

Allendale Primary School

Allendale, Hexham, Northumberland, NE47 9PT

Inspection dates 11–12 September 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Good	2

Summary of key findings for parents and pupils

This is a good school.

- School leaders, including governors, have carefully and skilfully guided the school through its first year and their actions have ensured good standards of teaching and achievement.
- Pupils' behaviour is good. Pupils are keen to learn and enjoy coming to school. They say that they feel very safe in school and that they are well looked after.
- Teaching across the school is good and some is outstanding. Teachers have high expectations of what pupils can achieve and pupils work hard to rise to the challenge. Teachers plan lessons which capture the interest of pupils and which take account of the needs of different groups in their classes.
- By the time pupils leave at the end of Year 6, standards in English and mathematics are above average. Pupils in all year groups make good progress.
- Children in the Early Years settle quickly and make good progress as a result of the good teaching and very caring environment.
- Governors have a clear understanding of the school's strengths and areas for development. They challenge leaders while also providing support and encouragement.
- Pupils' spiritual, moral, social and cultural development is good. They are well prepared for life in the world they live in and thrive in this highly supportive learning community.

It is not yet an outstanding school because

- There are too few opportunities for teachers to improve their own practice through observing the best practice which is evident in the school and in other schools.
- The activities that are provided for children in the early years when they are learning outdoors are not as stimulating as those provided indoors.
- In some lessons, pupils are not given time to make the improvements teachers suggest when they mark their work.

Information about this inspection

- The inspector observed teaching and learning in eight lessons. There were two lessons jointly observed with the headteacher.
- Meetings were held with school leaders and with three governors including the Chair of the Governing Body. The inspector also held a discussion with the school advisor.
- The inspector met with pupils from Years 5 and 6 and also talked informally with other pupils during break and lunchtimes. He also talked to parents at the end of the school day.
- The inspector looked at the work pupils were doing in lessons and in their books over time. He listened to pupils in Years 2 and 6 read and talked to them about their enjoyment of reading.
- The inspector observed the work of the school and examined a number of documents concerning pupils' current achievement and progress, school improvement plans and performance management information. He also looked at records relating to behaviour, attendance and safeguarding and child protection arrangements. Minutes of governing body meetings and the school advisor's reports were also considered.
- The inspector took account of 43 responses to the on-line Parent View questionnaire, the school's own parental survey conducted during the inspection and 13 questionnaires completed by the staff.

Inspection team

Peter Eeva, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average sized primary school.
- The proportion of disabled pupils or those with special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- Pupils are taught in six classes from the Reception Year to Year 6.
- The proportion of disadvantaged pupils is below average. (The pupil premium funding is additional funding for those pupils eligible for free school meals and those children who are looked after by the local authority.)
- In September 2013 the school changed from a first school to a primary school, absorbing pupils from both the neighbouring middle school and elsewhere. There have been significant changes in staffing over the past year.
- 2013 to 2014 was the school's first year with Key Stage 2 pupils and the most recent Year 6 national test results are not yet validated. This means that there is insufficient information as yet about whether the school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress at the end of Year 6.

What does the school need to do to improve further?

- Ensure that the activities provided for children the Early Years Foundation Stage when they are learning outdoors are as rich and stimulating as those provided indoors.
- Improve the quality of teaching to outstanding and so raise standards further by:
 - providing pupils with opportunities to make the improvements that teachers suggest when they mark their work
 - sharing the best practice which is evident in the school and in nearby schools systematically among all staff.

