

Suite 22
West Lancashire Investment Centre
Maple View
White Moss Business Park
Skelmersdale
WN8 9TG

T 0300 123 1231

Text Phone: 0161 6188524

enquiries@ofsted.gov.uk

www.ofsted.gov.uk

Direct T 01695 566934

Direct F 01695 729320

Direct email: gtunncliffe@cfbt.com



22 October 2010

Mr Nicholas Sykes
Headteacher
Chapel Allerton Primary School
Harrogate Road
Leeds
LS7 3PD

Dear Mr Sykes

Ofsted monitoring of Grade 3 schools: monitoring inspection of Chapel Allerton Primary School

Thank you for the help which you and your staff gave when I inspected your school on 21 October 2010, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please pass on my thanks to the Chair of the Governing Body and School Improvement Partner who gave their time to talk to me during my visit.

As a result of the inspection on 21 and 22 October 2008, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made **satisfactory** progress in making improvements and **satisfactory** progress in demonstrating a better capacity for sustained improvement.

Unvalidated data show that standards in English and mathematics are broadly average, as was the case during the 2008 inspection. School records and lesson observations show that pupils' progress has improved since the inspection and there are no longer significant periods when pupils are standing still in their learning. This improved progress has not yet had time to overcome past underachievement and raise standards. More able pupils are making better progress although the school is still working hard to stretch them further. Progress in writing is improving and catching up with the much better progress in reading and mathematics. Pupils enjoy school and their attendance is in line with the national average. Their conscientious approach and settled behaviour makes a significant contribution to their improving achievement.

Pupils' progress is improving because there is a much greater consistency of effective teaching than was the case during the 2008 inspection. Children make a

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strong start in the Early Years Foundation Stage because of the very well planned provision for learning independently and developing language skills. Assessment is used very effectively to match learning activities to children's needs and interests. In Key Stages 1 and 2, the momentum is maintained with stimulating lessons that provide opportunities for pupils to learn from challenging, practical problem-solving activities. Lessons are well planned to meet the needs of all groups of pupils. Teachers are quickly developing their skills in assessing pupils' progress during lessons and changing the levels of support and challenge accordingly. In a minority of lessons, the pace of learning slows slightly because teaching is not sufficiently focused on a single clear objective and some methods for assessing progress yield little useful information. Pupils work very well independently and when collaborating in groups. They use discussion with partners effectively to work out the answers to teachers' questions.

The curriculum has recently been re-designed taking into account the ethnically diverse community, and some of the lessons observed made a significant contribution to community cohesion. In these lessons, pupils demonstrated a growing understanding of issues related to racism and a desire to explore them further.

Since the last inspection the capacity to sustain improvement has increased. The senior leadership team of headteacher, deputy and assistant headteacher has been extended to include a team of five teachers. This wider team is giving strong direction and guidance for the improvements in teaching. Their impact is seen in how committed all staff are to the new ways of working. The school's strategic plan and monitoring schedule provide a clear framework for introducing improvements and checking that they are accelerating pupils' progress. Systems for using data to analyse pupils' progress in each class however, are not yet fully developed. The governing body makes a very strong contribution to planning and reviewing improvements by continually applying the Chair's criterion; 'Does this make the car go faster?'

The local authority provided effective support when it was most needed and, in negotiation with the governing body, correctly gauged the time to withdraw, having assessed that school leaders had developed sufficient capacity to manage their own improvement plan. At the time of this monitoring inspection procedures for safeguarding pupils were found to meet requirements.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

John Rutherford
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in October 2008

- Improve the attainment and progress of the most able pupils, particularly at Key Stage 1, and in writing across the school.
- Improve the quality of teaching so that more is consistently good or better.
- Ensure that all subject leaders are more effective in monitoring and influencing practice to raise standards across the school.