

East Ardsley Primary School

Fall Lane, East Ardsley, Wakefield, West Yorkshire, WF3 2BA

Inspection dates 20–21 May 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well. From broadly average starting points, they reach standards above those seen across the country in reading.
- Pupils' progress in reading and writing is accelerating because they are well taught.
- Teaching is good overall. Teachers plan interesting activities in small steps that build on pupils' earlier work. This gives pupils confidence and enjoyment in their learning.
- Behaviour is good and pupils say they feel very safe.
- Pupils' attendance and punctuality are good.
- Since the last inspection there have been significant changes in staffing. The headteacher and leadership team have successfully maintained the overall good quality of teaching and have raised pupils' standards in reading and writing.
- Governors provide good support. They keep a watchful eye on pupils' progress and rigorously hold the school to account.
- The good curriculum and wide range of clubs and sporting opportunities provide pupils with memorable experiences.

It is not yet an outstanding school because

- Teaching is not yet leading to progress of outstanding quality.
- Pupils have too few opportunities to solve mathematical problems and to apply their skills in a variety of ways. Achievement in mathematics is not as strong as in reading and writing.
- Leaders' records of lesson observations do not focus enough on pupils' learning and how to improve the quality of teaching.
- Children make steady, rather than good, progress in the Reception classes because they have too few opportunities to write and count in the classroom and outdoors.

Information about this inspection

- Inspectors observed teaching and learning in 14 lessons taught by 13 teachers. The inspectors considered a sample of pupils' writing and mathematics in their exercise books. They observed the teaching of phonics (letters and the sounds that they make) and listened to pupils read.
- The inspectors held meetings with senior leaders, the chair of governors, the learning mentor and a representative of the local authority. Inspectors spoke with two groups of pupils and talked with parents at the start of the school day.
- The inspectors took account of a wide range of documentation including information on pupils' attainment and progress, the school's plans for future development and the school's evaluation of how well it is doing. School records relating to safety, behaviour, the monitoring of teaching and learning in lessons and governing body minutes were evaluated.
- Inspectors took account of 37 responses to the on-line questionnaire, (Parent View).

Inspection team

Brenda Clarke, Lead inspector	Additional Inspector
Jan Lomas	Additional Inspector
Peter McKay	Additional Inspector

Full report

Information about this school

- This is a larger than average sized primary school.
- The large majority of pupils are from White British families.
- The proportion of pupils supported through school action is well below average.
- The number of pupils supported at school action plus is below average, as is the number of pupils with a statement of special educational needs.
- The proportion of pupils who are known to be eligible for the pupil premium funding is below average. (The pupil premium is additional government funding for those pupils who are known to be eligible for free school meals and those children that are looked after by the local authority.)
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- During the last academic year 2012-13 six teachers, two of whom were members of the middle leadership team, left the school.

What does the school need to do to improve further?

- Improve the quality of teaching so that more pupils make outstanding progress by:
 - ensuring that teachers frequently question pupils to make them think more deeply about their work and to extend and challenge their learning
 - making sure that pupils understand the things they must include in their learning to improve the quality of their work
 - ensuring that checks on teaching and learning in classrooms focus more closely on the quality of pupils' learning and provides teachers with clear targets for improvement
 - giving pupils sufficient time to edit and redraft their written work to help them, especially the most able, to do their very best work
 - ensuring that children in the reception classes have frequent opportunities to practise their writing and counting skills, both in small-group activities and when working independently in the classroom and outdoors.
- Raise standards and accelerate pupils' progress in mathematics to match those in reading and writing by:
 - providing more practical activities for pupils in Key Stage 1 to solve mathematical problems in exciting ways and to apply their skills in real-life situations
 - developing a consistently applied approach to the teaching of calculations in Key Stage 2 and providing more opportunities for pupils to solve problems that that have more than one step
 - ensuring that pupils learn and use their multiplication tables to recall number facts quickly
 - providing more opportunities for pupils to apply their mathematical skills in other subjects
 - finding ways to speed up girls' progress in mathematics at Key Stage 2.

