

Inspection of Talbot Primary School

East Moor Road, Roundhay, Leeds, West Yorkshire LS8 1AF

Inspection dates: 28 and 29 March 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Pupils are proud to be part of this exceptional school. Leaders have established a powerful vision, rooted in 'courage, truth and loyalty'. This inspires pupils to live out these values through their exemplary conduct and interactions. They see themselves as 'upstanders, not bystanders'. Leaders have established a highly inclusive culture. Staff and pupils value their diverse community. Talbot Primary School is a vibrant, friendly and happy place to learn.

Leaders place no limit on pupils' academic and personal development. Staff have established a curriculum which enables deep study of each subject. Pupils rise to this ambition. For example, they write in detail about how different scientists have helped evolve our understanding of the solar system. Alongside a broad curriculum, leaders make sure that pupils have access to an impressive variety of clubs. Pupils benefit from 'into film club' where they critique films together. They also enjoy digital art and drama clubs to further their artistic development.

Behaviour is exemplary and bullying is almost non-existent. Adults apply their high expectations of behaviour and routines consistently well. This supports pupils to manage and regulate their own behaviour, whether adults are present or not. Pupils recognise the importance of their learning, so lessons are calm and focused. All pupils understand that what they learn now will support their ambitions for the future.

What does the school do well and what does it need to do better?

Leaders have created a broad, balanced and ambitious curriculum. They have ensured that teachers understand how learning builds in all subjects. Leaders have created a '3 to 11' pathway to develop pupils' knowledge from the early years foundation stage through to Year 6. Teachers skilfully use this planning to create exciting lessons. Pupils find this learning captivating. They talk confidently about what they know. Pupils with special educational needs and/or disabilities (SEND) are supported to learn the same ambitious curriculum as their peers. Leaders have made sure that all staff are experts in teaching pupils with SEND. They receive carefully targeted support in order to master new knowledge and use this independently. Pupils with SEND flourish with this exceptional support.

Assessment is used effectively. In mathematics, for example, adults routinely check that pupils have remembered their learning. They do this by building in frequent opportunities for pupils to rehearse knowledge to become fluent. Pupils recognise how practising calculations such as multiplication and division helps them to become more efficient mathematicians. Across the wider curriculum, teachers plan structured tasks that allow pupils to demonstrate their learning. Pupils make informed choices about how to present the information they have learned. For example, they wrote in detail how the work of the artist Paul Nash helped to inform their understanding of

World War Two. In physical education, pupils demonstrate their learning by describing the building blocks that lead to mastering a skill, such as a static balance.

Children in early years get off to a flying start, using their strong knowledge of phonics to become fluent readers. Staff are experts in teaching them to read. All children receive high-quality support to help them to become strong readers. Their books are closely matched to the sounds that they know. This supports children in learning to read with fluency and confidence. Throughout the school, leaders invest in carefully chosen literature. This inspires pupils to talk in detail about their favourite authors, novels and series of books. They use this knowledge to create elaborate class journals full of book recommendations for each other. Pupils in this school love reading.

In the early years, children rapidly develop mature talk and vocabulary. Adults engage in sustained, well-modelled conversations with children. This helps children to hold mature conversations with their peers. The exceptional start children receive through the well-designed early years curriculum provides them with a strong foundation for future learning in key stages 1 and 2. Older pupils use ambitious vocabulary with flair and confidence.

Leaders' work promoting pupils' personal development is exceptional. They have established a bespoke curriculum that enables pupils to develop an impressive understanding of relationships, health and well-being. Pupils can talk about issues like puberty and healthy relationships with considerable maturity. Leaders provide structured opportunities for them to engage in debate. Staff make sure that pupils have the language to debate with confidence. Pupils learn in detail about a range of different faiths and often teach one other about their own beliefs and culture. This knowledge informs the deep respect with which pupils treat everyone around them. One pupil summed up the difference this makes, saying, 'We are supported to be ourselves and we can aim to be anything we want.'

Governors are extremely knowledgeable about the school. They use their experience well to challenge and support leaders. Governors check carefully that leaders are taking the right actions in the best interests of pupils. Staff are very proud to work at this inclusive school. Leaders deliver highly effective support and professional development for staff at all levels. The workload and well-being of all staff are a priority. This means changes and improvements are sustained.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that all staff receive regular, detailed training about safeguarding. A weekly briefing helps to ensure that staff knowledge is up to date. Staff know the signs that suggest a pupil may be at risk of harm. They know which pupil groups might face additional risks. Staff report any concerns promptly. Leaders take swift action to keep pupils safe. This is carefully documented. Leaders are tenacious in securing the support that pupils and families need.

Pupils are taught how to keep themselves safe, including when online. Leaders have ensured that there are regular opportunities for pupils to discuss a range of safeguarding risks. Every year, pupils choose five adults in school to whom they feel confident in reporting any concerns. They know that all staff will act quickly to help them.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	107908
Local authority	Leeds
Inspection number	10255626
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	503
Appropriate authority	The governing body
Chair of governing body	Jimmy Parvin
Headteacher	Parm Gill
Website	www.talbot.leeds.sch.uk
Date of previous inspection	12 and 13 January 2022, under section 8 of the Education Act 2005

Information about this school

- The school is a larger than average primary school with nursery provision.
- The school runs a breakfast and after-school club for pupils who attend the school.
- The school does not make use of alternative provision.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors met with senior leaders, subject leaders and teachers. The lead inspector met with the special educational needs coordinator.
- The lead inspector held a meeting with four governors, including the chair of the governing body, who joined the meeting remotely.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history, science and PE. For each deep dive, inspectors discussed the curriculum

with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to a sample of pupils read to a familiar adult.

- The lead inspector met with the designated safeguarding leader to review a range of documents, including the school's log of safeguarding incidents. Inspectors also spoke to staff about how they keep pupils safe. The lead inspector reviewed the school's single central record with the staff member responsible for maintaining the record.
- Inspectors scrutinised a range of other documentation, including records of pupils' behaviour, governor meeting minutes and leaders' evaluation of the school.
- Inspectors spoke informally to pupils to gather their views on school life. They also talked to parents at the start of the school day.
- To gather parents' views, inspectors took account of the views of parents from Parent View, Ofsted's online questionnaire, including free-text comments.
- To gather the views of pupils and staff, inspectors took account of the staff survey and the school's internal pupil survey.

Inspection team

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