

# Appleton Wiske Community Primary School

Front Street, Appleton Wiske, Northallerton, North Yorkshire DL6 2AA

## Inspection dates

15–16 May 2018

<b>Overall effectiveness</b>	<b>Requires improvement</b>
Effectiveness of leadership and management	<b>Requires improvement</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Requires improvement</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	<b>Good</b>

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leaders' and governors' actions have not secured consistency in the quality of teaching, learning and assessment in key stages 1 and 2.
- Senior leaders' approach to the teaching of reading is too vague. Despite the introduction of new initiatives, pupils' progress from their different starting points in reading is variable.
- Teaching and learning in English grammar, spelling and punctuation are not consistently good in key stages 1 and 2.
- Senior leaders have focused their attention on mathematics, English and science. They have not yet developed systems to capture pupils' progress across the wider curriculum.
- Middle leaders are beginning to contribute to improvements in their areas of responsibility. It is too soon to tell if their actions will have a positive effect on the quality of teaching and/or learning or pupils' outcomes across key stages.
- Not all teachers address pupils' misconceptions across subjects in an effective, timely manner. Pupils do not therefore pick up new concepts reliably and quickly. Some poor or inaccurate practices and learning become embedded.
- Teaching staff do not ensure that pupils take sufficient pride in the presentation of their work. Pupils' handwriting and the quality of work they produce are not consistently good.

### The school has the following strengths

- The new headteacher has high aspirations for all pupils and a clear vision for improvement. His actions have ensured that a happy, positive ethos is well embedded. A strong sense of community is tangible and staff morale is high.
- Pupils are good natured and extremely polite. They take seriously and get enormous pleasure from managing a wide range of school duties.
- Parents appreciate the before- and after-school care. They also value the variety of enrichment activities that colour pupils' daily experiences.
- Mathematics is a growing strength of the school. Teachers are confident in their own subject knowledge. Pupils in key stage 2, in particular, enjoy mathematics and relish the daily challenges that teachers present.
- Reception children enter with broadly typical skills and make good progress in their learning. Children are safe, very well cared for and full of smiles. In early years a vibrant, joyful buzz is evident.

## Full report

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

- Strengthen the effectiveness of leadership and management by:
  - securing consistently good-quality teaching, learning and assessment in key stage 1 and 2, especially in reading and English grammar, spelling and punctuation
  - devising a clear, strategic approach to the teaching of reading that allows all pupils to make good progress from their individual starting points
  - harmonising the approach to the teaching, learning and assessment of English grammar, spelling and punctuation in key stages 1 and 2
  - equipping all middle leaders with the skills and opportunities needed to lead and manage their areas of responsibility, effectively
  - capturing and using information about pupils' achievements across the wider curriculum to inform planning, teaching and learning across subjects more precisely.
- Improve the quality of teaching, learning and assessment in key stages 1 and 2 by:
  - equipping all teachers with the skills and information needed to plan work that matches pupils' needs accurately in reading and English grammar, spelling and punctuation
  - ensuring that all pupils practise their skills of decoding, reading and comprehension with sufficient depth, fluency and frequency
  - supporting and challenging teaching staff to identify and address pupils' misconceptions in a timely, effective manner
  - fostering pride among pupils about the quality of their handwriting and the presentation of their work across the curriculum.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leaders' and governors' actions have not brought about consistently good teaching, learning and assessment. Currently, there is an overly generous view of the school's performance. The quality of teaching and learning in key stages 1 and 2, in particular, is too variable. Teaching and learning, although improving, have not been good enough over time to make sure that pupils make good progress from their different starting points in reading and English grammar, spelling and punctuation in particular.
- Senior leaders' strategic approach to the teaching and learning of reading is too vague. They have not devised a clear, agreed system across the school. Some senior leaders are still developing the required skills, knowledge and understanding needed to expertly shape the reading curriculum. Not all leaders are confident in their understanding of how children learn to read and develop or deepen their skills as readers. Despite the recent introduction of some new reading comprehension initiatives in key stage 2, the quality of teaching and learning in reading remains too inconsistent.
- Middle leadership, though developing, is of variable quality. Recently, some middle leaders, for example those with responsibility for English and mathematics, have begun to evaluate the quality of teaching and learning in their areas of responsibility. They are starting to get a feel for the core strengths and weaknesses within their area of the curriculum. This work to develop middle leadership is in the early stages of implementation. It is too soon to see if leaders' actions will have a positive, perceptible effect on improving the quality of teaching and learning. In addition, leadership across the wider curriculum is not yet effective.
- Senior leaders do not have a reliable system in place to monitor or track pupils' progress over time in English grammar, spelling and punctuation. This means that inconsistencies in the quality of teaching and learning in each area are not rapidly identified and acted upon. Consequently, pupils' progress in key stages 1 and 2 is too variable.
- Leaders use the additional funding for disadvantaged pupils judiciously. They also target the small pot of additional funding for pupils who have special educational needs (SEN) and/or disabilities wisely. Individuals' needs are carefully considered and there is a perceptible, positive impact on improving pupils' social, emotional and mental health needs. Due to issues of confidentiality, there are too few disadvantaged pupils or pupils who have SEN and/or disabilities to comment on their progress and outcomes in academic subjects.
- The headteacher is new since the previous inspection and offers a positive role model for adults. He has successfully created a warm, welcoming and happy ethos in this small school by treating staff, pupils and parents with consideration and respect. His aspirations for all pupils, and for this school which sits firmly at the heart of its community, are suitably high. As a result, the headteacher has won the support and confidence of staff, pupils and the vast majority of parents alike.
- The headteacher and governors ensure that the primary physical education and sport funding is used effectively. Many sporting endeavours colour pupils' experiences. Through regular physical education practices and competitions they are equipped with

