

# Allerton Primary School

## Inspection report

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<b>Unique Reference Number</b>	131541
<b>Local Authority</b>	North East Lincolnshire
<b>Inspection number</b>	328608
<b>Inspection date</b>	12 February 2009
<b>Reporting inspector</b>	Brian Dower

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	284
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Monica Fannon
<b>Headteacher</b>	Mr Thomas Whitcombe
<b>Date of previous school inspection</b>	6 July 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Allerton Drive Immingham DN40 2HP
<b>Telephone number</b>	01469 572368
<b>Fax number</b>	01469 572500

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and the pace of pupils' learning, particularly in the Early Years Foundation Stage and in English and mathematics across the school. They looked at the accuracy of teachers' assessments of work and the quality of the guidance they gave to pupils on how to improve. The inspectors also examined how well prepared pupils were for the next stage of their education and the effectiveness of leaders and managers at all levels in securing improvements in teaching and learning. The effectiveness of the school's efforts to promote community cohesion was also explored.

Evidence was gathered from the school's self-evaluation, nationally published assessment data, the school's records of pupils' progress and standards, observations of lessons and the school's plans for further improvement. Discussions with pupils, staff and governors were held and questionnaires returned by parents were considered. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified. These have been included, where appropriate, in this report.

## Description of the school

Allerton Primary is a larger than average primary school. It serves a community of mixed social and economic characteristics but there are areas of significant deprivation. Pupils are from White British backgrounds. The proportion of pupils eligible for free school meals is similar to that seen nationally; that of pupils with learning difficulties and/or disabilities is well above average. A few pupils are admitted from other primary schools part way through the academic year.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. Standards are above average and pupils' achievement over time is good. They make excellent progress in their personal development and the care and support they receive are exceptional. The school's standing in the community is high.

Children's attainment on entry to the Nursery is below the level expected for their age. By the time they start in Year 1 it is average. There has been a steady improvement in standards at Key Stage 1 over the last two years. The provisional results of the 2008 assessments of pupils in Year 2 indicated they reached average standards, with some pupils exceeding them. The results were significantly better than those attained in 2007 and they show that pupils' achievement in Key Stage 1 was good. The school's own analysis of the provisional 2008 results of the Year 6 tests also show a general improvement on previous years. Overall performance targets were exceeded. The proportion of pupils exceeding the standards expected for 11-year-olds was higher than is normally seen. Attainment in writing was not so high and, although most pupils reached expected standards, there were weaknesses in the structure and accuracy of some pupils' writing. Pupils' overall achievement was good, again an improvement since 2007. The work of pupils currently in Year 6 shows that they are making good progress and justifies the school's view that test results in the summer are likely to be above average. Much of the improvement in progress is down to the consistently good teaching they receive.

Pupils enjoy school, eat healthily and are very active. They say they feel safe and free from bullying. The behaviour observed in lessons and around the school was exemplary. The school is a close knit community where pupils from different backgrounds get on well together. Pupils make a significant contribution to the life of the local community. These links involve extensive charitable activities, music, fairs, theatre visits, and invited speakers and visits away to broaden their awareness of cultural and religious diversity. Pupils understand that with rights come social obligations and they have a keen sense of right and wrong. The citizenship element in the personal, social and health education programme contributes significantly to this growing sense of moral and social responsibility. The result is that the school makes a good contribution to community cohesion. Pupils' social, moral, spiritual and cultural development is excellent. They are well prepared for the next stage of their education because they are confident, self-reliant and able to work independently. They have good overall basic skills, including numeracy and information and communication technology (ICT) skills. Pupils' literacy skills are satisfactory.

Teaching is good and the pace of learning is brisk. Pupils are attentive and keen to learn. The good standard of presentation in books shows the pride they take in their work. They make good use of ICT for independent work and particularly enjoy those lessons where the interactive whiteboard is used to engage them actively in the learning process. They say they like their teachers and learn a lot because lessons are usually interesting and often fun. Teachers have high expectations of pupils and their skilful questioning 'keeps them on their toes'. They monitor progress in lessons carefully and offer individuals timely help if they are getting stuck. Although good practice was seen, there is inconsistency in how effective teachers are in drawing the class together near the end of a lesson to reflect on common strengths and weaknesses in learning. Also, when little time is given to this, pupils are not developing sufficiently the skill of self-evaluation. The breadth and balance of the curriculum are good and pupils enjoy and participate enthusiastically in a wide range of activities outside of lessons.

