

# Appleton Primary School

## Inspection report

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<b>Unique Reference Number</b>	117713
<b>Local Authority</b>	Kingston upon Hull City of
<b>Inspection number</b>	362708
<b>Inspection dates</b>	10–11 March 2011
<b>Reporting inspector</b>	Joy Frost HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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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>	312
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Smith
<b>Headteacher</b>	Mrs Mary Langton
<b>Date of previous school inspection</b>	8 February 2007
<b>School address</b>	Appleton Road Hull HU5 4PG
<b>Telephone number</b>	01482 343507
<b>Fax number</b>	01482 494318
<b>Email address</b>	head@appleton.hull.sch.uk

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The team observed 17 part lessons and saw 13 teachers teach. Meetings were held with groups of pupils, representatives of the governing body, staff, senior leaders, parents and carers. Inspectors observed the school's work, and looked at data on pupils' progress and attainment, documents relating to safeguarding and the school's monitoring and evaluation.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Improvements to pupils' achievement.
- The quality of leaders and managers in driving school improvement.
- The school's safeguarding policies and procedures.
- The provision, outcomes and leadership and management of the Early Years Foundation Stage.

## Information about the school

This is a slightly larger than average sized primary school. The proportion of pupils known to be eligible for free school meals is in line with the national average and rising. Most pupils are of White British heritage but increasing numbers have joined the school with an eastern European background who are at the very early stages of speaking English as an additional language. Currently there are more than 10 languages spoken in the school. The proportion of pupils who have special educational needs and/or disabilities is broadly average.

The Early Years Foundation Stage consists of two separate buildings; a nursery offering flexible provision of 15 hours or more a week and a Reception class offering full-time provision. The numbers joining the Nursery and Reception classes are increasing rapidly.

When the school was inspected in September 2009, it was judged to require special measures because it failed to give the pupils an acceptable standard of education. Since September 2009, the school has been monitored on a regular basis by HMI.

**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?**

**2**

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

**2**

## Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

This school is a good and improving school. Good teaching and learning, underpinned by the exemplary use of assessment, has accelerated the progress of all groups of pupils. Progress is now good overall, and outstanding in reading. Attainment is rising steadily at the end of both key stages and is now broadly average. Staff have high expectations of what pupils can do and pupils respond well to this culture with good behaviour, respect for one another and a willingness to take on extra responsibility. Pupils enjoy their education and achieve well as shown by their consistently above average attendance.

Pupils feel safe in school and are cared for well. Older pupils were observed during playtimes organising 'space hopper' races, skipping events and parachute games for younger pupils. Pupils are mature, know right from wrong and can talk eloquently about their own learning. In lessons and while talking to inspectors, pupils were enthusiastic about their school, know how it has improved and are involved in all new initiatives. Pupils talk about 'reaching for the stars' in improving their attainment. This is a testament to senior leaders' drive to include the whole community in turning this school around. Parents and carers spoken with on the playground were very happy with their child's education and were complimentary about the school's work and ethos.

Senior leaders have developed robust systems for monitoring and evaluating the work of the school. Their self-evaluation is thorough and accurate and the actions they have taken have been effective in improving all aspects of the school's work; most noticeably in improving teaching and learning, pupils' progress and attainment, the skills of middle leaders, and the use of assessment which is now outstanding. Senior leaders have demonstrated an impressive track record of improvements and, therefore, their capacity to sustain these improvements is good. Members of the governing body are playing an active part in school improvement but some policies adopted by them have still to be personalised to procedures within the school.

The overall effectiveness of the Early Years Foundation Stage is satisfactory because it has undergone substantial reorganisation to cater for flexible provision and the increasing numbers of children joining the Nursery and Reception classes. Although good practice was seen in some areas of provision, more time is needed to embed new ideas and to improve overall achievement and learning, especially in the outdoor areas.

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

- Improve children's achievement in the Early Years Foundation Stage by:

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- - improving the provision in the outdoor areas to include all six areas of learning and more activities which develop children's physical and creative skills
- - improving the balance of opportunities for children to initiate their own learning throughout the day
- - providing more exciting links between areas of learning which motivate children to practise their knowledge of letters and sounds and writing skills; especially in the outdoor areas.
- Improve the work of the governing body by:
  - - ensuring that all policies adopted by the governing body are personalised to the school.

