

Allerton Primary School

Inspection report

Unique Reference Number	107193
Local Authority	Bradford
Inspection number	287735
Inspection date	4 February 2008
Reporting inspector	Ann Sharpe

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

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	
School	377
Appropriate authority	The governing body
Chair	Mr Charles Dacres
Headteacher	Mrs Sharon Lambert
Date of previous school inspection	28 January 2002
School address	Garforth Street Allerton Bradford West Yorkshire BD15 7HB
Telephone number	01274 541587
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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated pupils' achievement and the quality of teaching and learning. Evidence was gathered from the school's self-evaluation, plans for further improvement, nationally published assessment data and the school's records of pupils' progress. Brief observations of lessons in all classes were undertaken. Discussions were held with staff, pupils and the chair of governors. Questionnaires returned by parents were considered. Other aspects of the school's work were not investigated in as much detail, but the inspector found evidence that the school's own assessments, as given in its self-evaluation, were rather modest.

Description of the school

The number of pupils on roll is increasing as a result of reorganisation of schools in Bradford. Although the school is currently above average in size, there are plans for it to become a large school over the next few years. The area is changing rapidly, and there is now much greater social and ethnic diversity than at the time of the previous inspection. About half of the pupils are White British, a third are of Pakistani heritage, and many of these pupils speak English as an additional language. The proportion of pupils who start or leave the school partway through their primary education is above average. A growing number of the pupils joining classes are new to education and/or new to speaking English. Not all children in the Reception classes have attended the school's Nursery. The proportion of pupils entitled to free school meals is above average, as is the proportion of pupils with learning difficulties and/or disabilities. In 2006/7 there was a long period of instability resulting from staff absences and changes. The school holds the following awards: Sports Activemark Gold, Healthy Schools Award, Football Charter Mark and

Investor in People.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Allerton Primary is an outstanding school, providing outstanding value for money. Its motto, 'We are all in this together', is evident in every aspect of the life of this vibrant school. Parents think very highly of the school and pupils say how much they enjoy coming because, 'We are all one big family'. They love welcoming new children, getting to know them and sometimes helping them to learn to speak English. Consequently, this is a happy and friendly school, where caring and confident pupils enjoy getting involved in everything that the school has to offer.

Pupils' achievement from their low and widely varying starting points is outstanding, and standards by the end of Year 6 are broadly average. This is because the school leaves no stone unturned in its efforts to respond to every pupil's needs in often rapidly changing circumstances. Care, guidance and support for pupils are exemplary, particularly the rigorous tracking of their progress. Excellent partnerships ensure that girls and boys from all ethnic backgrounds, pupils with learning difficulties and/or disabilities, pupils who need help to learn to speak English and pupils who are new to the school make equally rapid progress. The school seizes every opportunity to provide the right kind of support for pupils by deploying staff and resources to very best effect. Procedures for protecting and safeguarding pupils are robust.

The school is reaping the benefits of strenuous efforts to involve parents and carers in their children's education, particularly in the Foundation Stage and Key Stage 1. As a result, pupils make outstanding progress, and standards in reading, writing and mathematics by the end of Year 2 are improving. Year 6 national test results are more static because of the very high incidence of pupils starting and leaving partway through this phase of their education. Nevertheless, the school has done very well to maintain standards during recent staffing changes. The school sets very challenging learning targets for pupils of all ages, and most pupils are on track to either meet or exceed them. Pupils know what they have to do to reach their targets and the diligent marking of their work by teachers keeps them alert.

One of the main reasons for pupils' academic success is their outstanding personal development and well-being. Pupils' behaviour is excellent, and they relish opportunities to earn meaningful rewards and to take on responsibilities. The 'Gotcha' awards, for example, encourage the pupils to be polite and respectful, and so they take a genuine pride in themselves and their school. Pupils say how much they enjoy lessons, clubs and out-of-hours learning. The outstanding curriculum ensures that they learn how to live healthy and safe lifestyles, and how to play an important part in their school and wider community. Pupils' excellent multicultural understanding stems from active involvement in lessons in all subjects, religious celebrations and working with visitors from the community. Staff are doing all they can to avoid unnecessary absences and lateness. Despite this, attendance is satisfactory, rather than good. This is because not all parents respond fully to the school's strenuous efforts to involve them in their children's education. Pupils' outstanding progress in social, literacy, numeracy, and information and communication technology skills gives them a head start when they transfer to secondary schools.

This is a school that is improving all the time because of outstanding leadership, management and governance. The headteacher and deputy headteacher provide passionate and inspirational leadership, and promote a strong sense of teamwork. Governors watch over the school's performance with a keen eye, making sure that all pupils do as well as they can. Accountability is always high on the agenda, and this is why middle managers play an increasingly vital role

in driving the school forward. Although teaching and learning are outstanding overall, the school recognises the importance of remaining focused on ensuring that pupils' progress is consistently good right across the school. The school's rather modest view of itself reflects the exceedingly high expectations that it has of itself. The determination to be an 'exemplar' for other schools in similarly challenging circumstances, demonstrates an outstanding capacity to improve in the future.

Effectiveness of the Foundation Stage

Grade: 1

When children start Nursery or Reception, their skills are poor. They make outstanding progress as a result of outstanding teaching and learning. By the time children transfer to Year 1, however, their skills are still below what is typical for their age. Caring and enthusiastic staff work together as a dedicated team. They are well aware of the differing learning needs of the children, including children new to school in Reception, children new to English and children with learning difficulties and/or disabilities. They adjust all the school provides accordingly, so that all children settle quickly to learning, enjoy a wide variety of activities and get off to a flying start with learning to read, write and understand mathematics. Outstanding progress in personal, social and emotional development helps children to do as well as they can in all other areas of learning. The Nursery and new Reception premises provide an exciting haven of high quality provision and resources for the children. Children benefit from many chances to extend their learning by talking about their activities with adults. Skilful bilingual support staff are on hand to help if children do not understand English. Impressive links with parents, and children's success in meeting challenging learning targets are the result of outstanding leadership by the coordinator and other senior staff.

What the school should do to improve further

- The school has no major areas for improvement.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Inspection of Allerton Primary School, Bradford, BD15 7HB

Thank you very much for making me feel so welcome when I visited your school. I thoroughly enjoyed my day, especially talking to the school council and looking at all your work on display around the school and in your books. Your art and design work is beautiful and you all take so much care to keep the work in your books neat and tidy. There are such a lot of interesting and exciting things for you to do that it is not surprising that you enjoy school so much.

Your school is an outstanding school and you are right to feel proud of it. All the adults care about you a great deal, and nothing is too much trouble for them when it comes to helping you all to do as well as you can. Teachers are very good at making each one of you feel special, and they make sure that you learn as much as you can. The school expects a lot of you, and you work very hard to reach your learning targets. As a result, you learn at a very fast rate indeed.

I was particularly impressed with how much you know about staying healthy and safe. You understand a lot about bullying, too, and I was pleased to hear about all that you do to make sure that no one feels unhappy or left out at school. You all get along amazingly well together and your behaviour is excellent. You learn lots about people from different countries and backgrounds, and really live up to your motto, 'We are all in this together'.

I have not asked the school to do anything different because it is already doing all the right things. I know that you will continue to help by attending regularly, making sensible suggestions to the school council and earning GOTCHAs!