

# Allerton Bywater Primary School

## Inspection report

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<b>Unique Reference Number</b>	107983
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	356284
<b>Inspection dates</b>	13–14 July 2011
<b>Reporting inspector</b>	Christine Millett

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>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	230
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Debbie Samwell
<b>Headteacher</b>	Mr Richard Cairns
<b>Date of previous school inspection</b>	8 July 2009
<b>School address</b>	Leeds Road Allerton Bywater, Castleford West Yorkshire WF10 2DR
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 16 lessons or parts of lessons given by nine teachers, held meetings with groups of pupils, representatives of the governing body and staff. They observed the school's work, and looked at work in pupils' books, school policies and plans, data tracking of pupils' progress, records on safeguarding, health and safety, and attendance. Inspectors considered the 44 questionnaires completed by parents and carers as well as those from pupils and staff.

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

- The effectiveness of strategies the school has in place for tracking pupil progress.
- The rates of progress being made by pupils through each key stage.
- The extent of pupils' knowledge of their next steps in learning.

## Information about the school

The school is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is above the national average. Almost all pupils are of White British heritage. Very few are from other ethnic groups. The proportion of pupils with special educational needs and/or disabilities is above the national average. There are no pupils with a statement of special educational needs. The school has achieved a number of awards including Sport England Accreditation, Community Pride Award and Healthy School status. There have been changes in staffing since the time of the previous inspection, including a new headteacher.

**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?****2****The school's capacity for sustained improvement****2**

## Main findings

Allerton Bywater Primary School is a good school. It has a number of outstanding features. Pupils are happy to come to school and display positive attitudes towards their work. Their behaviour is exemplary and attendance is above average. Very strong relationships exist with parents and carers. Similarly, partnerships with other groups and external agencies are very secure and play an extremely effective part in promoting pupils' learning and well-being. These areas impact upon the excellent care, guidance and support that all pupils receive during their time in school. Pupils have confidence in adults to help them resolve any difficulties they may have. Parents and carers are extremely supportive of the school as is typified in the comment, 'my child has gained the skills to become a strong, independent young person with the help and support of her teachers and others who support her education.'

Safeguarding arrangements are good and pupils have a good understanding of what constitutes a safe and unsafe situation. They are also well aware of the benefits of physical exercise and a healthy diet. Pupils are willing to take on responsibilities and contribute effectively to everyday school life. Their community involvement extends beyond school into the wider area where they have become involved in charitable work. Pupils' experiences of different cultures and beliefs are well promoted through a good curriculum which takes advantage of pupils' natural curiosity of the world in which they live. Visits and visitors provide first-hand experiences which contribute much to pupils' good social, moral, spiritual and cultural development as well as good community cohesion.

Pupils make good progress throughout their time in school. Attainment in English and mathematics at the end of Year 6 is average but showing signs of improvement. Regular assessments are analysed and, by means of the school's own tracking system, gaps in learning are identified and successfully addressed. This is having a positive impact upon the levels of progress being made across the school. Good quality, appropriately targeted intervention strategies enable pupils with special educational needs and/or disabilities to make similar levels of progress as their peers. Teaching is consistently good across the school though restricted by limited opportunities for the use of information and communication technology (ICT). Marking is frequent though sometimes does not give pupils sufficient 'next-steps' guidance as to how work can be improved.

The headteacher is supported well by senior leaders and staff. Changes in the senior leadership team since the previous inspection have been well managed without the loss of impetus. The governing body is committed to school improvement and carries out its responsibilities well. Good use is made of accurate self-evaluation to highlight areas for development. The impact of this is clearly seen in improvements since the previous inspection, indicating good capacity for sustained improvement.

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

- Improve the curriculum further by:
  - implementing plans to increase the range of new technologies available to pupils
  - providing more opportunities for pupils to develop their skills in ICT
  - extending the use of ICT to support learning across the curriculum.
- Ensure marking consistently makes pupils aware of the next steps in their learning.