**Outcomes for individuals and groups of pupils****2**

Outcomes are improving rapidly. Pupils enter the school with skills and knowledge that are broadly average for their age. In lessons observed, pupils were often seen working above the levels expected for their age. This was especially the case in reading and in mathematics. The youngest pupils in Year 1 were able to work out two-step word problems independently. They were able to use a range of methods to work out their answers and to articulate their working and thinking processes to adults. This is work of a level that would typically be seen in Year 2. Older pupils were observed editing and redrafting their work to improve their sentence structure. Very good use of the latest information and communication technology (ICT) enabled them to share their ideas with the class and for other pupils to observe good practice. These pupils were also marking each others' work and offering insightful suggestions for improvement. In the vast majority of lessons observed, pupils were making good and sometimes outstanding progress in their learning. Pupils with special educational needs and/or disabilities were observed making good progress in their learning because teachers know them very well and interventions are based on their next steps in learning. Similarly, pupils who speak English as an additional language are making good progress and acquiring language skills.

Pupils have excellent attitudes to learning and very good relationships with each other and adults in the school. They quickly develop an understanding of how to lead a healthy lifestyle through the active playtimes and extra-curricular sporting clubs. Pupils told inspectors that they feel safe in school and that if they have a problem there is always someone to help them. Pupils have a real voice in the school; they are consulted about changes and involved in improvements. They are also regularly interviewed by senior leaders about their learning and targets. Pupils are very involved in the local community through environmental projects. Pupils' involvement in the local Wyke Partnership of schools has brought about improvements to a local park and local woods.

Pupils' spiritual, moral, social and cultural development is good. They have many opportunities to discuss world affairs and routinely have time for reflection and consider a 'thought for the day'. Regular links with schools in different contexts ensures that pupils have a good understanding of life in multicultural Britain.

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Please turn to the glossary for a description of the grades and inspection terms

*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>	3
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	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other 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>2</b>

<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

## How effective is the provision?

The school has revised the curriculum to meet the needs of all pupils and ensure that pupils start to learn from the moment they enter the school. Short, effective sessions in mental mathematics, reading and ICT motivate pupils to improve and ensure that no learning time is wasted. Teachers and pupils were enthusiastically practising mental calculations across the school at the start of the day. These sessions were well planned, involved all pupils and had clear success criteria. As a consequence, pupils made good progress and there were whole-class celebrations when pupils' achievements enabled them to move to the next level. This visual learning is evident in most lessons where teachers clearly outline what is expected of different groups of pupils; it is tightly linked to previous learning and pupils' individual targets. This results in pupils knowing how to improve their work and as a result, their progress accelerates. The curriculum includes many themed weeks and days and excellent links have been woven between subjects to make the curriculum more exciting and to act as a stimulus for writing.

Pastoral care is good and encourages pupils to take responsibility for others. For example, class monitors dismiss pupils after assemblies in a responsible and mature fashion. Pupils in all classes were observed helping and supporting each other with their learning through meaningful discussion and reflection time. Pupils in this school are encouraged to think about their learning and are confident to articulate this to the rest of the class. Pupils are well cared for and happy in school and respect each other. Similarly pupils who are known

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to be eligible for free school meals and those who are at the early stages of speaking English as an additional language are very well supported and their progress is accelerating.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	1
<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>2</b>

## How effective are leadership and management?

Leaders and managers at all levels have transformed this school. Cooperative working, with a clear focus on raising attainment and achievement for all pupils, is at the centre of their work and previous underachievement has been halted. There are very good procedures for checking pupils' progress and attainment. Teachers, leaders and pupils regularly discuss individual pupil's progress and plan actions and interventions for improvement. As a consequence, no child is left behind and no group underachieves. Equality of opportunity is assured and the school is rigorous in tackling discrimination. Teachers are observed regularly and receive detailed feedback and targets for improvement which are acted upon and often lead to focused professional development opportunities. Members of the governing body carry out their statutory duties and have developed their skills in challenging the school and asking searching questions about the school's performance. They have developed their own action plan and regularly attend training alongside teachers, for example, in teaching pupils who are at the early stages of speaking English as an additional language. They realise, however, that they have more to do and some policies and procedures, although updated regularly, are not personalised to the school.

