

Pudsey Tyersal Primary School

Tyersal Walk, Tyersal, Bradford, BD4 8ER

Inspection dates

21–22 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- From their starting points, not enough pupils make consistently good progress in their reading, writing and mathematical skills and knowledge by the end of Year 6.
- The quality of teaching is not consistently good.
- Activities do not always challenge pupils, especially the more able.
- Pupils are not challenged to respond to guidance provided by teachers in their marking as what to do next and what is expected of them to improve their work.
- Leaders and managers do not focus closely enough in their lesson observations on the link between pupils' progress and the quality of teaching.
- Pupils have too few opportunities to develop and use their reading, writing, mathematical and information and communication technology skills in their work in different subjects.
- While governors know what is happening in the school they do not consistently put enough pressure on leaders and managers to improve pupils' progress and the quality of teaching.

The school has the following strengths

- The recently appointed headteacher has a very clear idea of the direction she wants the school to take. She is well supported by her leadership team, whose members share her determination to drive up standards.
- Some teaching is of good quality and assessment systems are now more robust.
- Good teaching in the Early Years Foundation Stage ensures that the children get off to a good start.
- Relationships between adults and pupils are highly positive, contributing to good behaviour in classrooms and around school. Pupils feel safe in school.

Information about this inspection

- Inspectors observed teaching and learning in 14 lessons. In addition, they observed the teaching of small groups of pupils receiving extra support for English and mathematics.
- Inspectors spoke to groups of pupils and to parents as they brought their children to school in the morning. They took account of 17 responses from parents to the online (Parent View) survey.
- Meetings were held with the Chair and two other members of the governing body, staff and a representative from the local authority.
- Inspectors looked at a number of documents, including those relating to child protection and safety, the school's monitoring of teaching and school improvement plans.
- Inspectors heard four groups of pupils read and checked the school's assessments of pupils' progress in reading. They also looked at the school's tracking system showing pupils' progress in mathematics and English.

Inspection team

Andrew Morley, Lead inspector

Additional Inspector

Jennifer Firth

Additional Inspector

Full report

Information about this school

- Pudsey Tyersal is an average-sized primary school.
- The proportion of pupils eligible for the pupil premium, which in this school provides additional funding for children in the care of the local authority and for pupils known to be eligible for free school meals, is above the national average.
- The proportion of disabled pupils and those with special educational needs who are supported through school action and the proportion supported at school action plus or with a statement of special educational needs are both above average.
- The majority of pupils are White British.
- The school has several awards.
- The school is part of a local cluster of primary schools.
- The school has a breakfast club that is well attended.
- The school did not meet the government's floor standards, which set out the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that it is consistently good or better across the school by:
 - ensuring teachers spend less time talking to the whole class to allow pupils more time to work by themselves
 - using the improved assessment systems more effectively to provide pupils, especially the more able, with suitable tasks that are matched to their level of ability
 - ensuring pupils are provided with time to respond to teachers' comments in their marking so they are clear how they can improve their work.
- Accelerate pupils' achievement in both English and mathematics to be at least good by:
 - ensuring that the number of pupils achieving the expected and higher levels in the end-of-year national tests at Key stage 2 is increased
 - providing more regular, focused opportunities for pupils to reinforce and practise their literacy and numeracy skills in all subjects of the curriculum.
- Increase the impact that leaders at all levels have on pupils' attainment and progress by:
 - making more effective use of the systems for checking on pupils' progress, especially of different groups, to ensure action is targeted to those needing most support
 - ensuring that checks made on the quality of teaching are accurate and focus closely on the impact of teaching on pupils' progress
 - making sure governors challenge school leaders to further improve pupils' achievement and the quality of teaching.

