

Southroyd Primary and Nursery School

Littlemoor Crescent, Pudsey, West Yorkshire, LS28 8AT

Inspection dates 30 June – 1 July 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and other leaders, including governors, have improved teaching since the previous inspection. As a result, pupils now achieve well in reading, writing and mathematics.
- Standards have risen in all key stages; at the end of Year 6, they are above average. Attainment in reading, writing and mathematics has improved significantly this year.
- Teaching is good. Teachers have high expectations of pupils' progress. They link subjects well together to provide pupils with interesting and challenging activities.
- Disabled pupils and those who have special educational needs make good progress in their learning. The effective support from teachers and teaching assistants is focused on making sure they achieve as well as other pupils.
- Children get off to a good start in the early years where standards are rising due to good teaching and well-planned activities.
- Pupils' behaviour is outstanding; they are very keen to work hard and to learn. Their conduct in lessons and around the school is exemplary. They are exceptionally polite and courteous to each other and to adults. This creates an environment that is highly conducive to effective learning.
- Child protection and safeguarding arrangements are of the highest order and very well led. All staff use their initiative exceptionally well to ensure that pupils are safe and happy. Attendance is above average.
- The exciting and well-planned curriculum makes sure pupils are interested and eager to learn. Pupils have a wide variety of opportunities to extend their learning beyond the classroom. They pursue a variety of sporting and other interests.
- Governors have sharpened their understanding of pupils' performance and the quality of teaching. This has helped them to allocate resources more effectively to raise pupils' achievement.

It is not yet an outstanding school because

- At times, the challenge is not high enough to ensure that pupils, especially the most able, reach the standards of which they are capable.
- New and less-experienced leaders are not fully involved in checking that all groups of pupils make as much progress as possible in their areas of responsibility.
- The achievement gap between disadvantaged pupils and other pupils in the school and nationally has not narrowed enough.

Information about this inspection

- Learning was observed in a range of lessons throughout the school and two observations were made jointly with the headteacher and deputy headteacher. In addition, inspectors heard pupils reading in Year 1 and Year 5.
- Inspectors discussed the school's work with members of staff, pupils, the governing body and a representative from the local authority.
- Inspectors observed the school at work and looked at a range of documentation, including that relating to the school's safeguarding policies and procedures, information about pupils' progress and attainment, the school's judgement of its own performance and the school development plans.
- Inspectors examined pupils' work on display and in their workbooks.
- Inspectors spoke to some parents at the end of the school day. They took account of the 39 responses to the online questionnaire (Parent View) and the school's own survey of parents' views. Inspectors also took account of the 44 responses to the staff questionnaire completed during the inspection.

Inspection team

Gillian Hunter, Lead inspector	Additional Inspector
Tracy Millard	Additional Inspector
Rosemary Batty	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The pupil premium provides support for about one quarter of pupils in the school, which is just below the national average. This additional funding is used to support disadvantaged pupils, those who are known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is below the national average.
- A few pupils are from minority ethnic backgrounds or are learning to speak English as an additional language. This is well below the national average.
- The Nursery offers up to 52 part-time places for three-year-old children. They can attend part time for mornings, afternoons or for two-and-a-half days a week. There is some flexible provision for children to attend for full days. Children in the Reception classes attend full time.
- In 2014, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Governors of the school manage the local Upper Pudsey Children's Centre and daycare provision for two- and three-year-olds. Both are situated on the school site. These settings were not part of this inspection. Reports for these settings may be found at www.gov.uk/ofsted.
- In August 2013, the school converted to a Cooperative Trust School, more recently renamed 'Inspire Cooperative Learning Trust'. The school works within the Cooperative Trust, attending regional and national training, and working in close partnership with Priesthorpe High School, which is within the locality.
- The school works in partnership with 12 primary schools in a Teaching School Alliance to provide school-based training for teachers entering the profession.

What does the school need to do to improve further?

- Improve the achievement of disadvantaged pupils so they make even more progress and catch up with other pupils in the school and nationally by the end of Year 6.
- Make sure that the most-able pupils are challenged consistently in every class from the early years and throughout the school.
- Provide more training and support for new and less-experienced leaders in monitoring and evaluating the quality of teaching and learning, especially for the most-able pupils and for disadvantaged pupils.

