

# Allesley Hall Primary School

## Inspection report

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<b>Unique Reference Number</b>	103656
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	308373
<b>Inspection date</b>	14 November 2007
<b>Reporting inspector</b>	Marion Wallace

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>	Community
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	186
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Norman Wainwright
<b>Headteacher</b>	Patricia Green
<b>Date of previous school inspection</b>	1 September 2003
<b>School address</b>	Winsford Avenue Coventry CV5 9NG
<b>Telephone number</b>	02476 674586
<b>Fax number</b>	02476 672450

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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: 1. the impact of leadership and management at different levels in planning for and bringing about improvements in pupils' achievements and personal development 2. how well provision meets the needs of Key Stage 1 pupils 3. the progress pupils make in Key Stage 2, especially Year 6. Evidence was collected from analysis of the school's data on the progress of pupils and from its self-evaluation, observation of pupils' work, observation of teaching and learning, and discussions with the senior management team, parents and pupils. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

## Description of the school

Allesley Hall is smaller than most primary schools. The proportion of pupils with learning difficulties and/or disabilities is below average. Attainment on entry to Reception is below expectations. Most pupils have attended local playgroups and pre-school groups before they start school. The majority of pupils are of White British background. The percentage of pupils from minority ethnic groups is larger than average but none of these is at the early stages of learning English as an additional language. The proportion of pupils entitled to free school meals is lower than average. The school has gained the Healthy Schools award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. Pupils are enthusiastic learners who greatly enjoy all the school has to offer and appreciate the friendships and 'family atmosphere' of the school. This helps them develop into mature sensitive individuals concerned for the needs of others. High attendance levels also reflect this. Pupils have an outstanding awareness of how to maintain healthy lifestyles. They talk knowledgeably about healthy food, such as the benefits of replacing crisps and sweets for fruit at lunch and break times, and how to be healthy. Pupils' behaviour is exemplary and they have very positive attitudes to their learning. Excellent relationships with adults and each other and strong moral guidance promote an excellent knowledge of safety. Many take part in the cycle training course. They contribute exceptionally well to the school, enjoying responsibility and suggesting ways to help those less fortunate than themselves through fundraising. Pupils feel their views are valued and acted upon, through for example the 'Why not?' and 'Eco friendly' groups who meet regularly to share pupils' views. They also contribute strongly to the wider community and enjoy entertaining senior citizens. Pupils are knowledgeable about caring for their environment and are well prepared for a life in a multicultural community. The quality of teaching is good overall, with some outstanding teaching. A strength of teaching is the way work is matched to pupils' ability and the way questions are used to extend learning. Excellent relationships and generally high expectations contribute to highly motivated pupils keen to tackle challenging work. When teaching is less effective, expectation and challenge are not as sharp for all pupils. Marking is good and target setting exceptionally well developed; consequently, pupils have a clear understanding of how they are doing and what they need to do to improve. The curriculum meets the needs of most pupils effectively and makes a strong contribution to their personal development. Pupils particularly enjoy the good range of clubs, activities, trips and visits that enrich learning. Literacy, numeracy and information and communication technology are used well to support other subjects but links between other subjects are less well developed. The good quality of personal care is another factor underpinning the pupils' growth in self-confidence and their personal qualities. All staff monitor pupils' academic progress very well and intervention strategies to support pupils are very well planned and successfully ensure all groups of pupils achieve well. Leadership and management are good. The head teacher provides extremely effective and clear educational direction. She is respected and well supported by her staff and there is a strong commitment to provide each pupil with the best possible education. The senior leadership of the school is currently below strength but the school is currently in the process of appointing a new deputy head teacher. There is a strong and enthusiastic commitment from everyone to provide each pupil with the best possible education. Monitoring and monitoring pupils' progress throughout the school is exemplary and highlights areas of weakness, usually leading to improvement, as in writing. Governors are well organised, and they challenge and support staff effectively. The school's good organisation, consistency over time, strong, shared vision and impressive monitoring record of continual improvement demonstrate its good capacity to continue moving forward.

## Effectiveness of the Foundation Stage

### Grade: 1

The overall effectiveness of the Foundation Stage is outstanding. Children make excellent progress in the Reception class, and the vast majority reach and some exceed the expected level by the time they enter Year 1. The number of children exceeding the expected level is

increasing each year. The quality of teaching and learning is excellent. Activities are fun and challenging. Questions are used very effectively, which helps to give children confidence and plenty of opportunity to respond and communicate with others. High expectations and an exciting, well planned curriculum that is extremely well matched to the children's needs are contributing to the remarkable progress they make in all areas of learning. Personal aspects of care are extremely strong and this contributes to a very positive start. Relationships are excellent and consequently children make outstanding progress in their personal development. The transition into and out of the Reception class is very smooth because communication is excellent. The Foundation Stage leader has established a very positive learning environment that ensures children make a terrific start to their education. Excellent monitoring information is used well to ensure all children make the maximum progress.

### **What the school should do to improve further**

- Improve teaching and learning in mathematics so that achievement and standards match the high standards achieved in English.
- Extend opportunities for pupils to link learning in different subjects of the curriculum.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

- 15 November 2007 Dear Pupils Inspection of Allesley Hall Primary School, Coventry, CV5 9NG Thank you all very much for welcoming me to your school. I enjoyed talking to you and your teachers and coming to your assembly. I am sorry that I could not spend more time with all of you. I agree with you that Allesley Hall is a good school that is very friendly and caring. These are the things that I found during my visit to your school.
- You get off to a flying start to your education in Reception.
- You achieve well because all adults work very hard to make sure that you reach high standards.
- You all greatly enjoy learning because teaching is good. Lessons and activities are challenging and fun.
- Your behaviour is excellent. You concentrate really well and do your best.
- As you progress through the school you become more aware of the needs of others.
- You enjoy all the extra-curricular activities, trips and visits. These all help to make learning 'fun'.
- You are making good progress with your 'Eco' project.
- Your school cares about you and teaches you extremely well how to keep safe, be healthy and care for others. Your pupil working groups are doing a good job making sure that you all get a say in how to improve your school.
- Your head teacher leads the school extremely well and all the staff work really well together to make sure that the school is an exciting place and they constantly try hard to make it even better than it is. They monitor your progress rigorously and extra help is given to those who need it. What I have asked the school to do next
- Make sure that you make as much progress in numeracy as you do in literacy.
- Plan more links between subjects. You can help the school progress by continuing to work really hard. Thank you for a very enjoyable visit to your school and best wishes for your future. Yours sincerely Marion Wallace Lead inspector