



# Allesley Primary School

## Inspection Report

**Unique Reference Number** 103662  
**LEA** Coventry  
**Inspection number** 276968  
**Inspection dates** 24 January 2006 to 25 January 2006  
**Reporting inspector** Christine Huard AI

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

|                                    |                    |                           |                       |
|------------------------------------|--------------------|---------------------------|-----------------------|
| <b>Type of school</b>              | Primary            | <b>School address</b>     | Antrim Close          |
| <b>School category</b>             | Community          |                           | Coventry              |
| <b>Age range of pupils</b>         | 3 to 11            |                           | West Midlands CV5 9FY |
| <b>Gender of pupils</b>            | Mixed              | <b>Telephone number</b>   | 024 76402611          |
| <b>Number on roll</b>              | 362                | <b>Fax number</b>         | 024 76407964          |
| <b>Appropriate authority</b>       | The governing body | <b>Chair of governors</b> |                       |
| <b>Date of previous inspection</b> | 17 January 2000    | <b>Headteacher</b>        | Mrs J Rowe            |

|                             |   |                                    |
|-----------------------------|---|------------------------------------|
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

This is an average sized primary school on the outskirts of Coventry. Most of the pupils come from White British backgrounds with a small percentage learning English as an additional language. The proportion of pupils who have learning difficulties and disabilities is above average, and has increased significantly in recent years. Children enter the school with well below average levels of attainment in literacy, mathematics and personal development.

## **Key for inspection grades**

|         |              |
|---------|--------------|
| Grade 1 | Outstanding  |
| Grade 2 | Good         |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate   |

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school and has some outstanding features. In making these judgements the inspectors agree with the school's evaluation of its effectiveness. All pupils achieve well. Children enter the Nursery with skills well below those expected. They make very good progress as they move through the school. However, an influx of pupils into Years 5 and 6 with complex special needs, which pose a considerable barrier to achievement, means that overall achievement slows slightly although pupils still leave the school having reached average standards overall and above average standards in English and mathematics. Standards in science are not as high because information from assessments is not used precisely enough to identify how improvements can be made. Teaching is good overall and pupils learn effectively because progress is closely monitored, support provided where needed and lessons are made interesting so that pupils enjoy them. They participate eagerly in the activities provided both in and out of school hours. Pupils with learning difficulties and disabilities and those who speak English as an additional language achieve well. The leadership and management are good and the headteacher provides excellent direction in driving the school forward. The leadership has ensured that the quest for high standards is rigorously pursued whilst promoting a real love of learning in the pupils. The school has made good progress since the last inspection, successfully addressed the issues raised and is very well placed to make further improvements. Overall the school provides good value for money.

### **What the school should do to improve further**

- Use the information from assessments in science more effectively in order to pinpoint precisely what action needs to be taken to enable more pupils to reach Level 5 in national tests.

## **Achievement and standards**

### **Grade: 2**

When children enter the Nursery they have few of the skills expected for children of this age. They achieve very well in the Nursery and Reception classes and by Year 1 most children have reached the standards expected, but a significant minority still has limited skills in mathematics and English. Pupils achieve well in Key Stage 1 and by the end of Year 2 reach standards that are above those expected in reading, writing and mathematics. Good achievement continues through Key Stage 2. The school has admitted to Years 5 and 6 several pupils who have significant learning difficulties and disabilities. These pupils receive very good support and make at least good progress against their targets. However, their progress against National Curriculum levels is slower, which means that overall the school's test results show that standards reached at the end of Year 6 are average, although they are above average in English and mathematics. The school broadly met the challenging targets it set in 2005 and has set appropriately challenging targets for the coming year. Standards in science are not

as high because the school has not analysed accurately enough what needs to be done to enable more pupils to reach standards beyond the expected level. Pupils with learning difficulties and disabilities and those for whom English is an additional language achieve well because they receive good support.

## **Personal development and well-being**

### **Grade: 1**

The pupils' personal development is outstanding. Pupils in Year 2 said 'We love coming to school because we do lots of interesting things'. This enthusiasm is reflected throughout the school and results in above average levels of attendance and positive attitudes that support learning very well. The pupils have very good relationships with peers and adults. Behaviour is very good, the introduction of 'playground pals' has been highly successful in counteracting any problems in the playground.

