

Bardsey Primary School

Inspection report

Unique Reference Number	107868
Local Authority	Leeds
Inspection number	336967
Inspection dates	17–18 May 2010
Reporting inspector	Andrew Swallow

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	182
Appropriate authority	The governing body
Chair	Mrs Jane Ambrose
Headteacher	Mrs Denise Nathan
Date of previous school inspection	20 June 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons and observed seven teachers. Inspectors held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school's plans, self-evaluation documentation, relevant policies, assessment and tracking systems, safeguarding procedures and pupils' books. Questionnaires from 72 parents and carers were analysed.

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

- pupils' skills on entry into the Early Years Foundation Stage and how well these are developed by the time they begin Year 1
- overall standards attained and rates of progress made by pupils in English and mathematics across Years 1 to 6
- the accuracy of the school's self-evaluation in relation to learning, progress and achievement
- arrangements to promote community cohesion beyond the school
- the impact of leadership and management on driving improvement, given the significant and recent changes in staffing.

Information about the school

This school is smaller than average in size. Almost all pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is well below average. A lower than average proportion has special educational needs and/or disabilities. Since the last inspection, the number of pupils on roll has risen and there have been recent and significant changes in staffing.

The school's external accreditations include national Healthy School status, Activemark, Investors in Pupils and the BECTA quality mark in information and communication technology.

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

This is a satisfactory school which provides a warm and friendly place in which to learn. However, recent and major staffing changes have had a significant impact on the overall quality of pupils' learning. While overall standards are broadly average and achievement satisfactory, the rates of progress made by some pupils in English and mathematics, across Years 1 to 6, are uneven. Progress in the Early Years Foundation Stage is also now satisfactory, whereas previously it was judged to be good. The consequences of these difficult situations have been a considerably increased workload for the headteacher and small senior leadership team. They are well supported by a good range of partnerships with external organisations, including a local primary school. Governors ensure that the school's self-evaluation is largely accurate. As a result, there is a satisfactory capacity for ongoing improvement.

Pupils are proud of their school and their attendance is outstanding. This is because they are very well motivated and keen to succeed. They feel very safe in school, show positive regard for each other and have a good understanding of risks and how to deal with them. The vast majority are well behaved and happy in their learning. The good curriculum provides a range of interesting experiences which enhance their all-round personal development. A number of parents and carers express concerns about the impact of changes in staffing on their children's education. They do not feel that their views and concerns are always well received and acted on by the school. Inspectors acknowledge that significant and recent changes in staffing may have had an adverse impact on the overall quality of communication between the school and families.

Arrangements to ensure the safety of all pupils and staff meet requirements and the overall quality of care, guidance and support is satisfactory. Children get off to a sound start and make satisfactory progress in the Early Years Foundation Stage, where they are encouraged to cooperate and learn together. However, temporary staffing has resulted in inconsistencies of late in assessing children's progress and matching activities accurately to needs. Across Years 1 to 6, teaching is satisfactory overall, with some good practice. Nonetheless, techniques to assess daily how well pupils are learning and to shape carefully what they need to do next are inconsistent. This is due to the recent rise in the number of teachers joining and leaving the school, which has hindered the progress made by some pupils in English and mathematics. While current Year 6 standards are above average, and pupils' progress is good, this is not so in all years.

What does the school need to do to improve further?

- Ensure achievement is consistently good across Years 1 to 6 and that pupils reach

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above average attainment by the time they leave school.

- Raise the quality of teaching and learning across the school to at least good, by:
 - providing regular opportunities for pupils to share ideas with each other and to develop their own thinking
 - reducing inconsistencies in teachers' assessments and marking and improving the quality of information shared with pupils about the next steps in their learning
 - ensuring that all teachers have sufficiently high expectations and provide activities to stretch all pupils.
- Strengthen senior leadership and management so that whole-school responsibilities can be more evenly distributed.
- Enhance communication with parents and carers so that they:
 - have a better understanding of the progress their children are making
 - have a more accurate picture of how well pupils behave in school
 - feel confident that their views are welcomed and their concerns acted upon.
- 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**

The vast majority of pupils are keen to learn and achieve satisfactorily. When provided with the opportunities, they cooperate effectively in pairs and groups, willingly ask questions and offer ideas. They work productively when they are actively involved in practical and meaningful tasks that capture their imagination and match their particular needs.

