

# Appleton Primary School

Appleton Road, Hull, HU5 4PG

**Inspection dates** 5–6 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' achievement is good and they make good progress during their time in school.
- All groups achieve well, including those who are supported by additional funding such as the pupil premium, disabled pupils and those who have special educational needs.
- Teaching is good and sometimes outstanding. Relationships in lessons are good. Pupils show high levels of enjoyment and willingly participate in all activities.
- Pupils' behaviour is good and makes a very positive contribution to the calm and orderly atmosphere within the school.
- Pupils feel safe, help each other and are confident that adults will help them sort out any problems they may have.
- Senior leaders lead the school well and have clear priorities for further school improvement. They regularly check the quality of teaching and pupils' progress.
- The governing body is supportive and knows the school well.

### It is not yet an outstanding school because

- Although teaching is consistently good, not enough is outstanding.
- In some lessons work does not present enough of a challenge for pupils as teachers' expectations of what can be achieved are not high enough.
- Teachers mark pupils' work regularly. However, the school marking policy is not followed rigorously by all teachers. As a result, ways to improve work are not always clear and untidy presentation not addressed.
- Not all teachers take advantage of pupils' good behaviour and positive attitudes to learning to try out new, exciting and innovative ideas.
- Not all pupils have easy access to mathematical equipment to help them in their learning.

## Information about this inspection

- Inspectors visited 17 lessons or parts of lessons including four joint lesson observations with members of the senior leadership team.
- A range of pupils' work was reviewed and inspectors heard pupils of different ages read.
- Meetings took place with the headteacher, staff, groups of pupils and two members of the governing body. A telephone conversation took place with a representative of the local authority who supports school improvement.
- Inspectors looked at a range of documentation, including the school's data on pupils' progress, and records relating to pupils' behaviour, attendance and safeguarding. Anonymised performance management records were also scrutinised.
- Inspectors took account of 12 responses to the online questionnaire (Parent View) and met informally with a number of parents at the end of the school day. Inspectors also took into account 96 responses to the school's own survey of parents' views. The views of staff were also considered.

## Inspection team

Christine Millett, Lead inspector

Additional Inspector

Karen Foster

Additional Inspector

Victoria Johnson

Additional Inspector

## Full report

### Information about this school

- Appleton is larger than the average-sized primary school.
- The very large majority of pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium is above the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- The proportion of pupils supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The school meets the current floor standards which set the government's minimum expectations for pupils' attainment and progress in English and mathematics.
- A new Early Years Foundation Stage unit is under construction.

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

- Improve the quality of teaching from good to outstanding by:
  - increasing teachers' expectations of what pupils can achieve
  - ensuring there is always an appropriate level of challenge for all pupils, particularly the more able
  - developing consistency in the quality of marking so that all pupils understand the next steps in their learning
  - improving the presentation of pupils' work and the accuracy of spelling
  - encouraging teachers to try out more inspirational teaching strategies
  - providing appropriate mathematical equipment and apparatus to consolidate pupils' learning.

## Inspection judgements

### The achievement of pupils is good

- From their individual starting points, pupils make progress that is at least in line with that expected for their age. An increasing number are now exceeding these levels and progress is accelerating. The school's own data show that levels of attainment across the school are also improving. However, this is not yet evident in published results.
- A substantial proportion of children start Nursery with knowledge and skills below those typically expected for their age, particularly in communication, language and literacy. They make good progress in the Nursery and Reception classes so that by the time they enter Year 1 they have started to catch up.
- Pupils continue to make good progress in Key Stage 1 where there have been year-on-year improvements in mathematics. The results of the 2012 Year 1 national reading check on pupils' knowledge and understanding of letters and the sounds they make (phonics) were well above national averages. Recent teacher assessments show 2013 results to be even better.
- Pupils develop a love of books from an early age because reading is well taught. By Year 6 pupils are undaunted by new words because they have been given many different approaches to enable them how to work out what an unfamiliar word says.
- By the end of Key Stage 2, in 2012, most pupils made expected levels of progress in reading, writing and mathematics, with some making better progress than was expected, particularly in writing. By the end of Year 6 pupils reach standards that are broadly average in reading and writing but better in mathematics. The school's data for 2013 show progress has accelerated.
- Gradual improvements can be seen in the number of pupils reaching average standards. However, not enough pupils reach the higher standards in reading, writing and mathematics by the end of Year 2 and Year 6.
- Disabled pupils and those with special educational needs are well supported by other adults. Work is carefully planned to meet their needs and additional interventions have ensured these pupils also make good progress.
- The school provides effective support for those known to be eligible for pupil premium funding and ensures they also make good progress. These actions ensure equality of opportunity for all pupils.