Inspection judgements

The achievement of pupils

requires improvement

- Most children enter Reception class with skills and abilities that are below or well below those expected for their age. Children make good progress in the Early Years Foundation Stage because they are well supported and guided in their learning. They work and play well together, taking turns and sharing fairly. Children grow in confidence, are eager to explore the exciting activities available and enjoy learning.
- Pupils start Year 1 with skills that are below, but nearer to, expected levels. Progress across Key Stage 1 is similarly good and by the end of Key Stage 1 pupils' attainment is broadly average.
- Although attainment in English and mathematics the end of Key Stage 2 was below expectations, the progress of current pupils has improved overall and there is evidence of rapid improvement across the school.
- Pupils' writing skills are below the level of what is expected for their age because they are not given enough opportunity to write at length, especially in subjects other than English.
- Pupils' progress in reading is improving because of the consistency of phonics work (linking letters with the sounds they make), particularly at Key Stage 1. Most pupils have a good knowledge of the sounds that letters make and know how to 'break words down' when they are unsure about new vocabulary. Pupils have a wide range of books in school and enjoy opportunities to read widely. The best readers are fluent and read with expression. The impact of this is yet to show in attainment levels, which are below average by the end of Year 6.
- The attainment of pupils eligible for pupil premium funding, including those eligible for free school meals is below that of their peers and pupils nationally. However, due to the wide range of additional support put in place for these pupils, the gap is becoming narrower. There was evidence of intervention activity in English and mathematics, especially in reading, that is ensuring that most pupils are only a term behind their peers.
- The progress made by disabled pupils and those with special educational needs is similar to others. There are some pupils who make good progress. Test results and pupil progress data show that this effective support helps these pupils to do as well as others in the school. Consequently, the gap in attainment against the national average is narrowing.

The quality of teaching

requires improvement

- The quality of teaching requires improvement because it is not consistently good or better across the school. Teachers are, however, committed to improving their teaching, engaging in training and implementing new ways of working. There are also examples of good teaching within the school that provide models of what to aim for. However, actions that have been taken are too recent to have yet had their full impact on improving standards.
- In some lessons teachers' expectations of what pupils can do are not high enough and the work does not challenge all pupils, particularly the more able. For example, in a small number of lessons pupils were given the same work to complete. Many pupils completed the tasks set very quickly and spent time, without further challenge from the teacher, waiting for the next instruction.
- Marking has improved since the last inspection and teachers consistently follow the new system. They congratulate pupils on something done well and provide guidance on how to make their work even better. However, they do not always give pupils the time to respond to this good guidance.
- At times, the pace of pupils' learning is hampered by overly long introductions from teachers and pupils not being moved on to the main task soon enough so they can work by themselves. By contrast, the best lessons are well structured and teachers make sure that learning moves on quickly.
- Teaching is good in Reception. An interesting and wide range of activities is provided inside and

outside the classroom. In one lesson, the children enjoyed learning about capacity, taking advantage of the snow to explore out of doors. They had great fun and developed some useful mathematical language and knowledge. In the Early Years Foundation Stage there is an effective blend of adult-led activities and those that children choose for themselves.

- Teachers and teaching assistants now provide small-group and individual support for disabled pupils and those who have special educational needs, pupils eligible for the pupil premium grant, those who are not on track to achieve their targets and pupils experiencing emotional and behavioural difficulties. This support is now closely focused so that pupils can be supported to make the progress that they should and all pupils have the same opportunities.

