

# Pudsey Primrose Hill Primary School

## Inspection report

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<b>Unique Reference Number</b>	107850
<b>Local authority</b>	Leeds
<b>Inspection number</b>	377655
<b>Inspection dates</b>	28–29 September 2011
<b>Reporting inspector</b>	Liz Godman

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	352
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Guy Gibson
<b>Headteacher</b>	Lesley West
<b>Date of previous school inspection</b>	07 December 2006
<b>School address</b>	Primrose Hill Stanningley Pudsey LS28 6AB
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 24 lessons, taught by 15 teachers. They met with groups of pupils and staff and with representatives of the governing body. Inspectors observed the school's work and looked at a variety of policy and curriculum documents and the school improvement plan. They scrutinised questionnaires completed by pupils and staff and 126 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether pupils, including those who are more able, achieve highly.
- What the impact of support from school leaders has been on the quality of teaching and the use of assessment to support learning.
- Whether school leaders have accurately identified priorities for school improvement.
- What impact the school's actions have had on outcomes for boys in the Early Years Foundation Stage.

## Information about the school

Pudsey Primrose Hill is larger than most primary schools. The proportion of pupils known to be eligible for free school meals is broadly average, as is the number of pupils identified as having special educational needs and/or disabilities, including those with a statement of special educational needs. Most pupils are White British. The school has a wide range of nationally recognised awards, including the Stephen Lawrence Award and the Leeds Inclusion Charter Mark. It has Healthy School status. The school provides breakfast and after-school clubs, managed by the governing body.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Pudsey Primrose Hill is an outstanding school. Pupils attain highly and make exceptionally rapid progress in developing a broad range of knowledge and skills for the future. Parents and carers who responded to the questionnaire are unanimous that they are happy with their child's experience at the school. Pupils are confident, friendly and highly supportive of one another and take great pride in their school and in their achievements. All of their outcomes are outstanding.

The school's success is the result of exceptional leadership and a very strong sense of purpose shared among all staff. The school has built on its numerous strengths and is swift in responding to areas it identifies as needing improvement. For example, meeting the needs of higher-attaining pupils at Key Stages 1 and 2 and improving the skills of boys in the Early Years Foundation Stage are priorities for this year. Already there is clear evidence that the needs of both these groups are being met exceptionally well in lessons and in the activities provided in the Nursery and Reception classes. Pupils with special educational needs and/or disabilities also make outstanding progress as a result of the carefully matched work they receive and the excellent support of teaching assistants.

Pupils are enthused by the outstanding curriculum and relish the opportunity to contribute to its development. The curriculum caters extremely well for pupils' wide-ranging needs and abilities and is a significant factor in their exceptional learning and progress. Pupils also receive outstanding care, guidance and support. As a result, they follow the highly caring example set by adults in their interactions with one another and say they feel very safe.

Despite a recent and significant turnover of staff, the quality of teaching is good and sometimes outstanding. The school has excellent systems to track pupils' progress and these are used to plan lessons with a high degree of challenge for pupils of all abilities. Although there are examples of exemplary practice, there are a few occasions when opportunities are missed in lessons for pupils to review and assess their own learning.

The school has outstanding capacity to improve further. This arises from extremely strong leadership, highly incisive school self-evaluation and concerted and very effective actions to maintain the school's strengths and to secure further improvement.

## What does the school need to do to improve further?

- Extend the instances of exemplary practice so that there are regular and consistent opportunities for pupils to review and assess their learning in all classes.

## Outcomes for individuals and groups of pupils

1
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Pupils have exceptionally positive attitudes to learning. In Year 1 pupils were eager to write instructions for making 'funky fruit faces', following the teacher's challenging success criteria. They then enjoyed eating the fruit. In a Year 5 and 6 mathematics lesson pupils said, 'We love a challenge' and greatly enjoyed discussion at the end of the lesson about their findings. This is typical of most lessons and contributes to the highly successful learning of all pupils, including the more able. Occasionally, the rate of pupils' progress in lessons dips when teaching loses a little pace. Pupils with special educational needs and/or disabilities make excellent progress both in lessons and over time. Their attitudes to learning and their behaviour are exemplary as a result of the sensitive support they receive and the frequent celebration of the small steps in their achievement.

