

Pudsey Bolton Royd Primary School

Inspection report

Unique Reference Number	107845
Local Authority	Leeds
Inspection number	309516
Inspection dates	1–2 July 2008
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 on roll	
School	455
Appropriate authority	The governing body
Chair	Mr C Snell
Headteacher	Mr P Taylor
Date of previous school inspection	20 January 2004
School address	Moorland Grove Pudsey West Yorkshire LS28 8EP
Telephone number	01274 665806
Fax number	01274 668313

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large primary school is close to the border between Leeds and Bradford. Approximately half of the pupils live in an area which is socially and economically disadvantaged. Other pupils live in an area with average characteristics. Over three-quarters of pupils are from minority ethnic heritages, predominantly Pakistani and Indian. The proportion of minority ethnic pupils has increased substantially in recent years and is continuing to rise. Almost two-thirds of pupils speak English as an additional language and a large proportion are at an early stage in learning English. The proportion of pupils with learning difficulties and/or disabilities, including those with a statement of special educational need, is broadly average. The school has achieved the Healthy Schools, Investors in Pupils, Stephen Lawrence and Activemark awards. Provision is made for adult and parental learning. Since it was last inspected the school has moved to new, purpose built premises.

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 with a number of outstanding features. Highly effective leadership and management provide a vibrant learning environment in which pupils of all ages, abilities and home backgrounds achieve well. Parents hold very positive opinions of the education their children receive. 'My child is in very safe hands amongst people who care.' and 'Our daughter has blossomed since starting at Pudsey Bolton Royd.' are typical views. Pupils enjoy school thoroughly and gain a great deal from it, both personally and academically. A comment they made to inspectors says it all, 'You have fun and then you discover it was learning!'

Many children enter with low levels of attainment and quite often with limited experience of English. They are taught well and make good progress. Standards rise systematically and by the end of Year 6 are approaching the national average. Well constructed programmes for the teaching and learning of literacy, coupled with carefully targeted and effective language support, are helping to raise standards, not only in English but across the curriculum as a whole. The gains pupils make in English are considerable and, with few exceptions, they leave at the end of Year 6 confident and competent in speaking and listening, reading and writing. For pupils who speak English as an additional language, this represents excellent progress. Actions taken to raise standards in mathematics are having a positive effect but to a lesser extent than in English. While pupils' achievement in mathematics is satisfactory, standards are below average.

In response to the extensive provision the school makes and the excellent relationships they have with staff, pupils make outstanding progress in their personal development. Pupils from different home and cultural backgrounds work and play extremely well together. They are very happy in each other's company, readily help one another and show care and consideration at all times. Pupils' spiritual, moral, social and cultural development is outstanding and they mature into sensible and confident young people with a very clear understanding of right and wrong. Standards of behaviour in class and around school are excellent. Pupils feel completely safe and have no concerns about bullying or racism. They are extremely proud of their school and, with few exceptions, attend regularly. Pupils take on responsibilities with enthusiasm and carry them out diligently. Their understanding of how to stay healthy is excellent and they enjoy taking regular exercise. A good range of academic and personal skills prepares pupils well for the future.

Pupils enjoy lessons because teachers provide them with interesting opportunities to learn. This generates an enthusiasm for new ideas and knowledge which makes classrooms lively and stimulating places to be. In most lessons teachers explain clearly what pupils can expect to learn, but this is not always followed up and opportunities for pupils to evaluate for themselves how well they are progressing are missed. The curriculum makes good links between different subjects and enables pupils to use their developing skills in meaningful ways. The quality of care pupils receive is outstanding and systems for supporting and guiding their personal and academic development are extremely thorough. Safeguarding procedures are applied rigorously. Pupils' attainment is assessed regularly and checked systematically giving staff a very clear picture of the progress they are making. Support for those whose progress may be slowing arrives very quickly, with teaching assistants working closely with teachers to address pupils' needs. Pupils with learning difficulties and/or disabilities benefit considerably from the support they receive.

