



Pudsey Primrose Hill Primary School

Inspection Report

Unique Reference Number 107850
Local Authority Leeds
Inspection number 287930
Inspection date 7 December 2006
Reporting inspector Jon Lovgreen

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

Type of school	Primary	School address	Primrose Hill
School category	Community		Stanningley, Pudsey
Age range of pupils	3-11		West Yorkshire LS28 6AB
Gender of pupils	Mixed	Telephone number	0113 2574129
Number on roll (school)	352	Fax number	0113 2560213
Appropriate authority	The governing body	Chair	Mr Guy Gibson
		Headteacher	Mrs L West
Date of previous school inspection	28 November 2001		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This larger than average school is in a small town bordering two major cities. It has recently had extensive refurbishment and new extensions. Most pupils come from the immediate area. The number claiming free school meals is close to the national average. The proportion of pupils with learning difficulties is less than average. An average proportion have English as an additional language but all of these pupils are used to being taught in English. Fewer pupils join or leave during the year than in most other schools. Awards gained include the Basic Skills Quality Mark, Artsmark Gold, Sport England Activemark, and an Inclusion Chartermark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school which is improving so that that some aspects of its work are now outstanding. The headteacher and other managers have made progress in some key areas, but because they are very self-aware, self-critical, and ambitious for the school they have underestimated their rate of progress. In others areas, such as the quality of teaching in lessons and the standards pupils are reaching, improvements already made will take more time to have their full impact. The school has fully addressed issues from the last inspection and demonstrates a good capacity for further improvement.

Leadership and management are good. The headteacher has been very successful in creating a climate where staff and pupils expect that much can be achieved by effort and cooperation. Central to this has been extensive analysis of results and data, allied to a comprehensive system that allows the progress of individual pupils as well as groups to be checked and tracked. This means that teachers know pupils' strengths and weaknesses and can see whether they are achieving well enough. Regular marking of work is used to tell pupils how well they are doing, and to set precise targets for improvement. Pupils are expected to know and refer to these as they work. This helps them to feel really well informed about their work. Pupils agreed with a comment by one pupil that 'Teachers always encourage you so that you're not afraid to try, even if you get something wrong.' Consequently they are motivated to work hard because they can see the standards they are capable of and get excellent advice about how to reach them.

A strength of the school is the frequent monitoring of many aspects of its work by analysis, observation, and seeking teacher, pupil and parent views. The information is then very effectively used to make changes and plan improvements. These vary from changing school menus and making fruit and water more readily available during the day, to working out where pupil progress could be better. Training for staff and the school improvement plan rightly rely heavily on such information. Strategies to tackle issues are clear, practical and fully understood by all involved.

All groups of pupils achieve well. From standards which are just below expectation on entry to the school, pupils consistently reach above average standards in national tests by the end of Year 6. Standards seen in lessons confirm that pupils are making good progress throughout the school. The welcoming yet purposeful atmosphere in the Foundation Stage gives pupils a very secure and happy start to their time at school, so that they too achieve well. The mixing of age groups according to ability in some years and setting for some subjects in others helps teachers to pinpoint pupils' needs and plan accordingly and is helping to raise standards. The school is aware that progress in mathematics in the early years of Key Stage 2 could be quicker, and that there is some inconsistency in how pupils develop their writing skills throughout Key Stage 2.

Pupils very much enjoy their work in school. They mature quickly and accept rules and routines because these are clearly explained and make sense to them. Older pupils thrive on the responsibilities they have for helping teachers or assisting in supervising

activities with younger pupils. They are confident in expressing their views, knowing that they will be listened to. This leads to an effective school council. Pupils appreciate the wider range of opportunities in what they are taught. While a stress on the important basic skills remains, much work has been done to make the curriculum more interesting, relevant and creative. A strong team of middle managers has had considerable impact in this and other areas of school life.

Pupils learn in a bright, spacious, attractive, welcoming environment thanks to extensive refurbishment of the old building, and new build which blends in well. Initiatives like the parents' workshop for Reception pupils, the Before School Club and the Family Learning computer club all help to put the school motto - 'Together we can make a difference' - into practice. As a result parents have a high degree of confidence in the school. A minor parental concern about bullying is not borne out by pupils who say that they are happy to report any that happens, knowing it will be quickly nipped in the bud.

What the school should do to improve further

- Help pupils make more consistent progress in writing during Years 3 to 6.
- Increase the pace at which pupils in Years 3 and 4 learn how to apply their skills in mathematics.

Achievement and standards

Grade: 2

Standards by the end of Year 6 are above average and all pupils achieve well throughout the school. Children join the school with skills that are below average because a number have limitations in their language, personal, social and emotional development. They make good progress in the Foundation Stage because teachers plan a wide but balanced range of activities to stimulate their learning. By the end of Year 2 there are notable strengths in reading. Results in national tests show a trend of improvement above that found nationally. Standards by the end of Year 6 are above average. Challenging targets are met, as they largely were in 2006 when science results improved, notably so at the higher level. While 2006 English results showed many pupils making good progress, the school has identified writing as an area to work on. Mathematics for pupils in Years 3 and 4 is also an area identified for improvement. Pupils with learning difficulties and/or disabilities make good progress because their needs are quickly identified and planned for. Their progress is closely checked and they get sensitive support for specific issues.

