

Holme-upon-Spalding Moor Primary School

Inspection report

Unique Reference Number	117852
Local Authority	East Riding of Yorkshire
Inspection number	312727
Inspection date	10 April 2008
Reporting inspector	Lynne Read

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 on roll	
School	288
Appropriate authority	The governing body
Chair	Mrs Debbie Bullock
Headteacher	Mr Mark Alston
Date of previous school inspection	1 June 2005
School address	High Street Holme-upon-Spalding Moor York North Yorkshire YO43 4HL
Telephone number	01430 860287
Fax number	01430 427815

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Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- Achievement and standards;
- The quality of teaching and learning and pupil's attitudes and behaviour;
- The quality of provision for pupils including teaching, the curriculum and the effectiveness of health and safety and safeguarding procedures;
- The quality and impact of leadership and management.

Evidence was gathered from observations, assessment data, records and documents, parents' replies to the questionnaires and discussions with staff, governors and pupils. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

This is a larger than average sized primary school. Pupils come from mixed socio-economic backgrounds; the proportion claiming free school meals is below average. The vast majority of pupils are from White British backgrounds and the proportion with learning difficulties and/or disabilities is below average. Before and after school clubs are provided on the premises and run by a voluntary management committee.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Home-upon-Spalding Moor Primary is a good school with outstanding features in pupils' personal development and well-being. It provides good value for money. The school plays an active part in the village community and, together with the good links with local churches and other schools, this results in many benefits for pupils' learning and their personal development.

Achievement is good. Pupils' attainment is more advanced than is typical for their age on entry to Year 1. In Key Stage 1 good teaching successfully extends pupils' good knowledge and understanding. At Year 2 standards are significantly above average with a good proportion of pupils attaining the higher grade, especially in reading. In Key Stage 2, the good progress continues. By the end of Year 6, standards in English and mathematics are significantly above average. In science, standards are above average but not as high as the two other assessed subjects. The school has identified the need for an added emphasis on practical, investigative work in science to raise standards further. Pupils who have learning difficulties and/or disabilities make good progress from their starting points. The school keeps a watchful eye on any potential differences in the progress of boys and girls and works hard to ensure that the provision is successfully adapted to meet the interest of both genders. Provision for gifted and talented pupils is good. For example, some had their existing good skills in information communication technology extended by participating in a digital learning project.

Pupils learn well because teaching is good. Information from regular assessments is very effectively used to plan work that meets the needs of the different ability and age groups. In addition, well informed teaching assistants are carefully deployed to ensure pupils have good support to maximise their learning. The majority of lessons have a fast pace with teachers using the electronic whiteboard, games and learning aids to explain new ideas and capture pupils' attention. On a few occasions, however, pupils are expected to listen to adults for too long which reduces their learning. Relationships are excellent and some lively class discussions arise because pupils are encouraged to express their ideas and opinions. Older pupils in Key Stage 2 confidently evaluate their own progress and identify what they need to do to extend what they know and can do. This promotes these pupils' learning very effectively but the same procedures are not used well enough to guide younger pupils. Marking is good and often includes helpful comments. For example, older pupils take good note of the very useful 'points to ponder' to improve their work.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. They are supported extremely well by an excellent programme of personal education and a valued merit system that rewards good work, attitudes and thoughtful deeds. Attendance is good and pupils say they enjoy school. Behaviour is excellent; older pupils demonstrate very good self-discipline and have a strong work ethic. Excellent attention is given to care and support for personal development and safeguarding procedures are fully in place. Pupils say they feel very secure and that any rare incident of bullying is sorted out quickly. The Healthy Schools and Activemark Awards reflect the excellent work done in learning about healthy living and the excellent take-up by pupils of sporting and physical activities. There is a strong community spirit in school with pupils helping others and carrying out responsibilities, such as being members of the school council. These activities, together with the development of good basic skills, prepare pupils exceptionally well for future education and work. Academic guidance is good. Pupils receive detailed oral feedback from teachers about what they do well and what needs improving. In English, the advice is recorded and pupils

have target sheets which they describe as 'a useful reminder'. This good practice is not yet extended to mathematics or science.

