

Holme-upon-Spalding Moor Primary School

High Street, Holme-upon-Spalding Moor, York, East Yorkshire, YO43 4HL

Inspection dates 26–27 February 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that has serious weaknesses.

- The school's effectiveness has declined considerably since the last inspection. Over time, leaders at all levels have not been monitoring pupils' progress and the quality of teaching well enough to ensure standards were maintained from the previous inspection. Subject leaders are still not sufficiently involved in checking the quality of teaching.
- Governors do not have an accurate enough understanding of the school's performance; this restricts their ability to ask challenging questions and to hold the leaders to account. This has also contributed to the decline in the school's effectiveness.
- In Key Stage 2, pupils underachieve. They do not make the progress they should in English and mathematics. This is particularly true of the most-able pupils.
- The quality of teaching in Key Stage 2 has not been consistently good over time.
- Teaching currently requires improvement. Learning activities are not always challenging enough, particularly for the most-able. Consequently, too many pupils are not reaching the standards of which they are capable.
- Marking does not regularly provide clear guidance on how pupils can improve their work.
- Pupils' problem-solving skills are underdeveloped because they are not provided with enough opportunities to apply their mathematical skills to problem-solving activities.
- The school's systems for reviewing information about pupils' progress are not yet effective enough. Consequently, not everyone has a clear picture of how well the school is doing.

The school has the following strengths

- Recently, better checks on teaching have brought about improvements and this has resulted in pupils' better progress.
- Children in the Early Years Foundation Stage and Key Stage 1 make good progress because of the good teaching they receive.
- Pupils' behaviour is good. They are proud of their school and feel safe and happy there.
- Pupils' spiritual, moral, social and cultural development is promoted well through the curriculum, extra visits and activities.

Information about this inspection

- Inspectors observed 14 lessons; two observations were carried out jointly with the headteacher. In addition, inspectors made a number of short visits to lessons and listened to five pupils read.
- Meetings were held with pupils from Year 3 to Year 6, the Chair of the Governing Body and three other governors, senior leaders and middle leaders. Informal discussions were also held with pupils at break times and lunch times.
- Inspectors took account of the 39 responses to the on-line questionnaire (Parent View) and the views of those parents who spoke with inspectors at the start of the school day.
- Inspectors also considered the views expressed in the 37 responses to the staff questionnaire.
- Inspectors observed the school at work and scrutinised the work in pupils' books, the school's own data on pupils' current progress, the school's improvement plans, planning and monitoring information and minutes of governing body meetings. Records relating to behaviour and attendance, and documents relating to safeguarding and child protection were also considered.

Inspection team

Anthony Kingston, Lead inspector

Additional Inspector

David Matthews

Additional Inspector

Lynne Davies

Additional Inspector

Full report

In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Information about this school

- Holme-upon-Spalding Moor Primary is slightly larger than the average-sized primary school.
- The proportion of pupils supported through school action is slightly above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well below average.
- The proportion of pupils supported through the pupil premium (additional funding for those pupils known to be eligible for free school meals, those from service families and those looked after by the local authority) is well below average.
- The proportion of pupils from minority ethnic groups is well below average.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in English and mathematics.
- Holme-upon-Spalding Moor Primary is a nationally accredited Healthy School and holds the Activemark.

What does the school need to do to improve further?

- Increase the proportion of good teaching in order that pupils achieve well in English and mathematics at Key Stage 2 by:
 - raising expectations of what pupils can achieve, especially in reading and mathematics
 - making sure that work set is at the right level of challenge for all pupils, especially the most-able
 - ensuring that pupils have enough opportunities to apply their mathematical skills to problem-solving activities
 - ensuring that teachers' marking and feedback informs pupils of how they can improve their work and that time is given for them to respond to the teachers' comments.
- Ensure that all leaders including governors are more effective in driving up standards and improving rates of progress by:
 - ensuring leaders at all levels in the school gain a more accurate view of the school's performance
 - developing the role of subject leaders in checking the quality of teaching so they can become more effective in raising pupils' achievement
 - developing further the systems for tracking pupils' progress so that leaders are better able to check how well pupils are doing and are clear as to the progress made by pupils in all year groups and subjects
 - ensuring governors are better informed of the school's performance so that they can successfully challenge leaders and teachers more rigorously and hold them to account for raising achievement.

An external review of governance, to include a specific focus on the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

