

Pudsey Tyersal Primary School

Tyersal Walk, Tyersal, Bradford, West Yorkshire, BD4 8ER

Inspection dates 10–11 February 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement.

- Leaders and managers have yet to ensure fully that over time the quality of teaching is consistently good. As a result, overall standards attained by pupils have been below average at the end of both Key Stages 1 and 2 for several years.
- Governors do not have a good enough understanding of how successful the pupil premium is in improving standards for eligible pupils. Their understanding of the impact of the primary school sports funding on, for example, improving the health and well-being of pupils, has yet to be fully developed.
- Not enough pupils made better than expected progress in reading, writing and mathematics by the time they left at the end of Year 6 in 2014.
- A below average proportion of pupils were secure in their phonic skills and knowledge (linking letters and sounds) at the end of Year 1 in 2014.
- The quality of teaching is inconsistent. Teachers do not always have the highest possible expectations of what pupils are capable of achieving.
- The tasks and activities that teachers set for pupils in class are not always at the right level to ensure that all pupils are able to make good progress.
- The quality of teachers' marking is variable. Marking does not always identify how pupils can improve their learning, and good practice has yet to be shared fully between teachers.
- Not enough opportunities are available for pupils to practise their writing skills across subjects, such as history and science.
- Until recently, pupils have not had access to books from a wide enough range of authors, or written in a range of different styles.
- The school's work with parents in order to improve attendance, for example, is not sufficiently well developed.

The school has the following strengths

- Actions taken by the headteacher, senior leaders and governors to improve the school are beginning to come to fruition. Training and support for teachers are now good, as are initiatives to support those pupils whose progress has been hampered by a legacy of poor teaching.
- Pupils' behaviour is good. The majority are eager to learn and say they enjoy school, feel safe and like finding out new things with their friends.
- An increasing proportion of children are making good progress through the Nursery and Reception classes.
- Most pupils, including those with special educational needs or disabilities and disadvantaged pupils, are now making good progress across most year groups in all subjects.
- Systems to track pupils' progress are good and show that a much higher proportion of pupils than in previous years are on track to attain the higher levels in reading, writing and mathematics this year.

Information about this inspection

- Inspectors observed a range of lessons in all year groups, as well as the teaching of small groups of pupils in sessions aimed at helping pupils to learn to read. Some lessons were observed jointly with the headteacher.
- Inspectors listened to pupils read and held discussions with pupils from across the school. Pupils' work in books was scrutinised during lessons and separately with senior leaders.
- Inspectors considered 19 responses to the on-line questionnaire (Parent View) and the school's own surveys of parents' and pupils' views. Additional evidence was gathered on parents' views from a number of sources, including discussions with parents at the beginning of the school day. Responses to a questionnaire completed by 13 members of staff were considered.
- A meeting took place with a representative from the local authority. A meeting was held with three governors, including the Chair of the Governing Body and with school leaders and staff responsible for English, mathematics, special educational needs and the early years.
- A range of the school's documents were examined. These included improvement plans, external evaluations of the school's work, the school's review of its own performance, various records of the school's checks on the quality of teaching, data on pupils' progress, records of pupils' attendance, behaviour records and safeguarding documentation.

Inspection team

Lenford White, Lead inspector

Additional Inspector

Doreen Davenport

Additional Inspector

Full report

Information about this school

- This school is a smaller than average-sized primary school.
- The proportion of disabled pupils and those with special educational needs is below average.
- The proportion of disadvantaged pupils, those supported by the pupil premium funding, is almost twice the national average. The pupil premium is additional government funding to support those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of pupils from minority ethnic groups is average, as is the proportion who speak English as an additional language.
- Children in the early years provision attend nursery provision on a part-time basis. Reception provision is full time.
- The school does not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the previous inspection, several members of staff have been appointed, including three teachers, two teaching assistants, and a learning mentor. The governing body has been reorganised, and a new Chair of the Governing Body has been appointed.
- A breakfast club operates from the site; this is managed by the governing body.
- At the time of the inspection, several staff were not in school, including an assistant headteacher and the early years manager.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least good and in so doing raise pupils' achievement across the school in reading, writing and mathematics by:
 - ensuring that all teachers always have the highest possible expectations as to what pupils are capable of achieving
 - making sure that work is always set at the right level to ensure that all pupils, especially the most able, make good progress and attain well
 - ensuring that marking always identifies how pupils can take the next steps in their learning and that the best practice in marking is emulated by all teachers
 - providing as many opportunities as possible for pupils to practise their writing skills across all subjects
 - ensuring that pupils read as often as possible and have access to a wide range of books from different authors and which are written in a range of different styles.
- Improve the quality of leadership and management by:
 - ensuring that governors have a precise understanding of exactly how the pupil premium funding is spent, and of the impact that it is having on improving standards for eligible pupils
 - making sure governors have a full understanding of how the primary sports funding is spent and the extent to which it is helping to improve pupils' health and well-being
 - ensuring that all senior leaders are fully involved in improving the quality of teaching and learning
 - stepping up initiatives aimed at working more closely with parents and in so doing, foster better relationships and improve pupils' attendance.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

