

Pudsey Bolton Royd Primary School

Inspection report

Unique Reference Number	107845
Local Authority	Leeds
Inspection number	356249
Inspection dates	16–17 November 2010
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 category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	455
Appropriate authority	The governing body
Chair	Mr Kally Shergill
Headteacher	Mr Phil Taylor
Date of previous school inspection	1 July 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and observed 16 teachers. They held meetings with the governing body, staff and groups of pupils. Inspectors observed the school's work and looked at the school development plan, the latest reports to the governing body from the School Improvement Partner, relevant data, and children's work from the Early Years Foundation Stage, as well as samples of pupils' work from other age groups. In addition, 140 questionnaires returned from parents and carers were analysed, along with those returned by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How well pupils are learning, especially those in Key Stage 2.
- Whether teaching is consistently effective across the school.
- How effective the school has been in encouraging pupils to check their own learning.
- How successful the school has been in combating low attendance.
- How effective leaders and managers have been in taking measures to improve the school.

Information about the school

This is a larger than average size primary school. The percentage of pupils from minority ethnic groups is much higher than average, and this is also true for those pupils who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is lower than average. The proportion of pupils with special educational needs and/or disabilities is average. Pupils with a statement of special educational needs is lower than average. The school has Healthy School status, and holds the Stephen Lawrence Award Level 3, Investors in Pupils and the Activemark.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Pupils achieve well and some aspects of their personal development are outstanding. The quality of teaching and of the curriculum is good. The care, guidance and support provided for pupils are outstanding. A key and underpinning factor in the school's successes is the headteacher's effectiveness, in particular the drive and ambition he has been able to promote within the school. He is strongly supported by the deputy headteacher. As a result, all staff and the governing body share a determination to help pupils to do their best.

Children get off to a good start in the Early Years Foundation Stage. Their skills, on entry to the school is below that typically found, particularly in their communication and language skills. Pupils in Years 1 to 6, including those with special educational needs and/or disabilities, make good progress. As a result, overall attainment by Year 6 is broadly average, although pupils' attainment in writing lags a little behind that in reading, mathematics and science.

Pupils who are from different ethnic heritages get on very well with one another. They have an excellent understanding of how to keep safe, and they effectively adopt a healthy lifestyle. A strong moral code is implicit in the school's ethos, and this is reflected in pupils' good behaviour. This, in turn, has a positive effect on the good progress pupils make in most lessons. Pupils' spiritual, moral, social and cultural development is outstanding, with excellent assemblies reflecting the school's very strong inclusive culture. Although the great majority of pupils enjoy school very much and attend regularly, overall attendance is no better than average due to the extended holidays taken in their home countries by a small minority of families.

There are considerable strengths in teaching that promote pupils' overall good progress. Clear, fully shared lesson objectives ensure that pupils understand what they will learn. Skilled teaching assistants provide very effective support to help less-able pupils, those with special educational needs and/or disabilities and those who speak English as an additional language to achieve well. Staff are knowledgeable and give lots of praise which motivates pupils. However, there are a few relative weaknesses in some teachers' use of marking, in a lack of time available in some lessons for pupils to work independently on occasion, not fully challenging the most-able pupils. The school maintains a broad and enriched curriculum and it has made a start in linking subjects together imaginatively.

Because excellent attention is given to all aspects of care, guidance and support, pupils' personal development has many strengths. Parents and carers say that their children enjoy coming to school and pupils agree. Parents and carers value the work of the school highly. One parent's comment, 'the care and concern that my child receives from all staff is second to none. I couldn't ask for a better school – it is an extension of my family', typifies many in the same vein.

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A number of important factors indicate the school's good capacity to improve further. These include a strong leadership team, and a rigorous tracking system, which helps teachers check regularly on how well pupils are doing. There are also effective improvement plans that are sharply focused on priorities which are addressed rigorously. The school provides good value for money.

What does the school need to do to improve further?

- Raise attainment in writing, by providing more opportunities for pupils to develop literacy skills, including through the use of information and communication technology, throughout the curriculum.
- Raise the overall quality of teaching and learning from good to outstanding by:
 - – making sure that the work set always matches the needs of all pupils, particularly the most able
 - – giving pupils enough time in lessons to work independently and to make even faster progress
 - – ensuring that marking is more consistently effective in informing pupils about how well they are doing and how to improve.