The provision of the pupils' spiritual, moral, social and cultural development is outstanding. Spiritual development is promoted very well through assemblies and through lessons which give many opportunities for inspiration and reflection. The pupils make a major contribution to both the local and wider community. This ranges from links with a child in India to community planting activities and a very effective and outward-looking School Council. The pupils have a very good awareness of the diversity of cultures in Britain today.

The pupils have an excellent understanding of the importance of staying healthy and safe. Healthy living is promoted strongly to the extent that a parent commented that 'my child will no longer let us use a well-known fast-food outlet'. Pupils are gaining well the necessary numeracy and literacy skills that they are likely to need when they are older and go out to work.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good overall. Teaching for pupils in the Foundation Stage is good and is outstanding in the Nursery. Planning shows an excellent awareness of the needs of individual children.

In Key Stages 1 and 2 teaching is good overall. Teachers plan the work thoroughly and make sure that pupils in mixed age classes are well catered for. They have high expectations and encourage pupils to show initiative and independence in their learning. Teachers set tasks that challenge the higher attainers and provide appropriate support for those who have learning difficulties and disabilities. The organisation of pupils into groups or sets for mathematics and literacy ensures that the individual needs of pupils are well met and helps them to learn well. Teaching in science is satisfactory but does not yet focus precisely enough on lifting attainment of the higher attaining pupils.

Pupils learn effectively because tasks enthuse and inspire them and as a result their attitudes to learning are very good. They speak enthusiastically of the teachers' use of the interactive whiteboards, which are used imaginatively to help their learning. Teaching assistants are well deployed and provide good support for the pupils. Marking is constructive and pupils spoke enthusiastically about 'three stars and a wish', and how this helps them understand how to improve their work.

## **Curriculum and other activities**

### **Grade: 1**

The school offers an outstanding curriculum. It is planned to enrich the pupils' experiences. It is further enhanced by an inspiring range of extra-curricular activities, such as dance clubs and the school orchestra, all of which help pupils gain additional skills. The Foundation Stage provides children with a stimulating and exciting environment, which takes in all the prescribed areas. In Years 1 to 6, there is a clear focus on developing literacy, numeracy and ICT skills. There is also a strong emphasis on sports, music and the arts, as well as French and Spanish, which adds considerable breadth to what is on offer. Through the school's comprehensive programme of personal, social and health education, which incorporates use of drugs and sex education, the pupils learn to lead healthy lives and to stay safe.

## **Care, guidance and support**

### **Grade: 1**

The support, care and guidance and promotion of the pupils' health and safety are outstanding features of the school. The school takes very good care of its pupils. It recognises the importance of developing the whole child, particularly their self-esteem and personal worth and the 'Sparkle Club' is instrumental in fulfilling this aim. Very good child protection procedures are in place and all staff are conversant with these. The school monitors pupils' academic and personal development exceptionally well in English and mathematics. In science, this is not so precise, which means progress is not as good. The pupils have a very good understanding of their individual targets and what they have to do to make progress. Pupils with learning difficulties and disabilities are very well supported and parents are fully involved in all decision making. Pupils feel able to discuss, with an adult, any problems they may be experiencing.

## **Leadership and management**

### **Grade: 2**

The school is well led and managed. The headteacher provides excellent direction and her commitment to ongoing improvement is shared by all members of the school community. As a result, an environment has been created where all pupils enjoy coming to school and show real enthusiasm for learning. There is a good capacity to improve.

Staff with management responsibilities have a clear understanding of their role in monitoring the effectiveness of their subjects and areas. In particular, the leadership and management of the Foundation Stage are very good and show an excellent

understanding of the needs of young children. Governors are knowledgeable and fully involved in the school. They fulfil their statutory duties well. They show a good understanding of the school's strengths and weaknesses and are fully involved in strategic planning.

