

East Garforth Primary School

Inspection report

Unique Reference Number	107871
Local Authority	Leeds
Inspection number	336968
Inspection dates	2–3 February 2010
Reporting inspector	Jane Hughes

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	345
Appropriate authority	The governing body
Chair	Mr Richard Davies
Headteacher	Mrs Kirsty Godfrey
Date of previous school inspection	4 April 2007
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Introduction

This inspection was carried out by three additional inspectors. Fifty per cent of the inspection was spent on looking at learning. The inspectors visited 18 lessons or parts of lessons and observed 14 teachers during the inspection. Inspectors held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school's plans, self-evaluation, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Questionnaires from 102 parents, 96 pupils and seven staff were analysed.

- how effectively the leadership has arrested poor performance and is now raising attainment and accelerating pupils' learning and progress
- how well different groups of pupils achieve in English, mathematics and science, particularly higher attaining pupils and boys
- the consistency and effectiveness of teaching in all year groups
- the impact of potential strengths in pupils' personal skills and the school's pastoral care and leadership
- whether the school is performing well enough or if it is a school causing concern.

Information about the school

This is a larger than average school. The proportion of pupils eligible for free school meals is smaller than average. Almost all pupils are of White British heritage. Very few speak English as an additional language. A smaller than average proportion of pupils has special educational needs and/or disabilities, although this continues to increase.

The school has undergone an extended period of staff turbulence since the last inspection. In particular, leadership was disrupted until the current headteacher took up her post in January 2009. Seven class teachers have changed since the last inspection. The school has achieved several external awards including Healthy Schools, Artsmark Gold, Inclusion Chartermark and Financial Management in Schools. It is working towards the Stephen Lawrence Award.

The Early Years Foundation Stage comprises Nursery (Foundation 1) and Reception (Foundation 2) classes. Children access 15 hours of nursery education weekly, in a combination of three-hour morning or afternoon sessions. Some children stay all day as the provision is flexible. There are up to 78 part-time places available.

An outside provider, Garforth Kids Club, runs before-and-after-school care in a separate building on the school site. It was not part of this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

East Garforth is a satisfactory and rapidly improving school. Many aspects of its work are good. In particular, senior leaders and experienced staff promote highly effective teamwork. A new pupil-centred approach to the curriculum engages pupils fully in their learning, particularly boys. The school's journey since its last inspection has been difficult. Upheaval, following changes to longstanding leadership, a period of interim leadership and changes to many teaching staff destabilised the school for some time, and standards fell. Pupils' attainment is now average and their achievement is satisfactory. The arrival of the substantive headteacher 12 months ago signalled the start of the school's revival. She quickly identified what needed to change in order to ignite this renewal process. The larger senior leadership team possesses a wide range of expertise. As strong classroom practitioners they regularly act as practising role models for younger and less experienced staff. Governors are keen supporters of all the school provides. However, they do not shoulder enough responsibility for checking the impact of the school's work.

The pace of change is now increasing, particularly in terms of the quality of teaching. Even so, inconsistencies remain in how effectively teachers deliver lessons in, for example, literacy, numeracy and information and communication technology. Similarly, teachers do not always ensure a good enough match of work to pupils' abilities in order to ensure they reach their potential. Current work and the school's rigorous monitoring of individual pupil performance show that they are now making faster progress through the school. The school tracks each individual learning journey closely but does not always collate this information in a way that helps leaders to monitor easily the progress of every group of pupils.

Accurate self-evaluation demonstrates that leaders and governors have a clear view of what is working well and where improvement is required. Senior leaders are driving improvement well. Strong leadership in the Early Years Foundation Stage provides a good basis for future success throughout the school. There is good capacity for current improvement to be sustained. Parents are strongly supportive of the school and sum up their appreciation with comments such as, 'The teachers are passionate about the children and this really shows.'

What does the school need to do to improve further?