The care and support given to pupils are outstanding. Skilled and committed teaching assistants play a vital role in this provision. There are a few underachieving pupils who are admitted from other primary schools. They quickly become part of the school community and make excellent progress in their personal development and good progress academically. Vulnerable pupils, those with learning difficulties and/or disabilities and those who are more able reach their potential. Excellent liaison with outside agencies ensures that additional help is always available. Safeguarding procedures are fully in place and risk assessments and health and safety audits are carried out at appropriate times. Academic guidance is good. The school's tracking system is effective and intervention is timely when weaknesses are uncovered. Teachers' marking is excellent. The lesson's learning objective is recorded in pupils' books at the start of each piece of work and the teacher indicates if it has been met and what the pupils must do if it has not. As a result, pupils are clear about how well they are doing and what they must do to improve.

Leadership, management and governance are good. A key factor in the school's success is the strong strategic leadership of the headteacher. He is committed to providing an inclusive and high quality education for every pupil and this vision is shared by all staff and governors. The use of challenging performance targets is one reason why standards are rising. The school has an accurate picture of how well it is doing and appropriate development priorities are in place to raise standards further. The school has the further development of subject leadership as a key priority in the drive to increase the rate of progress. There have been good improvements since the previous inspection in terms of pupils' achievement and the quality of advice they receive on how to improve. The issue of assessing progress in science and computer work has been dealt with and this is now done well. The school is therefore well placed to build on what has already been achieved.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Most children start their education in the Nursery and their attainment on entry is below that expected for their age. They arrive keen to learn but the school's assessments show that their social, language and mathematical development is not as advanced as that normally seen. They make good overall progress throughout the Early Years Foundation Stage and by the time they enter Year 1, their attainment is average. The progress they make in their emotional and social development is excellent. These improvements are because of good teaching, effective support provided by the assistants and regular communication with parents on how well their children are doing. There is an appropriate balance between teacher-directed activities and those that children choose for themselves. Opportunities are sometimes missed, however, to provide learning activities which inspire a sense of awe and wonder in young minds. The Nursery and Reception classes are well led and managed. An extremely warm and caring learning environment has been created where children feel safe and secure. Extensive use is made of the outdoor play area. The overall quality of provision and children's progress are good.

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

- Develop pupils' ability to commit their thoughts to writing logically and accurately.
- Make better use of the time towards the end of lessons to consolidate and evaluate what has been learnt.

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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 capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	2

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	1
The attendance of learners	3
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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## 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	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	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**

13 February 2009

Dear Pupils

Inspection of Allerton Primary School, North East Lincolnshire, DN40 2HP

Thank you for the warm welcome you gave to Mrs Thomas and me when we visited your school. We enjoyed the day we spent with you and only wished we had had more time to see all the interesting things you are doing. Please thank your parents for returning the questionnaires. They were so useful in helping us to understand what is good about the education you are receiving.

We think yours is a good school. Some of the things it provides are excellent, particularly the care and support you receive from your teachers and the teaching assistants. The encouragement you get means that you become confident and responsible young people and the progress you make in your personal development is outstanding. Results in assessments and tests have been rising and, by the time pupils get to Year 6, they are above the standards seen in most other primary schools. Well done for all your hard work. You told us that you like your teachers and that lessons are interesting and often fun. We think that teaching is good and that your teachers and the assistants work hard to do the best for you.

You get good advice on how well you are doing and what you must do to improve. There are times in a lesson when several pupils get stuck on the same thing. We have asked your teachers to spend more time in talking with the whole class on what has gone well in your learning and what could be improved. We know that you are doing well in all your subjects but agree with your teachers that standards in writing could be higher. We have also asked your teachers to make sure that you use punctuation correctly and set out your thoughts clearly.

The school is a safe place for you and you feel valued. Your behaviour is excellent and you are welcoming to those pupils who join from other primary schools. You show respect and consideration for those less fortunate than yourselves and do a great deal for charity. It is good that you eat healthily and take plenty of exercise.

Thank you again for the courtesy you showed us during our visit. Our best wishes to you all.

Yours sincerely

Brian Dower

Lead inspector