

East Garforth Primary School

Aberford Road, East Garforth, Leeds, LS25 2HF

Inspection dates

18–19 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Progress in English and mathematics is too variable from Year 1 to Year 6.
- Teaching does not always ensure that the more-able pupils achieve as well as they might in mathematics and English lessons.
- Teaching in English and mathematics is not yet consistently good enough to ensure that pupils in all year groups and classes make good progress.
- The school's evaluation of its effectiveness is not robust in identifying the links between what is provided and pupils' achievement.
- Governors, while extremely dedicated, are not sufficiently well informed about pupils' progress to effectively hold the school to account in ensuring pupils make consistently good progress.

The school has the following strengths

- The school provides a warm, welcoming environment.
- Children in the Early Years Foundation Stage get a good start to their education.
- Pupils generally behave well and want to learn. Most develop good levels of confidence because of the school's effective promotion of their social skills and self-esteem.
- The headteacher, senior leaders and governors share a strong commitment to improvement, so that standards in key subjects at the end of Key Stage 2 are steadily rising.
- Pupils do well in a range of subjects because of the vibrancy of the curriculum.

Information about this inspection

- Inspectors held meetings with staff, pupils, members of the governing body and a representative from the local authority.
- Inspectors looked at a range of evidence including: the school's improvement plan, the school's information about pupils' progress, its evaluation of how effective it is, local authority monitoring reports, the work pupils were doing in their books, and the school's documentation relating to safeguarding. Inspectors also listened to groups of pupils read.
- Inspectors observed teaching and learning in all classes and saw 11 teachers teach.
- Inspectors met parents informally at the start of the school day to gather their views of the school, and took account of the 37 responses from parents to Ofsted's on-line questionnaire (Parent View).

Inspection team

David Matthews, Lead inspector	Additional Inspector
Peter Allen	Additional Inspector
Doreen Davenport	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- A below-average proportion of pupils are known to be eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, those in the care of the local authority or the children of forces families.
- The proportion of pupils identified with special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly average.
- Most pupils are of White British heritage.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- A new headteacher was appointed in April 2012.
- An outside provider runs before-and-after-school care in a building on the school site. This is subject to separate inspection arrangements.

What does the school need to do to improve further?

- In order to ensure good learning and progress through Key Stages 1 and 2, improve the teaching of English and mathematics so that it is at least consistently good by:
 - enabling all teachers to observe the good teaching in the school, and to evaluate samples of pupils' work that illustrate good progress
 - providing pupils with work that consistently closely matches their capabilities
 - making sure that pupils always have a clear understanding of what they are required to learn
 - increasing all teachers' involvement in, and understanding of, the analysis of information about pupils' progress and ensuring action is taken, where needed, to improve progress.
- Ensure that the evaluation of the school's effectiveness by senior leaders and governors is more robust by:
 - identifying clear links between the quality of teaching, leadership and management, and their impact on pupils' achievement
 - conducting checks on pupils' progress six times a year and taking swift action where necessary to speed it up
 - providing the progress information to governors as a useful tool through which to gauge the impact of teaching in different classes.

Inspection judgements

The achievement of pupils

requires improvement

- Children in the Early Years Foundation Stage get a good start to their education. Most join the Nursery with skills and abilities broadly typical for their age, although a few have less well-developed skills in early reading, writing and calculation. They make good progress in the different aspects of their learning, and develop good levels of independence.
- Through the rest of the school pupils make expected progress overall in English and mathematics, reaching broadly average standards by the end of Year 6 in these subjects. An average number of more-able pupils reach the higher Level 5. Where teaching is most effective, all groups of pupils make good progress. This includes pupils with special educational needs, those known to be eligible for the pupil premium and the more-able pupils.
- However, due to inconsistencies in the quality of teaching, progress in English and mathematics from Year 1 to Year 6 is uneven. In three of the six mixed-age classes in Key Stage 2, pupils are making mainly good progress, whereas in the remaining three, progress tends to be steady, as it is in Years 1 and 2. In particular, the progress of more-able pupils tends to be steady rather than good, especially in Years 1 and 2.
- Since the arrival of the new headteacher, a whole-school focus on consistently meeting the pupils' different needs and abilities has begun to have an impact. More pupils in Years 2 and 6 are beginning to work at the higher levels in mathematics, reading and writing although there is room for further improvement.
- Pupils make expected progress in reading, because they acquire the necessary skills in using letter-sounds to build unfamiliar words. Pupils say they enjoy reading and they show determination in the way they tackle new text. They are happy to talk about different characters and the plot. Older pupils are able to make inferences from the plots.
- Pupils do well for their ages in a range of other subjects because of the vibrancy of the curriculum. High quality art work shows pupils' commitment, concentration and acute observational skills. Pupils develop good understanding of the features of historical periods, including through interesting visits to local mills. They also make good progress in developing effective social skills.

