

# Inspection of Poppleton Ousebank Primary School

Main Street, Upper Poppleton, York, North Yorkshire YO26 6JT

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Inspection dates: 22 and 23 May 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Linda Collier. This school is part of Hope Sentamu Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Helen Winn, and overseen by a board of directors, chaired by Jane Lewis.

Ofsted has not previously inspected Poppleton Ousebank Primary School as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

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

Pupils are proud to be a part of Poppleton Ousebank Primary School. They treat their school and each other with high levels of respect. The 'corridor crew' helps younger pupils find their way around school safely, and the eco-leaders take care of the school environment. The school values of kindness, respect and resilience are lived out by the staff and pupils.

The school is ambitious for all pupils. The well-chosen curriculum provides broad and exciting learning. Pupils achieve well. Pupils with special educational needs and/or disabilities (SEND) are well supported throughout the school day. The curriculum in Nursery and Reception is excellent. The extensive learning environment in the early years fosters independence, exploration and discovery.

Pupils meet the school's high expectations for behaviour at all points of the school day. Pupils are motivated by the rewards in school. Staff take time to verbally praise pupils regularly, and pupils do the same to their peers.

Pupils are excited by their learning. They know their learning is important and are keen to do well. Pupils relish the variety of leadership opportunities and extra-curricular activities on offer. The school's systems to promote the importance of regular attendance work well. Pupils attend school regularly and on time.

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

The school's curriculum is well planned and ambitious. Teachers are experts in the subjects they lead. They check and refine the curriculum to ensure it remains engaging and relevant. In most subjects, the curriculum builds on pupils' prior learning. It provides ample opportunities for pupils to deepen their understanding. In English, mathematics and science, the curriculum's impact is evident in pupils' strong progress and attainment. On occasion, in some other subjects, teachers do not address pupils' misconceptions consistently. This means, in a small number of subjects, gaps in pupils' knowledge are not filled.

The school demonstrates high ambition for pupils with SEND, ensuring their needs are well considered and understood by all staff. They receive targeted support and timely interventions. This enables them to access the same ambitious curriculum as their peers. Teachers are knowledgeable about individual pupils' needs and meet these needs.

Early reading is a priority. There is a comprehensive and well-embedded reading curriculum in place. In the early years, children learn to read quickly and fluently. Their love of reading is developed well. Pupils learn to read quickly. Those who need additional support are helped through timely interventions. The school encourages regular reading at home. Parents, carers and pupils meet this expectation. Pupils enjoy reading in this school. They are introduced to an excellent breadth of books and poems.

Children in the early years make an exceptionally strong start at Poppleton Ousebank. The school is highly ambitious for its youngest children. The school has developed an exciting and well-sequenced curriculum. Children have opportunities to deepen their learning throughout the school day. The curriculum shapes the high-quality interactions between staff and children. It provides many opportunities for children to rehearse new vocabulary. Children discuss their learning confidently. For example, during the inspection, they talked knowledgeably about the lifecycles of their tadpoles and stick insects. Children develop their confidence with number and mathematical language well. They confidently apply their mathematical knowledge of shapes in their artwork. Children benefit from the expansive outdoor area and forest school. They relish the opportunity to explore the school's woodlands and outdoor learning activities. The quality of learning is evident in every activity. Children in the early years are very well prepared for the next stage of their learning.

Pupils' behaviour across the school is exemplary. They rarely require warnings and consistently demonstrate kindness, respect and a positive attitude to learning. Pupils believe the values, promoted in weekly assemblies, help to make their school a better place. The school's focus on praise and clear routines fosters a culture of respect. Pupils self-regulate their behaviour exceptionally well. Pupils move calmly and sensibly around school. They handle occasional friendship issues in a calm and reflective way. A new behaviour approach in school is popular with pupils. It rewards pupils who display the school's values. This contributes to the excellent and positive learning environment around school.

Pupils benefit from the educational visits and after-school clubs provided. The school offers a range of leadership roles, including school councillors, playground rangers and reading ambassadors. Pupils' performance and public speaking skills are developed through 'Popfest' and opportunities to perform with other schools. The school's commitment to exploring diverse cultures and perspectives is evident in the curriculum, reading materials and assemblies. However, pupils' knowledge of other faiths and cultures requires strengthening. The school's focus on fostering responsible and caring citizens is evident in their charity work and debates.

Leaders work collaboratively with the trust to strengthen subject leadership, develop the curriculum and create wider opportunities for pupils. Those responsible for governance understand their statutory duties. They maintain an accurate picture of the school through the questions they ask during their visits. Leaders have prioritised the well-being of staff. The staff feel well supported by the senior leadership team. They are proud to work in this school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The school's systems to check what pupils know and remember are more developed in some curriculum subjects than in others. As a result, in some subjects, gaps in pupils' knowledge are not always identified. The school should ensure that gaps in pupils' knowledge are identified and addressed consistently.
- Some pupils have a limited understanding of other religions and cultures. This means some pupils do not have enough knowledge and understanding to demonstrate the respect they intend to. The school should prepare pupils for life in modern Britain through developing their understanding of other religions and cultures.

## 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 information from Ofsted Parent View 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.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	141914
<b>Local authority</b>	York
<b>Inspection number</b>	10323064
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	435
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Jane Lewis
<b>Chair of governing body</b>	Alex Johnson
<b>CEO of trust</b>	Helen Winn
<b>Headteacher</b>	Linda Collier
<b>Website</b>	<a href="http://www.pop.hslt.academy">www.pop.hslt.academy</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Poppleton Ousebank Primary School converted to become an academy in April 2015.
- The school is part of Hope Sentamu Learning Trust.
- The headteacher joined the school in January 2024.
- The school uses two registered alternative education providers.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke to senior leaders, including representatives from the trust, members of the governing body and board of directors.
- Inspectors carried out deep dives in early reading, mathematics, art, modern foreign languages and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors listened to pupils read from different year groups.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff, governors and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors analysed the responses to Ofsted's staff survey. They reviewed the responses to the online questionnaire, Ofsted Parent View, including free-text comments.

### **Inspection team**

Georgina Chinaka, lead inspector	His Majesty's Inspector
John Linkins	His Majesty's Inspector
Jonathon Bull	Ofsted Inspector

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