

# Appleton Roebuck Primary School

Main Street, Appleton Roebuck, York, North Yorkshire, YO23 7DN

**Inspection dates** 17–18 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
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.

- Children get an excellent start to their education in this warm and welcoming school. They make outstanding progress in the Early Years Foundation Stage due to excellent teaching from all adults and a caring, supportive approach to settling children into learning quickly.
- Pupils continue to make outstanding progress across the school due to excellent teaching. By the time they leave school in Year 6 pupils reach standards that are well above the national average.
- Teachers meet pupils' needs exceptionally well as lessons are planned thoroughly. High expectations and stimulating activities ensure pupils achieve exceptionally well. Marking is regular but does not always make it clear what pupils need to do to improve. They are not always sure how to check on their success during lessons.
- Very skilful teaching assistants provide excellent support to groups, as well as individual pupils, both in and out of lessons. They know their pupils well and, as a result, their needs are met successfully.
- The school's curriculum includes many rich and varied opportunities for pupils to explore a wide range of skills. A wide range of visits, visitors and after-school clubs enrich pupils' learning further.
- Pupils behave exceptionally well in this school, which is like 'one big family'. They thoroughly enjoy coming to school. They all work and play together in harmony. Pupils have a very wide understanding of how to keep safe in different situations and feel secure in school.
- Spiritual, moral, social and cultural experiences underpin the work of the school. Pupils relate exceptionally well to each other. They also have many opportunities to participate in creative and sporting activities that promote teamwork and an understanding of the world around them and further afield.
- The headteacher has high expectations and leads by example. He is supported exceptionally well by a dedicated and skilful team of staff. Monitoring of pupils' progress and teaching is rigorous. As a result, pupils reach high standards and the many strengths identified in the previous inspection have been extended.
- The governing body challenges leaders and checks that the school is consistently performing as well as it can. Governors are very supportive and know their school exceptionally well. They check effectively on the quality of teaching. Governors check that teachers are set challenging targets and are held to account for pupils' progress.

## Information about this inspection

- The inspector observed 16 lessons or parts of lessons. He observed groups of pupils working with teaching assistants and specifically listened to Year 1 and 2 pupils read as well as other pupils in lessons.
- The inspector talked to a range of pupils about their work and play in the school.
- Meetings were held with three governors as well as teaching staff, including subject leaders and the headteacher. The inspector also met with a representative from the local authority.
- The inspector took account of 17 responses to the online questionnaire (Parent View) when planning the inspection. He also examined staff questionnaires and parent questionnaires sent out by the school and talked to some parents in the playground before school started.
- The inspector observed the work of the school and studied a number of documents including the school's current data about pupils' progress.
- The inspector looked at documents relating to safeguarding, including a sample of risk assessments, governance, behaviour and attendance. He also looked at a range of other evidence including displays, the website and work representing the school's wider achievements beyond the classroom.

## Inspection team

David Shearsmith, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller in size than an average-sized primary school.
- A well-below-average proportion of pupils are known to be eligible for the pupil premium which is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- A below-average proportion of pupils are supported at school action. An average proportion of pupils are supported at school action plus or have a statement of special educational needs.
- The majority of pupils are of White British Heritage.
- The school has achieved the Healthy Schools and Sports Active Mark awards.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The Early Years Foundation Stage is currently taught in one class which includes Reception and Year 1 pupils.
- The school has a wide range of after-school clubs provided by the school.

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

- Increase opportunities for pupils to check on their own learning and progress by:
  - making sure that teachers always give clear points for improvement when marking pupils' work and dedicate time for pupils to improve their work in the next lesson
  - ensuring that pupils are always told clearly how to be successful in lessons and checking that they use this information to improve their own learning and progress.

## Inspection judgements

### The achievement of pupils is outstanding

- Pupils achieve exceptionally well. Progress is regularly checked to ensure pupils are on track to make excellent progress.
- Children enter the school with skills that are typical for their age, although this varies from year to year. They settle quickly and make outstanding progress in the Early Years Foundation Stage, especially in literacy and mathematics. This is maintained as Year 1 pupils remain in this class and so learning is uninterrupted.
- Pupils continue to make outstanding progress across the school to reach standards that are well above the national average. In 2012 results of national tests were not as high because pupils' skills in this group were not typical of the school, with some newcomers who did not have enough time to reach the school's high standards. Nevertheless, the school addressed the variation in cohorts through careful checks on pupils' progress and current standards are well above the national average at both key stages in reading, writing and mathematics.
- Standards in reading are well above the national average. The very systematic approach to the teaching of phonics (sounds that letters make) led to pupils performing well above average in the national Year 1 phonics test. Pupils use these skills well. Older pupils read for pleasure and research.
- Standards in mathematics have been consistently high over time. Pupils have excellent calculation skills and apply these confidently to mathematical problems. Consequently, a large proportion of pupils in the current Year 6 are working at significantly higher levels than pupils nationally.
- The school has had a strong focus on ensuring pupils' writing skills are maintained to the highest level. This has resulted in outstanding progress in writing and many write well-structured texts, including imaginative vocabulary that adds interest for the reader.
- The number of pupils known to be entitled to the pupil premium, including those known to be eligible for free school meals, varies considerably across the school. They make good and sometimes outstanding progress. They attain standards in English and mathematics above those of similar pupils nationally, by one term overall. The difference in progress between pupils eligible for free school meals and those who are not is closing.
- Disabled pupils and those with special educational needs make good and sometimes outstanding progress. They receive considerable support from very skilful teaching assistants. Currently they reach standards across the school that are above and sometimes well above what is expected of similar pupils nationally.

