

# Appleby Primary School

## Inspection report

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<b>Unique Reference Number</b>	112408
<b>Local Authority</b>	Cumbria
<b>Inspection number</b>	337925
<b>Inspection dates</b>	29–30 June 2010
<b>Reporting inspector</b>	Brian Dower

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

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<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	284
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Caroline Howard
<b>Headteacher</b>	Mrs Rachel Pearson
<b>Date of previous school inspection</b>	18 January 2007
<b>School address</b>	Station Road Appleby-in-Westmorland Cumbria CA16 6TX
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## Introduction

This inspection was carried out by three additional inspectors. They visited 13 lessons and observed 10 teachers. They held meetings with the chair of governors, staff and groups of pupils, and there was a telephone conversation with a representative of the local authority. They observed the school's work, and looked at a range of documentation, including monitoring and assessment records, pupils' books and files, minutes of governors' meetings, school improvement planning and curriculum and lesson plans. One hundred and five questionnaire returns from parents and carers were analysed, together with 19 from staff and 76 from pupils.

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

- pupils' current progress and the level of their basic skills
- the use of structured learning activities in lessons to challenge all groups
- the ability of pupils to work independently
- the extent to which the curriculum broadens pupils' education and adds to their enjoyment of school
- the extent to which the care and support afforded pupils breaks down any barriers to their learning.

## Information about the school

The school is larger than the average primary school. The proportion of pupils known to be eligible to free school meals is below average; that of pupils with special educational needs and/or disabilities is average. The vast majority of pupils are White British. Very few are from minority ethnic backgrounds.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

This is a good school. Pupils enjoy school. All groups, including those with special educational needs and/or disabilities and the very few pupils from minority ethnic backgrounds, learn well in lessons and make good progress. This has resulted in their attainment rising to above average by the end of Year 6.

Pupils say they feel safe and secure and that everyone gets on well together. They eat healthily in school and take full advantage of the wide range of physical activities offered in the curriculum and after school. The older pupils take on responsibilities, helping to care for the younger ones. All are involved in the life of the local community and their understanding of global issues is good for their age. The school council has been active in securing better playground equipment and in reviewing school rules. Behaviour is good. Bullying is rare and pupils say that when it does occur it is dealt with quickly and effectively. Attendance rates are above average and punctuality to school and lessons is excellent. Pupils' spiritual, moral, social and cultural development is good.

Teaching and the use of assessments to support learning are good. Teachers ensure pupils understand how well they are doing and what they have to do to improve. They make excellent use of a range of questioning skills to get pupils thinking through problems for themselves. Working relationships between staff and pupils are good. Although good practice was seen, inconsistencies remain in the use of time, in the precision of learning objectives and in providing opportunities for all pupils to improve their speaking skills. The curriculum is good because it is structured to meet the needs of all and a wide range of popular enrichment activities add to pupils' enjoyment of school and their understanding of the world around them. All pupils progress well because good quality care, guidance and support ensure barriers to learning are removed.

The school's self-evaluation is accurate and appropriate plans are in place to take the school forward. Improvements have been driven by the strong leadership and management of the headteacher and her senior team. As a result, there is a sense of purpose and common endeavour. Staff are committed to the pupils' welfare and success. The school gives good value for money. The track record of change and success under the current leadership is impacting well on pupils' improving attainment overall and shows that the school has a good capacity to build on what has already been achieved.

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

- Improve the quality of teaching and learning across the school by:

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Please turn to the glossary for a description of the grades and inspection terms

- ensuring that lessons get off to a quick start, that teachers' explanations are not too lengthy and that time is given at the end of lessons for pupils to reflect on what they have learnt
- ensuring that there is a planned and consistent approach to developing the speaking skills of all pupils
- making sure learning objectives are clearly defined and understood by all pupils at the start of every lesson.

**Outcomes for individuals and groups of pupils**

**2**

Pupils talk enthusiastically about their work and the many activities they participate in outside the classroom. They work well together and are sensitive to the needs of others. Most are confident and self-reliant and can work independently. A small minority of pupils lack confidence when called upon to speak about their work to the class.

Pupils know right from wrong and understand the consequences of their actions. They are aware of the diversity of British society and also what it is like to be a pupil in a school in Africa from the well-established links with a South African school. Spiritual development is good because pupils reflect on their relationships with each other and the world around them.

After past inadequate achievement, attainment rose to average in 2009 and improved further this year because of rigorous monitoring of pupils' progress and early intervention when weaknesses became apparent. In mathematics, for example, the proportion of pupils working at Level 4 and the higher Level 5 is greater than that normally seen. The range and quality of writing in pupils' books show a similar picture of higher than expected attainment in English. Pupils' learning is broadly based. For example, they know how to access source material in history and analyse data in geography. The quality of their art work is good and they participate enthusiastically in sporting and cultural activities. Pupils have good literacy, numeracy, and information and communication technology skills and use them well across the curriculum. They are well prepared for the next stage in their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2

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

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>
	<b>2</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teachers use assessments well to plan challenging and interesting learning activities, although occasionally, the learning objectives for lessons lack precision. They and the teaching assistants have a good understanding of the barriers to learning which might arise, and work effectively to remove them. In lessons, they monitor progress carefully and give timely help when misconceptions arise. Exemplary marking was seen in pupils' books, showing how pupils could move up a level. Teachers sometimes miss opportunities to give the small minority of hesitant speakers the time to reflect and order their thoughts before speaking about their learning. There are occasions when pupils are kept too long listening to the teacher before getting down to learning activities or when insufficient reflection time is allowed in lessons for them to consolidate their learning.

