

Allerton Bywater Primary School

Inspection report

Unique Reference Number	107983
Local Authority	Leeds
Inspection number	331136
Inspection dates	8–9 July 2009
Reporting inspector	Peter Toft HMI

This inspection was carried out under section 8 of the Education Act 2005; it was also deemed a section 5 inspection under the same Act.

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	207
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
Appropriate authority	The governing body
Chair	Mrs Jean Maskell
Headteacher	Mr Nathan Atkinson
Date of previous school inspection	19 May 2008
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Leeds Road Allerton Bywater Castleford West Yorkshire WF10 2DR
Telephone number	0113 336 8240

Age group	3–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one additional inspector.

Description of the school

This school serves the local community in and around Allerton Bywater, to the south east of Leeds. Most pupils are of White British heritage and a very small number are from minority ethnic groups. All speak English as their first language. The proportion of pupils eligible for free school meals is a little above the national average. The proportion of those with learning difficulties and/or disabilities is average, though the proportion with a statement of special educational need is well below average. Provision for the Early Years Foundation Stage is made in Nursery and Reception classes.

The school was judged to be in need of special measures during its last inspection in May 2008. This was because it was failing to give its pupils an acceptable standard of education and the persons responsible for leading and managing the school were not demonstrating the capacity to secure the necessary improvement in the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

This is a satisfactory school with many good features. It is improving rapidly. Staff morale is high and all contribute well to the ambitious plans to develop the school. The school has very effective procedures for monitoring and managing its performance. Given these qualities, the school has a good capacity to secure further improvement.

In the last year the school has overcome the weaknesses found in the last inspection. The school is now well led and managed. The headteacher and deputy headteacher work very well as a team. They are strongly supported by middle leaders who now play a full part in school management. The governing body has become effective in monitoring the work of the school and ensuring that it develops in the right direction. The school has detailed and effective plans for further improvement, for both the overall development of the school and the curriculum. A very good spirit of cooperation has been cultivated among the staff and there is a high level of interest in continuing to improve the school. Staff at all levels have worked very hard to modernise the provision and a good example of this is the detailed and highly effective procedure now used for assessing pupils' progress. The school has been helped by good external support from the local authority which has been well tailored to specific needs. The school is poised to reorganise its classes so that no class will have pupils in it from more than one year group. This is a sensible decision, providing that it can be adequately funded over the long term.

Attainment has improved and most pupils are currently making satisfactory progress. Standards are now close to average and the school's assessment data indicate that they are set to rise further. This is necessary as some underachievement still exists in English, mathematics and science. This is a consequence of weak teaching in the past and will need time to be fully eradicated. In particular, more able pupils are not always set work that is sufficiently challenging overall and especially in writing. This apart, the teaching is good throughout the school and some is outstanding. Teachers and teaching assistants work well and professionally together and are able to convey enthusiasm for learning to pupils of all abilities. The curriculum provides a satisfactory mix of subjects and enrichment activities. It is to be developed further next year by the greater use of topics chosen to capture pupils' interests. Staff know that they need to ensure that this approach is designed to help pupils to learn effectively within individual subjects as well as within the topics. The school gives very good care, guidance and support and pupils appreciate this greatly. They enjoy their time in school and develop well personally. They are prepared soundly for entry to high school, though there is scope for this preparation to include higher attainment in the basic skills of literacy and numeracy.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children get off to a good start in the Early Years Foundation Stage. They join the Nursery with communication, mathematical and social skills below those typical for their age. They achieve well so that, by the end of Reception, approximately half are working at the levels expected of children this age. Strong relationships support children's development and well-being. Adults take good care of children's needs. This helps them to settle quickly and to make the most of their time. The welcoming learning environment stimulates children's interest

and encourages parents to linger. The six areas of learning are well covered in classrooms and outdoors. There is a good range of resources to meet children's needs. They enter enthusiastically into role-play games. Children listen carefully to instructions and take responsibility for their own resources. Adults develop children's learning well and are particularly effective when asking questions to develop their speaking and listening skills. Teachers and teaching assistants encourage children to extend their independent skills. Nonetheless, there are some missed opportunities to move children on even faster in their learning. On these occasions, adults do not provide children with sufficient challenge and so their rate of learning slows. Children decide for themselves when and where to play and learn. Careful assessment of children's skills when they arrive, coupled with close and regular monitoring ensures that staff have a good understanding of what children know, understand and can do. The good quality of provision identified in the last inspection continues, despite changes to staffing and the current lack of a substantive early years leader. Senior leaders collaborate effectively with local professionals to develop best practice among the Early Years Foundation Stage team.

