

East Garforth Primary Academy

Aberforth Road, Leeds, West Yorkshire, LS25 2HF

Inspection dates 3–4 June 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy
	This inspection:	Requires improvement 3
Leadership and management		Requires improvement 3
Behaviour and safety of pupils		Good 2
Quality of teaching		Requires improvement 3
Achievement of pupils		Requires improvement 3
Early years provision		Requires improvement 3

Summary of key findings for parents and pupils

This is a school that requires improvement.

- Over time, pupils' achievement and progress vary across year groups, subjects and between different groups of pupils. Standards at the end of Year 6 are too variable and not consistently high enough, particularly in writing. From their starting points, too few pupils make good progress in reading, writing and mathematics.
- The achievement of the most able and boys is too variable and requires improvement. Too few of the most able pupils reach the higher levels at the end of Year 2 and Year 6.
- Teaching over time has not been good enough to make sure that the different year groups and groups of pupils achieve as well as they are able. Expectations of some teachers are not high enough.
- New leaders have not had sufficient time to develop their skills to enable them to monitor the impact of actions upon school improvement thoroughly.
- Teachers do not always find interesting ways for pupils to practise and improve their writing skills across all subjects.
- The use of information and communication technology (ICT) is limited.
- Pupils do not show a fluent and efficient handwriting style consistently.
- The quality of teachers' marking is inconsistent in all subjects and does not always provide pupils with clear advice on how to improve.
- Not all children in the early years make the progress of which they are capable.

The school has the following strengths

- East Garforth is an improving school. The head of the academy provides strong leadership. Other leaders and managers, including the education advisory body and the Multi-Academy Trust, are working together effectively. As a result, standards are now rising and teaching is improving.
- This is a caring and nurturing school which provides strong levels of personal support for all pupils, especially those who are vulnerable.
- A wide variety of subjects provides a range of activities through which pupils gain experience and understanding of the wider world.
- Pupils enjoy school and behave well in classrooms and around the school. Pupils say they feel safe. Their parents and teachers agree.
- Attendance is above average.

Information about this inspection

- Inspectors visited several lessons or parts of lessons, two of which were observed jointly with the head of the academy. Pupils were also seen working in small groups and individually with teachers and teaching assistants.
- Inspectors looked at a range of pupils' work and talked to them about their learning and progress. They also listened to a number of pupils from Year 2 and Year 5 read. Year 6 pupils were taking part in their residential visit and therefore were not in school during the inspection.
- Meetings took place with the executive principal, head of the academy, senior leaders, staff and groups of pupils. Inspectors also met the chair and another member of the education advisory board. They also held a meeting with the regional director and the school improvement advisor for the Academy Trust.
- Inspectors looked at a range of documentation, including the school's data on pupils' progress and records relating to pupils' behaviour, attendance and safeguarding.
- Inspectors observed playtimes and lunch breaks. Displays around the school and in classrooms were scrutinised.
- Inspectors took into account 73 responses to the online questionnaire (Parent View) as well as parents' letters to inspectors and the school.
- The views of staff and pupils were also considered.

Inspection team

Christine Millett, Lead inspector	Additional Inspector
Geoffrey Dorrity	Additional Inspector
Nicola Shipman	Additional Inspector

Full report

Information about this school

- East Garforth Primary Academy is larger than the average-sized primary school.
- The Nursery offers part-time places, mornings only. Reception children attend on a full-time basis.
- The very large majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils, those known to be eligible for support through the pupil premium funding, is lower than that found nationally. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is slightly higher than the national average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- East Garforth Primary Academy converted to become an academy school in September 2013. When its predecessor school, East Garforth Primary School, was last inspected by Ofsted, it was judged to require improvement. In September 2013 the school became part of the School Partnership Trust Academies. Governance of the academy is through the education advisory body. There have been a number of changes in staffing, including the appointment of a new leadership team.
- The school is also part of the Garforth cluster of schools.
- The school is host to a daily breakfast club which is operated by a private provider.

What does the school need to do to improve further?

- Improve the quality of teaching so it is consistently good or better, by:
 - ensuring an appropriate level of challenge for all pupils, particularly boys and the most able
 - ensuring all staff have high expectations of the amount of work pupils are capable of
 - increasing the involvement of middle leaders in the monitoring of teaching and learning
 - making sure that teachers' marking is always helpful so that pupils know how to improve
 - continuing to share the best practice that already exists in the school
 - increasing the use of ICT in lessons.
- Raise standards in writing in all year groups, by:
 - creating opportunities which inspire pupils, particularly boys, to develop their writing skills across all the subjects
 - ensuring that pupils develop efficient pencil control.