Results from national and teachers' assessments show a pattern of sustained high attainment in English and mathematics over a number of years. This is confirmed by samples of pupils' work in English, mathematics and science retained from last school year. These show pupils' outstanding progress from below average starting points. These factors result in all groups of pupils achieving outstandingly well.

Pupils enjoy school immensely and their attendance is high. They make an outstanding contribution. For example, they led improvement to the playground's appearance by painting a mural focusing on environmental issues. Pupils take their responsibilities very seriously, helping the youngest children at lunchtime and promoting healthy lifestyles strongly. Their excellent behaviour in lessons and around the school, their ability to reflect and their strong understanding of similarities and differences between cultures are indicative of their outstanding spiritual, moral, social and cultural development.

### *These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>

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

<b>The extent to which pupils develop skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

The quality of teaching and the use of assessment to support learning are good, although there are examples of outstanding teaching and assessment. All lessons are characterised by activities to meet the very wide range of pupils' needs. Resources support learning very well. This includes information and communication technology (ICT), which pupils use independently, and practical materials for counting in mathematics. Where teaching is outstanding the lesson progresses at a rapid pace as pupils follow the 'steps to success' and have a great sense of achievement. In Years 5 and 6 pupils quickly learned a song, sang it in rounds, accompanied it with glockenspiels and gave a polished performance by the end of the lesson. In lessons where teaching is good, rather than outstanding, there is sometimes a dip in the rate of learning or there are missed opportunities for pupils to reflect and consider how they could improve their work.

The curriculum gives pupils a very secure grounding in basic skills and ensures they have rich experiences through visits, visitors and focus weeks. This is enshrined in the 'Primrose Hill Promise', with opportunities for pupils to visit theatres, museums and art galleries. During the inspection a 'Boffin' visited Years 5 and 6, helping pupils develop computer animations linked to creation stories. This enriched their spiritual and emotional development as well as their ICT skills.

Outstanding care, guidance and support ensure the school is a highly harmonious and inclusive community. The school takes exceptionally good care of pupils whose circumstances potentially place them at risk of becoming vulnerable. Early identification of needs and swift intervention, involving all the relevant agencies, have made a big difference to the well-being and progress of these pupils. The breakfast club gives pupils a good start to the day and the after-school club makes a strong contribution to their learning and social skills.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The outstanding leadership of senior staff has developed an exceptionally strong staff team highly focused on ensuring the best possible learning and progress for all pupils. Excellent support for less experienced staff has enabled them quickly to become part of the team and to develop their teaching to a good and often outstanding quality. Incisive and highly accurate school self-evaluation is used very

well to identify and tackle any areas of the school's work in need of an extra boost. The arrangements for curriculum planning secure highly cohesive and coherent provision, ensuring equality of opportunity for pupils of all abilities and across the mixed-age classes. This is evident in the outstanding outcomes for all groups of pupils. Excellent promotion of community cohesion ensures that the school is a highly inclusive community. Pupils also have an excellent understanding of different communities in Britain and around the world.

Partnerships with parents and carers are outstanding. Learning logs provide a good basis for homework. Parents, carers and pupils are very positive about how these link learning at home and at school. Outstanding partnerships with other schools and agencies help to ensure a smooth transition between the different stages of education and a coordinated response to meeting pupils' additional educational needs. Safeguarding of pupils is good. Staff are well trained and vigilant in ensuring pupils are protected and the school premises are maintained well to ensure pupils' safety.

The governing body meets its legal responsibilities and provides good support and challenge to the school. Governors are well informed about the work of the school. Changes in membership of the governing body mean that it is not yet in a position to make a full contribution to the school's strategic development. Judicious use of resources has helped to provide an exceptionally stimulating environment for pupils. This, along with outstanding outcomes, means that the school provides excellent value for money.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account:	
The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children make outstanding progress in the Nursery and Reception classes from starting points below those typical for their age. They settle quickly into the Nursery and make rapid gains in social skills. Children respond to challenges with considerable enthusiasm. They are very willing to share their concerns with adults as they are highly confident in the adults' care for them. Children greatly enjoy exploring the attractive and stimulating outdoor areas, whether undertaking counting challenges, looking at the plants that grow there or exploring the tactile qualities of

foam. They make a very good start with reading and writing in the Reception classes. Some demonstrate these skills independently, for example, by writing shopping lists or lists of people in their family.