The quality of teaching

requires improvement

- Teachers and other adults typically generate warm relationships with pupils and create a positive climate for learning where pupils are mainly interested and engaged. Overall, teachers manage pupils' behaviour well and successfully encourage them to cooperate and work effectively together to enhance learning.
- Good teaching in the Early Years Foundation Stage includes ample opportunities for children to make decisions for themselves across a wide range of opportunities including role play, early writing and using different materials for constructing.
- Lessons are often imaginative across a range of subjects, so that Year 1 and 2 pupils, for example, learn how to handle rugby balls and try things out for themselves when using computers.
- Where teachers' marking is most effective, pupils know exactly how they are doing, and what they need to do next to improve their work. High quality marking, for example in Key Stage 2, involves written dialogue between teacher and individual pupils about how to improve. Pupils' appreciation of this guidance is shown in their written thanks to the teacher for helping them to improve.
- In the best lessons, teachers skilfully use questions and discussion to extend pupils' thinking, the pace of teaching and learning is brisk, and teachers have high expectations of what pupils of different ability can achieve. Pupils respond well, reflecting the school's motto 'Reach for the sky', so that progress in these lessons is good.

- Such effective features of teaching are not yet found consistently across the school, particularly in English and mathematics. This slows the pace of pupils' journey in these subjects from Year 1 to Year 6.
- When teaching fails to provide individual pupils with work that is well-matched to their capabilities, a few lose interest, and, importantly, progress slows, particularly for some more-able pupils. Teachers do not always ensure that the work pupils do in groups remains well focused on what they are expected to learn which, again, slows pupils' progress. Teaching does not always ensure that the more-able writers in Year 2 have their writing targets in full view to ensure they bear them in mind when writing. Nor does it always move on more-able readers to sufficiently challenging text.

The behaviour and safety of pupils

are good

- Pupils generally behave well in and around the school, in lessons and at playtimes. This contributes to the welcoming, supportive environment that pervades the school.
- Typically, pupils are polite, respectful and get on well with one another. In their frequent discussions with their talk-partners they cooperate well, and are very supportive of others' learning.
- Their good levels of confidence and well-developed social skills are reflected in their outgoing approach to visitors, with whom they engage warmly.
- Most pupils enjoy school life, keenly take on responsibilities, want to learn and contribute well to the school's friendly atmosphere.
- When teaching fails to engage all pupils, a few lose interest and show less positive attitudes to learning for a time although lessons are seldom disrupted.
- Pupils have a good understanding of different types of bullying, including cyber-bullying, and of how to keep themselves safe more generally. They say, 'Bullying is not tolerated at our school', and that the rare incidences of bullying are dealt with quickly and effectively.
- Attendance is above average.

The leadership and management

requires improvement

- The headteacher and senior leaders are well supported by staff in their strong commitment to improvement, so that standards in English and mathematics, while still broadly average, are steadily rising at the end of Key Stage 2.
- A recent focus on holding teachers increasingly to account for the progress of all pupils, particularly the more-able, is resulting in some improvement in achievement and more pupils working at the higher levels for their age. Nevertheless, teachers are not yet sufficiently involved in the analysis of data about pupils' progress and what the implications are for improving learning in their classes. As yet, teachers do not have enough opportunities to share best practice across the school so as to have a clear understanding of what good teaching and progress look like.
- The checking on pupils' progress is too infrequent to provide leaders and governors with timely information on which to act to improve progress where it is not good.
- While the school's evaluation of its effectiveness is mainly accurate, particularly in the need to ensure consistently appropriate challenge for more-able pupils, it is not robust enough. This is because there is insufficient attention to evaluating the impact of teaching and of leadership and management on pupils' achievement.
- The curriculum is particularly strong in the way it supports pupils' understanding of other cultures, for example, through links with schools that have a rich diversity of cultures. Pupils' spiritual, moral, social and cultural development is promoted well, and there is good attention to music, the humanities and the arts.

- Arrangements for safeguarding meet requirements.
 - The local authority has provided appropriate support to the school in reviewing its information on pupils' achievement.
 - **The governance of the school:**
 - Governors' high level commitment to the school is reflected in their developing work with parents, their class links and their communications with staff. They are extremely keen to provide the best possible support to the school and avidly receive and question information about the quality of teaching. The information that they receive about pupils' progress is currently too limited and infrequent, however, to support a rigorous evaluation of the impact of teaching on the progress of different groups of pupils. This hampers governors' ability to ensure the school is taking the necessary action to speed up the rate of progress for all pupils. The governing body keeps an adequate track on how effectively pupil premium funding is spent.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107871
Local authority	Leeds
Inspection number	400944

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	325
Appropriate authority	The governing body
Chair	Angie Walker
Headteacher	David Eaton
Date of previous school inspection	2 February 2010
Telephone number	0113 336 8642
Fax number	0113 287 7295
Email address	info@eastgarforth.leeds.sch.uk

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