



Allerton Primary School

Inspection Report

Unique Reference Number 131541
LEA North East Lincolnshire
Inspection number 282222
Inspection dates 6 July 2006 to 7 July 2006
Reporting inspector Mrs Lynne Read

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

Type of school	Primary	School address	Allerton Drive
School category	Community		Immingham
Age range of pupils	3 to 11		DN40 2HP
Gender of pupils	Mixed	Telephone number	01469 572368
Number on roll	285	Fax number	01469 572500
Appropriate authority	The governing body	Chair of governors	Mrs Monica Fannon
Date of previous inspection	1 January 2001	Headteacher	Mr Thomas Whitcombe

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Introduction

The inspection was carried out by three Additional inspectors.

Description of the school

This larger than average primary school serves a central area of Immingham, close to Grimsby. Pupils come from a range of backgrounds; the proportion claiming free school meals is around average. When they enter the Nursery, children's development is below that usually seen. The proportion of pupils with learning difficulties and/or disabilities is above average. Most pupils come from White British backgrounds and a few have Caribbean heritage.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Allerton Primary is a good school that provides good value for money. The school's own evaluation was lower than this, largely because it was made before the most recent test results were known, which confirm the improvement in attainment at the school. Parents express great confidence in the school, especially its good communications. Parents' and pupils' views are valued and acted upon and good links with families, schools and agencies bring many benefits to pupils' learning.

Children enter the school with levels of skill which are below average. They are given a good start to their education in the Nursery and Reception classes and make good progress in Years 1 to 6. This year's pupils are leaving Year 6 with results which are better than those seen in most schools. Achievement is good.

The school has particular strengths in the ways it cares for and supports its pupils which result in good personal development and excellent behaviour. Teaching is good throughout the age groups, although advice to pupils on how to improve their work is inconsistent, particularly in English, mathematics and science. Teachers assess progress effectively in science and information and communication technology (ICT) lessons, but the school has no consistent way of checking learning over time in these subjects.

The headteacher provides good leadership and management. However, there is scope to extend the subject managers' role in checking the quality of teaching and learning and in setting expectations of what pupils should learn.

The school has a generally accurate knowledge of its strengths and areas for development. Good improvements have been made since the previous inspection and there is good capacity for the school to improve even further.

What the school should do to improve further

- Improve the quality of advice given to pupils to help them progress in English, mathematics and science.
- Extend the role of the subject managers so they are fully involved in improving teaching and learning in their subjects.
- Develop consistent systems throughout the school for assessing progress in science and computer work.

Achievement and standards

Grade: 2

Achievement is good. This year's test results for the Year 6 pupils are better than those seen in most schools, consolidating an improving trend in attainment that builds well on the average results of 2005. The improvement is largely due to better attainment in writing, which has been a focus of school development over the last year. Children's development varies widely when they enter the Nursery. Overall, it is below average,

especially in terms of their language and communication skills. Children make good progress and by the end of the Reception year most have reached the expected learning goals, although some have not done so in language and literacy. Personal development is a strength in the Nursery and Reception classes and forms a very strong foundation for pupils' later education. By the end of Year 2, results are average and pupils achieve well. Throughout the school, pupils make good progress in the basic skills of reading, writing and mathematics. A good number of pupils are now working at the higher Level 5 in English. For Year 6 pupils, the targets set in English and mathematics have been met or exceeded. Boys' learning has improved well and they progress equally as well as the girls. The school carefully tracks the attainment of all groups of pupils, such as those who have learning difficulties and/or disabilities, or who have special talents. The extra support or challenge they receive as a result means that all groups of pupils, including those of Caribbean heritage, progress equally well in lessons.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good and their behaviour is excellent. Mutual respect between pupils and between adults and pupils provides an ethos where pupils feel safe and enjoy their learning. They are polite and considerate towards one another, working and playing very successfully in pairs and groups.

Current figures for attendance are average overall. They have improved well, especially for the junior pupils whose attendance is now good. Class groups respond very positively to the awards and special treats that encourage regular attendance and good timekeeping.

Pupils' spiritual, moral, social and cultural development is good. Pupils develop an awareness of how to live successfully within families and with friends. They learn to make sense of their experiences through good links with the local church and class discussion times. Pupils are developing a sense of community and are beginning to influence decision making through their elected school council. They are looking forward to developments planned for next year which will give them an even stronger voice and role in the running of the school. They know about, and show good respect for, beliefs and cultures that are different from their own. They are well aware of the benefits of healthy diets and exercise and have a good awareness of how to stay safe.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good and there is some outstanding teaching. Pupils respond very positively to teachers' insistence on high standards of behaviour, accuracy and presentation. Well informed teaching assistants provide good, sensitive support for pupils who need extra help, enabling them to do well.