Inspection judgements

The leadership and management are good

- The school is well led by the headteacher. Together with the deputy headteacher and other leaders and governors, she has successfully raised the performance of pupils and staff since the previous inspection. She has high expectations and has established a good climate for learning where teaching and behaviour can flourish. Pupils behave exceptionally well and teaching is good. Staff have good opportunities to develop their professional skills.
- The headteacher and deputy headteacher, with the support of other leaders, check on the school's work regularly and accurately to identify training needs and to tackle underperformance. Where teaching has not had sufficient impact on ensuring pupils' good achievement over time, the headteacher has responded quickly and effectively to make the necessary improvements. The headteacher has delegated responsibilities to leaders who have the necessary skills to improve the school further.
- Middle and senior leaders, some of whom are new to their roles, are developing their practice with enthusiasm. They are determined that their areas of responsibility are managed well and that standards will continue to rise. However, those new to post lack sufficient opportunities to work alongside more experienced leaders to monitor the quality of teaching and evaluate the impact on improvement of particular groups of pupils, especially the most-able pupils and the disadvantaged pupils throughout the school in all key stages.
- The school ensures that pupils have equal opportunities to succeed. Leaders know where support is needed to raise the attainment of disadvantaged pupils. They have taken purposeful decisions with regard to the allocation of the pupil premium funding. Actions include targeted tuition in small groups and support from the learning mentor, both in school time and during the school holidays. As a result, the progress and well-being of these pupils are improving. Overall, the funding is spent effectively but there is still a way to go before these pupils achieve at least as well as other pupils in the school and nationally.
- Arrangements for managing the performance of teachers are well focused; they lead to opportunities for staff to take on key responsibilities and develop their classroom and leadership skills. Teachers agree that the quality of their training has improved, and that it has helped them to improve their teaching and accelerate pupils' progress. Leaders have trained staff, using the expertise already in the school, to support improvements in priority areas by sharing good practice. As a result, stronger and more consistent practices are seen in classrooms.
- The school has worked in a partnership with a number of local primary schools as well as other schools in the Trust. This has played an important role in bringing about many improvements. As well as sharing best practice, the schools have shared staff training and have worked together in checking that assessment is accurate. Leaders introduce and train successfully teachers new to the profession.
- Every pupil is included in the life of the school and, from an early age, pupils are taught to respect and understand each other's differences. This effectively promotes equal opportunities, and helps to tackle discrimination and foster good relations.
- The curriculum is carefully planned to ensure that pupils have a range of exciting experiences which capture their interests and motivate them to do well. It is enhanced by many enrichment opportunities such as residential trips, visits and visitors to the school. This gives pupils a wealth of experience which promotes their spiritual, moral, social and cultural development well. The strong global links with a school in India are well established. This results in an outstanding partnership between leaders, teaching staff, pupils and parents. Annually, the school hosts a Community Day when the two schools celebrate their close relationship and learning together.
- Pupils understand and respect those who have different faiths and cultures to their own. Through assemblies, the curriculum and by taking on key responsibility roles in school, values are explored and tolerance and compassion are reinforced. Pupils develop a clear sense of right and wrong and a strong awareness of British values. They are prepared well for life in modern Britain and for secondary school.
- The school has benefited well from the support it receives from the local authority in developing leaders' and teachers' skills.
- A significant majority of parents who spoke to inspectors were overwhelmingly positive about the school. They appreciate the recent improvements in teaching, behaviour and the curriculum. They feel staff are approachable, and are confident that they can talk to them about their children's learning and personal development. They also appreciate opportunities provided by the school to help them support their children's learning, for example with reading at home. Parents say they find the school's reporting systems helpful. They know how well their children are learning and behaving, and what they need to do to improve.

