

# SCHOOL INSPECTION SERVICE

*Independent professional inspection of schools affiliated to the Focus Learning Trust*

## INSPECTION REPORT

**INSPECTION CARRIED OUT ACCORDING TO SECTION 162A  
OF THE EDUCATION ACT 2002**

<b>Name of school:</b>	Allenby Primary School
<b>DCSF number:</b> <b>FOCUS number:</b>	209/6364 414
<b>Inspection team:</b>	Reporting Inspector: Ted Cohn Supporting Inspector: Cecile Corfield Lay Inspector: David Kilbey
<b>Dates of inspection:</b>	21 to 23 October 2009

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## SCHOOL DETAILS

Name of school: Allenby Primary School

Address of the school: Rear of 1-5 Rojack Road,  
London,  
SE23 2DF

Telephone number: 020 8699 0717

Fax number: 020 8613 0748

Proprietor: Allenby Tutorial Trust

Name of Chief Executive Officer: Mr Andrew Taylor

Name of Senior Teacher: Mrs Grace Daniels

DCSF number: 209/6364

FOCUS number: 414

Type of school: Independent school affiliated to the Focus Learning Trust

Age range of pupils and students: 7 to 11

Gender of pupils: Male and female

Total number on roll: (Full time) Boys: 9 Girls: 8  
(Part time) Boys: 0 Girls: 0

Number of post-16 students: Boys: 0 Girls: 0

Number of pupils with statements of special educational need:  
Boys: 0 Girls: 0

Annual fees: No fees charged

Type of inspection: Section 162A of the Education Act 2002

Inspection Team: Reporting Inspector: Ted Cohn  
Supporting Inspector: Cecile Corfield  
Lay Inspector: David Kilbey

Dates of inspection: 21 to 23 October 2009

## **PART A: INTRODUCTION AND SUMMARY**

### **Purpose and scope of the inspection:**

This inspection was carried out by the School Inspection Service in accordance with Section 162(A)(1)(b) of the Education Act 2002, and it follows the inspection framework laid down by the Service and the Focus Learning Trust and agreed with the Department for Children, Schools and (DCSF). It was conducted by independent professional inspectors who looked at all aspects of the school's provision as required by the current regulations. The professional inspectors were accompanied by a trained lay inspector who looked at agreed aspects of the school's management and ethos and reported on these to the Focus Learning Trust (FLT). His findings are summarised in Section C of this document, but this section is not a statutory part of the inspection process.

### **Information about the school:**

Allenby Primary School is a small mixed independent day school for pupils aged seven to eleven years old, situated in the London suburb of Forest Hill. It is affiliated to the FLT and was registered with the DCSF in 2007. It is a school of special religious character. The school's mission statement reflects its special character, stating that the school subscribes to a Christian ethos intended to support parents seeking an education for their children based on scriptural values and Christian beliefs. The pupils come from families living in south London and surrounding towns and villages.

The school opened in September 2007 on the site of a previous secondary school, also affiliated to the FLT, after necessary alterations had taken place, so that the accommodation was suitable for primary age pupils. It currently has seventeen pupils, who are taught in two classes. This is the school's first regulatory inspection undertaken by the School Inspection Service (SIS).

### **Summary of main findings:**

Allenby Primary School is a successful school, which meets its aims effectively. The quality of education is good. The teaching enables pupils to make consistently good progress in their learning and achieve well in relation to their ability. Assessment and support for pupils with learning and behavioural difficulties are strong features of the teaching, but few opportunities are provided for pupils to develop their information and communication technology (ICT) skills.

Pupils are very well cared for and relationships between pupils and between pupils and teachers are excellent. Pupils are articulate, work diligently both individually and in groups and clearly enjoy school. Their spiritual, moral and social development in particular, helps them to develop a secure set of moral values and a sense of social responsibility that will serve them well in later life. Good administration helps to ensure the smooth running of the school.

