

Allerton Primary School

Inspection report

Unique Reference Number	107193
Local authority	Bradford
Inspection number	395415
Inspection dates	14–15 June 2012
Lead inspector	Carmen Markham

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	401
Appropriate authority	The governing body
Chair	Robina Ahmed
Headteacher	Sharon Lambert
Date of previous school inspection	4 February 2008
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Introduction

Inspection team

Carmen Markham
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David Tingle

Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 15 teachers teaching 20 lessons, which amounted to approximately 11 hours observation in classes. In addition, the inspection team observed several support lessons where experienced practitioners worked with pupils requiring specialist support. Meetings were held with two groups of pupils, the Chair of the Governing Body and school staff, including senior and middle leaders. Discussions were held with a small number of parents and carers. Inspectors heard several pupils from each key stage read and talked to them about their reading. Inspectors observed the school's work, and scrutinised a number of documents, including the school development plan, safeguarding and equality policies and recent minutes of the governing body meetings. The inspectors analysed 140 parent and carer questionnaires and others completed by pupils and staff.

Information about the school

Allerton is larger than most primary schools. The proportion of pupils known to be eligible for free school meals is well above the national average. The percentage of pupils from minority ethnic backgrounds and the proportion who speak English as an additional language are also well above the national average. The school serves an increasingly diverse population but the majority of pupils are White British or Pakistani heritage. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average. The school meets the current floor standards which set the government's minimum expectations for attainment and progress.

The school has received many awards, including Healthy School status, Investors in Pupils, Investors in People, Financial Management Standards in Schools and the Accord Coalition award for Inclusion.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key Findings

- Allerton Primary is an outstanding school. It is rigorous in its drive to achieve excellence in all aspects of its work and has built on previous strong practice.
- Achievement throughout the school is outstanding for all groups of pupils in relation to their starting points. This has been achieved through very strong teaching and the high level of parent, carer and community involvement. This has broken down barriers to learning and created a truly inclusive and harmonious school with excellent spiritual, moral, social and cultural development. However, in Key Stage 2 pupils have fewer planned opportunities to use their knowledge of phonics (letters and the sounds they make). This currently limits pupils' potential to reach even higher standards in reading and writing.
- Teaching is outstanding throughout the school, including in the Early Years Foundation Stage. The exceptional quality of the monitoring of teaching with clear targets for teachers to improve their performance has ensured that all teachers rapidly improve their skills and that teaching quality is very consistent across the school. Teachers deliver the school's exciting curriculum with great skill and this ensures pupils are well motivated and have many opportunities to apply newly-learnt skills.
- The success of this school is attributable to the vision for excellence and inclusion driven by the senior leadership team and the governing body. The strength of this partnership ensures rigorous strategic planning and exceptionally challenging targets for pupils and staff. The governing body and all staff are held accountable for their performance and, when on the rare occasion targets are not met, rapid action is taken to improve performance.
- High expectations for considerate and courteous behaviour and excellent relationships between all members of the school and local community, promote strong community cohesion and outstanding behaviour. Pupils' ability to keep themselves safe is excellent. The arrangements for safeguarding pupils are exemplary. Pupils' attendance is above average, indicating their very positive attitudes to learning.

What does the school need to do to improve further?

- Raise Key Stage 2 pupils' attainment even higher in reading and writing by:
 - planning more opportunities in all curriculum areas for pupils to develop and apply their knowledge of phonics
 - where appropriate continue the specific teaching of phonics in Key Stage 2.

Main Report

Achievement of pupils

Pupils enjoy the pace, challenge and excitement of learning. They have a good understanding of how well they are performing and what they need to do to improve their work. They rapidly develop excellent skills in evaluating their own work and are frequently heard discussing with their learning partners whether they have met their lesson objectives. Pupils understand that they have responsibility for their own learning and actively respond to teachers' marking in order to improve their work. They have the confidence to ask for additional help and clarification and understand that making mistakes is an important part of learning. Some excellent home-school projects, such as that on the Second World War, ensure parents and carers support their children's learning. Pupils' learning is strengthened and enriched by the visits, visitors and opportunities for independent thinking developed by the exemplary curriculum. Their outstanding behaviour contributes well to their learning.

Most children start in the Nursery class with skills that are well below age-related expectations and many start to learn English for the first time on their arrival in school. By the end of the Early Years Foundation Stage, nearly all children achieve age-related expectations in all areas of learning and have made strong progress in their communication, language and literacy and personal development. Pupils make very good progress through Key Stage 1 and their attainment, including in reading by the end of Year 2, is at least average. Year 6 pupils' attainment, including in reading, is consistently above average. This represents outstanding achievement in relation to most pupils' low starting points. Pupils throughout the school enjoy reading and incrementally improve their ability to read fluently and infer meaning from various texts. However, Key Stage 2 pupils do not always fully apply their knowledge of phonics in all subjects. This contributes to them not reaching even higher standards in reading and writing.

By the end of Year 6, any gaps between the performances of different groups of pupils have been eliminated. Pupils who speak English as an additional language, those known to be eligible for free school meals, disabled pupils and those with special educational needs attain in line with their peers. Parents and carers endorse inspection evidence in fully recognising and appreciating the excellent achievement of their children as they move through school.

Quality of teaching

Lessons interest pupils, and together with excellent relationships and exemplary behaviour management, this ensures that pupils enjoy learning and make rapid progress in lessons. Parents and carers agree with inspection findings in praising the care and support teachers give pupils to help them to settle into school and to develop good skills in communication, reading, writing and mathematics.

