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Ms Johanna Jobson
Headteacher
Pudsey Tyersal Primary School
Tyersal Walk
Tyersal
Bradford
West Yorkshire
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Dear Ms Jobson

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

Following my visit with Susan Hayter Her Majesty's Inspector to your school on 18 June 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings. 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 February 2015. It was carried out under section 8 of the Education Act 2005. At its previous section 5 inspection, the school was also judged to require improvement.

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:

- sharpen the written action plan, so that it shows precisely what actions are being taken to improve teaching, by whom and when and what success will look like. The plan should include measureable outcomes, so that governors can make precise checks on the progress the school is making.

Evidence

During the visit, I held meetings with you, senior leaders and middle leaders, the governing body, and a representative of the local authority to discuss the action taken since the last inspection. I evaluated the schools' action plan. We visited lessons and talked to pupils. We looked at pupils' work with middle leaders to see how effectively English and mathematics is being taught and scrutinised learning journals from the early years.

Context

There have been a number of changes to staffing and leadership since the inspection in February. The Year 6 teacher has left and a permanent member of staff is teaching the class until the end of term. There is a temporary leader and teacher in the early years. There is a new school business manager. Three governors have resigned and two new governors have been appointed.

Main findings

The recent inspection has strengthened your resolve to ensure this school improves quickly. You have shown a steely determination to seek the very best for the pupils and you say you will accept nothing less. To do this, you and the governing body have strengthened the leadership of the school, so that you are in a better position to drive forward the improvements needed. You are ensuring that all adults working in the school understand that they are here for the pupils and you will hold all staff to account for the progress pupils make. Systems and procedures are now in place to do this. You are not afraid to challenge underperformance and this is ensuring the school is in a much stronger position than it has been for a long time.

Your senior and middle leaders say you have instilled confidence in them by ensuring they have the skills and knowledge to lead their subjects and phases effectively. The leaders of mathematics and English are much more involved in leading improvements in teaching. They have sharpened their focus on the checks they make, which is giving them a clearer view of what individual teachers need to improve. They have supported these teachers and, where teachers want to improve, there are indications that pupils' learning and progress is improving. Where this is not the case, you have taken decisive action to tackle any underperformance.

You, your governors and senior leaders are able to articulate well what needs to be done to improve teaching, how, by whom and when and what you expect it to look like. However, the written action plan does not encapsulate this as well as it needs to, to ensure everyone involved with the school knows what you intend to do and what you expect success to look like. The plan would benefit from measurable outcomes to help governors evaluate precisely what impact your actions are having.

The governing body has undertaken a prompt review of its work. From this, it has re-focused its work and has developed an action plan, which ensures it makes the necessary checks to hold you and your leaders to account for the progress the school is making. It has taken immediate action to pursue the information it needs to evaluate the impact of pupil premium and sports funding. Governors have a clearer view of how this spending is improving outcomes for pupils. With the support of the local authority, the governing body has appointed two new governors to increase its capacity to be more involved. There is an expectation that all governors will contribute and adhere to the governor visiting policy.

The governors say that your priority since becoming headteacher has been to change the culture of the school and ensure a positive climate for learning. They support you in continuing to address this with a small minority of staff. Governors have taken action to improve communication with parents. They have set up a surgery to ensure parents have a forum for sharing their concerns. They have invited parents into school, so parents can see first-hand what the school does and understand better your aspirations for the children.

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 improvement adviser visits at least twice a term and, since the inspection, has looked at specific areas such as marking and feedback and has made checks on the accuracy of self-evaluation. You say you have found this support valuable. You have received support to deal with the underperformance of teachers and staff absence. You say this has been frustratingly slow in some instances and you recognise this process needs speeding up within the boundaries of the agreed policy and procedures to ensure pupils have nothing but the best.

The local authority has supported improvements in governance. It has undertaken a prompt review of the governors' work and governors have benefitted from support to improve their knowledge and skills to challenge leaders. It has helped to increase the capacity of the governing body to lead and manage the school by appointing two new governors with the necessary skills and knowledge to check on the school's progress and challenge you and your leaders for this. The governing body has received support for the appointment of new staff for September.

The local authority meets with you and the governors regularly to check challenge and evaluate the progress the school is making.

Leaders and teachers have benefitted from the support provided by other schools to improve specific aspects of their work. For instance, work with other schools has enabled teachers to view effective practice and develop their own subject knowledge and skills in the teaching of English and mathematics. You use these partnerships to secure the accuracy of assessment.

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

Yours sincerely

Anne Bowyer

Her Majesty's Inspector