

Moor Allerton Hall Primary School

Inspection report

Unique Reference Number	107915
Local Authority	Leeds
Inspection number	309534
Inspection dates	19–20 November 2007
Reporting inspector	Clive Petts

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	359
Appropriate authority	The governing body
Chair	Ms Pauline Timms
Headteacher	Mrs Jane Hallam
Date of previous school inspection	3 June 2003
School address	Lidgett Lane Leeds West Yorkshire LS17 6QP
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Moor Allerton Hall is a large primary school situated in the suburbs of north Leeds. Many children travel from disadvantaged communities some way from the school. Over three quarters of pupils are from a minority ethnic background with over half who speak English as an additional language. The proportion of pupils eligible for a free school meal is broadly average. The number of pupils with learning difficulties and/or disabilities is broadly average, but the number with a statement of special educational need is above average. The school has received the Artsmark Silver, Inclusion Chartermark and Stephen Lawrence Level Two awards in recent years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Moor Allerton Hall is a satisfactory school that has some good features. It offers satisfactory value for money. Parents value the good quality care their children receive and the strong community ethos. It is reflected in the comment, 'all cultures and faiths are made to feel comfortable and valued'. The successful partnership with parents has resulted in the establishment of classes to inform parents how best they can help and support their children's learning. A typical comment shows parents' appreciation, 'it helps me help my son'. The well kept building and grounds form an attractive, interesting learning environment. In corridors and the main hall, lively, thought-provoking displays reflect the high quality of pupils' artwork.

Overall, pupils' achievement is satisfactory. Children's skills on entry to the school are below those expected for their age. By the time they reach Year 6, standards are broadly average in English and science, but below average in mathematics. There have been significant recent improvements in pupils' achievement and standards in English. This is because the information gained from careful and systematic checks on pupils' progress in the subject is used effectively to challenge pupils at the appropriate level.

Pupils make satisfactory progress in improving their personal skills. Although behaviour is satisfactory, there is insufficient rigorous control in some lessons to completely eliminate low levels of disruption. At times, this results in insufficient progress for a small number of pupils, often boys. Pupils have a good understanding of how to lead a healthy life. They have a satisfactory appreciation of how to stay safe. Pupils enjoy school visits, with residential visits being very popular and much appreciated by them. They eagerly grasp opportunities to contribute to the school and local community. These add well to their experiences and prepare them adequately for the next stage of their education and later life.

Pupils make steady progress overall because teaching and learning are satisfactory. Even so, in some lessons pupils are insufficiently challenged. This is because not all teachers effectively use the information they have about pupils' progress to set tasks that closely match the individual needs of pupils. This is particularly the case in mathematics, which has led to pupils' weaker achievement in this subject. Where relationships are good and learning is fun, pupils try hard to please the staff. Teachers make good use of resources, including interactive whiteboards, to motivate pupils and to help them concentrate. Pupils have responded enthusiastically to recent changes in the curriculum, in which there are stronger links between subjects and a more effective use of events and themes. These recently introduced strategies have had a positive impact on raising achievement.

Staff take good care of pupils and, consequently, most pupils enjoy school and settle to their work. Pupils are well supported by staff. This includes effective support for vulnerable pupils, those with learning difficulties and/or disabilities and those who speak English as an additional language. There is valuable information about pupils' progress provided by the effective checking systems. This is not always consistently used in all lessons to set work which challenges all pupils or to show pupils, through marking and setting targets for them, how to improve.

Leadership and management are satisfactory. The school has correctly identified where it needs to improve. But, as yet, it does not thoroughly evaluate the impact of strategies put in place to raise achievement, improve standards and to enhance the quality of teaching and learning. As a result, there is considerable variation between classes in these areas of the school's work. Governance is satisfactory. Despite their commitment to the school, governors are not involved

enough in checking the progress the school is making and adding to the drive for school improvement.

Effectiveness of the Foundation Stage

Grade: 2

Provision in the Foundation Stage is good. Children and their families benefit from the good care and support they receive to ensure children settle quickly when they start school. Very good indoor provision is complemented by modest outdoor equipment to provide children with a range of experiences to encourage their curiosity and interest across all areas of learning. Over half the children start Nursery with very little English. A small number, frequently boys, have difficulty socialising with each other. Staff speedily and accurately assess children's skills and then match activities well to their needs. As a result, children of all abilities make good progress. In Reception, strong emphasis is placed on improving children's speaking and listening skills and on laying the foundations for successful writing. However, there are times when a small number of children would benefit from even more emphasis on developing better self-control. By the end of Reception, children's knowledge and skills are below those typically seen, with about only one third reaching the level expected for their age.

What the school should do to improve further

- Improve achievement and standards in mathematics throughout the school.
- Set up rigorous systems to ensure that all teaching is of good quality.
- Improve the quality of teachers' marking and target-setting to ensure that pupils know exactly what they need to do to improve the quality of their work.

A small proportion of the school 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 overall. In Key Stage 1, pupils make satisfactory progress to reach standards that are below average by the end of Year 2. Only a small proportion of pupils reach the higher Level 3 in reading and mathematics. In Year 6, standards are broadly average in English and science. In mathematics they are below average. In recent years, standards in Years 1 to 6 have declined. The school's successful drive to raise achievement meant that in the 2007 national tests and assessments there were good improvements in both standards and achievement in all subjects. The most significant improvement has been in English in Year 6, especially in the higher proportion of pupils attaining Level 5. Standards in mathematics, though improved, remain below average and too few reach higher levels. Nevertheless, the effective intervention and booster strategies used successfully in English are now beginning to accelerate progress in mathematics. Effective action has been taken to improve the progress of pupils with learning difficulties and/or disabilities, which is now in line with that of other pupils. Pupils who speak English as an additional language progress at least as well and sometimes better than other groups of pupils.