Inspection judgements

The achievement of pupils is good

- Most pupils start school with broadly typical skills for their age, but are less secure in early writing and counting. A significant minority lacks confidence when speaking. Children make good progress, in the Nursery especially, in their personal and social development and speaking skills. They learn to get on well together, are taught to listen carefully and to behave well.
- Children in the Reception classes continue to make good progress in their personal and social skills and in many aspects of their learning. Their progress in early reading, writing and number requires improvement. There are well-organised small-group sessions each day but not enough opportunities for children to follow up this learning at other times. Opportunities for children to write at length and to count in a variety of situations are missed.
- The 2012 results of the Year 1 screening check for phonic skills (letters and their sounds) were below those seen nationally. The school quickly reorganised the arrangements for teaching phonics. This has been successful, so that in 2013 pupils' attainment was above that seen across the country.
- Pupils make good progress in Key Stage 1. Standards at the end of Year 2 have risen steadily and are now above those seen nationally in reading and close to this is writing. Pupils' progress in mathematics is not accelerating as quickly and standards remain broadly average. Pupils experience difficulty when applying their calculating skills to solve mathematical problems.
- Pupils' standards at the end of Year 6, whilst average, dipped in 2012 and 2013. This was primarily due to turbulence in staffing that caused gaps in pupils' learning. Inspection findings indicate a much improved picture. Senior leaders have kept a very close watch on pupils' progress on a regular basis and have put measures in place to address issues of underperformance. Pupils' standards in reading are now above those seen nationally. Pupils' progress in writing has speeded up so that standards are on course to rise above those seen nationally.
- Standards in mathematics remain broadly average. Pupils often lack quick mental recall of multiplication facts and this slows their progress in lessons. They experience difficulty when solving problems that have more than one part.
- In most aspects of learning boys and girls make similar progress. However, analysis of current school checks show that girls achieve less well than boys in mathematics.
- The most-able pupils make similar progress to that of their classmates in reading. Their progress in mathematics has speeded up and they now do particularly well in this subject. They receive work that stretches their abilities. Fewer of the most-able pupils reach the higher levels in writing than in reading and mathematics. They sometimes have insufficient time to plan, edit and redraft their work in literacy lessons and this affects the finished quality of their work.
- Pupils supported by the pupil premium, including those known to be eligible for free school meals, make good progress. The achievement gap between them and their classmates closed significantly in 2013. This gap continues to close in reading and writing, but remains wider in mathematics.
- Disabled pupils and those who have special educational needs respond well to the care and support they receive and achieve well.

The quality of teaching is good

- Teaching is good overall. Pupils enjoy their learning because teachers provide relevant activities that make learning fun. For example, in a Year 1 science lesson, pupils clasped chocolate drops in their hands whilst listening to a story and noted how the chocolate had changed!
- Teachers have high expectations that pupils listen attentively and work hard. This means that pupils behave well and lessons run smoothly.

- Teachers consistently mark pupils' work and allow time for corrections.
- Teachers have good subject knowledge and plan lessons that build carefully on earlier learning. This enables pupils to tackle their work with confidence.
- Teaching assistants are well trained and give effective support to small groups and individuals.
- The teaching of phonics is very effective. Literacy skills are well taught. This is a key reason why standards in reading are high and are developing strongly in writing.
- Information about how well pupils are doing is used successfully to provide work that closely matches their current levels of ability and to move them on quickly.
- Pupils are clear about the purpose of their learning, but do not always know exactly what they have to include in their work to be successful.
- Opportunities to question pupils about their learning are sometimes missed. This means that pupils sit passively, rather than being challenged to explain their ideas or thinking.
- Pupils sometimes have insufficient time to edit and redraft their written work. This limits the quality and scope of pupils' writing, especially for most-able pupils.
- In mathematics lessons opportunities are missed for pupils to solve problems in interesting ways, using a variety of resources and real-life situations. Opportunities for pupils to apply their mathematical skills in other subjects are limited.
- In the Reception classes teaching over time generally requires improvement. The sounds that letters make are well taught and most children are developing confidence in naming letter sounds. Opportunities are missed for children to practise and extend their writing and number skills, both in activities led by adults and when working on their own. This slows children's progress, particularly in counting and solving simple number problems.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils behave well in lessons and around the school.
- Pupils are unfailingly polite. They get on well together and share tasks amicably when working with partners and in groups.
- Pupils take their learning seriously. Most work diligently and persevere to complete their work.
- Most pupils take pride in their learning and present their work neatly.
- Attendance and punctuality are consistently good.
- Pupils take their additional responsibilities seriously; for example, representing their class in school council meetings or working as anti-bullying ambassadors at playtime.
- Pupils benefit from a rich curriculum and wide range of clubs and sporting activities that many attend. Pupils learn to play fairly and many benefit from good levels of exercise.
- In the few instances where teaching is less effective, pupils sometimes lose concentration and their behaviour is not as good.
- Children in the Early Years Foundation Stage are taught from an early age to show care and concern for others. They enjoy playing together and most readily share activities and equipment. Children present as happy and enthusiastic learners.
- The school's work to keep pupils safe and secure is good. Pupils feel very safe.
- Pupils talk knowledgeably about Internet safety. They play safely outdoors.
- Bullying does sometimes take place, but pupils say this is quickly dealt with by adults. Anti-bullying ambassadors have been especially trained and help when conflict arises.
- The learning mentor is instrumental in dealing with problems and gives valued support to both parents and pupils.

