

# Poppleton Road Primary School

## Inspection report

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<b>Unique Reference Number</b>	121281
<b>Local Authority</b>	York
<b>Inspection number</b>	313934
<b>Inspection date</b>	15 July 2008
<b>Reporting inspector</b>	Keith Bardon

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<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 on roll</b>	
School	354
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Annie Mauger
<b>Headteacher</b>	Ms Sue Eland
<b>Date of previous school inspection</b>	21 September 1998
<b>School address</b>	Poppleton Road York North Yorkshire YO26 4UP
<b>Telephone number</b>	01904 798789
<b>Fax number</b>	01904 785624

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## Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: standards and achievement; personal development and well-being; and care, guidance and support. Evidence was gathered from the school's self-evaluation, national published assessment data and the school's own assessment records, policies and minutes, observation of the school at work, interviews with senior members of staff and pupils, and the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest the school's own assessments, as given in the self-evaluation, were not justified, and these have been included where appropriate in the report.

## Description of the school

This large primary school is situated in a residential area a short distance from the city centre. The characteristics of the area are broadly average but there is a measure of social deprivation and the home backgrounds of the pupils are very mixed. With a small number of exceptions, pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities, including those who have a statement for their special educational needs, is average. The school has achieved a number of national awards including the Basic Skills Quality Mark, Investors in Pupils, Healthy Schools, Artsmark Gold and the Football Charter Mark, and received a citizenship award presented by British Telecom. Extended school provision includes family learning, adult learning and study support. Privately managed before and after-school care is available to pupils on site. Since it was last inspected the number of pupils leaving and joining part way through their primary education has decreased. There is an upward trend in children's attainment on entry to the Reception class.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with a number of outstanding features. Innovative, enthusiastic and purposeful leadership ensures the school is forward thinking and continually looking for ways to enhance pupils' education. As a result, pupils of all ages and abilities achieve well and thoroughly enjoy all aspects of school life. 'This school is kind and caring and no one is left out' and 'Teachers always help when you are stuck and we never get bored' are typical of the comments pupils make. Parents are equally positive, stating that they 'would recommend this school to anyone', because it has 'a real sense of community', teachers that are 'imaginative and inspiring' and leadership that is 'child focused and superb'.

Pupils of all ages are taught well and as a result make good progress. Due in no small part to the focused and determined efforts of leaders and managers, standards have improved significantly since the last inspection. From being below expectations for their age when they entered the school, Year 6 pupils are currently attaining standards that are above average in mathematics and similar to the national average in English and science. Pupils' achievement in Key Stage 1 is good. As a result of successful school development and an increasing attainment on entry, standards in Year 2 are rising and are now close to the national average. While pupils' attainment in writing is steadily improving, relatively few pupils attain at a high level and standards are generally lower in this subject than in many others.

In response to the extensive provision the school makes, pupils' personal development and well-being are outstanding. Behaviour is exemplary and pupils show high regard for staff and each other. They are extremely happy at school, attend regularly and show considerable enthusiasm for learning. This is recognised by parents who comment, 'A sad face is a rare sight at Poppy Road.' As they move through the school, pupils develop into well balanced, caring and sensible individuals with high self-esteem. Year 6 pupils are transferring to high school confident of success and well equipped for the future. Pupils' spiritual, moral, social and cultural development is outstanding. They acquire a very strong sense of responsibility, readily contribute to school and show concern for those less fortunate than themselves. They are confident that theirs is a school without bullies and that any falling out will be quickly resolved with the help of staff. As a result they feel safe and secure in school and show very good understanding of what to be careful of when out and about. Many take regular exercise and appreciate fully the importance of healthy eating. During the inspection Year 6 pupils were practising their leavers' concert and making every effort to ensure that all those lucky enough to be invited would have a memorable and enjoyable experience.

Relationships between pupils and staff are excellent. Lessons are lively and successful because teachers interact constantly with pupils, stimulating their thinking and promoting their knowledge and ideas. Pupils respond extremely well. They are very keen to learn, give careful thought to the questions put to them and contribute readily to class and group discussions. Lessons are carefully structured to ensure all pupils are fully involved, with teaching assistants playing an important role in supporting those who need additional help. Teachers mark pupils' work conscientiously and give them good guidance on how to improve. Further guidance is provided through carefully considered pupil targets in reading and writing which are shortly to be extended to mathematics. The curriculum is planned carefully and reviewed regularly. While due emphasis is placed on the key areas of literacy and numeracy, pupils are provided with a wide range of interesting activities, both in and out of lessons, which meet their needs well.

