

Appleton Primary School

Inspection report

Unique Reference Number	117713
Local Authority	Kingston upon Hull City of
Inspection number	339058
Inspection dates	23–24 September 2009
Reporting inspector	Rajinder Harrison

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	262
Appropriate authority	The governing body
Chair	Mr John Smith
Headteacher	Mrs Mary Langton
Date of previous school inspection	8 February 2007
School address	Appleton Road Hull HU5 4PG
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons, and held meetings with governors, staff and groups of pupils and parents and carers. The inspectors observed the school's work, and looked at a range of documents, including school policies, the school's development plan, monitoring records, analyses of pupils' attainment and progress and reports from visits of the local authority. Inspectors analysed 75 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress of current pupils, particularly in Key Stage 2
- the quality of teaching and the curriculum, especially the provision for writing
- the school's assessment and tracking procedures to support teaching
- pupils' personal development
- the effectiveness of the school's monitoring and evaluation procedures and the extent to which governors are involved in these activities.

Information about the school

This is a larger than average-sized primary school. Most pupils are of White British heritage. Of the few that are from other ethnic origins, three are at an early stage of learning English. The school has a below average proportion of pupils who have special educational needs and/or disabilities.

There are two classes in the Early Years Foundation Stage. Children in the Reception class attend full time. Of the 43 children in the Nursery class, 11 attend full time and the others attend part time.

The school holds the Basic Skills Quality Mark for the promotion of literacy and numeracy skills and the Healthy Schools Award.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Pupils' above average attendance, good behaviour, adoption of healthy lifestyles and considerable contributions to the community reflect their willingness to learn. However, provision is inadequate because the teaching is not good enough to ensure that pupils make adequate progress. Provision for children in the Early Years Foundation Stage is inadequate because procedures to safeguard their welfare are inadequate and the activities children undertake often lack challenge and purpose. The school's leadership and management are ineffective in ensuring that all pupils achieve their potential and that the procedures to check on every aspect of pupils' well-being are robust.

Improvement since the last inspection is inadequate: standards were above average at that time and are now low.

Pupils make satisfactory progress and their attainment by the end of Year 2 is average. Very few attain above expected levels because teachers' expectations are insufficiently high. The rate of progress declines at Key Stage 2 so that by the end of Year 6 pupils' attainment is low, particularly in English. Particular weaknesses include: the development of pupils' language skills; too few opportunities for independent work; uninspiring teaching; and inappropriate levels of challenge in many lessons. School data confirm that pupils currently in Years 4 to 6 have made inadequate progress in relation to their performance in Year 2. Despite interventions to remedy this over the last three years, the decline in pupils' attainment has not been arrested. Through additional support, pupils with special educational needs and/or disabilities and those new to learning English make satisfactory progress.

A satisfactory curriculum, with an extensive range of interesting activities to enrich learning, provides teachers with the framework they need to support lesson planning. However, the school's efforts to improve teaching have been ineffectual. Despite some examples of good teaching, teachers make too little use of assessment information to match work to pupils' needs. Furthermore, expectations of the higher attainers are low which results in all pupils undertaking the same tasks, regardless of their ability. Subject leaders fail to check that pupils build successfully on what they can already do. As a consequence, many pupils do not develop the important skills required to prepare them adequately for the future.

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The headteacher and other staff provide a calm, caring environment but the school's self evaluation of its effectiveness is over-optimistic. The school is good at supporting individual pupils who face social and emotional difficulties. Parents are very positive about the school's supportive ethos. However, safeguarding procedures are incomplete, making arrangements for care, guidance and support inadequate. The school fails to achieve the targets it sets itself because it does not focus directly on raising achievement and the monitoring of teaching and learning is insufficiently robust. Senior managers identify accurately when pupils fall behind but do not ensure that all teachers plan the right work for pupils. Governors, although supportive, have a limited role in checking the school's performance and driving improvement. They do not carry out their statutory responsibilities to secure safeguarding and do little to promote the school's links with communities further afield than the local area. In light of these significant shortcomings, leaders and managers do not demonstrate the capacity to make the improvements required to raise pupils' achievement.

What does the school need to do to improve further?

- Ensure that safeguarding procedures are secure.
- Raise pupils' attainment at the end of Year 6, particularly in English, by:
 - ensuring that teachers use assessment to support their planning
 - giving pupils more opportunities to write freely and at length
 - making lessons more challenging, particularly for the more able.
- Ensure that leaders and managers take swift and effective action to drive school improvement by:
 - rigorously monitoring the school's work, particularly teaching and learning
 - holding all teachers to account for the progress of pupils in their classes
 - involving fully governors in monitoring and evaluating
 - promoting pupils' understanding of diverse communities.
- Improve provision and leadership and management in the Early Years Foundation Stage by:
 - ensuring that children's welfare is secure
 - planning challenging and purposeful activities to extend children's learning, particularly in literacy and numeracy
 - ensuring that assessments are accurate and reliable to inform future planning.

