

# Allenby Primary School

Allenby Road, Southall, Middlesex, UB1 2HX

**Inspection dates** 11–12 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- The headteacher has made sure that all staff and pupils share her remarkable ambition and drive to improve standards of behaviour and achievement at the school, which are good.
- Pupils achieve well from significantly low starting points to reach average standards by the end of Key Stage 2. The most able pupils attain standards above those seen nationally.
- Pupils who attend the specialist resource provision achieve well because it is well led and managed. Teaching in the unit is strong.
- Pupils develop good skills in reading, writing and mathematics and achieve well across the school.
- Behaviour and safety are good. Pupils are generally respectful and polite. They enjoy coming to school and their attendance is above average and improving.
- Systems to check pupils' progress are robust and carefully targeted support is provided for pupils who are at risk of falling behind other pupils.
- The school's investment in a new reading scheme for selected Year 1 pupils has successfully contributed to their improved reading skills.
- Strong personal, spiritual, moral and cultural development is at the heart of the school's success and underpins pupils' good behaviour. Pupils feel safe at school.
- The wide variety of enrichment activities and clubs, including sports, ensure that pupils develop a broad range of skills.
- The governing body robustly holds the school to account for its performance, the management of its finances and safeguarding.

### It is not yet an outstanding school because

- Teaching is not yet outstanding, so not all pupils achieve as well as they could. Occasionally the least able pupils are not given enough time to complete or review their work to make it better.
- Pupils who benefit from teaching in the Early Years Foundation Stage are not always given enough opportunities to talk about their learning in adult-led activities.

## Information about this inspection

- Inspectors observed learning in 18 lessons, two of which were jointly observed with the headteacher and the assistant headteacher. Inspectors carried out a series of short visits to other lessons across the school and listened to pupils read.
- Meetings were held with staff and pupils. The lead inspector met with the Chair of the Governing Body and one other governor, as well as a representative from the local authority.
- Inspectors took account of the 16 responses to the online Parent View survey and the school's own parent view survey, as well as the views of the parents they met. Inspectors also considered the 31 responses to the school's own staff questionnaire.
- Inspectors scrutinised a range of documentation, including national test results and the school's own information about pupils' achievement. Inspectors also took into account the school's self-evaluation, school improvement plans, safeguarding policies, and records and documents relating to staff performance.

## Inspection team

Lesley Leak, Lead inspector

Additional Inspector

Janet Tomkins

Additional Inspector

Cliff Mainey

Additional Inspector

## Full report

### Information about this school

- This is larger than the average-sized primary school, with one class in each year. There is a separate morning and afternoon nursery class.
- The proportion of pupils who are supported through the pupil premium is much higher than the national average. This additional government funding is for children who are looked after and for pupils known to be eligible free school meals.
- A very high proportion of pupils are from minority ethnic heritages.
- The proportion of pupils speaking English as an additional language is well above the national average. Less than 10% of this group are at an early stage of learning to speak English.
- Many pupils join and leave the school at various points other than at the usual times.
- The proportion of disabled pupils and those with special educational needs supported at school action is lower than the national average. The proportion supported at school action plus or who have a statement of special educational needs is above the national average.
- Twelve pupils on the school's roll are taught in the specialist resource provision for autistic pupils and pupils with severe learning difficulties.
- The school meets the government's floor standards, which set the minimum expectations for the pupils' attainment and progress in English and mathematics.

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

- Improve teaching from good to outstanding so that all pupils make rapid and sustained progress by ensuring that:
  - all pupils in the Early Years Foundation Stage are encouraged to talk about their learning in adult-led activities
  - the least able pupils are given enough time to complete and review their work, so they can achieve their next steps.

## Inspection judgements

### The achievement of pupils is good

- Most children enter Nursery with skills at significantly lower levels than are typically expected for their age. Good teaching ensures that many children achieve well to reach good levels by the time they leave Reception.
- Over the course of Years 1 and 2, most pupils continue to make good progress in mathematics and writing, securing attainment which is in line with that seen nationally. This results from carefully targeted support, especially for pupils who are at risk of not fulfilling their potential.
- The results of the phonics check (letters and the sounds they make) for six-year-olds in 2012 were above average and in 2013 were broadly average. Currently the school's highly structured approach to developing reading is having a strong impact on pupils' reading, which is good across the school.
- Pupils in the upper part of the school started Key Stage 2 with attainment which was below that expected for their age. When they leave Year 6, most pupils reach standards in mathematics, reading and writing which are in line with those seen nationally. Evidence from this inspection shows that pupils' attainment in mathematics, reading and writing is rising. This is a result of strengthened teaching and well-targeted support for pupils who are at risk of falling behind.
- The proportion of the most able pupils achieving at the highest levels, in both English and mathematics, is better than that seen nationally. This is because teachers ensure that the most able are given appropriate work which is matched to their ability.
- The school actively promotes equal opportunities and tackles discrimination. It ensures that groups such as those with special educational needs and pupils for whom English is an additional language make good progress from their different starting points.
- Pupils who attend the specialist provision for autistic pupils and pupils with severe learning difficulties achieve well as a result of the good teaching and the additional support they receive.
- Pupils supported through additional funding secure higher attainment in English and mathematics than that achieved by similar pupils nationally. Most of these pupils make similar progress to other pupils at the school.