### The quality of teaching is outstanding

- Teaching is outstanding. Teachers know their pupils exceptionally well and meet their needs very effectively, enabling them to make excellent progress.
- Teachers have in-depth subject knowledge. This is very evident in mathematics and teachers inspire pupils and promote a love of mathematics. Work in mathematics is very challenging.
- In the Year 4/5/6 class pupils' tasks were at just the right level to make pupils think and work hard to solve mathematical problems. The lesson met every pupil's needs well. Questions were used most effectively to check on pupils' understanding and clarify any misunderstandings. Consequently, learning was outstanding and pupils applied their skills exceptionally well.
- Staff in the Early Years Foundation Stage have a thorough understanding of the needs of younger children. Children were eager to be involved because the tasks linked closely to their trip to Scarborough. They made very good use of their early writing skills to write postcards recording their visit. Children use information and communication technology skills efficiently (ICT) as they work on computers. The teacher's very effective planning and teaching, coupled with excellent support from highly skilled teaching assistants, meant children produced high-

quality work and made outstanding progress.

- Reading is taught exceptionally well starting with a practical approach to teaching letters and sounds. Pupils learn successfully because of the practical activities in these sessions. Pupils read confidently and show a very good understanding of the text because teachers model reading well and carefully question pupils about what the text means.
- In some lessons pupils have clear check lists that show what is needed to achieve success so that they can assess their own learning. This was seen to very good effect in a Year4/5/6 lesson where pupils were writing a poem. Pupils were told what was required to produce high-quality work. The teacher effectively referred to this during the lesson and pupils used these prompts to check their own work. Consequently, they produced very-high-quality poems. This does not happen in all lessons and pupils do not always know how to be successful and reach higher levels, particularly in writing.
- The best marking gives pupils clear points for improvement so that they know how to reach higher levels, particularly in writing. However, this is not consistent and some marking does not provide enough guidance on how to improve or provide time to do this. This marking is not as effective at empowering pupils to work independently.
- Teaching assistants make a very strong contribution to pupils' learning. They are highly skilled and work flexibly across the whole school. In a lesson in the Year 2/3/4 class they were deployed exceptionally well to support groups of pupils both in class and using computers in the ICT suite. Teaching assistants also focus on individuals who need specific support and this ensures all pupils make outstanding progress.

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

- Relationships are very strong. Pupils love coming to school. Behaviour is excellent and pupils work and play together exceptionally well. Older pupils support younger ones at playtimes. Pupils say that they usually get on well with others. In lessons pupils of differing ages work well alongside each other. Pupils say they enjoy working in this way.
- Pupils are exceptionally keen to learn. They enjoy working independently and cooperatively with others. They support one another, particularly when solving problems in mathematics. Pupils collaborate well and appreciate the opportunities to learn in many different ways.
- Year 6 pupils are extremely articulate and have extensive knowledge of how to keep safe. Pupils learn from a range of visitors who help them understand keeping safe, such as a visit from the fire brigade. They also receive water safety training when they go swimming.
- Pupils have a good understanding of what constitutes bullying. They said that bullying is extremely rare. If it occurred it was invariably when they argued or fell out with their friends. They spoke with confidence that staff would always help them to sort out any problems and that they usually got on well with each other.
- Attendance is above average and pupils usually arrive punctually. Very good systems ensure pupils attend well.
- Spiritual, moral, social and cultural development is promoted exceptionally well. Pupils have opportunities to understand other cultures and relate to each other. They have an excellent understanding of right and wrong.

### **The leadership and management** are outstanding

- The headteacher provides clear direction for the school linked to high expectations of everyone in school. A dedicated team of staff support this vision of all pupils achieving high standards in everything they do. Consequently, the school has a wide range of strengths and is well placed to continue to improve.
- Leaders check regularly on pupils' progress and use this information well to ensure support is provided where it is most needed. This information is also used successfully to identify priorities.

Actions to improve the school are precise and effective.

- Monitoring of teaching is rigorous. Teachers are set very challenging targets based on their performance and pupils' progress. Staff receive appropriate training and support to achieve their targets. Teachers are rewarded appropriately for their endeavours as teachers and subject leaders.
- The curriculum is exceptional. Pupils develop a very wide range of skills. Their literacy and mathematical skills are promoted very well in other subjects. Physical education and sport are taught exceptionally well, with pupils reaching high levels of performance. Pupils also develop very strong ICT skills from an early age. Pupils love science and this is another great strength of the school.
- An extensive range of opportunities to participate in music, including school bands, enriches pupils' spiritual, moral, social and cultural development. Pupils enjoy many opportunities to perform in school presentations and these further enhance their personal development and confidence.
- The school has a very strong commitment to ensuring all pupils achieve well and the vast majority of pupils have an equality of opportunity.
- The school ensures safeguarding meets requirements.
- The local authority gives light-touch support to this high-performing school.
- The school engages well with parents through its website and newsletters. Parents appreciate the way the school nurtures their children's learning. The school is currently improving communication with parents following a school survey of parents' views.
- The school has several strong partnerships that support learning. Strong links with Tadcaster Grammar School, including sport and business projects, enable pupils to have a smooth transition to their new school.
- **The governance of the school:**
  - Governors challenge the school to ensure pupils achieve well and high standards are maintained. They have a very good understanding of the school. Governors review data and checked carefully on the dip in 2012 and know this was linked to the cohort. Nevertheless, they carried out a thorough check to identify and resolve any concerns. This challenge has had a very positive impact on the school's current high performance. Governors are well trained and know the quality of teaching. They check that salary awards are linked to achievement of targets. They use the pupil premium effectively to ensure pupils improve their performance. Finances are managed effectively and the school is resourced well.

## 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>	121378
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	412469

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	85
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Helen Gibbs
<b>Headteacher</b>	Derek Angood
<b>Date of previous school inspection</b>	11 December 2007
<b>Telephone number</b>	01904 744236
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