Adults support children’s learning and development most effectively. They engage exceptionally well in children’s play, providing outstanding models for language and social development. Resources are of high quality and freely accessible to children. Observations of children’s learning are used extremely well to inform plans for the next steps for individuals and groups and to extend the challenge for children. Staff take every step to ensure children are safe and they show great care for children’s well-being.

The Early Years Foundation Stage is led and managed extremely well. All staff respond well to the highly reflective style of the leader so that the result is a very effective team. Constant adjustments are made to provision in light of self-evaluation. For example, at the end of last school year, staff identified that further work was needed to develop boys’ skills in language for communication and thinking. Steps have been taken this year to provide more activities linked to individual boys’ interests and to observe and record their impact. These records show that already this year the progress of boys is accelerating.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management in the Early Years Foundation Stage	1

## Views of parents and carers

The level of response to the questionnaire for parents and carers was broadly average. Almost all parents and carers who responded were positive about all aspects of the school’s work. Comments such as, ‘this is an excellent school’ and ‘it has provided a fantastic experience for my children’ are typical. A few parents and carers disagreed that the school deals effectively with unacceptable behaviour and a similar number felt that the school did not take account of their suggestions and concerns. Inspectors judged pupils’ behaviour as outstanding. They also found that the school has extensive ways of taking into account parents’ and carers’ views.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pudsey Primrose Hill 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 126 completed questionnaires by the end of the on-site inspection. In total, there are 352 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	58	50	40	1	1	0	0
The school keeps my child safe	91	72	34	27	1	1	0	0
The school informs me about my child's progress	74	59	51	40	1	1	0	0
My child is making enough progress at this school	83	66	39	31	3	2	0	0
The teaching is good at this school	90	71	34	27	2	2	0	0
The school helps me to support my child's learning	82	65	42	33	1	1	0	0
The school helps my child to have a healthy lifestyle	78	62	46	37	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)	73	58	47	37	2	2	0	0
The school meets my child's particular needs	76	60	48	38	2	2	0	0
The school deals effectively with unacceptable behaviour	61	48	56	44	5	4	0	0
The school takes account of my suggestions and concerns	59	47	60	48	5	4	0	0
The school is led and managed effectively	86	68	38	30	2	2	0	0
Overall, I am happy with my child's experience at this school	99	79	27	21	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



30 September 2011

Dear Pupils

### **Inspection of Pudsey Primrose Hill Primary School, Pudsey, LS28 6AB**

Thank you for your help and for the warm welcome you gave us when we came to inspect your school.

I am pleased to tell you that Primrose Hill Primary School is an outstanding school. You make very rapid progress, including those who find learning easy and those who find it more difficult. We saw you enjoying lessons, eager to be in school and noticed how much you like a challenge. Your behaviour in lessons and around the school is excellent. The curriculum is just right for you and we were impressed that you have the opportunity to give your views on it. The school takes excellent care of you. This helps you to lead healthy lives and to stay very safe. The way in which you take on special responsibilities is impressive - for example, how the older pupils help the younger ones at lunchtime. It was great to see you all playing together and to see how well you include everyone. All of this is giving you a great start for the future. In the same way, the youngest children in Nursery and Reception make an excellent start to their time at school.

All of this happens because your headteacher and her staff are striving constantly to make the school as good as it can possibly be for you. When they find something that could be better they act very quickly to improve it. Your lessons are taught well and many of them are outstanding. To make the school even better we have asked the staff to make sure you have regular opportunities to review and assess your learning in all your classes.

You can help by continuing to work hard and by challenging yourselves to learn even more. I wish you every success for the future.

Yours sincerely

Liz Godman  
Lead inspector

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