

# Inspection of an outstanding school: Grove Lea Primary School

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

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Inspection dates:

12 to 13 September 2023

## **Outcome**

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Mrs S A Henshall. The school is part of the Inspire Partnership Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sue Vickerman, and overseen by a board of trustees, chaired by John North.

## **What is it like to attend this school?**

Pupils are proud to be part of this school, which is at the heart of the local community. They like coming to school because teachers are willing to help if learning becomes difficult. Pupils feel safe because leaders and staff listen if they have a problem. Bullying is very rare. Staff resolve any differences and fallings-out quickly.

Staff have high expectations of pupils' behaviour. Pupils behave well and know the code of conduct well. They are polite to adults and to each other. In lessons, pupils are enthusiastic to learn. At lunchtime, they socialise well with each other. Pupils from Years 5 and 6 act as mentors for younger pupils willingly and confidently.

Staff are determined that all pupils will succeed, including those with special educational needs and/or disabilities (SEND). Pupils respond well to the strong and consistent teaching they receive. However, some recent curriculum changes to help pupils know and remember more are not fully embedded.

Pupils enjoy the many enrichment opportunities available to them. Older pupils appreciate the many leadership opportunities, such as those of librarians and sports helpers, that are on offer to them. There is a wide range of after-school sports and activities clubs for pupils to join.

## What does the school do well and what does it need to do better?

Recently, with the support of the trust, leaders have reviewed their curriculum and, in some areas, made significant changes. The curriculum provides strong foundations for learning in reading and mathematics. The curriculum is ambitious across the full range of subjects. In early years, leaders have designed a curriculum that prepares children very well for key stage 1. In a small number of subjects, the impact of the changes to the curriculum is not fully realised. In these subjects, pupils are less confident in their understanding of some of the key concepts essential for their future learning.

Teachers across the school deliver the curriculum well. They have strong subject knowledge and explain topics and concepts clearly to their pupils. Teachers in early years and key stages 1 and 2 use a wide range of teaching strategies to capture the interest and imagination of their pupils.

In most subjects, teachers are conscientious in checking that pupils understand what has been taught. This is especially so in reading and mathematics. However, in a few subjects, where the curriculum is under development, sometimes teachers do not identify where pupils have gaps in their knowledge. In these subjects, some pupils are not fully secure in their learning.

Children in the Nursery and Reception Years and key stage 1 benefit from well-thought-through approaches to developing their reading and writing and understanding of numbers. Recently, with the support of the trust, leaders have made significant changes to the early reading curriculum. All staff have received training in the new, clearly structured phonics programme. This has helped them to teach essential phonic knowledge effectively. Pupils, including those with SEND, read with increasing fluency as they progress through the school.

Leaders have made reading a priority across the school. Pupils enjoy reading and read frequently. Teachers have ensured that there is a broad range of high-quality fiction and non-fiction texts for pupils to read in the well-resourced library. Class readers are chosen carefully to introduce pupils to the diversity of life in modern Britain and wider social and moral issues. Pupils respond very positively to these ideas.

Leaders promptly and accurately identify the needs of pupils with SEND. Many additional needs are identified in Nursery or Reception. Leaders work closely with parents and carers to find the best possible support for pupils quickly. They provide staff with the information that they require to enable them to help these pupils.

Low-level disruption in lessons is rare. Pupils concentrate well and respond quickly and efficiently to the instructions of their teachers. In Nursery and Reception, children settle quickly and soon learn the routines and rules of the school day. They make effective use of the well-resourced Nursery and Reception classrooms. Leaders are rightly proud of the newly redesigned outside area.

The opportunities provided for personal development prepare pupils well to be responsible citizens. Pupils in Years 5 and 6 speak confidently about their learning in

personal, social and health education lessons about relationships, tolerance of difference and British values. These lessons prepare pupils well for life beyond primary school.

Governors and trustees know the school well. They have a good understanding of the many strengths and areas for development at the school. Both governors and trustees use their varied skills to support and challenge leaders.

Leaders take the workload and well-being of staff into account when making decisions. Staff appreciate the opportunities for professional development that the school and trust offer. They like the way that leaders enhance the skills of staff by giving them opportunities to develop their leadership roles.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- Recent changes to the curriculum in a small number of subjects are not embedded. Staff are not fully clear about the knowledge and skills that they are required to deliver. Leaders should continue to embed and review the content of the curriculums in these subjects.
- In a few subjects, assessment of pupils' knowledge and understanding is underdeveloped. As a result, there are gaps and misconceptions in pupils' learning. Leaders should ensure that across all subjects, teachers check pupils' learning so that gaps in learning are filled and misconceptions are addressed.

## **Background**

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Hemsworth Grove Lea Primary School, to be outstanding in September 2017.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	148287
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	10297507
<b>Type of school</b>	Primary
<b>School category</b>	Academy
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	251
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	John North
<b>Headteacher</b>	Sally Henshall
<b>Website</b>	<a href="http://www.groveleapprimary.com">www.groveleapprimary.com</a>
<b>Date(s) of previous inspection</b>	Not previously inspected

## Information about this school

- Grove Lea Primary School converted to become an academy school in March 2021. When its predecessor school, Hemsworth Grove Lea Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school is part of Inspire Partnership Multi Academy Trust. It joined this trust in April 2021.
- Leaders do not use any alternative provision.

## Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.

- The inspector met with the headteacher, senior leaders, middle leaders and a range of teaching and support staff. The inspector spoke with four members of the local governing body, including the chair of governors.
- The inspector met with the chief executive officer of the trust and three trustees. He spoke with a representative of Wakefield local education authority.
- As part of this inspection, the inspector carried out deep dives in early reading, mathematics and computing. The inspector met with subject leaders, visited some lessons, looked at pupils' work and spoke with pupils and teachers. The inspector observed individual pupils reading to their teachers.
- The inspector met with groups of pupils from Years 2 to 6. He also observed lunchtime.
- The inspector checked the school's safeguarding procedures and the checks made on staff. The inspector met with leaders, staff and pupils to evaluate the culture of safeguarding.
- The inspector reviewed a range of documentation, including that relating to school development plans, self-evaluation documents, curriculum documentation and behaviour records.
- The inspector considered the responses to Ofsted's online survey for staff. There were no responses to the pupil survey.
- The inspector also considered the views of the parents and carers who responded to Ofsted Parent View. This included the comments received via the free-text facility.

### **Inspection team**

Timothy Gartside, lead inspector

Ofsted Inspector

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