Personal development and well-being

Grade: 1

Pupil's personal development, well-being and spiritual, moral, social and cultural development are outstanding. Pupils really enjoy and appreciate school, as seen in their above average attendance and excellent behaviour. They very quickly learn to

cooperate and wait to take turns, so that even the youngest work and play together really well and can be trusted to carry on with work. An outstanding feature is pupils' unspoilt, thoughtful and polite approach to each other and to adults. They are very keen to do well and delight in explaining their work. Because they are very aware of what is expected of them, they understand and respond to rules and routines exceptionally well, and are able to constructively criticise their own and others' work. They become mature and highly motivated, showing the ability to concentrate and persevere. They have an exceptional understating of the need for healthy lifestyles and take much care with practical work and equipment.

Quality of provision

Teaching and learning

Grade: 2

The school's strong focus on lesson quality has resulted in teachers being very aware of what makes an effective lesson. The quality of teaching and learning is good and improving as a result, and pupil achievement is accelerating. Teachers have a detailed understanding of each pupil's needs, and plan lessons thoroughly. They enable pupils to switch quickly and smoothly from one style of work to another. This helps pupils become well organised and confident learners. There is an excellent balance of enjoyment and challenge in many classrooms. In most lessons pupils are very clear about the purpose of the lesson and how it will help to improve their skills and understanding. Where this is not the case their learning is slower and they are less clear about how well they are doing. Teaching assistants give valuable help to pupils, the more so because they concentrate on learning needs in subject areas rather than the general progress of pupils with learning difficulties and/or disabilities. There is an exemplary system for marking work and setting very exact targets for improvement, which pupils are expected to refer to constantly. However, some marking lacks the precise guidance which pupils need.

Curriculum and other activities

Grade: 1

The curriculum is outstanding, following a review to provide better balance, greater flexibility and more efficient use of time. Teams of teachers across the school take responsibility for planning subject areas. This has resulted in more stimulating ideas for topics and much better planning for a progression of learning and skills as the pupils move through school. An emphasis on the key skills of language, mathematics and information and communication technology is balanced with enrichment afternoons and theme weeks. These allow pupils to link ideas and use skills, often in a very creative way, as well as learning to understand and appreciate the wider world. Pupils still enthuse about 'Multicultural week' and 'Roots', and take pride in what they achieve in a rota of enrichment activities which include among other things Spanish and textiles. Extra-curricular provision, making full use of teachers' interests as well as sports

coaching and music tuition, is outstanding. Art, music and dance are particularly prominent.

Care, guidance and support

Grade: 1

Care, guidance and support for the pupils is outstanding. The school makes strenuous efforts to get to know each pupil and family. Regular parents' meetings, an excellent newsletter, and a policy of staff being available at the beginning and end of the day mean that parents feel welcomed and involved. Seeing this strong partnership, and knowing that they are well known and cared for by school, pupils feel safe and confident. The school sets out very clearly what it provides and what it expects so that there is no uncertainty. Teachers combine a strong ambition for each child to succeed with a joy in helping them develop as young people. Child protection, safe recruitment of staff and health and safety procedures are all in place. Much thought is given to those who are vulnerable or facing difficulties, and support from a learning mentor or outside agencies is well used. Extensive assessments, clearly communicated both to pupils and to parents, guide and motivate pupil progress.

Leadership and management

Grade: 2

Consistently good leadership and management at all levels are leading to rapid, well thought out improvement. The headteacher's stress on 'getting it right in the classroom', while encouraging and supporting teachers, has brought about a determination to succeed and improve which is shared by all. The clarity of her thinking and the regular and detailed checking of the quality of teaching and learning have been central to school improvement. Recent appointments at senior and coordinator level have given a new impetus to planning and have provided the school with a strong and enthusiastic team. Governors give excellent support to the school. They have a good understanding of how well it is doing and where it can improve, and are having a good impact on its development as a result. The school gives good value for money.

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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?	2
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	1
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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, I recently visited your school to see how well you are doing and if the school is giving you the sort of education you deserve. This letter is to tell you what I found.

You are part of a good and improving school, where some things are excellent. Thank you for being so friendly and welcoming, and willing to talk about your work in such a sensible and helpful way. It is obvious that you enjoy school because you attend so regularly and promptly, and get on extremely well with all the adults in it. You show a lot of care and respect for each other because teachers and other helpers are so very good at showing it to you. You appreciate all the effort they put in for you in planning interesting lessons. The way you work hard and concentrate is very impressive. You love times like Enrichment Afternoons and Focus Weeks because you can learn new and interesting skills with different teachers and helpers. The same is true of the great variety of activities, classes and visits which the school provides out of lessons. Teachers are very good at telling you how you are getting on and what will help you do even better. This encourages you to work at what you need to do to improve. The headteacher and other people who manage the school are doing a really good job, and know exactly what to do next to make it the sort of school they want for you.

I have asked the teachers and governors to do two things to help your school become even better:

- help you all to make good progress in your written work in each year of Key Stage 2
- make sure that in Years 3 and 4 you learn more quickly how to solve problems using what you are taught in mathematics.

You can help by continuing to work hard and concentrating on the targets teachers set for you. Do ask teachers if ever you are not sure about these, or whether you have achieved them.