requires improvement

- The headteacher has a clear vision for improving the quality of teaching and pupils' achievement. Since the previous inspection she has, with the full support of senior leaders and governors, made considerable improvements. A number of systems are now in place to, for example, track pupils' progress closely, develop a 'learning community' in which pupils enjoy coming to school, and to ensure that teachers continually improve their practice. However, until recently the pace of change has been hampered due to inconsistencies in the quality of teaching, and a legacy of poor teaching which has meant that, up until the end of the academic year 2013/2014, a large proportion of pupils were catching up on lost learning.
- Leaders responsible for English and mathematics have benefited from continuous professional development and have observed good and outstanding teaching practice in a number of schools. This has helped to improve their effectiveness. However, while they scrutinise the quality of teachers' marking regularly and monitor pupils' progress, they have yet to be involved fully in improving the overall quality of teaching.
- Systems for monitoring the performance of teachers set out the targets teachers and teaching assistants are expected to reach. These are linked to the school's main priority of raising standards for all groups of pupils. Targets are increasingly ambitious, particularly in relation to increasing the number of pupils attaining the higher levels in reading, writing and mathematics at the end of both Key Stages 1 and 2.
- The pupil premium funding is managed effectively by senior leaders. This helps to ensure that the progress of eligible pupils is improving, and that the attainment gap between them and non-disadvantaged pupils in the school is rapidly narrowing, particularly in Key Stage 1.
- The school is well on its way to implementing its new curriculum fully. Pupils, including children in the early years, find learning interesting. In Year 6, they are especially keen on their yearly residential week and the teamwork opportunities that it offers. In the Reception and Nursery classes, children enjoy meeting and talking to bakers and fishmongers and finding out about their work. All pupils enjoy playing musical instruments, including the glockenspiel, and participating in after-school clubs for cheer leading, street dance and football.
- However, the school's work to promote reading and writing across the curriculum is still developing. For example, pupils' knowledge of authors and writing styles is limited because until recently library books and resources did not fully reflect a wide enough range of authors and styles.
- The school develops pupils' spiritual, moral, social and cultural development well. Pupils learn about the major world faiths and learn to respect and work together with people from other cultures and backgrounds. Pupils have a good understanding of life in modern Britain. Their work on the school council helps them to understand the rule of law and democratic principles.
- Senior leaders and governors ensure that the primary school sports premium is spent well, for example, to replace outdated gymnastic equipment, fund transport for pupils to participate in competitive sport and to improve the skills of school staff in teaching physical education. However, governors do not have a full understanding of how funding contributes to developing pupils' health and well-being.
- The school's work to promote equality of opportunity and challenge discrimination is improving as standards rise. This is helping to narrow gaps between the levels of attainment of different groups of pupils, including boys and girls.
- The school works very closely with the local authority which has provided a wide range of support since the previous inspection. This has helped, in particular, to improve the quality of teachers' marking and the effectiveness of teaching in the early years, and contributed to improvements in achievement and the overall quality of teaching
- Pupils' attendance has been below average for a number of years. Although improving, it is not improving at a fast enough rate, because partnerships with parents are not sufficiently well developed to ensure that all pupils attend school regularly. Despite this, the majority of parents feel the school fosters good relations, both with them and with the wider community.
- The school takes care to ensure that it has effective arrangements for safeguarding its pupils and children in the early years. All statutory requirements for safeguarding are met.
- **The governance of the school:**
 - Governors hold the school to account and are becoming increasingly effective in their role. They regularly scrutinise data on pupils' performance and ensure that teachers are set challenging targets. They do not authorise pay awards unless they are warranted and are increasingly spending time in school to see how well pupils are achieving.

