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19 January 2011

Mr C Metcalf
Headteacher
Pudsey Tyersal Primary School
Tyersal Walk
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Bradford
West Yorkshire
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Dear Mr Metcalf,

Ofsted monitoring of Grade 3 schools: monitoring inspection of Pudsey Tyersal Primary School

Thank you for the help which you and your staff gave when I inspected your school on 18 January 2011, for the time you gave to our discussions and for the information which you provided before and during the inspection. I also welcomed the opportunity to talk with staff, pupils, members of the governing body and the School Improvement Partner. Please pass on my thanks to all those involved.

Since the previous inspection the senior leadership team has been expanded, forming a strong platform for school improvement. While the staff team is strong and stable and morale is high, the school has recently faced some staffing difficulties as a result of long-term staff absence. Since the start of the current academic year the Chair of the Governing Body has changed and four new governors have been recruited. The nursery teacher retired at the end of December 2010. The appointment process for this post is currently underway. Relationships throughout the school are excellent. All the staff have worked hard together to improve the quality of provision and to ensure the standard of accommodation and resources inside and out enhances the pupils' learning and experiences of school. Pupils expressed particular appreciation for and enjoyment of all the exciting developments outside.

As a result of the inspection on 20 and 21 October 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Most children enter the nursery with skills and knowledge that are below those for their age. Accurate assessments show that children's progress improved significantly in 2010. As a result, a much higher proportion of children entered Year 1 this academic year working at

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the expected level for their age group. Externally moderated teacher assessments at the end of Key Stage 1 and Key Stage 2 also indicate improving trends. At the end of Year 6 in 2010, while it remained just below national benchmarks, pupils' attainment in English and mathematics rose rapidly. This represented good progress for most pupils given their starting points.

The outdoor area used by the Nursery and Reception classes has been improved significantly. A good range of equipment has increased children's choice and now provides much more stimulus for learning and play, particularly with regard to physical activity and imaginative play. The area is well supervised. Teachers in the Early Years Foundation Stage have worked closely with the local authority and other consultants and this has resulted in more effective assessment and planning. Teachers' assessments are accurate and these show that outcomes for children and the progress they make are improving. This is because children are now being provided with more engaging and stimulating activities as well as more opportunities to follow their own interests and make choices about the activities they want to do. As a result, children feel secure and happy. This is demonstrated through their willingness to engage in conversation with other children and adults, and their general inquisitiveness. Parents and carers are made very welcome, invited to participate in their child's learning and are kept well informed about their progress and forthcoming events and activities.

Strategies to track and assess attainment and progress have become much sharper throughout the school. This ensures that pupils' learning is closely monitored and individual support can be put in place swiftly when needed to halt any underachievement. The quality of teaching and support has improved since the last inspection. Of the six part-lessons seen during this visit, four were good and two were outstanding. Teaching observed was stimulating, actively engaged pupils and resulted in good learning and progress, as well as exemplary pupil behaviour in the vast majority of lessons. During lessons, teachers build in plenty of opportunities to assess pupils' understanding and monitor progress. They generally use the school's more accurate data and assessment information well to plan lessons and ensure they contain a range of activities that cater more effectively for pupils' differing needs and abilities. However, in a small number of classes, the ability range is very wide and here teachers are thinking through whether they could move a few pupils into other classes to ensure they receive appropriately challenging activities for their ability. School leaders had anticipated dealing with this last term but plans were delayed as a result of staff absence. Similarly, there is more to do to help pupils understand the levels at which they are working and the progress they are making, as well as to instill a culture of challenging oneself to do more and exceed targets.

Minutes of meetings of the governing body are clear, well written and provide an effective platform to keep the governing body informed of school developments. Although there is some evidence of good engagement on the part of individual governors, as yet there is little to demonstrate that the role of the governing body as a whole in evaluating the work of the school, has increased substantially. While this may partly be a consequence of recent changes to the membership limiting engagement in the life of the school somewhat,

progress against this area of improvement is slower than would have been expected at this stage. The governing body and the senior leadership team are aware that they will need to make concerted efforts this term to ensure developments get back on track rapidly.

Senior leaders know their school well and have a clear picture of areas of strength and what future actions are needed. Clear, measurable success criteria are in place for improvement actions and these are monitored regularly. Nevertheless, there is still some work to do to sharpen school plans so that they clearly indicate next steps, fully demonstrate the success of the actions taken by the school so far and spell out precisely what difference these have made for pupils. Support from the local authority and the School Improvement Partner have been good, effectively helping the school implement the actions needed to tackle the areas for improvement.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Wendy Ripley
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in October 2009

- Improve provision and outcomes for children in the Nursery by:
 - increasing the accuracy and effectiveness of assessment
 - providing more opportunities for children to follow their own interests and to decide for themselves which activities they wish to be involved in
 - providing more engaging and stimulating activities out-of-doors (this applies equally to the outdoor area used by Reception children).

- Accelerate the pace of improvement by:
 - sharpening the focus of monitoring and evaluation
 - establishing clear and measurable success criteria for each area of development.

- Improve teaching by ensuring that, in all lessons, pupils of different abilities are challenged to achieve all that they can.

- Increase the role that governors play in evaluating the work of the school and the contribution they make to school development.