### **What the school does well:**

- its curriculum is appropriate, planned thoroughly and implemented effectively;
- its quality of teaching is good, with some outstanding features;

- it uses diagnostic assessment very well to identify pupils with learning difficulties and to support the progress of all pupils;
- its pupils' spiritual, moral, social and cultural development is excellent;
- its provision for the personal well-being of pupils is outstanding; and
- its staff, trustees and members of the community collaborate very closely in pursuit of pupils' moral and social development and academic achievement.

**What the school must do to comply with the regulations:**

The school meets all regulatory requirements.

## **PART B: COMPLIANCE WITH REGULATIONS FOR REGISTRATION**

### **The quality of education provided by the school**

#### **The quality of the curriculum**

Allenby Primary School provides a good curriculum. It is planned effectively and offers a broad range of subjects with a careful balance of time given to each. As a result, pupils make good or better progress as they move through the school. In the pre-inspection questionnaire, the vast majority of parents stated that their child is making good progress. They also agreed that regular homework consolidates and extends the pupils' learning in class.

The school takes full account of the curriculum guidance provided by FLT and National Curriculum guidelines to plan an interesting and imaginative programme of activities, appropriate for the age and stage of development of pupils in Key Stage 2. All subjects of the National Curriculum are taught as part of the school curriculum, with the exception of ICT, although pupils gain some experience of this through working with interactive white boards. Bible Studies and French are also taught. The curriculum has a strong emphasis on developing pupils' key skills, such as speaking and listening and numeracy. A high proportion of time is devoted to phonics, reading, writing and mathematics, resulting in pupils making at least good progress. Appropriate emphasis is given to pupils using technical language in mathematics, science and design and technology. The pupils have a satisfactory amount of physical education (PE), which includes regular swimming lessons.

The school emphasises the importance of creative development. For example, singing is promoted and the whole school is involved in concerts put on for parents and the community. There is specialist music teaching for all pupils and provision for individual pupils to learn to play a musical instrument. Provision for art is good in terms of lesson planning, facilities and resources.

The school's programmes for personal, social and health education (PSHE) and citizenship clearly reflect its aims and ethos. The school promotes healthy lifestyles. Pupils have a good understanding of the importance of a healthy diet through science, PE and PSHE. They are developing a good understanding of how to keep themselves fit and safe. The school is helping them to be confident learners who are able to make sense of their ever-widening world. Topics such as 'People who help us – the local police', together with visits to the school from the police, the fire service, the Road Safety Officer and a doctor, provide suitable opportunities for the younger pupils to develop their knowledge and understanding of citizenship and service to others. Older pupils learn about rights and responsibilities, rules and laws and the Global community. The school provides clear details of how elements of PSHE can be linked to all subjects of the curriculum and in assemblies.

The school's policy for special educational needs is good and has regard to the national guidance. There is an effective system for identifying and assessing the needs of all pupils. There are good procedures for those pupils who need extra support through very well-planned and recorded intervention programmes.

The resources are sufficient in quality, quantity and range to support the curriculum and the school continues to build them up through good support from the trustees.

Educational visits complement the pupils' studies. For example, pupils in Years 5/6 will visit an observatory to complete appropriately their science topic on the earth, sun and moon. Last year, the Year 5/6 class visited the London Wetlands and the Year 3/4 class visited Kew Gardens.

### **The quality of teaching and assessment**

The quality of teaching is good and has several outstanding features. The teachers plan their lessons carefully and thoroughly, identifying what the pupils will learn and sharing this with them at the beginning of the lesson. They follow this up by checking what the pupils learnt in the plenary session.

The teachers are well informed, enthusiastic and committed. They successfully convey this enthusiasm to the pupils. Teachers know the pupils very well and use this information wisely to plan the activities which the pupils will undertake in the lesson. This enables pupils to increase their knowledge, understanding and skills. Teachers plan interesting work, which matches the pupils' capabilities and which, in many cases, they can do independently. This encourages the pupils to think for themselves and build upon their previous learning. It also helps prepare them effectively for the next stage of their education. Pupils report that teachers help them to learn and that they explain things clearly.

