

# Moor Allerton Hall Primary School

## Inspection report

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<b>Unique Reference Number</b>	107915
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	356259
<b>Inspection dates</b>	16–17 February 2011
<b>Reporting inspector</b>	Brian Dower

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	336
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Catherine Mitchell
<b>Headteacher</b>	Mrs Joanne Metcalfe
<b>Date of previous school inspection</b>	19 November 2007
<b>School address</b>	Lidgett Lane Leeds West Yorkshire LS17 6QP
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## Introduction

This inspection was carried out by three additional inspectors. They visited 15 lessons and observed the work of 13 teachers. Meetings were held with parents, groups of pupils, members of the governing body, staff and a representative of the local authority. They observed the school's work and looked at a range of documentation, including curriculum and lesson plans, safeguarding policies and action plans, minutes of the governing body's meetings, development plans, and the school's assessment records. Time was given to the scrutiny of pupils' books from all year groups. Ninety-five parental questionnaire returns were analysed, together with a sample from Key Stage 2 pupils and school staff.

The inspection team reviewed many aspects of the school's work. Inspectors looked in detail at a number of key areas.

- The progress made by pupils from minority ethnic backgrounds and higher attaining pupils.
- The use of assessment information to set suitably challenging and enjoyable learning activities for all groups and so raise attainment.
- The impact of enrichment activities on pupils' enjoyment of learning.

## Information about the school

The school is larger than others of a similar type. The proportion of pupils known to be eligible for free school meals is average. The proportion of pupils from minority ethnic backgrounds is well above average. The proportion of the school's population with special educational needs and/or disabilities is average. There have been significant staff changes recently with the appointment of five new teachers, some of whom are newly qualified. There have also been significant changes in the leadership and management of the school, with the acting headteacher having been appointed only recently. A minority of pupils live some distance from the school. It has a number of awards, including Healthy School status, Artsmark silver and it has achieved the Stephen Lawrence standard.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school. Attainment is low but the rate of pupils' progress is improving securely and quickly in many areas. The progress pupils make and the level at which they achieve in relation to their low starting points are satisfactory..

Behaviour is good and pupils get on well together. There are a few pupils who find difficulty adjusting to routines but they are managed well, particularly by the learning mentors and through the 'Nurture' provision. Attendance rates have been below average but are now at average levels and improving. This is because the school's management has been rigorous and persistent in following through on absences. Pupils say they feel safe and secure in school and their ease of manner and smiling faces show that they are. They have a good understanding of the diversity of society and they show great interest in the many faiths and home languages represented in their school. Participation rates in sporting, artistic and cultural activities are, however, low.

Teaching is satisfactory and improving. There have been improvements in teaching over recent months, evident in the good learning and progress in many of the lessons observed. Staff recognise that there needs to be a greater emphasis on developing pupils' speaking and listening skills but they are not yet using all the strategies at their disposal. In the Early Years Foundation Stage there is not the rapid and secure improvement in learning seen elsewhere in the school. This is because teachers' planning and the use of clear learning objectives for all activities are not well developed. The outside learning area has yet to be exploited fully for independent learning.

Self-evaluation is accurate and all know that the school is at a crucial turning point in its development. All the indications are that the recent improvements in attainment and in learning and progress achieved under interim leadership are secure and that the school has satisfactory capacity to improve further. Accurate and rigorous assessments of pupils' progress in the autumn and early spring confirm this judgement. The governing body realise that the establishment of permanent leadership for the school is a priority. They have effective support from the local authority in planning for this development.

Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Raise attainment across the school by consolidating and building on the recent and rapid improvements in pupils' progress.
- Improve pupils' speaking and listening skills by:
  - - encouraging them to explain how they have arrived at an answer or formed a view

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- - promoting whole-class discussion, where pupils can comment on and challenge what others have to say
- - extending opportunities for pupils to present their work to the class as a whole.
- Speed the rate of children's progress in the Early Years Foundation Stage by:
  - - ensuring that planning covers all six areas of learning in depth
  - - making sure that activities have a clear learning purpose that is understood by the children
  - - exploiting the outside provision fully for children to find out things for themselves.