Inspection judgements

The leadership and management are good

- The school is very well led by a dedicated and highly effective headteacher, ably supported by an equally effective senior leadership team and governing body. Together they have successfully guided the school through a period of turbulence and its first year as a primary school.
- Some middle leaders are relatively new to their roles and are becoming increasingly effective as they gain experience. They welcome the opportunities given to them to play a significant role in school improvement.
- Leaders monitor pupils' progress and attainment, and the quality of teaching and, as a result, have a good understanding of how well the school is performing and where it needs to develop further.
- Information about pupils' progress is used to identify any underachievement. Where any is detected, leaders are prompt in providing pupils with extra support to help them catch up.
- Information about the quality of teaching and pupils' progress is used to check how well teachers are performing and to identify where further training or support is needed. It is also used when making recommendations about teachers' pay progression. However, although there is outstanding practice evident in the school and teachers occasionally observe each other this is not planned in a systematic way. Teachers do not currently learn from outstanding practice in other schools.
- The curriculum is well planned and engages pupils effectively in their learning. There is a good range of enrichment activities including, clubs, trips and visits. Pupils particularly enjoy the outdoor learning opportunities and the residential visits.
- Pupils have opportunities to take on responsibilities in areas such as the school council and as play leaders. They take their duties very seriously and this contributes to their strong spiritual, moral, social and cultural development. Pupils respect the views of others and have a good knowledge of their world and of the different cultures that exist.
- The school is making good use of the additional primary school sport funding to improve the quality of physical education in the school. Additional equipment and training are being provided and the school participates in a wider range of competitions. This has broadened the range of activities in the school and is having a positive impact on pupils' physical well-being.
- The local authority has provided a much appreciated level of support, especially in helping the smooth transition from first school to primary school.
- **The governance of the school:**
 - Governors are very well informed about all aspects of the school. They have a good knowledge of how well the school is performing based in part on a detailed knowledge of data about pupils' achievement and the quality of teaching. They use this information to ask challenging questions and to hold leaders to account. Many governors visit the school regularly in a variety of roles and this adds to their knowledge of the school. Governors oversee the school's finances effectively and have a good knowledge of how extra funding, such as the pupil premium and primary school sport funding, is spent and the positive impact it is having. They make sure that the school meets statutory duties, including those relating to safeguarding and child protection.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- Pupils have very positive attitudes to learning and are keen to do well. They get on well with each other and with their teachers, and behave well in and out of lessons so that learning typically proceeds smoothly and without interruption. However, pupils rely on adults to control pupil behaviour rather than managing their own behaviour.
- The school's records show that poor behaviour is very uncommon. The school has a well-understood behaviour management system and pupils are very keen to protect their Golden Time. In conversation with pupils, they say that in each class there are a very small number of pupils who do not behave all the time as they would wish.
- Pupils play enthusiastically, but safely, during break times and lunchtimes and act responsibly. Older pupils show great care and consideration for younger pupils and provided excellent role models. They are very proud of their school and wear their uniforms smartly. When asked what they would change, few could think of anything significant and as one pupil put it, 'Nothing, it's just great as it is.'
- Pupils enjoy coming to school and attendance is above average.

- Pupils have a good knowledge of the different forms bullying can take, including cyber bullying, and understand the difference between bullying and falling out. They say that there is no bullying and are very confident that if any occurred it would be sorted out very quickly.
- The school's work to keep pupils safe and secure is good.
- Pupils say that they feel very safe in school and have a good knowledge of how to keep safe in different situations including when using the internet.
- All parents who responded to the Parent View survey, the school's own survey and those spoken to at the end of the school day thought that their child was happy, safe and very well looked after in the school and inspection evidence confirms this.

The quality of teaching is good

- Teaching is typically good across the school, and some is outstanding. This was confirmed during the inspection through, for example, the work in pupils' books and the school's own records of the quality of teaching. This enables pupils in all year groups to learn well.
- There are good relationships between pupils and teachers and teaching assistants. Expectations of what pupils should achieve are high and the work provided captures pupils' interest and imagination. Pupils say that teachers 'make the lessons fun'. As a result, pupils enjoy their time at school, are keen to learn and do well.
- Teachers share their good subject knowledge well with pupils and check their progress while they learn by very good questioning. Teaching assistants are used well and they are effective in supporting pupils' learning because they know the pupils and their needs well.
- Teachers use the information they have about pupils' progress to plan lessons that match the abilities and needs of different groups. The most able pupils are set challenging work and a number of pupils are entered for the high Level 6 tests in English and mathematics.
- Disabled pupils and those with special educational needs make good progress. Their needs are understood very well and teachers and teaching assistants are skilled at supporting them in their learning.
- Disadvantaged pupils also receive effective support when they need it and make similar progress to their peers, often from lower starting points.
- Pupils' work is marked regularly. Praise is used effectively and pupils know where they have been successful. Teachers usually provide suggestions for how work can be improved but they do not systematically provide opportunities for pupils to make these improvements. This means that pupils sometimes continue to make the same mistakes or fail to learn how their work could be better.
- Pupils are enthusiastic readers and talk enthusiastically about favourite authors. They read widely in school and most say they are avid readers at home. This is because teachers provide lots of opportunities for pupils to read. The school has absorbed many of the books from the middle school intended for Years 7 and 8 and this gives pupils the chance to read books with more difficult text.
- Pupils are keen to write especially when they have interesting things to write about. They have opportunities to write for different purposes and become increasingly skilled at adjusting their writing style for different audiences.
- In mathematics, teachers make sure that pupils are able to develop the skills they need to make good progress and to apply these skills in different contexts. In a Year 5 mathematics lesson, pupils clearly understood where and why they might need to round numbers up or down.

