

Chapel Allerton Primary School

Inspection report

Unique Reference Number	107903
Local Authority	Leeds
Inspection number	309531
Inspection dates	21–22 October 2008
Reporting inspector	Amraz Ali HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	461
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Naz Parkar
Headteacher	Mr Nicholas Sykes
Date of previous school inspection	23 May 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Harrogate Road Leeds West Yorkshire LS7 3PD
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Age group	3–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

This is a large city school, serving the Chapel Allerton area, to the north of Leeds city centre. Pupils come from diverse ethnic and socio-economic backgrounds. Just under half are from White British backgrounds while just over half are from minority ethnic backgrounds. Most of these come from Indian, Pakistani, Caribbean or mixed heritage backgrounds. Approximately a fifth of pupils do not speak English as their first language, but only a few of these are at the early stages of learning English. Recently, a small number of pupils from Eastern Europe have been admitted, who are at the very early stages of learning English. The number of pupils with learning difficulties and/or disabilities is below average and the proportion of pupils eligible for free school meals is broadly average.

The Early Years Foundation Stage (EYFS) provision consists of a 78 place nursery (F1) for children aged from 36 months and two Reception classes (F2). Around two thirds of pupils who attend F1 transfer to F2, the remainder join from other EYFS providers.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Chapel Allerton Primary School provides its pupils with a satisfactory and improving education. It has strengths in the good personal development of pupils and in its effective partnership with the local community. A key success is the way that pupils are taught to appreciate and respect the rich and diverse cultures that are represented at the school. The school makes a positive contribution to creating a cohesive community. There are many opportunities for pupils to be involved in the local community, such as visiting the local library and senior citizens' homes, and taking part in the 'Chapel Allerton Festival'.

There have been many staff changes and staffing difficulties following the previous inspection and, as a result, the school has not been as successful as it wanted to be in addressing some of the key issues. These staffing difficulties have been a contributory cause of the variability in pupils' progress and the quality of teaching and learning. Nonetheless, the school is recovering well from this turbulent time and is now back on track and progressing well.

Pupils make satisfactory progress overall. They start in Year 1 with skills and knowledge that are usually typical for their age, and standards are average when they leave in Year 6. Between Year 1 and Year 6, however, progress and standards are inconsistent from year to year and across subjects. This unevenness is linked to variability in the quality of teaching, which is satisfactory overall. Where progress is good, it is because lessons are interesting and provide appropriate challenge for pupils. Progress slows down in some year groups because work does not sufficiently inspire or stretch all pupils; this is particularly the case for some of the more able pupils who do not always make the progress that they could. Standards at the end of Year 2 declined between 2005 and 2007 but have recently begun to rise again. The standards reached by pupils who speak English as an additional language, particularly Pakistani speaking pupils, are generally lower than other groups, but their progress is nonetheless satisfactory. The standards reached by Year 6 pupils in 2007 improved and 2008 un-validated results show further improvements, particularly in reading, where a large majority attained expected levels. In writing, however, standards lag behind, with a lower than average proportion reaching the higher levels. The achievement of Black and mixed heritage pupils has been an area of development for the school and recent improvements show that this group of pupils has been well supported. In 2008, provisional results show that they reached similar standards to their peers.

The satisfactory curriculum is enriched by an interesting range of after-school activities. The school has recently begun to reorganise the curriculum to ensure that it better reflects and interests the school's diverse pupil population. To this end, there has been an interesting array of visits, visitors and dance, music and art activities. However, this work is not yet embedded in the day-to-day curriculum. Interactive whiteboards are used to make learning interesting and some good use is made of the computer suite, where pupils practise their information and communication technology (ICT) skills in different subjects.

Leadership and management are satisfactory overall and the school runs smoothly on a daily basis. Systems for self-evaluation are effective and the school has accurately assessed its current strengths and areas for improvement. Resources are managed efficiently and the school provides satisfactory value for money. Whilst some subject leaders are driving forward change and raising standards, this is not the case in all areas. Sometimes there is insufficient focus on checking the work and standards reached by pupils, and on the required actions likely to bring about improvements.