- Governors have taken action to improve the quality of teaching. However, change has not been rapid enough to ensure that the school has moved forward in all of the areas for improvement identified from the previous inspection.
- Governors know how the pupil premium funding is spent. However, they do not have a full enough understanding of how effective additional teachers and 'booster' groups, for example, are in raising the attainment of eligible pupils.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of pupils is good.
- The school's well-attended breakfast club and the work of the school's learning mentor are helping to make much needed improvements in pupils' attendance, which has been consistently below average. There have been no exclusions for several years.
- Pupils are polite and courteous. They treat each other and their teachers respectfully and are proud to welcome visitors into their school. The vast majority of pupils enjoy coming to school and learning with their friends. Behaviour in class is good and pupils enjoy discussing their ideas with their classmates.
- The behaviour of the vast majority of pupils in and around the school is good. This includes during break times, when moving around inside the school and during lunchtimes.
- Pupils are of the opinion that behaviour is good most of the time, but say that it is not good all the time, because a small minority of pupils sometimes misbehave and find it difficult to do what they are asked to do. The views on behaviour of the small number of parents who completed Parent View were mixed, as were those of the parents who spoke with inspectors. The views of the much larger sample of parents who completed the school's own surveys of parents' views were much more positive.
- Inspection evidence, including a scrutiny of the school's records of behaviour over time and the views of staff, indicates that behaviour is typically good.

Safety

- The school's work to keep pupils safe and secure requires improvement.
- The overwhelming majority of pupils who spoke to inspectors said that they felt safe in school, and were confident that they could talk to any adult if they had a problem or concern. However, a number of parents who spoke to inspectors and completed Parent View expressed concerns about their children's safety, because of a small minority of pupils who find it difficult to manage their own behaviour. Senior leaders are fully aware of this and are working to make sure that all staff, including those new to the school, deal with any poor behaviour effectively and ensure that it does not compromise the safety of any pupils.
- Pupils know precisely what bullying constitutes. They say that there has been bullying in the past, but that it rarely happens now. Pupils have a good understanding of various forms of discrimination, including racism and homophobic bullying, which they say never happens in the school. They are fully aware of the consequences of treating anyone in 'a bad way' and say that people should be treated fairly 'no matter what they look like or where they are from'.
- Pupils have a good understanding of cyber-bullying and know that this can take place on mobile phones, hand-held games and in 'chat rooms' on social media sites. They know never to give personal information out over the internet, and to always talk to an adult if they are unsure about the safety of a website.
- Visitors from the fire, police and various children's services help pupils to have a good understanding of safe and unsafe situations. Cycling proficiency training for older pupils helps them to use roads and pathways safely.

The quality of teaching

requires improvement

- Although the quality of teaching is now mostly good, teaching requires improvement because over time it has not been good enough to ensure that pupils' achievement in reading, writing and mathematics, particularly in Key Stage 1, is consistently good.
- Most teachers now challenge pupils to tackle harder work more resourcefully. This was evident in Year 6, where pupils were using long and short division methods to solve practical problems, such as working out how many minibuses would be required to take a specified number of teachers and pupils to the theatre. Pupils explained that they 'loved' this kind of challenge and commented, 'we never give up now, and if we

get it wrong, we try something else'. However, not all teaching is as demanding, as it lacks the highest possible expectations of what pupils should achieve.

- Most pupils enjoy reading and are skilled in scanning books for factual information. This was the case in Year 2, where pupils were working in groups to find information about different animals. Teaching assistants ensured that help was provided to any pupils who found it difficult to identify the precise information that they needed to complete their tasks, while the most able pupils were able to collect detailed facts on their own about various animals, including crocodiles, butterflies and snakes and share these with their classmates. Work was set at just the right level to ensure that pupils of different abilities all made good progress. However, pupils do not always make good progress, particularly when teachers set work that some pupils find too easy, and others find too difficult.
- When marking is effective, teachers indicate clearly to pupils how they can improve their work, and check to see that they have acted on their advice. Most pupils, including in Key Stage 1, are given time to study their teachers' comments. A full scrutiny of pupils' work in English and mathematics indicates that many pupils routinely take their teachers' advice, and improve their work as a result of it. However, such good quality marking is not evident in all pupils' books, and does not always extend to homework or topic books. The best practice in this area has yet to be fully shared across the school.
- Teachers have good relationships with pupils, and work effectively to ensure that they enjoy learning. They do this by making learning interesting, linking topics to visits to local museums, and 'immersing' pupils in their learning through, for example, hosting a 'Victorian Day' where pupils learn about the different occupations people had during the Victorian era, and come into school in period dress.
- Effective training and development help to ensure that teachers' subject knowledge is continually improving. For example in mathematics, teachers are careful to ensure that pupils show their methods of calculation, and in English they are careful to ensure that they use different forms of punctuation and good grammar to make their written work more interesting.
- Most learning now takes place in well-organised and purposeful classrooms where pupils are ready to learn, follow instructions, and listen carefully to teachers' instructions and to the contributions of their classmates.

