

Allerton Primary

Allerton Drive, Immingham, Lincolnshire DN40 2HP

Inspection dates

13–14 January 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Pupils' rate of progress is still very variable from class to class. Not all pupils attain the standards they are capable of.
- Standards in mathematics are below average at Key Stage 2.
- Leaders have had to accommodate a significant number of staffing changes and because of this the quality of teaching remains variable.
- Many leaders, including governors, are new to their posts and actions taken are too recent to have had an impact on raising standards.
- In the past, leaders have failed to make sure that all records relating to pupils' welfare have been kept in a timely and accurate manner.
- Some of the most-able pupils do not reach their full potential, particularly in mathematics, because their work is too easy.
- Teachers' subject knowledge in mathematics is generally not as strong as it is in other subjects.
- Some parents say that they are not kept well enough informed about the work of the school and their child's progress.
- Lower-attaining pupils, some of those with special educational needs and disadvantaged pupils do not always make as much progress as others. This is because the school does not check that their activities are helping them learn effectively.
- In the early years, children's learning slows when they choose their own activities.
- Some disadvantaged pupils make slower progress than other pupils in school and some do not attend school as regularly as other pupils.

The school has the following strengths

- Leaders and staff are determined that the school should improve. All are committed to the well-being and care of the pupils. Several key aspects of the school's work have improved since the previous inspection.
- There is some good-quality teaching at every key stage.
- Most work is well marked and this helps pupils know how to improve their work.
- Standards have risen in all subjects in the early years and at Key Stage 1, and in reading and writing at Key Stage 2.
- Almost all pupils are well behaved, polite, respectful and willing to learn.
- Pupils who spoke to an inspector said that they feel happy and safe in school. They particularly like being awarded points for their 'House'. They wear their House badges with great pride.

Full report

What does the school need to do to improve further?

- Continue to increase the proportion of pupils reaching age-related expectations and above in every class, particularly in mathematics at Key Stage 2, by:
 - ensuring that expectations are high for all pupils, especially the most able
 - keeping a careful check that learning activities and additional support provided for lower-attaining pupils and those with special educational needs are helping them make faster progress
 - ensuring disadvantaged pupils make faster progress and catch up with others in the class
 - improving teachers' subject knowledge in mathematics and ensure that they are better able to identify and address any remaining weaknesses and misconceptions in pupils' numeracy skills.

- Improve leadership and management at all levels, including governance, and so accelerate the pace of school improvement by:
 - regularly checking that any actions taken are helping pupils learn more effectively
 - ensuring that attendance improves, particularly among disadvantaged pupils
 - continuing to improve communication with parents, so that parents are kept well informed about their child's progress and the work of the school
 - ensuring that all necessary records relating to pupils' welfare are kept in a timely and accurate manner.

An external review of the school's use of the pupil premium funding is recommended in order to assess how this aspect of leadership and management can be improved.

