

Poppleton Ousebank Primary School

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

Inspection dates

26–27 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils of all ages flourish in this vibrant and happy school because they are valued, safe and well cared for. There is a very strong sense of community and in this atmosphere of mutual respect, staff ensure all pupils do as well as they possibly can.
- The headteacher's drive and enthusiasm and high commitment from all staff and governors have transformed this school from good to outstanding. As a result parents, staff and pupils are justifiably proud of their school.
- All pupils make excellent progress as they move through the school; by the time they leave, at the end of Year 6, the standards they attain in English and mathematics are significantly higher than average. There is an excellent emphasis on developing pupils' wider interests and talents which result in their outstanding achievement in art, music physical education and other subjects.
- Pupils' behaviour and attitudes to learning are outstanding. High attendance levels reflect pupils' enjoyment of school.
- Teaching is consistently good and much is outstanding. All pupils, including those with special educational needs, enjoy learning because their lessons are interesting and challenging.
- Expectations of pupils and staff are very high. Senior leaders check very rigorously that all teachers perform well; they take prompt and effective action to ensure pupils make the progress they should in all lessons.
- While all staff provide pupils with the help they need to achieve successfully in lessons, teachers' marking does not always indicate how pupils might improve their work further.
- Governors are very knowledgeable and continually challenge the headteacher to ensure that standards remain high. They ensure that the pupil premium funding, is used effectively to help those pupils who need extra help with their reading, writing and mathematics so that they achieve at least as well as their classmates.

Information about this inspection

- The inspectors observed 27 lessons, two of which were observed jointly with the headteacher. In addition, the inspectors made other visits to classes, looked at pupils' workbooks and listened to a number of children read.
- Meetings were held with pupils, the Chair and vice-chair of the Governing Body, senior and middle managers and subject leaders, and with a representative from the local authority.
- Inspectors took account of the 152 responses to the on-line questionnaire (Parent View), along with a number of letters and emails from parents. Inspectors took account of the views of over 20 parents spoken to during the inspection and 14 responses from staff who completed Ofsted's staff questionnaires.
- The inspectors observed the school's work and looked at a number of documents, including the school's evaluation of its own performance, the school's own data on pupils' progress, planning and monitoring documentation, and the records of how the school uses its funding, especially how the money from pupil premium is spent. Records relating to behaviour and attendance and documents relating to safeguarding were also considered.

Inspection team

Rajinder Harrison, Lead inspector

Additional Inspector

Christopher Young

Additional Inspector

Gill Curtis

Additional Inspector

Full report

Information about this school

- This is a larger than average sized primary school.
- Almost all pupils are of White British heritage. Those that are not, speak English well.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus is below average. The proportion of pupils with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium is below average. (Pupil premium is the additional funding provided by the government for children in local authority care, pupils known to be eligible for free school meals and the children of service families). The school has no children from service families at present.
- The proportion of pupils joining the school at times other than the start of the Early Years Foundation Stage (Reception and Nursery), is low. While the majority of the children start school in the Nursery, about 20% of those in the Early Years Foundation Stage join in the Reception classes.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress
- There have been considerable staff changes since the last inspection.

What does the school need to do to improve further?

- Ensure that teachers in their marking provide pupils with guidance so they know how well they are doing, what to do to improve their work further, and check that pupils respond to this guidance in their subsequent work.