In the lessons judged to be outstanding, the pupils experienced stimulating activities and challenging tasks, working effectively together. In a science lesson for example, the Year 5/6 class worked in small groups to devise a quiz on what they had learned in their topic on the planets. This involved a practical activity using spheres to represent planets and the direction in which they orbit. They enjoyed this activity which prepared them suitably for their written work. The resulting sensible and relevant questions and answers indicated that the pupils had made good progress in their understanding.

The teachers set a good pace to lessons, which start and finish promptly. The school day runs smoothly. Pupils know what they will be doing next and get themselves organised appropriately. The classrooms are attractively decorated with well-mounted examples of pupils' work, celebrating their achievement.

Pupils know they are in school to learn and to work hard and they need little reminding to do so. Staff set high expectations for both work and behaviour and pupils respond by working and behaving very well. There is a friendly, relaxed, yet purposeful working atmosphere in lessons.

Pupils are currently set termly targets for literacy and numeracy. They know their targets, record them in their books, share them with their parents and review them regularly with their teachers. Target setting helps pupils to begin to judge their own work. Pupils work cooperatively in pairs and small groups and they enjoy the opportunity to discuss the work with their classmates. Homework is used effectively to extend the pupils' learning. Pupils respond readily to the challenges set. They are confident to ask questions if they do not understand and they show perseverance in their work. The teachers challenge the more able pupils with extended work. Class teachers and the learning support assistant give very good support to those pupils who need additional help. The individual intervention programmes are effectively detailed and carefully matched to meet the pupil's needs.

There is conscientious and effective assessment of pupils' learning. Teachers use effective targeted questions to check if pupils understand the lesson. Pupils' work is marked conscientiously often alongside them. Comments provide praise and indicate how work can be improved. The pupils use a traffic light system to self-assess their work. This, together with teachers' marking, is a strength of the school's assessment procedures. Pupils undertake a wide range of appropriate assessment procedures detailed in the FLT guidance. These include reading tests, English and mathematics assessment tests, cognitive assessment tests, and National Curriculum assessments, to give an accurate picture of each pupil's progress. This information is analysed and effective tracking procedures are now in place, so that the school can monitor pupils' progress closely as they move through the school. Information on progress is shared with parents at regular intervals through consultation evenings and detailed informative reports.

***Does the school meet the requirements for registration?***

Yes.

**The spiritual, moral, social and cultural development of pupils**

The provision for pupils' spiritual, moral, social and cultural development is excellent. The school is very successful in helping pupils to develop their self-knowledge, self-esteem and self-confidence. Teachers are encouraging and supportive of pupils at all times and establish a classroom ethos where they feel valued as individuals with worthwhile views.

Teachers know their pupils very well and provide excellent support for those with learning and behavioural difficulties, in particular, that helps them to gain confidence and belief in their own abilities, which is evident in their work and behaviour.

Pupils come to school with a clear understanding of right and wrong, and this is developed further during their time at school. Pupils know about and agree with school and class rules. The autumn term assemblies theme of rules and laws reinforces the importance of a well-ordered society, for which all pupils are responsible and where individuals exercise self-discipline. When infractions of rules take place, these are discussed with individual pupils, so they understand what they have done wrong and why it is wrong. PSHE and citizenship topics reinforce the importance of laws or rules in society.

The school reinforces the values of the community in emphasising the need for pupils to be aware of their social responsibilities and take responsibility for their own behaviour. Assembly themes focus on this aspect and emphasise the need for pupils to use their initiative in exercising this responsibility. An unusual feature of social responsibility in action is the allocation of specific responsibilities to all pupils in the school, commensurate with their age, such as playground helpers and playground mediators, library assistants and members of the school council. This initiative demonstrates, in a very practical way, how each pupil can contribute to the life of the school as a working community.

Citizenship lessons introduce pupils to various aspects of public institutions and services, which are further developed through links with other subjects, such as the study of geographical and historical aspects of the local community and visits from local fire service and police officers.