Effectiveness of the Early Years Foundation Stage

Grade: 3

The provision for pupils in the EYFS is satisfactory and improving, and children make satisfactory progress overall. Children join with skills and knowledge that are broadly in line with what is typical for their age. However the range of skills and knowledge are wide and varied. They make satisfactory progress in most areas of learning with some good gains in their personal and social development and in their knowledge of letters and sounds. Progress is slower in some aspects of mathematical development and writing. An increasing number of children are starting the EYFS with English as an additional language. Language development is a priority and there is a strong focus on encouraging pupils to be able to speak and listen clearly. Leadership of the EYFS is good. The recently appointed EYFS leader has brought about many positive changes to the learning environment, and a comprehensive system of pupil assessment, that is being used to plan activities to meet the needs of each child. Provision for outdoor play is good. There are opportunities for climbing, and role play, and a good blend of child and adult-led activities. Children play confidently on their own and with others. Play is harmonious and pupils from all backgrounds relate positively to each other. Procedures for ensuring the welfare of pupils are in place and good behaviour is encouraged. Pupils with specific needs are quickly identified and supported in an inclusive environment.

What the school should do to improve further

- Improve the attainment and progress of the most able pupils, particularly at Key Stage 1, and in writing across the school.
- Improve the quality of teaching so that more is consistently good or better.
- Ensure that all subject leaders are more effective in monitoring and influencing practice to raise standards across the school.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. Pupils join Year 1 with skills and knowledge that are typical for their age and by Year 6 they reach broadly average standards in English, mathematics and science. Between Year 1 and Year 6, however, there are peaks and troughs in progress and standards. Recently, standards at the end of Year 2 have risen and are now average. However, fewer pupils than expected reached the higher levels. Pupils who speak English as an additional language make satisfactory progress; however, the standards reached by this group of pupils is generally lower than their peers, particularly for pupils of Pakistani heritage. Standards at the end of Year 6 improved in 2007 and were broadly average. Provisional test results for 2008 along with inspection evidence indicate that the number of pupils reaching the expected levels or above has increased further. However, few pupils reached the highest level in writing. In 2007 the progress and standards of some Black and mixed heritage pupils was significantly behind that of their peers. The school identified this and worked with the local authority on the 'Black Children's Achievement Programme'. In 2008, this group of Year 6 pupils made improved progress, reached their targets and attained standards similar to other pupils. The standards and progress of boys and girls has varied from one cohort to another. In 2007, the

progress of girls was better than that of boys but inspection evidence indicates that boys are now making similar progress. Pupils with learning difficulties and/or disabilities make satisfactory progress overall.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good and is reflected in their good understanding of the cultural and religious diversity of the society in which they live. Assemblies play a significant role; in one, very effective assembly, for example, two teachers demonstrated a role play on how 1950s America used to be segregated along racial lines. This was very well received and provided pupils with a very powerful message that they talked about for some time afterwards. Pupils are confident and enjoy coming to school; their attendance has improved and is broadly average. Relationships are strong, and each pupil's contribution is valued. The vast majority of pupils' behaviour is good, though in less challenging lessons some pupils can become restless. Pupils say that bullying and racism is rare, and if it does occur they say it is quickly dealt with. Pupils know about the importance of leading a healthy lifestyle, and participate in a variety of physical education and sporting activities. Many older pupils enthusiastically take on responsibilities within the school, including the roles of peer mediators and playground helpers. Evidence indicates that the school council has, in previous years, been very active in suggesting improvements to the school, and arranging and organising events such as a talent show to raise money for charity. However, the school council for the current academic year has not yet been elected. Pupils' good levels of self-confidence and self-esteem together with their satisfactory progress in literacy, numeracy and ICT provide them with satisfactory preparation for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall, but improving. On the whole, teachers form positive relationships with pupils and set clear expectations. Where teaching is good, learning intentions are shared with pupils so that they have a clear picture of what is expected. Skilful questioning explores pupils' understanding of what is being taught, and provides opportunities for teachers to build upon pupils' knowledge and skills. In the best lessons, there is a brisk pace, pupils enjoy their learning and they are clear about what is expected of them. Teaching assistants are used to good effect to ensure all pupils can fully access the curriculum. Pupils often have the opportunity to discuss their ideas with a partner, and this helps their own understanding. However, these features are not yet found consistently in all lessons, subjects and year groups. In some lessons, the slow pace and lack of opportunity for pupils to undertake interesting practical activities mean that some become restless, and on occasions there are inconsistencies in the way low-level misbehaviour is addressed. In some lessons, work is also insufficiently matched to the needs and abilities of all pupils. This results in a lack of challenge, particularly for the more able pupils. Marking is positive and encouraging but does not always show pupils what they need to do next to improve their work.

