

Ebor Gardens Primary School

Inspection report

Unique Reference Number	107922
Local Authority	Leeds
Inspection number	309537
Inspection date	30 September 2008
Reporting inspector	Joe Peacock

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	210
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr John Claire
Headteacher	Mrs . DePledge
Date of previous school inspection	4 July 2005
Date of previous funded early education inspection	4 July 2005
Date of previous childcare inspection	Not previously inspected
School address	Rigton Drive Leeds West Yorkshire LS9 7PY
Telephone number	0113 2482750
Fax number	0113 2493252

Age group	3–11
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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: the progress made by children in the Early Years Foundation Stage (EYFS); the school's strategies to raise standards in Key Stage 1; rates of pupil attendance; and how well the curriculum meets the diverse needs of pupils and procedures to monitor and evaluate school effectiveness. Evidence was gathered from the school's self-evaluation form (SEF), nationally published assessment data, the school's own assessment records, relevant policies, observations of the school at work, including visits to lessons and analysis of parents' questionnaires. Discussions were also held with staff, the chair of governors and pupils. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence that the school's own assessments of these aspects, as given in its SEF, were not justified and these have been included where appropriate in the report.

Description of the school

This inner city school is average in size but numbers are rising steadily. Half the pupils are from minority ethnic backgrounds, which is well above average. Pupils of Black African origin are the largest group and 15% of all pupils are asylum seekers, some of whom have gained refugee status. A large proportion of pupils join or leave the school during each term. There are 33 different languages spoken by pupils. The percentage of pupils speaking English as an additional language ranges from 67% to 40% in any one class. The proportion of pupils entitled to free school meals is very high. The proportion with learning difficulties and/or disabilities is also very high. The school has a number of awards including the National Advanced Healthy School Award, the Stephen Lawrence Award Level 3, Sports Activemark and the Inclusion Charter Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. Parents, carers and pupils agree, as shown in the very positive response to the inspection questionnaire and pupils' comments such as, 'Fantastic, best school and cool, very cool'.

Outstanding leadership and management underpin the school's success and its growing reputation in the local community. The headteacher, supported exceptionally well by the deputy headteacher has achieved much in the last two years in the face of challenges such as the rising proportion of pupils from countries affected by war and growing number of pupils who have English as an additional language. The school also copes well with the significant mobility of pupils. In the current Year 6, for example, only half the pupils have remained in the school from Year 2. The headteacher's dynamic approach, dedication and determination to make a difference help the school to meet and overcome the challenges each day brings.

The very high mobility of pupils and high proportion of pupils with specific learning difficulties mean that there is not a consistent pattern in the standards reached from one year to another at the end of both key stages. However, by the end of Year 6, standards are broadly average in English, mathematics and science. The school's exceptionally detailed tracking of pupils' progress clearly demonstrates that pupils' achievement from their very low starting points is outstanding. Pupils who have remained at the school from Year 2 do particularly well, benefiting from the support provided in the literacy and numeracy instructional groups. Pupils from Year 2 to Year 6 are grouped for English and mathematics lessons after an assessment of their reading skills. This ensures that all pupils, including those at the early stages of learning English, are provided with the support they need to succeed.

By the end of Year 2, standards also vary quite significantly but overall pupils make good progress in Key Stage 1. However, standards in reading and writing are typically below those reached in mathematics. The school has recognised the importance of raising standards, particularly in reading and writing and has invested heavily in providing two teachers and two teaching assistants for the Year 1 class. This is enabling all pupils, but especially those new to English and the many with learning difficulties to continue to benefit from the close support of adults which they had in the EYFS. It also enables staff to continue to provide a curriculum which more closely meets pupils' needs and incorporates many aspects of the EYFS curriculum. It is too early to evaluate the full impact of this provision on pupils' standards.

The impact of teaching on learning is highly effective. Detailed evaluations of how well pupils are doing every eight weeks and the excellent range of support programmes for those identified as falling behind are significant factors in the exceptional progress pupils make during their time in school. Specialist language teachers effectively support those learning English and highly trained support staff make a major contribution to a range of programmes designed to accelerate learning.

Pupils' personal development is outstanding. The school's contribution to community cohesion is excellent. Pupils from all backgrounds are welcomed and fully included in all the school has to offer. The wide cultural diversity is appreciated and valued. Excellent opportunities are provided for pupils to mix with, learn from and find out about those from different backgrounds. Pupils in Year 3, for example, compared the things they would pack as evacuees from the Second World War with things refugees moving to their school actually brought with them. Behaviour is exemplary. Excellent relationships exist between pupils and between pupils and

staff. There is a strong sense of belonging within the school community and staff are quick to recognise and celebrate pupils' considerable achievements. Attendance is below average, despite relentless efforts to improve it. The school has worked effectively with parents and agencies to improve the attendance of a number of persistent absentees with some success, but a minority continue to adversely affect the overall levels of attendance.

