

# Inspection of Green Lane Primary Academy

Ribblesdale Avenue, Garforth, Leeds, West Yorkshire LS25 2JX

---

Inspection dates: 15 and 16 November 2023

## **Overall effectiveness**

**Outstanding**

---

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The head of academy of this school is Joanne Sercombe. This school is part of Delta Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Paul Tarn, and overseen by a board of trustees, chaired by Steve Hodsman.

Ofsted has not previously inspected Green Lane Primary Academy under section 5 of the Education Act 2005. However, Ofsted previously judged Green Lane Primary School to be outstanding, before it opened as Green Lane Primary Academy as a result of conversion to academy status.

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

Green Lane Primary Academy achieves its stated ambition to 'provide the children with the highest standards of teaching, learning and pastoral care'. Leaders have very high expectations for all pupils, both academically and socially. Pupils flourish in this inspirational school. They have excellent recall of their learning. The school prepares pupils very well for their next stage in education.

Pupils' behaviour is exemplary. Pupils learn how to make positive choices and take responsibility for their actions. Pupils are kind and considerate to one another. They feel safe and happy in school. Pupils know that adults listen to them and help them. Pupils also learn how to resolve any minor concerns themselves.

Leaders provide a wealth of enrichment activities. There are many school clubs to promote pupils' talents and new interests. Pupils learn a range of skills, from knitting to climbing. Trust-wide opportunities include sports festivals, computing events and debates about current affairs.

The early years environment is a vibrant and dynamic place to be. Staff are excellent role models. They continually engage the children in their learning. Children eagerly learn a nursery rhyme a week and take delight in acting these out.

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

The quality of the provision in early years at Green Lane Primary Academy is exceptional. This is the key strength of the school. Staff create a hugely positive environment where children are immersed in learning. Staff know what they want the children to learn. They take every opportunity to help the children make connections in their learning, for example making sure that children talk about and learn phonics throughout the school day. The learning activities interconnect language, number and physical skills. Children independently encourage each other to 'have a go' in the creative areas. A love of reading is clear from Nursery class, where children revel in sharing books together. Children show great respect for school resources and one another. The early years provision sets up children to succeed in the future.

This is a school where reading is valued highly. Leaders have implemented a rigorous early reading programme, including phonics. This results in pupils becoming accurate and fluent readers. If pupils fall behind in the reading programme, teachers intervene quickly to get them back on track. Teachers read to pupils regularly. They model how to make reading aloud exciting for the listener. Pupils of all ages read a wide range of ambitious texts. Pupils enjoy spending their free time in the inviting reading areas, snuggled on the sofas, reading a book. Older pupils are articulate in recommending books. They encourage each other to read more widely.

Leaders and teachers within the trust have designed a highly ambitious curriculum. They have thought deeply about what they want pupils to learn in each subject. This

is set out clearly for teaching staff to understand. Teachers have access to high-quality teaching resources. As a result, expectations are both explicit and exacting. School leaders have adapted the trust curriculum to make it specific to the local context. For example, the history curriculum has a topic about the stately homes in the area. The curriculum builds in opportunities for pupils to recap on previous learning. This helps pupils remember their learning in the long term. This has a strong impact on pupils' achievements, including in reading, writing and mathematics.

Leaders are quick to identify the needs of pupils with special educational needs and/or disabilities (SEND). Pupils with SEND access the same carefully designed curriculum. Teachers and staff show expertise in adapting the delivery of the curriculum to meet individual needs. Leaders ensure that pupils with SEND have accurately targeted support. Pupils with SEND experience success working alongside their peers.

There is an aspirational programme to support pupils' personal development. This contributes greatly to pupils' character development and their world view. Pupils learn in depth about fundamental British values and different religions and beliefs. They have an excellent understanding of protected characteristics, such as age discrimination. Pupils are specifically taught about economic well-being. Pupils relish opportunities to make decisions in the school via the academy parliament.

Leaders at all levels have a clear vision for the school. Leaders in school and at the trust work seamlessly together. The trust directors of learning work alongside pupils and teachers. They know the school well and provide an impressive range of professional development for staff. Strong governance systems are in place to ensure that pupils achieve ambitious aims.

## **Safeguarding**

The arrangements for safeguarding are effective.

### **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>	136326
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10255634
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	434
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Steve Hodsman
<b>Head of Academy</b>	Joanne Sercombe
<b>Website</b>	<a href="http://www.glpa.org.uk">www.glpa.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected under section 5 of the Education Act 2005

## Information about this school

- The school is a sponsor-led academy and is part of Delta Academies Trust.
- The school does not use alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other senior leaders and the special educational needs coordinator. Meetings were also held with the early years leader, subject leaders, class teachers and pupils. Further meetings were held with early career teachers and some support staff.

- The lead inspector met also with representatives of Delta Academies Trust.
- The inspectors carried out deep dives into early reading, mathematics, English, history and modern foreign languages. For each deep dive, the inspector looked at curriculum planning, conducted joint lesson visits with leaders, spoke to pupils about their work and looked at pupils' books and samples of their work.
- Prior to the inspection, the lead inspector reviewed documents on the school's website, as well as published information about the school's performance and previous Ofsted inspections.
- Inspectors observed pupils' behaviour in classrooms, around the school and at playtime and lunchtime. They spoke with pupils about their views of the school and their learning, behaviour and safety.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- As well as speaking to parents and carers at the school gate, inspectors considered responses to Ofsted's online survey, Ofsted Parent View. The inspectors took the views of staff into account through a number of meetings as well as their responses to Ofsted's staff survey.

### **Inspection team**

Mary Cook, lead inspector	His Majesty's Inspector
Andrew Gibbins	His Majesty's Inspector
Stu Mills	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023