

Inspection of East Garforth Primary Academy

Aberford Road, East Garforth, Leeds, West Yorkshire LS25 2HF

Inspection dates: 24 and 25 January 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Leaders at East Garforth Primary Academy have high expectations for every pupil, both in terms of their academic success and their personal development. For the most part, these expectations are realised.

Many pupils behave exceptionally well and show very positive attitudes to learning. There is a calm, industrious atmosphere in the school. Pupils work hard and are conscientious. In the early years, expectations for behaviour and routines are less well established. Children do not always follow instructions from adults. This leads to some disruption to learning. Pupils say that bullying rarely happens in the school. They are confident that adults would deal with it quickly if it did occur.

Pastoral support for pupils in the school is strong. Leaders have implemented a whole-school approach to well-being. Staff have been trained in how to deliver this. Pupils speak very positively about the support they receive.

Leaders understand the importance of developing pupils' character. Pupils talk with confidence about being resilient and tolerant. Pupils know how important it is to treat people equally and respect others. They show empathy and compassion towards each other. Pupils say that they feel safe and happy in school. They know that if they are worried about something, they can talk to a trusted adult.

What does the school do well and what does it need to do better?

With support from the trust, leaders have created an ambitious curriculum. The curriculums for most subjects are carefully considered and coherently sequenced. The curriculum for mathematics is particularly strong. However, in some foundation subjects, such as history, the curriculum is overly ambitious. Some of the concepts that leaders have chosen for pupils to study are too complex. In some instances, there is simply too much knowledge for pupils to learn. This means that while pupils are retaining some knowledge, what they remember is sometimes mixed up. It also means that it is difficult for teachers to check what pupils have learned.

Leaders have developed an early years curriculum that considers the context of the school and children's prior experiences. Leaders have identified 'aims' that children should reach by the end of Nursery and Reception. They are determined for children to reach their full potential and be independent learners by the time they start Year 1. However, some of the activities within the early years provision do not enable children to fulfil leaders' ambitions. Some of the activities that teachers plan do not have a sharp enough focus on the precise knowledge or skills that teachers want children to learn. Others require children to have a high level of adult support if they are to be successful in developing their knowledge and skills.

Leaders have worked hard to create a positive reading culture in the school. Pupils speak with enthusiasm about reading. They clearly enjoy the wide range of texts they encounter across the curriculum. Pupils can become reading ambassadors. Through this role they can influence the books that leaders purchase for the school. They can also make recommendations to their peers.

Leaders understand the importance of pupils becoming competent readers. There is a strategy in place to develop pupils' fluency, which begins in the early years. A love of reading is fostered as soon as children start in Nursery. A language programme in Nursery ensures that children are ready for more formal phonics teaching when they begin Reception. All staff have been trained in the delivery of the phonics programme. The books that pupils read are generally well matched to the sounds they know. Pupils who are struggling with learning to read are supported to catch up quickly. Many pupils can read fluently and with expression.

Pupils with special educational needs and/or disabilities are supported effectively to access all aspects of the curriculum and extra-curricular opportunities. Leaders draw upon external agencies for support where necessary.

Pupils in the school have high aspirations. They can talk about the careers they might like to pursue in the future. They know which subjects they need to do well in to achieve their ambitions. Through links with local commercial partners, pupils are exposed to the world of work. There is a range of opportunities for pupil leadership in the school. Pupils can make a real difference through, for example, being part of the eco-council or pupil leadership team. There is a variety of clubs on offer for pupils to develop their talents and interests. Initiatives such as the forest school contribute to pupils' spiritual development. Pupils undoubtedly respect people from different faiths and cultures. However, their knowledge in this area is underdeveloped. While pupils can name different religions, they cannot articulate what makes each one distinct.

Leaders have a largely accurate view of the school's strengths and areas for development. They develop and support staff through the trust's professional development offer. Some leaders are relatively new to their role and, as such, are receiving some support. The trustees and academy advisory board offer a sufficient level of challenge to leaders. Leaders engage well with pupils and others in the community. However, a small number of parents feel communication between the home and school could be improved.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding policies and procedures are fit for purpose and match the context of the school. There is a comprehensive package of safeguarding training in place for all staff. This means that staff are vigilant about identifying pupils who may be at risk of harm. Records show that leaders take appropriate

action in relation to safeguarding concerns. They involve external agencies where necessary. Robust procedures are in place to ensure the right staff are recruited to the school. Pupils say they feel safe in school. Through the curriculum and assemblies, they learn how to lead safe, healthy lifestyles.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- While leaders have created an ambitious curriculum, in some foundation subjects the amount of knowledge specified means that pupils do not remember all the content they have been taught, and sometimes they have jumbled knowledge. Leaders should ensure that curriculum plans are sharply focused on the precise knowledge that pupils need to know and remember and that teachers check that pupils have acquired this knowledge.
- At times, the provision in the early years is not well matched to the needs or abilities of the children. Some activities do not enable children to independently develop the knowledge and skills that are set out in the curriculum. Leaders should ensure that activities within the provision are carefully planned so that children acquire the knowledge and skills that are intended based on the curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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|--------------------------------------------|------------------------------------------------------|
| Unique reference number | 140068 |
| Local authority | Leeds |
| Inspection number | 10228320 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 246 |
| Appropriate authority | Board of trustees |
| Chair of trust | Steven Hodsman |
| Head of academy | Stuart Cooke |
| Website | www.egpa.org.uk |
| Date of previous inspection | 13 and 14 June 2017 |

Information about this school

- Since the last inspection, there have been changes to the senior leadership team, with a new senior executive principal and head of academy now in post.
- The school does not make use of any alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the senior executive principal and head of academy. Inspectors also met with subject leaders, the special educational needs coordinator, a member of the academy advisory board, the deputy chief executive officer of the trust, directors of learning from the trust and the vice-chair of the board of trustees.

- Inspectors carried out deep dives in these subjects: early reading, English, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also reviewed the curriculum plans for some other subjects.
- Inspectors observed pupils reading to familiar adults.
- Inspectors observed the behaviour of pupils in lessons and during breaktimes.
- Inspectors examined the single central record and looked at how safeguarding incidents are reported. Inspectors spoke to leaders, teachers, support staff, the academy advisory board member and pupils about the culture of safeguarding in the school.
- Inspectors considered the responses made by parents to Ofsted's online survey, Parent View. This included any free-text responses. Inspectors also considered the responses to Ofsted's pupil questionnaire.

Inspection team

Philippa Kermotschuk, lead inspector His Majesty's Inspector

Andrew Cummings Ofsted Inspector

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