The school provides all its pupils with outstanding care, support and guidance and during the inspection it was presented with the prestigious Investors in Pupils award. Procedures for safeguarding pupils meet requirements and a vigilant watch is kept over those who may be vulnerable. The school uses its excellent links with outside agencies and the local community to extend its own provision and to bring in additional support for pupils who need it. This often requires creative thinking, which is a strong feature of school leadership. The organisation and management of provision for pupils with learning difficulties and/or disabilities is outstanding. This ensures pupils receive the help they need to participate fully and make good progress, academically and personally. The more able and talented pupils receive similarly effective support and are able to make full use of their abilities. Pupils' academic development is assessed rigorously and their progress monitored very closely. This enables staff to match work accurately to the needs of the individual and to target support to where it is needed.

Leadership and management are good and have outstanding features. Under the skilled and highly effective leadership of the headteacher, the school has made excellent progress since it was last inspected. Senior staff, working as a unified and very well organised team, give the school a strong sense of purpose and a clear vision of what can be achieved. Management systems function well and staff carry out their responsibilities diligently. School performance is monitored closely and the information used strategically to plan further improvement. While many of the performance targets set by the school are challenging, others do not fully reflect the improvements in achievement and standards the school has made. This limits their effectiveness as a management tool to support further improvement. Governors play a full and active part in the life of the school. They monitor its performance closely, celebrate its successes and challenge it constantly to do even better. Although the school is about to experience changes in leadership, it is in a good position to continue to improve.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

The school's extensive and very effective induction programme helps children settle quickly to school and gets them off to a secure start. When the children who are currently in Reception first entered the school their attainment was typical of the age group. In response to the good teaching they have received, these children have achieved well and made good progress. Almost all will enter Year 1 having attained or exceeded the targets for their age in all the areas of learning. The quality of provision is good and has improved substantially since the last inspection, particularly in the quality of experiences children are given out of doors. This is the result of good management and effective school development. Well planned activities stimulate children's interest and they readily engage with staff and each other to discover new things and acquire new skills. As a result of the strong focus staff place on communication, language and early mathematics, children gain speaking, reading, writing, counting and number skills at a good pace. Relationships are excellent and children learn to share, follow routines, work sensibly and play happily together. Children's progress is checked thoroughly and the information used well to match work to their needs.

### **What the school should do to improve further**

- Raise standards in writing, particularly those of the higher ability pupils.
- Make full use of the information available to set more challenging targets for pupils' attainment.

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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?	1
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 <sup>1</sup> reached by learners	3
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?	1

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
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	1
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**

Inspection of Poppleton Road Primary School, York, YO26 4UP

Thank you very much for the very friendly greeting you gave me when I visited your school recently. Lots of you smiled and chatted to me and I felt comfortable and welcome. I thoroughly enjoyed finding out about the work you do and a special thanks to those who talked with me about the school.

Yours is a good school and some things about it are outstanding. I understand fully why you enjoy it so much. It was good to hear that you all get on well together and that there is no bullying. I think I would have guessed that was the case because the school has such a lovely, friendly atmosphere. You can be very proud of the way you grow into sensible, responsible and caring young people. Your behaviour is extremely good and I was very impressed with how well you concentrate in class. Staff take extremely good care of you and I was pleased that you feel you can turn to them for help and advice if you need it.

You make good progress because you are well taught and work hard. Teachers provide interesting lessons and I was pleased to hear that you find them fun. I did not have time to look at all subjects but your mathematics is good. Your learning in English is coming along but your writing is not quite as good as many other aspects of your work and only a small number of you write to a high standard. The school agreed that this is something which needs a little more improvement. Always try to write well whatever the subject and use the best language and grammar you can to make clear to the reader exactly what you want to say.

Now that you are doing so well with your work and achieving such good results in the national tests I have suggested to the school that it is time to raise the targets they set for your performance. This will help things improve even more.

Thank you once again for a very enjoyable day and I wish you lots of luck in the future.