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Ms J Jobson
Headteacher
Pudsey Tyersal Primary School
Tyersal Walk
Tyersal
Bradford
West Yorkshire
BD4 8ER

Dear Ms Jobson

Requires improvement: monitoring inspection visit to Pudsey Tyersal Primary School, Leeds

Following my visit to your school on 14 June 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with you, other senior leaders, the Chair of the Governing Body, parent and staff governors and a representative of the local authority to discuss the actions taken since the last inspection. The school action plan and monitoring reports to governors were evaluated and information showing pupil progress scrutinised. Four parts of lessons were visited with the headteacher.

Context

At present Year 3 and Year 5 classes have temporary teachers. The school is in the process of recruiting two teachers and two teaching assistants to start in September 2013.

Main findings

Since the last inspection checks on pupils' work have become more accurate and regular. There are clear systems now for the collection and analysis of pupil progress and attainment. External moderation has enabled teachers to be more confident in the level

each pupil is working at and to ensure their work is closely matched to this. Teachers now set more challenging targets for pupils in their class to help them reach their full potential. Pupils are given regular opportunities to work independently and enjoy taking greater responsibility for their own learning. Most lessons quickly engage pupils in learning and they respond with active enthusiasm. A wide range of tasks appropriate to pupils' different abilities, including pair and group work, ensure that each pupil is able to make progress. Pupils are positive about the impact of the new marking policy that has been introduced since the last inspection. This is displayed in every classroom and pupils value the consistent approach and the time they are now given to improve their work in the light of teachers' guidance. They talk confidently about what they need to do to improve their work in order to progress to the next level.

The Governing Body have taken action to increase the level of challenge they provide to senior leaders. A joint review group now receives regular monitoring reports on the implementation of the school's action plan. The group judges the progress that has been made against the priorities and refocuses actions in order to ensure impact, for example deciding that improving the quality of teaching must be the school's most urgent priority. Governors are undertaking training to improve their effectiveness and are pleased that parents are now keen to fill parent governor vacancies.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- improve the quality of teaching by ensuring that all teachers understand and are able to demonstrate the progress that each pupil makes in their lessons
- ensure that the new systems for measuring pupil progress are applied consistently by all teachers. Further embed newly developed routines to ensure that the assessment of pupils' work is always moderated so that starting points are secure and suitably challenging targets are set for each pupil
- ensure opportunities are provided for teachers to further develop their skills in assessing pupils' work
- increase the impact school leaders have on improving the quality of teaching in the school by giving teachers regular and specific feed-back on precise aspects of their teaching
- ensure governors and senior leaders continue to evaluate and update action plans in the light of pupil achievement data so that future targets are clear and quantifiable.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The school already has partnership arrangements with Bramhope Primary School, an outstanding school led by a National Leader of Education (NLE). The headteacher from Bramhope provides support on improving the quality of teaching and pupil progress. The school works with the local family of schools on moderating pupil assessments and

participates in a cross-phase local school improvement collaboration. Leeds local authority provides support through a school improvement partner who is a member of the joint review group and they also provide support for Early Years Foundation Stage moderation. These partnerships have added capacity to the school and helped it to swiftly address some aspects of its action plan.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Leeds.

Yours sincerely

Helen Storey

Her Majesty's Inspector