What the school should do to improve further

- Raise standards in English, mathematics and science to at least the national average, and ensure that more able pupils achieve as well as they should, particularly in writing.
- Raise the level of challenge in the Early Years Foundation Stage where it is sometimes insufficient, to increase the rate of learning.
- Ensure that the programmes of study for subjects continue to be fully covered as the use of topics is developed in the curriculum.
- Manage the budget to ensure that the school is able to fund the new organisation of classes over the long term.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

National Minimum Standards (NMS) to be met to improve social care.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory and standards are rising. Pupils reach standards which are slightly below average in reading, writing and mathematics by the end of Year 2, and in English, mathematics and science by the end of Year 6. A far greater proportion of pupils in each year group now work at the levels expected for their ages. This is helped because the school assesses, monitors and tracks pupils' progress with a far greater degree of accuracy. Senior leaders meticulously analyse this data. As a result, teachers have a clear knowledge of each pupil's strengths and areas to develop. Such detailed and regular assessment ensures that any dips in performance are speedily identified and addressed. Pupils with learning difficulties and/or disabilities achieve well, and some very well, because their needs are carefully assessed and the appropriate support systems are introduced to ensure that they receive the exact support they require. Increasingly, there is more focused provision for pupils with particular gifts and talents, both in and out of school, and this is helping to raise their achievement. Even so, more able pupils do not yet receive sufficient challenge and very few reach the higher levels of which they are capable, particularly in writing, although this picture is improving.

Personal development and well-being

Grade: 2

Personal development and well-being are good throughout the school. Pupils leave as considerate individuals well prepared for the next stage of their education. This is well supported by their positive responses to the ample opportunities they have to take responsibility. These range from carrying out basic classroom and playground duties to representing their peers in the school council. Pupils develop well morally and spiritually as a result of the opportunities provided in the curriculum and as they work and play with each other to consider issues, attitudes and differing points of view. They are given good experiences to help them develop culturally and socially. This prepares them well, for example, to understand the complex cultural make-up of the world at large, though their insight into cultural diversity within our country needs further development. This indicates that the school's contribution to the promotion of community cohesion is limited. Pupils have a good insight into how to live healthily by eating sensibly and taking exercise. They are very keen to learn and have positive attitudes towards the school and the staff. Behaviour is very good and often excellent in lessons and around the school. The school is highly effective in promoting good behaviour. There have been no exclusions in the past year. Pupils enjoy coming to school and this is reflected in their above average attendance. They say that they feel safe and secure when on the premises and that they are valued by the staff and each other. They treat the pleasant building and grounds with care and respect. Most pupils are given good opportunities to make progress, though some of the more able ones are not fully challenged all of the time. All pupils feel fully included in the life of the school. Those with learning difficulties and/or disabilities are well catered for, particularly by the carefully deployed teaching assistants who work very effectively to promote their development. Given the good support for personal development and the improving and near average attainment in the basic skills of literacy and numeracy, pupils are satisfactorily prepared for secondary education and to develop skills to support their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Most lessons are consistently good and an increasing proportion are outstanding. Lessons are fun, which is something the pupils say they particularly like about their school. Teachers are very consistent in their expectations of how pupils behave and lessons are calm and productive. Pupils bring positive attitudes to lessons and persevere well with tasks set. Staff are very creative as they try hard to engage and maintain pupils' interest in their learning. As a result, 'aliens' sometimes visit the school for a 'question and answer session'. Elsewhere, older pupils try, with their most interesting vocabulary, to persuade their class teacher to buy useless objects such as an 'odd sock'. Teachers, teaching assistants and mentors work seamlessly to provide strong teamwork. This supports pupils' achievement very well, particularly those pupils with learning difficulties and/or disabilities. Pupils are becoming increasingly independent learners and this helps to prepare them for successful future learning and work. Parents confirm that they, as well as their children, like the school and feel increasingly involved in their children's learning.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and improving. It gives pupils a balanced coverage of the National Curriculum. A wide range of subjects, topics and activities helps promote learning and personal development. Pupils learn to work and play well with others, to understand aspects of the community outside school, and to take responsibility for their actions. They enjoy the lessons and activities, not least because they are very well planned and organised to help them all, regardless of ability, to participate and succeed. The core subjects of English, mathematics and science are well covered and are supported by a range of other subjects and enrichment activities. Some provision has been made for a modern foreign language but this is not yet included securely enough in class timetables to promote learning throughout Key Stage 2. The school has recently developed the timetables to make better use of time and to make lessons more interesting by organising some of them to cover topics which engage the children. The school has well conceived plans to review and develop the curriculum. In this, it is determined to ensure that subject rigour is retained as teaching is increasingly organised within topics. It also plans to enrich the curriculum further by extending provision for activities and the recent, successful sports day is a good example of the careful way in which it intends to do so.

