



Pudsey Tyersal Primary School

Inspection Report

Unique Reference Number 107841
Local Authority Leeds
Inspection number 287927
Inspection dates 21–22 February 2007
Reporting inspector Ronald Cohen

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Tyersal Walk
School category	Community		Tyersal, Bradford
Age range of pupils	3–11		West Yorkshire BD4 8ER
Gender of pupils	Mixed	Telephone number	01274 662363
Number on roll (school)	236	Fax number	01274 660080
Appropriate authority	The governing body	Chair	Dr John Crighton
		Headteacher	Mr Chris Metcalfe
Date of previous school inspection	19 March 2001		

Age group 3–11	Inspection dates 21–22 February 2007	Inspection number 287927
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Pudsey Tyersal is a slightly smaller than average primary school on the boundary of the cities of Leeds and Bradford. The number of pupils eligible for free school meals is above average. The numbers of pupils from ethnic groups other than White British is twice the national average, and the number of those for whom English is an additional language is nearly three times the national average. The headteacher has been in post for just two years. Under his leadership, the school has completed an Intensive Support Programme (ISP) and is successfully emerging from a period of high staff absence and mobility.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory and improving school that provides a warm, welcoming and inclusive environment for all pupils. It works well with local authority services and other partners to provide a wide range of activities which effectively ensure that the vast majority of pupils are well behaved, confident and courteous young people who make an important contribution to their school and the wider community. Relationships between members of the school community are good. Pupils feel cared for and secure. They know about the importance of keeping safe and their understanding of what is required to live a healthy life is well developed. Pupils have a very clear sense of care, support and respect for others. They demonstrate their enjoyment of school through their attentiveness in lessons and their generally positive attitudes to learning. The school manages the small number of pupils with emotional and behavioural difficulties effectively so that there is minimum disruption to the learning of others. Children are safeguarded well. Pupils' personal development is satisfactory, although attendance rates remain slightly below the national average. The school monitors this carefully and has a learning mentor who is working well across the school and with a range of support services to address this.

The Foundation Stage gives a good start across all areas of learning and children make good progress from lower than expected starting points. Pupils continue to make good progress throughout Key Stage 1. In Key Stage 2, standards in 2006 were well below average overall, particularly in mathematics. Current attainment in Key Stage 2 shows that pupils have made satisfactory progress. Pupils of all abilities and from different ethnic groups are now on track to meet their expected targets. The quality of teaching and learning is satisfactory overall, with some examples of good practice in all key stages. However, in Key Stage 2, teachers do not always make enough use of assessment information to establish individual targets to match the level of work to the pupils' abilities. Marking is regular and supportive, but does not always tell pupils what to do in order to improve their work. The curriculum is broad and balanced.

Leadership and management are satisfactory. The headteacher knows his school well and has established a clear direction for the school. Recent staff changes and the restructuring of responsibilities mean that the wider leadership team is relatively new. This extended leadership team is beginning to have a positive impact on the quality of provision by monitoring school performance effectively. The school acknowledges that the assessment of pupils' performance needs to be more rigorous and consistent but staff are addressing this issue.

A small number of parents expressed their concern about the effects of some staff absences on the progress of their children. The school is aware of their concerns and has taken appropriate measures to ensure greater continuity of teaching and learning.

The school has satisfactorily addressed the areas for improvement which were made at the last inspection. The school's recent record of improvement shows that its capacity to improve further is satisfactory.

What the school should do to improve further

- Raise achievement and standards in Key Stage 2, particularly in mathematics.
- Ensure that all teachers use assessment information effectively to plan work that challenges all groups of pupils in all subjects.
- Provide pupils with better guidance on how they might improve their work through more effective marking.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory overall. The skills that pupils have when they begin Nursery vary considerably each year. Over the last three years, attainment on entry has been lower than those expected for children this age, particularly in relation to their number skills. Good provision in the Foundation Stage ensures that children make good progress in all areas of their learning. Many reach the targets expected for their age by the beginning of Year 1. Pupils continue to make good progress throughout Key Stage 1. Results in national tests in 2006 showed that standards at the end of Key Stage 1 were slightly above average in reading and writing, and broadly average in mathematics. At Key Stage 2, the results of the national tests in 2006 showed standards which were below national averages in English and science, and well below these in mathematics. The school has taken considerable steps to rectify this situation and there is strong evidence to show that progress and standards in all three subjects has markedly improved. The work of pupils in Years 5 and 6 shows that they are making satisfactory progress and the school is likely to reach its attainment targets for these groups. The school recognises that further improvements are required to continue to raise standards in all subjects. Pupils with learning difficulties and/or disabilities are supported well and they make progress similar to the rest of the pupils. Pupils from ethnic minorities do at least as well as others.