## Outcomes for individuals and groups of pupils

**2**

Pupils develop good attitudes to learning as they move up through the school. Their excellent behaviour and enthusiasm are in response to the good teaching they receive which enables them to achieve well. Pupils are polite and friendly in the way they speak to visitors.

Children enter the Nursery class with skills and knowledge below national expectations and well below in communication, language and literacy and personal, social and emotional development. They get off to a good start in the Early Years Foundation Stage and this prepares them well for learning in Year 1 though the literacy skills of some are still below the national average. However, the school's rigorous tracking system shows clearly that by the end of Year 6 the majority of pupils meet their targets and achieve well. Overall attainment is average at the end of Year 6 but continuing to rise. In recent years there has been a whole-school focus on reading which has resulted in a marked improvement in this subject. In lessons, pupils were seen to enjoy the challenges set as was seen in a lesson on stories from other cultures. In another lesson, drama was used very effectively to promote speaking and listening skills. Vibrant displays around the school show pupils' good attainment in artwork and demonstrate their good understanding of other cultures.

Pupils feel very safe in school and know adults will look after them. Attendance is above average. Pupils make an effective contribution to school life by taking on a range of responsibilities. For example, buddies ensure the youngest children are cared for well. Pupils also make good contributions to the local community. Pupils have a secure understanding of all aspects of staying healthy and keeping fit. This is evident in the enthusiastic way they take advantage of the many opportunities for physical activity at playtimes and in 'Wake up! Shake up'. Spiritual, moral, social and cultural development is strong. Pupils have an excellent understanding of right and wrong and benefit from a wide range of cultural experiences. Good achievement in basic skills alongside well-developed personal qualities means they are well prepared for the next stage in their education.

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

The quality of teaching and learning across the school is good. Teachers have good subject knowledge and work hard to make lessons interesting and engaging. As a result, pupils are extremely attentive and are keen to learn. Lesson planning takes into account all levels of ability. Other adults give valuable support either in the classroom or with small groups. Pupils are involved in their own learning through regular opportunities for self- and peer-assessment. The marking of pupils' work consistently highlights strengths and areas for improvement though does not always make it clear how the work can be improved.

The good curriculum has had a positive impact upon both the academic outcomes and personal development of all pupils. It provides imaginative opportunities for learning which is popular with pupils. Whole-school themes ensure greater depth of learning and the sharing of expertise and resources. The range of topics taught is strengthened through partnerships with the local high school. Basic skills are promoted well. However, improvements in pupils' ICT skills are not keeping pace with these. Pupils have too few opportunities to develop their skills in either specific ICT lessons or other areas of the curriculum. The school has rightly identified this as an area for development and has plans in place to up-grade and add to current systems.

Staff are highly committed and dedicated. As a result the care, guidance and support pupils receive are exemplary. Very great care is taken to ensure that pupils are given good

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quality guidance on how to stay safe. Parents and carers appreciate the caring ethos of the school. The individual needs of pupils whose circumstances may make them vulnerable and those with special educational needs and/or disabilities are well met through close liaison between teachers, support staff and outside agencies.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The effectiveness of leadership and management in embedding ambition and driving improvement, particularly in teaching and learning, is good. Under the clear direction of the recently appointed headteacher, all staff are united in their determination to improve outcomes for pupils and to enhance provision. Regular analysis of pupil performance provides a sharp focus on the achievements of different groups of pupils.

Effective self-evaluation means there is a clear understanding of specific areas for development and expectations are rising. The governing body is knowledgeable, offers a range of skills, and is supportive and committed to bringing about improvement. It plays an important and effective role in monitoring and evaluating the work of the school. Safeguarding procedures are good and systems for assessing risks are well developed. Child protection procedures are firmly in place and regularly reviewed.

The school has an excellent relationship with parents and carers and works hard to involve them in school life. Very positive links exist with the local community through extremely innovative partnerships. Community cohesion is strong and the school has developed joint ventures with other schools and organisations which make pupils aware of different cultures and beliefs. Pupils from different backgrounds get on well together. Equality of opportunity is good. The talents of all individuals are valued and developed. Good provision ensures there is no unevenness in performance for different groups of pupils.