Safeguarding arrangements meet current statutory requirements and vetting procedures ensure pupils' safety in school. The school's action plan for community cohesion gives pupils the opportunity to understand life in the local area, in Britain and the wider world and the school has achieved the International Award for its work in this area.

Parents and carers are routinely invited to work alongside the school and be involved in their child's learning. The recent 'super sentence man' initiative was very well attended and there is regular communication with parents and carers through news letters and questionnaires where their views are sought and acted upon. Senior leaders work with a raft of professionals and outside agencies to support pupils' learning and they are rigorous in seeking the support and advice they need as the school population is rapidly changing. The school gives good value for money.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</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>2</b>

## Early Years Foundation Stage

Children enter the nursery with skills and knowledge that are broadly typical for three-year-olds but this varies considerably in some year groups. They make satisfactory progress throughout the Nursery and Reception Years and enter Year 1 with skills that are broadly in line with those expected in most areas of development and lower in elements of communication, language and literacy, and knowledge and understanding of the world. Children develop their knowledge of healthy lifestyles, curiosity, perseverance and vocabulary satisfactorily. Their welfare is routinely met and risk assessments are carried out daily and involve the children, which helps to develop their understanding of safety from a young age.

All areas of learning are catered for indoors and there are meaningful links between areas of learning under topic themes which develop children's understanding of the local community. During the inspection, children were learning about the work of the fire service after a recent visit from a fire engine. Children were enthusiastically dressing up as fire personnel and pretending to put out fires. A small group of girls decided to try and make their own fire hose with paper and with the encouragement of an adult were discussing the best ways to tie it together. The adult developed their vocabulary skilfully and reinforced previous learning. However, there are too few of these opportunities on offer where children are encouraged to initiate their own learning. Often activities are too teacher-led and opportunities are missed to develop children's knowledge of letters and sounds and writing skills especially in the outdoor areas. There are some good activities in the outdoor areas and good links with numbers and counting, but sometimes there are too few activities which develop children's physical, creative abilities.

The unit is satisfactorily led and managed and the team work together well to plan units of work based on regular assessments of what children have achieved. Key workers are in place and know individual children well but they do not have enough opportunities to use



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this knowledge to develop children's learning further throughout the day because activities are sometimes over-planned.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Although no questionnaires were sent out to parents and carers, inspectors took account of the school's most recent questionnaire and spoke to 13 parents and carers before school. All these parents and carers said they were happy with the school and felt their children were safe and cared for well.

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

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



14 March 2011

Dear Pupils

**Inspection of Appleton Primary School, Kingston-upon-Hull, HU5 4PG**

As you know I have been visiting your school every term for over a year to see how well you are doing with your learning. I am very pleased to tell you that Appleton Primary is now a good school and it no longer requires special measures. Well done! I would like to thank all of the children who have given up their time to come and talk to me and tell me about their work. I found this very helpful. You and your teachers have worked very hard to improve the school. I was impressed with your good attendance and how well you all respect each other and help each other around the school. Your attainment and progress are accelerating well and this is a testament to how involved you all are in your lessons. I was especially pleased to see how well you can talk about your learning in lessons and how well you know your individual targets for improvement and use them!

I have asked your headteacher and the governing body to make some improvements in the Early Years Foundation Stage. I think that the youngest children could be making more progress and, therefore, I have asked that they have more exciting learning opportunities in the outdoor areas. This will help them to further develop their knowledge of letters and sounds and become better writers. I would also like them to have more opportunities to choose their own learning activities and have more time to develop their physical and creative skills.

I hope that you will continue to 'reach for the stars' in your learning and enjoy your time at Appleton.

Yours sincerely

Joy Frost

Her Majesty's Inspector

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