The achievement of pupils

requires improvement

- Standards at the end of Key Stage 2, although significantly below average in reading, writing and mathematics for a number of years, are consistently improving and are higher than at the time of the previous inspection. Improvements in standards at the end of Key Stage 1 have not been as consistent. Standards were average in 2012, but significantly below average in reading and mathematics in 2013 and 2014.
- Children enter the nursery with weak skills in most areas of learning. In 2014, most made good progress. The proportion entering Year 1 with the skills and abilities necessary for the next stage of their learning was just below average. Progress across Key Stages 1 and 2 has been inconsistent for a number of years.
- Improved teaching helped to ensure that pupils made good progress towards the end of Key Stage 2, after a period of underachievement. School data show good progress in mathematics across the school, and in reading and writing in several year groups in both Key Stages 1 and 2.
- Standards in reading are improving. During the inspection, pupils, particularly in Year 1, used their phonic skills well to sound out and read unfamiliar words. In addition, the school's considerable investment in new books and resources and a new library are helping to encourage pupils to read more.
- Pupils enjoy writing about their various visits and their work in books shows their grammar, punctuation and spelling are improving. However, too few opportunities are available for them to practise their writing skills in subjects other than English.
- Progress across most year groups in mathematics in 2014 was good. This is because pupils now enjoy being challenged and participating in problem-solving activities. School data and inspection evidence show that pupils are making good progress in this subject in most year groups.
- Most pupils with disabilities or special educational needs make good progress across most year groups in reading, writing and mathematics, often from very low starting points. It is not possible to make any meaningful comparisons between their performance and that of similar groups of pupils nationally at the end of Year 6 in 2014, due to their very small number.
- The attainment of disadvantaged pupils at the end of Key Stage 2 in 2014 was about half a term behind that of their classmates in mathematics, one term behind in reading, and the same in writing. Disadvantaged pupils' attainment in mathematics and reading was about a year behind that of their peers nationally, and just over a term behind in writing. Their progress was similar to that of their peers

nationally in writing, but below in reading and mathematics. Gaps between disadvantaged pupils and their peers in school are closing further, and they are currently making good progress across all year groups.

- The attainment of most of the very small number of pupils who speak English as an additional language, as well as those from minority ethnic groups, at the end of Year 6 in 2014, was lower than similar groups of pupils nationally. School data show their progress across most year groups was good in 2014 and that their progress so far this year is improving in all subjects and is in line with that of their peers.
- Few of the most able pupils attained the higher levels in reading, writing and mathematics at the end of Key Stage 2 in 2014. However, school data show that this picture is changing. Harder work and more challenging activities in class are helping to ensure that a much higher proportion of pupils than in previous years are on track to attain the higher levels in all subjects by the end of the year.

The early years provision

requires improvement

- Early years provision is led and managed well by a temporary Reception teacher who is new to the school. Together with a newly-appointed Nursery teacher, and well-trained teaching assistants, she is continuing the substantive manager's work to improve pupils' progress through the Nursery and Reception Years.
- Children enter the nursery with weak skills in most areas of learning, including speaking and listening. Good teaching has helped to ensure that their progress is continually improving. In 2014, the proportion entering Year 1 well prepared for the next stage of their learning was just below average.
- Children in the Reception and Nursery classes work very well together in different areas of learning. They enjoy sharing toys and resources, counting, writing, using computers and engaging in construction and water-play activities. Adults are careful to ensure that children learn in stimulating learning and play areas, which include an 'Alien's Love Underpants' gallery of paintings and a role play 'talent show' area in Nursery, and 'we love reading' and 'our learning journey' displays in the Reception class.
- Senior leaders are keen to ensure that children are supported in developing their communication skills as quickly as possible. This they do by providing high quality training to teaching assistants who skilfully deliver short, regular speech and language therapy to those who need it.
- Children quickly become familiar with daily routines, such as preparing to play outside and putting on protective clothing before working on creative activities, such as painting, cutting out and using glue. They behave safely and sensibly both indoors and in the outside playing areas. Most follow instructions well and enjoy outdoor 'cooking' in microwave ovens, climbing and various physical activities.
- Parents are of the opinion that their children are safe, happy and looked after well. However, early years staff acknowledge that more needs to be done to develop partnerships with parents further through, for example, providing 'stay and play' sessions. Staff have also made it a priority to track children's progress and development more closely, particularly in mathematics, and to explore ways of broadening children's experience and develop their knowledge and understanding of the world around them. Leaders recognise that these are the reasons why the overall effectiveness of the early years provision requires improvement, rather than it being good.

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	453617

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	Claire Lockwood
Headteacher	Johanna Jobson
Date of previous school inspection	21 March 2013
Telephone number	01274 662363
Fax number	01274 660080
Email address	office@pudseytyersalps.org.uk

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