

East Ardsley Primary School

Inspection report

Unique Reference Number	107980
Local Authority	Leeds
Inspection number	356283
Inspection dates	24–25 November 2010
Reporting inspector	Steven Hill

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	372
Appropriate authority	The governing body
Chair	Dr Steve Rose
Headteacher	Mrs Jane Wedlinscky
Date of previous school inspection	11 March 2008
School address	Main Street East Ardsley, Wakefield West Yorkshire WF3 2BA
Telephone number	0113 3862510
Fax number	01924 822373
Email address	wedlinj01@leedslearning.net

Age group	3–11
Inspection dates	24–25 November 2010
Inspection number	356283

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. They observed 17 lessons taught by 14 teachers. Meetings were held with staff, governors and groups of pupils. Inspectors observed the school's work, and looked at a variety of documentation, relating particularly to safeguarding and the tracking of pupils' progress. Questionnaires were scrutinised from staff, pupils in Key Stage 2 and from 96 parents and carers.

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

- To what extent are pupils making better progress in lessons, particularly in writing?
- Has the high quality of care, guidance and support for pupils been maintained since the last inspection?
- How successful has the school been in improving the quality of teaching over the last year?

Information about the school

This is a larger than average sized primary school. It has part-time provision for up to 78 children of Nursery age (39 at any one time). It caters for 45 older children in the Early Years Foundation Stage in a single Reception class. Most pupils come from White British backgrounds and the rest from a wide variety of different minority ethnic heritages. The proportion of pupils identified with special educational needs and/or disabilities is below average, but several of these pupils have high levels of needs. The school runs a daily breakfast club. In the last few years, the school has suffered from considerable disruption to staffing, for a variety of reasons beyond its control. Staffing is now much more stable. The school holds level two of the Stephen Lawrence Educational Standard.

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. The school has taken decisive and effective action to provide a good education so that pupils achieve well, following a period when achievement was weaker due to difficulties with teacher recruitment. Outstanding care, guidance and support mean that everyone, regardless of background, is fully included in school life, both academically and socially. Pupils enjoy learning and behave well in lessons and around the school. They have good relationships with each other and with staff, so that there is a positive ethos where pupils feel safe, secure and happy. An interesting curriculum, with increasingly effective links between different subjects, makes learning meaningful and enjoyable. The school has made major improvements to pupils' understanding of diversity through its work to achieve the Stephen Lawrence award.

Considerable disruption to teaching led to a drop in progress and standards after the last inspection. The resulting inconsistencies in teaching meant that pupils in some classes did not make the progress they should have. Concerted action by the headteacher and senior leadership team has turned this situation around and accelerated progress. Robust monitoring of lessons gave teachers clear feedback that improved their practice. Better systems to track pupils' progress have enabled teachers to match work better to individuals' needs, and to intervene more effectively if any start to fall behind. Teaching is now clearly good but with a few inconsistencies. Relationships are good and classes are managed well, so a purposeful, working atmosphere is evident. Most lessons have good pace but, occasionally, the pace slows and learning is only satisfactory. The best lessons present a high level of challenge to all pupils, but in a few the work does not challenge more-able pupils sufficiently.

The school's robust and reliable tracking shows that, over the last academic year, pupils made good progress overall. Progress is better in reading and mathematics than in writing which continues to show some unevenness between year groups. Nevertheless, progress is improving in writing because teachers provide better examples of what pupils are expected to do, and successfully use drama and role play more often to stimulate pupils' interest and thinking. These strategies are used extremely effectively in some lessons, but not yet consistently so.

Children in the Early Years Foundation Stage make consistently good progress and are settled and happy. However, the separate planning of work for the Nursery and Reception classes leads to missed opportunities to provide better continuity in learning. At times, best use is not made of the accommodation so that Reception children lack space.

The school's self-evaluation is accurate and clearly identifies the issues that need to be addressed, and plans are in place to tackle them. This, along with improvements in provision and the sharp rise in pupils' progress last year, shows that the school is well placed to maintain and build on its success.

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

What does the school need to do to improve further?

- Raise standards in writing by:
 - more consistently providing pupils with clear models for what they are to do
 - more frequently giving pupils opportunities for discussion, role play and drama as a stimulus to writing
 - helping all pupils to develop a more fluent handwriting style from an earlier age.
- Make teaching more consistent by:
 - ensuring all lessons have a good pace
 - consistently providing a good level of challenge for pupils, particularly the more-able
 - ensuring marking consistently tells pupils how to improve.
- Improve provision in the Early Years Foundation Stage by:
 - planning together so that the two classes function more as a unit, to provide better continuity in provision and learning
 - making better use of the accommodation available to benefit all the children.