Inspection judgements

The leadership and management requires improvement

- Leadership and management requires improvement because teaching and achievement over time have not been consistently good. The extremely focused and dedicated head of the academy, well supported by other leaders, the education advisory body and the academy trust, has implemented a number of changes which are starting to bring about improvement. However, all are aware there is still more to be done to ensure all pupils make consistently good progress, particularly in writing.
- Senior leaders and subject coordinators carry out lesson observations and provide teachers with feedback on their performance. The school's monitoring of teaching over time shows that there are examples of good and outstanding teaching. However, leaders' actions have not been rigorous enough in ensuring consistency in the marking of pupils' work to enable them to improve and learn from their mistakes.
- Many middle managers and subject leaders are in the early stages of developing their roles. All have embraced their new roles with commitment and enthusiasm, but there has been insufficient time to measure the full impact of their input.
- The school has an accurate understanding of how well it is doing and where further improvements can be made. Action plans are in place to achieve these. For example, leaders know that in the past there have been too few opportunities for teachers to observe and share good practice in the school and beyond. More opportunities to do so are now being provided within school and most recently through partnerships with local schools and those within the Trust.
- Weaknesses in the quality of teaching have been addressed. Staff now have appropriately challenging targets for improving their performance, which focus on pupils' achievement and their own areas of responsibility. Teachers know how their targets are linked to their pay. All staff, including support staff, have the opportunity to develop their skills through relevant training.
- The range of subjects taught is wide and varied. Subjects are taught in themed topics which engage the interests of most pupils. However, not all pupils, particularly boys, are sufficiently well motivated and there are too few opportunities to develop writing skills at length. The curriculum is enriched through visits, residential trips and a range of clubs.
- Pupils' spiritual, moral, social and cultural development is good. Pupils take part in assemblies which provide opportunities for reflection. School concerts, music tuition and Spanish add to pupils' skills. The subjects taught promote the study of other cultures, faiths and customs, preparing pupils well for life in modern Britain.
- Leaders ensure that pupils have a good understanding of British values. For example, pupils see democracy in action through the election of the school council and visits to the Houses of Parliament. Even the youngest children in school learn about majority decisions when voting for their favourite sandwich fillings. Pupils understand the need for rules and show mutual respect in the way they listen to and learn from each other.
- The school is committed to promoting good relations and to equality of opportunity for all pupils. Discrimination is not tolerated. Pupils from all backgrounds and of all abilities are welcomed into school. They receive additional help and support as appropriate to their social, emotional and academic needs. All pupils have access to the extra activities and visits that take place. Despite these opportunities, over time, pupils have not achieved equally well across the key stages, however evidence suggests that there are now signs of improvement.
- Leaders oversee the use of the pupil premium funding and its impact upon the achievement of eligible pupils. By the end of Year 6, gaps between disadvantaged pupils in school and other pupils are starting to close in reading, writing and mathematics.
- Additional funding is used well to develop sports and physical education, and improve pupils' fitness. The employment of specialist teachers is increasing pupils' access to physical education and providing additional training for teachers. There have been new additions, such as curling, to the competition calendar.
- Leaders are supported well by the Academy Trust and its partner schools in the drive to improve standards and build its capacity for further improvement. The school is able to draw upon a wide range of expertise and training which is leading to improvements.
- The school continues to receive support from the local authority through the moderation of early years assessments.
- The school actively encourages parental involvement through parents' information sessions as well as attendance at concerts and assemblies. Meetings to discuss pupils' progress are held regularly. The school actively seeks the views of parents, acts upon their suggestions, where appropriate, and posts feedback

on the school's website. Parents and pupils were instrumental in the selection of the school catering company.