Inspection judgements

The achievement of pupils

is outstanding

- Most children start in the Early Years Foundation Stage with knowledge and skills that are typical for their age; a high proportion is above these levels. Children who join in the Reception classes are integrated well. Consistently good or better teaching in a stimulating and well-organised setting helps children make good progress, especially in their language and social skills. Most children are working at well above-average levels by the time they enter Year 1.
- Pupils continue to make outstanding progress in Years 1 to 6. In 2012, pupils at the end of Year 2 attained well above-average levels in reading, writing and mathematics and almost all pupils at the end of Year 6, including disabled pupils and those with special educational needs, attained the average levels and well over half achieved more. The percentage of pupils exceeding the levels expected in mathematics and English was almost double the national average.
- Pupils' achievement is more rapid in reading and mathematics than in writing. School leaders are taking effective action to reduce the difference quickly by, for example, ensuring pupils write more and that they extend their skills through other subjects, for example, report writing in science. Pupils are currently working at higher levels than in 2012 in all subjects.
- All groups of pupils make rapid progress. Disabled pupils and those with special educational needs achieve well because they receive highly effective support throughout.
- Pupils supported by pupil premium funding progress rapidly because the budget is used to provide extra teaching and resources that are carefully tailored to their needs. For example, 'the playground angel' ensures pupils with social and emotional needs integrate fully at playtimes. As a result the school is successfully narrowing the gap because the attainment of these pupils, in English and mathematics, is usually similar to that of all other pupils in the school and better than that of similar groups nationally by the end of Year 6. Almost all of these pupils are at the levels expected for their age in English and mathematics and a number exceed expected levels.
- The more-able pupils make outstanding progress because teachers challenge them suitably and constantly check that they are extending their skills through, for example, projects that they complete by themselves.
- Pupils are confident, fluent readers. The teaching of letters and the sounds they make (phonics) in the younger classes is so effective that many children are reading well by the time they move into Year 1. The love of reading is evident because pupils read regularly and many choose non-fiction texts that not only extend their reading skills but also their learning in other subjects.
- The school is passionate about the creative and performing arts. All pupils participate enthusiastically and many pupils achieve above what might usually be expected. The quality of art and music in the school is very high.
- Most parents who completed the online questionnaire (Parent View) and those who spoke to inspectors are rightly confident that their children make good progress in school.

The quality of teaching

is outstanding

- Teachers have very high expectations of pupils who consistently respond well to the challenges teachers set. Where teaching is good rather than outstanding, the more-able pupils are not always challenged enough. For example, in a mathematics lesson, pupils of all abilities completed the same tasks before the more-able pupils moved on to more demanding work and so made slower progress initially. However, through coaching and mentoring, leaders are taking effective action to ensure teaching is outstanding in all lessons.
- Teachers link learning to pupils' needs and interests very effectively. For example, despite blizzard conditions, children in the Early Years Foundation Stage happily went out to make clay faces and used debris from the forest to depict different features. The excitement as they talked about their models showed outstanding learning and progress. This lesson is typical of the way

teachers expertly blend the promotion of pupils' spiritual, moral, social and cultural development into their teaching.

- Teaching throughout the school consistently raises pupils' enthusiasm. This is because the content of lessons is interesting; pupils do not sit through unnecessarily long explanations and they learn much through discussions and investigations. Probing questioning encourages pupils to think about their learning and give reasoned responses.
- There is an exceptionally positive climate for learning in classrooms: in which pupils work hard by themselves; they collaborate well in groups; they are open about what they do not understand; and they confidently volunteer comments and questions about the lesson.
- Staff are quick to identify where pupils need support; prompt, gentle interventions give pupils the confidence to have a go without fear of making mistakes. While guidance for pupils during lessons is of high quality, teachers do not always use marking effectively to help pupils understand what they have done well and how they might improve their work further or always check that pupils have responded to this guidance in their subsequent work.
- Attractive and stimulating displays, that include pupils' work and photographs of pupils at work, remind pupils of what they have achieved and learnt from others. Classrooms buzz with excitement because teachers promote a love of learning through their own enthusiasm. Many pupils remarked that learning is fun because, 'Every day we learn something new.'
- High attendance from parents and relatives at the Easter performances, during the inspection, reflect that parents support their children's learning very effectively.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is exemplary in lessons and around school. Pupils love learning and staff and pupils work in harmony to ensure that every day is a good learning day. Pupils are friendly, polite and courteous at all times.
- Pupils understand the importance of working together with each other and with adults. They understand how their own behaviour contributes to everyone's successful learning and, as a result, they listen carefully in class and respect and value the views of others.
- Parents, pupils and staff all agree that behaviour is outstanding and that if any incidents of inappropriate behaviour occur they are dealt with effectively. Pupils understand why they should always behave well and all staff apply behaviour management strategies consistently.
- Pupils say that instances of bullying are rare and are extremely confident that staff would deal with any incidents promptly. As a result pupils feel safe, secure and well looked after. Pupils understand the different kinds of bullying, including cyber-bullying, and know how to deal with them. Pupils have a very good understanding of the safe use of computers and mobile telephones because this is built into their lessons.
- Pupils' enjoyment of school is evident in their high attendance levels. They arrive at school on time, keen and ready to learn.
- Pupils take on a range of responsibilities, such as looking after the school's animals and helping teachers in a very sensible, mature manner. They are very kind and caring young people.
- Pupils have very good opportunities to explore other cultures and faiths through art, music, history and geography and thus develop a very good understanding of the world beyond school.