### The quality of teaching is good

- Good teaching is enabling successful learning in reading, writing and mathematics. However, not enough is outstanding in order to maximise all pupils' achievement in every class across the school.
- In the Early Years Foundation Stage, staff provide a caring and stimulating classroom, both indoors and outdoors. Here, children quickly learn to work and make good progress. Occasionally, children's progress is hindered when there are reduced opportunities for them to talk about their learning during adult-led activities.
- A good range of strategies are in place to support those pupils in need of extra help, which enables them to learn well, particularly with reading. Disabled pupils, those with special educational needs and those for whom English is an additional language are making good progress. This is because they benefit from extra support from additional staff who are well trained and highly effective in their role.
- The pupils who attend the specialist provision benefit from high quality teaching and are well looked after. Teachers' expectations are high and pupils are appropriately supported to make good progress from their lower starting points.
- Work is usually set at the right level in most classes, ensuring that pupils make good progress. In a Year 4 mathematics lesson on multiplying and dividing decimals, groups of pupils successfully learned about place value by solving a range of practical problems. These activities ensured that every pupil, from their different starting points, made good progress. However, sometimes teachers do not check whether the least able pupils have managed to complete their

work before moving them on to new learning. This limits the progress they can make.

- Teachers' marking provides clear guidance for pupils about how they can improve their work and achieve their next steps. Most pupils act on the advice they are given to make their work better. However, the least able pupils do not always manage to review their work, or complete their next steps in the time they are given.

### **The behaviour and safety of pupils** are good

- Teachers and other adults create a calm and welcoming atmosphere, where most pupils understand their responsibility in maintaining an orderly school. As a result, the behaviour of pupils is good.
- Pupils generally respond to staff instructions quickly and, consequently, any inattention or lack of focus is managed well. Pupils fully understand the consequences of unacceptable behaviour and try hard to abide by the school rules.
- Pupils value the many opportunities to take on important roles and responsibilities, such as being on the 'learning' and school councils, as 'interpreters' or by supporting younger pupils. In these roles, pupils directly contribute to the school's success in building strong community values. For example, many pupils are excited about their wider role in building a school in an area of poverty, in another country.
- Pupils have a good awareness of different forms of bullying and learn about internet safety and road safety. They say that bullying is extremely rare and are confident in the school's ability to deal with it swiftly, were it ever to happen.
- Staff ensure that all pupils attend school every day and consequently, attendance is above average and improving.
- The school's work to keep pupils safe and secure is good. High-quality risk assessments of the site are regularly undertaken to check that pupils are kept safe.
- Pupils appreciate the new and exciting array of equipment provided on the playground which is well organised and supervised, and they are fully aware of potential risks. Pupils who spoke with inspectors confirmed that they feel safe and very well cared for.

### **The leadership and management** are good

- The headteacher has high aspirations for her pupils and has developed a strong team of staff, who strive to secure the best possible outcomes for all pupils. She has created a caring and secure school where pupils can thrive socially and do their best.
- Senior leaders have an accurate view of the school's strengths and weaknesses. This has led to some improvements in marking and improved reading attainment across the school.
- Strong leadership of the specialist resource provision has led to good outcomes for pupils with autism or severe learning difficulties.
- Underpinning the school's positive picture of rising achievement is the strength of its systems for monitoring pupils' progress that are robustly aligned to the management of staff performance. The considerable investment in high-quality training for staff, some of whom are new to teaching, is having a notable impact on their classroom performance.
- Middle leaders, some of whom are new to their roles, have successfully played a part in evaluating the quality of teaching. This has led to a unified approach to checking on pupils' progress and lesson planning.
- The subjects taught meet the pupils' needs and interests. The school's activities to promote pupils' understanding of their rights in relation to their responsibilities have ensured their strong personal development and well-being. Many pupils take advantage of the wide range of exciting enrichment activities such as French, Latin, swimming, cricket and football. Instrumental music tuition is provided to every child in key Stage 2. During the inspection, pupils and their families

were enjoying mathematics workshops provided by an outside agency.

- The development of pupils' social, moral, spiritual and cultural development is a strength of the school and contributes to pupils' good behaviour. Pupils celebrate the diversity of their cultures and learn about different faiths. Assemblies successfully promote pupils' understanding of moral issues.
- The school makes good use of the additional funding for sport by employing a specialist sports teacher who actively promotes physical education and sports. He ensures that all pupils are given ample opportunities to be physically fit and to learn to play a range of competitive sports. Many pupils have joined the new after-school sports clubs and achieve well.
- The school is appreciative of the valuable support which the local authority provides.
- **The governance of the school:**
  - The governing body makes a strong contribution to the quality of education the school provides. Governors pay close attention to the school's information about pupils' progress and performance. They know where the school is doing well and where it needs to improve. They know how the additional funding is allocated and are aware that the achievement for those receiving it is good. They robustly hold the headteacher to account for the school's performance and the management of its finances, which are sound. They have a clear awareness of the main strengths of teaching and how well pupils achieve. Governors have overseen the school's pay policy and have clear procedures for checking the link between how well staff perform and the salaries they receive. Governors seek out opportunities to engage with parents to find out their views about the school. They make sure that safeguarding arrangements meet statutory requirements.

## 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

<b>Unique reference number</b>	101891
<b>Local authority</b>	Ealing
<b>Inspection number</b>	439486

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

<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>	262
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rose Lewis
<b>Headteacher</b>	Baljit Ahluwalia
<b>Date of previous school inspection</b>	16–17 March 2009
<b>Telephone number</b>	020 8578 6636
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