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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>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Provision in the Early Years Foundation Stage is good and children thrive in an attractive, lively environment. Children in the Nursery and Reception classes play happily alongside each other. The youngest children benefit from the positive role models set by those in the Reception class. Children settle in quickly as they start school due to the warm relationships that adults quickly establish with them. They are encouraged to be independent, make choices and develop social skills that ensure good behaviour. Children start school with skills and knowledge that are below those typical of their age, particularly in communication, language and literacy and personal, social and emotional development. Good teaching and a well-organised curriculum ensure the gap is closing by the end of Reception. Ongoing assessment ensures that individual children's progress is tracked regularly and well-targeted support given.

Achievements are recorded as 'learning profiles' which provide parents and carers with an ongoing record of their child's development. The bright and attractive learning environment and imaginative activities such as the 'Bug Research Lab' enable children to have fun while making choices about their learning. The excitement of watching chicks hatch not only brought awe and wonder into the classroom but created opportunities for developing language skills. Learning moves easily between the indoor and outdoor areas giving all the opportunities to have fun and learn from each other.

Good leadership is focused strongly on continuous improvement. Staff are vigilant and children's welfare has a high priority. Strong links are developed with parents and carers, who are welcome to spend time in the unit at the start of each day to help their children answer the 'Question of the Day'. The Early Years Foundation Stage is fully incorporated into school life which ensures a smooth transition from Reception into Year 1.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The proportion of parents and carers who responded to the questionnaire was low. However, those who did respond were extremely positive. Parents and carers were unanimous in that they were happy with their child's experience at school and that their child enjoyed school. All believed teaching was good, their child was kept safe, and helped to have a healthy lifestyle. Parents and carers were equally positive about behaviour, their child's progress and the information they receive. The overwhelming majority were in agreement with all other areas. A few parents and carers raised individual concerns and these were followed up by the inspectors. It was found that the school has effective procedures in place in relation to the issues raised.

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

Ofsted invited all the registered parents and carers of pupils registered at Allerton Bywater 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 230 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	86	6	14	0	0	0	0
The school keeps my child safe	36	82	8	18	0	0	0	0
My school informs me about my child's progress	27	61	17	39	0	0	0	0
My child is making enough progress at this school	28	64	16	36	0	0	0	0
The teaching is good at this school	31	70	13	30	0	0	0	0
The school helps me to support my child's learning	26	59	17	39	1	2	0	0
The school helps my child to have a healthy lifestyle	25	57	19	43	0	0	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)	26	59	16	36	0	0	0	0
The school meets my child's particular needs	29	66	14	32	1	2	0	0
The school deals effectively with unacceptable behaviour	21	48	22	50	0	0	0	0
The school takes account of my suggestions and concerns	20	45	20	45	2	5	1	2
The school is led and managed effectively	26	59	15	34	3	7	0	0
Overall, I am happy with my child's experience at this school	33	75	10	23	1	2	0	0

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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 July 2011

Dear Pupils

**Inspection of Allerton Bywater Primary School, Castleford, WF10 2DR**

Thank you very much for the warm welcome you gave the inspectors when we visited your school recently. We thoroughly enjoyed meeting you and finding out about the work you do. You told us that you come to a good school and we agree. This is what we found out about your school:

- you are very polite, friendly and helpful to visitors and each other
- your behaviour is excellent both in the classroom and around school
- you have a good understanding and appreciation of other cultures
- you settle well into the Early Years Foundation Stage and you all make good progress during your time in school
- standards at the end of Year 6 are average, but they are rising
- adults look after you very well and make sure you are safe
- teaching is good and teachers make lessons interesting
- you contribute well to the life of the school and the local community
- your school is helping you prepare for the next stages in your education.

We think that with your help your school can improve even more and we have asked your headteacher and your teachers to do the following things:

- give you more opportunities to use information and communication technology in lessons
- make sure that the marking of your work makes it clear what you can do to improve your work.

We believe that this will help you to make more progress and we are sure you will work hard to make this happen.

Best wishes for the future.

Yours sincerely,

Christine Millett

Lead Inspector

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