**Outcomes for individuals and groups of pupils****3**

In the recent past, attainment at the end of Key Stage 2 has been low and achievement has been inadequate. However, attainment is now rising rapidly and progress is improving securely. The quality of the work seen in lessons and in pupils' books show that all groups, including pupils from minority ethnic backgrounds, pupils with special educational needs and/or disabilities and those of high ability, are making at least satisfactory progress. For example, pupils are now writing at length with reasonable accuracy. There are many areas where progress is rapid and secure, for example in Key Stage 1, where pupils show the ability to write complex, as well as simple, sentences. Pupils in Year 6 are on course to attain at average levels in English and mathematics and the more able pupils at the higher levels.

Pupils enjoy their work. The quality of their creative work displayed around the school is impressive, particularly their art work and their imaginative writing. Pupils know right from wrong and have a keen sense of fair play. Their fundraising activities show their sensitivity to the needs of others. The older pupils help to look after the younger ones, for example as buddies and mentors. Many pupils' contribution to the local community is limited because of the distances they have to travel to school. Pupils talk knowledgeably about how important it is to their well-being to adopt healthy living routines. They demonstrate that understanding through eating nutritious snacks and lunches and by participating enthusiastically in physical education lessons. Pupils have satisfactory basic skills which prepare them adequately for the next stage of their education. Their ability to talk confidently and articulately about their work to a large audience is not so well developed.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Attainment is rising overall because of improvements to teaching and learning. The inadequate teaching of the past has been eliminated and teaching is satisfactory overall. Teachers now have high expectations of pupils. The teaching observed was predominantly good because assessments were used well to set suitably challenging and enjoyable learning activities for all groups and because of the greater emphasis on 'learning through doing'. Pupils receive good feedback on the quality of their work and how to improve it. Such improvements are recent but are already raising attainment. Although good practice was seen in Key Stage 1 lessons, there are insufficient opportunities across the school for pupils to discuss their work with the class as a whole, to present their work to the whole class and for pupils to comment on and challenge what others have to say. They are too rarely challenged to explain their thinking at length. Sometimes pupils are kept for too long listening to the teacher and there are occasions when there is insufficient time towards the end of a lesson for pupils to reflect on and talk about what they have learnt.

The curriculum promotes pupils' basic skills satisfactorily. Provision for the development of pupils' emotional and social needs is good, enabling potentially vulnerable pupils to make rapid progress in their personal development. Opportunities for pupils to work creatively are varied. There is a range of interesting enrichment activities after lessons and in the local community to promote pupils' enjoyment of learning. The up-take is limited for some because of religious observances and instruction after school ends, and because of the

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distance some must travel to and from home. Care, guidance and support are good because of the work of the learning mentors and the Nurture provision: this enables pupils at an early stage of learning English and those who have special educational needs and/or disabilities to raise their attainment. Significant improvements in attendance are as a result of the many effective measures the school has adopted to tackle past patterns of absence.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The acting headteacher has a clear understanding of the context in which the school operates and what has to be done to raise attainment. There are already indications that the measures she and her senior colleagues have introduced recently, particularly to support the newly qualified teachers and to improve teaching and learning generally, are having an effect. Middle leaders are relatively new to their posts but they are monitoring and evaluating progress in their subject and key stage areas and are taking effective action when learning difficulties arise. The governing body is now better informed and is beginning to evaluate performance rigorously and provide better challenge. Governors recognise the need to secure the future leadership and direction of the school.

The school is a harmonious working community where differences are respected and celebrated. The school's commitment to an equal chance for every pupil is evident; for example, from the support provided to potentially vulnerable pupils. There are still differences, however, in the rate of pupil progress being made across the school. It is rapid and secure in many but not all areas. The school's contribution to promoting the cohesion of the local community is limited by the disparate and far-flung nature of its catchment. The school is working effectively to address this issue through measures to engage parents and carers in supporting their children's education. More are now taking advantage of such opportunities. Links with other providers and services are used well to promote the academic and personal development of potentially vulnerable pupils. Safeguarding procedures are good and are effective in ensuring safe day-to-day working. The school is quick to identify risks and works well to ensure that pupils have a good understanding of safety issues. The school gives satisfactory value for money.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The children's attainment on entry varies, but overall is below the level expected for their age, particularly in their language and social and emotional development. They settle quickly and are soon happy and secure because of the warm and welcoming atmosphere and the care and support they receive. They make satisfactory progress because they learn through doing, they enjoy the activities that they are given or choose for themselves, and they can work independently indoors. The outside area is not exploited to the same extent for independent working. Good planning was seen for children's language and mathematical development but there is not the same degree of clarity in forward planning for other areas of learning. As a result, activities do not always have a clear learning purpose and which is understood by the children. By the start of Year 1, overall attainment remains below average. However, in their creative and physical development the children have made good progress and reached the level expected for their age. Leaders are clear about what needs to be done to take the unit forward but they are at an early stage in developing clear action plans to ensure rigour and consistency in tackling all the different areas of learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation	3