An external review of governance is recommended in order to assess how this aspect of leadership and management can be improved.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Senior leaders and staff have worked tirelessly to ensure the smooth day-to-day management of the school during a sustained period when there have been many staffing changes. Discrimination is not tolerated and the school endeavours to ensure that all pupils have equal opportunities to succeed.
- The school has successfully addressed some of the key aspects identified as in need of improvement at the time of the previous inspection. Standards have risen in all subjects in the early years and at Key Stage 1, and at Key Stage 2 in reading and writing. Pupils and parents confirm that the school provides a caring and nurturing environment and that classrooms and communal areas are much tidier and smarter now.
- The effectiveness of leadership and management requires improvement because there is some way to go before all pupils reach the standards they are capable of in all subjects, particularly in mathematics. Standards in mathematics at Key Stage 2 remain much too low.
- Plans for improvement focus on the key areas of weakness. However, they lack clear and measurable steps to enable leaders to check how well the school is progressing. This has slowed the pace of school improvement since the previous inspection.
- Senior leaders have worked resolutely to address some of the weaker aspects of teaching. They have had some success. Most work is well marked and there is now some good-quality teaching at every key stage. However, the high turbulence in staffing since the previous inspection has made it very difficult for leaders to ensure that all teaching is of a good enough quality to enable pupils to make the necessary accelerated progress. Senior leaders have also had to spend much of their time recruiting and inducting new members of staff.
- Middle leaders are very committed and enthusiastic. Most are very new to their role, so they are still developing the necessary expertise to check thoroughly that any actions taken are helping pupils do better.
- Performance management procedures are linked closely to whole-school priorities and have helped to foster and develop leadership skills among staff.
- Most of the responses to the staff questionnaire about the school were largely positive. However, almost one third included some negative responses regarding aspects of leadership.
- The curriculum is improving. Pupils enjoy the opportunity to attend extra-curricular activities, such as sports clubs and a reading group to encourage boys to read. Learning activities are increasingly tailored around themes that interest the pupils. This is motivating them to try hard with their work.
- The school is developing its work to prepare pupils for life in modern Britain and fosters pupils' spiritual, moral, social and cultural development. For example, pupils gain a working knowledge of democratic processes when they elect their class representatives to the school parliament. Pupils also enjoy a range of creative activities designed to celebrate other cultures.
- Pupil premium funding is used to provide some additional support for pupils, some of which is effective. Leaders check the standards attained by pupils eligible for the funding. However, they do not take enough care in ensuring that the funding is as effective as possible in helping these pupils to catch up.
- The physical education (PE) and sport premium is motivating pupils to keep fit and active. Teachers have the opportunity to work alongside specialist sports coaches. This is helping to improve their skills and confidence to teach a range of sporting activities.
- The school keeps records to help ensure pupils stay safe. However, these records have lacked rigour at times. Leaders and managers have recently recognised that some records need updating and steps were subsequently taken to do this. Nevertheless, almost all parents who responded to Parent View and all the pupils who spoke to an inspector are very positive about the level of care provided.
- Parents who made their views known to an inspector were largely supportive of the school. Nevertheless, some parents think that they are not kept well enough informed about the school's work or their child's progress.
- The local authority provides some appropriate support. For example, it has been instrumental in developing the skills of middle leaders.

■ The governance of the school

- The structure and membership of the governing body have changed very recently. Following the recent changes, governors are keen to gain a better understanding of their roles and responsibilities. They welcome the opportunity for an external review of governance. Governors are largely knowledgeable about pupil outcomes and the quality of teaching. They have a clear understanding of performance management procedures.
- Governors are beginning to develop the necessary knowledge and skills to hold the school more stringently to account. For example, they follow up how the middle leaders are planning to improve outcomes in their subject and have been closely involved with staff recruitment.

- The arrangements for safeguarding are effective.

