

Allerton Bywater Primary School

Leeds Road, Allerton Bywater, Castleford, West Yorkshire WF10 2DR

Inspection dates

11–12 June 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- Although teachers ensure that planned activities engage pupils, they do not make sure that these activities are building pupils' knowledge and skills sequentially through key stages 1 and 2.
- Current schemes of work for subjects such as history, geography and religious education (RE) are insufficiently detailed to ensure that activities build upon what pupils already know, can do and understand.
- Although a detailed scheme of work is in place for science, it is not embedded in all year groups.
- In the past, pupils' outcomes at the end of key stage 2 have not been good enough. In 2018, pupils' progress rates were well below averages in reading, writing and mathematics and pupils' combined attainment was also well below the national average.
- Pupils' outcomes in subjects beyond English and mathematics are not good enough. In key stages 1 and 2, too many activities lack the challenge needed for pupils to make good progress.

The school has the following strengths

- Leaders, including governors, are ambitious for the future. They have a good understanding of the school's strengths and areas for further improvement.
- Actions taken over the past year have ensured that current pupils' attainment and progress in reading, writing and mathematics are improving at a good pace.
- The headteacher has managed the school's rapid expansion and associated staffing issues with determination and integrity.
- Pupils behave well. They are polite, friendly and respectful and demonstrate very good attitudes to their learning.
- Children in the early years get off to a good start in their learning. The early years leader is knowledgeable and ensures that provision is such that children make good progress.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning in key stages 1 and 2 by ensuring that:
 - planned activities consistently build pupils' knowledge and skills sequentially so that all pupils are challenged to achieve as highly as they can
 - pupils receive sufficient opportunities to acquire age-appropriate subject-specific knowledge, skills and understanding in subjects such as history, geography and RE.
- Improve pupils' outcomes by ensuring that:
 - recent improvements to pupils' progress and attainment in reading, writing and mathematics are sustained over time and are in line with national averages
 - in subjects beyond English and mathematics, pupils gain the knowledge and skills needed to deepen their understanding in a range of subjects.
- Improve the impact of leadership and management even further by:
 - embedding recent improvements to the science curriculum
 - developing the curriculum in subjects such as history, geography and RE.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher is focused and committed to improving the school further and is ambitious for its future. He has been a stabilising influence during a period of considerable change and staffing flux, including among senior leaders, as the school has doubled in size. He has faced many recruitment challenges along the way, but now has a settled staff with whom he can build success.
- He is very ably supported by the deputy headteacher, who, along with other senior and subject leaders, ensures that the school is well placed to make the necessary improvements to the quality of teaching in the school.
- The English subject leader provides purposeful leadership. She has implemented a clear approach to the teaching of reading and writing, following a whole-school review of practice in 2017. Teachers plan their lessons around a class novel, which has been carefully selected by the subject leader. This is bringing about improvements to pupils' outcomes as teaching approaches become ever more consistent across the school.
- The mathematics subject leader responded positively to the disappointing key stage 2 results of 2018. He completed a detailed analysis of pupils' test papers to ensure that current pupils are much better equipped to use and apply their knowledge and skills successfully. Adjustments to teaching approaches mean that pupils now receive daily practice towards improving their mathematical fluency. In addition, pupils are receiving frequent opportunities to develop their mathematic reasoning and problem-solving skills. A review of current pupils' books indicates that considerably more pupils are working at age-related expectations than was previously the case.
- Subject leaders are enthusiastic in their role and have good subject knowledge. They all are clear about the tasks ahead, and where strengths and weaknesses lie. They are at different stages in the development of their subjects. For example, the science leader has an established role in monitoring and has produced a detailed scheme of work that sequences pupils' learning effectively, which needs to embed. However, subject leaders for history, geography and RE are more recently appointed and are in the process of developing progressive schemes of work.
- The special educational needs coordinator (SENCo) is knowledgeable and experienced. She monitors pupils with special educational needs and/or disabilities (SEND) effectively. More recently, she has reviewed and reduced the number of interventions offered to pupils to ensure value for money and effectiveness. She has also sharpened teachers' planning to ensure that there is a cycle of targeted activities that enable pupils to practise, consolidate and then apply their skills. This approach has been developed with the support and advice of external partners. While it is intended to increase the independence of pupils with SEND, and improve their progress, this work is in the earliest stages of implementation and not all staff have fully grasped its intended use.
- A dedicated 'pupil premium champion' was appointed this year. She is ensuring that additional money is spent wisely to minimise the impact of any barriers to learning that may exist. She makes regular checks on the welfare, attendance and progress of all disadvantaged pupils to ensure that they are well supported. As a result, for those

pupils currently in the school, gaps in the progress and attainment between disadvantaged pupils and their peers are diminishing.