Most children start school with skills in line with expectations for their age. They make satisfactory progress in the Early Years Foundation Stage to work securely within most of the early learning goals by the time they are ready for Year 1. Across Years 1 to 6, all groups of pupils make overall satisfactory progress, although there is some variation between classes, largely due to inconsistencies in the quality of teaching. Effective action has been taken recently to promote higher outcomes in mathematics. Teachers' latest assessments and the work seen in lessons and pupils' books indicate that standards in English and mathematics are average overall, and above average in science. Standards in information and communication technology are a real strength. Outcomes achieved by boys are much better than in previous years, largely because of carefully chosen experiences that engage their interest. For example, Year 6 boys were particularly well motivated during the inspection by opportunities to produce a short animated film about a shipwreck, using still and video cameras. The more-able pupils also achieve satisfactorily largely due to more rigorous procedures for checking on their progress. Pupils with special educational needs and/or disabilities make satisfactory progress. They generally receive appropriate support from teachers and teaching

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assistants which enables them to understand and learn the skills being taught.

Across the school pupils are happy learners and are proud to talk about what they accomplish. They say: 'Our teachers are always there for us and we all get on well together.' A very high proportion behave well and attend regularly. Pupils enjoy looking after each other and feel safe. They are confident they can always find someone to help with a problem. They take part enthusiastically in sporting activities, and generally eat healthily. Pupils' good spiritual, moral, social and cultural development is evident in their mature attitudes, influential roles as school councillors and members of the 'Play Squad.' Their cultural awareness, especially their reflections about the lives of people from different backgrounds, is enhanced by links with schools in Spain and Mexico and their learning of Spanish.

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	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	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching is satisfactory. Teachers create a supportive environment that ensure all pupils feel involved and cared for. Where learning is at its most effective, stimulating opportunities for pupils to talk and work together develop good

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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understanding. This is because pupils are engrossed in practical tasks that are relevant to everyday experiences. Learning is challenging and well trained teaching assistants work effectively alongside pupils with specific and additional needs. However, in some lessons teachers talk for too long, provide too much information and do not challenge pupils sufficiently to work things out for themselves. Consequently, pupils' attention wanders and the pace of learning falls. The school has recently improved the quality of marking and assessment. The information gathered about individual pupils is used well by some, but not all teachers, to share with pupils what they need to do next in their learning.

The curriculum is good, with a wide range of visits and visitors into school to extend what is on offer. For example, all children benefit from dance troupes, artists, film makers and Second World War veterans, who bring learning alive and make valuable contributions to their personal outcomes. The innovative range of out-of-school activities, such as pottery, circus skills, street dancing and 'mad' science are popular, and planned themes, such as the Tudor day help to enrich pupils' wider experiences. The curriculum to promote pupils' social and emotional development is particularly good. Many pupils are confident in the use of computers and digital cameras to record and edit images, and to make short animated films. However, clear links across topics for pupils to practise literacy and numeracy skills are not fully embedded.

Arrangements for the general care and supervision of all pupils are well organised and effective. As a result, pupils feel safe in school and around the large rural site. Procedures for promoting good behaviour throughout the school are generally effective. Arrangements to encourage regular attendance have a very positive impact indeed. Nevertheless, systems to evaluate the effect of the support provided for the most vulnerable pupils are not efficient. In particular, the quality of support for those with individual education plans is not checked regularly enough.

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	2
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Recent changes in staffing stretch the resources of the headteacher and small leadership team. However, they are well supported by a local primary school and increasingly effective links with community, local authority and other outside agencies. The headteacher has high aspirations for all learners and has managed to maintain a focus on raising achievement and standards. There are appropriate procedures in place

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to monitor and evaluate the school's work. In order to ensure equality of opportunity the school has also recently improved the quality of information about the performance of different groups of pupils and their participation in school life. Some of these procedures, however, are not rigorous enough, largely because of pressures brought about by the numbers of staff recently leaving and joining the school.

Safeguarding procedures are satisfactory and meet current requirements. The governing body carries out its statutory duties satisfactorily and governors play an increasing part in the life of the school through links to individual classes and year groups. They are very supportive of the headteacher and staff, although they have not ensured that the school has sufficient senior leaders with the time to manage efficiently and address successfully inconsistencies in teaching and pupils' progress.