The achievement of pupils is good

- After a good start in the Reception class, pupils continue to make good progress in Key Stage 1 and reach standards that are above average in English and mathematics at the end of Year 2.
- Younger pupils who were heard reading made good use of their knowledge of letters and sounds (phonics) to help them read unfamiliar words. The proportion of pupils who reach the required standard in the phonics screening check is above average.
- The good progress continues across Key Stage 2 and pupils in Year 6 reached above average standards in reading, writing and mathematics in the unvalidated tests in 2014.
- Work seen in pupils' books and the school's own records shows that current Year 6 pupils are on track to exceed national averages in English and mathematics, with a good proportion predicted to reach the high Level 6.

- The most able pupils make rapid progress and achieve well in both English and mathematics, reaching standards that are approximately four terms ahead of their peers.
- Disabled pupils and those with special educational needs also make good progress thanks to the early and accurate identification of their needs and the prompt intervention by skilled staff who know the needs of these pupils well.
- Extra support for disadvantaged pupils, such as additional help in the classroom or in small groups and one-to-one sessions outside the classroom, enables these pupils to reach their targets and to make good progress. The achievement for these pupils is rising and the gap between these pupils and others in the school is closing. Current records show that they are approximately one term behind their classmates and their achievement is similar to disadvantaged pupils nationally.
- The regular checks by the headteacher on the progress pupils make is ensuring that overall, pupils of all abilities, including the most able, make good progress and have the opportunity to perform equally well. This demonstrates the school's commitment to equality of opportunity.

The early years provision

is good

- The early years provision is led by a very experienced and dedicated leader. She has an accurate knowledge of the needs of the children and, together with an equally determined assistant, has put in place systems and procedures to ensure that the children thrive in the setting. She has an accurate view of the strengths of the provision and the areas which need to be developed.
- Children are known well and cared for from before they start in the Reception class until after they leave to start in Year 1. Arrangements for joining the Reception class are very well organised and so the children settle very quickly and get off to a good start. Staff know the children well and so can organise activities and learning that allow the children to make good progress. Children's spiritual, moral, social and cultural development is central to the work of the early years team and the range of activities contributes to children's increasing understanding of their world.
- Children are very safe in their own self-contained unit but adults are meticulous in ensuring the safety of the children when they join in with whole school activities such as lunch time. There are well-thought-out practices and routines that ensure the safety of the children at all times, especially at the start to, and end of, the school day.
- Children's behaviour is good. They learn to play together and quickly absorb the routines established in and out of the classroom that help them to get along with each other smoothly.
- Teachers and adults provide activities that give the children many opportunities for enquiring and discovering things for themselves, especially inside the classroom. The range of activities provided in the outdoor area are not yet as rich and stimulating but the leader recognises this and has plans in place to improve the outdoor environment and enable children to learn rapidly at all times.
- Children usually start with skills and knowledge that are typical for their age. Some start with standards that are below those typically expected. Children make good progress and a good proportion achieve good levels of development by the end of the Reception Year and are ready for learning in Year 1.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122171
Local authority	Northumberland
Inspection number	447798

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	119
Appropriate authority	The governing body
Chair	Cheryl Lister
Headteacher	Alison Hawkins
Date of previous school inspection	Not previously inspected
Telephone number	01434 683376
Fax number	Not applicable
Email address	admin@allendaleprimary.northumberland.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