a range of transferable skills such as determination, cooperation and sportsmanship. Pupils therefore enjoy sport and have a deepening understanding of the importance of healthy living and physical fitness as they move through each year group.

- Leaders and governors value enormously the wealth of resources in the local community. They are also mindful of the need to broaden pupils' horizons. Leaders have therefore built strong connections with local partners, such as pre-schools, other small schools and the local church, while offering pupils many opportunities to learn in and beyond the immediate environs. Visits, trips and visitors enrich pupils' experiences and prepare them well for life in modern Britain.

## **Governance of the school**

- There are two new co-chairs of governors since the previous inspection. Together with other governors, they take their responsibilities seriously and play an integral role in the school's daily work. They visit regularly, getting into classes and looking at pupils' work. Governors talk with pupils, staff and parents, listening carefully to their opinions and views. In this way, governors appreciate what it feels like to be a pupil here and they have a good understanding of the views of other stakeholders.
- Governors bring a broad range of skills to support them in executing their duties. They are committed to honing their knowledge and understanding of governance and are keen to make a difference for all pupils. Good use is made of the local authority's governors' services training and support systems. As a result, governors are beginning to offer greater challenge and support to leaders.
- Governors receive regular information about pupils' progress and outcomes in English, mathematics and science. Although governors ask some searching questions of leaders, they do not probe the responses or information that they get deeply enough. This means that most governors currently share leaders' overly positive view of the school's performance and do not yet have a comprehensive, accurate knowledge of pupils' progress across subjects.

## **Safeguarding**

- The arrangements for safeguarding are effective. Leaders and governors take the protection and safety of pupils most seriously. Records relating to the protection of pupils and/or behaviour are detailed, well organised and suitably maintained. Appointments of staff are based on thorough, safe recruitment practices. Consequently, leaders' efforts to protect and care for pupils are reinforced.
- Leaders take swift and decisive action where concerns or issues pertaining to child protection or safeguarding arise. Their work with other agencies is timely and fully focused on ensuring that the needs of vulnerable pupils and families are well met.
- Staff receive regular training and updates which encapsulate the most recent statutory guidance and information. As a result, staff know how and to whom they must report and log any concerns that they may have. Staff know precisely what to look out for in their duty to protect pupils; they are suitably vigilant in exercising their duties.

## Quality of teaching, learning and assessment

## Requires improvement

- The quality of teaching and learning in key stages 1 and 2 is not consistently good. Pupils' progress in reading, English grammar, spelling and punctuation, in particular, is too variable.
- The teaching of reading is not thought-through meticulously or executed in an agreed manner across key stages or year groups. There is no well-defined consensus of opinion on how often pupils from different starting points should read with adults in school and so practices vary. Not all teachers are accomplished in identifying gaps or specific strengths in pupils' knowledge, skills and reading proficiencies. Pupils are not consistently offered books that are well matched to their skills set. Despite new reading initiatives in key stage 2, not all pupils in key stages 1 or 2 currently build upon their skills of decoding, fluency and comprehension swiftly or successfully enough.
- The teaching and learning of phonics in Year 1 is improving. Most adults offer effective role models for pupils. They enunciate the sounds that letters make precisely in order to support pupils to do likewise. In this way, most pupils in Year 1 develop their skills of decoding and reading accuracy successfully. These early reading skills are not, however, capitalised upon or fully understood by all staff as pupils move on in their reading journey.
- Not all adults insist on consistency from pupils in terms of the quality of the work they produce. Pupils' handwriting and presentation are too variable across subjects, within pieces of work and over time.
- Some teaching staff tackle pupils' misconceptions in a timely manner, addressing common or repeated errors. This is not, however, a consistent feature of practice across subjects or year groups. Pupils in key stages 1 and 2 make variable progress in English grammar, spelling and punctuation. Too often, inaccuracies in pupils' work go unnoticed or are not tackled effectively. Consequently, pupils embed poor habits or practices, for example in grammar, spelling and/or handwriting.
- Teachers are beginning to use assessment to plan tasks in English, mathematics and science that are more closely matched to pupils' existing skills and abilities. Teachers do not, however, use assessment information well to plan tasks and learning across the wider curriculum that accurately meet pupils' needs. Pupils therefore make variable progress across the wider curriculum.
- Teaching and learning in mathematics are improving apace. Teachers have developed secure subject knowledge themselves. They use subject-specific terminology accurately and encourage pupils to do so too. Challenge tasks introduced in key stage 2 are stretching pupils in their thinking and are particularly popular; many pupils say mathematics is their favourite subject. Current pupils in key stage 2 especially are making strong progress in mathematics.

