

# Bardsey Primary School

Woodacre Lane, Bardsey, Leeds, LS17 9DG

**Inspection dates** 26–27 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The effective leadership and management of the headteacher have ensured that the quality of teaching and achievement have improved well since the previous inspection.
- Pupils make good progress and attainment is above average by the time pupils leave.
- The governing body plays an important part in making the school successful. Governors not only support the school but challenge the headteacher to ensure necessary improvements are made.
- Teaching and learning are good. Some teaching is outstanding.
- Children get off to a good start in the Early Years Foundation Stage.
- Attendance is above average and pupils behave well. Pupils say they feel safe and well looked after.
- The school has a strong backing from parents, as demonstrated by the highly positive view of the school shown by parents who completed the online questionnaire.

### It is not yet an outstanding school because

- Not enough teaching is outstanding.
- In mathematics lessons pupils are not given enough opportunities to use and apply their numeracy skills in problem-solving activities.
- Teachers do not always use questioning well enough.
- Middle leaders are not sufficiently involved in evaluating teaching and learning in classrooms.
- Not enough is done in making sure that pupils take notice of comments made by teachers when marking pupils' written work.

## Information about this inspection

- The inspectors observed 15 lessons. The headteacher took part in a joint observation of teaching with one of the inspectors. Additional short visits to lessons were carried out to look at issues such as how well pupils get on with their classmates and how well they behave.
- Meetings were held with groups of pupils chosen at random, members of the governing body and with senior staff. The lead inspector also had a meeting with a representative from the local authority.
- The inspectors heard pupils read and talked to them about the types of books they enjoy and why.
- Pupils' current work and assessment data were scrutinised, including information which showed how well pupils do in English and mathematics.
- Eighty responses were received to the online questionnaire (Parent View). The school had carried out its own surveys of parents' views and this information was also taken into account during the inspection.
- Most members of staff completed the voluntary staff questionnaire and these were taken into account.

## Inspection team

Geoffrey Yates, Lead inspector

Additional Inspector

Julie Harrison

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is below average. There are no disabled pupils in the school.
- The proportion of pupils from minority ethnic groups is very low.
- The proportion of pupils eligible for the pupil premium funding (in this school this supports pupils known to be eligible for free school meals and those looked after by the local authority) is very low.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has achieved many awards including the Sports Activemark gold award.

### What does the school need to do to improve further?

- Raise the quality of teaching so that more of it is outstanding by:
  - providing more opportunities for pupils to use and apply their mental arithmetic skills well in solving challenging mathematical problems
  - ensuring teachers' questioning is always used well to improve pupils' understanding
  - making sure that pupils are provided with opportunities to act on the comments made when work is marked
  - involving middle leaders in evaluating the quality of teaching and learning, with the findings used to help individual teachers improve their own practice.

## Inspection judgements

### The achievement of pupils is good

- Pupils achieve well from starting points that are typical for their age. Pupils, as well as the high number of parents who completed the online questionnaire, believe they do well at school and feel proud of their achievements.
- Children in the Early Years Foundation Stage make good progress. This is because the staff very carefully match activities to children's individual needs. Children talk confidently about 'green words' (words that can be broken down into sounds) and enjoy mathematical challenges such as using cubes to weigh fossils as part of a project about dinosaurs. Great emphasis is placed on their personal development.
- In Years 1 to 6 learning and progress continue to be good. Good use of assessment information ensures the school looks at pupils' individual needs and ensures that the work they are asked to do is at the right level. As a result, attainment is above average and a greater proportion of pupils than nationally do better than this in both English and mathematics.
- Inspection evidence and the school's own assessments demonstrate that current attainment is also above average.
- Attainment in reading at the end of both Year 2 and Year 6 is above average. Pupils read fluently and have the confidence and skills to read with good expression. Good improvements have recently been made to the way letters and the sounds they make (phonics) are taught, with teaching assistants providing effective support.
- While pupils make good progress overall in mathematics there are too few opportunities for them to use and apply their mental arithmetic skills in solving mathematical problems. This contrasts with the very good opportunities provided for pupils to use their reading skills, for example in researching a project about ancient Egypt.
- There are some good examples of pupils using their writing skills well. For example, in Year 6 pupils confidently develop their use of persuasive text. One pupil included the rhetorical question in their writing, 'You don't want to let everyone down, do you?'
- The school makes good use of the extra money from pupil premium funding to enhance the learning opportunities of the pupils. This includes, where required, pupils being given additional support in class or in withdrawal groups. As a result, these pupils make the same good progress as others both in English and in mathematics. Only a very small number of pupils receive pupil premium funding, and some age groups have none; it is therefore not possible to make overall judgements with regard to the difference in attainment of those eligible for free school meals and that of other pupils in the school. School records indicate that currently there is no significant difference between the attainment of pupils eligible for free school meals and that of non-free school meal pupils.
- Pupils with special educational needs make good progress and achieve well. This is because of the good support they receive from teachers and teaching assistants.

### The quality of teaching is good

- Parents consider their children are taught well in school and pupils agree with them. Teaching is usually good, with examples of some outstanding teaching.
- Children make good progress in the Early Years Foundation Stage because the staff work well together as a team and have a good understanding of the needs of young children. Staff encourage children to be independent. Resources both inside and outside, including an excellent outside reading area, are consistently used well to extend children's learning.
- In Years 1 to 6 teachers expect pupils to achieve and behave well and, as a result, most lessons run smoothly.
- Reading is taught well across the school. Teachers ensure that pupils are given plenty of

opportunities to extend their writing and communication skills.

