

Pudsey Bolton Royd Primary School

Moorland Grove, Pudsey, West Yorkshire, LS28 8EP

Inspection dates

2–3 April 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Pupils achieve well from their overall very low starting points. By the end of Year 6, most pupils' attainment is usually close to average in reading, writing and mathematics.
- The quality of teaching is good across all key stages, with some that is outstanding. Activities are interesting and reflect the pupils' interests.
- There are examples of good quality marking with pupils responding positively to teachers' comments.
- Teaching assistants provide good support for pupils with special educational needs enabling them to participate fully in all activities and make good progress.
- Pupils are well behaved, feel safe and have positive attitudes to learning. Their attendance has improved and continues to improve so that it is now broadly average. Pupils and adults treat each other with respect.
- The school is well led and managed by the headteacher and the deputy headteacher; they are ably supported by effective middle leaders.
- The governing body challenges leaders and is supportive of them in driving the school forward. Leaders and governors know the school's strengths and where improvements are needed. As a result, pupils' achievement, the quality of teaching and the school's overall performance are good.

It is not yet an outstanding school because

- The progress of pupils of middle ability is uneven across the school and in some classes it is not as fast as it could be. This is because, at times, the work set for middle-ability pupils is too easy.
- During whole-class activities, teaching assistants are not always given a clear enough steer by teachers to ensure they have a clear understanding of their role. As a result, their impact on pupils' progress is not always as effective as it could be.
- Teaching is not outstanding.

Information about this inspection

- The inspectors visited 22 part-lessons taught by 18 teachers. Two lessons were led by teaching assistants.
- Inspectors observed and spoke with pupils during lessons, at lunch and break times. They met formally with groups of pupils from Key Stage 1 and Key Stage 2 and observed an assembly.
- Meetings were held with senior and middle leaders. Meetings also took place with members of the governing body and a representative from the local authority.
- Inspectors observed the school's work and looked at a range of documents, including arrangements for safeguarding, performance management, pupils' attendance figures, information about pupils' attainment and progress, and pupils' books.
- Inspectors were able to analyse the online questionnaire gauging the views of parents (Parent View). There were 13 responses. Inspectors also spoke with parents and analysed the survey completed by 177 parents in November 2013.

Inspection team

Fiona McNally, Lead inspector

Additional Inspector

Susan Twaits

Additional Inspector

Kathy Thompson

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The large majority of pupils are of Pakistani heritage.
- A much larger than average proportion of pupils speak English as an additional language.
- An average proportion of pupils are eligible for the pupil premium funding. The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from service families and children who are looked after by the local authority.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement for special educational needs is above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.

What does the school need to do to improve further?

- Improve the progress of pupils by ensuring more teaching is outstanding and none requires improvement by:
 - ensuring middle-ability pupils are always given work that is hard enough to challenge them to do their best
 - ensuring that all teachers match the best practice in the school when questioning pupils so that pupils are always given the opportunity to offer full answers with explanations
 - increasing the impact of the teaching assistants when working with pupils in whole-class sessions and by raising the quality of their support for all pupils to the standard seen when they support pupils with special educational needs.