Outcomes for individuals and groups of pupils**2**

The school's data and inspection evidence demonstrate clearly that pupils achieve well, progressing steadily from below average standards on entry to broadly average standards by the end of Year 6. Pupils make particularly good progress in their speaking and listening skills. Their mathematical skills are improving as a result of the emphasis placed upon them in school. Pupils' writing skills, however, are a little further behind. Pupils' work in lessons and that seen in their books confirm that overall pupils make good progress.

Pupils enjoy coming to school. They understand what constitutes an unsafe situation and are confident that issues they raise will be dealt with promptly and effectively by staff. They are very strong in their assertions that they feel safe. Their good behaviour makes a strong contribution to the good progress they make in most lessons, because it underpins their willingness to work independently, and cooperatively with teachers and their classmates, and to sustain concentration and persevere when the work is difficult. Pupils also behave considerately towards each other and respond quickly to any additional guidance from staff about how to conduct themselves appropriately.

Pupils respond well to the school's health promotion strategies and understand the main threats to their health and how they can be avoided. They willingly take on responsibility, such as being anti-bullying ambassadors, and running the school's healthy tuck shop, and, through the school council, they play a constructive role and have a positive influence on decisions about school life. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils are very curious about the world around them and embrace new experiences which broaden their understanding. Pupils have a very good insight into similarities and differences between their own and others' backgrounds.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
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	1

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

How effective is the provision?

The good overall quality of teaching is founded on very good relationships which underpin all learning. All adults in the classroom help to raise pupils' self-esteem and support their learning well. Teachers' good subject knowledge engages pupils' interest, learning objectives are clear and resources are used effectively to promote understanding. Teaching assistants add much to the quality of teaching and learning and help to accelerate pupils' progress, especially that of those with special educational needs and/or disabilities or those who speak English as an additional language. Where lessons are extremely successful, pupils of all abilities, including the more-able, are set challenges that both excite and stretch them. However, this is not always evident. On some occasions, teachers talk too much, and pupils are passive recipients rather than active participants in their learning. Marking varies in quality, but is improving steadily. The best marking tells pupils not only how well they have done, but also how to improve their work. This is not yet consistent practice across the school.

The curriculum is adjusted effectively to meet the needs of different ages and ability groups. The emphasis is firmly on developing pupils' basic skills, but in such a way as to promote enjoyment and enthusiastic participation. Extra-curricular enrichment is much enjoyed by pupils. Pupils receive a good variety of exciting activities and experiences through visits, residential stays and visitors to school. Links with extended services support

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the development of the wider curriculum very well. For example, the local authority music service continues to offer additional support enables pupils to learn different instruments.

The school's outstanding arrangements for the care, guidance and support of all pupils, especially those with special educational needs and/or disabilities, for those who speak English as an additional language, and for those who absent more than most contribute significantly to their good personal development and well-being and support their learning very well. This is attested to by parents' and carers' written comments to the inspectors.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school is well-led by the headteacher and a recently strengthened senior leadership team. They have successfully embedded a shared vision of how the school is to develop, enabling the staff and the governing body to contribute effectively to decision making. Self-evaluation is mostly accurate and priorities for development are the right ones to help secure further improvement. Morale is high and teamwork strong.

Safeguarding procedures fully meet requirements. The school acts promptly on any issues brought to its attention. Robust systems are established to keep pupils safe from harm, including restricted access for visitors. It is evident in the school's day-to-day routines that pupils' safety and well-being is paramount.

Governance is good. The recently reformed governing body is influential in determining the strategic direction of the school and is increasingly involved in evaluating its work. As a result of regular monitoring and support, the quality of teaching is now good overall. The school's very positive relationship with parents and carers and its excellent links with a wide range of partners, contribute significantly to improvements in pupils' achievement and well-being. Equality of opportunity is promoted well in all the school's work. As a result, the school is a happy, harmonious community in which to work and learn.

