

# Garforth Green Lane Primary School

## Inspection report

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<b>Unique Reference Number</b>	107872
<b>Local authority</b>	Leeds
<b>Inspection number</b>	324666
<b>Inspection dates</b>	5 June 2009
<b>Reporting inspector</b>	Mrs Jane Hughes

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

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<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	375
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs J Addy
<b>Headteacher</b>	Mrs Tammie Prince
<b>Date of previous school inspection</b>	July 2006
<b>School address</b>	Ribblesdale Avenue Garforth Leeds LS25 2JX
<b>Telephone number</b>	0113 2865177
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## Introduction

The inspection was carried out by two additional inspectors.

The inspectors evaluated the overall effectiveness of the school, the effectiveness of the Early Years Foundation Stage and investigated the following issues: pupils' achievement, with a particular focus on that of girls and the more able pupils in English; the strengths of pupils' personal development and well-being; the curriculum and the care, guidance and support pupils experience; and the impact of leaders at all levels in improving the school's performance. Evidence was collected from the school's judgements about attainment on entry, test results, pupils' current work, teachers' monitoring and their records, observations of teaching, and responses from parents to the inspection questionnaire. Discussions were held with pupils, parents, staff, senior leaders, governors and the School Improvement Partner. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This large school draws pupils from the immediate area of an ex-mining village. The proportion of pupils eligible for free school meals is far smaller than average. Most pupils are of White British heritage and very few speak English as an additional language. A very small proportion of pupils has learning difficulties and/or disabilities. The school is a foundation school within the School Partnership Trust (SPT). The overall aim of the SPT is to foster learning communities which promote and provide excellence in teaching, learning and relationships. The school has achieved several external awards including Healthy Schools status, Artsmark Gold, Activemark, Social Inclusion Charter Mark, Eco-School, and International Schools Award. The headteacher took up post in September 2008.

The school's Early Years Foundation Stage comprises morning and afternoon Nursery sessions and two full-time Reception classes. There is 15 hours of free nursery provision each week.

An after-school club, which is run by a private provider, Garforth Kids Club, is based on the school site. A separate inspection report for the after-school provision is available on the Ofsted website.

## Key for inspection grades

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

## Overall effectiveness of the school

**Grade: 1**

Garforth Green Lane is an outstanding school. Parents are highly complimentary and sum it up well with comments such as, 'It is well run, with a happy environment which is totally conducive to excellent learning,' and 'Green Lane is about turning pupils into adults who are intelligent, articulate and polite, and who you'd like to know.' The headteacher provides inspirational leadership. In a relatively short time, she has assembled a highly effective senior leadership team whose complementary skills ensure that the school functions at full capacity every day. The school provides outstanding value for money and shows a similarly high capacity to improve further.

Since its last inspection the school has gone from strength to strength, due to the outstanding leadership and management. Sustained improvement and consistently high performance are due, in no small part, to the innovative strategies embraced by highly effective governors and the SPT. They have created a new leadership structure to free the headteacher from most administrative and business tasks. Instead, school leaders immerse themselves in all aspects relating to teaching and learning. As a result, they have dug down to the root of recurring issues so that the school is able to pinpoint exactly what it is that has stopped pupils from reaching even higher standards. The senior leadership team is confident and successful. They say, 'We work as a proper team should work. We all rely on each other, challenge each other and help each other.' The school is highly reflective and knows itself well. This is because the leadership is never fully satisfied with the school's performance and constantly seeks to improve upon already high-quality provision. Highly effective business managers and administrators ensure the smooth running of the school in all other areas, including finance and the safeguarding of pupils. Leadership is well distributed across every tier and everyone praises this arrangement, as they know that the school is not reliant on one person to move forward.

Pupils' achievement is outstanding in relation to their starting points so that they reach above average standards in reading, writing and mathematics by the end of Year 2 and consistently above average standards in English, mathematics and science by the end of Year 6. There is no difference in the achievement of boys, girls or other groups of pupils. Pupils' current work and the school's tracking show that standards are high and rising again. Far more pupils than expected nationally are reaching above average levels in their work in the current Year 6, particularly in English. This is because very accurate assessments and close monitoring of pupils' progress enable the staff to identify precisely which elements of learning are proving more difficult for some pupils. These pupils receive additional support in smaller groups and this ensures that any gaps in their learning are quickly plugged. Crucially, this consolidation does not hold other pupils back as they do not participate in these sessions but rather pursue their own tailor-made challenges. Parents comment in particular on the successful strategies now in place to accelerate the learning of the more able pupils and those with particular gifts and talents; this is another reason behind current rising standards. Teachers are also quick to identify the individual needs of pupils with learning difficulties and/or disabilities to enable them to make excellent progress.