Outcomes for individuals and groups of pupils

2

Pupils start school with standards broadly in line with those expected. Boys and girls from different ethnic groups, varied social circumstances and different abilities now achieve similarly well. This includes pupils with special educational needs and/or disabilities. In 2010, Year 6 pupils left with standards slightly higher than average, a sharp rise on the 2009 outcomes. This reflected very good progress on their part given their slower progress earlier in Key Stage 2 due to a lack of continuity in teaching staff. Current Year 6 pupils are making very good progress and are on track to gain higher standards than last year. More stable staffing, decisive leadership and good teaching now assure good progress across the school as a whole. Progress in writing is improving, although some pupils are slow to develop a fluent, joined style. Pupils develop very good collaborative skills. Pupils in Years 5 and 6 made excellent progress when they studied different covers for 'The Boy in the Striped Pyjamas'. They built on their good understanding of the Second World War to make insightful and intelligent deductions about the book, sharing ideas enthusiastically and listening carefully to each other's suggestions. Pupils consistently work hard and take a pride in their achievements. Pupils in Years 3 and 4 worked diligently and with great concentration to make models of Roman helmets. The results were of good quality because they were prepared to experiment and their designs showed considerable individuality. Pupils' consistently good behaviour in lessons makes a significant contribution to their learning. They are friendly, cheerful and polite. Their enjoyment of school is reflected in their above average attendance levels.

Pupils know how to stay safe both in school and beyond, for example through their good understanding of road safety. They join in enthusiastically with the many opportunities provided for sport and exercise. They make a major contribution to the school as a thriving and harmonious community through their care and concern for each other. This is exemplified formally in the work of the 'buddies' but also through the kindness that all

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

pupils show to each other, particularly older pupils to younger ones. Pupils show respect and interest for other people's values and beliefs, and this is strongly supported by the work they have done in relation to the Stephen Lawrence award. Pupils' good collaborative skills, their positive attitudes to learning and the good progress they make all stand them in good stead for the future, both in school and beyond.

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	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	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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?

Teaching and learning are now at least satisfactory with an increasing proportion of outstanding lessons taking place. Teachers routinely plan different work for pupils of different abilities and, generally, match tasks well to pupils' needs. There remain some inconsistencies, for example when more-able pupils receive work that is too easy for them. Most lessons have a good pace so a lot of ground is covered in the time, and pupils' interest and enthusiasm are high. In a few lessons, the pace slows and learning is only satisfactory. Lessons are orderly because routines are well established, and good relationships mean pupils are keen to please their teachers by working hard and behaving well. Teachers explain things clearly to pupils, often making good use of interactive whiteboards to clarify things and to add interest. Good use is made of teaching assistants to support groups and individuals. Adults monitor pupils' ongoing progress well, intervening effectively to help if they are puzzled, and challenging them to refine and

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

improve their work. Marking is variable, and, while explaining what pupils have done well, does not always tell them how to improve in future.

The curriculum is varied and holds pupils' interest well. Some good cross-curricular links are developed, for example in using computers to research aspects of history. A good range of enrichment is provided by visits out, and by visitors. Great enthusiasm was generated during the inspection when visiting specialists worked with all pupils in Year 6 to study music from around the world, linking it to their study of the Second World War. A wide range of clubs, particularly for sports, is very well attended. Strong provision for pupils' personal development leads them to be reflective learners and caring people.

The excellent care, guidance and support provided are particularly effective in ensuring that pupils whose circumstances might make them vulnerable are fully included in the life of the school and make good progress. This is a significant factor in the happiness and achievement of pupils with special educational needs and/or disabilities. Staff continually reinforce positive values in everyday interactions, and successfully encourage pupils to consider each other's views and interests. The extensive work done towards the Stephen Lawrence award has helped develop pupils' understanding and respect for each other and for people in the wider world extremely well.

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 headteacher and senior leadership team have successfully led colleagues in systematically addressing previous weaknesses in teaching and learning. Teachers have been given better information to help them take responsibility for the progress of pupils in their classes, and have responded to this well. A concerted approach by the whole school team has led to pupils making much better progress. The governing body plays a full part in the work of the school, and knows its strengths and weaknesses, so it can and does hold the school to account for its performance. Governors contribute well to safeguarding, which is good. Thorough procedures are in place, including frequent and regular checks to all aspects on health and safety on the site. All requirements are met and parents' and pupils' views taken into account in refining systems.

