

# Hemsworth Grove Lea Primary School

Grove Terrace, Hemsworth, Pontefract, West Yorkshire WF9 4BQ

## Inspection dates

14–15 September 2017

<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an outstanding school

- The headteacher and senior leadership team have an exceptionally strong vision for the future of the school. This is clearly reflected in their school improvement plan.
- Parents spoken with during the inspection were unanimous in their praise of the school and in particular the work of senior leaders. Comments such as 'the headteacher is always available' and 'the headteacher knows every child in the school' reflected the feelings of others well.
- The governing body is well informed, knowledgeable and skilled at both supporting and challenging senior leaders. Through their frequent visits and strategic overview of school finances, governors have played a key role in moving the school forward.
- Teachers and support staff form a close team. Support staff receive effective training and this shows in their very good levels of knowledge and expertise. Training contributes directly to the excellent levels of teaching, learning and assessment seen in all areas of the school.
- The school motto 'if it's to be it's up to me' is known and understood by pupils and staff. Its message, that success is in your own hands, motivates and inspires pupils to try even harder. This results in pupils making outstanding progress across the school.
- The deputy headteacher works closely with staff to produce a curriculum which meets the needs of pupils in each year group. This bespoke approach heightens pupils' levels of engagement and enjoyment in learning and contributes to their excellent progress over time.
- Pupils spoken with said how safe they feel and how much they enjoy coming to school. The settled and calm atmosphere in the early years unit as well as in the main school reflects this well.
- Some parents continue to take their children on holiday in term time. School leaders are working exceptionally hard to reduce this in a variety of ways, including the use of fines in collaboration with the local authority. As a result, the number of sessions missed by pupils reduced by 20% last year.
- Governors are aware of the attendance issue and support senior leaders in their endeavours. However, they have not yet taken direct action to reduce the number of term-time absences.
- Children in early years make excellent progress from low starting points. Many reach national expectations by the end of Reception. However, not enough children yet exceed expectations in the early learning goals.

## **Full report**

### **What does the school need to do to improve further?**

- Increase the role played by governors in reducing the numbers of sessions missed by a small group of pupils whose parents take them on holidays in term time.
- Raise further the proportion of children who exceed the expected levels of development in the early learning goals by the end of Reception.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The headteacher has an exceptionally clear understanding of the strengths and areas in need of improvement in the school. She has built a very strong leadership team in her deputy headteacher and assistant headteacher, whose qualities complement each other. No stone is left unturned in leaders' quest to bring about continual school improvement. As a result, outcomes for pupils have improved significantly since the previous inspection.
- The quality of teaching, learning and assessment has improved over the last two years. This is due partly to the very high expectations of leaders, which are reflected in the high quality of monitoring carried out across the school. It is also due to the willingness and passion of staff to keep on improving their own practice in order to do the best for pupils across the school.
- Improvements in the quality of teaching have enabled pupils' outcomes to continue to rise year on year. Last year, the progress pupils made in both English and mathematics at the end of Year 2 and at the end of Year 6 exceeded national expectations. Many started with lower standards than those expected for their age. This represents excellent progress for pupils overall.
- All staff in the school have their performance measured through the annual performance management system. The system for teachers and teaching assistants is closely linked to targets identified on the school's improvement plan. The system also enables staff to develop their skills creatively, as well as enabling senior leaders to improve the quality of teaching and learning further by rewarding staff for improvements in their performance.
- The school's very strong ethos of caring extends to staff, pupils and parents. For example, the headteacher is very mindful of staff workload and works hard to reduce unnecessary pressures, by ensuring that events are planned well in advance and deadlines are manageable.
- Since the previous inspection, the role middle leaders play in bringing about school improvement has increased. Middle leaders view themselves as part of the leadership team and are highly effective at supporting senior leaders, for example by closely monitoring the quality of teaching and learning in their subject areas. This has contributed to the improvement in pupils' outcomes across the curriculum.
- The school curriculum is very carefully designed to meet the needs of individual classes. For example, one year group has more boys than girls, and staff have worked hard to plan topics, such as space travel, which have successfully engaged all pupils in this class. The deputy headteacher is passionate about ensuring that the curriculum is engaging in all areas of the school. She meticulously ensures that opportunities for pupils to deepen their knowledge further are in place in all subject areas.
- School leaders also recognise the importance of developing opportunities for pupils to experience life outside the area in which they live. An annual trip to London gives older pupils an opportunity to stay on a warship and visit museums and other places of interest to develop their understanding of the Second World War. This also helps them

to develop an excellent understanding of British history and values.