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils can talk knowledgeably about how to keep themselves safe on the roads, near water and online.
- Pupils are immensely proud of the additional responsibilities they are offered in school. Whether in the e-safety or green team, part of the road safety or playground friend groups, pupils take their duties seriously. They develop strong inter-personal and social skills, showing admiration and respect for those who hold each role.
- All parents who responded to Ofsted's survey agree that their child is happy and safe at Appleton Wiske Community Primary School. Some comments from parents made clear their appreciation of the school's culture: 'fantastic, inclusive, community feel'; 'caring, family environment' and 'warm, welcoming atmosphere'. This implied culture of protection and positive regard for pupils and their families is also tangible in practice and is a key strength of the school's work.
- Pupils develop an awareness of social and gender equalities and British values through a carefully designed set of assemblies and tasks within the personal, health, social and emotional curriculum. Relationships are explored and discussed; topical issues, such as modern day acts of terrorism, are aired and debated. Pupils learn to listen and respect the views of others. In these areas, they are well prepared for later life.
- Pupils who made their views known during the inspection were confident that bullying does not take place in their school. They could, however, explain what bullying might look like so they know what to look out for in order to protect themselves. Pupils were certain that if issues of bullying did arise, staff would be effective in sorting out any problems.
- Pupils' understanding of how to be a successful learner is on the school's improvement plan for development. While pupils take care not to disturb others' learning, some drift off in their attention and thinking where learning is not well matched to their needs.

### Behaviour

- The behaviour of pupils is good. They listen respectfully to adults and respond promptly to requests from others. Pupils need little prompting to hold doors open for each other or to help each other where needs arise.
- Pupils conduct themselves well indoors and outside. They are immensely polite and good humoured and get along well together. Lots of giggles, cheerful interactions and friendly smiles abound during breaktimes, when a happy, family feel prevails.
- Leaders' actions have led to improvements in attendance. The headteacher has worked diligently and effectively in partnership with parents to promote the value and importance of good attendance on pupils' future progress and success. Overall attendance has risen to 97.2%. This is much improved from last year's attendance figure, which fell to below the national average.

- Due to the variable quality of teaching, pupils' behaviour towards learning is not reliably well developed. Not all pupils, for example, take pride in their own work.

## Outcomes for pupils

## Requires improvement

- Pupils' progress in key stages 1 and 2 is too variable. Due to inconsistencies in the quality of teaching, pupils' achievements and outcomes in reading and English grammar, spelling and punctuation, in particular, are not consistently good.
- Current pupils do not make consistently good progress in developing the knowledge, skills and understanding needed in reading. The information in pupils' reading records, discussions with pupils, the work in pupils' books and rates of learning during lessons demonstrate variable quality. Some pupils do not read widely enough, while others do not read frequently enough with adults in school. Due to the inconsistency of approach to reading through the school, too few pupils are making the progress that adults should expect of them from their different starting points.
- Pupils' progress currently in English grammar, spelling and punctuation is not dependably good. Pupils' learning and work in books show that pupils' misconceptions are not routinely or swiftly addressed; common errors are too often repeated or embedded over time. Too many pupils are working below age-related expectations in this area. From broadly typical starting points, this represents less than good progress. The school's own assessment procedures do not currently capture pupils' progress in English grammar, spelling and punctuation.
- Over time, the standards reached by pupils in key stages 1 and 2 have fluctuated. Although cohorts are at times small, rendering some aspects of comparison unhelpful, the overall picture is one of variance. In English grammar, spelling and punctuation in key stage 2, for example, pupils' outcomes in 2016 and in 2017 were below the national average at both the expected and greater depth standards.
- Pupils' progress in mathematics shows a strengthening picture over time. Pupils' work in lessons and books, particularly in key stage 2, demonstrates that most pupils are now being regularly challenged and stretched in their thinking. Pupils are supported to become fluent in basic number skills and encouraged to apply increasingly complex skills of mathematical reasoning to their learning. Due to the implementation of recent initiatives and improvements in the quality of teaching and assessment in mathematics, most pupils are currently making strong progress in this subject.
- In Year 1, pupils' outcomes in phonics have been sustained in line with or above national averages over time. Current Year 1 pupils are making broadly average rates of progress from their typical starting points. The lack of a coherent approach to the teaching and learning of reading, however, means that not all staff have a good understanding of the connection between phonics and reading. For some pupils, particularly as they move beyond Year 1, this has a hampering effect on their reading progress.
- Pupils make very good progress in their personal, social and emotional development. Their fine conduct, kindness, social skills and good manners are testament to this. Current pupils are well prepared for life beyond the school gates in these vital areas of development.