The school promotes community cohesion very well within its own and the local community, and in the wider United Kingdom. It is aware, however, of the need to strengthen recently formed links with organisations or schools abroad to give pupils a better knowledge and understanding of an even wider range of communities.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
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	2

Early Years Foundation Stage

When they join the nursery, children's skills are below those typically expected. Most need considerable help to ensure that they become independent and work and play together. There is a good focus on helping children with their speaking skills and on ensuring that they develop an ability to work with others in a friendly and purposeful way. As children move through the Nursery and Reception classes they make good progress because teaching and learning are good overall.

Classrooms and outdoor areas are stimulating and used well, with a wide range of sometimes exciting resources to encourage children to explore and investigate. Adults use questioning effectively to help children make good progress. Relationships between adults and children are warm and friendly and teamwork is strong. As a result of this warm and caring environment, children are happy, feel safe and are keen to learn. Children who are vulnerable due to their circumstances and those who speak English as an additional language, are supported well. The appointment of a bi-lingual support worker contributes well to this.

There is a good balance between activities organised by teachers and those chosen by children. Activities such as 'fantasy and magic' excite and stimulate the children, and have a strong influence on their progress. Leadership is good. The Early Years Foundation Stage leader knows what works well and what needs doing. For example, she has rightly focused on children's communication and language skills, which has led to improvement in this area of their learning. Parents and carers comment on the 'wonderful provision' and agree that their children get off to a good start. Thorough and effective assessment arrangements, to which parents and carers contribute, inform planning and ensure that learning is well matched to children's needs. As a result, children with special educational needs and/or disabilities are identified early and are supported well.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers who responded to the Ofsted questionnaire are overwhelmingly positive about the way their children are educated and nurtured in school. Only a very small number of negative responses were received with no pattern emerging. All feel that their children are kept safe and almost all believe their children enjoy school and that a healthy lifestyle is promoted. Inspectors found no evidence to support the very small number who said that the school did not take account of suggestions or deal effectively with their concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pudsey Bolton Royd 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 139 completed questionnaires by the end of the on-site inspection. In total, there are 455 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	59	56	40	1	1	0	0
The school keeps my child safe	93	67	46	33	0	0	0	0
My school informs me about my child's progress	74	53	63	45	1	1	0	0
My child is making enough progress at this school	71	51	63	45	5	4	0	0
The teaching is good at this school	80	58	57	41	0	0	0	0
The school helps me to support my child's learning	71	51	61	44	5	4	0	0
The school helps my child to have a healthy lifestyle	79	57	58	42	1	1	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)	74	53	51	37	6	4	0	0
The school meets my child's particular needs	63	45	70	50	4	3	0	0
The school deals effectively with unacceptable behaviour	76	55	55	40	3	2	1	1
The school takes account of my suggestions and concerns	70	50	59	42	4	3	0	0
The school is led and managed effectively	77	55	55	40	3	2	0	0
Overall, I am happy with my child's experience at this school	89	64	47	34	1	1	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



17 November 2010

Dear Pupils

Inspection of Pudsey Bolton Royd Primary School, Pudsey, LS28 8EP

Thank you for being so friendly and talking to the inspectors when we visited your school recently to find out how well you are learning. We very much enjoyed listening to what you had to say. Many of you told us that you like your school very much and believe that you go to a good school. We are pleased to say that we agree with you! We especially like the friendly atmosphere and the way in which staff take excellent care of you so that you feel safe and happy. You behave very well in lessons and around the school, and work hard. You know about the importance of staying healthy and keeping safe. We judge that most teaching is good, which helps you make good progress. We have found just a few things your headteacher, teachers and governing body should do to make your school even better than it is now. Here they are:

- we have asked your teachers to help you improve your writing so that you do as well in this subject as you do in reading, mathematics and science
- we have also asked them to give you more time to work things out for yourselves
- to make sure that those of you who find your work easier than most, are given tasks which stretch you a little bit more
- we have asked your teachers to make sure that, when they mark your work, they pay particular attention to telling you how to make your work even better next time.

Of course, your headteacher is going to help them do this, because everyone at school wants you to be the very best you can be. Some of you can help in this, too, by making sure that you come to school every day. Many of you told us how much you like being in school. So try your best to come as often as you can. This way, you will learn loads of things, and also have fun!

All best wishes

Yours sincerely

Ronald Cohen

Lead inspector

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