



Garforth Green Lane Primary School

Inspection Report

Unique Reference Number 107872
LEA Leeds
Inspection number 277856
Inspection dates 5 July 2006 to 6 July 2006
Reporting inspector Mr Roger Hartley HMI

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

Type of school	Primary	School address	Ribblesdale Avenue
School category	Community		Garforth
Age range of pupils	3 to 11		Leeds, West Yorkshire LS25 2JX
Gender of pupils	Mixed	Telephone number	0113 2865177
Number on roll	376	Fax number	0113 2874929
Appropriate authority	The governing body	Chair of governors	Mrs J Addy
Date of previous inspection	28 February 2000	Headteacher	Mrs H Willis

Age group	Inspection dates	Inspection number
3 to 11	5 July 2006 - 6 July 2006	277856

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Introduction

The inspection was carried out by one of Her Majesty's Inspector of Schools and two Additional Inspectors. The inspectors met with the headteacher, members of staff, pupils, governors, scrutinised a range of documentation provided by the school, and inspected parts of lessons. The inspection also took account of national and school data.

Description of the school

Garforth Green Lane Primary School is situated in a residential area of Garforth, a small commuter town on the eastern rim of the city of Leeds. Nearly all the pupils live in the immediate area, comprising mainly owner-occupied semi-detached housing. The school has its own Nursery provision from which pupils transfer into the Reception classes. The school is allowed to enrol 50 pupils each year which results in some classes containing pupils of more than one age group. The percentage of pupils receiving free meals is very low; there is only 3% of pupils from minority ethnic groups; and there are 46 pupils with learning difficulties and/or disabilities, including one with a statement of special education need.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Garforth Green Lane Primary School is a good school with many outstanding features. The standards reached by the pupils throughout the school are high and they consistently turn in results in national assessments and tests which are above national averages.

The pupils get off to a flying start in the Nursery where there is work of very high quality, which is systematically built on throughout the Foundation stage. As a result, pupils make good progress and achievement is high. Most pupils continue to achieve well throughout Key Stages 1 and 2, especially so in reading and science and in aspects of foundation subjects; the creative elements of the curriculum are a strength of the school. However, some of the more able pupils are insufficiently challenged, although the school has put measures in place to rectify this. Standards would not be as high as they are if it were not for the good quality teaching which permeates the school, provides work which interests and often excites the pupils, who in turn respond enthusiastically, wanting to do well. The curriculum is an outstanding feature of the school, being both broad and very well balanced and full of enrichment. So too is the way pupils' personal development and their well-being, care and support are woven into everyday life, with each child being seen as an individual and encouraged to become members of the community. Leadership and management of the school are good overall with some outstanding elements, especially the headteacher's clear vision and ability to set the tone for the school. She enjoys excellent support from staff and parents. The management structure within the school is about to change, which has the potential to address precisely, aspects of the pupils learning which will lead to effective challenge for all.

The school has amply displayed its capacity to improve and provides very good value for money. It is well placed to become an outstanding school.

What the school should do to improve further

- Provide work which matches more precisely the needs of the more able pupils.

Achievement and standards

Grade: 2

The standards reached by pupils at the end of Key Stages 1 and 2 are high, and most pupils make very good progress as they move through the school. Children enter the Nursery with broadly average levels of attainment. The school's detailed analysis of what the children can and cannot do provides an accurate baseline to plan high quality learning experiences which are imaginative and skilfully organised to cover all the six areas of learning. This flying start is successfully built on in the Reception classes and as a result, children achieve very well. By the end of the Foundation Stage most children reach the early learning goals and some exceed them.

Most pupils continue to achieve well throughout Key Stages 1 and 2. Consistently high performances in reading and science are impressive features. However, over time there have been discrepancies in the performances of different groups, with more able pupils not always achieving as well as they could in English and mathematics in Key Stage 2, reflected in recent national test results and observations of pupils' work. However, this is a relative weakness within a strong and good picture overall. The school has taken decisive action to make progress in English and mathematics as high and consistent for all groups as it is in science.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are excellent. Pupils are proud of their school. They rightly value the excellent relationships with adults and amongst themselves and the interesting range of things they do both in lessons and at break times. They also thrive on the excellent range of clubs, opportunities to represent the school in various sports and music activities, and to take on responsibilities. Pupils clearly enjoy their lessons, with most showing excellent attitudes to learning. They are keen to do well, eager to take part in lessons, and work well both in groups and independently. Behaviour in lessons and around the school is calm and orderly and pupils' attendance is excellent. Pupils' spiritual, moral, social and cultural development is of a high order. Their preparation for life in a multi-cultural world is a real strength, as are the social, moral and general cultural elements.

Pupils understand well how to keep safe and healthy. They know, for instance, about the importance of having a healthy diet, and have taken part in the setting up of new lunch time arrangements. Older pupils make a major contribution to school life through the school and youth councils, and the buddy system. Pupils speak positively about getting rewards for good behaviour and effort, and the fair but decisive way in which incidents of misbehaviour are handled. Bullying incidents are rare and pupils have confidence in adults to resolve these incidents, once reported. Pupils are very well prepared, personally, for the next stages in their lives and education.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall. During the inspection nearly all the teaching was good, some displayed outstanding features and none was inadequate. Lessons are well-planned and the purposes of the learning are carefully explained to pupils and sometimes referred to throughout the lessons to check on progress.