- Further visits to a wide variety of different locations, including an outdoor pursuits centre, enable pupils to challenge themselves and to develop new skills such as team-building and rock climbing. This helps to develop their excellent spiritual, moral, social and cultural skills and understanding.
- The school's highly creative use of pupil premium funding has ensured that the personal development and welfare of disadvantaged pupils have improved in line with overall improvements in academic achievement. As a result, the differences between the academic progress of disadvantaged pupils and others nationally have diminished, and progress for this group is outstanding overall.
- The school receives funding for pupils who have special educational needs and/or disabilities. The excellent work of the assistant headteacher, who is also the special educational needs coordinator, ensures that this group of pupils are exceptionally well supported. Expectations of their progress are no less rigorous than of others in the school. School records show that they are making excellent progress over time.
- The school is exceptionally proud to hold the gold Sportsmark award. This award demonstrates a very clear focus on delivering a wide range of sporting opportunities across the school. At the time of the inspection, pupils, including those who have special educational needs and/or disabilities, were able to learn how to play over 20 different sports both inside and outside the school curriculum. Sports offered included Boccia, table tennis, tag rugby, cross-country running, football and athletics. Pupils across the school compete in teams both locally and, in some instances, for the county.
- Sports premium funding is used highly effectively to develop pupils' interest further in sport and to train staff to improve the quality of physical education (PE) across the school. Evidence to support this could be seen clearly in the range of different sporting activities available.

## **Governance of the school**

- The governing body knows the school exceptionally well. Governors have a clear understanding of the strengths and areas for development within the school.
- Governors have a wide range of skills and knowledge about both governance and the local community. Minutes from governing body meetings show that governors hold leaders effectively to account, particularly regarding pupils' progress and school finances.
- As a result of their skills and actions within the school, governors have played a key role in moving the school forward.
- The governing body is very clear about its responsibility to ensure that the school uses the pupil premium funding to support disadvantaged pupils effectively. It supports the holistic way in which funding is spent, but also keeps a sharp eye on the progress of disadvantaged pupils overall.
- Governors are acutely aware of the small number of parents who take their children on holiday in term time. Pupils' attendance is regularly discussed at governing body meetings. While governors are highly supportive of senior leaders' actions, they do not

yet have a strategy themselves for addressing this problem.

## Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding pupils is a key priority for all members of staff who work in the school and is described by staff as 'woven into the fabric of the school'.
- Very regular training and update sessions ensure that all staff are aware of current legislation and are clear about what to do for a child in need.
- Staff new to the school receive comprehensive training on safeguarding on arrival and say that they are made to feel confident of safeguarding systems before starting work.
- Staff know pupils and their families well. The open door of every classroom each morning promotes very strong relationships between staff and parents. This makes it easier for information and concerns to be discussed at an early stage.
- The headteacher takes a lead in safeguarding and has put in place a clear and logical system for referrals, which enables staff to share their concerns quickly. Records show that her very close working partnerships with other professionals have successfully supported families and pupils.

## Quality of teaching, learning and assessment

## Outstanding

- Although the quality of teaching, learning and assessment is outstanding, staff are relentless in their desire to continue to improve. Staff are passionate about doing the best for all pupils in their care. This is reflected in the high expectations of what all pupils can achieve in the time available. This characterises learning across the school.
- Work is very carefully planned to meet the needs of all pupils whatever their starting points. The most able pupils are offered work with greater levels of challenge, and this has enabled them to progress and deepen their levels of understanding over time. For example, work in pupils' English books from last year shows that pupils were given excellent opportunities to develop their skills by writing longer pieces of work for a wide range of different occasions. This was replicated in pupils' topic, science and religious education books. Consequently, pupils practise their writing skills and develop a deeper understanding across the curriculum.
- Many opportunities to deepen pupils' understanding of mathematical concepts are offered to all year groups. Opportunities to practise mathematical skills are replicated in other subjects as well as in the mathematics club and booster sessions before and after school. This has enabled pupils to develop excellent skills and understanding.
- Teachers and support staff plan work which inspires and excites pupils. This is reflected in pupils' positive attitudes and excellent behaviour in the classroom. For example, pupils learning about how to write a persuasive letter started the lesson by moving to music, selecting a table and answering questions on sticky notes. Pupils moved around the room calmly, carrying out the task with interest and determination, demonstrating impeccable behaviour.
- Books show that pupils take great pride in their work. Corrections are nearly always

carried out diligently, and improvements are clear. Pupils spoken to said how much they enjoyed 'polishing' their work each morning at the start of lessons to make it even better.

