

Moor Allerton Hall Primary School

Lidgett Lane, Leeds, West Yorkshire, LS17 6QP

Inspection dates 17–18 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Under the inspired leadership of the current headteacher, senior leaders, governors and staff have worked hard to make far-reaching changes which have rapidly and securely improved achievement.
- Pupils get off to a good start in their learning in the caring Early Years Foundation Stage.
- All pupils, including disabled pupils, those with special educational needs and those who attract extra funding through the pupil premium make good progress from many different starting points and achieve well. Pupils' writing is a particular strength across the school.
- Good teaching is now established and there is a determined drive from all leaders to make it even better. The best teaching sees learning moved on at a rapid pace and this is maintained with frequent questioning that keeps pupils alert and focused.
- Pupils play their part in the success of the school through their good behaviour, a readiness to learn and attendance levels that continue to rise. Pupils feel safe, valued and respected.

It is not yet an outstanding school because

- Teaching is still not consistently good and outstanding and although teaching in mathematics is good it is still not as effective as in English.
- Marking, particularly in subjects other than English, does not always explain to pupils how to improve their work.
- New subject leaders do not always place sufficient emphasis on pupils' progress when checking on the quality of teaching and learning.
- The governing body does not base its understanding of the school's effectiveness enough on its own evidence gathered at first-hand.

Information about this inspection

- The inspectors observed teaching and learning in 19 lessons taught by 16 teachers.
- They held meetings with the headteacher, senior leaders, members of the governing body, the local authority, staff and groups of pupils.
- Joint observations of teaching and learning were conducted with the headteacher and deputy headteacher.
- Inspectors listened to pupils reading.
- They spoke to parents and took account of the 32 responses to the on-line questionnaire (Parent View).
- They observed the school's work, and looked at school policies, including those relating to safeguarding and equality, the governing body minutes and planning documents.
- They scrutinised pupils' work and took account of 31 questionnaires returned by staff.

Inspection team

Mark Colley, Lead inspector	Additional Inspector
Derek Pattinson	Additional Inspector
Edward Price	Additional Inspector

Full report

Information about this school

- Moor Allerton Hall is a larger than average sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is average.
- The percentage of pupils who speak English as an additional language is above average.
- The proportion of pupils supported at school action is average while the proportion supported at school action plus or with a statement of special educational needs is below average.
- Many more pupils than in other primary schools join or leave outside the usual times.
- There is a recently opened breakfast and after-school club which is not managed by the school's governing body.
- In the past year, there have been considerable changes to staffing with the appointment of a new headteacher, deputy headteacher, three newly qualified teachers and five new classroom assistants.
- The school meets the government floor standard, which sets the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- In order to drive forward pupils' achievement further, increase the proportion of good and outstanding teaching by ensuring that:
 - the outstanding teaching seen in some mathematics lessons is used as a model of good practice and shared fully throughout the school
 - activities closely match the needs and interests of all learners
 - marking gives pupils clear guidance on how to improve their work and take the steps needed to reach their targets, particularly in mathematics
 - all lessons move at a brisk pace, no time is wasted and all pupils are given demanding work in lessons.
- Improve the consistency and range of evidence used by leaders in assessing the impact of their work by:
 - ensuring members of the governing body use their time in school more effectively to gather first-hand information on the quality of teaching and pupils' progress
 - developing the work of new subject leaders to check more closely the progress and learning of pupils.

Inspection judgements

The achievement of pupils is good

- Overall, pupils are achieving well. There have been concerted efforts to accelerate the progress of all groups of pupils and to move the school forward swiftly since the last inspection.
- Children's skills on entry to the Reception Year are generally below, and for some well-below, typical expectations for their age. Staff know how young children learn best and provide them with activities that promote early learning skills well. They seldom miss opportunities to make the most of children's curiosity and to nurture independence. Children make good progress and when they enter Year 1, most are working close to the levels expected for their age in most areas of learning.
- Good progress continues in Key Stage 1 due to good teaching. Levels of attainment in reading, writing and mathematics show significant improvement since the previous inspection. The percentage of pupils achieving the expected Level 2 or better in both reading and writing was well above the national average in 2012. Attainment overall is broadly average.
- There is also good improvement in Key Stage 2. Again, because of good teaching, pupils achieve well. Although attainment was still below the national average in English and mathematics in 2012, this constitutes good progress from their starting points in Year 3. Nevertheless, progress in mathematics was not quite as strong as that seen in reading and writing, which have been the main school focus for improvement.
- Achievement in reading has improved as a result of the good measures taken by the school since the last inspection. Writing is a strength across the school due to the good teaching of sentence structure and the high quality of feedback pupils receive regarding their writing. Most pupils achieve well in mathematics, although some of the exemplary teaching seen, for instance of mental mathematics and problem solving, is not shared across the school.
- All adults have a good understanding of pupils' individual needs and quickly build a picture of their learning particularly in cases where pupils join school midway through the year or key stage. This ensures that pupils regardless of their starting point in school achieve well.
- Pupils eligible for the pupil premium, disabled pupils and those with special educational needs achieve well because their individual needs are identified early. A good range of small group teaching and one-to-one support ensure that their learning needs are met and that all pupils including those with English as an additional language are given equal opportunities to succeed.