The leadership and management are good

- The school is led and managed well. The headteacher and senior leaders have successfully

maintained pupils' standards and high staff morale in a difficult period of staff change.

- Leaders keep rigorous and regular checks on pupils' progress. This information is shared with teachers who are made accountable for the progress of pupils in their class. Effective additional support and provision is provided for those who are falling behind. These are key reasons why pupils' attainment is back on track and their progress accelerating. Pupils' individual targets are ambitious and based upon a thorough knowledge of their starting points and potential to improve.
- Leaders are quick to address issues; for example, adapting the curriculum and grouping arrangements to ensure more effective teaching of phonics.
- Checks on teaching and learning are frequent. Scrutiny of records of lesson observations indicates that this has been successful and that some teaching that required improvement has become consistently good. There is sometimes a greater focus on what the teacher is doing, rather than how well pupils learn, particularly in mathematics. This results in teaching grades that are occasionally too generous. Checks on teaching does not always leave teachers with a clear picture of what they need to do to improve further.
- Subject leaders know the strengths in their subjects and have appropriate plans to address issues. For example, the acting mathematics coordinator has quickly established the need to ensure a consistent approach to the teaching of mathematical calculations at Key Stage 2 and already has plans in place to address this.
- The recently appointed Early Years Foundation Stage leader has a concise development plan to bring about improvements in the Reception classes. Work has already begun with consultants to bring about rapid change.
- The promotion of equal opportunities is good. Appropriate actions are in place to close the achievement gap between pupils in receipt of pupil premium and others. Additional workshops both in and outside of the school day are speeding up pupils' progress in both mathematics and writing. Leaders have highlighted the need to boost girls' achievement in mathematics, but are at an early stage of addressing this issue.
- The school has strong links with parents. All parents who completed the on-line questionnaire would recommend the school to others.
- The school takes good care of its pupils and all statutory requirements are met.
- The curriculum provides a full range of subjects and memorable experiences that add excitement to pupils' learning. Strong links with other schools enhance opportunities for science and competitive sport.
- The additional sport funding has been spent wisely. A local cluster of schools has pooled together to employ a sports teacher and staff have received additional training in the teaching of gymnastics. Pupils' well-being has been boosted by the wide range of sports clubs, such as tag rugby and basketball and through participation in competitive sports.
- The local authority gives good support and is working closely with the school to improve weaker aspects of provision.
- **The governance of the school:**
 - Governors have developed their roles significantly since the last inspection. They use a spreadsheet devised by the senior leadership team that gives, at a glance, information on pupils' progress. They use this to check on pupils' progress at each meeting and challenge the school where issues arise. Governors bring a good range of skills to complement the school's provision. The governing body has effective arrangements to ensure that pay awards are linked to teachers' and leaders' performance. Governors keep a close watch on the school budget, but do not always measure the impact of their decisions; for example, the success or otherwise of a purchased scheme for mathematics. Governors regularly seek the views of parents in a variety of ways.

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	107980
Local authority	Leeds
Inspection number	443958

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 of pupils on the school roll	399
Appropriate authority	The governing body
Chair	Steve Rose
Headteacher	Jane Wedlinsky
Date of previous school inspection	24 November 2010
Telephone number	0113 8879023
Fax number	Not applicable
Email address	office@eastardsley.org.uk

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