- Accelerate the learning and progress of all groups of pupils in English, mathematics and science by the end of Year 6 by:
- - increasing the proportion of good and better teaching

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- - providing work that is consistently well-matched to pupils' abilities
- - improving the consistency of teachers' approaches to the teaching of basic skills
- - developing a clearer overview of the progress of different groups of pupils.
- Ensure governors provide more support and challenge to senior leaders by:
 - - taking more specific responsibility for monitoring elements of the school's work.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils enthuse about their school. They work diligently and are proud to talk about what they accomplish in lessons. They say, 'We set ourselves lots of goals.' Where they receive consistent challenge in lessons, pupils make rapid progress in their learning. The overall achievement of all groups of pupils is currently satisfactory because these levels of challenge are still variable. Pupils appreciate that lessons are closely linked to topics that interest them. They help to establish the foci for parts of the curriculum by regularly recording questions to which they would like an answer, such as, 'What if life lasted forever?' This means that they persevere well with activities and feel a sense of real accomplishment by the end of a task. They greatly enjoy partner work in lessons and discuss issues with relish. For instance, some pupils in Years 5 and 6 ponder the impact of the recession while others debate the advantages and disadvantages of having mobile telephones in school. By the time they leave the school, pupils' average attainment in English, mathematics and science equips them satisfactorily for the next stage of their education. Their well-developed personal and social skills help them to face future challenges with maturity and a keen sense of purpose. Parents ensure that their children attend school regularly and on time so that their attendance is above average.

Pupils' good behaviour and strong contributions to the school and to the wider community ensure that relationships flourish and pupils develop a keen sense of responsibility for their own and others' well-being. Older pupils regularly help the younger ones at lunchtime, for example, as they button or zip their coats or walk between buildings together. Pupils blossom as a result of these social interactions and the school is a harmonious community. Pupils' clear understanding of how to stay safe and live healthy lives transmits strongly through their sensible lifestyle and lunch choices as well as their enthusiastic take up of extra-curricular sport. They develop a strong moral code and show high levels of respect for others.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers and teaching assistants are passionate educators and take every opportunity to develop the impact of their particular expertise. Their enthusiasm filters through to pupils and creates a vibrant learning community. Although the quality of teaching and use of assessment to support learning are both satisfactory, they are improving rapidly and an increasing proportion of this practice is good. Rigorous monitoring of teaching quality and robust feedback from a range of senior staff are gradually eliminating these lingering inconsistencies, particularly in terms of levels of challenge for different groups of pupils and their approach to the teaching of basic skills. Teachers go to great lengths to ensure that the subject matter in lessons interests pupils. The curriculum provides a strong vehicle for driving improvements in classroom practice. It offers challenge, opportunities for problem-solving, collaboration, a wealth of first-hand experiences that appeal very much to boys, as well as time for reflection. Parents also value, 'the exciting, creative way lessons are presented'. High priority is given to pupils' social and emotional well-being. Focus weeks enrich pupils' knowledge and understanding of the wider world. Collaboration between staff is generous and impressive. Close partnerships with other schools within the School Partnership Trust ensure that transfer arrangements are secure as pupils move on to the next stage in their education. Knowledgeable staff, effective mentors and skilled therapists meet the needs of vulnerable pupils well. Pupils comment, 'Our teachers help us solve our problems and worries.'

These are the grades for the quality of provision

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The vision of the headteacher is good and provides a strong impetus for improvement throughout the staff team. All the senior staff lead by example. They are highly committed to recapturing the school's previous successes. To this end, they have cemented a highly focused staff team to ensure that this same attention to the main messages spread throughout the staff from the highly experienced core to the least experienced practitioners. Mutual support is an accepted and expected part of daily life and shared leadership is well established. Careful checks are made on the work of the school. These provide regular and effective information for staff on how they can improve all aspects of their work, although some elements of analysis currently focus on individual performance with too little heed paid to the overview in terms of impact of provision for particular groups of pupils. The school promotes equality of opportunity and tackles discrimination satisfactorily and gaps in learning between different groups of pupils are narrowing. The school meets current statutory requirements for safeguarding and regularly reviews security arrangements, taking on board any infrequent parental concerns and working to address these as they arise. Any areas of particular concern are the subject of close scrutiny by the school; risks are carefully assessed. The school works effectively to involve parents and carers in pupils' learning and in the life of the school.

