

Inspection of a good school: Allerton Church of England Primary School

Lingfield Approach, Alwoodley, Leeds, West Yorkshire, LS17 7HL

Inspection dates:

5 and 6 July 2022

Outcome

Allerton Church of England Primary School continues to be a good school.

What is it like to attend this school?

There is no doubt that Allerton Church of England, or 'ACE' as pupils call it, is a special place. Pupils say it is a safe and loving place to be where teachers are encouraging. Teachers make their classrooms exciting places for pupils to learn. This is the case right through the school. For instance, pupils enter their well-stocked library through a 'Chronicles of Narnia' inspired wardrobe.

Pupils are fully engaged in their lessons. At social time, there is a lively atmosphere as friends play together, making use of the fun equipment and the activities provided for them. Pupils are eager to talk about what they enjoy about their school. Bullying is a rare event and pupils are confident that teachers will always be on hand to support them if they have a problem.

Pupils benefit from the extensive range of clubs on offer which are returning after lockdown. These include art, sport and languages. During the inspection, children in the reception classes were on a magic train ride to Knaresborough. Pupils in Year 3 to Year 6 participated in their sports day which took place at Leeds Beckett University.

Older pupils are asked to demonstrate the school's values to younger pupils as Role Models. They about these roles with great maturity. Values such as having an enquiring mind and being resilient of spirit are lived in this caring and vibrant school. The school community comes together when necessary to support each other, including during the pandemic. Parents and carers are very positive about the school. The overwhelming majority would recommend it. One parent wrote 'what I love about ACE is the focus on preparing the pupils to be caring and compassionate citizens of the world.'

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

Leaders have created an inspirational place to learn. All who work at this school are ambitious for pupils. The curriculum, the environment, and the extra opportunities that

pupils receive enable all to benefit from a broad and rich learning experience. Pupils relish the opportunities that they are given.

Reading is a priority. There has been a great deal of investment in resources and books so that pupils thoroughly enjoy reading. Staff are well trained in the teaching of early reading. Pupils who might need extra support receive it. Older pupils benefit from the investment in libraries and well-planned reading opportunities throughout the curriculum. Leaders are aware that the progress in reading in some cohorts has been affected by the pandemic. They are confident that the programme to support these pupils to catch up is having a clear impact. There are imaginative initiatives to develop a love of reading, for instance, pupils enjoy books being read by mystery readers. Each week a pupil from each class takes home the 'bedtime box', this includes a range of books and hot chocolate.

Pupils are very positive about mathematics often citing it as one of their favourite subjects. Pupils are encouraged to explain their reasoning, and this helps them understand with great depth. The teaching of numbers to the youngest children in school is ambitious with well-planned activities designed to do this in a fun and stimulating way. Pupils with special educational needs and/or disabilities (SEND) are supported well. They access the full curriculum or, where appropriate, follow a more bespoke offer. Teachers are confident in the teaching of this subject and are positive about the support and training they have received.

Pupils enjoy history and are able to talk about the topics they have studied most recently. The curriculum is ambitious and has been carefully planned. However, when older pupils were asked to identify and discuss events that they have previously studied and why they happened, the results were mixed. Pupils are not always able to make the connections in their learning that teachers plan for them.

There is a very ambitious art curriculum which enables all pupils to spend a block of time working intensively in the school's art studio. The work that pupils produce here is stunning. Leaders identify that the artwork that pupils complete in class is not all the same high standard. This is being addressed through staff training and team teaching. Leaders must also consider the knowledge that pupils have previously developed so that they can move forward and build upon this.

The school enjoys a variety of arts partnerships with the Shakespeare Schools Foundation, Leeds Beckett University, Space2 and The Leeds Playhouse. These enhance the personal development of pupils by allowing access to a wide range of creative opportunities.

Staff morale is high. Staff are proud to work at the school and enjoy doing so. They say that the school is exceptionally well led and managed by a headteacher who they describe as inspirational. The governing body know the school well and provide support and challenge to the headteacher and other senior leaders.

In discussion with the headteacher, the inspectors agreed that continuing to develop the curriculum in foundation subjects such as art and history so that it is clear what pupils will know and remember, may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

The well-being of pupils is at the heart of all leaders do. This work is underpinned by the Christian ethos of the school. As a result, there is a strong culture of safeguarding. Leaders ensure that the correct procedures are followed when appointing staff. Thorough records are kept of any concerns. Prompt referrals are made if they are required. Leaders are prepared to be relentless in pursuing concerns if they believe that children need support. Staff receive regular training and understand their responsibilities in keeping pupils safe. Staff ensure that pupils know how to keep themselves safe both off and online. Governors ensure this work is carried out to the highest standard.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have developed an ambitious curriculum for the foundation subjects. However, some elements of this are too challenging or sometimes pupils do not remember what they have been taught previously. This means that pupils are unable to access some of the curriculum content well. They do not always have the prior knowledge to be successful. Leaders are reviewing the curriculum in these subjects and should ensure that all areas of their intended curriculum are delivered at an appropriate level so that pupils retain the knowledge they have been taught and are able to build upon it.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good on 28-29 February 2012.

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 information from Ofsted Parent View 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 are the school and you are 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	135210
Local authority	Leeds
Inspection number	10211233
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	700
Appropriate authority	The governing body
Chair of governing body	Anna Ladd
Headteacher	Helen Stott
Website	www.allertonceprimary.com
Date of previous inspection	23 February 2017

Information about this school

- The school's population has increased in recent years.
- A new Key Stage 2 teaching block including a dance studio was opened in 2019.
- A new block comprising an art studio, nurture room and café was opened in 2017.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- The inspectors carried out deep dives in early reading, mathematics, art and history. For each deep dive inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- The inspectors met with the headteacher, deputy headteachers, assistant headteachers, subject leaders and other members of staff. The lead inspector met with those responsible for governance, including the chair of the governing body. The lead inspector spoke to representatives of the local authority and the Diocese of Leeds.

- The inspectors observed pupils' behaviour both in lessons, at breaktimes and at lunchtimes. They gathered pupils' views from both formal and informal discussions.
- The inspectors scrutinised a range of documentation, including the school's self-evaluation and improvement plan.
- The inspectors checked the school's single central record, met with the school's designated safeguarding leader, and reviewed safeguarding information.
- The inspectors met with parents and carers. They took account of the responses to Ofsted's parent survey, Parent View. The inspectors also took account of the responses to Ofsted's staff survey and Ofsted's pupil survey.

Inspection team

Andrew Cummings, lead inspector Ofsted Inspector

Sharon Stelling Ofsted Inspector

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