- Teachers demonstrate very good subject knowledge and plan carefully to meet pupils' needs. Should a pupil begin to fall behind or not be clear about a concept, staff pick this up quickly and extra help is put in place. This swift action ensures that pupils of all ages and abilities are given help and support as soon as possible.
- Staff work very closely together to support the needs of pupils. Support staff are skilful at asking questions and have very good levels of understanding about the work set for pupils. This enables pupils to learn quickly and effectively.

## Personal development, behaviour and welfare

## Outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Senior leaders have created a strong caring ethos within school, which extends to pupils, parents and staff. Pupils are taught the importance of caring for others at a very early age. For example, in one activity carried out across the school, pupils are asked to choose a name anonymously and then, without telling the named pupil, carry out acts of kindness towards the named pupil throughout the following week. This small task enables pupils to develop a strong understanding of the importance of recognising the needs of others and contributes well to their spiritual, moral, social and cultural skills.
- Senior leaders ensure that the well-being of every child is a key priority. As a result, pupils whose personal development and well-being are a concern are quickly identified. The work of the learning mentor ensures that pupils and families are given help and support at the earliest possible opportunity. Parents spoken to confirmed the strength of this relationship and the beneficial effect it has had on their families.
- Pupils, staff and parents all agree that pupils' welfare and personal development are at the core of all that the school does. Staff are highly skilled and knowledgeable about individual pupils' needs and take a highly nurturing approach to all pupils. These actions have contributed to pupils' excellent behaviour and personal development across the school.
- Pupils told inspectors that they enjoy coming to school and that staff keep them safe. They also commented on the excellent guidance given by staff through, for example, lessons on the dangers the internet can pose and on how to keep safe both inside and outside school.
- Parents also commented on how school leaders have helped them to understand how to keep their children safe by explaining the dangers some websites and apps pose to their children's safety.
- Pupils are clear about the different forms bullying can take. They demonstrate strong knowledge of the dangers of online cyber bullying and have an understanding, despite their young age, about homophobic bullying. They are also clear that bullying of all

types is wrong and what to do should it occur.

- A comment from one pupil to a member of the inspection team summed up the feelings of others. 'Bullying doesn't happen here. If you want to find bullying you will have to go to another school.'

## **Behaviour**

- The behaviour of pupils is outstanding.
- Pupils' behaviour both inside and outside the classroom is often impeccable. They show exceptionally kind and caring attitudes to each other, staff and visitors. All inspectors commented on the pupils' polite and well-mannered approach, which was clearly evident in corridors and classrooms across the school.
- Few incidents of difficult behaviour have been logged over the last three years and none has resulted in the permanent exclusion of a pupil. This is because pupils quickly learn to regulate their own behaviour and also to be kind to others.
- Attendance overall is close to national expectations for similar schools. However, a small number of parents still persist in taking holidays in school time, which reduces attendance figures overall. School leaders work exceptionally hard to reduce the number of pupils who are absent. Strategies such as planning staff in-service training days well in advance, in blocks close to school holidays to offer parents the opportunity to book holidays earlier or later have been put in place. School leaders also issue fines in partnership with the local authority and do not authorise term-time holidays.
- Strategies to improve attendance have begun to have an effect, as the number of sessions missed dropped by 20% last year. However, the school leaders and governors recognise that more needs to be done to further reduce the number of parents taking holidays in term time.

## **Outcomes for pupils**

## **Outstanding**

- Pupils in all year groups in key stages 1 and 2 are making excellent progress across the curriculum, including in reading, writing and mathematics. Disadvantaged pupils are making excellent progress in relation to other pupils nationally, and boys and girls make similar progress overall.
- Senior leaders check the progress of all pupils individually as well as in class groups. This enables them to discuss individual pupils' progress with staff in the regularly held progress meetings. This also ensures that if pupils are beginning to drop behind, immediate action can be taken.
- School leaders are justifiably proud that at the end of Year 1 in 2016 more pupils passed the phonics screening check than those nationally. Current pupils are on track to make similar gains after making very good progress in acquiring phonic skills and using these skills in reading.
- By the end of key stage 1 in 2016, teacher assessments showed that pupils' attainment and progress in reading, writing and mathematics were above those of other pupils nationally. This year group started Nursery and Reception with skills and knowledge

lower than those expected for their age. This represents very strong progress over time.