Outcomes for individuals and groups of pupils**4**

By the end of Year 2, pupils' attainment in reading, writing and mathematics are broadly average although pupils' skills are generally stronger in numeracy than in literacy. Pupils make satisfactory progress in Key Stage 1 but they make inadequate progress in Key Stage 2. As early as the end of Year 3, a significant minority of pupils fall behind their

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expected targets. By Year 6, a significant proportion of pupils perform below their ability, particularly in writing. Underachievement results in pupils' below average attainment in mathematics and science. Pupils' attainment in English is low because there are too few opportunities for them to develop confident and independent writing skills or acquire a wide vocabulary. Pupils who need additional help with their learning receive the support they need to make satisfactory progress.

Pupils attend regularly because they like school. They enjoy learning but they report that some lessons are not interesting. They say they feel safe at school and are confident they can raise any concerns with staff. Pupils form good relationships, behave well and show respect for others by listening attentively. In lessons, too many pupils lose interest and become distracted when not actively involved or excited by their learning but they rarely cause disruption. Pupils have a good understanding of why it is important to eat healthily and take regular exercise. Many take advantage of the healthy breakfasts and dinners provided by the school. Pupils are enthusiastic about cooking and attend many sports clubs. The school council plans social events. Pupils are involved in a number of community initiatives such as recycling, and 'growing your own'. Their spiritual, moral, social and cultural development is satisfactory. Pupils express a sense of wonder as they watch things grow and learn about the natural world. They enjoy residential visits and adopt a mature attitude when looking after younger pupils. With few opportunities to explore and experience the rich diversity of cultures and traditions of communities different from their own, pupils' understanding of the world in which they live is inadequate.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<p>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</p> <p>Taking into account: Pupils' attendance¹</p>	4
	2
<p>The extent of pupils' spiritual, moral, social and cultural development</p>	3

How effective is the provision?

The quality of teaching is inadequate because it is too variable. While a number of lessons seen during the inspection were satisfactory and better, a few were inadequate. Over time this variability results in pupils making slow progress. Typically, effective lessons provide opportunities for pupils to discuss their ideas. Pupils respond enthusiastically to practical tasks and enjoy exploring and discovering for themselves. For example, dressing up as young Victorians was a purposeful and exciting activity with lasting impact. Teachers make effective use of information and communication technology to present information but time for questioning is too brief for most pupils to contribute purposefully. Many lessons lack pace and challenge. Teachers' expectations of pupils are not high enough partly because they take too little account of pupils' prior attainment. Teachers often concentrate on lengthy, uninspiring presentations and devote little time to assessing pupils' understanding. As a consequence, pupils become inattentive, lose interest and have insufficient time to successfully complete tasks. Support for pupils who need additional help with their learning is satisfactory, although these pupils struggle to participate confidently in some lessons.

The curriculum provides a rich programme of extra-curricular activities, including numerous visits and visitors who bring aspects of learning alive. Pupils use computers regularly to research topics. Many after school clubs help them extend their skills and interests. A good programme of personal, social, health education ensures that pupils understand the dangers of drug abuse, for example, and how to stay safe. Modified plans and resources enable pupils who need additional support with their learning to achieve successfully. Themes effectively link subjects, including French, to help pupils make better sense of their learning. Even so, pupils have too few opportunities to work independently, particularly on extended writing tasks to increase their fluency and confidence in literacy. Curricular links with partner secondary schools are inadequate to support pupils' preparation for the next stage of their learning.

Pastoral care is good. Staff respond promptly if individuals need help. Parents and carers praise the school for the friendly and supportive way it deals with family issues and say they are happy with the way their children settle. The family link worker ensures good links with external agencies and pupils who need specific help quickly receive the right support. Most health and safety procedures are sound, but the shortcomings in safeguarding procedures in the Early Years Foundation Stage compromise pupils' well-being.

These are the grades for the quality of provision

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	
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The quality of teaching Taking into account: The use of assessment to support learning	4
	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	4

How effective are leadership and management?

The school works hard to involve parents and carers in supporting their children's learning. Partnerships with others, for example local secondary schools, are less effective. School leaders have not done enough to promote pupils' experience and understanding of diverse communities in this country and abroad.