The school uses data well to check its own performance. For example, writing, particularly that of boys, was identified as a concern, and the success of actions taken is evident in the enthusiasm of and the progress made by pupils. However, recent lapses in the science data analysis means that it was not identified as requiring improvement, which means that standards have not improved at the same rate as in English and mathematics. Rigorous monitoring of planning, lessons and pupils' work assesses the quality of teaching and learning in order to ensure that pupils continue to make good progress. Parents have complete confidence in the school: 'the education, care and support given to the pupils is excellent' was one of many similar comments. The school listens carefully to the views of parents and pupils and takes action to respond to their concerns where appropriate.

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## Inspection judgements

|  |                       |              |
|--|-----------------------|--------------|
| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | <b>School Overall</b> | <b>16-19</b> |
|--|-----------------------|--------------|

### Overall effectiveness

|  |     |    |
|--|-----|----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 2   | NA |
| How well does the school work in partnership with others to promote learners' well-being?  | 1   | NA |
| The quality and standards in foundation stage  | 2   | NA |
| The effectiveness of the school's self-evaluation  | 2   | NA |
| The capacity to make any necessary improvements  | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection   | Yes | NA |

### Achievement and standards

|  |   |    |
|--|---|----|
| <b>How well do learners achieve?</b>   | 2 | NA |
| The standards <sup>1</sup> reached by learners   | 3 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 | NA |
| How well learners with learning difficulties and disabilities make progress                              | 2 | NA |

### Personal development and well-being

|   |   |    |
|---|---|----|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 1 | NA |
| The extent of learners' spiritual, moral, social and cultural development                                     | 1 | NA |
| The behaviour of learners   | 2 | NA |
| The attendance of learners  | 2 | NA |
| How well learners enjoy their education   | 1 | NA |
| The extent to which learners adopt safe practices   | 2 | NA |
| The extent to which learners adopt healthy lifestyles   | 1 | NA |
| The extent to which learners make a positive contribution to the community                                    | 1 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 | NA |

### The quality of provision

|   |   |    |
|---|---|----|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 2 | NA |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 1 | NA |
| <b>How well are learners cared for, guided and supported?</b>   | 1 | NA |

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

|  |     |    |
|--|-----|----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 2   | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2   | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review      | 2   | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 2   | NA |
| How effectively and efficiently resources are deployed to achieve value for money  | 2   | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 2   | NA |
| The adequacy and suitability of staff to ensure that learners are protected  | Yes | NA |

|   |     |
|---|-----|
| <b>The extent to which schools enable learners to be healthy</b>  |     |
| Learners are encouraged and enabled to eat and drink healthily  | Yes |
| Learners are encouraged and enabled to take regular exercise  | Yes |
| Learners are discouraged from smoking and substance abuse   | Yes |
| Learners are educated about sexual health   | Yes |
| <b>The extent to which providers ensure that learners stay safe</b>   |     |
| Procedures for safeguarding learners meet current government requirements                                   | Yes |
| Risk assessment procedures and related staff training are in place  | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism                                | Yes |
| Learners are taught about key risks and how to deal with them   | Yes |
| <b>The extent to which learners make a positive contribution</b>  |     |
| Learners are helped to develop stable, positive relationships   | Yes |
| Learners, individually and collectively, participate in making decisions that affect them                   | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| <b>The extent to which schools enable learners to achieve economic well-being</b>                           |     |
| There is provision to promote learners' basic skills  | Yes |
| Learners have opportunities to develop enterprise skills and work in teams                                  | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form          | NA  |
| Education for all learners aged 14–19 provides an understanding of employment and the economy               | NA  |

## **Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Thank you for the welcome you gave us when we visited your school. We very much enjoyed our time and would like to thank you for all the help that you gave us. We thought you would want to know what we thought about your school.

The youngest children settle in quickly and do very well in the Nursery and Reception classes.

You, and your parents, told us very clearly how much you enjoy school and that you learn a lot; you also told us how much you enjoyed all the extra activities such as dance and orchestra.

You make good progress with your learning and reach good standards in English and mathematics.

Your teachers are good at teaching and make lessons interesting for you, which means that you pay attention, behave well and really enjoy your learning.

The school takes very good care of you and helps you become more confident.

Your headteacher and the governors lead and manage the school well.

One thing could be even better.

You could do better in science if you knew exactly what you had to do to improve your work.

We are glad you enjoy your school and hope you will continue to work hard.