Personal development and well-being

Grade: 3

Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils enjoy school and this is reflected in their liveliness, their friendly attitudes and growing confidence. The learning mentors work hard to promote better attendance with increasing success. For most pupils, their attendance is satisfactory. The school is aware that it needs to stress to a minority of parents the importance of regular attendance at school. When children enter the school, they make good progress in learning how to work without help. However, the progress children make in learning to share, to listen to staff and to each other and to take turns, is slower. Pupils say that they feel safe and describe that any instances of bullying are dealt with promptly by staff. They are aware of the benefits of choosing a balanced, healthy diet and staying fit. They acquire a good grasp of different cultures and benefit greatly from a strong creative arts programme. School council members enjoy their responsibility and value their contributions to school improvement. Pupils' improving basic and social skills prepare them satisfactorily for the future.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory. Inspection evidence shows that there is not enough good teaching to ensure that all pupils make good progress. In well taught lessons, the pace is brisk, pupils are actively involved in their own learning and teachers use questions well to challenge pupils' thinking. In these lessons, the effective use of interactive resources to engage pupils' interest ensures that they focus on learning, behave well and make good progress. However, in the least effective lessons, the pace is slower, pupils are insufficiently challenged and their behaviour is not always managed well enough. As a result, pupils lose interest and do not make enough progress. In all lessons, learning intentions are made clear to pupils, but teachers do not always make the best use of the available assessment information in order to match work that effectively meets individual pupils' needs. Teaching assistants provide good support for those pupils who find learning difficult or who have disabilities. Support for those who are at an early stage of learning English is equally good. This enables these pupils to work to the best of their capabilities. When teachers mark pupils' work, not all indicate to pupils what they have done well or how to improve their work.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with some strengths. This inclusive school is committed to meeting the needs of all its pupils. As a result, it has implemented changes to the curriculum to make it more interesting to pupils and to enable them to apply their literacy, numeracy, and information and communication technology (ICT) skills more widely in many subjects. These are in their early stages and such initiatives have yet to impact fully on pupils' achievement and standards. Pupils particularly enjoy the opportunities to join a range of clubs and to participate in out-of-class activities. They talk enthusiastically about how much they learn as a result of visits and from visitors to the school. These experiences enrich the curriculum and bring their learning alive. Pupils said following a recent trip, 'It's fun learning about Victorians like that!' Pupils have good access to computers and ICT is used well in classrooms to enhance their learning.

Care, guidance and support

Grade: 3

Pupils are well cared for in bright, attractive facilities. They know they can turn to staff with any worries they might have. All the necessary checks to safeguard pupils' health, safety and well-being are in place and meet current requirements. The proficient support for pupils with learning difficulties and/or disabilities and those who speak English as an additional language, ensures that they are fully included in all activities. The learning mentors sensitively support more vulnerable pupils and their families and effectively promote better behaviour and attendance. Good links with outside agencies provide valuable specialist support when needed. Academic guidance is satisfactory. Although good systems are in place to monitor and check pupils' progress, the information available is not yet used consistently in all lessons to guide pupils in their next steps in learning.

Leadership and management

Grade: 3

The headteacher and newly appointed deputy headteacher work well together to identify the priorities for school improvement. They have correctly identified the need to maintain a constant focus on raising achievement and have put in place rigorous systems to check on pupils' progress. The recent improvements in achievement and standards reflect the impact of this emphasis. Good partnerships with outside agencies make a strong contribution to the good support provided for vulnerable children, those who find learning difficult or who have disabilities. Subject leaders are insufficiently focused on ensuring their work has impact on the quality of pupils' learning. Governors are enthusiastic, supportive and provide valuable expertise. However, they are not sufficiently involved in holding the school to account and tackling issues related to raising achievement and standards. As a result, despite the clear vision and drive from the headteacher and deputy headteacher, the school's capacity to improve is satisfactory rather than good as the school judges. Since the last inspection the school has made reasonable progress.

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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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

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 disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
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 the 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

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?	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	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	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 very much for making the inspectors feel so welcome in your school. We really enjoyed talking to you, listening to what you had to say and watching you in your lessons.

We think that Moor Allerton Hall is a satisfactory school and there are some features of its work that are good. There are many things we liked. Many of you told us it was a nice place to be and we agree. You told us how keen you were on your art, staying healthy and fit and joining school trips, including your residential visit. Your parents and carers told us how pleased they were with how well the staff look after you. We were pleased that a lot of you behave well.

The recent national tests results show that pupils at Moor Allerton Hall are now doing better than in previous years. This is really good news and of course everyone is pleased. We have asked the school to think of ways to make sure standards continue to rise and you do as well as you can, especially in mathematics. We also feel that some of you need more help so that you know exactly how to improve the quality of your work. Finally, we would like all teachers, support staff and governors to keep a really close check on all the developments taking place in your school so that they know what works best.

Of course, you have a very important role to play in improving your school. You can help by listening carefully to the advice of your staff, concentrating for longer and by trying extra hard to produce the best work you can, particularly in mathematics.

We hope that the school will continue to build on the successes this year and we wish you all well for the future.