The leadership holds each teacher clearly responsible for the progress of pupils in their class and this leads to outstanding teaching and learning. Teachers plan very

effectively and deploy skilful teaching assistants to complement their own input. Teaching assistants work to the same exacting standards and challenge pupils to do their very best at all times. The quality of teachers' questioning is a particular strength, as is their use of technical vocabulary and the efficient way they check how well pupils are doing as lessons unfold. Staff are very knowledgeable and provide expert teaching in a number of areas, including modern foreign languages, which adds an additional dimension to the curriculum and to the outstanding community cohesion as pupils learn French and Spanish in school. The highly diverse curriculum engages pupils' interest and develops their awareness of global, national and local cultures, beliefs, lifestyles and social circumstances. These elements are intensified by the different Trust school links. For example, pupils have a growing understanding of the lives of pupils in Durban, South Africa. Although differences in cultures and lifestyles are discussed, the school's emphasis is very much on celebrating the many positives and evaluating what makes Green Lane pupils similar to South African or Afro-Caribbean pupils. Throughout the school, there is a keen emphasis on dwelling on connections rather than highlighting potentially divisive differences and this helps pupils to relate to their peers abroad and to embrace national and global unity.

Green Lane is a highly inclusive school. Its leaders promote equality of opportunity and eliminate any form of discrimination. Pupils with specific gifts and talents participate in different challenges, some linked to community business. For instance, older pupils investigated the viscosity of liquids at a local factory and then presented their findings to staff, pupils and parents. First rate partnerships with parents, other schools and the local community secure the school's reputation as a key neighbourhood asset. The school works seamlessly with partners in the SPT and alongside outside support agencies, colleges and universities to broaden, enrich and support pupils' learning through the sharing of expertise and experience.

Care, guidance and support are outstanding and safeguarding procedures meet current government requirements. The nurturing yet stimulating learning environment allows pupils to flourish outstandingly well in terms of their own personal, spiritual, moral, social and cultural development and well-being. Pupils eagerly carry out responsibilities to serve the school community and are equally at ease tending to the needs of the school guinea pigs, running the recycling project, or training to be part of the 'A' Team at play and lunchtimes, ensuring positive play experiences for all. Pupils have a highly developed awareness of how to eat healthily and grow a variety of vegetables in school. Impressive numbers of girls and boys participate in the wide range of extra-curricular sport and take advantage of the expertise brought in by external sports coaches. Pupils show a very keen awareness of how to live safely. Above all, they enjoy school greatly and are very complimentary about school life; these positive attitudes are reflected in their high levels of attendance. Pupils show great maturity and a love of learning. They thoroughly enjoy themselves as lessons capture their imaginations so well. They praise staff for planning stimulating activities so they, 'do different stuff that we wouldn't normally do'. They behave beautifully and develop into caring and responsible citizens who are extremely well prepared for the future.

## Effectiveness of the Early Years Foundation Stage

Grade: 2

Young children blossom in the happy atmosphere and through the outstanding care provided by all the adults. Increasingly, children arrive with skills below those typically expected, particularly elements of their literacy, mathematical and social skills, although historically, pupils now in Years 3 to 6 joined Nursery and Reception with skills typical for their ages. By the end of Reception, children achieve well and reach a good level of development in all six areas of learning. Some attain skills beyond the levels expected for their age. This good start provides children with a firm foundation for their future learning and success. First class transition arrangements from Nursery to Reception and then into Year 1 ensure that children settle well after changes and always make the most of their time at school. Adults make careful observations of what children know, understand and can do and use this information to create learning programmes that meet the needs of all groups of children well. Parents typically comment, 'Teachers work hard to push children on without them even realising they are doing work!' Even so, activities outdoors, particularly when children work independently, do not offer sufficient challenge to extend their learning, unlike the range of consistently demanding activities indoors. Children behave exceptionally well, listen attentively and remain engrossed in activities for sustained periods. They interact together very well. Older children provide good role models for their younger friends as, for example, they cheerfully remind them, 'Did you wash your hands?' before they eat their snack. The Early Years Foundation Stage is well led and managed and provides a secure environment in which children gain an enthusiastic love of learning.

### What the school should do to improve further

- Develop the quality of outdoor learning opportunities in the Early Years Foundation Stage to reflect the greater challenges children experience indoors.

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## Annex A

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>1</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>
How well does the school work in partnership with others to promote learners' well-being?	<b>1</b>
The capacity to make any necessary improvements	<b>1</b>

### Effectiveness of the Early Years Foundation Stage

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

### Achievement and standards

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

### Personal development and well-being

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

<sup>1</sup> 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.

## 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?	1
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	1
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	1
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



8 June 2009

Dear Pupils

**Inspection of Garforth Green Lane Primary School, Leeds, LS25 2JX**

Thank you for your help when I inspected your school with one of my colleagues. I am writing to let you know what we found out about your school.

Congratulations! Green Lane is an outstanding school – as so many of you and your parents told us. All the adults take excellent care of you all and prepare high-quality lessons for you each day. This helps all of you to make excellent progress in the different subjects you study and to reach high standards in your work. You behave so well, are kind to each other and take much trouble to improve the lives of others through fundraising as well as working in the local community. It was good to see so many of you taking part in sporting and creative activities and you know that these keep your bodies and minds healthy. You are all developing into resourceful and effective citizens of the future. Children in the Nursery and Reception classes get off to a good start. They quickly develop a great love of learning and thoroughly enjoy their time at school. This is really important when you first come to school.

One part of our job requires us to decide what your school could do even better. We have asked that the outdoor activities for children in the Early Years Foundation Stage provide them with as much challenge as the ones they enjoy inside.

Enjoy the summer, look after 'Biscuit' and 'Crumb', your school guinea pigs well, and keep working just as hard!

Very best wishes from the team

Jane Hughes  
Lead inspector