

# Hemsworth Grove Lea Primary School

## Inspection report

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<b>Unique Reference Number</b>	130968
<b>Local Authority</b>	Wakefield
<b>Inspection number</b>	341075
<b>Inspection dates</b>	22–23 April 2010
<b>Reporting inspector</b>	Derek Pattinson

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	224
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr George Mellows
<b>Headteacher</b>	Mrs J McNichol
<b>Date of previous school inspection</b>	13 February 2007
<b>School address</b>	Grove Terrace Hemsworth Pontefract WF9 4BQ
<b>Telephone number</b>	01977 722240
<b>Fax number</b>	01977 722240
<b>Email address</b>	Headteacher@grovelea.wakefield.sch.uk

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Royal Exchange Buildings  
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Manchester M2 7LA

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons or part lessons and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school's development plan and the latest reports to the governing body from the School Improvement Partner. They also studied the most recent national and school data on attainment and progress, the latest attendance figures and children's work from across the school. In addition, 94 questionnaires returned from parents and carers were analysed, along with those returned by staff and pupils.

- why pupils in Key Stage 1 appear to be performing better than those in Key Stage 2
- whether pupils with special educational needs are making better progress than other pupils, as the school believes
- whether and to what extent marking and assessment have improved since the last inspection
- how lively and exciting is the school's redesigned curriculum.

## Information about the school

This is an average-sized primary school, housed in a new building in 2008. A little over half of its intake is drawn from the immediate area, with the rest travelling from slightly further a field. The percentage of pupils from minority ethnic groups is very small. There are no pupils who speak English as an additional language. The percentage of pupils who receive free school meals is smaller than average. The proportion of pupils who have special educational needs and/or disabilities is close to what is typical. The school has achieved a Healthy Schools Award and Sports awards since the last inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

This is a satisfactory school. Particular strengths are the good quality provision in the Early Years Foundation Stage and pupils' knowledge of how to lead a healthy lifestyle, which is judged outstanding. Pupils behave well, feel safe and have positive attitudes to their work. The lively and engaging curriculum, supported by a good range of enrichment activities, is a strong feature. However, this is not reflected in the school's attendance levels which are just satisfactory.

Pupils' academic development is satisfactory but is not as strong as most aspects of their personal development. Pupils make satisfactory progress and by the end of Year 6, attain average standards in English, mathematics and science. However, pupils make generally faster progress in Key Stage 1, where a higher proportion of teaching is good, than in Key Stage 2 where most teaching is satisfactory and pupils' progress slows. Achievement overall is satisfactory, and thus the effectiveness of the school is the same. The school is a cohesive community. However, links with the wider world are not yet established to help promote greater cultural awareness and understanding.

Nevertheless, good spiritual, moral and social development underpins the school's work.

The experienced headteacher, ably supported by her deputy headteacher, is keen to move the school forward. The leadership has a largely accurate view of the strengths and areas for development. Priorities to tackle the underachievement in Key Stage 2 are beginning to bear fruit and gaps in performance among different groups are narrowing. This is because information from data is rigorously analysed so that those falling behind can be immediately given support. Nevertheless, the monitoring of some aspects of the school's work by senior and subject leaders, such as the monitoring of teaching and pupils' work, lacks rigour and focus. This results in a lack of accuracy in the evaluation of some important areas of the school's overall performance and slows the drive to secure higher standards. The governing body supports the school satisfactorily, but is not involved enough in monitoring its work or in leading its direction. Issues from the last inspection have been partially addressed, although marking and assessment in lessons, weaknesses identified at the last inspection, are still inconsistent. These factors indicate that the school has satisfactory capacity for sustained improvement and provides satisfactory value for money.

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

- Ensure all teaching and progress is as good as the best, by:
- - injecting greater pace into some lessons so that pupils have enough time to work independently