In most lessons, teachers remind the pupils of their previous learning to set the scene for what they are to learn in the current lesson. The teachers use a range of techniques and resources to good effect, including electronic whiteboards, challenging questions, 'talking partners' - pairs of children working together, and their own skills such as

enthusiasm and subject knowledge. They clearly enjoy their work and have good relationships with the pupils. The work is differentiated for children at different levels of understanding, mainly through slightly different tasks, but sometimes by giving the same task and expecting the more able to do more. At times, however, the work for the more able pupils could be more challenging. Occasionally, the use of time is mismanaged, either by planning too much in the time available, or having over-long whole class sessions, resulting in some of the pupils failing to listen properly.

A particular feature of the curriculum is the organisation of option lessons allowing basic skills to be developed in the wider context of the creative elements of foundation subjects and information and communication technology. These are very successfully planned and delivered by the teachers.

Teaching assistants are well-briefed, know the pupils well, and make an effective contribution to the pupils' learning. Classroom environments are conducive to learning with good quality, varied displays of pupils work and learning aids, and resources which are easily accessible and used well.

Curriculum and other activities

Grade: 1

The school's broad and well balanced curriculum is outstanding. It is diverse, creative, challenging for most pupils, and provides enjoyment through its variety. It gives high priority to the development of important basic skills, such as in literacy and numeracy, and involves pupils in high quality practical work to make learning relevant, interesting and sometimes exciting. Teachers plan and review what is taught to match the needs of most pupils, including those with learning difficulties. However, there are occasions when the most able pupils are not sufficiently challenged.

Personal and social education is embedded in the school's work, with lots of opportunities for pupils to work together. An extensive range of visits and visitors help bring learning to life, stimulate pupils' interest and promote learning. As a result, pupils' horizons are broadened considerably as they move through the school.

A wide range of popular and well attended clubs such as sports clubs, recorders, chess and a flourishing orchestra, add to the pupils' enjoyment of learning. These rich experiences also help to develop healthy and varied lifestyles.

Care, guidance and support

Grade: 1

The quality of care provided for pupils is excellent. Pupils feel safe and very well cared for. Pupils know that they can express any anxieties or concerns in 'Circle Time', where their feelings and concerns are shared in a supportive atmosphere. They also value the use of the 'Worry Box' for more private concerns. Staff and pupils, in their role as buddies, very effectively support any pupils experiencing social and/or emotional difficulties. Every pupil is well known and treated as an individual and with dignity. The school has a very effective mentoring system. The views of parents and pupils are

sought, valued and acted on. Parents are rightly very positive about the care provided for their children.

The school is highly inclusive: support for pupils with learning difficulties and/or disabilities is good; very effective arrangements support pupils who join school; child protection requirements and health and safety procedures are effective, and risk assessments are secure.

Academic support for pupils is good. Staff routinely set and review targets for pupils in English and mathematics, which the pupils understand and they are involved in reviewing targets with their teachers and help to set new ones. Adults use praise well when pupils show positive attitudes, politeness and consideration.

Leadership and management

Grade: 2

Leadership and management are good overall, but with some outstanding elements particularly the leadership of the headteacher. The headteacher has a clear vision for the school which she communicates well to the staff. Her vision focuses firmly on encouraging each pupil to fulfil their potential through promoting their personal development and providing a vibrant and challenging curriculum. The curriculum is broad and very well balanced, exciting and stimulating and provides excellent enriching elements, particularly through the creative arts. All of this is set in the context of the outstanding provision for the pupils' personal development and well-being and their care, guidance and support, built up over time. The headteacher, in her role as the assessment co-ordinator, has developed a comprehensive and effective system of assessing pupils' progress, which both identifies pupils who require extra support, and helps set targets for the year. The system is well used by teachers in their planning although it is not used to best advantage to provide work of sufficient challenge to more able pupils.

There is a clear structure to the senior management team and each member knows their responsibilities. Team leaders have an important part to play in implementing new initiatives, planning work and checking pupils' progress within their teaching teams, while the two assistant headteachers perform important managerial and administrative functions across the school. Subject leaders work in a consistent way and monitor standards within their subject. However, the headteacher has recognised that the current management arrangements, whilst ensuring that most pupils achieve as highly as possible, have not been as effective in providing for the more able pupils. The headteacher has acted decisively to address this issue both in the improvement plan and through a new management structure, well advanced, to be introduced in September. It has the potential to distribute responsibilities more evenly across the team members, and holds much promise.

The governors are very supportive of the school and deploy their resources effectively to monitor the progress of the school, including giving valuable help in school on a regular basis. They know the school's strengths and areas for development well.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

I would like to say how much Mr Griffin, Mr Pattinson and I enjoyed spending time in your school. Thank you for being so polite and friendly and telling us about your work and what interests you.

We spent a lot of time finding out how well you are learning and by watching you work in some of the lessons and talking to Mrs Willis and your teachers. Don't they do well! Showing you how to do things, and making sure you have lots of exciting things to do. At the end of the inspection we talked to Mrs Willis about what we had found out. This is what we said.

We thought you were extremely well behaved children, listened carefully to your teachers, did as you were asked, and worked hard in your lessons. Even the youngest children were good at taking turns and sharing things. The older children acted responsibly, taking care of books and equipment. You told us that you enjoyed coming to school and that the adults took good care of you. You certainly seem to enjoy your work and we are pleased that you want to do well.

One of the jobs we have to do when we inspect schools like yours is to see if there are any things which could make your school even better. Of course, we couldn't think of anything that you need to do, because you're brilliant already!

It was difficult to find anything for Mrs Willis and the teachers to do either because, like you, they work so hard. However, we did talk about how they can make sure that some of you work even harder than you do already in some of the lessons.

So, keep working hard, doing your best and enjoying your school. Remember, if I ever come to Green Lane again, I'll want to know how you are getting on!