Teaching and learning in the Nursery and Reception classes are good. Adults provide stimulating activities and the class is a hive of activity where children practise and consolidate the new skills they are taught in class and group sessions. Consequently, they get off to a good start.

The teaching of writing skills has been a focus for improvement throughout the school. Older pupils now write fluently in a range of styles, and for a variety of purposes. Information from teachers' constant assessments is used effectively to plan work so that tasks build well on previous learning. This is especially good in English and mathematics where work is fine tuned to meet individual needs and is a major factor in the good progress seen. Marking is thorough but the systems for advising pupils on how to improve their work in English, mathematics and science are not effective at present.

Curriculum and other activities

Grade: 2

The good curriculum meets the needs of all age groups. Good planning ensures that writing and computer skills are effectively consolidated. Although the school has no library for research work, skills in reading non-fiction texts are well applied in lessons. Pupils with learning difficulties and/or disabilities or those who learn quickly have work tailored to their needs so they do well. The curriculum for the Nursery and Reception children provides very good opportunities for them to explore and investigate, and includes imaginative use of the outdoor area.

The good personal, social and health education programme helps pupils to keep safe and healthy and prepares them well for the future. Pupils benefit from a range of visitors who introduce an extra dimension and fun into learning. For example, an author stimulated boys' interest in writing and one group demonstrating circus skills illustrated how pressure and forces work in science. Good links with other schools provide additional experiences and prepare pupils well for the next phase of their education.

Care, guidance and support

Grade: 2

The school provides good care for its pupils; health and safety issues are given good attention. Problems that are identified are tackled swiftly and further security work due to start next term is an example of the managers' and governors' commitment to ensuring pupils' safety. Effective child protection procedures are in place. Parents commend the standard of care and appreciate the way they are welcomed into school to discuss matters that arise.

Arrangements at lunchtimes and breaks ensure that pupils are well supervised and happily occupied. Pupils say they feel secure and well cared for. Staff make good use of outside experts to provide an all-round approach to care and safety.

Individually, teachers provide useful help and advice for pupils on how to improve their work through oral feedback and comments in marking. However, the school's present system for managing improvement is not completely effective. Each pupil has

a target book which provides advice on how to achieve their learning targets, but it is complicated and ineffective. Teachers are experimenting with simpler ways to guide pupils; some methods seen were good but there is no consistency across school. This affects pupils' progress, particularly in English, mathematics and science.

Assessment and systems for tracking pupils' progress over time are well established in English and mathematics and the information is well used to allocate pupils to teaching groups and to ensure good support or challenge. For example, actions taken to improve writing have been successful in raising standards this year. Pupils' science and computer work is assessed by class teachers but there is no consistent format for recording progress over the term or year. Managers therefore do not have a secure overview of learning in these two subjects.

Leadership and management

Grade: 2

Leadership and management are good. The caring ethos is shared by staff who work enthusiastically to ensure that pupils have equal access to all activities.

The headteacher provides good leadership and is instrumental in maintaining the very good relationships with families and the drive for high standards. Senior managers carry out an effective annual cycle of checking and evaluating provision so that the school knows its strengths and where there is a need for improvement. Subject managers are consulted in this process but do not have enough opportunities to check teaching and learning in classes or to intervene quickly where problems occur. Nevertheless, managers support their colleagues well in giving practical help and advice and in providing resources.

Governors understand the strengths of the school well and have the pupils' interests at heart. Through their links with subject managers and visits to classes, they have a secure overview of standards, achievement and provision. Several are new to the post and are keen to undertake training in order to extend their involvement further. Governance is good and all statutory requirements are met.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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To the Pupils of:

Allerton Primary School

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Immingham

DN40 2HP

10 July 2006

Dear Pupils

Thank you for the very warm welcome you gave to me and my colleagues when we recently visited your school. You gave us some very good help and, in return, I would like to share our findings with you.

Allerton Primary is a very friendly school. Your behaviour is excellent and you take good care of each other. You enjoy interesting lessons, work hard and are making good progress. Your school and families can be very proud of you.

The headteacher and staff work very hard to make sure you are happy. It is good to see the excellent relationships between you and the adults who teach you and we know that you enjoy your lessons. Please thank your parents for sending us the replies to the questionnaire. They are very pleased with all that the school provides.

Your teachers keep very detailed records of your progress in English and mathematics so they can check whether you are all doing as well as possible. It would be good to see a similar system in science and computer work to make sure that you continue doing well in those subjects also. We know that you listen carefully to your teachers when they tell you how to improve your work. However, you find the advice and help in your target books difficult to follow so we have asked your teachers to find a better way of recording your targets so they are easier to understand.

Thank you once again for the interesting conversations we had and for letting us know your views so clearly. There is a great deal about your school of which you and the staff should be proud. Please accept my best wishes for the future.

Yours sincerely

Mrs L Read

Lead inspector