

Pudsey Tyersal Primary School

Inspection report

Unique Reference Number	107841
Local Authority	Leeds
Inspection number	336961
Inspection dates	20–21 October 2009
Reporting inspector	Keith Bardon

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	191
Appropriate authority	The governing body
Chair	Mr Andrew Popplewell
Headteacher	Mr Chris Metcalfe
Date of previous school inspection	1 February 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and held meetings with governors, staff and groups of pupils. The inspectors observed the school's work, and looked at a range of evidence, including policies, the school improvement plan, pupils' work and the school's records indicating pupils' progress and attainment. The inspectors also analysed 49 questionnaires returned by parents and carers.

- the links between teaching and learning and how they affect pupils' attainment and progress
- the provision the school makes for pupils with special educational needs and/or disabilities and the impact this has on their attainment, learning and progress
- pupils' attendance and what the school is doing to improve it
- whether there are sufficient well-established strategies and effective procedures in place to quicken the pace of improvement
- the attainment of Early Years Foundation Stage children in sounds and letters and how well development and improvement has been led.

Information about the school

Pudsey Tyersal is a medium-sized school which serves a socially and economically mixed community on the border between Leeds and Bradford. Early Years Foundation Stage provision is made up of a Nursery and a Reception class. The school has six other single-age classes. While a large majority of pupils are White British, a quarter of pupils are from a range of minority ethnic backgrounds with pupils of Indian and Pakistani heritage forming the two largest groups. All pupils speak English competently and none is at an early stage in learning English as an additional language. Approaching a quarter of the pupils are eligible for free school meals. The proportion of pupils who have special educational needs and/or disabilities is below average and no pupil has a statement of special educational needs. The school has achieved the Healthy Schools Award (level 1), the Stephen Lawrence Education Standard (level 1) and is an Investor in People. Since the school was last inspected the deputy headteacher has retired and two assistant headteachers have been appointed. A breakfast club is available to pupils at the start of each day.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Pudsey Tyersal is a satisfactory school with a number of good features. Procedures for safeguarding pupils' welfare are very thorough and give pupils a strong sense of security. Pupils from a wide range of home backgrounds get on well together and the school is a harmonious community. Most pupils enjoy school thoroughly, citing the many sporting activities as something they particularly like.

In most years, pupils' attainment at the end of Year 6 is a little, but not substantially, below average. From a starting point on entry which is often below expectations for their age, pupils make satisfactory progress as they move through the school, gaining knowledge and skills at a steady pace. While the majority of the lessons seen during the inspection were of a satisfactory quality, the teaching often had good features, particularly in the manner in which teachers engaged with pupils and encouraged them to try hard. How well the content of lessons challenged pupils of different abilities varied. In some lessons it was good and pupils achieved well, but in other lessons the learning targets were too broad or the work set was either too easy or too hard for particular groups of pupils.

Although achievement in the Early Years Foundation Stage is satisfactory overall, children make quicker progress in the Reception class than in the Nursery class because the provision is better. Assessment is more accurate and activities better planned to balance those that are adult-led with those the children can choose for themselves. Too many activities in the Nursery are directed by adults, reducing opportunities for children to develop independence. In both the Nursery and the Reception class the provision and resources out-of-doors are very ordinary and do not provide children with sufficient stimulus.

After a period of limited growth, the school is now showing early but clear signs of improvement. The senior management team has recently been restructured with a number of new appointments that have increased its effectiveness. As a consequence, the school's capacity to improve is satisfactory. Procedures for monitoring and evaluating the school in depth are developing steadily but lack some of the rigour and precision needed to help the school move forward quickly. Governors meet regularly and look carefully at the reports and information they receive, but their involvement in evaluating the work of the school at first hand and using the information to influence its development is limited.

What does the school need to do to improve further?

- Improve provision and outcomes for children in the Nursery by:

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- – increasing the accuracy and effectiveness of assessment
- – providing more opportunities for children to follow their own interests and to decide for themselves which activities they wish to be involved in
- – providing more engaging and stimulating activities out-of-doors (this applies equally to the outdoor area used by Reception children).
- Accelerate the pace of improvement by:
 - – sharpening the focus of monitoring and evaluation
 - – establishing clear and measurable success criteria for each area of development.
- Improve teaching by ensuring that, in all lessons, pupils of different abilities are challenged to achieve all that they can.
- Increase the role that governors play in evaluating the work of the school and the contribution they make to school development.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils' knowledge, understanding and skills build steadily as they move through the school. Most pupils follow teachers' instructions closely and enjoy discovering new ideas. They are interested in different subjects and willingly stay on task until the work they have been set is complete. Pupils of all ages discuss their thoughts and ideas sensibly and review each other's work constructively when given the opportunity to do so. Successfully meeting a target or receiving praise for good-quality work is a source of considerable pride and does much for pupils' self-esteem. Many pupils, particularly the older ones, lack understanding of when and how to take the initiative, such as when they are ready to move on to something new or when to seek help because they are having difficulties. They readily answer questions but rarely ask questions of their own. The school is focused on helping pupils to develop the independence they need to become fully effective learners but there is still some way to go.