Inspection judgements

The achievement of pupils is good

- By the end of Key Stage 1, pupils' attainment in reading and writing was average last year, following a consistent rise in attainment over the past three years. Currently, pupils in Year 2 are on course to attain average levels in reading, writing and mathematics.
- Pupils achieve well across the school. Children start school in the Nursery class with skills which are typically very low for their age. Many children start in the Nursery and Reception classes with very little English and with weak language development. However, by the end of the Reception Year, children have made good progress and they are much better prepared when they start in Year 1, although they still have levels of development below those expected for their age.
- Pupils' attainment by the end of Key Stage 2 in reading, writing and mathematics is usually close to average, although there was a dip in 2013 when a number of factors combined to depress attainment. Current Key Stage 2 pupils are making good progress overall and pupils in Year 6 are already working at standards which are close to average, which represents good progress from pupils' starting points. This means pupils' achievement is good. There is good progress across other year groups although in a small minority of classes, the progress of middle-ability pupils is not as strong in writing and mathematics.
- Reading is the strongest area of achievement for all groups of pupils and this is seen particularly in the younger pupils due to their good knowledge of different letters and sounds. In 2013, a greater proportion of pupils reached the expected level in the phonics (letters and sounds) screening check than was seen nationally. This is because of the outstanding teaching of letters and sounds and the excellent opportunities pupils have for developing these skills in class and across the curriculum.
- Historically, mathematics has been the least strong subject but pupils in all year groups are now making good progress in this subject and the standards of pupils work in mathematics, including pupils from Year 2 and Year 6, are now broadly in line with average. This is because, following staff training, pupils have more opportunity to apply their numeracy skills to real-life situations. For example, pupils who are sport leaders recently organised a fund-raising event for their peers and in doing so organised pricing the games and activities, calculating the number of pupils to take part in an activity, the timing of activities and the costing of equipment. In these ways, pupils applied their mathematical skills in a practical way.
- Pupils who are known to be eligible for free school meals make good progress. In some year groups, these pupils are making better progress than others in the school. Previously, the gap in attainment between eligible pupils and others was wider than the gap seen nationally. However, focused efforts to provide extra support where necessary means that across all year groups in reading, writing and mathematics, pupils eligible for the funding make accelerated progress from their starting points. The result of this has been that the attainment gap between pupils for whom the funding is intended and their peers has narrowed to be less than the gap seen nationally.
- The progress of disabled pupils and those who have special educational needs is good. This has been a particular focus for development recently, which has resulted in stronger progress for these pupils and the gap in attainment between these pupils and their peers in school is also narrowing.
- The progress of the most able pupils has improved over time and is now good in all year groups. This is also the case for the least able pupils. Pupils of middle ability make good progress overall but, in a few classes, their progress is not as fast as it could be because, at times the work they are given is too easy.
- Pupils from minority ethnic groups and those for whom English is their second language, perform at least as well as, and sometimes better than, their peers. The corresponding achievement of different groups of pupils shows the school's commitment to providing all pupils with equal opportunities, although senior leaders recognise there is still work to be done to ensure all middle-ability pupils achieve well.

The quality of teaching**is good**

- The work in pupils' books, the school's checks, the rise in pupils' attainment and progress, and inspection evidence confirm that teaching over time is good.
- When learning is good, the work set for pupils is pitched at the right level and enables them to do their best. Interesting and enjoyable activities enable pupils to apply their skills in a variety of contexts. Specific resources are always provided that challenge the most able and support the least able. At times, in a small minority of classes, middle-ability pupils are not given hard enough work and their progress slows.
- Teaching in mathematics has been a priority for improvement and it is now good. Pupils are given work that is challenging. In Year 6, the school's decision to organise pupils' learning differently in mathematics has had a very strong impact on pupils' progress. This current Year 6, which contains nearly 90% boys, has responded well to this change, and activities are provided which particularly appeal to boys, as well as being mindful of girls' interests and aptitudes.
- Most teachers seize every opportunity to link new learning with what pupils have already learnt. For example, in Year 3, pupils had been learning about two-dimensional shapes which the teachers revisited to make links with new learning of three-dimensional shapes. Pupils were able to use their knowledge of two-dimensional shapes to suggest ideas of how to solve problems involving three-dimensional shapes.
- Pupils are expected to work diligently; teachers explain tasks clearly and question pupils to make sure they have to think hard. Occasionally, teachers are too willing to accept short answers from pupils and then provide the answers for pupils. This prevents these pupils from deepening their knowledge.
- Teaching assistants work well with pupils with special educational needs, the result of which is the strong achievement of these pupils. However, where teaching assistants have a more general role and are used to support pupils of middle-ability, teachers assume too much of teaching assistants, and support staff are not fully clear on the aims of the activity. Equally, while teachers check pupils' understanding regularly and use the information appropriately to reshape activities or revisit certain learning points, when pupils are working with teaching assistants, teachers tend not to check these pupils' understanding often enough. Consequently, at times, the progress of these pupils is not always as fast as it could be.
- In the Early Years Foundation Stage, teaching is good. Children enjoy their learning and receive strong support in areas where they are less skilful.
- Marking is helpful and constructive. Written feedback is used to support pupils with how to move their learning on and always offers pupils one challenge following a piece of marked work. Pupils respond to the challenges set by teachers and this serves to support good progress.

