teaching resulted in gaps in pupils' learning but they have quickly made up lost ground and current progress is good through Key Stage 1 and 2. Standards in reading, writing and mathematics are now in line with national averages. The school's reliable internal checks on pupils' progress demonstrate this trend of improvement is set to continue at a pace.
- There remains some unevenness in the rate of improvement for pupils in Key Stage 1, where pupils' progress has been slower to pick up speed, particularly in writing. However, their current progress is impressive and they are catching up quickly.
- The school has had marked success in fostering pupils' love of reading. Children get off to a good start in Reception learning about tricky words and exploring stories. Older pupils read a range of different texts with confidence and interest. The numbers reaching the expected standards in the Year 1 phonics check was disappointing last year but this has improved quickly. Most of the pupils who did not reach the expected standard in Year 1 have caught up when they were re-checked in Year 2. Displays and a raft of interesting and lively bookshelves capture pupils' interests.
- Pupils' progress in mathematics has undergone a transformation since the school's inspection in May 2012. They tackle fascinating mathematics problems, such as the Year 6 'wartime maths project', with gusto. Pupils select which skills and strategies are most appropriate for the job with little prompting from teachers. This is not completely consistent and there are times when tasks are limited to writing answers on worksheets.
- The most able pupils make at least good progress because teachers keep a careful eye out for opportunities to ask them difficult questions and expect them to work as hard as they can.
- Disabled pupils and those with special educational needs also make good progress because teachers and teaching support assistants customise the resources and support they need to complete their work. Teachers' expectations are high for all groups of pupils.
- Pupils who are known to be eligible for the pupil premium funding have made excellent progress over the last year. This is a result of excellent planning by teachers and leaders for each individual student. Pupils who are known to be eligible for free school meals have caught up with other groups of pupils so that their attainment in mathematics, reading and writing is in line with national averages.

### The quality of teaching is good

- Classrooms are hives of industry. Pupils have developed a genuine love of learning because teachers work hard to make sure lessons capture their interests. The most able pupils make good progress because teachers set work that challenges them to find things out for themselves. For example, a group of Year 6 pupils made outstanding progress in writing effective settings for their stories. They were engrossed and constructed vivid descriptions of storms such as, 'two warring kingdoms of ocean and sky'.
- Pupils take care with their writing and they can write lengthy stories and letters. They achieve the same high quality across all subjects most of the time. However, there are still occasions when pupils' progress is not outstanding because teachers do not make the most of pupils' good writing skills because they only ask for short written answers in some subjects.
- Pupils seek out answers for themselves by making good use of information on displays and using resources such as dictionaries and reference books. Their attitudes to learning are consistently positive, they listen intently to their teacher, ask thoughtful questions and almost always do their

best. They work well in groups and pairs to share their ideas and work out how to tackle problems.

- Teachers' marking has significantly improved since the school's last full inspection. Books are marked regularly and teachers make helpful comments so that pupils are generally clear about what they need to do next to improve their work. Pupils are given the time to respond to teachers' comments and this helps them to really get to grips with things they have not understood properly or spellings they need to practice. However, there are occasionally times when teachers' comments are too hard for pupils to understand without explanation. This happens most frequently with those who are less able and some younger pupils.
- Pupils' confidence in reading is improving quickly. During guided reading sessions, pupils read to each other and help each other work out what unfamiliar words mean. Teachers support them by providing thought-provoking prompts and written questions for them to consider. Consequently, pupils are frequently engrossed in lively discussions about books they have enjoyed. They are developing voracious appetites for new reading experiences.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. The atmosphere in the school is friendly and caring. Pupils and adults have a cheerful outlook and relationships are very positive. Pupils are polite, offering warm greetings, such as; 'good afternoon' to adults they happen to meet on the corridor. They also wait politely to speak if adults are in conversation.
- Disruption in lessons is rare and pupils with specific behaviour difficulties are supported well to modify their actions. Teachers and pupils treat each other with respect. Pupils are equally respectful to midday staff and other adults. Lunch is a sociable, if somewhat noisy, occasion. Pupils collect their food sensibly and chat nicely in small groups with their friends. They look after their surroundings and there is little in the way of litter.
- Pupils enjoy playtime and no one is left out of games. Behaviour can sometimes be a little boisterous, especially if there is no equipment out. However, pupils are kind to each other and enjoy each other's company.
- The school's work to keep pupils safe and secure is good. Pupils know about different forms of bullying, including homophobic and cyber bullying. They are confident in explaining how seriously it can affect other people. They know who to go to if they experience any unpleasantness. They report that incidences of bullying do not happen often and confirm they trust the school to take effective action if it does happen.
- Attendance is above average. The school has worked hard to improve the attendance of pupils who are known to be eligible for support through the pupil premium funding to good effect.