Although by Year 6 pupils' attainment is often close to the national average, it varies widely year on year, depending on the make-up of different cohorts and their starting points. Up to and including 2008, there had been an upwards trend but attainment fell back in 2009. This year group had traditionally been low attaining and contained a higher than normal proportion of pupils who found learning difficult. They made satisfactory progress during their time at the school. The current Year 6 cohort has a much higher proportion of pupils meeting or exceeding expectations for their age. They, along with many other year groups, are making satisfactory and at times good progress in their learning. Much of the written work they produce is interesting and enjoyable to read, but it is often let down by the presentation because many of the oldest pupils have not yet acquired a fluent style of joined-up handwriting. This is something the school has recognised and plans to correct. The work pupils are producing in Year 2 indicates that the improvements in attainment made last year are being built upon successfully. Over time there is little notable difference in the achievements of boys and

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girls. Higher-ability pupils and those from minority ethnic backgrounds maintain the same satisfactory rate of progress as other pupils. Most pupils with special educational needs and/or disabilities respond positively to the help they receive and make steady, and in some instances good, progress towards their individual targets.

Most pupils show responsible attitudes and behave well in and out of lessons. They find the lack of self-discipline exhibited by a small minority of pupils unacceptable and annoying as it detracts from their enjoyment of school. Many pupils identify the good range of physical activities the school provides among the things they like best and readily join in 'wake up and shake up' activities, led by Year 6 pupils, at the start of each day. These do much for pupils' health and well-being. Despite the school's best efforts, attendance is a little below the national average and at times absence adversely affects the continuity of pupils' learning. Pupils enjoy sharing experiences with those from other schools and readily raise funds to support those less fortunate than themselves.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Most lessons start productively with a review of previous learning and a clear

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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explanation of what the current day's work is about. What pupils are expected to learn is shared with them at the start of lessons. These targets are often reviewed at the end of lessons but not always revisited during it to help pupils evaluate for themselves how well they are doing. Teachers' use of assessments to provide challenging work for all pupils has improved since the last inspection but is not yet fully consistent across all lessons. Using their good subject knowledge, teachers give clear instructions and provide accurate information to aid pupils' understanding. They ask well-judged questions but often round off answers themselves because pupils are rather reluctant to extend their answers or add anything extra of their own. The work of teaching assistants is satisfactory but variable. Some assistants recognise quickly when pupils need help and intervene decisively to provide it. Others do not work closely enough with pupils or lack the knowledge to help them over their difficulties. The information teachers provide through marking is satisfactory and the recent introduction of self-marking is helping pupils to improve the quality of their work.

The curriculum is the subject of major development to change it from a subject-based programme to one which employs a more holistic and creative approach. The plans are well considered and pupils are already benefiting from the stronger links that are being forged between different subjects. This is giving their learning more meaning and enabling them to make more effective use of their literacy and, to a lesser extent, numeracy skills. However, the new curriculum is only partly in place and some of the shortcomings of the previous programme are still being eliminated. The school provides a wide range of extra-curricular activities which provide valuable additional opportunities for pupils. These are popular and well attended. Regular visits and visitors broaden pupils' horizons and add further enjoyment to their learning, although these do not often include visits to places of religious significance.

The good arrangements the school makes for the care of all its pupils contribute positively to their well-being and development. Staff know the children well and work closely with a range of agencies to best meet the needs of those who require additional help and support. Child protection procedures are effective and staff keep a vigilant watch over pupils who may be vulnerable. Clearly targeted and effective support enables pupils with special educational needs and/or disabilities to enjoy school and to participate fully in lessons. There are effective transition arrangements for children starting school and for pupils at the end of Year 6. The school has a number of well-considered strategies in place to improve attendance and punctuality, but these have had only moderate success. The breakfast club provides those who attend with a solid start to the day.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3

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The effectiveness of care, guidance and support	2
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How effective are leadership and management?