The quality of teaching is good

- Teaching has improved and has a positive impact on the pupils' learning. The school has appointed several skilled teachers this year, while developing the practice of others. As a consequence, there is a substantial amount of good and outstanding teaching.
- Teaching in the Nursery and Reception classes is consistently good. Adults plan a wide range of opportunities, both inside and out of doors, to develop children's independence and basic skills in literacy and numeracy.
- Typical of the most effective teaching was a writing lesson for Year 6. Pupils were captivated and fully focused on improving an earlier piece of writing. Through high quality marking, pupils understood how they could improve their writing and made good progress developing their use of simile and more complex grammar techniques. Pupils were enthusiastic and clear in explaining the many advances they have made recently in their writing.
- The teaching of reading and writing is very effective in ensuring that pupils read and write confidently. Teaching assistants contribute much to pupils' learning. They are both supportive and challenging. They help ensure that progress for the less-able pupils, those with special educational needs and those who receive additional funding through the pupil premium is

similar to that of their classmates.

- A small number of lessons have shortcomings, more so in mathematics than in English. In these lessons, teaching lacks pace because pupils, often the more able, spend too much time listening to teachers go through work they can do already. Exercises set can be repetitive and do not deepen the pupils' mathematical understanding.
- Marking is inconsistent but more effective in writing than in mathematics and themed work. This is because marking of writing provides clearer guidance on the steps pupils can take to improve. Pupils' individual targets in subjects other than English are inconsistent and in some cases pupils are not given enough time to address them.
- Relationships in lessons are consistently good with all groups of pupils cooperating well. This ensures question and answer sessions are effective in developing pupils' ability to think, respond and extend their vocabulary skills.
- Pupils are keen to learn because staff are effective in promoting pupils' spiritual, moral, social and cultural development through praise, encouragement and celebrating all learners' achievements in different subjects. Displays of pupils' work, especially in art and craft, show their accomplishments are valued and create stimulating classrooms. Consequently, pupils take pride in their work and persevere in completing tasks.

The behaviour and safety of pupils are good

- Pupils enjoy school. They have a positive attitude to learning and are keen to do well in their lessons and when taught in small groups.
- The school's new systems for managing pupils' behaviour are effective; pupils behave well and value the praise and reward they receive.
- Almost all of the parents who responded to the Parent View questionnaire think that behaviour in school is good and that the school deals effectively with any instances of bullying. Parents' views are supported almost unanimously by staff in the responses to their questionnaire.
- Attendance rates have improved rapidly since the last inspection and are now above average. This is because the school has worked closely with families and highlighted and celebrated the importance of regular attendance.
- Pupils say they feel safe in the school and parents agree. Pupils have a good awareness of safety issues and can explain what they need to do in an emergency. A small number of younger pupils had a limited understanding of road safety and how to stay safe when using the internet. The school is aware of this and already has plans in place to inform them better.

The leadership and management are good

- The headteacher has managed a period of considerable instability exceptionally well. She has instilled in staff a drive to improve the school and pupils' achievement. New leadership and management roles now ensure the quality of teaching is carefully checked and adjustments made where needed, such as in reading.
- Subject leaders have played a central role in recent school improvements but have not focused on the progress of key groups of pupils when evaluating the work of the school.
- Senior staff have a realistic appraisal of how good the school is. They check the performance of staff well. Opportunities for training and professional development, based on the needs of the staff and the school, are making significant improvements to the quality of teaching and learning.
- The school works well with partner establishments to share professional expertise and to improve pupils' learning. Involvement in the Arooj project focusing on the achievement of Pakistani pupils and strong partnerships with local schools on the achievement of pupils from minority ethnic backgrounds have lifted the quality of teaching and improved progress for a number of pupils.
- The curriculum excites and motivates pupils and helps them to practise and build their skills in

reading, writing and mathematics. The excellent opportunities that are planned for pupils' spiritual, moral and social development build on the school's rich cultural diversity and ensure that the school is a cohesive community.

- Safeguarding procedures meet statutory requirements and parents feel that the school keeps their children safe.
- The school has worked in an extended period of partnership with the local authority receiving an intensive level of effective support. This, along with support from an outstanding primary school, has enabled leaders to improve the school while managing a period of significant change.

■ **The governance of the school:**

- The governing body challenges and supports the school well and holds the school strongly to account for standards and achievement. It clearly understands where the school's priorities lie and what further action needs to be taken to maintain the school's good progress.
- Statutory duties are fulfilled efficiently by the governing body including financial management. The use of the pupil premium, for example, is now carefully planned and checked for its effectiveness. As a result of this funding, eligible pupils are now taking part in a number of enrichment activities before and after school. These have broadened their experiences and improved their attitudes to learning and their behaviour.
- Safeguarding requirements are fully met and policies and procedures are regularly reviewed.
- Members undertake visits and often work with pupils on a regular basis. They acknowledge that not enough of their work focuses on gathering first-hand information about school improvement and the impact of the work of school leaders.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107915
Local authority	Leeds
Inspection number	405131

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	379
Appropriate authority	The governing body
Chair	Mrs Pat Heron
Headteacher	Ms Lesley McKay
Date of previous school inspection	16 February 2011
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