The school provides a good curriculum with an excellent enrichment programme. Lessons and activities provide a good balance in developing pupils' creative, physical and practical skills, as well as their academic learning. Opportunities for pupils to consolidate literacy skills are very good; those for practising computer skills are less frequent but improving as a result of the contribution of specialist tuition and improved resources. An excellent range of extra-curricular clubs and visits provides varied opportunities for pupils of all ages to try out new activities and extend their talents. They are especially enthusiastic about the residential visits, the range of opportunities for creative work and the 'web club'.

Leadership and management are good. The headteacher provides good leadership that is rooted in the drive for high standards. Regular assessments and detailed records track pupils' progress closely and provide a reliable source for checking the performance of the school. Identified issues are then prioritised for action within the school improvement plan. The system works well. For example, mathematics standards have been further improved this year and the system is enabling managers and governors to keep a very close eye on progress within the new class and setting arrangements for Years 3 and 4. The majority of parents have very positive views of the school. Comments received include praise for the way 'staff work hard to meet children's differing needs and interests' and the 'high expectations in terms of both work and behaviour'. Governance is good and all statutory requirements are met. High standards have been maintained since the previous inspection and good improvements made to the accommodation and resources, especially for the Foundation Stage. There is no complacency in this school and it has good capacity for further improvement in the future.

Effectiveness of the Foundation Stage

Grade: 2

When children join the school, their development is generally typical for the age group. They make a flying start to their education in the Nursery and Reception classes and develop a broad, secure foundation for future learning. Teaching is good. Both teachers and teaching assistants have a very good understanding of how children learn best and constantly review the provision in order to meet all needs. For example, a increased incidence of children entering school with communication difficulties prompted the introduction of a 'teaching talking' programme. Children learn well in the adult directed groups. They usually have ample opportunities to practise their skills within the stimulating learning environment, both indoors and out. On occasions, however, Reception children spend too long recording work so their freedom to investigate and explore their world is somewhat curtailed. Behaviour and attitudes are excellent and children are well versed in class routines. They thoroughly enjoy their work and collaborate very well. By the end of the Reception year, children's development is above that typical for their age and there are particular strengths in their personal, social and emotional development and in early reading and number skills.

What the school should do to improve further

- Increase the range of practical investigative work in science so that standards are raised to match those of English and mathematics.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	1

The quality of provision

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

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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

11 April 2008

Dear Pupils

Inspection of Holme-upon-Spalding Moor Primary School, East Riding of Yorkshire, YO43 4HL

Thank you for the very warm welcome you gave me when I visited your school. I thoroughly enjoyed my day and I appreciated all the help you gave me. In return, I would like to tell you what I discovered.

Holme-upon-Spalding Moor Primary is a good school. I was most impressed with your excellent behaviour. You get on extremely well together and are a credit to your families and the school. Your council members ensure that your views are known and are good at putting your case forward. I think you have some exciting ideas for your new garden and wildlife area. Good luck with the project. It is also good to see how you are growing into good citizens by getting involved with village organisations, events and competitions.

The school is a safe and happy place and you say that teachers 'always listen and help to sort out problems'. It is good to know that bullying is very rare and that you have 'lots of fun'. Please thank your parents for sending their replies to the questionnaire. Most are very pleased with the school, especially the good teaching and the extra activities out of lessons. A few are concerned about some of you being in larger classes this year. Perhaps you can tell them about the smaller teaching groups you have for English and mathematics and how your teachers are always checking to make sure you are making good progress.

You are keen to learn and are reaching high standards in your English and mathematics work. Your science work is good but not quite as advanced. I know you like doing practical activities so you will be pleased to know that your teachers think more investigations and experiments will help you to make even better progress. You can help by keeping up the hard work and continuing to complete your homework.

Thank you once again for the interesting conversations I had with you and for letting me share your day. Please accept my best wishes for the future.

Yours sincerely

Mrs Lynne Read

Lead inspector