

# Inspection of a good school: East Ardsley Primary Academy

Fall Lane, East Ardsley, Wakefield, West Yorkshire WF3 2BA

---

Inspection dates: 14 and 15 May 2024

## Outcome

East Ardsley Primary Academy continues to be a good school.

The principal of this school is Sarah Talbot. This school is part of Leodis Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Joanne Barton, and overseen by a board of trustees, chaired by Nicholas O'Donovan.

## What is it like to attend this school?

East Ardsley Primary Academy is an inclusive school. It is warm and welcoming. The pupils are polite and courteous to each other and the adults in the building. Pupils enjoy coming to school. They speak with enthusiasm about their learning and the wider opportunities available to them.

Leaders have high expectations of pupils. Most pupils behave well most of the time. At social times, pupils play games using a range of equipment independently. Pupils achieve outcomes at the end of key stage 2 that are in line with national averages in most subjects.

Pupils feel safe at school. They have trusted adults that they can share any concerns with if needed. Pupils learn about mental health in their personal, social and health education lessons. Pupils talk about the work they have been doing on positive mindset and emotions in 'growth mindset' and 'mind-mate' lessons, and why this is important to them.

Learning starts in Nursery, where children take part in pre-phonics activities with enthusiasm. In Reception, children interact with each other calmly and with respect. Children in early years are well prepared for Year 1.

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

Leaders have designed a curriculum that is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). The school has carefully considered the knowledge that pupils will learn. Pupils' knowledge builds in complexity over time. A range of visits have been carefully woven through the curriculum to supplement pupils'

learning. Pupils speak with enthusiasm about visits to the Yorkshire Wildlife Park and Bradford Industrial Museum. They can explain how these visits enhance their knowledge of the curriculum.

Leaders have made recent changes to certain areas of the curriculum. Leaders rightly identified writing as an area for development. In response, leaders have implemented a new scheme of work to support the teaching of writing. There is evidence that this is having a positive impact on the quality of pupils' writing.

In most lessons, teachers check the learning of pupils using a range of methods, such as 'flash back 4' activities and targeted questioning. In some foundation subjects, teachers do not regularly assess the progress that pupils are making. As a result, sometimes teachers do not identify and respond to misconceptions as fully as they do in other subjects.

Leaders have prioritised reading across the school. Children begin to learn phonics in the first few weeks of Reception. Pupils enjoy phonics and actively take part in lessons. Class teachers identify any pupils who are struggling with phonics and put in place appropriate support. Across the school, pupils take part in a range of activities to encourage a love of reading. Pupils speak with knowledge and enthusiasm about the books they read during daily guided reading time. Pupils enjoy reading at this school.

The school accurately identifies pupils with SEND. Leaders work with pupils and their parents and carers to put together an individual learning plan for any pupil with SEND. Teachers use this information to adapt learning to suit the needs of the pupils. Pupils with SEND make good progress at this school.

Most pupils attend well. The school has a systematic approach to attendance, which includes bespoke support for pupils and families when needed. There is a small group of disadvantaged pupils who are persistently absent more than their peers. Leaders have rightly prioritised this group. As a result, some of these pupils attend school more often.

Pupils learn about relationships in an age-appropriate way. They develop a good knowledge of a range of religions and can explain what makes them unique. There are a range of clubs on offer for pupils at playtime and after school. These include sports, music, languages and art clubs. Pupils have access to a range of leadership opportunities, such as the school council, anti-bullying ambassadors and a 'guiding lights' programme. The school council successfully bid for money from the school to add equipment to the 'trim trail' in the school playground.

Leaders consider staff workload. Staff feel listened to and supported. Staff enjoy and are proud to work at the school. Governors and trustees have a strong oversight of the school. They challenge and support school leaders when necessary. Leaders are ambitious for the future of the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### (Information for the school and appropriate authority)

- In some foundation subjects, teachers do not regularly assess the progress that pupils are making. As a result, sometimes teachers do not identify and respond to misconceptions as fully as they do in other subjects. The school should ensure that its approach to assessment is fully developed and implemented in all subjects.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, East Ardsley Primary School, to be good in May 2014.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	142423
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10323070
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	469
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Nicholas O'Donovan
<b>CEO of trust</b>	Joanne Barton
<b>Principal</b>	Sarah Talbot
<b>Website</b>	<a href="http://www.eastardsley.leeds.sch.uk">www.eastardsley.leeds.sch.uk</a>
<b>Date of previous inspection</b>	6 March 2019, under section 8 of the Education Act 2005

## Information about this school

- East Ardsley Primary Academy is part of Leodis Academies Trust.
- East Ardsley Primary Academy is a larger than average primary school.
- The school does not make use of any alternative provision.
- The school provides a breakfast club for its pupils.

## Information about this inspection

Inspections are a point-in-time judgement about the quality of the school's education provision.

- The inspector discussed any continued impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the principal and other senior leaders.
- The inspector spoke with the chair and other members of the local governing body.

- The inspector spoke with the CEO of the trust and members of the trust board, including the chair of the trust board.
- The inspector carried out deep dives in the following subjects: reading, mathematics, and art and design. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector observed pupils' behaviour in a range of situations, including in corridors and in lessons. They also spoke to pupils about behaviour and bullying. The inspector spoke with leaders, teachers and pupils about the school's programme of personal development.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the views of pupils, parents and staff through discussions and looking at information collected from Ofsted's online surveys.

### **Inspection team**

Chris Sergeant

His Majesty's Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024