- Safeguarding and safer recruitment have a high priority. All effective policies and procedures are in place and meet statutory requirements. All members of staff have received appropriate safeguarding training and ensure that all pupils are safe and well cared for.
- **The governance of the school:**
 - The effective education advisory body is playing an increasingly focused role in the leadership of the school. They bring a range of relevant skills and expertise that help them to hold leaders to account. Members have benefited from training, provided by the Trust, which enables them to understand what the school's data are saying about pupils' performance. They are confident to ask related pertinent questions about pupils' achievement. As a result of regular visits, members know the school, staff and pupils well.
 - Board members have a clear understanding of the quality of teaching and ensure that pay and promotion are matched to teachers' performance. Members review the school's finances to ensure the budget is managed effectively. They know how the pupil premium and new sport funding are being used and the impact they are having. Members are committed to the continued safety and well-being of pupils and staff, and they ensure that all statutory safeguarding requirements are met effectively.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Overall pupils enjoy their learning and are engaged in lessons. Movement around classrooms and from group to group is carried out very efficiently and no time is wasted. This readiness for learning begins in the early years classes.
- Pupils are polite, confident and articulate. In class they are willing to ask and answer questions which help clarify their understanding. Pupils work together well in pairs and small groups. They discuss their ideas and benefit from the views of others.
- Movement around the school is good. Well-rehearsed routines ensure assemblies and lunchtimes are calm and orderly.
- Playtimes are well supervised. Pupils have extensive playgrounds and fields on which to play. However, occasionally a very small number of pupils become over boisterous as they have too little to occupy them. At the end of breaks, pupils respond immediately to instructions from staff and return to classrooms without delay.
- Pupils have opportunities to take on responsibilities within their own classrooms or around the school. For example, as members of the academy council, play leaders or by holding fund-raising events. All pupils have the opportunity to take part in class assemblies.
- Pupils overall are punctual and come to school regularly with the result that attendance is consistently above average.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say they feel safe at school. The very large majority of parents agree with them.
- Pupils understand the difference between bullying and falling out. They are aware that there are different types of bullying, including cyber-bullying. Pupils say that bullying is extremely rare and staff are always on hand to help them sort out any problems they may have. For those pupils who prefer anonymity, worry boxes are available.
- E-safety is promoted well across the school. Visiting speakers cover many different aspects of personal safety, such as road safety and drug awareness. Older pupils attend 'Crucial Crew', where they learn the life skills necessary to deal with and avoid a range of potentially hazardous situations.
- Systems and procedures to safeguard pupils meet requirements. They are managed well and checked regularly by members of the education advisory board.

The quality of teaching requires improvement

- Overtime the quality of teaching has not been consistently good and is still too variable to secure better

progress for pupils. However, there are instances where teaching and learning are very strong.

- Learning is usually planned carefully. However, expectations are inconsistent from class to class and teachers do not always provide activities that challenge and motivate all pupils. In particular, expectations for the most able and boys are not high enough to secure good progress.
- The school's marking policy is not fully established. Where it works well, pupils engage with the comments made by teachers. They follow up suggestions and complete additional questions which consolidate learning and deepen thinking. Pupils talk of the benefits of returning to work to improve or correct it. However, not all staff use this to the same high standard and this means there are inconsistent levels of feedback to pupils. In classes where it works well, pupil progress is accelerating.
- The teaching of reading requires improvement. However, pupils now make better progress across the school from their starting points. Improvements in the teaching of phonics mean that the vast majority of pupils reach the required standard in phonics (letters and their sounds) by the end of Year 2. Those pupils heard reading were enthusiastic readers and spoke excitedly about the books they had read and the encouragement they receive from staff that helps them improve.
- Over time, achievement in writing has not been good enough and still requires improvement. Developments in the teaching of writing are under way. However, new strategies have not had time to develop and raise the quality of writing through more rapid progress. Writing across other subjects is developing, but does not always provide opportunities for pupils to demonstrate and enhance their skills. Boys from early years to Year 6 are not always inspired by lesson content and many are reluctant to write. The act of writing is laborious for some pupils, as they do not hold their pencils correctly.
- The teaching of mathematics is variable. A scrutiny of pupils' work revealed that progress in mathematics is linked to the quality of marking. Where the marking of pupils' work provides explicit guidance, progress is more rapid.
- ICT is not used extensively across the school. There are missed opportunities for developing pupils' skills in computing, as well as its use as a tool to develop skills in reading, writing and mathematics.
- Where learning is most rapid, teachers are skilled in the use of questioning to develop understanding and critical thinking. For example, in one lesson pupils were challenged to justify their choice of words in order to strengthen an argument. This was modelled extremely well by the teacher and pupils thoroughly enjoyed the challenge of new learning.
- Teaching assistants are valued members of the work force. They are used effectively to support the range of needs of pupils in school. This results in the good progress being made by some pupils, particularly those with very specific needs. Good relationships exist, not only between pupils and teaching assistants, but also between teaching assistants and teachers.