- The physical education (PE) and sport premium is used well. It is ensuring that pupils have access to a range of after-school clubs. Trust staff support with the organisation of inter-school competitions, which pupils enjoy.
- The trust offers purposeful and timely support. They have a very clear strategy for improvement and are very supportive of school leaders in managing the significant expansion of the school.
- Parents and carers who responded to Ofsted's online survey, Parent View, were overwhelmingly positive about staff in school ensuring that their child was happy and safe. A few parents raised issues around bullying and SEND identification. However, a review of leaders' actions would indicate that these are unfounded.
- Leaders are in the process of redefining their curriculum. They are trialling different approaches in the current school year in readiness for roll-out in September 2019. However, this work is in the earliest stages of review, particularly for subjects such as history, geography and RE. As a result, pupils' outcomes in these subjects are not strong enough, as teachers do not plan activities that are building pupils' knowledge and skills consistently.

Governance of the school

- The chair and vice-chair are new to their roles this school year. They have wasted no time in getting to grips with the disappointing results at the end of key stage 2 from 2018. Along with school leaders and members of the trust, they quickly established a subcommittee to focus purely on raising pupils' achievement. As the chair said, 'Put simply, we can never allow this to happen again.'
- Together, they have galvanised governance and developed a very clear action plan to improve their skills and their effectiveness. Governors access all available training and put their new skills into practice swiftly.
- There is a strong programme of monitoring in place. Governors use a range of techniques to engage with pupils, staff and parents to raise their profile and ensure that they have a good understanding of the school's strengths and areas for further development.
- A review of the records of governing body meetings shows that they ask challenging questions of leaders, which in turn demonstrates an improved understanding of the data they are presented with.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that all appropriate employment checks are completed on anyone wishing to work at the school. The record of these checks is maintained well and reviewed regularly by the safeguarding governor and trust members.
- Staff are fully aware of the systems that they must follow in reporting any concerns, to ensure that pupils are kept safe. Records of any incidents are detailed and there is a

clear chronology of actions taken. Leaders offer challenge to fellow professionals when they feel that it is in the pupils' best interests.

- Staff undertake regular training to ensure that they are up to date with the most recent legislation. Weekly briefings and staff meetings always contain a safeguarding focus. Staff are asked questions and given scenarios to discuss to ensure that they remain vigilant in their safeguarding responsibilities.

Quality of teaching, learning and assessment

Requires improvement

- In the past few years, the school has expanded year on year, and from September 2019, the school will have two-form entry in all year groups. However, this has led to considerable staffing changes and new teaching approaches taking longer to embed because of the ongoing induction of new staff. In some year groups, approaches to teaching are secure and teachers make very effective use of assessment information to set work that challenges pupils. However, these approaches are not fully embedded and secure in all classes within key stages 1 and 2.
- Teachers plan for pupils to study a range of subjects through a 'topic-based' approach. Activities are designed to engage pupils and do so effectively. However, in some classes, although pupils are engaged, the activities are not building pupils' knowledge and skills systematically. When this happens, pupils do not make the progress they are capable of.
- In subjects such as geography, history and RE, teachers do not link their planning to what has been previously taught, so that they build pupils' subject-specific knowledge, skills and understanding progressively. As a result, pupils sometimes complete activities in key stage 2 that offer the same level of challenge as that completed in key stage 1.
- A clear strategy is now in place for developing pupils' writing skills and is leading to improvements in pupils' outcomes. Teachers use quality texts to provide stimulus for pupils to write in a range of styles. Pupils use editing techniques to improve their work. In other subjects, pupils practise their writing skills. This is ensuring that more pupils are working at age-related expectations than was previously the case.
- The teaching of guided reading follows a consistent format in all year groups. A range of quality texts is chosen by the subject leader, covering both contemporary and traditional styles. Pupils then complete a range of tasks to improve their wider reading skills, such as inference and prediction. Current assessment information indicates that the pupils' progress and attainment are improving.
- The teaching of phonics is effective. Pupils access a daily lesson and are taught in ability groups to ensure that they receive an appropriate level of support. 'Year 2 catch-up phonics' is equally effective for those pupils who were unsuccessful in reaching the required standard in the phonics screening check in Year 1. Any pupils not reaching the required standard are all increasing their phonics knowledge and are often either new to the school or with additional and complex needs.
- The teaching of mathematics has improved and is consistent across the school. Pupils have a 'daily 5' fluency check, designed to improve pupils' mental arithmetic skills. There are regular opportunities for pupils to practise their reasoning and problem-solving skills, and this is consistent across the school. As a result, current pupils'