### The quality of teaching is good

- Teaching across the school, and in all subjects, is good and sometimes outstanding.
- Relationships in lessons are good and pupils show a willingness to learn.
- In the best lessons teachers have high expectations of what pupils can achieve and ask pupils searching questions to get them thinking and to see how much they have understood.
- Teachers have good subject knowledge. They have a good understanding of pupils' ability levels because they make effective use of information about how well pupils have learned to help them plan lessons in keeping with pupils' ability. However, the work set for higher-attaining pupils does not always include activities which fully challenge their thinking.
- Teachers plan activities that engage pupils and make use of information and communication technology. In mathematics pupils do not always have to hand the equipment they need in order to complete the work set. For example, pupils did not have access to enough coins to support their solving of problems involving money.
- Teachers mark pupils' work regularly, identify where pupils have made mistakes and give them the opportunity to respond to marking. However, they do not always give clear guidance on how to improve the content or presentation of work.
- Teaching assistants are a valuable asset. They are well used to support individuals or small groups. This ensures that disabled pupils, those who have special educational needs and those eligible for pupil premium funding are not left behind. Most reach at least expected levels by the

time they leave school.

- In the Early Years Foundation Stage routines are well established and activities carefully organised. In spite of the upheaval caused by building work, staff have continued to provide a stimulating learning environment where children are already making choices and eagerly taking responsibility for their learning.

### **The behaviour and safety of pupils** are good

- There is a strong sense of community throughout the school. Well-ordered systems at lunchtime and playtime ensure these are enjoyable times. Older pupils proudly lead classes out of assembly with great precision and timing, ensuring a calm return to lessons and no time wasted.
- Pupils work and play well together. They enjoy helping each other and confirm that behaviour is good. This view is supported by parents who contributed to Parent View and the school's own questionnaire.
- Pupils listen carefully to teachers and other adults and follow their instructions well. They say that they particularly enjoy lessons where teachers make things 'fun and exciting' but 'no time is ever wasted'.
- Pupils understand that bullying can take different forms. They are confident that adults will quickly sort out any problems they may have. Most pupils are mature enough to behave sensibly even when adults are not there. They willingly take on responsibilities and help with a wide range of jobs around the school.
- Pupils know how to keep themselves and others safe because this is taught as part of the curriculum and promoted positively in school. Pupils in Year 6 have also received first aid training.
- Children in the Nursery and Reception classes settle quickly and happily into school routines. Older pupils are excellent role models for the youngest children in school.
- Attendance in the past has been above average but has dipped recently. Data are analysed rigorously and the school is working with the local authority and parents to address this. Good attendance is celebrated every week in assembly.

### **The leadership and management** are good

- The headteacher and senior leaders provide the school with a clear view of how successful the school can be and have created a strong team spirit amongst staff. All staff who responded to the questionnaire said they are proud to be members of staff at the school.
- Responsibilities are shared amongst senior leaders and middle managers. They work closely together to check the quality of teaching and progress being made by pupils. Close collaboration between all members of staff enables teachers to share expertise, planning and resources in order to secure continuous improvement.
- The quality of teaching and pupils' performance in lessons are assessed regularly and teachers are held responsible for the improvement and success of their pupils. Staff are helped by the linking of their performance management targets to training opportunities to help them continue to develop their skills.
- The school's procedures for gaining an accurate view of its performance are ongoing and accurate and feed into the school improvement plan. Priorities are examined regularly by the governing body and staff. This process means there is a sharp focus on the important areas for development in order to continually move the school forward. The school's leadership has shown that it is capable of continuing to make improvements.
- The school promotes equality of opportunity well. The use of its detailed systems for checking pupils' progress, together with termly pupil progress meetings, helps staff see clearly how well pupils are doing. This means that any instances where pupils are not doing as well as they should are recognised and dealt with quickly. All pupils have the opportunity to take part in

school events and activities and all have equal access to good teaching.

- The varied range of subjects taught has been developed to ensure there are links in learning from one subject or topic to another. The topics studied often include a visit or visitor, which helps pupils to learn as well as increase their spiritual, moral, social and cultural development.
- Good links have been established with parents. They are pleased with the school. Events are organised for them and teachers are available to discuss any concerns.
- The use of pupil premium funding to reduce class sizes, provide one-to-one support and widen the range of opportunities offered has helped accelerate learning.
- The local authority recognises the strengths of the school and offers light-touch support through visits to check particular aspects and make recommendations for future developments.
- **The governance of the school:**
  - Governance is effective. Governors have a good understanding of their roles and responsibilities. They are involved in supporting the school and are rigorous in holding the headteacher to account for the quality of education provided. They have a good understanding of data about pupils' performance and know how well the school is doing in comparison with other schools. They receive regular information on the quality of teaching and the performance of individual staff, and ensure that systems are in place to improve the quality of teaching. They ensure that salary increases are merited and that all statutory duties are met, especially those relating to the safeguarding of pupils.

## 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

<b>Unique reference number</b>	117713
<b>Local authority</b>	Kingston upon Hull City of
<b>Inspection number</b>	400101

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

<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>	336
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Smith
<b>Headteacher</b>	Mary Langton
<b>Date of previous school inspection</b>	10 March 2011
<b>Telephone number</b>	01482 343507
<b>Fax number</b>	01482 494318
<b>Email address</b>	head@appleton.hull.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