Care, guidance and support

Grade: 2

Parents confirm the positive comments that pupils make about the school. Pupils say they feel safe and secure. Lunchtime staff maintain the high expectations of teachers both in the dining hall and outside during the action packed lunchtimes. Nutritious meals and regular exercise at break and lunchtimes ensure pupils learn more about how to stay fit. The school meets the current guidelines for safeguarding pupils. Health and safety issues are well monitored and staff receive appropriate training. Mentoring staff ensure that pupils attend regularly and that their individual academic and personal needs are very well met. The school tracks pupils' development assiduously. This helps it to ensure that individual needs are generally well addressed. Teachers mark pupils' work regularly and this usually helps pupils to improve the quality of their work. Pupils have a good understanding of their targets and what they need to do next to improve their work. They are increasingly self-reflective and are also supportive 'critical friends' as they provide praise and development points for their classmates' work.

Leadership and management

Grade: 2

Leadership and management are good. They have improved considerably since the last inspection. The new headteacher has made a flying start. His impact on the school has been good and he has built well on the significant improvements set in train by the previous interim headteacher. He has been well supported in this by the committed and capable deputy headteacher and the middle leaders. A clear view has been created of how the school should develop. This is supported by realistic targets and carefully planned ways of meeting them. The increasingly effective governing body provides an appropriate balance of challenge and support. It has been well supported in developing its ways of working by governors nominated by the local authority, and by the training the authority has provided. The school, in general, has worked closely with the local authority and has benefited considerably from its specialist

guidance. The school's performance is closely monitored by senior staff and overseen by governors, and the tracking of pupils' progress is particularly effective. The school has an accurate understanding of its strengths and areas needing development. Given this, its record of improvement, and its good overall management, it has a good capacity to secure further improvement. Subjects are well managed and coordinators now have ample scope and authority to lead the development of subject teaching and monitor the quality of provision. Classroom management is good, and often excellent. It helps to ensure that lessons run well, are properly resourced, and that pupils are able to take part productively in a range of activities. Teachers and pupils make effective use of computers to strengthen learning. The school is well staffed by conscientious teachers and support staff. They have good opportunities for training and development and this has helped them improve their effectiveness. The school gives a good quality of care and education to all of its pupils, regardless of ability or background. The school has decided to reorganise its classes into single year groups from next term to help raise standards through more focused teaching. Finances are carefully managed and the school recognises that continued careful financial management is essential to ensure resources are available for the intended reorganisation of classes. Classrooms and corridors are pleasant places and their excellent displays promote learning well. The premises are well managed for pupils' health and safety, though a leaking roof has led to some damaged carpets. Day-to-day running is very smooth. The school gives satisfactory value for money.

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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?	3
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?	2
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?	2
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?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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**

Inspection of Allerton Bywater Primary School, Leeds, WF10 2DR

I promised to let you know what we thought of your school after our recent inspection.

- Allerton Bywater is a satisfactory school with many good features. It has improved a great deal in the last year.
- You behave very well and enjoy the interesting lessons and activities.
- You cooperate very sensibly with each other and the staff. In some of the lessons we were very impressed with how well you discussed things with each other.
- You work hard in lessons and your teachers go to great lengths to ensure that you all learn well.
- In the core subjects of English, mathematics and science your work has improved a lot in the last year and we would like you to carry on working hard to improve even more.
- The staff give you very good care and advice, and look after you very well.
- You have an interesting range of subjects to study and activities to take part in. We understand that your sports day went very well, for example.
- The school is well managed. The senior staff and governors are keen for the school to carry on getting better.

To help the school to improve even more I have asked the headteacher and governors to:

- continue to raise standards in English, mathematics and science
- set more challenging activities in the Nursery and Reception classes
- ensure that the new topics being developed for next year help you to learn well in subjects
- ensure that the school is able to carry on in the years ahead with each class being for one year group only.

I wish you all the very best for your future learning at Allerton Bywater.