Teachers make very accurate assessments of the needs of each pupil and use these well to implement very well-structured steps for learning that enable all pupils, including disabled pupils, those with special educational needs, and those who speak English as an additional language to learn very effectively. Teaching assistants work in strong partnership with teachers to support excellent teaching. In addition to supporting groups of pupils, they use their skills to record pupils' ideas, support curriculum visits and role play current favourite characters, such as Pippi Longstocking. For example, following a visit to a countryside centre, pupils in several Year 3 English lessons on persuasive writing, interviewed Pippi Longstocking on her views about visiting the country. Having found that she did not enjoy outdoor activities, pupils produced some very high quality writing to persuade her to change her mind. School visits and first-hand experiences are a priority for effective teaching as they motivate pupils and give them experiences that they can write about. A similarly outstanding approach in the Early Years Foundation Stage enables children to make an excellent start to their learning.

The marking of pupils' work is very constructive and ensures that pupils are able to meet, and often exceed, their targets. New skills are applied well across all curriculum subjects. Information and communication technology (ICT) is used exceptionally well by teachers and pupils to support learning. Good examples of its use were seen when ICT was used to share examples of pupils' work, enabling them to develop the skills of self-assessment, as well as competence in the use of ICT to support research and the use of data. Pupils all enjoy the high level of challenge in lessons; expectations are very high. Teachers' excellent questioning skills reflect their knowledge of the pupils, extend understanding and enable teachers to instantly review the impact of their teaching. Teachers' very secure subject knowledge ensures that in all lessons pupils' spiritual, moral, social and cultural development is addressed. For example, in a science lesson, looking at food groups, pupils identified foods unknown to them. This reflected the ethnic origin of the pupils and the teacher was able to explore these differences in a very inclusive manner with the class.

Behaviour and safety of pupils

Pupils' typical behaviour and their knowledge of safety are consistently outstanding. They respond very readily to the school's aim to have an exemplary learning environment in which pupils' spiritual, moral, social and cultural development can be very effectively promoted. Pupils make a strong contribution to their school community and their views are sought and listened to by staff. Pupils' courtesy and kindness to others helps to contribute to a strong family atmosphere. Pupils have a very good awareness of different types of bullying but they say that there is little if any bullying and that they know the actions to take, 'if it did ever happen'. Pupils feel very safe in school and can identify most of the actions that the school takes to ensure their safety, especially e-safety and how they should use the internet. Attendance has dramatically improved following action taken by the school to raise awareness of its importance, and is now above average. Punctuality is excellent. Parents and carers comment on the excellence of pupils' behaviour and safety, reflecting inspection findings.

Leadership and management

The outstanding leadership, management and governance of the school is characterised at all times by the drive to continually improve pupils' and staff performance, and the pursuit of excellence. Rigorous, regular monitoring of outcomes and provision ensures that the

leaders and managers have a very good grasp of the school's strengths and areas that require any improvement. Response to concerns is rapid and effective. Parents and carers have identified this as a strength of the school. Challenging targets are set by the very proactive governing body, which is effective in evaluating performance and in holding the school to account for any shortcomings. Through the very astute evaluation of pupils' and staff's performance, teaching staff are held fully to account for pupils' achievements. Outstanding professional development and the sharing of excellent practice play a very significant role in ensuring high quality teaching.

The curriculum has an outstanding impact on pupils' academic achievement and on their spiritual, moral, social and cultural development. It is significantly strengthened by ground-breaking work to engage parents and carers in their children's progress. This has been recognised as outstanding by the Accord Coalition for Inclusion because of its considerable impact on pupils' achievement and on community cohesion. It takes account of a diverse local community and the importance of inclusion. This is fully reflected within the school where there is no evidence of discrimination and any gaps in the performance of different groups of pupils have been closed by the end of Year 6. Excellent assemblies, visits to faith communities and many opportunities for reflection are enhanced by high quality local, national and cultural displays, mostly created by pupils. Nevertheless, the school acknowledges that in Key Stage 2, pupils' attainment in reading and writing could be even higher if pupils were provided with both more opportunities to apply their knowledge of phonics across the curriculum and specific phonics lessons were available for some pupils. The school has clearly demonstrated its capacity for sustained improvement through the maintenance of outstanding achievement and consistently high-quality teaching, and dramatically improved pupils' attendance. Arrangements for safeguarding are secure and exceed requirements.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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 June 2012

Dear Pupils

Inspection of Allerton Primary School, Bradford BD15 7HB

I would like to thank you for making the team so welcome when we came to inspect your school. A special 'thank you' goes to the pupils who gave up some of their time to talk to us about their activities. Your celebration assembly was amazing. It showed us all the things that you value. Your singing was very exciting and represented the different cultures in your school.

You attend an outstanding school. School leaders and the governors do an excellent job in managing the school. Children in the Nursery class make a very good start to their education. By the end of Year 6, your attainment in English and mathematics is above average and your achievement is outstanding. This is because teaching is outstanding and your behaviour is exemplary, so you are able to learn extremely well. Your attendance at school has improved a lot and is above average. You all feel very safe in school and you understand how to stay safe. It was good to see how very considerate you all are of other people and how helpful and kind you are to each other. A lot of you said that you feel like a family. Your school is a happy place where you want to learn and find out more about the many exciting topics in your school curriculum.

To help you to make even more progress we have asked the headteacher and the staff to do one thing:

- In Key Stage 2, provide more opportunities for you to use your knowledge of phonics in all your lessons and to teach letters and their sounds when it is helpful for you in order for you to reach even higher standards in reading and writing.

Very best wishes for the future.

Yours sincerely

Carmen Markham
Lead inspector

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