- There are too few disadvantaged pupils and pupils who have SEN and/or disabilities to comment upon in terms of progress or attainment.

## Early years provision

**Good**

- The proportion of children reaching a good level of development in the early years has been maintained at broadly in line with or above national averages over time. Children are, therefore, prepared for the demands of the Year 1 curriculum.
- Leaders have secured a positive, welcoming vibe and inclusive atmosphere in the early years. Children enjoy a great deal of fun and merriment throughout the day due to the infectious jollity of dedicated staff. This results in a pleasant hubbub of happiness.
- Adults are immensely caring and extremely welcoming. Staff know and listen to each child carefully. Any little hurts or worries are expertly soothed and smoothed. Adults make sure that children have their undivided attention and feel well looked after. Consequently, children feel valued and respected as individuals.
- Children behave well. They listen respectfully to adults and respond to instructions and requests politely and usually promptly. Children get along well with one another and demonstrate good skills of sharing and cooperation.
- Staff have strong relationships with parents and the wider community. They ensure that communication is effective, regularly seeking information from and the opinions of key partners such as pre-school colleagues and health workers. Staff are vigilant and diligent in their duties to protect pupils from harm. Welfare requirements are met effectively.
- Parents are vehement in their praise for the early years staff and provision, asserting that their children 'love every minute', 'grow in confidence' and are taught 'in a safe, welcoming environment'. Parents also feel that any concerns are 'dealt with quickly, sensitively and effectively' by staff who are 'approachable and flexible'.
- At times, some of the most able children or those with typical skills, lack challenge in their learning and some areas of provision. This results in a slowing of children's progress as they have fun but learn little.

## School details

Unique reference number	121371
Local authority	North Yorkshire
Inspection number	10047416

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	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	85
Appropriate authority	The governing body
Co-Chairs	Chris Ring and Kate Green
Headteacher	Neil Clark
Telephone number	01609 881398
Website	<a href="http://www.appletonwiske.n-yorks.sch.uk">www.appletonwiske.n-yorks.sch.uk</a>
Email address	<a href="mailto:admin@appletonwiske.n-yorks.sch.uk">admin@appletonwiske.n-yorks.sch.uk</a>
Date of previous inspection	16–17 January 2014

## Information about this school

- This is a much smaller than average-sized primary school.
- The proportion of pupils supported by the pupil premium is much lower than the national average.
- All pupils are of White British heritage. There are no pupils for whom English is an additional language.
- The proportion of pupils who have SEN and/or disabilities is broadly in line with national averages.
- The school offers a breakfast club and an after-school club for pupils.
- At the time of the inspection, the school did not meet requirements on the publication of information about its curriculum on its website.

## Information about this inspection

- Teaching and learning were observed across classes and key stages. The large majority of observations across both days of the inspection were conducted jointly with the headteacher.
- Meetings were held with the headteacher, subject and middle leaders, as well as governors, including the co-chairs of the governing body.
- I listened to pupils read, scrutinised their work and talked with pupils during lesson observations. The views of pupils were also considered during more formal discussions. No pupils responded to Ofsted's pupil questionnaire.
- A wide range of the school's own information and documentation was studied, including the self-evaluation, improvement plans and records of the checks made on teaching and learning. Information about the performance management of staff and safeguarding practices was also examined, alongside policy documentation.
- The opinions of staff were taken into account via the 12 responses made to Ofsted's questionnaire and through formal and informal discussions.
- I talked with some parents face-to-face during inspection. The views expressed by 23 parents in the Ofsted questionnaire, Parent View, were considered and the 24 parents' comments communicated via free-text were also examined.

## Inspection team

Fiona Manuel, lead inspector

Her Majesty's Inspector

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