The strong sense of community within school is extended by effective charity work, good links with the local church and developing relationships with schools abroad and in other parts of England. However, the school recognises that it does not yet sufficiently draw on the rich and divergent backgrounds of people, especially nationally and internationally, to promote an in-depth understanding of the importance of cultural, religious and socio-economic harmony.

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	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The majority of children enter the Early Years Foundation Stage with skills and abilities that are similar to those seen nationally. By the time they enter Year 1, children's all-round development is in line with expectations, demonstrating the satisfactory progress

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they make.

Home visits and effective information for parents and carers help children to make a confident start. Good welfare arrangements and very supportive relationships ensure children feel safe and secure and settle quickly. The stimulating indoor environment ensures that children have a variety of interesting and creative activities which sustain their interest, help to develop their self-esteem and provide pleasure in learning new skills. However, outdoor provision is not of the same high quality. Resources are not yet sufficiently varied and vibrant to ignite children's curiosity and fuel their imagination. They do not ensure a seamless transition between indoor and outdoor experiences that supports the overall theme for learning.

Recent and frequent changes in teachers, including temporary leadership of the Early Years Foundation Stage, have resulted in inconsistent observation, noting and recording of children's key developments. Booster sessions to quicken the pace of children's learning and progress, support their language development and get them thinking for themselves, are not as effective as they might be. Information on children's starting points and outcomes throughout the Reception Year are not always systematically incorporated in pupils' individual learning diaries and rigorously used to check progress and plan for worthwhile activities.

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

The majority of parents and carers are positive about several key aspects of the school's work. They confirm that their children enjoy school and feel safe. However, a large proportion expresses concerns, notably about the effectiveness with which the school tackles misbehaviour, meets individual children's needs and takes account of suggestions and issues raised. Inspectors found very little misbehaviour in school and no evidence to substantiate concerns that staff do not deal effectively with unacceptable behaviour when it occurs. Nevertheless, inspectors do recognise that significant and recent changes in staffing have hindered the progress that some children make.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bardsey 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 72 completed questionnaires by the end of the on-site inspection. In total, there are 182 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	58	27	38	2	3	0	0
The school keeps my child safe	39	54	32	44	1	1	0	0
The school informs me about my child's progress	30	42	28	39	14	19	0	0
My child is making enough progress at this school	26	36	31	43	8	11	4	6
The teaching is good at this school	31	43	28	39	5	7	2	3
The school helps me to support my child's learning	26	36	32	44	7	10	3	4
The school helps my child to have a healthy lifestyle	32	44	35	49	5	7	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)	35	49	25	35	4	6	0	0
The school meets my child's particular needs	25	35	33	46	10	14	2	3
The school deals effectively with unacceptable behaviour	17	24	23	32	11	15	19	26
The school takes account of my suggestions and concerns	24	33	21	29	12	17	10	14
The school is led and managed effectively	20	28	17	24	10	14	18	25
Overall, I am happy with my child's experience at this school	32	44	27	38	2	3	6	8

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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 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.



19 May 2010

Dear Pupils

Inspection of Bardsey Primary School, Leeds, LS17 9DG

Thank you for the friendly welcome you gave the inspectors. We appreciated all the help you gave us. This letter tells you what we found out.

Bardsey is a satisfactory school that enables you to reach average standards. Inspectors agree with many of you and your parents and carers who told us how kind the adults are and how much you enjoy school. You attend very well indeed and get on really well together. Many of you set a good example by keeping active at break and lunchtimes and by eating fruit and vegetables as snacks. We were really impressed by all of the gardening that goes on. All the adults take appropriate care of you, including those of you who need extra help. These things happen because your headteacher and governors work hard to improve what is happening in school.

One reason for our visit was to see what your school could do better. We have asked your headteacher, governors and teachers to work on the following things.

- Make sure that all pupils in Years 1 to 6 make as much progress as they can in English and mathematics.
- Make sure that all teaching provides you with practical and interesting activities for you to enjoy.
- Provide enough time for all of the school's work to be checked rigorously so that it is of the very highest quality.
- Ensure that links between the school and families provide a very clear picture of what is happening in school and build on the views of all parents and carers.

You can all help your teachers by continuing to attend every day, reaching your targets and supporting each other. I wish you every success in the future.

Yours sincerely

Dr Andrew Swallow

Lead inspector

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