Personal development and well-being

Grade: 3

Standards are satisfactory overall, but pupils' spiritual, moral, social and cultural development is good. Pupils in the Foundation Stage and Key Stage 1 have positive attitudes to school. They are well behaved and are developing independence. In Key Stage 2, behaviour is managed well and pupils respond well, but some can be disruptive. In recognition of this, the school is successfully implementing a specific programme to help pupils better understand their emotions. Pupils' positive comments about their feelings and work demonstrate the effectiveness of this provision. Thoughtful and well-planned circle times and assemblies make effective contributions to pupils' good moral and social development. Attendance is below the national average but the school's efforts have brought about improvements. Pupils happily take part in physical activities such as the daily 'wake and shake' exercises and enjoy chatting with their friends over a healthy meal at the popular breakfast club. Such provision has helped the school gain the Level 1 Healthy School Award. Pupils' development of good social

skills is an important preparation for later life but there is room for improvement in their literacy, numeracy and information and communication technology (ICT) skills.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory with strengths in the Foundation Stage where assessment is used effectively to plan challenging learning experiences for all children. Adults know the children well and work with them in small groups to encourage concentration and increase the pace of their learning. Teaching and learning in Key Stage 1 is good, because teachers have high expectations and match the work to pupils' needs. Teachers explain clearly to pupils what they are going to learn and what is expected of them by the end of the lesson. Relationships are good so pupils are well behaved and try hard to please their teacher, even though at times their concentration wanes because they sit too long on the carpet before going to activities. All teachers use interactive whiteboards well to motivate pupils and enhance learning. In the more effective lessons in Key Stage 2, teachers use probing questions well to encourage pupils' independent learning. However, teachers do not always make enough use of assessment information to help them match the level of work to the pupils' abilities so that all are sufficiently challenged. The use of individual pupil targets to focus both staff and pupils on key learning priorities, though increasingly effective, is not yet consistently applied. Teaching has been disrupted by staff absence during the last year. This adversely affected pupils' progress, particularly in Year 6. There is now more continuity of teaching and learning.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It fulfils statutory requirements. Involvement in the ISP has helped to prioritise literacy and numeracy as areas for development. Links between subjects and the use of ICT are at the early stages of development. Provision for pupils with learning difficulties and/or disabilities is satisfactory. Individual learning plans for these pupils are reviewed regularly and support assistants are deployed effectively. The school's programmes to enhance pupils' behavioural development provide a framework for personal, social, health and emotional development and even at this early stage, they are beginning to make a valuable contribution to pupils' emotional health and well-being.

Pupils in the Nursery and Reception classes enjoy practical and imaginative activities that promote learning through play. These well-planned activities give them an effective start to school. Pupils benefit from many planned opportunities to enrich their learning. They are able to take part in a range of sporting and non-sporting activities, such as baking, dance and football. They enjoy the skills and qualities brought by visitors to the school, and take part in educational visits, including a residential visit for Year 6.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Pupils who have significant social, emotional and behavioural difficulties are well supported and are helped to overcome their difficulties by having a good 'Care and Control Plan'. All the necessary child protection and health and safety procedures are in place. Pupils with learning difficulties and/or disabilities are well supported. There are good procedures and appropriate levels of support for those with English as an additional language. Close partnerships with other agencies, such as the behaviour support and speech therapy services, ensure that the school includes all pupils in the full range of provision and activities. The arrangements for assessing pupils' attainment, tracking their progress and setting targets are beginning to provide more detailed information about the needs of each pupil. While work is marked regularly, teachers do not always offer sufficient advice to pupils on how they can improve their work. For example, not all teachers include 'next steps' or 'ways forward' when marking pupils' work.

Leadership and management

Grade: 3

The headteacher has a clear vision for the school's future development. This rightly focuses on raising standards and achievement and improving the quality of provision in a fully inclusive and caring environment which meets the needs of all learners. Together with the deputy headteacher and senior staff the headteacher has worked hard to steer the school through a difficult period, and has implemented a number of policies and strategies to ensure the foundation for future aspirations. The leadership team has been well supported in this by staff, link advisors and other local authority consultants and services.

Much has been done in recent months to ensure clear systems are in place to set targets, track pupils' progress and monitor and evaluate the school's overall performance. These have already impacted measurably on pupils' progress. However, they are not yet fully embedded at class level. The work of the learning mentor is beginning to improve attendance and this has a positive effect on the personal development and well-being of pupils.

The governing body contributes regularly to the life of the school. There are good working relationships between the governors and the senior leadership team. Financial management is secure and resource deployment is satisfactory. The school offers satisfactory value for money and demonstrates satisfactory capacity to improve.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

As you know, inspectors visited your school recently. Thank you to you all for helping us and making us feel so welcome. We enjoyed meeting you and were very interested to hear about the things you do and what you think about your school. You told us that you enjoy learning, you like your teachers and your school and you feel happy and safe when you are there. Here are some of the other things that we found out from our visit:

- yours is a satisfactory school, and it is getting better all the time
- you do well in your early years at school, but not quite as well as you go up the school
- you are considerate, polite and take good care of each other
- you like to help around the school and take on responsibility, for example, by being playground friends and buddies
- you know how important it is to have healthy lifestyles and to keep yourself safe
- you enjoy 'it's good to be me' and you really like activities such as 'wake and shake'.

We also found some things that can be better in your school and we have asked the headteacher and the staff to improve these. These are the things they need to do:

- make sure you all do as well as you can, especially those of you in the junior classes, in all subjects, but particularly in mathematics
- make sure that you have really exciting things to do in class, which make you think and work at your very hardest. Even though activities may be hard, you will learn a lot from them and you will benefit in the end
- give you more information about how you are doing, letting you know why you have done things well and what you can do next to improve.

You can help by continuing to behave as well and working as hard as you can, just like you were when we saw you. The main thing is to keep on enjoying going to school, learning as much as you can and being proud of yourselves for working so hard and being special. Thank you again for being so friendly. We liked you all a lot. You deserve to do well and we know that you can.