- While basic numeracy skills are taught well teachers do not provide pupils with sufficient opportunities to use their number skills effectively in solving challenging mathematical problems.
- Where teaching is outstanding, teachers use probing questions to check pupils' understanding. Activities make learning exciting. For example, children in the Reception class made good progress because the focus on dinosaurs captured their imagination. In Year 6 the excellent use made of a musical version of 'War of the Worlds' leads to a wealth of valuable learning opportunities.
- Where teaching is not always strong enough, questioning is not always used effectively in identifying whether all groups of pupils have a good understanding of what is being taught.
- Support staff play an effective role in helping pupils with special educational needs both in class and in small groups. As a consequence, pupils make good progress.
- Pupils' books are marked regularly and marking is generally of good quality in English and mathematics. However, not enough is done in making sure that pupils are given enough opportunities to take notice of the comments made to improve their writing.
- Teachers promote pupils' spiritual, moral, social and cultural development very well. The importance of thinking of others less fortunate than the school's pupils is emphasised well.

### **The behaviour and safety of pupils** are good

- The atmosphere within school is calm and orderly.
- Pupils get on well with each other and with the staff. They like coming to school, as shown by their above-average attendance
- Parents are sure that the school provides a safe environment and that pupils enjoy school and behave well.
- Behaviour in lessons and around the school buildings is usually good, but at times there is some immature behaviour shown by a small group of pupils. This is dealt with well by members of staff. Pupils are very polite and are eager to share their many experiences about school. For example, they talk with tremendous enthusiasm about how much they enjoy working with the sports coach and about how much they are looking forward to taking part in a residential trip.
- A scrutiny of records and observations during the inspection demonstrate that behaviour over time is also good. Isolated incidents of unacceptable behaviour are dealt with very well.
- Pupils are highly confident and want to achieve well. They respond extremely well to the many opportunities provided for them to take on school responsibilities. These include being a school prefect, being a member of the school council or helping out around the school.
- Pupils have a good understanding of how to keep safe and are confident that any issues they raise will be dealt with promptly by the school. They recognise dangers when using the internet and know how to avoid these problems. They have a very good understanding of different types of bullying. They are confident that, should any ever occur, adults would deal with it quickly, fairly and firmly.

### **The leadership and management** are good

- The headteacher, with the strong support of governors, leads and manages the school well. Under her leadership the school is moving forward at a brisk pace. Since the last inspection the progress pupils make has improved as has the quality of teaching. The last inspection reported that communications with parents needed improvement. In the current inspection 80 parents completed the Parent View questionnaire; they were unanimous that they would recommend this school to someone else.
- Procedures for checking how well the school is doing lead to an accurate view of school

performance. The school improvement plan has a good focus on the right issues that need to be improved further. Actions are clear and closely linked to raising attainment.

- The headteacher has established a good system to evaluate the quality of teaching and provides teachers with clear guidance about how to improve. As a result, teaching, found to be satisfactory at the time of the last inspection, is now good. Reviews of teachers' performance are rigorous, provide challenging targets for staff development and are used effectively to make informed decisions about teachers' pay.
  - While middle leaders carry out most of their duties well this currently does not include checking the quality of teaching and learning in their areas of responsibility. As a result, some opportunities to improve teaching even further are missed.
  - Child protection and safeguarding have a high priority and are of good quality. Leaders ensure that all requirements are met.
  - The range of subjects and activities taught offers a wide range of experiences to pupils, including sporting activities and opportunities to learn to play musical instruments. A strong emphasis is given to the teaching of basic skills and this results in pupils' above-average attainment. Many activities successfully support pupils' spiritual, moral, social and cultural development. For example, children in the Early Years Foundation Stage have learned about Chinese culture. When an inspector asked the children about the role-play Chinese take-away cafe he was politely told it was a Chinese restaurant not a take-away!
  - The school has worked effectively with the local authority and this good school receives light-touch support.
  - The school has a strong commitment to equality of opportunity. Teachers make every effort to see that all pupils get the best out of the school and take all the opportunities on offer. '
  - **The governance of the school:**
    - The governing body discharges all its legal responsibilities well. Governance has improved since the previous inspection and is now good. Governors have a good understanding of the school's strengths and areas for development. Through their four main committees they make sure that all aspects of school life are discussed fully during meetings, with pupils' achievements high on the agenda. As a result, governors have a good understanding of the school's performance and are rightly proud of the improvements made since the previous inspection. In order to have a greater understanding and say in school affairs, governors visit classrooms and ask challenging questions. They keep a close check on the school's budget, making sure that, for example, pupil premium funding, albeit a very small amount, is used to good effect and for the purpose intended. Governors have a good understanding of how performance management is carried out and how good teaching is rewarded and teaching that is less successful is addressed.
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## 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

<b>Unique reference number</b>	107868
<b>Local authority</b>	Leeds
<b>Inspection number</b>	400943

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	166
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Ambrose
<b>Headteacher</b>	Sally Clark
<b>Date of previous school inspection</b>	17 May 2010
<b>Telephone number</b>	01937 572612
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