There are good links with parents and carers, who are involved well in the life of the school and in their own children's learning. Links with external agencies make a very strong contribution to the pastoral and academic support provided for pupils whose circumstances make them vulnerable. Good links with clusters of other local schools make a good contribution to pupils' academic performance, for example through support for science from a secondary school. The work done with other schools in attaining the

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

Stephen Lawrence award has enabled excellent work in eliminating discrimination and in making the school fully inclusive for all its pupils. This has also contributed very strongly to the good promotion of community cohesion, which is excellent within the school itself. Good links have been made with schools whose pupils come from contrasting backgrounds, and the school is developing wider links by supporting pupils in a school in Kenya. Equal opportunities have been promoted well, particularly in eliminating previous gaps between the achievements of boys and girls. The major improvements made over the last year mean that the school now provides good value for money.

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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children learn well in a safe and secure environment. Good procedures mean they settle quickly and happily into school. They make good progress through carefully structured play. Children enjoy school and get on well together, sharing equipment together cheerfully. Teaching is good. Adults meet children's individual needs particularly well, because they know them well as individuals. Planning is of good quality and based on observations of children's interests and what they can already do. However, the Nursery and Reception classes generally plan and work separately, so opportunities to provide greater continuity in learning are missed.

Teacher-led activities are well structured to develop children's understanding, and adults intervene well in play to help children make good progress in their knowledge and skills. A skilled leader monitors the provision and uses her good understanding of young children's learning to ensure it is of good quality. There are good relationships with parents, who are valued as partners in their children's education. Good use is made by the individual classes of their outdoor areas, but opportunities are missed to make the full use of the accommodation for the benefit of all the children. Sometimes the larger number of

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

children in the Reception class work in a relatively small room while the smaller number in the Nursery have access to extensive space and facilities.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
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

The vast majority of parents and carers who responded to the Ofsted questionnaire are very positive about the school and what it provides for their children. They particularly value that their children are safe and happy in school, that the teaching is good, and that their children are helped to have a healthy lifestyle. They strongly appreciate the good leadership and management provided.

A few parents and carers expressed concerns about the information they receive about their children's progress, how they are helped to support their children's learning, and the extent to which their children's particular needs are met. The inspection evidence showed that a major strength of the school is how it responds to pupils' particular needs, and how it uses extensive links with outside partners to support this. The level of information provided on progress is similar to that in most good schools. Inspection evidence indicates that the good use of learning journals, along with this good information, gives parents and carers good opportunities to support their children's learning. A few parents had concerns about how poor behaviour is handled. The inspectors saw only good behaviour in school, and pupils questioned were confident that adults would deal with any issues that arose.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at East Ardsley 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 96 completed questionnaires by the end of the on-site inspection. In total, there are 372 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	57	39	41	1	1	0	0
The school keeps my child safe	56	58	40	42	0	0	0	0
My school informs me about my child's progress	38	40	49	51	8	8	0	0
My child is making enough progress at this school	35	36	55	57	4	4	1	1
The teaching is good at this school	43	45	49	51	3	3	0	0
The school helps me to support my child's learning	37	39	51	53	6	6	1	1
The school helps my child to have a healthy lifestyle	36	38	54	56	1	1	1	1
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)	36	38	52	54	4	4	1	1
The school meets my child's particular needs	37	39	51	53	5	5	0	0
The school deals effectively with unacceptable behaviour	35	36	52	54	6	6	1	1
The school takes account of my suggestions and concerns	31	32	56	58	3	3	2	2
The school is led and managed effectively	43	45	48	50	1	1	1	1
Overall, I am happy with my child's experience at this school	51	53	41	43	3	3	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.



26 November 2010

Dear Pupils

Inspection of East Ardsley Primary School, Wakefield, WF3 2BA

Thank you very much for all your help and your friendly welcome when we visited your school.

You go to a good school. We were particularly impressed by your good behaviour and by how well you all work and get along together. It was good to see how caring the older pupils are towards the younger ones. The adults are particularly good at making sure you are happy and well cared for. They keep a careful track of how you are doing, and make sure that, if anyone needs extra help, they get it.

You are making good progress because the teachers are good at helping you to learn. They try hard to make sure you get work that is just right for you and that you get a lot done in each lesson. Sometimes they do this really well, but at other times some of you get work that is a bit too easy, or you do not get enough done in the lesson. We have agreed with the teachers that they are going to improve this in future. You do better in reading and mathematics than you do in writing, and we have agreed with the staff that they are going to concentrate on improving your writing in the next few terms.

The youngest children enjoy their time in the Reception and Nursery classes and make good progress. We have asked the two classes to work together more and to share the space more in future, to make learning even better.

The adults are good at organising the school and are keen to keep improving it. You can help by keeping up your hard work and good behaviour, and by trying particularly hard with your writing.

Yours sincerely

Steven Hill

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.