is inadequate

- After a good start in the Early Years Foundation Stage which continues throughout Key Stage 1 progress stalls. Achievement is inadequate because in 2012 and 2013 the proportion of pupils in Key Stage 2 who made expected and better than expected progress was well below average. Consequently, not enough pupils, especially the most-able, reached the standards of which they were capable in reading, writing or mathematics. However, achievement is now improving because of improvements in the quality of teaching.
- Although most pupils start Key Stage 2 with well above average standards, by the end of Year 6 their standard of attainment is broadly average. In the most recent national assessments, standards were average in reading but well below average in mathematics. This represents inadequate progress from pupils' individual starting points. Pupils' standard of attainment in writing is better than in reading and mathematics. Too few of the most-able pupils reached the standards of which they were capable.
- In mathematics pupils have secure calculation skills but standards of attainment and progress overall, especially for the most-able, are hampered because pupils do not have enough opportunities to apply their skills to challenging problem-solving activities and investigations.
- The school's tracking data and inspection evidence indicate that pupils' achievement is now improving in reading, writing and especially in mathematics. This is because of the actions taken by leaders and teachers to improve the quality of teaching.
- Reading is a priority throughout the Early Years Foundation Stage and Key Stage 1. Phonics (the sounds that letters make) is particularly well taught. This was reflected in the exceptionally high proportion of Year 1 pupils who reached the expected standard in the phonics screening check for six-year-olds in 2013. Children develop great confidence in their reading from an early age.
- As pupils move through the school they develop a love of reading, exemplified by one Year 6 pupil who said, 'Just by sitting in a chair you can be taken off on different journeys.'
Although reading for pleasure is promoted throughout the school, occasionally pupils are prevented from progressing as well as they should. When this happens it is because not enough time is provided for pupils to engage in a wide enough range of challenging reading activities through which they can apply and develop their reading skills.
- Disabled pupils, those with special educational needs and pupils from minority ethnic groups make similar inadequate progress to that of their classmates. The proportion of the most-able pupils who reach the higher Level 3 in Year 2 and then go on to reach the higher Level 5 at the end of Year 6 is well below average in reading and mathematics. Therefore their progress is also inadequate and the school is not successfully promoting equal opportunities for all.
- Those pupils supported by the pupil premium make inadequate progress similar to that of their classmates. In most years pupils who are known to be eligible for free school meals attain similar standards to those who do not.
- The majority of children start school with skills that are in line with those typically expected for their age. The well organised and exciting Early Years Foundation Stage learning areas, both indoors and out, and the highly motivated team of teachers and assistants mean that children settle quickly into the routines, get off to a very good start and develop an enthusiasm for learning. They make good progress and, by the time they enter Year 1, pupils' attainment is above average in reading, writing and mathematics.
- Pupils continue to make good progress in Years 1 and 2. Consequently, the standards reached by pupils at the end of Year 2 have remained well above average for the past five years in reading, writing and mathematics. The most-able pupils make good progress by the end of Year 2 and, in 2013, the proportion reaching the higher National Curriculum Level 3 was above average.

The quality of teaching requires improvement

- Teaching requires improvement. In the past the quality of teaching in Key Stage 2 has not been good enough. Teachers have not had high expectations to ensure that enough pupils consistently make expected or better than expected progress. However, more effective monitoring by senior leaders, the focused feedback and clear advice they provide along with the strengths that new teachers have brought to the school are resulting in noticeable improvements in the quality of teaching. As a result, evidence in books and lessons indicate that there is more good teaching including in Key Stage 2, although this has yet to show better outcomes in pupils' progress and attainment over time.
- Evidence from lessons and books also shows that most teachers are now beginning use assessment information to ensure that work is appropriately matched to pupils' varying levels of ability. Occasionally, pupils are not always offered hard enough work. This limits the rate at which they make progress and the opportunity to reach the level of attainment of which they are capable, especially for the most-able.
- Pupils are given a wide and interesting range of purposeful opportunities to apply and develop their writing skills across a range of subjects other than English. This is a significant contributory factor to pupils' better attainment in writing than in reading and mathematics. In mathematics too few opportunities are provided for pupils to apply their mathematical skills to investigate and solve problems.
- All teachers mark pupils' work regularly but they do not always provide useful suggestions for pupils to improve their work. Most pupils respond well to improve their work when comments are made but teachers do not always check well enough that all pupils respond.
- Where learning is good pupils work hard because teachers provide activities that are exciting and challenging and which make them think hard. For example, in a Year 6 literacy lesson, pupils had to compare William Blake's poem 'The Tyger' with a piece of narrative describing the incarceration of such a majestic animal. Pupils relished this activity, entered into lively discussion about the inherent ethical issues and were judicious in their choice of vocabulary when comparing the possible emotions felt by the animals in the two different contexts.
- In the Early Years Foundation Stage teaching is consistently good. Children's imaginations are captured and their interests are excited through carefully chosen and well structured activities that take place both indoors and outdoors. Early literacy and mathematical skills are taught and practised extremely well so that children are well equipped for their future learning.
- Consistently good teaching is the hallmark of Key Stage 1. Teachers engage pupils with interesting and purposeful activities. They plan different work for various groups, taking good account of what pupils have already learned and so work is well matched to pupils' varying needs and abilities. In such lessons, pupils quickly move on to activities that are appropriate for their level of ability. This ensures pupils of all abilities make good progress.
- Teaching assistants support pupils' learning inside and outside the classroom. They work in partnerships with teachers providing support to ensure the needs are met for disabled pupils, those who have special educational needs and those few pupils who speak English as an additional language. They are often responsible for small-group and one-to-one tuition and these sessions boost pupils' learning.
- Relationships between adults and pupils are excellent. This ensures that pupils learn in an environment in which they feel secure and supported, knowing that their views will be listened to and valued.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils' attitudes and the good relationships they have with one another make a very positive contribution to the calm, orderly and harmonious environment in, classrooms, corridors, the dining room and the playground. Pupils are proud of, and enjoy, their school. They have good attitudes to learning and quickly settle to their tasks with enthusiasm.