The leadership and management are outstanding

- Strong leadership from the headteacher and senior leaders has resulted in good improvement since the last inspection. Teaching is outstanding and standards have improved as a result.
- Despite many staff changes, teamwork is strong. Many staff commented in the staff questionnaires that, 'I am extremely proud to work here.' Senior leaders, staff and governors all

understand that everyone shares responsibility for ensuring the school's success.

- Expectations of all staff and pupils are very high. Subject leaders and other managers are firmly focused on good progress for all pupils regardless of their abilities or problems they might face. All pupils at the school matter and leaders and teachers meet regularly to check that pupils are doing as well as they should. If they are not, they quickly act to put support in place. This ensures equality of opportunity for all pupils.
- Pupil premium money is used very effectively to provide extra staff to ensure this group of pupils improve their skills in reading, writing and mathematics successfully. This is clearly working well as some of these pupils make better progress than their classmates.
- Arrangements to check the performance of staff are thorough. Senior leaders provide colleagues with clear guidance, regular monitoring and effective support to improve their skills. Targets are linked to the school-development plan, pupils' progress and the staff's professional development. The performance of staff, together with their individual responsibilities, reflects the pay scales awarded.
- Through a rigorous approach to observing teaching and meticulous analysis of pupil progress information, leaders have an accurate overview of the school's performance. A sharply focused improvement plan ensures that the most important weaknesses are tackled quickly and effectively, one result of which is the recent acceleration of pupils' progress in writing. This demonstrates the leaders' excellent capacity to continue raising standards
- The curriculum makes an excellent contribution to pupils' spiritual, moral, social and cultural development because it includes a strong emphasis on global issues. Pupils therefore make very good progress in learning how to live in harmony with different cultures, look after the school's 'forest' and care for the environment. Activities such as learning to play musical instruments and sports extend pupils' learning extremely effectively. With four rock bands in the school, pupils have excellent opportunities to develop their talents.
- Most parents who responded to the online questionnaire (Parent View) and spoke to inspectors are very happy with the school. A few say that they would like more information about their children's progress. The school is already looking into parents' views regarding homework.
- The local authority has recognised the high quality of the education provided by the school and carries out visits each term to review pupils' progress and school improvement.
- **The governance of the school:**
 - The governing body is highly committed to the school and the community. Governor training is relevant and up-to-date, for example, in ensuring that the school meets all safeguarding requirements and that the finances are managed well. They ensure that the pupil premium funding is used to support the pupils for whom it is intended and know about its impact. Governors are very well informed and have an excellent overview of the data on the school's performance, including pupils' progress and about the quality of teaching. They have provided very effective support to the school in dealing with weak teaching and ensured strong appointments of new staff. They work closely with the headteacher on setting performance targets and checking that these are met before staff progress through the pay scales. Governors provide effective challenge to the headteacher and other managers to ensure that all pupils continue to achieve high standards.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	133610
Local authority	York
Inspection number	403657

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 of pupils on the school roll	474
Appropriate authority	The governing body
Chair	Amanda Bowers
Headteacher	Estelle O'Hara
Date of previous school inspection	17 April 2008
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