

# Holme-Upon-Spalding Moor Primary School

Inspection report

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<b>Unique Reference Number</b>	117852
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	358209
<b>Inspection dates</b>	15–16 November 2010
<b>Reporting inspector</b>	Lesley Clark

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	274
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Lemming
<b>Headteacher</b>	Mark Alston
<b>Date of previous school inspection</b>	10 April 2008
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## Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons were observed and nine teachers were seen teaching. Meetings were held with groups of pupils, governors and staff. The inspection team observed the school's work and looked at a range of documentation including assessments of pupils' progress, curriculum information and documentation relating to safeguarding. The team analysed questionnaires returned from staff and pupils and 79 from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The achievement of the small proportion of lower-average pupils in writing to determine whether they receive enough help.
- The reasons why attainment has risen in science.
- The breadth of the curriculum, its impact on pupils' learning and development and whether it promotes writing sufficiently well.

## Information about the school

This school is larger than the average-sized primary school. It serves a large village and the surrounding rural area. Almost all pupils are White British. A below-average proportion is known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is below average but the school caters for a wide range of often significant individual special educational needs. The proportion with a statement of special educational needs is average. A third of staffing, including the senior leadership team, has changed in the last two years. The school holds the Active mark and has Healthy School status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is an outstanding school. It has an excellent Early Years Foundation Stage. Pupils' outstanding behaviour is a key factor in their success. They thoroughly enjoy their learning, work hard and play together energetically. The school ripples with laughter because pupils find learning fun. They have an outstanding awareness of how to keep themselves and others safe. Their excellent health awareness is evident in their healthy eating choices and in the huge take-up for the many different extra-curricular sports. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils have a keen interest in ethical issues and accept the rights of others to hold different values and beliefs. The school's outstanding partnerships with parents and carers, the parish and other organisations underpin pupils' excellent contribution to the community and their all-round development. The school takes outstanding care of all its pupils and gives them excellent support and guidance. This contributes to the school's welcoming and purposeful atmosphere. Every pupil is known and respected as an individual because the school promotes equal opportunities exceptionally well. The school gives outstanding value for money.

From starting points, which are broadly as expected for their age, children make outstanding progress in the Nursery and Reception classes. They are extremely well equipped for learning at the start of Year 1. The good improvements seen in children's progress since the last inspection in the Early Years Foundation Stage have yet to work their way through to the older pupils. From starting points which are generally as expected for their age these pupils make at least consistently good and rapidly improving progress due to outstanding teaching. Their attainment is above average in English, mathematics and science by the end of Year 6, with a much increased proportion each year of the more-able pupils who exceed the expected levels for their age. Outstanding leadership of teaching and learning ensures that teachers have high expectations of what pupils can achieve. As a result the quality of teaching is outstanding. The impact is seen in the outstanding progress made by pupils with special educational needs and/or disabilities and by the performance of an increasingly large proportion of the more-able pupils. Rigorous analysis of teaching, including taking pupils' views into account, showed senior leaders that the very small group of lower-average pupils were overall making slower progress in writing. This is because teachers on occasion miss opportunities to help these pupils develop a wide range of vocabulary and structure their writing. The good curriculum provides well-organised opportunities for learning but gives less scope for pupils to work independently and develop research skills across a wide range of subjects.

The school's self-evaluation is accurate and enables it to maintain its considerable strengths and at the same time develop the skills of new leaders and managers, as in the Early Years Foundation Stage, for example. Its track record of good achievement over many years is gaining momentum as senior staff gain in experience. This illustrates well the ambition and drive of senior leaders and that the school has a good capacity for sustained improvement.

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

- Improve the writing of the very small proportion of lower-average pupils by:
  - developing pupils' spoken and written vocabulary
  - giving pupils more help with structuring their writing.
  
- Develop pupils' independent learning and research skills across the curriculum by:
  - ensuring pupils use an extensive range of information and communication technology in most subjects
  - increasing the occasions when pupils work in pairs and groups.