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

- The behaviour of pupils is good. Their attitudes to learning are positive and they say that they enjoy their learning and that activities are useful. Many comment on the opportunities for trips and special events which feed into their learning.
- The school's work to keep pupils safe and secure is good. Pupils say there are always a lot of adults who are around to help them, if they have any problems. According to pupils, and echoed in the views of parents and staff, poor behaviour is rare. This is because all pupils know the sanctions and much prefer to receive the rewards that they get for good behaviour in class and around school. Pupils also say that when rare incidents of poor behaviour do occur, these are dealt with quickly by staff.
- Pupils are aware of different types of bullying, for example, cyber-bullying and prejudiced-based bullying. Pupils say that bullying is rare and this is because it is dealt with quickly by adults. Parents and staff agree that behaviour is well managed.
- Pupils are very proud of their school. They treat the school environment, their peers and the adults with the greatest of respect.

- Attendance has improved greatly in recent years and continues to do so. The number of pupils who have very poor attendance has also reduced. Leaders have made a concerted effort to make improvements in this area, using older pupils to monitor punctuality and by giving rewards for good and improved attendance.
- Behaviour and safety are not yet outstanding because attitudes to learning are not always exemplary and pupils are not as self-motivated when the occasional activity lacks challenge and impetus.
- Pupils wear the school uniform smartly at all times. The classrooms and other areas around the school are tidy and well organised.

The leadership and management are good

- The headteacher, the deputy headteacher and governors have high expectations of all staff. Priorities for improvement are communicated to staff effectively. Leaders are rigorous in their checking of pupils' achievement and where it is not good enough, they work with individual teachers, parents and pupils to support better progress.
- In the same way, leaders are mindful to ensure initiatives for supporting underachieving pupils are reviewed regularly and changes made accordingly when further improvements have been needed.
- Senior leaders work closely with staff to ensure they know their roles and that they are properly trained for specialist areas. For example, high-quality professional development for staff has led to pupils achieving well in the phonics national screening check. However, the way teaching assistants and teachers work together in the classroom to the benefit of all pupils is underdeveloped.
- Senior leaders, supported by middle leaders, have made a concerted effort to improve the attainment and progress of pupils in mathematics, which has been the weaker subject in recent years. As a result of regular assessment and a reorganisation of the way mathematics is taught, pupils' progress in this subject has improved significantly. In a similar way, strategies to make pupils and parents more accountable for lateness and poor attendance have resulted in improvements in this area.
- The regular and effective monitoring of teaching alongside robust performance management has meant that leaders have an accurate understanding of the strengths in teaching and the areas that still need improving. In this way, leaders have contributed well to the good quality of teaching and there is very little teaching that requires improvement. The large majority of teaching is focused on improving pupils' achievement although in a small number of cases, teaching does not always meet the needs of middle-ability pupils.
- The school evaluates its provision accurately and correctly identifies its strengths and areas for further development.
- The curriculum is a strength and promotes pupils' spiritual, moral, social and cultural development well. The school knows its pupils well and uses every opportunity to provide enriching experiences for them.
- The school is mindful of the pupils and the families it serves. It provides classes for parents to attend which support the parents in understanding what their children do in school and how they can support their children with their work both at home and in school.
- Leaders' use of the pupil premium funding has had a good impact on pupils' progress. It ensures that the eligible pupils are given extra support in the classroom and beyond, where necessary.
- The additional primary school sport funding is used to employ specialists to coach a wider range of sports and also to put on special sporting events, such as a Year 4 Sports Festival. Teachers have the opportunity to work with and observe specialists to develop their own skills in teaching physical education.
- The local authority agrees with the school's evaluation of its provision and supports the school by checking on the school's assessment of its strengths and areas for improvement.
- Safeguarding meets the statutory requirements.

■ **The governance of the school:**

- Governors have a good understanding of the strengths in the school’s provision and where improvements are needed. They check both the school and national data about pupils’ performance in order to challenge senior leaders, and they understand what the school has done to overcome previous weaknesses.
- Governors are well informed about the quality of teaching and the outcomes of teachers’ performance management reviews. They make certain that any decisions relating to pay progression are closely linked to reviews and pupils’ progress.
- There is effective management of the school’s financial resources by the governors. They know how pupil premium funding is spent and can demonstrate that the funding makes a difference to these pupils.

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	107845
Local authority	Leeds
Inspection number	443936

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	498
Appropriate authority	The governing body
Chair	Kally Shergill
Headteacher	Phil Taylor
Date of previous school inspection	16 November 2010
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