- The primary school sport funding is being used successfully. The school employs specialist sports coaches to train teachers to improve their sports teaching skills and to offer pupils more sporting activities. The school enters pupils for competitive sporting activities against other local schools. These opportunities have increased pupils' participation and are improving their physical well-being.
- Statutory duties are fulfilled efficiently. All policies are reviewed and updated regularly. Safeguarding procedures are highly effective and meet all of the government's requirements.
- **The governance of the school:**
 - Governors are highly ambitious for the school to improve. Their accurate analysis of school data and their increased understanding of national assessment data give them a clear picture of the school's progress. They have reviewed their individual skills and effectiveness, and made sure that any gaps identified have been filled through targeted recruitment of new governors and focused training. This has raised their understanding of school leadership and management to new levels since the last inspection. They challenge and support the school very effectively. As for school leaders, teaching and learning are always high on the governors' agenda. They have contributed very well to the improvement of these aspects and understand how advancement in teachers' salaries is underpinned by their performance in the classroom.
 - Governors actively check the school's performance with the headteacher and staff. They focus especially on the impact of the pupil premium spending to make sure that there is equality of opportunity for all pupils and that any gaps between the achievement of groups are closing. Governors are clear of the use and impact of the sport funding and the benefits that it brings for pupils.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. This helps create a vibrant, harmonious atmosphere in and around the school that pupils really enjoy. Parents, staff and pupils agree that behaviour is exceptional; pupils speak very positively about how they work well together and support and understand each other.
- Relationships between pupils, and between pupils and adults, are of the highest quality. Pupils are keen to please. They work hard in lessons and take care to present their work very neatly and tidily. They take care of the site, buildings and learning resources very well.
- Pupils of all ages and of all abilities have an exceptionally positive approach to learning. They attempt new work with confidence and set out to do their very best. They quickly become skilled at evaluating the quality of their own and others' work, and identifying ways in which they can improve it. This contributes exceptionally well to their learning and to their good and improving achievement.
- Pupils take on the wide range of responsibilities on offer. They take their roles, such as school councillors, lunchtime ambassadors and sport leaders, very seriously and do their jobs very well. This contributes well to their awareness of democracy and extends their understanding of British values.
- Attendance is above average. Pupils come to school on time and are always ready to start their work promptly.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils have a very good understanding of safe and unsafe situations and know how to avoid danger when out of school. All parents who responded to the online questionnaire agree that their children are safe in school.
- Pupils are fully aware that there are different types of bullying, including prejudice-based bullying, and they know what to do if they ever need help. Bullying in school is not a worry to pupils because they are confident that, on the rare occasions when it happens, it is dealt with straight away. They are aware of the dangers of cyber bullying and of the need to protect their identities online. Pupils apply the principles of e-safety when using computers and know how to keep healthy. Vulnerable pupils are cared for exceptionally well. Child protection procedures are thorough and staff are vigilant. All staff and other adults are rigorously checked before they work in the school. Safeguarding training for staff and governors is up to date.
- Pupils are cared for very well in the before- and after-school clubs. They have a range of opportunities to attend high quality before-school, after-school and lunchtime sport clubs. This has a very positive impact on their health, fitness and well-being, as well as improving their social skills and their attendance and punctuality.

The quality of teaching is good

- The quality of teaching throughout the school has improved at a very good pace since the previous inspection. Teachers have responded positively to the high expectations set by the headteacher and other leaders, including governors. They have established outstanding relationships with pupils. In all classrooms, there is an extremely calm and purposeful atmosphere and teachers make the most of pupils' positive attitudes to learning.
- High quality teaching of phonics (the sounds that letters make) in the early years and Key Stage 1 has resulted in pupils achieving above-average standards in the Year 1 phonics check for the previous two years. Teachers build on this firm foundation so that pupils' progress in literacy is accelerating across the school and many are becoming fluent readers.
- The teaching of reading is good. Teachers ensure pupils read regularly as part of guided sessions, as well as for research and pleasure. Older pupils read with confidence and accuracy, and younger pupils ably use their knowledge of phonics to help them read words they are unsure about.
- Training to improve teachers' subject knowledge and skills, with a special focus on writing, has been a main feature since the last inspection. The teaching of writing is now effective. Teachers provide a range of high quality writing experiences across different subjects. The quality of topic work in pupils' books is impressive.
- Mathematics is also taught successfully. Pupils benefit from the good knowledge that staff have of the subject and so make good progress in their understanding of number and calculation skills. There are also good opportunities for using mathematics in other subjects.
- Pupils are often deeply absorbed in the activities provided and enjoy many opportunities to experience successful learning. This adds significantly to their confidence and they become enthusiastic and resilient learners.
- Teachers assess pupils' work regularly and track their progress very carefully. Good use is made of this assessment information to plan future lessons which challenge the wide range of abilities and interests of most pupils. However, this is not always the case for the most-able pupils, who are not always given work that is consistently challenging for them.
- Teachers have high expectations of pupils' behaviour and manage their classes very well. They ask perceptive questions, and give pupils time to think carefully and respond with more detailed answers.
- Marking in books is good overall. It shows pupils clearly how to improve their work and pupils respond quickly to speed up their progress. Work in pupils' books shows that they make good progress in reading, writing and mathematics because of the good teaching they receive. Staff use varied resources and set interesting tasks so pupils enjoy learning.
- Disabled pupils and those who have special educational needs receive very good support from teachers and teaching assistants so they are able to complete work which is matched to their abilities.
- The school has improved teaching for the disadvantaged pupils since the last inspection, making sure that their achievement is catching up with that of other pupils. While achievement gaps are narrowing as pupils move through the school, leaders recognise that closer targeting of work to their needs is required to ensure that gaps are more rapidly closed by the end of Year 6.