### **The leadership and management are good**

- Leaders now have a strong understanding of the strengths of the school and what needs to happen to secure improvement. Leadership of the Reception classes is equally as strong. Teachers and support assistants are proud to be members of staff. They have nothing but praise for the training and coaching provided by leaders. One new member of staff commented, 'I couldn't fault the support I have had. I have learned so much in the short time I have been here.'
- Leaders regularly review the quality of teaching and scrutinise pupils' work. They take swift and effective action if anything is below par. If pupils are falling behind, leaders and teachers work out the best way to help. For example, sometimes pupils work on a specific skill in a small group and this helps them to catch up quickly.
- Since the last inspection, leaders and governors have improved the way teachers are rewarded for good work. There is now a clear link between teachers' pay and the progress made by pupils in their care.

- Leaders are using the new primary school sports funding to increase the amount of clubs available. Most pupils now attend after school or lunch clubs. The school also have the support of a specialist Physical Education (PE) teacher who is coaching teachers to improve the quality of PE teaching. This is in the early stages of development and it is too soon to evaluate it fully.
- Despite the long-term absence of the deputy headteacher, the leadership team have gone from strength to strength. They are exacting in their expectations of themselves, the staff and the pupils. Led by the headteacher, they wasted no time in tackling the inadequacies highlighted at the last full inspection and this has been a significant factor in the school's recovery.
- The school curriculum frequently provides pupils with memorable and enjoyable learning experiences. During the inspection, pupils had the opportunity to listen to a parent who had been brought up in America and ask questions about the culture and lifestyle. Artistic and musical experiences strongly contribute to pupils' spiritual and cultural development. 'Stay, Play and Learn' events offer parents and carers the opportunity to find out about pupils' topic work.
- The local authority has supported the school well. Consultants and the 'Challenge Partner' visited the school frequently at the time of the last full inspection and gave intensive support. The work has been well-judged and it has quite rightly reduced as teachers and leaders have become increasingly confident and effective.
- **The governance of the school:**
  - Governors have a sharp understanding of the schools' work. They take an active role in monitoring the progress of pupils and know how to use internal and external data. They have a detailed picture of how the pupil premium funding is spent. Their close monitoring of the school's work and the support they have given was partly why disadvantaged pupils have improved their progress and attendance rapidly.
  - Since the last full inspection, governance has been strengthened considerably and governors are now a formidable team. They are closely involved in checking that teaching continues to improve and that safeguarding requirements are met.

## 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

|                                |        |
|--------------------------------|--------|
| <b>Unique reference number</b> | 121281 |
| <b>Local authority</b>         | York   |
| <b>Inspection number</b>       | 432581 |

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

|  |                       |
|--|-----------------------|
| <b>Type of school</b>                      | Primary               |
| <b>School category</b>                     | Community             |
| <b>Age range of pupils</b>                 | 4–11                  |
| <b>Gender of pupils</b>                    | Mixed                 |
| <b>Number of pupils on the school roll</b> | 389                   |
| <b>Appropriate authority</b>               | The governing body    |
| <b>Chair</b>                               | Steve Milner          |
| <b>Headteacher</b>                         | Debbie Glover         |
| <b>Date of previous school inspection</b>  | 10 May 2012           |
| <b>Telephone number</b>                    | 01904 553388          |
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