The well-planned curriculum is enhanced by the partnership arrangements with the secondary school to broaden provision, particularly in modern foreign languages, music, physical education, history and science. The wide range of extra-curricular activities, residential experiences and visitors to the school add further interest and enjoyment to pupils' education. The care, guidance and support pupils receive account for the good progress the potentially vulnerable pupils make academically and in their personal development. Effective links with outside agencies supports the work of the school in this.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	<b>2</b>
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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## How effective are leadership and management?

Leaders and managers at all levels have been highly effective in raising attainment. Their focus has been on improving the quality of teaching and learning. Accurate assessments, challenging performance targets and rigorous monitoring of progress have raised the bar on what pupils can achieve. Development planning is focused on addressing the inconsistencies in provision and speeding the pace of learning further. Adults are ambitious for the school's success. The improvements already noted are testimony to their commitment to equality of opportunity for every boy and girl. They understand the religious, ethnic and social characteristics of the community the schools serves. The curriculum and pastoral provision have a positive impact on community cohesion within school and beyond. Partnerships with other institutions and services and the support given by voluntary helpers add to the quality of education the school provides. Governors are well informed about the school's strengths and what is needed to secure further improvements. They ask the right questions as well as providing support and encouragement. Safeguarding procedures are effective. Safe working is evident in daily routines and risk assessments are carried out when appropriate for practical activities and trips out of school. Health and safety audits are undertaken on a regular basis.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

The Early Years Foundation Stage provides children with a good start to their education.

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Please turn to the glossary for a description of the grades and inspection terms

They enter Nursery with skills similar to those expected for their age, apart from their language and communication competencies which are less well developed. Adults are supportive and encouraging, and children settle quickly and happily. They are well cared for and their safety and well-being are paramount. The provision is well managed. The curriculum is planned effectively to cover all areas of learning, with good opportunities to develop imaginative and structured play both indoors and in the impressive outdoor area. Children's personal development is rapid and they quickly learn to play and work together harmoniously. This is because staff are very good role models and have high expectations of them. The teaching of language, communication, social and problem-solving skills has a high priority. Children make up for any weaknesses in these areas and start Year 1 with broadly average attainment. Assessment is thorough and accurate and there are effective systems in place for tracking progress. Appropriate improvement priorities are in place to speed children's development. Close links with outside agencies ensure that potentially vulnerable children receive the support they need. The partnerships with parents and carers enable them to support their children's learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Questionnaire returns were received from almost half of the families whose children attend the school. The overwhelming majority of these returns were supportive. There was one issue which concerned a small minority of parents and carers and that related to class groupings. They felt that they did not understand the criteria used for placing children and that changes were made to such placements when representations were made to the school. The issue was raised with the senior management. There had been only two changes to placements after families had been informed and these resulted from a review of those pupils' academic needs and a realisation that the original placements were wrong. The inspection accepts that change was made on educational grounds and not as a result of parental pressure.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Appleby 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 105 completed questionnaires by the end of the on-site inspection. In total, there are 284 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	41	58	55	1	1	2	2
The school keeps my child safe	45	43	53	50	6	6	1	1
The school informs me about my child's progress	24	23	73	70	5	5	0	0
My child is making enough progress at this school	32	30	66	63	6	6	1	1
The teaching is good at this school	37	35	60	57	3	3	1	1
The school helps me to support my child's learning	26	25	72	69	2	2	0	0
The school helps my child to have a healthy lifestyle	28	27	69	66	6	6	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)	37	35	50	48	7	7	2	2
The school meets my child's particular needs	29	28	65	62	4	4	0	0
The school deals effectively with unacceptable behaviour	28	27	55	52	10	10	3	3
The school takes account of my suggestions and concerns	25	24	65	62	4	4	1	1
The school is led and managed effectively	30	29	59	56	6	6	0	0
Overall, I am happy with my child's experience at this school	39	37	57	54	2	2	1	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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



1 July 2010

Dear Pupils

Inspection of Appleby Primary School, Appleby-in-Westmorland, CA16 6TX

Thank you for the warm welcome we received when we visited your school. We enjoyed our time with you and were impressed by how hard you are working and your good behaviour. You helped us understand your school by talking openly about your work and your involvement in activities outside of lessons.

We judge that your school provides you with a good standard of education. Attainment is rising rapidly and the older pupils are working at a level which is higher than that normally seen. You understand how well you are doing and what you must do to get better. This means that you are learning to work independently. You also work well in groups, learning from and supporting each other.

You told us how much you enjoy school and that everyone gets on well together. You like your teachers and the classroom assistants because they are always there for you if you have a problem. You show sensitivity to the needs of others through your fund-raising events and you do a lot to help out in school, particularly the buddies who look out for the younger pupils. You clearly have the personal qualities for success when you move on to the secondary school.

There are always things to do to make your school even better. We have asked that teachers give hesitant speakers more time to order their thoughts before they talk about their work. We have also asked that learning objectives are always clear so that you know what is expected of you and that you have less time listening to teachers and more time for getting on with your own work.

You can play your part by continuing to work hard and showing concern and support for each other. Our best wishes to you all and particularly to those pupils who will be leaving to go to the grammar school in September.

Yours sincerely

Mr Brian Dower

Lead inspector

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