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Stage

## Views of parents and carers

About one third of parents and carers returned completed questionnaires. Most were supportive of the school and recorded appreciation of all that the school does to make learning interesting and to ensure pupils' welfare. Concerns were raised about progress. Attainment has been low and progress has been inadequate. The focus of the inspection has been on the quality of work and the pupils' rate of progress now, and evidence shows that there have been significant recent improvements. Learning and progress overall are now at least satisfactory and for some groups are good. Lesson observations, the scrutiny of pupils' books, conversations with pupils and the school's accurate assessments from the autumn and early spring terms form the basis of the evidence for that judgement. A few returns outlined worries about the management of behaviour. The inspection found behaviour to be good. There are a few pupils who find the routines and discipline of school hard to adjust to but they are managed well.

In the meeting with parents, concerns were raised about the arrangements for the departure at the end of the day when so many other pupils are leaving local schools. The school is aware of the views of parents and carers. The departure of pupils on one day of the inspection was observed to be orderly.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moor Allerton Hall Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 95 completed questionnaires by the end of the on-site inspection. In total, there are 336 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	49	45	47	3	3	0	0
The school keeps my child safe	44	46	48	51	1	1	0	0
My school informs me about my child's progress	30	32	52	55	11	12	2	2
My child is making enough progress at this school	33	35	43	45	14	15	3	3
The teaching is good at this school	34	36	47	49	11	12	3	3
The school helps me to support my child's learning	29	31	55	58	8	8	2	2
The school helps my child to have a healthy lifestyle	36	38	54	57	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	24	25	54	57	6	6	0	0
The school meets my child's particular needs	26	27	54	57	11	12	1	1
The school deals effectively with unacceptable behaviour	30	32	44	46	16	17	1	1
The school takes account of my suggestions and concerns	28	29	51	54	11	12	1	1
The school is led and managed effectively	22	23	52	55	11	12	3	3
Overall, I am happy with my child's experience at this school	36	38	44	46	9	9	3	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 February 2011

Dear Pupils

**Inspection of Moor Allerton Hall Primary School, Leeds, LS17 6QP**

Thank you for the warm welcome we received when we visited your school. We enjoyed the two days we spent with you and appreciated the time many of you gave to talk to us. You made a valuable contribution to the inspection.

You are receiving a satisfactory standard of education. Your attainment (the standards you reach) is rising and we saw in many lessons and in lots of books that the quality of your learning and the rates of progress you make are good. This is because your teachers and the teaching assistants want you to do well and give you challenging and enjoyable work to do. You behave well and your attendance has improved. You get on well together and told us that you like being in a school with pupils from so many different backgrounds. We were impressed by the respect you show for others of different cultures. The distances some of you have to travel to get to school and the commitments many of you have to religious observances and instruction after school means that your involvement in the school's extra-curricular activities is more limited.

There are always things to be done to make any school better. We have asked the school to continue to raise your attainment and that you are given more opportunities to improve your speaking and listening skills through class discussions, giving presentations about your work and explaining your answers and views fully. Although the children in the Early Years Foundation Stage are happy and enjoy their work, they are not making the same rapid progress we saw elsewhere in the school. We have asked that there is better planning for all areas of their learning, that the children understand what is expected of them in their activities and that the outside areas give more opportunities for individual learning.

Thank you again for the help we received. We wish you every success in the future. Our best wishes to you all.

Yours sincerely

Brian Dower

Lead inspector

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