progress is improving.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils say that they feel safe. They have a good understanding of how to keep themselves safe, particularly when accessing the internet. Parents who responded to Ofsted's online questionnaire, Parent View, would endorse this.
- Pupils gain a strong understanding of their local heritage and local community. The 'silver friends' group meets in school and provides an opportunity for the older generation to share stories, artefacts and photographs from the past. Pupils readily engage in this and are keen to ask lots of questions.
- Pupils know about the different types of bullying. They say that it is rare and when it does happen there is always an adult who can sort it out quickly. A review of the behaviour logs would indicate that this is the case.
- The dedicated pastoral team know the pupils and their families well. They ensure that all pupils, particularly the most vulnerable, access any additional services and support when they need it.
- Leaders ensure that pupils' spiritual, moral and social development is effective. However, pupils' understanding of different religions and cultures is less well developed. Action is being taken to remedy this.

Behaviour

- The behaviour of pupils is good.
- Pupils are courteous and welcoming to visitors. Their movement around the school is orderly and calm.
- Pupils behave well. There is a clear behaviour code, which pupils adhere to for the most part. Those pupils who exhibit more challenging behaviours are managed sensitively and effectively.
- Playtimes are well organised to accommodate the increasing pupil numbers at the school. The school council members have worked hard with staff to make playtimes more enjoyable. They have informed the purchase of additional resources and organise activities for pupils to participate in. As a result, playtime incidents have reduced considerably.
- Pupils' attitudes to their learning are very positive. They are keen to find out new things and talk animatedly about their learning. For example, pupils in Year 1 were very keen to tell an inspector about their study of the Great Fire of London, where they burnt down the houses they had made to show how quickly the fire spread.
- Leaders prioritise pupils' good attendance and punctuality. The dedicated pastoral team ensures that absence rates are monitored closely, and any concerns are picked up quickly. Current absence rates are in line with national averages, which represents a

slight increase on previous years, as is the proportion of pupils who are regularly absent from school. Upon further investigation, most of these absences are linked to holidays taken in term time.

Outcomes for pupils

Requires improvement

- In 2017 and in 2018, pupils' attainment at the end of key stage 2 was below the national average in reading, writing and especially so in mathematics. In 2018, pupils' progress declined and was well below average in these three subjects, and in the bottom 10% of schools nationally. In these subjects, improvement for current pupils is evident in their work and in their most recent assessment information.
- Pupils' attainment and progress in subjects beyond English and mathematics remain weak. Activities planned for subjects such as geography, history and RE are not enabling pupils to deepen their subject-specific knowledge or extend their subject-specific skills sufficiently.
- Pupils' attainment in science is beginning to improve. Pupils study a range of scientific concepts covering physical sciences, living things and materials. However, pupils' scientific enquiry skills are not embedded securely. This means that pupils are not using what they already know to draw conclusions effectively, and are often using simple methodologies to record their findings. For example, older pupils were asked to sort and classify minibeasts using simple tables and charts that were also used by much younger pupils.
- In all year groups, the differences in attainment between disadvantaged pupils and their peers are reducing in reading, writing and mathematics. There are some remaining pockets where this is not the case, but this is not indicative of any emerging trends. The pupil premium champion's presence in all pupil progress meetings is focusing the minds of teachers more acutely on minimising any barriers to learning that may exist.
- Pupils with SEND are making effective progress from their starting points and against their targets. However, new approaches to planning for pupils with SEND are not thoroughly embedded, and have not had the desired impact on increasing pupils' independent learning skills and accelerating their progress. The SENCo has already identified this as a priority action moving forward.
- Pupils' attainment in the Year 1 phonics screening check has been above the national average over time. Current outcomes indicate that this continues to be sustained in 2019.

