

Inspection of Allerton Bywater Primary School

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

Inspection dates: 16 and 17 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Allerton Bywater Primary School is a happy place where pupils thrive. Leaders prioritise the well-being of staff, pupils and their families. All pupils are welcomed and expected to do well. Parents and carers are happy with how leaders support pupils and say their children feel safe.

Leaders help develop pupils' character by teaching them the school values, such as confidence. Pupils know and understand these values. Older pupils are proud to be part of the school council and contribute to wider school life. They recognise and reward their peers for making the right choices. Pupils have a voice and are encouraged to use it, for example in junior leadership roles.

Pupils focus and behave well and during lessons. They play well at social times. Bullying is rare. When it does happen, leaders take swift action. Kind and caring relationships exist between pupils and adults. Pupils trust that adults will help them with any worries quickly and effectively. As one pupil said, 'Teachers are caring and you can tell them anything.'

Leaders have designed an enrichment programme that involves pupils experiencing 'memorable moments' such as workshops with Opera North. These moments have links to the arts, music, sport and culture and help build aspirations through new experiences.

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

Leaders have created a well-planned and ambitious curriculum. They have set out the key knowledge and skills that pupils should learn. Leaders have mapped the important vocabulary that pupils need to know to help them understand and explain their thinking. Teachers adapt the curriculum so that learning is well matched to the needs of pupils. As a result, pupils achieve well. Teachers check what pupils have learned through recall practice. Leaders support teaching approaches with resources such as curriculum booklets. However, in some subjects, the recall practice has only recently been introduced and is still developing. This means that pupils do not recall some of their learning as well as they should.

Leaders prioritise reading in school. Adults read to pupils each day. They challenge pupils to read a broad range of texts during their time in school. Teachers help pupils to quickly develop their reading speed and comprehension. This enables all pupils to access the wider curriculum. Pupils speak enthusiastically about the books they have read. Children in Reception learn to read right from the start. All staff have received training to help them to be early reading experts. Teachers deliver phonics lessons with precision and consistency. Pupils enjoy the structure and routine of the school's chosen phonics programme, which enables all pupils to learn to read with confidence. Pupils read books that match the sounds they are learning.

Leaders continue to build teachers' subject knowledge through weekly training sessions.

Children in Nursery get off to a good start with clear learning routines. Relationships are strong and staff know the children well. Staff make developing pupils' language and communication a high priority. They make sure that children learn numbers and numerical patterns quickly. Teachers have a sound knowledge of the curriculum. They use the woodland area to provide outdoor learning, and opportunities to work together during activities such as building dens. The children are well prepared for Year 1.

Leaders identify pupils with special educational needs and/or disabilities (SEND). Teachers know these pupils well. Teachers help pupils to access the curriculum by making skilful adaptations. The support pupils receive helps them to remember what they have learned over time. Pupils with SEND enjoy coming to school.

Leaders prioritise personal development for pupils. There is a well-planned curriculum and assembly programme. Pupils learn about different religions and cultures. They have a well-developed understanding of tolerance and diversity. They are accepting of each other and appreciate how each person is unique. The enrichment programme is well planned. All pupils have the same opportunities to develop their talents and interests. Pupils enjoy attending the many after-school clubs, such as archery and eco club. Pupils engage in fundraising within the community.

Leaders have an accurate view of the effectiveness of the school. The school is well led. Everyone works together for the same aim. Leaders address areas for improvement systematically. Trustees and the local governing body work with leaders to ensure the quality of education pupils receive is effective. Leaders are considerate of staff's workload and look after their well-being. Staff say they are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. All staff know they have a shared responsibility to keep pupils safe. Leaders provide regular training for staff and governors. As a result, staff know how to spot pupils who may be at risk of harm. Staff report concerns about pupils. Leaders respond quickly to those concerns. Staff know vulnerable pupils and families well. Governors regularly check the school's safeguarding procedures.

Leaders ensure that the curriculum provides opportunities for pupils to stay safe, including when online. For example, pupils learn about water safety. Pupils know who to go to if they have a concern. They know that staff take their concerns seriously.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the recent changes to pedagogical approaches that leaders have made are new. Some staff need further support to get the most out of activities such as recall practice. This means that pupils are not consistently securing important knowledge. Leaders should ensure that changes are carefully monitored and adapted where necessary, to ensure pupils remember the important knowledge they need.

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.

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	143242
Local authority	Leeds
Inspection number	10257057
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	426
Appropriate authority	Board of trustees
Chair of trust	Emma Jackson
Headteacher	Sarah Scotland
Website	www.allertonbywater.leeds.sch.uk
Date of previous inspection	11 and 12 June 2019, under section 5 of the Education Act, 2005

Information about this school

- The school is a larger-than-average-sized primary school.
- The school runs a breakfast club for pupils.
- The headteacher, appointed in November 2021, is new since the last inspection.
- The school joined Brigshaw Learning Partnership in 2016.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, mathematics, history and geography. For each deep dive, an inspector discussed the curriculum with the subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors visited lessons, scrutinised support planning, and carried out work scrutiny to evaluate the provision for pupils with SEND.
- To inspect safeguarding, inspectors scrutinised safeguarding records, including the single central record. They also spoke to leaders, staff and pupils about safeguarding.
- Inspectors spoke to governors and trust leaders.
- Inspectors visited the breakfast club and observed pupils at breaktime and lunchtime, and when moving around the school.
- Inspectors spoke to leaders for personal, social, health and economic education and religious education. They looked at curriculum plans for these aspects of the school's work.
- Inspectors spoke to parents and carers informally on the playground and considered responses to Ofsted Parent View, the online survey for parents.
- Inspectors met formally with groups of pupils and spoke to others informally throughout the inspection.

Inspection team

Rachael Macleod, lead inspector	Ofsted Inspector
David Harrison	Ofsted Inspector
Emma Watson	Ofsted Inspector

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