The achievement of pupils

requires improvement

- Pupils are starting to make better progress. However, there remain some inconsistencies across year groups and ability groups. Overall, pupils are now making better progress in mathematics and reading than in writing.
- In 2014 the results of the Year 1 national screening check for phonics were below the national average, but showed an improvement on the previous year. However, the very large majority of pupils who did not meet the standards in 2013 had done so by the end of Year 2 and were starting to apply their skills in phonics to improve their reading, but less so in writing. Most recent assessments show that standards for current Year 1 pupils are now similar to those found nationally.
- Standards at the end of Year 2 are starting to rise in reading and mathematics. Over time, attainment in writing has been falling. In 2014, standards were slightly above the national average in reading and mathematics, and below in writing. However, current data, supported by inspection evidence from observing learning in lessons and the work in pupils' books, show an improvement in the quality of pupils' writing. There has also been an increase in the proportion of pupils reaching Level 3 in reading. Overall, there are still too few pupils reaching the higher levels and writing remains the weakest area.
- In 2014, standards in reading, writing and mathematics were not as high as in the previous year. Results in national tests at the end of Year 6 showed that attainment in reading and mathematics was below the national average, with writing similar to that found nationally, but still considerably lower than in 2013. Not enough pupils made the levels of progress expected of them in reading and mathematics. However, progress in writing was broadly average. The proportions making more than expected progress were above the national average in reading only. Current assessments show progress in reading and mathematics is improving.
- The most able pupils make the progress expected of them, rather than good progress. This is because

pupils are not challenged sufficiently well to achieve at the higher levels of which they are capable, most particularly in reading and writing.

- The school is aware that the achievement of boys has not been as strong as that of girls. Systems have been put in place to bring about improvement. Current evidence shows that their progress is accelerating in Year 6. However, this is not the case in other classes across the school.
- The progress of disabled pupils and those with special educational needs requires improvement because it also is too varied. The proportion of disabled pupils and those with special educational needs varies from class to class, as does the complexity of their needs. However, the school identifies individual needs quickly and provides good systems of support that are monitored carefully. From their starting points, these pupils make levels of progress similar to those of their classmates.
- The proportions of disadvantaged pupils in each class are low and vary from year to year, so meaningful comparison between their achievement and non-disadvantaged pupils in the school and nationally are difficult to draw. However, as with all pupils, the school monitors the achievement of this group very carefully. School data, supported by inspection evidence, show that, currently, the actions introduced by the school to ensure that disadvantaged pupils make levels of progress similar to those of others is starting to have the desired impact.
- Improvements in the quality of teaching are starting to improve achievement throughout the school. Work in pupils' books and the school's own assessment records show that progress in reading, writing and mathematics in all classes is starting to show signs of improvement, with some pupils now making good progress.

The early years provision

requires improvement

- The recently appointed early years leader has a good understanding of the quality of provision. Staff work together to monitor and analyse children's progress, observe lessons, and identify areas for development. However, the leader has not been in post long enough for any clear impact on practice to be seen. The academy uses its partners well to moderate judgements and support improvements.
- Teaching in early years is not yet consistently good and as a result progress is not rapid enough. Most children enter the nursery class with skills, knowledge and understanding that are in line with those typical for their age. By the time they leave the reception class, the proportion that achieves a good level of development is in line with the national average. Many children, particularly the boys and most able, do not achieve as well as they could. However, children are sufficiently well prepared for learning in Year 1.
- In some instances, adults make a strong contribution to children's learning. For example, children were observed estimating the number of popcorns that were equivalent to their height and ordering play dough sausages. Good questioning and explanations moved children's learning on rapidly. They began to use appropriate mathematical language confidently. This approach is not consistent across the classes.
- Children play and learn happily in this caring environment. They have formed good relationships with adults and behave well. They show good levels of concentration. Children are safe and secure. Staff guide children thoughtfully to think about the consequences of their actions. For example, when using knives for cutting play dough. Those who are more vulnerable or with specific needs are identified and supported quickly.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	140068
Local authority	Leeds
Inspection number	462245

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	311
Appropriate authority	The governing body
Chair	Angie Walker
Headteacher	Anne Elliott (Executive Headteacher), Julie Beardwell (Head of Academy)
Date of previous school inspection	Not previously inspected as an academy
Telephone number	0113 212 7100
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