

Inspection of a school judged good for overall effectiveness before September 2024: Allerton Grange School

Talbot Avenue, Leeds, West Yorkshire LS17 6SF

Inspection dates:

29 and 30 April 2025

Outcome

Allerton Grange School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

There is a tangible sense of community and a celebration of diversity at Allerton Grange School. Teachers and pupils have strong relationships and show great respect for each other. 'This is really welcoming and diverse school' are the words of one pupil, representative of many.

Pupils' behaviour is excellent. They are attentive in lessons and move around the school site quietly and sensibly. Pupils are polite and well mannered. They are happy and have positive attitudes to learning. They enjoy explaining what they have learned to visitors. Pupils feel safe and have trusted adults. Sixth-form students act as strong role models to younger pupils.

The school sets the highest expectations and ambitions for pupils. Pupils respond to this positively. They achieve well in published examinations and assessments. The school is continuing to refine and further improve the curriculum.

The school ensures pupils develop their creativity effectively through a timetabled enrichment programme. For example, pupils benefit from excellent opportunities in contemporary dance, camping, philosophy and clay exploration. Useful leadership initiatives help develop pupils' sense of responsibility. For example, pupil leaders organise events diligently that benefit others, such as an Easter egg hunt to raise money for a local hospice. Pupils develop awareness of diversity prudently through assemblies led by sixth-form students on themes such as black history month.

What does the school do well and what does it need to do better?

The school is ambitious for all pupils. This is reflected in the large proportion of pupils who study the English Baccalaureate suite of qualifications in key stage 4. Useful and ongoing improvements to the curriculum and how it can meet the needs and aspirations of pupils have ensured the school continues to provide a good level of education. The school ensures that pupils are well prepared for their next steps in education, employment or training.

Teachers have excellent subject knowledge. They deliver the curriculum consistently and revisit key concepts regularly. This helps pupils to know and remember more. For example, teachers help students in the sixth form to build progressively on their peers' arguments and discussion points through the creative use of resources. Similarly, staff present new information clearly, such as through useful demonstrations about how to use a compass to construct triangles effectively.

Most pupils learn the curriculum well. Pupils' outcomes in published assessments at the end of key stage 4 continue to improve and are currently in line with national averages. The strength of curriculum development is also having impact in the sixth form. The school has a clear plan to improve the impact of the curriculum. However, the school needs to further refine the way in which quality assurance information is utilised by curriculum leaders to inform further improvements.

Pupils with special educational needs and/or disabilities (SEND) are identified quickly. They receive the support they need to learn the curriculum. Pupils with SEND are included in all aspects of school life, including those who learn in the specially resourced provision for pupils with SEND. This specially resourced provision is utilised effectively to provide nuanced intervention when this is needed for specific pupils.

The school prioritises reading. Pupils frequently read during 'drop everything and read' sessions. Teachers read a range of novels to pupils during form time. As a result, pupils are developing a love of reading. Pupils who are weak readers receive an extensive range of support. They make rapid progress and swiftly improve their ability to read fluently.

Leaders have carefully refined systems to improve pupils' behaviour. This has had a significant impact. Pupils model the high behavioural expectations of the school and have positive attitudes to learning. The number of pupil suspensions is low and continues to decrease over time. The school's strategy to improve attendance is also having a considerable impact. Most pupils attend school regularly and attendance is continuing to improve.

Pupils receive a comprehensive programme of personal development. They develop a thorough understanding of how to keep healthy, different types of relationships and personal boundaries. Sixth-form students lead celebrations about different cultures. However, the school's curriculum has not enabled pupils to have a secure understanding about some aspects of fundamental British values, such as the meaning of democracy and liberty. This limits their understanding of life in modern Britain. Pupils receive thorough

careers information and guidance. This ensures they have the information they need to make informed decisions about their future.

Leaders are effective and committed to further improving the school. Many staff comment on how happy they are. Staff morale is high. Staff appreciate the efforts that leaders have taken to reduce their workload and support their careers with high-quality training. Governors have a clear understanding of the school. They support and challenge leaders effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Quality assurance processes are not consistently used by curriculum leaders to make precise refinements that lead to improvements in the curriculum and outcomes. This delays how quickly further improvements are made. The school should ensure that curriculum leaders develop confidence in using quality assurance information to shape suitable improvement strategies and further improve curriculum design, implementation and outcomes.
- Pupils have limited knowledge and understanding of some aspects of fundamental British values, such as the meaning of democracy and liberty. This limits their understanding of life in modern Britain. The school should ensure that pupils have more opportunities to develop a thorough understanding of British values and their importance.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding,

behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in February 2020.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	108058
Local authority	Leeds
Inspection number	10346225
Type of school	Secondary
School category	Community
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,751
Of which, number on roll in the sixth form	247
Appropriate authority	The governing body
Chair of governing body	Barbara Diane Trayer
Headteacher	Mike Roper
Website	www.allertongrange.com
Dates of previous inspection	4 and 5 February 2020, under section 5 of the Education Act 2005

Information about this school

- The school uses five registered and five unregistered alternative provisions.
- The school has a specially resourced provision for pupils with SEND. The provision is for pupils with a hearing impairment. There are currently 14 pupils in the provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, other leaders, staff and pupils. They met with members of the governing body.
- The inspectors carried out activities to understand the quality of education in various subjects. Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors observed pupils at various times of the school day.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; considered the views of parents; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors evaluated responses from parents to Ofsted Parent View. They also evaluated the responses that pupils and staff made to Ofsted's online surveys.

Inspection team

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