Quality of teaching, learning and assessment requires improvement

- The quality of teaching requires improvement because not all teaching has been good enough over time to enable all pupils to reach the standards they are capable of. A very large number of staffing changes has led to variable rates of pupils' progress.
- A scrutiny of pupils' work and the school's own records shows that, now that there is a full complement of staff in post, the quality of teaching is starting to improve.
- Senior leaders have a clear view of where the strengths and weaknesses in teaching lie. Their monitoring over time shows that they have taken good steps to improve classroom practice.
- Teachers generally use assessment information to pitch work at an appropriate level of challenge. Throughout a lesson, some teachers regularly check what pupils know, understand and can do and then move them on to more difficult work when they are ready. However, all too often the most-able pupils are faced with work that is too easy and they sometimes have to wait for periods doing very little while other pupils complete work or answer questions.
- Teaching assistants are caring and usually provide some effective support for pupils. However, sometimes they are not provided with activities for the lesson that contribute much to pupils' learning. This is particularly the case with lower-attaining pupils or those with special educational needs.
- The teaching in mathematics is inconsistent. Pupils sometimes learn new skills in isolation and so fail to deepen their understanding of new concepts. Teachers' subject knowledge is not strong in all areas of the mathematics curriculum, so some find it difficult to help pupils understand their work and address misconceptions.
- The teaching of reading is improving. The school has invested in a wider range of books, which encourages pupils to read more regularly.
- The teaching of writing is improving and most teachers ensure that pupils' work is well presented.
- Teachers and support staff work hard to provide attractive learning environments in the classrooms and corridors. They establish positive relationships with the pupils. Most pupils try hard with their work and are keen to learn.
- Most work is well marked. Evidence seen in books shows that teachers follow the agreed procedures and that their marking helps pupils improve their work over time. Pupils usually have time to respond to the marking by correcting their work and completing the next steps.
- Some teachers and teaching assistants ask probing questions. They encourage pupils to explain how they have worked something out. This gets pupils thinking hard and helps them understand their work.
- There is some good-quality teaching in every key stage. Teachers increasingly plan activities that interest and engage pupils. A group of older pupils commented that their 'lessons are fun!'. During the inspection, some Key Stage 2 pupils were fully absorbed as they decided which information they needed to help solve a problem about a 'potion' during a lesson with a Harry Potter theme. Other pupils enjoyed the challenge of discovering how many rectangles they could find with the same-sized perimeter.

Personal development, behaviour and welfare

requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Although many aspects of the school's work to keep pupils safe are good, some key aspects of record-keeping have required improvement. Stringent steps have been taken to tighten up procedures.
- Overall attendance rates have risen marginally since the previous inspection. The school checks how regularly each pupil attends. Although the school endeavours to encourage pupils to attend school more regularly, the proportion of pupils who are persistently absent remains much higher than that found nationally, particularly among disadvantaged pupils.
- Almost all of the 38 parents who responded to Parent View agree that their children are happy, safe and well looked after at school. However, approximately two fifths of those parents expressed some concern about pupils' behaviour in school and with how effectively the school deals with bullying. These concerns were explored thoroughly during the inspection and inspectors found that they did not share this view.
- Pupils have a good understanding of what might constitute different forms of bullying. The many pupils who spoke with an inspector say that bullying is rare in school. These pupils agreed that they feel safe in school and that they would have someone to turn to if they had any worries or concerns at all.
- Pupils know how to keep themselves safe. They can explain how to stay safe when using the internet and electronic devices.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well in and around school. They are friendly and polite to visitors.
- Pupils' attitudes to learning are largely very positive. They work well with others in the class and listen respectfully to their teacher. Most pupils work very hard and try their best, and are very proud of their achievements. Nevertheless, a small minority occasionally lose concentration a little at times, particularly if they find their work too hard or too easy. However, they do not normally distract other pupils from learning.
- Pupils who find it more difficult to manage their own behaviour are well supported.
- Most pupils' work is now well presented. This is a marked improvement from the findings of the previous inspection.

Outcomes for pupils

require improvement

- The work in pupils' books shows that pupils' progress is too variable across the school. They make slower progress in one class and then catch up with their learning in another. This means that some pupils fail to reach their full potential, particularly in mathematics.
- In 2015, standards rose to broadly average at Key Stage 1 in reading, writing and mathematics. Standards at Key Stage 2 have also risen since the previous inspection in reading and writing. However, standards in mathematics have dropped to below average.
- In 2015, the results attained by disadvantaged pupils at the end of Key Stage 2 were much lower than those attained by other pupils in the same year group. Some disadvantaged pupils in other classes are starting to make faster progress. However, others still have a lot of lost ground to make up and continue to make slower progress than other pupils nationally.
- Disabled pupils and those with special educational needs sometimes do as well as others in the class, relative to their individual starting points, as do pupils whose standard of work is below that found typically for their age. However, these pupils do not always do as well as they could. This is because the school does not always check carefully enough that any learning activities and support provided are helping them understand their work and learn more quickly.
- Expectations are not high enough for the most-able pupils in some classes. In 2015, the proportion of pupils who reached the higher levels in tests and assessments largely matched the proportion that did so nationally. However, in mathematics at Key Stage 2 it was significantly less than that found nationally. The work in pupils' books shows that some pupils are doing much better. However, many do not make good enough progress, relative to their starting points.