The behaviour and safety of pupils are good

- Pupils behave very well in and around the school; they are extremely courteous and welcoming to visitors. They routinely hold doors open for adults and each other.
- Pupils enjoy coming to school. The attendance of pupils is improving and the school has developed a range of strategies to ensure good attendance. The breakfast club is a very good example of this. Pupils value the well-attended breakfast club, which is helping support the attendance of a number of pupils. They are proud of their school and would highly recommend Pudsey Tyersal to their friends.
- Pupils are keen to get on with their work and, even when lessons lack stimulation, they maintain their positive behaviour.
- Pupils take on a limited number of roles and responsibilities around the school including school councillors. In so doing they learn about the democratic process and give all pupils a voice in how the school develops. They are proud to help those less fortunate than themselves and raise money for local and global causes.
- Pupils are unanimous in their rejection of bullying in any form. They say that the school teaches them about what forms bullying can take and the dangers of each. Pupils appreciate the emphasis the school places on their safety and happiness and make particular mention of the support they receive from adults when they have worries or are unhappy.
- Pupils feel very safe in school and agree that if they had any issues or concerns then any member of staff would listen and help them to sort out their problem.
- Parents are supportive of the school. The majority of parents who responded to Parent View indicated that the school makes sure children are well behaved and deals with bullying effectively. The school keeps thorough and systematic records of behaviour incidents which include follow-up actions. Scrutiny of behavioural records shows that this is the case over time too.
- Behaviour is not yet outstanding because pupils have limited opportunities to take on responsibilities and to carry out roles in supporting each other, particularly the older children.

The leadership and management requires improvement

- While leadership and management has shown improvement since the appointment of the new headteacher, it has not yet ensured consistently good teaching across the school and raised achievement at the end of key Stage 2.
- The headteacher has set a clear sense of purpose and direction. She works closely with her team and governing body to promote improvement in pupils' learning and performance. The leadership team have brought about improvements to some areas and demonstrate the skills and determination to bring about the further improvement required. The school's own view of its performance is accurate overall because leaders know their strengths and are resolute in their determination to raise achievement. It is very much 'a team approach' and, as a result, all staff feel valued and included in bringing about change.

- The leadership team now have better systems in place to check on the quality of teaching and learning. While regular and systematic checks are made on the quality of teaching, there is a lack of emphasis on the extent of pupil progress in lessons when evaluating the quality of teaching. Judgements can be overgenerous at times.
 - Leaders have improved the management of the performance of the teachers. As a result training for staff is linked to the school's most important areas for improvement and teaching has improved overall. The school is aware that further improvements to teaching are needed in order to eradicate inconsistencies between subjects and year groups.
 - The school's system for checking pupils' progress provides leaders with a whole-school overview of the progress of different groups but the information gained is not always used well enough by teachers to ensure suitable tasks are provided to allow pupils to achieve their best or to target work for specific groups of learners, particularly for the more-able pupils.
 - School leaders are committed to developing the curriculum further. Pupils are very appreciative of the wide range of extra-curricular activities and appreciate the many enrichment activities, including the residential for the older pupils at Heard Farm. Leaders are committed to provide more opportunities for pupils to practise their reading, writing and mathematical skills in a range of different subjects.
 - The school listens to and responds well to parental concerns. Good relationships exist with parents and these are formed from the outset in the Early Years Foundation Stage. The school works well with external agencies, including the Pupil Development Centre, which supports pupils with behavioural needs. These links ensure that pupils with special educational needs receive additional support and are fully included in the life of the school.
 - The school is benefitting from links with other primary schools and Priesthorpe High School. Similarly, the local authority has worked well in partnership with the school to improve achievement and is determined that this will continue.
 - All statutory safeguarding regulations are met and regularly reviewed. Leaders promote equality of opportunity and tackle discrimination. They are determined that achievement for all pupils in all subjects will be good.
 - **The governance of the school:**
 - The governing body is highly supportive of the school and governors question school leaders. However, in the past they have not been challenging enough in raising questions about the school's strengths and weaknesses. They now recognise this shortcoming and the need to strengthen their knowledge of data on the school's performance. Governors understand fully what the pupil premium grant is for and that performance management must support improvement in the quality of teaching and be linked to any pay rises. Governors take up training opportunities and are willing to undertake more to further improve their skills. They make sure that all statutory responsibilities including budgetary and safeguarding meet requirements.
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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

Unique reference number	107841
Local authority	Leeds
Inspection number	400940

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	241
Appropriate authority	The governing body
Chair	Alison Stead
Headteacher	Johanna Jobson
Date of previous school inspection	20 October 2009
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