- Key stage 2 pupils made excellent progress in 2016 and 2017. Information collected by school and from 2016 national tests shows that more than 90% of pupils made very strong progress in reading for their age and 30% made even more progress. Pupils' progress and attainment in writing and mathematics were of a similarly high standard.
- Across the school, the most able pupils are making rapid progress in reading, writing and mathematics. Observations of these pupils in lessons evidence this rapid progress. This is because of the wide range of challenging opportunities offered to them across the curriculum.
- Disadvantaged pupils are particularly well supported. Their needs are recognised and evaluated as soon as they arrive in school. Pupil premium funding is used very effectively to support their needs and, as a result, they, like their peers, make outstanding progress from their starting points.
- Pupils who have special educational needs and/or disabilities who are behind and need to catch up quickly are very well supported, and the school regularly checks their progress. As a result, they make excellent progress from their individual starting points.

### Early years provision

### Outstanding

- The vast majority of children start in the school's Nursery and Reception classes with skills and knowledge below and occasionally well below those expected for their age. They make rapid progress and enter Reception with skills and knowledge closer to those of others nationally.
- Over the last three years there has been an upward trend, with more children reaching a good level of development. Last year, national data showed that the progress children made brought them very close to the national figure. This represents very strong progress from their starting points.
- Teachers and the other staff understand the needs of the children exceptionally well. Staff check children's knowledge and understanding when they join the school and frequently throughout the year.
- Activities are meticulously planned so that children's learning is focused directly on their needs. As a result, children are very well equipped with appropriate skills and knowledge by the time they move on to Year 1. This is particularly beneficial for those children who have special educational needs and/or disabilities or those who are disadvantaged.
- All staff are very skilled at developing children's vocabulary and language skills through questioning and conversations. Children are encouraged to express themselves to each other and adults, and are given every opportunity to talk about their experiences. This could clearly be seen when pupils were measuring how fast a ping-pong ball travelled in a water flow. Children were observed independently discussing with each other which ball would go the fastest, then trying out their prediction. Talking together helps



to develop children's early reading and writing skills.

- Parents spoken with in the playground said that they felt that their children got off to a flying start. They praised the way that staff include them in every aspect of their child's development. Parents explained how they always feel welcomed each morning and enjoy carrying out tasks set alongside their children. All would wholeheartedly recommend this school to others.
- The assistant headteacher and class teacher work very closely together to provide strong leadership within the setting. Planned learning demonstrates this well, as individual children's needs are met effectively; none gets left behind. Other staff have very good levels of expertise in how to develop children's learning, which they use to excellent effect.
- Children's behaviour is excellent. They quickly learn to understand the class routines and the behaviour expected of them. Children learn how to listen to staff and to each other. This is clearly evidenced in the impressive way they share and take turns when using equipment and in conversation.

## School details

Unique reference number	130968
Local authority	Wakefield
Inspection number	10036475

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	254
Appropriate authority	The governing body
Chair	Gary Frost
Headteacher	Sally Henshall
Telephone number	01977 615080
Website	<a href="http://www.groveleapprimary.com">www.groveleapprimary.com</a>
Email address	<a href="mailto:headteacher@grovelea.wakefield.sch.uk">headteacher@grovelea.wakefield.sch.uk</a>
Date of previous inspection	23–24 October 2012

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school serves the community of Hemsworth and surrounding areas in Wakefield, West Yorkshire. Pupils are mostly from families of White British origin.
- Since the last inspection, the deputy headteacher has been appointed as the headteacher. A new deputy headteacher has been appointed and the school has recruited an assistant headteacher.
- Several other members of staff have also been recruited.
- The proportion of disadvantaged pupils supported by the pupil premium is below average for similar schools.
- The proportion of pupils who have special educational needs and/or disabilities is close

to the average figure for similar schools.

- The school meets the government's current floor standards for primary schools, which are the minimum standards set for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

## Information about this inspection

- The inspection team observed learning in classrooms across the school. Some observations were carried out with members of the senior leadership team.
- A range of school documents, including safeguarding documentation, pupil progress information and the school's curriculum planning, were analysed by the inspection team.
- Meetings were held with pupils, senior leaders, middle leaders, members of staff, the chair of the governing body and one other governor.
- Informal meetings were held with 11 parents at the start of the day. The inspection team took into account the feedback from 12 parents given via Ofsted's online texting service and 12 parents who responded to Parent View, Ofsted's online survey.

## Inspection team

Marian Thomas, lead inspector	Her Majesty's Inspector
Cathy Morgan	Ofsted Inspector
Sara Roe	Ofsted Inspector
Chris Cook	Ofsted Inspector

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