- Pupils' outcomes have improved in reading and writing since the previous inspection. The proportion of pupils passing the Year 1 national check on phonics (letters and the sounds they make) has risen markedly since the previous inspection. Pupils clearly enjoy reading and their fluency and comprehension are improving.
- The work in pupils' books and the school's own records show that pupils are starting to achieve more across the curriculum. For example, pupils benefit from specialist teaching of French and PE; many are clearly becoming very competent when working with computers, and pupils regularly have the chance to work collaboratively with artists on creative projects.

Early years provision

requires improvement

- Some teaching in the early years is strong. For example, during the inspection children worked very hard in a mathematics session. The most-able children were challenged to use larger numbers and were starting to add different numbers. However, the early years has also been affected by several staffing changes. As a result, the quality of teaching and learning has been rather inconsistent over time.
- Currently, the quality of teaching is improving but children's learning slows when they choose activities for themselves.
- Children do particularly well in adult-led sessions. Effective questioning from adults in the session often gets them thinking hard. However, children do not always do as well when their activities are less structured. Some of the activities on offer do not capture children's interests to the same extent, so they then tend to lose focus or flit from task to task.
- Children's starting points when they enter school vary. Some children's skills and development are typical for their age, although some have lower skills on entry, particularly those relating to their language development.
- It is difficult to compare the standards attained by disadvantaged children from year to year because the number of disadvantaged pupils in each year group varies significantly. The early years leader keeps a careful check on the outcomes of disadvantaged children, as well as other groups, in the setting. However, the school is aware that outcomes of disadvantaged children are typically below that of other children.
- The early years provides a caring environment. Relationships are positive and this helps children settle into school quickly. Children largely behave well. They generally listen to instructions from adults and learn and play well with each other. However, very occasionally a few children become a little over boisterous.
- Children enjoy many of the activities in the early years. For example, during the inspection children enjoyed painting some pictures about winter and writing a story about 'Jack Frost.'
- Children are prepared effectively to begin their work in Key Stage 1 as overall they attain standards appropriate for their age by the end of the Reception Year.
- Leadership of the early years is strong. The proportion of children reaching levels that are broadly typical for their age has risen year on year since the previous inspection.

School details

Unique reference number	131541
Local authority	North Lincolnshire
Inspection number	10002091

This inspection 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	328
Appropriate authority	The governing body
Chair	Mrs J Coupland
Headteacher	Mrs A Turner
Telephone number	01469 572368
Website	www.allertonprimary.co.uk
Email address	office@allerton.nelcmail.co.uk
Date of previous inspection	17–18 December 2013

Information about this school

- Allerton Primary is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium funding is broadly average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, those who have been eligible in the last six years and children in the care of the local authority.
- The majority of pupils are of White British heritage.
- Few pupils speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs is below average.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress in English and mathematics.
- Most of the teaching staff have left the school since the previous inspection.
- Several governors have changed since the previous inspection.

Information about this inspection

- Inspectors observed teaching and learning in a range of subjects and heard pupils read.
- Inspectors observed pupils' behaviour in classrooms, in the playground and around school.
- Discussions were held with pupils, senior leaders, staff, governors and a representative from the local authority.
- A number of documents were examined. They included the school's view of its own performance, records of the checks made on teaching and learning, the school improvement plan, information about pupils' progress, and records relating to attendance, behaviour and safeguarding.
- Inspectors took account of the views of parents through informal discussion with parents, analysis of the school's own questionnaire to parents and the 38 responses to Ofsted's online parent questionnaire, Parent View.
- Account was also taken of the staff responses to the inspection questionnaire about the school.

Inspection team

Fiona Gowers, lead inspector	Ofsted Inspector
James Reid	Ofsted Inspector
Tracy Millard	Ofsted Inspector

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