

Inspection of Pudsey Bolton Royd Primary School

Moorland Grove, Moorland Grove, Pudsey, Leeds, West Yorkshire LS28 8EP

Inspection dates: 14 and 15 November 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Staff at Pudsey Bolton Primary School have high expectations for what pupils learn and experience. Pupils embrace these expectations. The school cultivates a culture that is safe and nurturing. Pupils feel happy and are safe.

Staff build positive relationships with pupils. Staff use the school's approach to behaviour effectively. This supports high levels of engagement during lessons. Pupils have positive attitudes towards school and their learning. They say that bullying can happen but that when it does, adults sort it all out.

Leaders make sure that the educational visits that pupils experience are linked to the curriculum. These visits are accessible to all pupils. For example, pupils learn about sustainability and the environment and then visit Nell Bank. These experiences are memorable for pupils and they speak positively about them. The school also invites visitors to the school to support learning. Recently, a theatre company delivered a performance to coincide with what pupils were learning in history. This has enriched the curriculum, making the learning come to life.

Leaders ensure that pupils learn how to keep themselves safe. This includes learning about road safety and how to protect themselves when online.

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

Leaders have designed a curriculum that supports pupils' learning over time. It is well sequenced so that pupils can make connections in their learning and build on their understanding. The curriculum is supported by high-quality interactions between adults and pupils. For example, adults model how language can be constructed effectively. Adults provide sentence starters to support pupils during discussions with their peers. This provides pupils with the opportunity to practise and embed their learning. Pupils with special educational needs and/or disabilities (SEND) are identified early and supported effectively. This includes through using practical resources, precise target setting and high-quality adult support.

Leaders have prioritised reading. Pupils learn the different sounds that make up a word and then how to blend these together to decode words. Parents are welcomed into the school so that they can support pupils' reading at home. Pupils are given a book to take home to practise. The books pupils take home closely match their reading ability. Pupils enjoy these books, and this helps them to develop positive attitudes towards reading. The school identifies pupils who fall behind in their reading. These pupils access extra help to help them to catch up. This enables them to read with increasing confidence and expression.

The school has a range of assessment processes in place. Teachers revisit prior learning and identify what pupils have learned at the end of a specific topic. On occasions, some assessment is not linked closely enough to the important

knowledge that pupils need to learn. When this happens, gaps in understanding are not identified or addressed.

Children get off to a positive start in early years. The school makes sure that the areas in which pupils learn are purposefully designed. Children access these areas independently. Staff receive training to support the learning needs of the children, such as help to develop children's communication and language. Training supports adults to personalise learning to meet the needs of individual children.

Pupils learn about democracy. They develop their understanding of this during elections for key leadership positions in school. Pupils are passionate about the roles and responsibilities they can hold at school. These include well-being active leaders and playtime active leaders. These roles help pupils to develop a sense of responsibility. They understand the importance of being kind and treating people as they would like to be treated.

Leaders ensure that pupils get the opportunity to develop their talents and interests. There are a range of clubs on offer, such as football, dance and gardening. A number of pupils also learn musical instruments and apply what they learn in the school orchestra.

Leaders have a sharp focus on attendance and punctuality. They work with parents to help them engage with school so that pupils can attend more often. This approach is having a positive impact.

Leaders ensure that staff access training to support their teaching of the curriculum. Staff value this training and say that they are well supported by school leaders. Governors check the school's performance with leaders. They visit the school and speak to staff and pupils. As a result, they get an accurate picture of the school. This helps them to fulfil their roles and responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasions, assessment is not linked closely enough to the important knowledge that pupils should have learned. When this happens, gaps in understanding are not identified or addressed. The school should take further action to help staff to better use assessment so that pupils' understanding is checked well.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 107845 |
| Local authority | Leeds |
| Inspection number | 10289948 |
| 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 | 468 |
| Appropriate authority | The governing body |
| Chair of governing body | Chris Hudson |
| Headteacher | Kim Buck |
| Website | www.pudseyboltonroyd.org |
| Date of previous inspection | 26 June 2018, under section 8 of the Education Act 2005 |

Information about this school

- This school is larger than the average-sized primary school.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, senior leaders, subject leaders and other staff. An inspector met with the governing body and a representative of the local authority.

- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, listened to pupils read, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors considered the responses to Ofsted's surveys for pupils, staff and parents. This included any free-text responses.

Inspection team

| | |
|--------------------------------|------------------|
| Andrew Yeomans, lead inspector | Ofsted Inspector |
| Richard Crane | Ofsted Inspector |
| Jo Robinson | Ofsted Inspector |

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