The achievement of pupils is good

- Pupils' current achievement has markedly improved since the previous inspection, when attainment was average in Year 2 and below average in Year 6. In 2014, test results improved so that the proportion of Year 6 pupils who reached the expected level in reading, writing and mathematics was above the national average; in Year 2, this proportion was significantly above the national average. The proportion of pupils making expected and more-than-expected progress also compared favourably with that found nationally; this trend is continuing. Pupils in the current Year 2 and Year 6 are on track to reach above average standards in mathematics, reading and writing in 2015. Year 6 pupils are likely to reach above average standards in English grammar, punctuation and spelling.
- Disadvantaged pupils make the same good progress as their classmates. They are given well-targeted extra help if they are in danger of falling behind in their work. However, test results for Year 6 pupils in 2014 showed that there was a gap of approximately three terms in reading and three-and-a-half terms in writing and mathematics between disadvantaged and other pupils in the school. The gap was slightly less when compared with other pupils nationally in 2014. In reading and writing, the gap was just over two-and-a-half-terms and in mathematics it was just under three-and-a-half terms.
- When compared to their classmates, the gap in attainment between disadvantaged pupils and others has

narrowed slightly this year so that they are just over two terms behind in reading and writing and three terms behind in mathematics.

- Data held by the school about the achievement of pupils in Years 3, 4 and 5 show that disadvantaged pupils are making better progress than is expected nationally. As a result, the gap between them and other pupils nationally and in school has closed and is now just over one term behind in all subjects. There remains more to be done to ensure that these pupils continue to improve by the time they leave school at the end of Year 6.
- Disabled pupils and those who have special educational needs, pupils who speak English as an additional language and pupils who join the school partway through their primary education make very good progress and achieve well. Their progress is carefully tracked so they receive timely and well-targeted extra help if and when it is needed.
- The most able pupils make good progress from their starting points to the end of Year 6. This has improved since the last inspection. They are given more challenging tasks that extend and deepen their learning and enable them to reach the higher levels. However, this is not consistent in all classes and pupils are not always challenged sufficiently in lessons. School leaders are aware of this and have plans to make sure that these pupils are targeted and tracked from entry so that more pupils reach higher standards of achievement in reading, writing and mathematics.

Early years provision

is good

- Children achieve well in the early years. They enter the Nursery class with skills and knowledge which are below what is typical for their age. In particular, many pupils have limited language and communication skills. Historically, very few children have exceeded what is typically expected but the proportion is rising because of closer tracking of these children and tasks planned to meet their needs. As a result, by the end of the Reception Year, the numbers reaching a good level of development are rising and increasingly children are well prepared for Year 1.
- Teaching is consistently good. All staff have a good understanding of how young children learn; they provide a rich range of worthwhile opportunities to foster development of children's basic skills and personal attributes. All adults make effective use of the school's resources and facilities, both indoors and outdoors.
- The leadership and management of the early years provision are good; they benefit from the influence of the effective leader. Staff plan learning to ensure that they give ample opportunities for children to develop independence, as well as their basic literacy and numeracy skills. This also ensures that those needing extra help are identified and supported.
- Staff have developed good relationships with parents, both through pre-school home visits and regular day-to-day communication. There are also very strong links and ongoing communication with the on-site children's centre and daycare provision for two- and three-year-olds. This ensures that children's entry into Nursery takes place smoothly and calmly, and that they settle into new routines easily.
- Relationships between children and staff are excellent. The children learn very quickly to trust the adults, who take good care of them. They know they are safe because of the excellent safeguarding processes that are in place for them. As a result, the children rapidly gain confidence to work and play together in harmony. Behaviour in the early years is outstanding. Children take on board the respectful and caring behaviours being modelled by the adults. This lays very strong foundations for the excellent spiritual, moral, social and cultural development of later years in school. Children thoroughly enjoy school in the early years.

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	107847
Local authority	Leeds
Inspection number	463954

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	489
Appropriate authority	The governing body
Chair	Sue Clifford
Headteacher	Kate Prior
Date of previous school inspection	12 November 2013
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