### **Outcomes for individuals and groups of pupils**

<b>1</b>
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Pupils thoroughly enjoy learning. They achieve well, helped by their excellent behaviour, concentration and attentiveness in lessons. Younger pupils assured their teacher, 'We've got our working heads on, not our talking heads.' Pupils read well and have good skills at comprehension. The most-able pupils set a fast pace for learning as they quickly understand new points and ask lots of questions. They make excellent progress. For example, by Year 6, pupils confidently used their knowledge of words to extract the story of Adam and Eve from a piece written by Chaucer and identified the different poetic devices he uses. Most pupils use a wide range of vocabulary and punctuation. The majority of pupils are confident, articulate learners; however, the very small group of lower-average pupils do not always have the support they need to develop their written and spoken vocabulary. They have limited opportunities to work with a partner, read their work to each other or collect and learn new words. Pupils make good progress in mathematics because they are encouraged to use different calculation methods and have many opportunities to practise their skills. If they do not understand something they ask questions and get the help they need. Attainment in science has risen because pupils do more investigative and practical work and so have a better understanding of scientific terms and processes. Pupils with special educational needs and/or disabilities make outstanding progress because they are given excellent support so they can contribute fully in lessons.

Pupils have a great deal of responsibility, which include aspects of safeguarding. They are very proud of their school and relish their successes in competitive sports, understanding how such activities contribute to their extremely healthy lifestyle. Pupils have a strong sense of community and are very capable and socially responsible. They respect each other's needs and know exactly what to do if they

have any worries. They point out that, 'It is wrong to be racist and to make fun of people because they are different. Our school does not think it is funny and nor do we.' Pupils are staunch advocates of human rights and do not hold stereotypical views. They talk proudly of their school's links with different school communities. The school council plays an active part in the life of the school. Pupils' views are valued and taken into account. There are no persistent absentees and very few holidays taken in term-time because as pupils say, 'Learning is an enjoyable experience.'

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Pupils make rapid progress because they find the work interesting and tasks are well matched to their needs. Teachers have excellent subject knowledge and most lessons incorporate drama and games to keep pupils actively engaged in their learning. This is why pupils say, 'Lessons are fun and really make you think.' In all lessons, teachers use interactive technology well to add clarity to teaching and to involve pupils in demonstrations. The teaching assistants ensure pupils with special educational needs and/or disabilities learn effectively in all classes through providing the right amount of support and guidance. In a small number of lessons, pupils have limited times to work independently in pairs or groups to discuss their learning. Teachers assess pupils' learning accurately. Marking is encouraging although sometimes does not give pupils precise enough points for improvement. On the other hand, the helpful, 'points to ponder' at the end of older pupils' written work is an example of outstanding practice.

A wide range of educational visits and visitors enriches the curriculum, which provides a good range of learning experiences. Most pupils attend the extensive extra-curricular lunchtime clubs: almost a third of the school sings in the choir or plays in competitive sports. Although the curriculum is enlivened by special events and 'themed' weeks, opportunities are missed to creatively link subjects together and to extend pupils' skills through using information and communication technology applications such as cameras, video editing or the internet. As a result pupils miss

<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

out on some aspects of problem-solving and research to further enliven learning. Pupils, including those who are vulnerable or who have special educational needs and/or disabilities, are nurtured and cared for extremely well. As a result pupils make the best of the opportunities provided by the school and newcomers quickly settle in. Individual pupils who face challenging circumstances or who have medical needs are given exceptionally good support to develop their confidence and overcome barriers to learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>1</b>
	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The school promotes equal opportunities and tackles discrimination extremely well. Its strategies to reduce gaps between different groups are very well thought out. This is because the leadership team has a strong sense of purpose and pockets of outstanding practice are being disseminated throughout the school as a result of very careful monitoring. Strategies that work well with one group, such as with pupils with special educational needs and/or disabilities or the more-able pupils, are being applied to others, such as the lower-average pupils, to bring all progress in line with the best. Pupils' views are taken into account as part of checking teaching effectiveness and their reflections provide an added dimension to developing teachers' skills. As a result attainment is rising and the school exceeds challenging targets. Morale is high and leaders and managers are ambitious although the school's thorough approach to change means that some initiatives are still developing. The governing body has an accurate perception of the school's strengths and relative weaknesses and knows the right questions to ask to promote improvement. They contribute very effectively to development planning and increasingly so as new members gain in confidence. The school fully meets statutory requirements with regard to safeguarding. Governors take an active part in ensuring that the school is up to date with all procedures. Child protection is of good quality and pupils are given many opportunities to take responsibility for aspects of safeguarding. The school promotes community cohesion well. It has excellent local community links, a link with an inner city school and is developing international connections. Partnership activities make a consistently excellent contribution to pupils' good achievement and the outstanding outcomes in their personal development.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>2</b>
	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>

