

Inspection of Greenmount Primary School

Lodge Lane, Leeds, West Yorkshire LS11 6BA

Inspection dates:	7 and 8 January 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are proud to be 'Greenmountaineers.' They apply the school's CLIMB values of confidence, learning, independence, motivation and belief to their learning and behaviour. This helps them to become motivated and confident learners. Pupils benefit from a newly-refined, ambitious curriculum. Pupils achieve well.

The school has a clear strategy that supports pupils' good behaviour. Pupils appreciate that adults 'praise loudly and blame softly'. The school celebrates and rewards good behaviour through celebration assemblies and house points. It uses supportive conversations when behaviour falls short of its high expectations.

This school prides itself on being 'more than a school' to its families and community. It provides high-quality pastoral support to help pupils with any concerns or worries. The school warmly welcomes families who are new to the country. For example, by providing resources to remove language barriers for those who speak English as an additional language.

Pupils' knowledge of fundamental British values and protected characteristics is impressive. They effortlessly make links between these values and their own lives. Pupils have many opportunities to discuss and debate global issues.

A multitude of languages are spoken across the school. Pupils are respectful and interested in each other's cultures and beliefs. One pupil, reflecting the views of many, said: 'we accept everything and everyone'.

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

The school has carefully designed its curriculum from early years to Year 6. Staff skilfully consider how to adapt the curriculum for pupils with special educational needs and/or disabilities (SEND) and for those who speak English as an additional language. This means all pupils access the broad and balanced curriculum with appropriate support.

The school provides purposeful opportunities to check what pupils have learned and remembered over time. For example, class 'flash back' boxes contain cards with questions that help pupils to remember their learning from previous years. Pupils enjoy responding to these questions and recalling their prior knowledge. However, in some subjects, checks on pupils' learning do not identify whether their knowledge is secure. This means that opportunities to identify and address misconceptions and to move pupils' learning on are sometimes missed.

Pupils use their phonics knowledge to read unfamiliar words. The school identifies those pupils who are not keeping up with the phonics programme. These pupils receive focused support through the school's catch-up programme. Pupils, therefore, are confident readers. The school prioritises instilling a love of reading. Pupil reading ambassadors help to keep the school's reading areas are tidy and attractive. The school ensures that its reading materials reflect diversity and the multiple ethnicities in its community.

Many children join the school with low speech, language and communication skills. Starting from the early years, the school uses screening tools to identify any children who need extra support. Extra help is then put in place. Provision for pupils with complex SEND is well considered. The 'explorers' group have a carefully personalised learning programme. Such provision enables teachers to set tasks and learning activities match well to pupils' specific needs.

Relationships between pupils and staff are warm and nurturing. Pupils understand the importance of maintaining a positive outlook. They show resilience and understand that they learn from their mistakes. Children in the early years benefit from meaningful adult-led activities. For example, adults skilfully modelled mathematical language when counting lumps of ice in the water tray. However, sometimes adult interaction with children is less effective, particularly when children are choosing their own activities. When this happens, children do not develop their communication and language skills as well as they could.

There is a whole-school approach to teaching pupils about healthy relationships. The school consults with families, community and religious leaders to ensure that it teaches the statutory aspects of relationship and sex education, while being sensitive to their religious beliefs.

The school goes above and beyond to provide exceptional opportunities that support pupils' personal development. The school introduces pupils to a range of well-chosen role models. Pupils' aspirations are raised by learning about inspirational people such as Hannah Shields, the first woman from Northern Ireland to reach the summit of Mount Everest. Pupils in key stage 2 have opportunities to work with local universities to explore potential careers. Pupils have leadership responsibilities, such as roles as eco leaders who litter pick in the locality. Pupils enjoy spending time playing games with residents at a local care home. This develops respectful multi-generational relationships. Pupils take part in a variety of sporting and musical activities. They have many opportunities to participate, compete and perform.

The school has worked tirelessly to improve the attendance and punctuality of its pupils. The school's initiative 'to be on time at quarter to nine' is beginning to positively impact on pupils arriving on time to school.

The school's leaders have taken bold, decisive action to review and develop the curriculum. Staff share the school's highly ambitious vision for high-quality education for all pupils. Governors are knowledgeable and proud of the school's work to support families in the community. Staff are overwhelmingly positive about how mindful the school is of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the early years, there is some variation in how well adults interact with children to help them to get the most from their learning, particularly in more open learning activities. When this happens, children do not learn as well as in other contexts. The school should work with staff to refine their interactions with children to further enhance children's learning, including children's communication and language skills.
- Some checks the school completes on what pupils know and remember do not give enough information to swiftly adapt and refine teaching in the moment. This means some pupils learning does not move forward as swiftly as it could. The school should ensure that the checks it completes inform future learning to consistent effect.

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

Unique reference number	107949
Local authority	Leeds
Inspection number	10346214
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	466
Appropriate authority	The governing body
Chair of governing body	Sajid Majeed
Headteacher	Lisa Dixon
Website	www.greenmountprimary.co.uk
Dates of previous inspection	27 and 28 November 2019, under section 5 of the Education Act 2005

Information about this school

- Since the last inspection, a new headteacher and deputy headteacher have been appointed.
- The school does not use any alternative provision.
- The school has a considerably high proportion of pupils who speak English as an additional language.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 and other leaders from the school.
- Inspectors also met with members of the governing body and a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's online surveys for staff and pupils. Inspectors spoke with groups of staff, parents and pupils to gain their views about the school.

Inspection team

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