

# Inspection of a good school: Holme-upon-Spalding Moor Primary School

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

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Inspection dates:

17–18 December 2019

## **Outcome**

Holme-upon-Spalding Moor Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils feel safe and happy, and parents also feel that their children are well cared for. There is little bullying but if it does occur, it is dealt with effectively. Strong behaviour helps most pupils to make good progress. Sometimes the most able pupils' progress is not good enough.

There are good routines in place in key stage 2 to help pupils work independently, helping them to take on challenges and have a go at new things. But younger pupils are not always given enough opportunities to develop independence in learning. Younger pupils are overly reliant on adults. This means they can wait a while for help and learning time is wasted.

Pupils have a strong understanding of British values. They live these out in all they do at school, supporting strong behaviour and pupils' personal development. There are also opportunities for pupils to have leadership roles, such as school counsellors and play leaders. This gives pupils a sense of pride and ownership at their school. Pupils know how to keep themselves safe in different situations, such as when using the internet. The curriculum supports their understanding of different careers.

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

Reading is well taught. Phonics teaching starts immediately as children begin school. Assessment is accurate. So, children's learning needs are well understood. All adults who teach phonics are well trained. They know children's strengths and where there are gaps in their knowledge. Adults use this information to give children extra support when necessary. As a result, children can read from an early age. Books match pupils' reading needs well. A wide range of books are on offer which carefully match pupils' phonics knowledge. This helps pupils to practise and become more confident in their phonics. Regular phonics sessions for pupils mean they quickly apply their skills in writing. As a result, pupils do well in reading and writing in key stage 1 and beyond. Leaders promote

reading well in various ways. For example, in the well-stocked and comfortable library pupils are encouraged to read regularly. They can choose their own books but are also given strong guidance. As well as developing their skills, pupils develop a love of books and of different authors. Parents are also encouraged to read with their children in school and at home.

The mathematics curriculum is well constructed. Teachers support pupils' skill and knowledge development effectively. Assessment is regular and largely purposeful. The majority of pupils access activities which support their learning. This includes those pupils with special educational needs and/or disabilities (SEND). They have access to helpful resources and to adults who understand their needs well. The curriculum and teaching are ambitious for these pupils, as it is for low and middle attaining pupils. However, the most able pupils' needs are not well met by teachers in mathematics. Too often, these pupils get tasks which are too easy. Teachers' assessment of these pupils' work does not always lead to pupils completing tasks which are appropriate. The tasks do not always challenge them in a timely way. In key stage 2, pupils work with increasing independence. This helps them to develop strong learning habits. But in key stage 1 pupils are not always given strategies to support independence. This means they do not have strategies to work on their own and they rely too much on adults. When they are stuck, pupils wait for an adult and learning time can be lost.

Science leadership is strong thanks to expertise in this area. All learners access the ambitious curriculum. The curriculum develops pupils' skills and knowledge logically. Different groups are stretched and challenged in science. Assessment is accurate and helps teachers to plan activities which meet pupils' needs well. Leaders check pupils' progress and provide support where necessary. They also focus on developing pupils' use of language in science. There are strong links in science with pupils' reading and writing development., Activities planned by teachers support good engagement and progress in learning.

Staff feel well cared for. There is a lot of training to support them in the classroom and in their other roles. Training helps them in supporting pupils with SEND. In addition, staff report they are supported well in helping pupils who have behavioural difficulties. Leaders have made reasonable reductions to staff workload in recent months.

Attendance is above average and a lower than average proportion of pupils are persistently absent.

## **Safeguarding**

The arrangements for safeguarding are effective. Checks are made on all staff and volunteers as well as governors. There are also checks made on the qualifications staff have, where appropriate. There is regular and appropriate training in place for all adults who work in the school. There is an induction process in place to ensure all new staff understand their responsibilities to keep children safe. Staff know what to do if there is a concern around safety. Governors understand their responsibilities for safeguarding and

undertake training. Where necessary the school can access the support of external agencies.

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

### **(Information for the school and appropriate authority)**

- Leaders must ensure that teachers understand how to plan activities which meet the needs of the most able pupils more closely in mathematics. Teachers must ensure these pupils are challenged in a timely way so that they can access higher levels of mathematics more regularly, leading to improved progress.
- Leaders need to ensure that teachers provide younger pupils with opportunities to work increasingly independently. Whilst these pupils behave well they do not always have strategies to work out problems or to move on without always checking with an adult which can mean their learning time is lost.

## **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 school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, 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 convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Holme-Upon-Spalding Moor Primary School to be good on June 2015.

## **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 Ofsted Parent View information 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

<b>Unique reference number</b>	117852
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10088962
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	229
<b>Appropriate authority</b>	Local authority
<b>Chair of governing body</b>	Mr Chris Lemming
<b>Headteacher</b>	Mr Steve Woodhouse
<b>Website</b>	<a href="http://www.holmeprimary.co.uk">www.holmeprimary.co.uk</a>
<b>Date of previous inspection</b>	17 <sup>th</sup> – 18 <sup>th</sup> June 2015

## Information about this school

- The school is an average-sized primary school.
- The proportion of pupils with SEND is in line with the national average. The proportion of pupils with an education, health and care plan is above average.
- The proportion of disadvantaged pupils is below average.

## Information about this inspection

- I met with the headteacher and several senior and middle leaders throughout the inspection. I met with several teaching staff, office staff and kitchen staff. I also met with a representative of the local authority and members of the governing body.
- A meeting was held with leaders who have responsibility for safeguarding. Documents around processes and policies relating to pupils' safety were also checked. I also checked records of staff recruitment and staff training.
- I agreed with the headteacher to carry out a review of: mathematics, reading and science as part of the inspection. Together with curriculum leaders, we completed connected inspection activities that included lesson visits, work scrutiny and discussion with leaders, pupils and teachers.

- I spoke to eight parents at the start of the school day. I considered the nine text responses from parents. I also considered the 30 responses on Ofsted's online questionnaire Parent View. I also reviewed responses from staff and pupil surveys.

### **Inspection team**

Fiona McNally, lead inspector

Ofsted Inspector

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