

Inspection of Appleton Wiske Community Primary School

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

Inspection dates: 1 and 2 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Appleton Wiske is a caring village school that is well regarded by its community. There are high expectations of all pupils. Pupils are proud of their school and enjoy attending. Pupils say they feel safe and trust the adults to look after them. Pupils understand what bullying is and the different forms it can take. They confirm bullying rarely happens.

Pupils conduct themselves sensibly around school. There is a calm and purposeful atmosphere. Typically, pupils behave well in lessons. Most listen carefully and work hard. They have positive attitudes to learning. Parents praise the school's efforts to develop pupils as responsible and active citizens. One parent or carer represented the views of many when they said, 'Our children have thrived academically and socially at this school.'

There is a strong sense of community. Older pupils read to younger pupils regularly. Pupils play together harmoniously at social times. Pupils with special educational needs and/or disabilities (SEND) are fully integrated into the life of the school.

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

Governors and staff have high expectations of all pupils and an ambition for them all to succeed. Leaders have created a broad, rich and interesting curriculum that supports this ambition.

Leaders have thought carefully about the subject knowledge that is taught and the order in which pupils learn it. This enables pupils to build on prior knowledge. Pupils remember what they have been taught. They could clearly explain why people during the Stone Age lived as they did and how there are similarities and differences between Victorian and modern-day toys. In mathematics, pupils know that their multiplication facts help them to understand fractions. Teachers and pupils use precise subject vocabulary in lessons. This ensures pupils develop accurate knowledge. Teachers check regularly that pupils have learned important knowledge before they teach something new. They successfully adapt the curriculum for pupils with SEND.

The teaching of reading is given high priority. Reading is taught well. All adults receive regular training to teach the school's reading programme effectively. Pupils read books that are well matched to the sounds they know. There is plenty of extra help for pupils who need it. All pupils learn to read fluently by the end of key stage one. Teachers read to pupils every day and pupils really enjoy this.

Subject leaders receive training and support to help them in their role. In some subjects, leaders do not check curriculum practice as well as in others. There are plans in place to make these checks more consistent.

Early years staff are passionate that children get the best start in their formal education. Leaders have ensured that the curriculum prepares children for learning in key stage one. Reception class children are enthusiastic learners. They are busy and interested in the many opportunities that they are given.

The school is a place where pupils work well together. They value each other and respect each other's differences. Pupils say they feel safe because the staff look after them. They know that any adult in school will help them if they have worries. The vast majority of pupils say that bullying does not happen. If it does, then it is dealt with swiftly by staff.

The school has an effective personal development programme. Leaders ensure pupils have access to a wide range of activities and enrichment opportunities. These include cookery, computing and sport. These are well attended. Pupils make an active contribution to their school. They act as road safety officers, e-safety officers, reading ambassadors and members of the school council.

Pupils have a good understanding of the importance of fundamental British values. They show respectful and tolerant attitudes. Pupils told an inspector: 'We are a good team; everybody has the right to be treated with respect.' Pupils are well prepared for life in modern Britain. They understand how to keep themselves healthy and safe.

Governors hold leaders to account effectively. Staff feel well supported by leaders. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular and appropriate training that ensures they can identify pupils who may need help and support. Adults are quick to identify and report any signs that may suggest a pupil is at risk of harm. Staff understand the important role they play in keeping pupils safe. Leaders work effectively with external agencies to provide support to pupils and their families when needed. Recruitment checks on the suitability of staff working in the school are robust.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, curriculum leaders do not check well enough on how the curriculum is implemented. This means that leaders do not have a consistent picture of how effectively their curriculum intentions are put into practice. Leaders should ensure that curriculum leaders have the support and training they need to carry out this aspect of their role effectively.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	121371
Local authority	North Yorkshire
Inspection number	10211678
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	70
Appropriate authority	The governing body
Chair of governing body	Scott Wilson
Headteacher	Neil Clark
Website	www.appletonwiske.n-yorks.sch.uk
Date of previous inspection	15 – 16 May 2018, under section 5 of the Education Act 2005

Information about this school

No relevant changes since the previous inspection.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005. This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, the early years leader and a representative from the local authority. They also met with members of the governing body, including the chair of governors and the vice chair of governors.
- Inspectors carried out deep dives in early reading, mathematics, science and modern foreign languages. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- An inspector met with the school's special educational needs coordinator and checked the quality of support plans for pupils with SEND.
- Inspectors considered the views of 54 pupils and nine staff who responded to Ofsted's surveys. Inspectors also considered the responses from 26 parents to Ofsted's parent survey, Ofsted Parent View.

Inspection team

Melanie Maitland, lead inspector

Ofsted Inspector

Marcus Newby

Her Majesty's Inspector

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