Early years provision

Good

- The early years leader has a good understanding of how young children learn. She ensures that all welfare requirements are met, and that both inside and outdoor provision are engaging for children.
- Key workers establish strong relationship with children and embed routines effectively. They plan activities that will sustain children's interests. As a result, children behave well and are very settled and confident in their surroundings.

- Children learn to play with increasing confidence and independence the longer that they are in the early years. Activities children choose for themselves help them to learn the skills of negotiation and problem solving. There are ample opportunities for children to apply their early literacy and numeracy skills.
- Children enter the early years at different ages and stages of development, some with extensive pre-school experience and others with none. In the main, half of all children start school with skills typically expected. Over time, they make good progress and most children reach a good level of development by the end of Reception. In 2017 and in 2018, this was above the national average. Current outcomes would indicate that this is sustained for 2019.
- Children get off to a good start in the acquisition of phonics. Staff assess children regularly to ensure that they receive the right support to help them move on. By the time they leave Reception, most children are demonstrating age-appropriate phonics skills in their early reading and writing development.
- Assessments of children's learning and development are accurate and reflect children's achievements. They are completed regularly, and staff work hard to engage parents in this process. Occasionally, the next steps identified for children's learning lack precision. When this happens, children's progress slows.

School details

Unique reference number	143242
Local authority	Leeds
Inspection number	10087606

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	382
Appropriate authority	Board of trustees
Chair	Adele Dempster
Headteacher	Richard Cairns
Telephone number	01977 522620
Website	www.allertonbywater.leeds.sch.uk
Email address	ainswot01@brigshawtrust.com
Date of previous inspection	Not previously inspected

Information about this school

- Allerton Bywater Primary School converted to become an academy in 2016. When its predecessor school was last inspected by Ofsted it was judged to be good.
- The school is larger than the average-sized primary school, following its expansion to a two-form entry primary school. It has increased in size year on year since academy conversion. In the current school year, an extra 40 pupils have been admitted into the school.
- Most pupils are White British.
- The overall proportion of disadvantaged pupils is slightly above the national average but varies considerably between year groups.
- The proportion of pupils with SEND is broadly in line with the national average, as is the proportion of pupils with an education, health and care plan.
- The school is part of the Brigshaw Learning Trust, which consists of six primary schools and Brigshaw High School. The structure of governance comprises members, trustees

that oversee the partnership as a whole, and a local governing body for each school. A central team of officers, including the chief executive officer, provides support to all schools within the partnership.

Information about this inspection

- Inspectors observed learning in all classes and year groups. Inspectors were accompanied by senior leaders of the school and the trust in many of these observations.
- Inspectors observed pupils at playtime and lunchtime and talked to groups of pupils about their learning, both formally and informally. Inspectors also listened to a group of pupils read. An extensive scrutiny of pupils' work in a range of subjects from Year 1 to Year 6 was completed, alongside schemes of work and pupils' assessment information.
- Meetings were held with the members of the governing body, including the chair and vice-chair, the chief executive officer of the trust and school leaders.
- Inspectors reviewed a wide range of school documentation, including the school's evaluation of its own performance, improvement plans, assessment information on current pupils' attainment and progress, attendance and behaviour records, and records relating to governing body minutes and safeguarding.
- Inspectors took account of the 81 responses to Ofsted's online questionnaire, Parent View, and associated free-text commentaries.

Inspection team

Diane Buckle, lead inspector	Her Majesty's Inspector
Christine Turner	Ofsted Inspector
Helen Hussey	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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