The school makes good provision for pupils to appreciate and respect different cultural traditions, through assemblies, PSHE, citizenship and individual subjects, particularly geography. Through assemblies discussions take place concerning living in an interdependent world and belonging to communities of various sizes. In geography, for example a topic followed the life of a boy in an Indian village, which encouraged an understanding of the great difference between living in rural India and England. Economic well-being is also dealt with satisfactorily through the unit on finance in the PSHE programme.

***Does the school meet the requirements for registration?***

Yes.

**The welfare, health and safety of pupils**

Provision for pupils' welfare, health and safety is good, with several outstanding features. Notable in the provision is the very close attention the staff pay to the personal well-being of pupils and the close collaboration with parents in addressing any concerns. The major themes of *Every Child Matters* guide assembly topics and the PSHE programme. Health and safety and child protection policies are all in place. Staff have had appropriate child protection training. The senior teacher and another class teacher have both had higher level training, so that they can act as a child protection officer and deputy child protection officer respectively.

The anti-bullying policy provides good guidance about how to prevent and deal with bullying, and is closely linked to the school's behaviour policy. Pupils report that bullying is rare and, where it has occurred, it has been dealt with sensitively and promptly. Arrangements for break-time and lunch-time supervision are clear and well-organised. Pupils say that they feel very safe in the school and can easily identify staff that they would turn to if they had a problem.

The school has undertaken appropriate building and fire risk assessments, and electrical equipment is tested within the recommended time intervals. Fire drills are held regularly and recorded times to evacuate the building indicate this is done speedily and efficiently. The school meets fully the requirements of the 2002 Disability Discrimination Act.

Risk assessments for educational visits are detailed and identify levels of risk in an appropriate manner, but the relevant forms are not always signed and dated. Limited risk assessments have been carried out for in-school activities, such as art, design and technology, PE and science, but teachers observed teaching these subjects were very much aware of relevant risks and carefully reminded pupils about them. The school has staff with appropriate first aid qualifications, the necessary resources for the treatment of minor injuries and a well-equipped sick room for pupils taken ill.

The school promotes healthy lifestyles well. Healthy drinks and snacks, such as carrots and cucumber, are provided and water is available throughout the day. At the end of break-time and lunch-time a short period is set aside so that pupils can have a drink before lessons begin. This ensures that they are not dehydrated during lessons. The school monitors the food the pupils bring for their lunch and strongly encourages parents to provide pupils with nourishing and healthy food. Healthy lifestyles are an important part of the PSHE programme and are encouraged through assemblies as well. Before school pupils engage in a range of gentle physical activities that are designed to invigorate the mind and body. At play-time and lunch-

time, pupils engage in vigorous aerobic activities. At times this involves the whole school, like the game of 'tag' observed at break-time, in which all pupils took part with evident enjoyment and enthusiasm. Physical education lessons, similarly, involve appropriate aerobic exercises, as well as developing skills of balance and coordination, and the school has a regular swimming programme.

***Does the school meet the requirements for registration?***

Yes.

### **Suitability of the proprietor and staff**

All the required checks to ensure that staff and adult helpers are of good character and are suitable to work with children have been carried out. The central register contains all the necessary information.

***Does the school meet the requirements for registration?***

Yes.

### **Suitability of the premises and accommodation**

The school is housed in good quality accommodation that has been carefully adapted from its original use as a secondary school in order to meet the needs of pupils aged seven to eleven years old. Rooms are well-furnished and the two general classrooms have interactive whiteboards. The school also has a specialist art and design technology room and a spacious hall that is used for assemblies and physical education in inclement weather. Good quality display enhances the learning environment in classrooms and public spaces.

The school grounds allow satisfactory opportunities for outside physical activities and play. This, together with the playground apparatus, extends opportunities for exercise in a manner much appreciated by pupils.

A minor hazard is the small rain ditch around the outside demountable classroom. However, the close supervision of pupils at break-time and lunch-time reduces the likelihood of this causing an accident.

The school has satisfactory facilities to take care of pupils who become ill during the school day.

***Does the school meet the requirements for registration?***

Yes.