The headteacher has made full use of the opportunities provided by more stable staffing to reorganise the management structure and provide clear lines of responsibility. Because everyone knows who is doing what and why, there is a unity of purpose which bodes well for the future. Steadily improving assessment procedures are enabling the school to set more challenging targets and there is a growing sense of what pupils can and will achieve. While senior staff make accurate evaluations about how well the school is performing and correctly identify its most pressing areas for improvement, management procedures are not well refined. They generate a satisfactory rate of development but not the fast pace of improvement the school now needs. Procedures for safeguarding the health and safety of pupils are very thorough and statutory requirements are met well. Governors support the school conscientiously but are too reliant on others for their view of how well the school is performing. The school has a strong sense of harmony and responds well to the diverse community it serves. Useful and productive links with communities beyond the immediate area have been established and others are developing. All pupils are given equal opportunities to learn and there is little variation in the progress made by different groups of pupils. Staff are vigilant in their elimination of any kind of discrimination so that all pupils feel welcome and valued.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

Children enter the Nursery with skills and abilities that are at lower levels than those typically expected for children of this age. Although they make steady progress in response to the satisfactory provision made for their learning, at the end of Reception, children's attainment is below age-related expectations. Children generally behave well in response to the clear expectations of the staff and the praise and encouragement they frequently receive. Teaching is satisfactory and pupils are taught about the links between sounds and letters in an interesting and productive way. Accurate assessments based on regular, detailed observations enable Reception staff to plan lively activities well matched to children's needs and there is a productive balance between activities that are adult-led and others that children choose for themselves. These good practices are not fully in place in the Nursery and far more of the activities here are directed by staff, limiting children's choice. This lack in consistency leads to children making uneven progress in the Early Years Foundation Stage. In both the Nursery and Reception areas the outdoor provision is rather limited and does not provide children with enough good-quality opportunities to learn. Leaders and managers are aware of the strengths and weaknesses in provision and are keen to implement further changes to ensure the best possible outcomes. Staff pay close attention to children's care and welfare, and safeguarding is an appropriately high priority. Children in need of additional support are identified quickly and the help of outside agencies is used effectively when needed. Positive relationships are maintained with parents and carers. Three-hour sessions have been introduced recently in the Nursery and parents and carers are able to contribute to their children's achievement record when they wish to do so.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Almost all parents and carers hold very positive views of the school and of the provision it makes for their children's education. They are very pleased that their children enjoy school and are confident that it keeps them safe and secure. Some parents and carers who have been associated with the school for a while comment positively on the improvements they have seen. A small number of parents and carers have concerns about the way the school deals with unacceptable behaviour. While inspectors agree that the behaviour of a small minority of pupils can cause some problems for staff and

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other pupils, these problems are generally dealt with well and there is very little disruption to lessons.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pudsey Tyersal Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 49 completed questionnaires by the end of the on-site inspection. In total, there are 191 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	57	19	39	0	0	0	0
The school keeps my child safe	27	55	21	43	1	2	0	0
The school informs me about my child's progress	21	43	26	53	2	4	0	0
My child is making enough progress at this school	24	49	24	49	1	2	0	0
The teaching is good at this school	22	45	25	51	1	2	0	0
The school helps me to support my child's learning	20	41	26	53	2	4	0	0
The school helps my child to have a healthy lifestyle	23	47	26	53	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	45	21	43	3	6	0	0
The school meets my child's particular needs	20	41	28	57	1	2	0	0
The school deals effectively with unacceptable behaviour	23	47	17	35	5	10	2	4
The school takes account of my suggestions and concerns	15	31	29	59	1	2	0	0
The school is led and managed effectively	21	43	24	49	3	6	0	0
Overall, I am happy with my child's experience at this school	26	53	20	41	3	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Dear Pupils

Thank you very much for the very friendly greeting you gave the inspectors when we visited your school recently. Lots of you smiled and chatted to us which made us feel comfortable and welcome. We thoroughly enjoyed finding out about the work you do, and special thanks go to those who talked with us about the school.

Pudsey Tyersal Primary is a satisfactory school with some good features. It was good to hear how safe and well cared for you feel at school. This is important to the staff and I know they will be pleased. Most of you are making satisfactory progress and in most classes the quality of your work is near to where it should be for your age. The task now is to make it even better. I have asked teachers to make sure that the tasks they set in lessons challenge everyone to produce their best work all of the time, but you need to play your part. Always think carefully about the things you are doing. Are you finding the work too easy or too hard and if so what do you do about it? Telling the teacher might be one answer but can you think of anything you can do yourself? As your work progresses, think about the things you are expected to learn. Are you getting there and will you complete them by the end of the lesson?

Thank you to all the pupils who filled in the questionnaire about the school. This has been very useful and informative. Quite a lot of you indicated that you did not think behaviour in school was good enough. I can see why you think this but most of you behave well, it is just a few who spoil it for everyone. Although you come from a lot of different home backgrounds everyone gets on well together. This is something you can be very proud of and deserves a 'well done' from all the inspectors. In addition to the point I made about lessons, I also made a few other suggestions to help the school get even better, especially for the children in the Nursery and the Reception class, which teachers and governors will be looking into. Thank you once again for a very enjoyable two days and best wishes for the future.

Yours faithfully

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