<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children settle in quickly because there is so much for them to do both indoors and outside. Right from the start, children are expected to act independently and make decisions about their learning. The learning is exciting and purposeful in the Nursery and Reception classes and, as a result, children make outstanding progress. Children discover, for example, what happens when they melt large blocks of blue and red ice together or create green foam by whisking together soapflakes, water and green colouring at top speed. Staff are skilled at developing children's language, through asking questions and promoting conversation, introducing new words and helping children to articulate their views. Children think that learning letters and sounds is the, 'best fun' because they love to sing the rhymes and join in actions to help them recall the learning. Teachers' creative approach to writing fuels children's enthusiasm, as they strive, for example, to draw a caterpillar by drawing the letter 'C' perfectly shaped, repeatedly, very close together. Children are self-reliant and well-organised. They develop confidence because they know that adults will listen to them and help them. Adults encourage children to share and to play together. Children with significant special educational needs and/or disabilities make excellent progress because adults teach them successful strategies to enable them to work and play with others. Excellent assessment incorporates parents' and carers' observations as well as those made by staff. Children are fully included in this process because they choose which work goes into their folders and their views are recorded. This means that important moments in children's learning and development are captured, recorded and shared fully. Staff use these observations to help children make the next steps in their learning. The setting is exceptionally well led and managed and has led to good improvements since the last inspection.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management in the Early Years Foundation Stage	1

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## Views of parents and carers

The large majority of parents and carers responding to the questionnaire have very positive views and praise the school for its friendly and community-centred approach. Most feel that staff listen, help and respond to their concerns instantly. They think that the pupils are extremely well behaved and standards of work excellent. The inspection endorses most of these views. It judges attainment to be above average. A few parents and carers express concerns about large class sizes, the curriculum and their child's individual progress. The inspection team checked the school's tracking of individual children's progress carefully and found no cause for concern, except for a small number of pupils who make slower progress than others in their writing. Although class sizes are large in Key Stage 2, this does not appear to adversely affect the progress pupils make. The inspection team judges that the curriculum is good but not yet outstanding.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holme-Upon-Spalding Moor Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received **79** completed questionnaires by the end of the on-site inspection. In total, there are 274 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	68	25	32	0	0	0	0
The school keeps my child safe	56	71	22	28	1	1	0	0
The school informs me about my child's progress	43	54	34	43	1	1	0	0
My child is making enough progress at this school	41	52	35	44	3	4	0	0
The teaching is good at this school	51	65	24	30	3	4	0	0
The school helps me to support my child's learning	39	49	35	44	4	5	0	0
The school helps my child to have a healthy lifestyle	39	49	37	47	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	43	34	43	5	6	0	0
The school meets my child's particular needs	40	51	32	41	6	8	0	0
The school deals effectively with unacceptable behaviour	33	42	40	51	3	4	1	1
The school takes account of my suggestions and concerns	32	41	38	48	6	8	1	1
The school is led and managed effectively	42	53	29	37	7	9	0	0
Overall, I am happy with my child's experience at this school	50	63	23	29	3	4	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2009 to 31 March 2010 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



17 November 2010

Dear Pupils

### **Inspection of Holme-Upon-Spalding Moor Primary School, York YO43 4HL**

Thank you for your warm and friendly welcomes. A special 'thank you' goes to the four groups of pupils who spent time talking to us about their work, the curriculum, the school council and what it is like to be a pupil at your school. We agree with you, your school gives you an excellent education. You know exactly how to keep yourselves and others safe, you understand very well indeed why it is important to lead a healthy life and you make an excellent contribution to the community. Your behaviour is outstanding. You make good progress and your attainment is above average in English, mathematics and science by the end of Year 6. This is because your headteacher and other teachers know what to do to help you do your best. Children in the Early Years Foundation Stage make outstanding progress because they are given a lot of responsibility for their own learning. Pupils with special educational needs and/or disabilities also make outstanding progress because they are given the right sort of help to enable them to learn.

We have asked your school to do two things to make it even better. We want your teachers to give a bit more help to those of you who find writing difficult so you know what to write next and have time and help to find lots of new and interesting words. Secondly, you have a wonderful information and communication technology suite and lots of equipment, but it is not used enough. So we have asked your teachers to make sure that you have more opportunities to work on your own and learn through solving problems and finding out for yourselves, working in pairs or in groups.

We hope you will enjoy and benefit from these changes. You can help by continuing to work hard and attending every day.

**Yours sincerely**

**Mrs Lesley Clark**  
**Lead inspector**

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