### **The quality of information for parents**

Parents are kept well informed of their child's progress and also about how they can contribute to it. In the autumn term, a parents' consultation evening is held at which learning and other targets, as appropriate, are set for pupils in agreement with parents. These are formally reviewed at another parents' meeting in June. During the year a continuing dialogue takes place between parents and teachers. Homework diaries provide opportunities for comments by parents and teachers. Often informal dialogue also takes place when parents are at the school to collect their children or

to take part in a social occasion. Parents appreciate the willingness of staff to discuss all aspects of their child's progress. Detailed and informative written reports are also provided for parents twice a year. These include constructive and helpful comments that give a clear picture of what pupils have achieved and what they still need to work on.

Parents are kept well informed about activities at the school and other school news, through a colourful and interesting newsletter that they receive twice a term. Regular letters are sent to individual parents, for instance about an accident that their child has been involved in, or to all parents about the arrangements in relation to issues such as infectious diseases.

The pre-inspection parental questionnaires indicated that parents feel well informed about the academic progress and personal well-being of their children, and consider that they have good opportunities to become involved in the school.

***Does the school meet the requirements for registration?***

Yes.

### **The effectiveness of the school's complaints procedure**

The school has full and clear complaints procedures. The school prospectus which all parents receive when their child starts school is also available to parents on request. Copies are in the foyer of the school. These procedures have not been invoked since the opening of the school in 2007.

***Does the school meet the requirements for registration?***

Yes.

## **PART C: ORGANISATION AND MANAGEMENT**

*This section is not a requirement of the Education Act 2002. The business organisation and management of the school were inspected by the Lay Inspector, who has written this section of the report.*

### **The quality of the organisation and management of the school**

The Allenby Tutorial Trust is responsible for the education of children in the London catchment area. All primary children aged seven to eleven attend Allenby Primary School, while secondary level pupils attend either Linton Park School or Surrey Hills School. The funds raised for education are distributed to support the Allenby School and contributions are made to Linton Park and Surrey Hills.

Trust Meetings are held at least once per term, and trustees take their responsibilities seriously and fulfil them conscientiously. There has been little rotation of trustee responsibilities so far. A school improvement plan has been drawn up with target dates in 2009/10 and the plan is being implemented. There is also a five year development plan, which has been discussed by trustees, but it is not yet committed to paper. The intention is to form a link-up with Linton Park School so that the school can benefit from the expertise there.

Management meetings, involving the primary manager and the senior teacher and others as necessary in attendance, are held every fortnight, providing management direction to the school. These meetings are minuted, but it is not always made clear who is responsible for implementing the proposed actions. The arrangement of responsibilities is somewhat different to other FLT schools, in that the major responsibility is born by the primary manager and the "CEO" has the title of "Chair of Governors". The Financial Trustee performs a similar function for Linton Park School as he does for this school.

The staff speak appreciatively of the support given by the trustees who speak well of their staff, indicating free communication and co-operation. The school management and the trustees work closely and constructively to ensure the smooth running of the school. The staff also value the contribution made by the community, in such activities as lunch-time supervision, outside visits, hearing the children read and clerical assistance. This support team of volunteers is well organised and co-ordinated, reporting to the primary manager. Their contribution to the pastoral care of the children is considerable.

Communication within the school and with parents is good and no dissatisfaction with the working of present arrangements was expressed. The responses of parents in the parental questionnaires show clearly how the majority greatly appreciate and support the organisation of the school. This year's pupils' school council is to hold its first meeting after half term, and speaking with the "councillors" it is evident they will take up their roles enthusiastically.

### ***Could the organisation and management of the school be improved?***

The organisation and management of the school would be improved further by:

Clarifying responsibility for implementing actions proposed by the trustees;

Formalising the five year development plan;

Increasing the range of ICT experience of pupils.

**This report has been prepared by the School Inspection Service, which provides independent professional inspection of all schools affiliated to the Focus Learning Trust. Further copies of the report are available from the Operations Manager of the Focus Learning Trust, Siskin House, Siskin Drive, Coventry, or from the School Inspection Service website: [www.schoolinspectionsservice.co.uk](http://www.schoolinspectionsservice.co.uk)**