They are highly respectful, polite and courteous and provide a very warm welcome to visitors.

- The good relationships between all staff and pupils create a happy learning community in which everyone is valued and can contribute. All parents who responded to the online questionnaire, Parent View, agreed that their children are happy at school and the vast majority reported that the school makes sure children are well behaved.
- Behaviour in lessons is good. This is because pupils demonstrate an enthusiasm for learning and display high levels of perseverance. They respond immediately to the guidance and direction given by staff and, as a result, time for learning is rarely lost. Occasionally, when the activities set are too easy or too difficult, pupils sometimes become a little restless.
- Pupils are keen to take on additional responsibilities. For example, they relish the opportunities they are given to act as ambassadors for the school when showing visitors around, tending the gardens in the spring and summer months and making sure that hats, coats and scarves are never strewn across the cloakroom floors. Older pupils fulfil an important social role by helping to organise the lunchtime salad bar.
- The school's work to keep pupils safe and secure is good. Pupils have a good understanding of how to stay safe. This is a view shared by parents. Pupils know how to keep themselves safe on the internet and to whom they can turn if they are upset or wish to share a concern. They are taught how to avoid dangers such as when crossing the road and riding their bicycle on the road.
- Pupils understand what constitutes bullying and are aware of the different forms it can take such as cyber-bullying, physical, name-calling and those which are prejudice based related to religion or ethnicity. They report that incidents of bullying are rare but when they do occur teachers quickly sort the problem out.
- Pupils are keen to attend school regularly; consequently attendance has improved from being broadly average in 2011 to currently above average.

The leadership and management

requires improvement

- Leadership and management require improvement. This is because although the recent actions taken by school leaders have brought about improvements in achievement and teaching at Key Stage 2, they have not secured good progress over time.
- The headteacher has introduced more consistent and rigorous strategies to monitor teaching. There is clear evidence, especially that provided by lesson observations and the work seen in pupils' books, that these steps are beginning to have an impact on the quality of teaching and pupils' learning.
- The headteacher, the school's senior and subject leaders, staff and governors all share a strong commitment to improving pupils' progress and the quality of teaching. However, subject leaders are not involved enough in checking on the quality of teaching in their areas of responsibility and in looking at how it affects pupils' learning. Their skills are not fully developed and, therefore, they are not able to maximise their contribution to improving teaching and pupils' achievement.
- Procedures to monitor teachers' performance are in place. Feedback to teachers is thorough but until recently written reports lacked precision in setting specific areas for improvement. Improved performance management systems are ensuring an increasingly close link between the quality of teaching, pupils' achievement, teachers' standards, training and pay progression.
- Systems are in place to check on pupils' progress at regular points across the year. The information this provides is used by individual teachers to help them plan the next steps in pupils' learning for their classes. However, leaders do not summarise or analyse pupils' progress information clearly enough to make it fully and easily accessible for all staff and for governors. This reduces its usefulness because not everyone has a clear picture of how well the pupils in different year groups are doing in different subjects.
- The curriculum captures pupils' imaginations. Together with the vast range of musical and sporting activities and clubs the curriculum makes a very positive contribution to pupils' good spiritual, moral, social and cultural development. Writing is threaded successfully throughout the

curriculum but the opportunities for pupils to apply and develop their mathematical skills in challenging problem-solving activities are not so evident or as well structured.

- The new funding to support sport and physical education is being used judiciously to broaden the teaching skills of teachers and assistants, to upgrade the school's resources for a range of physical education activities and to increase the range of sports available. As a result more pupils have access to an even wider variety of after-school activities. This not only further enriches their lives but provides a wealth of opportunities to improve their health and well-being.
- The local authority has not provided effective support for this school during the past few years. However, since September 2013 support has been more effective to bring about improvements in teaching, but there has not yet been time for the effects of this very recent work to be fully evaluated.

■ **The governance of the school:**

- Governors are very supportive of and committed to improving the school. They bring a wide range of expertise and understand the need to have further training to support their own development. However, they do not have an accurate enough view of the school's performance, including pupils' achievement and the quality of teaching. This is because, until recently, governors had not had a precise enough understanding of data. Consequently, they have not been able to offer a strong challenge to school leaders. Governors are appropriately involved in overseeing the way staff performance is linked to the achievement of progress targets and pay and promotion. They monitor finances effectively to ensure, for example, that the pupil premium funding provides effective support for those for whom it is intended. Governors have received safeguarding training and ensure that the school's arrangements meet statutory requirements.

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	117852
Local authority	East Riding of Yorkshire
Inspection number	440825

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	279
Appropriate authority	The governing body
Chair	Chris Lemming
Headteacher	Mark Alston
Date of previous school inspection	15 November 2010
Telephone number	01430 860287
Fax number	01430 427815
Email address	hosm@eastriding.gov.uk

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