Teachers' enthusiasm is infectious and has a very positive impact on pupils' attitudes and progress. 'Our teacher is excellent!' commented one pupil proudly. All staff plan effectively to meet the diverse needs of their pupils and make good use of the computers based in their classrooms and the new electronic whiteboards to enhance pupils' learning. The school is developing a creative, exciting curriculum in order to enthuse and motivate pupils, promote learning and raise standards. There is a good emphasis on gaining literacy and numeracy skills. Effective links between subjects enable pupils to draw on skills they have gained from all areas of the curriculum. Year 6, for example, thoroughly enjoyed their Tudor day with the music team staff as they learnt a Tudor dance and prepared to re-enact the battle of Bosworth. A varied range of after-school clubs, visits, including a residential visit and Spanish and French sessions further enhance pupils' learning experiences. Pupils develop an excellent awareness of healthy lifestyles and are keen to take part in an extensive programme of physical education, games, swimming and sports.

Care, support and guidance are outstanding. Safeguarding procedures are securely in place. Strengths include the transition arrangements for children from Reception to Year 1, the highly effective roles developed for the learning mentor and family liaison officer (FLO) and the excellent assessment of pupils' progress. The latter triggers involvement in the relevant support programme for pupils. Provision for pupils with learning difficulties and/or disabilities is another strength enabling pupils to do exceptionally well. All pupils have challenging targets which support their personal and academic development.

The headteacher, staff and governors share a common vision and all are keen to see the school improve further. All have a very good understanding of the school's strengths and areas which need to be developed. The monitoring of standards and achievement is a strong aspect. Representative teams have been established to evaluate the school's performance and, in particular, the quality of teaching and learning. Governance is good. Governors are very supportive and keen to do their part in helping the school to evaluate its effectiveness. The school provides outstanding value for money and has an excellent capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter school with skills that are significantly lower than those normally expected for their age. Their speaking skills and social skills are very poor. By the end of the Reception, despite making good progress their skills remain below expectations. As at the end of Key Stage 1 and 2, children's skills can vary significantly due to the make up of the cohort and mobility. Children are extremely well cared for. They benefit from the very favourable pupil to adult ratio and well managed provision which enables them to achieve well. Individual children have the encouragement and attention they need to help them settle into school and enjoy the good range of exciting and challenging activities provided for them. Occasionally, staff miss opportunities to encourage and develop children's speaking skills. Sometimes, children are just too excited to listen and respond. The spacious indoor and outdoor learning areas are well organised and used effectively. Despite the rain, children outdoors were totally engrossed in building a new supermarket, loading and unloading the cement mixer and using wheelbarrows

to carry bricks and sand to the building site. Finding a dinosaur bone in the sand prompted a useful discussion about the kind of dinosaur it came from. Leadership and management of the EYFS are good.

What the school should do to improve further

- Raise standards in reading and writing by the end of Year 2.
- Improve attendance, particularly of those pupils who are persistently absent.

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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	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	2

The quality of provision

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

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	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 Ebor Gardens Primary School, Leeds, LS9 7PY

Thank you for your warm welcome when I came to inspect your school.

Your school is outstanding. I can see why you are so proud to belong to Ebor Gardens Primary and why all those who care for you at home are so pleased with it too.

In the Nursery and Reception unit (EYFS), I enjoyed watching the new supermarket being built in the rain, seeing all your teachers dressed up as magicians and their helpers in their ballerina, Indian and artist costumes as part of your creative activities week.

It was so good to see all of you in Years 1 to 6 getting on so well together and enjoying school. I was impressed by your excellent behaviour in lessons and around school. All of you are supported so well in lessons and all the extra sessions you do out of the class are really helping you to improve your work. I have asked your teachers to concentrate even more on helping you to improve your reading and writing by the end of Year 2. I would also like all of you to make sure you attend school regularly so you do not miss out on learning. After watching Year 6 preparing for the battle of Bosworth and seeing how much they enjoyed performing the Tudor dance it is hard to understand why anyone would want to miss out on school, even for a day.

It was a pleasure to meet your headteacher, all your teachers and their helpers. They are doing a great job planning such interesting and exciting topics for you to do. I think my favourite topic display was in Year 5 where they made a pyramid.

Thank you again for making my visit to your school one to remember.