The school has a clear understanding of the community it serves as well as of the outlying areas from which increasing numbers of pupils arrive. It has already recognised that more remains to be done to establish regular links with other schools or communities with differing degrees of diversity. Active partnerships through the School Partnership Trust and the local family of schools ensure strong partnership working with a range of schools and organisations in the locality. Administrative and ancillary staff work conscientiously to ensure the school's daily smooth running. Governors serve the school well but do not yet remove some of the burden from the headteacher in terms of monitoring the effectiveness of the school's work. They do contribute to school evaluation in terms of their own impact.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Well-considered induction procedures ensure that children settle quickly into daily routines. Key workers and other practitioners provide good levels of care throughout the Early Years Foundation Stage and build successfully on children's typically expected starting points. Key strengths include:

- ¿ a wide variety of exciting learning resources that stimulate children's curiosity
- ¿ plentiful opportunities for children to try to solve problems
- ¿ experienced leadership that develops the setting well and embraces innovation
- ¿ a keen focus on building learning and development programmes around the individual interests and needs of the children
- ¿ clear lines of communication and collaboration with other staff to ensure that this stage of learning prepares children well for the next.

The leadership ensures that the spirit of the Early Years Foundation Stage framework is encapsulated within daily provision and practice. Staff plan effectively and create a colourful, creative and highly appealing learning environment for young children to enjoy. They choose freely when to learn and play inside or outdoors, where the secure area continues to develop in terms of available resources. A key strength is how carefully practitioners draw on children's individual interests. For instance, one colourful wall display shows how children devised questions concerning things about which they really wondered such as, 'How does ice hang from the trees?' and 'Do berries go white in winter?' Everyone then investigated these issues and, in this instance, some of the answers were recorded in a 'talking book', complete with the children's voices and illustrations. This strong provision ensures that a majority of children reach a good level of overall achievement by the time they move into Year 1. Weaker skills when they join the setting, particularly their social, emotional and language skills, develop strongly due to the early focus on these from all the early years' staff.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Approximately one third of parents and carers returned the inspection questionnaire. The large majority are overwhelmingly positive about all aspects of the school's provision. Almost all confirm that their children enjoy school and are well cared for. A very small proportion of questionnaires contained criticisms. There was no pattern to these and inspectors judge that these individual concerns were not representative of the school's overall provision. The school's own regular surveys of parents, carers and pupils provide similarly positive feedback. Parents of pupils who moved to the school during the course of their primary education are particularly appreciative of everything the school offers. They typically comment, 'How lucky we are to have found such a gem of a school.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at East Garforth Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 102 completed questionnaires by the end of the on-site inspection. In total, there are 345 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	42	56	55	2	2	1	1
The school keeps my child safe	45	44	54	53	3	3	0	0
The school informs me about my child's progress	37	36	56	55	7	7	1	1
My child is making enough progress at this school	44	43	52	51	6	6	0	0
The teaching is good at this school	49	48	49	48	4	4	0	0
The school helps me to support my child's learning	46	45	51	50	3	3	1	1
The school helps my child to have a healthy lifestyle	38	37	56	55	3	3	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	46	45	44	43	4	4	0	0
The school meets my child's particular needs	35	34	60	59	5	5	1	1
The school deals effectively with unacceptable behaviour	35	34	48	47	9	9	3	3
The school takes account of my suggestions and concerns	38	37	54	53	8	8	0	0
The school is led and managed effectively	39	38	55	54	5	5	3	3
Overall, I am happy with my child's experience at this school	49	48	47	46	3	3	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



4 February 2010

Dear Pupils

Inspection of East Garforth Primary School, Leeds, LS25 2HF

Thank you for your warm welcome when I inspected your school with my colleagues. The whole inspection team really appreciated your help and enjoyed chatting with you and listening to your views. This letter is to let you know what we found out.

We know that East Garforth is a satisfactory school with lots of good elements to its work. You are clearly proud of your school and really enjoy being part of the school family. Your achievement is satisfactory. It was good to see that you all help to decide on topics of special interest as a learning focus. You know a lot about how to live safe and healthy lives – keep on with all the sporting activities! You treat each other with great respect and it was pleasing to see how well the older pupils look after the younger ones, particularly at lunchtime, so well done! Lots of you and your parents told us that the adults take good care of you and we saw that too.

Part of our job is to help your headteacher and all the adults who run the school to improve it further. I have asked them to help you all to learn more effectively and make faster progress in English, mathematics and science. This means you might have to work harder but as you enjoy your lessons so much this will not be a problem for you. I have also asked the governors to help the headteacher and staff even more by checking how well different aspects of the school's work develop during the year.

Carry on with your beautiful choral singing.

I send our very best wishes for the future

Yours faithfully

Mrs Jane Hughes

Lead inspector

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