

East Garforth Primary School

Inspection report

Unique Reference Number	107871
Local Authority	Leeds
Inspection number	287935
Inspection dates	24–25 April 2007
Reporting inspector	Lesley Clark

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 on roll	
School	345
Appropriate authority	The governing body
Chair	Mr Richard Davies
Headteacher	Mr J North
Date of previous school inspection	25 November 2002
School address	Aberford Road East Garforth Leeds West Yorkshire LS25 2HF
Telephone number	0113 2146817
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Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This larger than average primary school serves the former mining town of Garforth close to Leeds city centre. An increasing number of pupils, about a quarter, travel from elsewhere to attend this school because of its good reputation. Many of these come from former mining villages. Attainment on entry is below average. While the proportion of pupils with learning difficulties and/or disabilities is broadly average, five have statements of special educational need which is well above the norm. The school has achieved the Basic Skills, ActiveMark Gold, ArtsMark, Inclusion CharterMark and Investors in People awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This school gives pupils an outstanding education. By the time they leave, pupils have developed into well-rounded individuals with a strong appreciation of the creative arts and the written word. East Garforth Primary fully meets its aim 'to be a caring school where we expect to be challenged to do our best at all times'. Everyone seems to really enjoy working at this happy, friendly school. The level of challenge is high for both staff and pupils, leading to outstanding leadership and management at all levels and pupils' outstanding academic and personal achievement. Attendance is above average and many pupils stay after school to go to the many different clubs run by the teachers. The school's self-evaluation correctly identifies its strengths, but concludes that it is good overall because, 'there is always more to do and we are striving for perfection'. The school has gone from strength to strength since the last inspection. It gives outstanding value for money and has excellent capacity to improve further.

Standards are well above average, especially in English where many teachers show a real flair for awakening pupils' interest in the richness and power of language. Many pupils say that writing stories and art are their favourite subjects because often the two are taught together. As a result, pupils use visual stimuli to help them articulate their thoughts and enliven their vocabulary. Standards in mathematics, while good, are not quite as strong and the school is currently implementing successful measures to raise standards to equal those in English. The outstanding quality of teaching is characterised by a thoughtful, creative approach that brings learning alive while not neglecting the basic skills. Pupils' perception is that 'learning is fun' and so behaviour and attitudes to learning are exemplary. They are highly attentive in lessons, unafraid to ask for help when they need it.

Pupils' outstanding personal development is a product of friendly and open relationships with all staff and outstanding assessment systems which quickly identify any areas that pupils struggle with. Pupils are given extra help when they need it and encouraged to check their own progress and so they learn with confidence. An outstanding curriculum caters fully for their different interests and needs, offering a wide range of cultural and multi-cultural experiences as well as ample additional music and sporting opportunities. The recently formed Foundation Stage Unit gives good provision with outstanding features in the teaching of early reading skills and constructive outdoor play. Parents are warmly appreciative of the school and the outstanding care, support and guidance it gives to their children.

Because of the stimulating environment in which they work and play, pupils take a lively interest in their school and are proud of their achievements. Their mature independence and awareness of others mean that they act safely and show respect for the world around them. Their enthusiasm for sport and knowledge of how food affects their bodies, help them to live healthily. Teamwork is prized and from seeing adults planning and teaching lessons together, pupils develop a real sense of the value and pleasure to be gained from contributing to a community. Outstanding collaborative skills, well above average literacy, numeracy, and information and communication technology (ICT) skills and an understanding that work can be enjoyable, prepare them extremely well for their future lives.

Outstanding leadership and management by the headteacher and key staff have ensured continuous improvement since the last inspection. Governance is good. The school evaluates itself well, but the plans for development that it produces are too full of detail. They lack a sense of priority to allow swifter action and a clear enough idea of the intended outcomes. The

school is now in a position to simplify this so immediate priorities are clear. The school plays a leading role in the local community, including working with other schools which further enriches the broad educational experience offered to pupils.

What the school should do to improve further

- Simplify the school improvement plan to give a clear outline of immediate priorities and the actions needed to secure success.

Achievement and standards

Grade: 1

Achievement is outstanding. From a below average starting point, most Foundation Stage children reach expected levels at the start of Year 1. Standards are above average at the end of Year 2, reflecting pupils' good progress, especially in reading and writing. By the end of Year 6, standards are well above average, with those in English being significantly better than in most other schools. Pupils make exceptional progress in Years 5 and 6, benefiting from being taught in groups according to their ability in both mathematics and English. More able pupils fulfil their potential as do those with learning difficulties and/or disabilities because work is well matched to their individual needs. Almost all pupils meet nationally expected levels in English, mathematics and science and a substantial proportion exceed them, as shown in the most recent national test results. The trend in the school's results is upwards. The school sets very challenging targets which it meets and sometimes exceeds.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. In the Foundation Stage, children quickly learn the school routines and begin to act and think for themselves. By Year 6, pupils have grown into articulate and responsible people with a strong sense of fair play. They thoroughly enjoy all that the school has to offer and apply themselves with gusto to their tasks. Pupils work exceptionally well together and show high levels of independence as when researching information using ICT. They clearly find learning both challenging and enjoyable. Pupils say that they feel 'adults help and care for them' and the 'very few instances of bullying get sorted out quickly'. Year 6 pupils are immensely proud of their school and their distinctive uniform gives them status. As a result, they are responsible 'peer mediators' at breaktimes and run the school council efficiently and democratically with minimal adult help. Their views are taken seriously and Year 6 councillors meet with other school councillors, locally, to debate common areas of concern. Pupils are exceptionally well prepared for their future lives through enterprise activities, such as obtaining sponsorship for the East Garforth mural, their well developed literacy and ICT skills and their aesthetic awareness.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding. Teaching assistants give outstanding support. Lessons are lively, interesting and fun with a strong practical element and frequent chances for pupils to discuss ideas or solve problems with a partner. This means that pupils are

