

School report

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Inspection of Moor Allerton Hall Primary School

Lidgett Lane, Leeds, West Yorkshire, LS17 6QP

Inspection dates: 24–25 September 2019

| | |
|----------------------------------------------|----------------------|
| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Overall effectiveness at previous inspection | Requires improvement |

What is it like to attend this school?

Pupils feel happy and safe. They know adults are there to help them. They explained there is a 'What I want my teacher to know box' in every classroom. Pupils can put a note in the box if they have a worry or something to celebrate. Teachers read these notes and respond quickly and effectively.

Pupils understand the behaviour policy and say it works. Teachers give pupils strategies to help them deal with their feelings and with difficult situations. As a result, behaviour has improved. Pupils say that bullying is rare. Adults deal with it well.

Adults take the time to get to know pupils and their families well. This means they are in a good position to offer appropriate support. Many parents say the school is like a caring family. Support for deaf and hearing-impaired pupils is embraced by the whole school. Many staff and pupils regularly use British sign language.

Leaders have high expectations for every pupil. Most pupils are keen to learn and enjoy their lessons. They say they get help to develop 'mindset muscles'. They explained this means building skills such as independence, resilience and perseverance. They know these will be useful throughout their lives.

What does the school do well and what does it need to do better?

Leaders have considered the needs of all pupils in the school when designing the curriculum. Detailed plans are in place for some subjects: English, mathematics, science, geography and personal, social, health and economic education. These plans show how work is sequenced. They show how pupils will build on their learning, year on year. However, the curriculum is not well enough planned and sequenced in some subjects. However, it is clear from leaders actions that they are in the process of bringing this about.

Reading has a high priority throughout the school. Staff and pupils recognise that it can open the door to learning in other subjects. Phonics lessons are well structured. Most pupils quickly gain the skills they need to be able to become fluent readers.. However, the books that pupils use to practise their reading are not always well matched to phonics knowledge.

The curriculum in the early years has been carefully planned and sequenced. It is skilfully adapted to take account of pupils' interests and starting points. Staff support all pupils to be the best that they can be. There is a clear focus on the development of speaking and listening. There are regular opportunities for discussion on things that pupils are familiar with. Pupils enjoy joining in with rhymes, songs and familiar stories. Staff encourage pupils to investigate and explore. They help pupils to learn through play. For example, suggesting pupils count how many super heroes they

had released from a jar.

Pupils of all ages and abilities want to learn. They work hard. They are not put off when they find their work difficult. They are able to work both on their own and with others. They support each other in their learning. For example, two boys with different answers to a question about coordinates, returned to the task to check each other's answers.

Teachers carefully check pupils' work in lessons. This means that they spot errors and misconceptions quickly. They then adapt their teaching to address them. However, incorrect letter formation is not always tackled.

Attendance has improved over time. This is because staff work closely with parents. However, attendance is still lower than it should be.

Work to promote pupils' personal development is 'a golden thread' that runs throughout the school. Pupils are self-confident. They are proud to be part of a school community that welcomes and values everyone. They say that this is the 'Moor Allerton Hall way'. Work to promote mental health is a strength of the school.

Pupils with special educational needs and/or disabilities are well supported. Their needs are quickly identified. They have support to help them to access the curriculum alongside their peers. For example, deaf pupils can fully take part in many lessons because of the use of British sign language.

Leaders want the best for the pupils in their care. They have been very effective in improving behaviour and attitudes to learning. They make sure that staff are well trained and supported to do their jobs well. They have ambitious plans to continue to improve the school.

Governors have a good understanding of what the school does well. They know what leaders need to work on and are supportive. However, they also ask challenging questions to check the impact of leaders' actions.

Safeguarding

The arrangements for safeguarding are effective.

All policies and procedures are fit for purpose. Record keeping is clear and well organised. Staff are well trained and understand that safeguarding is everyone's responsibility. They have strong relationships with families. They make sure that pupils receive support when they need it. As a result, there is a strong culture of safeguarding in the school.

Parents and carers say that their children are safe in school. Pupils learn about potential risks and have an age-appropriate understanding of healthy relationships. They understand the importance of reporting any form of abuse to a trusted adult.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not yet sufficiently coherently planned and sequenced in some foundation subjects. However, it is clear from the actions that leaders have already taken to plan the curriculum and train staff in how to deliver it, that they are in the process of bringing this about. Current outline plans need to be expanded upon so that they give more detail and make the sequence of learning clear. They need to show teachers what to teach and when to teach it. Plans need to ensure that pupils build knowledge sequentially in all subjects.
- Not enough pupils reach the required standard in phonics in Year 1. Leaders need to make sure that the books that pupils use to practise their reading are more carefully matched to their developing phonics knowledge. Staff need to check that pupils choose or are given the right books to help them to progress.
- Attendance needs to continue to improve. Leaders need to continue their regular monitoring of absence. They need to continue to work with parents to remove some of the barriers that are preventing improvements in attendance. This includes stressing the importance of regular school attendance.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

| | |
|--------------------------------------------|------------------------------------------------------------------------------------------|
| Unique reference number | 107915 |
| Local authority | Leeds |
| Inspection number | 10110560 |
| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 502 |
| Appropriate authority | The governing body |
| Chair of governing body | Reuben Moore |
| Headteacher | Lesley McKay |
| Website | www.moorallertonhall.leeds.sch.uk |
| Date of previous inspection | 4–5 May 2017 |

Information about this school

- In addition to mainstream provision, the school hosts Leeds City Council's resource provision for pupils who are deaf and hearing impaired. They usually cater for pupils from reception class to year 6 who live in the Leeds area. There are currently 12 pupils accessing this provision. Pupils use a variety of communication methods, including spoken English, British Sign Language (BSL) and Sign Supported English (SSE) to access the curriculum.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with the headteacher, deputy headteacher, assistant headteachers, early years leader, SEND coordinator and some subject leaders.
- An inspector met with a representative from the local authority.
- The arrangements for safeguarding were checked. This included checks on the single central record, staff training and safeguarding records.

- An inspector discussed the school's records on attendance and behaviour with leaders.
- An inspector analysed the school's self-evaluation document and plans for improvement.
- Inspectors looked at curriculum planning for a wide range of subjects.
- An inspector met with five members of the governing body and looked at the minutes of governing body meetings.
- Inspectors talked informally with pupils in lessons and at breaktimes. They also took account of the 117 responses to Ofsted's online pupil questionnaire.
- Inspectors talked to a number of parents as they dropped their children off at the start of the school day. They also took account of the 114 responses to Ofsted's survey, Parent View.
- Inspectors met with a number of staff and took account of the 47 responses to Ofsted's online survey.
- The subjects considered as part of this inspection were early reading, mathematics, geography and PSHE. Inspectors carried out deep dives in these subjects. This entailed meeting with senior leaders, subject leaders and teachers, looking at curriculum plans, visiting lessons, speaking to pupils about their learning and scrutinising pupils work. An inspector also listened to pupils read and observed a teacher listening to pupils read.

Inspection team

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