The headteacher, ably supported by the deputy headteacher and senior staff, leads and manages the school with considerable skill, vision and purpose. There has been good improvement since the last inspection. In particular the school has adapted very well to changes in its pupil population and has moved to new premises with a minimum of disruption to pupils' education. The opportunities provided by the new building are being utilised fully and now that the settling in period is complete, standards are rising. Procedures for checking the school's performance provide detailed and high quality information, enabling the school to plan decisively for further improvement. The school's capacity to improve in the future is outstanding. Governors are closely involved with the school and play an active part in its development.

Effectiveness of the Foundation Stage

Grade: 2

Provision in the Foundation Stage is good and children achieve well. On entry to Nursery children's skills and knowledge are often much lower than those usually found at that age, with a significant proportion having little or no English. Children make good progress across the areas of learning as a result of good teaching that meets their needs. Staff provide a language rich environment and many children make considerable gains in English. Despite these gains, children's attainment remains below expectations for their age by the end of Reception and some are still not communicating at the level expected. Good links with parents and effective induction procedures ensure that children settle quickly and are happy and secure. They develop very positive attitudes to learning, behave well and gain in confidence. Staff have very good relationships with children and plan well to cater for their interests and needs, including those with learning difficulties and/or disabilities. Exciting provision, both indoors and out, stimulates pupils' interest and encourages their participation. Leadership of the Foundation Stage is outstanding and provision has cohesion and focus. Staff work effectively as a team, monitoring children's progress closely and providing the support they need to enjoy school to the full.

What the school should do to improve further

- Accelerate progress and raise standards in mathematics so that pupils' achievement at least matches that in English.
- Involve pupils more in checking the progress they are making in lessons.

Achievement and standards

Grade: 2

When they enter Year 1 pupils' attainment is often below average, with many pupils still some way behind in their language development. Progress is good in Key Stages 1 and 2. Standards rise and are approaching the national average by the end of Year 6. The most positive feature of pupils' achievement is the gains they make in English. Well planned teaching and effective support enables pupils of all ages to make sustained progress in this subject. By Year 6 most pupils achieve or exceed national expectations in English. Pupils' achievement in mathematics is satisfactory but lower than in English because the subject has not had the same degree of intensive development. The school's current initiatives are having a positive effect on pupils' progress, but standards in mathematics have further to rise. Pupils from minority ethnic groups achieve well, particularly those of Pakistani heritage. They develop language skills at a good pace and by the end of Year 6 most are competent in all aspects of literacy. Pupils with learning difficulties and/or disabilities make good progress towards the targets set for their learning.

Personal development and well-being

Grade: 1

Pupils show very positive attitudes to learning, listen attentively to their teachers and try hard with their work. The school has a pleasant and lively atmosphere. Pupils from a wide range of different backgrounds integrate extremely well and thoroughly enjoy each other's company. Pupils' spiritual, moral and social learning are excellent, and their cultural development is impressive. Behaviour is exemplary and pupils display considerable confidence and high self-esteem. They report very little bullying and they feel safe in the knowledge that any incidents would be dealt with promptly. Pupils take their responsibilities and contributions to their school very seriously whether through the school council, eco council or buddy system. The vast majority of pupils attend school regularly. The school's attendance figures reflect observance of religious festivals. The links between diet, exercise and a healthy lifestyle are understood very clearly and are further promoted by the healthy tuck-shop and the 'Wake-up, Shake-up' activity sessions. Pupils make an excellent contribution to their immediate school community and the wider community through good links with other local schools and through many fund-raising activities. Pupils' enthusiasm for learning, combined with a good range of personal and academic skills, lays a firm foundation for their future lives.

Quality of provision

Teaching and learning

Grade: 2

Teachers plan lessons thoroughly and provide regular opportunities for pupils to participate in activities, work with others and share ideas. This helps pupils to develop communication skills and gives them confidence to find things out for themselves. Pupils' learning is generally good because they are interested and curious and prepared to work hard. English is taught very well and pupils gain knowledge and skills at a good pace. The teaching and support for those who are at an early stage of learning to speak English is particularly effective. By Year 6 almost all pupils have overcome their initial difficulties and are using a full range of literacy skills with confidence. The teaching of mathematics is satisfactory but not as effective as in English because it does not target as closely exactly what pupils at different stages of development need to learn. Lessons progress smoothly because teachers share objectives with pupils at the start and give them clear direction on how to proceed. However, learning objectives are not always used well enough to help pupils understand how well they are progressing and what needs to improve. Teaching assistants work closely with class-teachers and together they provide the quality of support pupils need to make good progress.