Curriculum and other activities

Grade: 3

The satisfactory curriculum meets statutory requirements and is broad and balanced. Emphasis on the development of basic skills ensures that most pupils make steady progress in English and mathematics. Pupils at the early stages of learning English or who speak English as an additional language receive well planned work that allows them to make good gains in their spoken English and satisfactory progress overall. However, opportunities to challenge the more able pupils through work tailored to match their needs are sometimes overlooked in lessons. School leaders have begun to encourage the use of literacy and ICT skills in different subjects to improve standards in these areas. Nevertheless, the impact of this work is not yet evident in pupils' rates of progress. The school is beginning to introduce a richer and more interesting curriculum for pupils. This is an improvement on the previous inspection, but there is more work to do if the school is to achieve its aim of providing a curriculum that reflects the rich cultural diversity that is present at the school. Successes, to date, include short focused topic work such as 'International Week' and 'Literacy Live', where events reflected the local and wider world communities. Visits from a local theatre group successfully engaged pupils in a range of Indian, African and world dance, music and art. A range of after-school sports clubs provides appropriate enrichment to the curriculum and is appreciated by pupils.

Care, guidance and support

Grade: 3

The quality of care, guidance and support for pupils is satisfactory with some good features. There is a clear commitment to supporting vulnerable pupils. Pupils at the very early stages of learning English receive appropriate support so they are included socially and academically. Procedures to identify and support pupils with learning difficulties and/or disabilities are improving as a result of effective pupil tracking systems. Effective partnerships with external agencies ensure that pupils who need extra support receive it. Procedures for safeguarding pupils' health and safety are in place. The 'Black Children's Achievement Programme' is improving pupils' attitudes to learning, targeting underachievement and preparing pupils for the next phase of their education. Academic guidance is satisfactory and is improving, with target setting developing. However, as yet, this is inconsistently applied and pupils are not always aware of their current performance or what they need to do to improve.

Leadership and management

Grade: 3

Leadership and management of the school are satisfactory. The school is emerging from a turbulent time in managing staffing difficulties. The headteacher has successfully managed this situation, whilst ensuring that all pupils are fully included in the life of the school. Key to this success has been an understanding of the diverse nature of the school community and how everyone can contribute to community cohesion within the school. For example, the equalities group, made up of parents, staff and governors identified reasons why some groups of the community do not attend social events. As a consequence, in addition to providing a range of world foods some social events do not now include the consumption of alcoholic drinks. The majority of parents reported that they support the work of the school and value the many improvements that have been made in recent years. The school uses questionnaires

and consultation evenings effectively to gather the views of parents; however, a minority indicate that they do not feel that the school takes account of their views. The role of subject leaders is being developed; at present their monitoring of provision and standards in their subjects varies in quality. Whilst they all take responsibility for managing their subjects, there are some inconsistencies in practice. The governing body knows the school well and is committed to raising achievement and doing their best for the pupils and the wider community. Governors provide support and are beginning to develop their role in challenging the work of the school. The school provides satisfactory value for money. Although several members of the leadership team are new, recent improvements in attainment at Key Stage 1 and in the teaching of reading have demonstrated that the school has satisfactory capacity to improve further.

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Annex A

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?	3
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?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you all so much for being so welcoming and friendly towards us during our recent inspection of your school. We very much enjoyed the opportunity to talk with you and your teachers about how well you are doing. This letter is to tell you about the main things that we found.

We talked to teachers, looked at your work and at your recent assessments and we could see that most of you are now making the progress that you should and that your school provides you with a satisfactory education.

You behave well and you are kind and considerate to each other. We were impressed by how well you all get along together and understand and respect the many cultures represented at your school. We saw how much you enjoy school from the many smiles on your faces as you came in each day. You told us that you feel safe and secure because you know who to go to when you need help. You know the importance of staying healthy and taking regular exercise.

We have asked the governors, Mr Sykes and the staff to help more of you to reach higher levels by the time you leave Year 2 and also to help you reach higher levels in writing in all your classes. Some lessons are better than others and we would like the majority of your lessons to be good or better. We have also asked the school to make sure that teachers with special responsibilities for different subjects know what they need to do to improve things so that you can get even better results in your work.

There are many things that are good about your school and you, together with your teachers, can make the school even better. Please keep working hard and doing the best that you can.