fully involved and consequently, highly attentive. Interactive technology, video clips and practical resources are used effectively to engage pupils' interest and stimulate different ability groups. The result is enthusiastic pupils who are confident in their capacity to learn and to succeed. Marking is very good and leaves pupils in no doubt as to what they need to do to improve their work. It is outstanding in English where pupils check their work against 'toolkits' which help them decide what they should include. Homework is used very well to ensure that pupils continue learning at home and they are given time in school to catch up if they have been unable to do it for any reason, though parents are informed if this happens too often. Generally, assessment is outstanding.

Curriculum and other activities

Grade: 1

The curriculum is lively and richly creative while giving due weight to the skills of literacy, numeracy and ICT. It is extremely well adapted to meet the needs of all learners. Foundation Stage children follow an extremely good curriculum which fully utilises the outdoors as a learning environment. Art, music and physical development permeate all aspects of the school's work, resulting in high quality work across a wide range of subjects, including French, which is taught in Years 5 and 6. An extensive range of extra-curricular clubs further enriches pupils' education, including opportunities to learn Latin as well as to take part in many different sporting and musical activities. As a result, the senior recorder group and sports teams take part in competitive events and do well.

Care, guidance and support

Grade: 1

Care for children underpins the philosophy of the school ensuring outstanding provision for pupils' welfare. Arrangements for safeguarding children are robust. Pastoral care is excellent. Year 6 pupils have a staff mentor and so have someone they can turn to with any worries or concerns. A learning mentor helps ensure that all pupils are well cared for, liaising between home and school when necessary. The systems to support academic progress are outstanding and lead to highly effective learning. Pupils are fully involved in assessing how well they are doing and take responsibility for checking whether they have met their targets. The systems to support children with learning difficulties and/or disabilities are equally good. Talented or gifted pupils are also catered for extremely well in all subjects.

Leadership and management

Grade: 1

Leadership and management are outstanding. The headteacher's excellent leadership is a key factor in promoting excellence in all aspects of the school's work. His vision for developing the talents of every child and providing rich learning experiences has created a lively working community. Teachers try out new ideas such as teaching together as a team as in Year 6 English lessons. The result is challenging, imaginative and enjoyable lessons where learning is tangible. The senior leadership and wider development teams are equally successful. Teachers with responsibilities, particularly those in the Intervention, Literacy, Assessment and Numeracy team are instrumental in pushing up standards. Systems for monitoring the quality of the teaching and learning are very effective. The school plays a leading role in its work with other schools and educational providers. Its improvement plan is very detailed and based on a thorough audit

of current performance. It identifies the right priorities, but does not always describe intended outcomes, simply and specifically. Governors are very supportive and ambitious for the future of the school. They are increasingly confident in understanding the school's strengths and areas for development.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Annex A**Leadership and management**

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of East Garforth Primary School, East Garforth, LS25 2H5

Thank you very much for your warm and friendly welcome. We very much enjoyed meeting you all. The discussions we had with Year 6 pupils were really good and we were impressed at how well you express your opinions and the high standard of your work, particularly your writing. You work very capably and responsibly on your own and you get on very sensibly with your tasks. Your behaviour is outstanding and when we spent time in the junior building, we were astonished at the quiet working atmosphere considering there are no doors on any classrooms! Your school council is also impressive in the way you run it without adult help, giving everyone a turn at expressing their views.

We agree with you that your school is outstanding and gives you an exceptionally good education. We saw what a lot of fun you have in lessons as well as working very hard. You achieve exceptionally well and standards in English, mathematics and science are higher than in many schools because of this. Your teachers are extremely good at making lessons interesting and enjoyable as well as making sure you learn a lot. Your school prepares you extremely well for your future lives. This is because your school is outstandingly well led and managed. All the staff care about you and they clearly have fun and work hard too.

It is part of our job to point out what schools should do to improve their work. Your headteacher and teachers have thought of just about everything and they have an extremely detailed improvement plan to guide them. They must spend hours compiling it, cross checking what has been completed and extracting what needs doing next. We think that they all know what they are doing so well that they really should simplify this plan and that is what we have recommended.

We hope that you continue to enjoy your time at school and wish you all the best in the future.