

Inspection of Applegarth Primary School

Upwell Road, Northallerton, North Yorkshire DL7 8QF

Inspection dates: 13 and 14 September 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Applegarth Primary School is the hub of the local community. Pupils are safe and happy. They are proud of their school. There are high expectations for behaviour and learning. Staff model the behaviour that they expect of pupils. Pupils behave well. They are respectful and kind. Bullying is very rare. Pupils feel confident about reporting concerns. Teachers address any falling out effectively.

The school's curriculum is generally well considered. Most pupils remember what they study. Skilled staff provide effective support for pupils with special educational needs and/or disabilities (SEND).

The school has its own on-site outdoor learning area. This resource is used well. For example, children in the early years have weekly opportunities to learn and explore in the forest school setting. Sessions in this area reinforce what children learn in the classroom. Children also develop social skills when they work together to solve problems.

What does the school do well and what does it need to do better?

The school has designed a broad and ambitious curriculum that draws on the local context. In most subjects, this curriculum is well established. Where this is the case, subject leaders have set out precisely what pupils will learn. Teachers deliver the curriculum in line with the school's expectations. Pupils enjoy and remember what they study. In a couple of subjects, the curriculum is being redesigned. Where this is the case, pupils' learning is less secure. Staff check pupils' understanding. They usually address any misconceptions that pupils have.

The school meets the needs of pupils with SEND, including those with a high level of need. Teachers know how to support pupils with SEND. They receive helpful information about pupils' individual needs and targets. The school checks that interventions for pupils with SEND are working. Reviews are carried out regularly.

Children in the early years get off to a good start. Staff are skilled in helping children learn new vocabulary. Children gain the knowledge they need for their next stage of learning. Most activities are well thought through. Staff teach children to understand feelings and form healthy friendships. Children quickly get into routines that help them feel comfortable in their new school.

The school prioritises reading. Most pupils learn to read quickly. Staff teach the phonics scheme effectively. They check pupils' knowledge and pronunciation. Pupils become more fluent readers. They are motivated to earn different rewards for reading, such as the weekly book bags. Most pupils enjoy reading. Staff give daily keep-up sessions for pupils who need more support with reading. This makes sure that pupils stay on track.

Pupils understand the school's high expectations for their behaviour. Pupils are keen to learn. They are supportive of each other in lessons. A small number of pupils need extra support to help them behave well. They are getting the help they need. The school has improved pupils' attendance through a range of strategies. Staff work well with other agencies to achieve this.

The school provides a wide range of enriching activities for pupils. These include numerous clubs covering various sports, as well as activities such as crochet, yoga, choir and construction. There are a wide range of educational visits. Older pupils can take part in residential trips. The school has developed strong links with the local community. Community members come into school to talk about their jobs and about local history. Pupils use the local community garden and the public library. Pupils develop their character and confidence as they take on responsibilities, such as becoming a pupil ambassador or joining the school council. They also have many opportunities to read and perform in front of audiences.

Leaders support staff well. The school is outward looking and seeks opportunities to help staff develop. Subject leadership is strengthening. Governors know the school well. They support and challenge school leaders to continually develop the school. Parents are very positive about Applegarth Primary.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, some strands of the curriculum are not fully developed. Pupils' knowledge of these aspects is less secure. The school should continue to develop the curriculum so that there is consistency within and across all subjects.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	121308
Local authority	North Yorkshire
Inspection number	10290076
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	270
Appropriate authority	The governing body
Chair of governing body	Reverend Claire Soderman
Headteacher	Justin Peoples
Website	www.applegarth.n-yorks.sch.uk
Date of previous inspection	14 March 2018, under section 8 of the Education Act 2005

Information about this school

- A new headteacher took up post in September 2019.
- The school makes use of one unregistered alternative provider.
- There is a governor-led nursery on site, which children attend from age three.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector held several meetings with the headteacher during the inspection.

- The lead inspector met with seven members of the governing body and a representative from the local authority.
- Deep dives were carried out in these subjects: early reading, mathematics, physical education and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and, where appropriate, looked at samples of pupils' work.
- An inspector observed pupils reading to a familiar adult.
- Inspectors spoke to pupils formally and informally about their learning and experiences at school. An inspector also spoke to parents as they dropped their children off at the school gate.
- Safeguarding documentation and records for behaviour and attendance were checked.
- Inspectors observed pupils' behaviour throughout the school day, including during lesson visits and at breaktimes and lunchtimes. Inspectors spoke to groups of pupils about their views on behaviour and the wider experiences they receive at school.
- Inspectors reviewed the parental responses received through the Ofsted online questionnaire, Ofsted Parent View, including free-text responses. Inspectors also considered the responses received through Ofsted's staff questionnaire and the responses to Ofsted's pupil questionnaire.

Inspection team

Zoe Helman, lead inspector	His Majesty's Inspector
John Lucas	His Majesty's Inspector
Joanne Shaw	Ofsted Inspector

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