The school is not ambitious in its drive to improve standards and ensure that all pupils achieve equally well. Leaders and managers at all levels have not taken the prompt and rigorous action required to raise the performance of pupils or improve the quality of teaching. This omission has led to pupils' underachievement and a decline in the quality of teaching since the last inspection. Monitoring and evaluation procedures are weak at all levels. Leaders have failed to identify significant weaknesses in teaching, particularly teachers' inadequate use of assessment data to plan work matched to pupils' needs. Furthermore, not enough has been done to hold all teachers to account for pupils' progress in each class. The actions that the school has taken to improve provision have not arrested the decline in standards. Governors have not questioned or challenged sufficiently the information provided by senior leaders regarding pupils' progress and standards, and they have not ensured robust safeguarding procedures.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	4
	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	4
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	4
The effectiveness with which the school promotes community cohesion	4

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The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children start school with knowledge and skills that are below the levels expected for their age. They enjoy being at school and make satisfactory progress. However, there are insufficient well-planned, exciting and challenging activities to help children learn and develop to their full potential. By the end of the Reception Year children have the knowledge and skills typical at this age, particularly in early literacy and numeracy.

Children enjoy school and form good relationships. Planned activities fail to build on previous learning and lack purpose and challenge. There are too few opportunities for children to explore and investigate independently. Furthermore, staff do not ensure that all children experience a broad curriculum. Children respond well to adult-led activities but these experiences fail to promote children's speaking and listening. As a consequence, literacy and numeracy remain weak by the end of the Reception Year. Children make satisfactory progress in other areas of learning. They are keen to learn and try hard. Good relationships between home and school benefit all children, particularly those who are less confident. Children who need specific help are supported sensitively. Parents and carers are delighted at how quickly their children settle in.

Leadership and management are inadequate. Assessment data are unreliable and staff make limited use of the information to secure their planning. While school data suggest that at the end of their Reception Year, most children are learning at levels expected for their ages, this achievement is not reflected in the performance of pupils at the start of Year 1. Welfare arrangements are inadequate. Routines such as washing hands before eating a snack are not reinforced consistently. The learning environment, particularly the outside area, is dull and unimaginative and there are safety issues, for example when children ride wheeled toys in confined spaces. Inadequate resources and a general lack of creativity stop provision from being vibrant, challenging and exciting for children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	4
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	4
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	4

Views of parents and carers

Parents and carers are very positive about the school. They report that the school is friendly and supportive, especially of children who have special educational needs, and

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that their children enjoy school. They are particularly positive about the caring ethos and the fact that they feel their children are safe in school. They say staff are very approachable and that parents and carers are kept well informed and are encouraged to be involved in their children's learning. They believe that teaching is good and their children make good progress.

Inspectors agree that children enjoy school. One or two parents and carers indicated in their comments on the questionnaires that they had concerns about children's behaviour. The inspectors found that behaviour is generally good.

Inspectors do not agree that teaching is good and that the school is led and managed well. Children are not achieving as well as they should and leaders and managers are not doing enough to address this.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Appleton Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 75 completed questionnaires by the end of the on-site inspection. In total, there are 262 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	69	23	31	0	0	0	0
The school keeps my child safe	50	67	25	33	0	0	0	0
The school informs me about my child's progress	38	51	36	48	1	1	0	0
My child is making enough progress at this school	37	49	34	45	2	3	0	0
The teaching is good at this school	46	61	29	39	0	0	0	0
The school helps me to support my child's learning	36	48	36	48	1	1	0	0
The school helps my child to have a healthy lifestyle	43	57	30	40	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	44	37	49	1	1	0	0
The school meets my child's particular needs	36	48	37	49	2	3	0	0
The school deals effectively with unacceptable behaviour	36	48	34	45	4	5	0	0
The school takes account of my suggestions and concerns	35	47	38	51	1	1	0	0
The school is led and managed effectively	46	61	29	39	0	0	0	0
Overall, I am happy with my child's experience at this school	53	71	22	29	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



25 September 2009

Dear Pupils

Inspection of Appleton Primary School, Hull, HU5 4PG

Thank you for making us welcome and for being so friendly and polite. We enjoyed talking with you. You explained how you enjoy school, particularly the many clubs you can join, and that you like being with your friends at school. We enjoyed seeing some of you dressed up as Victorians especially as you seemed to learn so much from the experience. We were pleased to see so many of you enjoy a healthy breakfast and lunch.

While some things, like your behaviour, are good, the school needs extra help to improve so that you achieve more, especially in Key Stage 2. We have asked the headteacher, other staff and governors to do a number of things to improve the school. The school should:

- help you achieve higher standards in all your subjects, particularly English: teachers should give you more challenging work and build on what you can already do and they should give you more opportunities to write
- provide better facilities and more exciting opportunities for children in the Nursery and Reception classes to explore and learn safely and quickly; and encourage you to talk more to help you improve your skills in literacy and numeracy
- make sure that the adults who manage your school have done everything they should to keep you safe at all times
- keep a close check on how well you achieve in every class and do more to help you understand how other communities differ from yours.

These improvements need to happen as quickly as possible. This is why your school will have extra help. Inspectors will come back regularly to check on the progress being made. There are things you could do to help too. For example, you could make sure you ask for harder work if it is too easy.

Thank you once again for helping the inspectors.

Yours sincerely

Rajinder Harrison

Lead Inspector

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