Curriculum and other activities

Grade: 2

The carefully considered curriculum reflects the cultural heritages of the pupils and meets their needs well. Recent developments have provided a cohesive framework which links subjects in meaningful and effective ways. This work is continuing and further improvements are envisaged. The curriculum for English is particularly good and enables pupils to make sustained progress from Year 1 through to Year 6. The curriculum for mathematics is satisfactory and improving but not yet as effective as that for English. Pupils enjoy a broad range of visits and visitors which add much to their experiences and broaden their horizons. Pupils can choose from a good selection of carefully scheduled extra-curricular activities, with something to interest

everyone. The richness and breadth of the curriculum has resulted in the school receiving a number of prestigious national awards, many of which reflect the good provision made for pupils' personal, social, health and citizenship education.

Care, guidance and support

Grade: 1

The high quality care, guidance and support pupils receive have a significant effect on their personal development and represent excellent value for money. Safeguarding procedures are firmly in place and a very close watch is kept on pupils who may be vulnerable. The needs of pupils with learning difficulties and/or disabilities, those who speak English as an additional language and the gifted and talented pupils are vigorously supported through a wide range of carefully chosen and very effective approaches, enabling them to make good progress. Rigorous systems are in place to support the move from one class to the next and also at the point at which pupils move to high school. As a result pupils transfer very smoothly from one stage in their education to the next. Highly effective assessment and tracking procedures enable staff to check pupils' attainment and progress thoroughly and to plan in detail to meet their needs. Pupils of all ages have a clear understanding of their individual curricular targets and are able to use them to help improve their work.

Leadership and management

Grade: 1

Leadership and management, under the very careful and systematic guidance of the headteacher and deputy headteacher, are focused sharply on raising standards. Challenging targets are set and progress towards them carefully monitored. Very efficient processes for checking the work of the school enable priorities for improvement to be clearly identified and action plans drawn up. Pupil tracking procedures complement this process and enable the impact of the school's initiatives on pupils' progress to be accurately measured and evaluated. The headteacher has successfully delegated subject leadership responsibility to the curriculum leaders and they share a common sense of purpose. Curriculum leaders have become empowered and confident to carry out their responsibilities through in-house training, carefully designed professional development and opportunities presented through the National Strategies. The school works closely with parents and the local community and the school's reputation as a learning forum for adults, as well as children, is growing rapidly. The chair of governors, who is devoted to the school, has an excellent understanding of the role of the governing body as a critical friend. The clear committee structure ensures that the duties are discharged appropriately and that pupils' progress is central to school improvement. Dedicated and extremely effective leadership and management have transformed this school in six years: from one with substantial weaknesses to an organisation with many strengths that is highly respected in the local community. This has been achieved despite a climate of constant change, including the building of, and transfer to, new premises.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	2

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?	2
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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
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	1
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

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

Thank you very much for the very friendly greeting you gave me and the inspection team when we inspected 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.

Yours is a good school and some things about it are outstanding. I understand fully why you enjoy it so much. Everyone gets on extremely well and your behaviour is extremely good. The way you work together and help each other in lessons and around the school was a pleasure to see. You can be very proud of the way you grow into sensible and responsible young people.

You make good progress because you are well taught and work hard. We were all impressed with the enthusiasm you show for learning new things. Teachers and teaching assistants play an important part in this by providing you with lots of interesting things to do. Teachers give you clear instructions and a good understanding of what you are expected to learn. Measuring the progress you make in lessons for yourselves is the next step and something we have recommended to the school.

We did not have time to look at all subjects but you are learning to read and write well. Your learning in mathematics is coming along but is not quite as good as in English and I discussed ways of making it even better with the school. Always try to calculate accurately and do your best to work things out in your head as much as possible. Your understanding of your targets is good and this is helping you to improve your work. Staff take extremely good care of you and I was pleased that you feel you can turn to them for help and advice if you need it.

The new building is very impressive and staff work very hard to ensure that you get the best from it and from school in general. The school is managed extremely well and everyone is playing their part in making it a success.

Thank you once again for a very enjoyable two days and best wishes for the future.