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- - checking that pupils always know what they are learning, what they have learnt and what they must do next
- - always providing work that is at the right level
- - focusing more sharply on pupils' learning when checking regularly on the quality of teaching.
- Improve leadership, management and governance by:
  - - ensuring that the monitoring of the school's work is rigorous, regular and focuses sharply on pupils' learning to help senior leaders more accurately evaluate all aspects of the school's performance
  - - developing the role of the governing body so that it more effectively challenges the school's performance, holds the school to account for what it achieves and sets a clear direction for its work
  - - extending links with the wider world to deepen pupils' understanding of cultural diversity and further promote community cohesion.
- Raise attendance to at least national levels by giving its promotion a higher profile.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Most pupils enjoy lessons. They are keen to learn when lessons interest and inspire them, as in an outstanding Year 1 lesson when music, drama, and information and communication technology were used very well to stimulate pupils' imagination. They make good progress, too when they have time to work at their own rate. However, progress slows when they have to listen to their teacher for too long. Achievement is good in the Early Years Foundation Stage because of good leadership, teaching and provision. It is satisfactory overall across the school because pupils learn at a faster rate in some classes than in others. In the most recent assessments by teachers at the end of Year 2, attainment was broadly average in reading, writing and mathematics, reflecting an improving picture. In the most recent national tests at the end of Year 6, attainment was a little above average in English and mathematics and close to national levels in science, again reflecting an improvement on previous years. Successful measures, including the rigorous analysing of data and the careful targeting of pupils for support, are helping to speed up progress in Years 3 to 6, which has been too slow for many Key Stage 2 pupils since the last inspection. The school's targets to help raise standards are realistic, challenging and usually achieved. Pupils with special educational needs and/or disabilities make similar progress to their classmates because of the good support they receive, which helps them to enjoy their learning and build confidence.

Pupils are very well aware of the benefits of regular exercise, take part very enthusiastically in 'Wake Up, Shake Up' and a wide range of sporting activities. They immensely enjoy 'fruity Fridays' healthy tuck shop and have excellent knowledge of what makes for a healthy lifestyle. They feel safe and secure in school. Pupils have a voice through the satisfactory work of the school council. Their mostly average standards for

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the important skills of literacy and numeracy mean that pupils are adequately prepared for the next stage of their education. Attendance is barely satisfactory and the school does not do enough to promote it. Spiritual, moral and social development is good. However, the school has not yet forged links with the wider community to help develop pupils' understanding of cultural diversity.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teaching is satisfactory overall, but stronger in Key Stage 1 than in Key Stage 2. As a result, progress is better in some classes than in others. Secure relationships, sound subject knowledge, effective control strategies and much use of encouragement and praise are features of all lessons. Teaching assistants are used well to support pupils with special educational needs and/or disabilities. Teachers plan most lessons carefully, although work is not always at the right level to enable pupils to make best possible progress. The pace of lessons is not always brisk enough and teachers sometimes take up too much time with explanations. As a result, pupils do not have enough time for independent work. Data from tests and assessments are thoroughly analysed and pupils'

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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progress carefully tracked. However, pupils do not always understand what they have to learn and what they must do to improve. Marking varies in quality, but is improving.

The well planned and organised curriculum, supported by a rich variety of specialist experiences, ensures activities are interesting and engaging and contribute to pupils' good personal development. Art is given a high profile and good quality work results, which could be seen in the 'sunrise' pictures and cover designs stimulated by a 'Beatles' album. Activities which encourage thinking are given increasing emphasis. Music and technology are also well represented. Subjects are linked effectively, such as through journalistic writing about the Tudors. A varied range of after-school clubs, visits and visitors further extend pupils' learning.

The school has sound arrangements to support pupils who may be vulnerable and pupils with special educational needs and/or disabilities are generally well supported. Staff clearly know pupils well, and this good knowledge ensures their general care and well-being. Nevertheless, there is still scope to tighten some procedures and ensure that all policies and practices are rigorously monitored. For example, the school does not do enough to promote attendance. Pupils say there is always someone to turn to if they have a problem, but there are no systems in place, such as, a peer mentoring system, to allow pupils to take part in caring for others.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

The experienced headteacher, ably supported by her deputy headteacher, demonstrates the ability to move things forward and priorities are the right ones. Leaders have an accurate picture of pupils' attainment and progress because assessment information is analysed closely. This, together, with increasing accountability and involvement from all staff, is resulting in accelerating progress in Key Stage 2. Nevertheless, the school has a too rosy view of its performance in some areas because the monitoring of its work lacks rigour. For example, the regular monitoring of teaching does not focus sharply enough on pupils' learning to be of maximum benefit. Subject leaders know what are the strengths and weaknesses but do not have sufficient opportunity to check pupils' progress, such as, through regular checks of pupils' work. The supportive governing body meets its statutory requirements, but is not yet involved enough in monitoring the school's work or setting its direction.

Relationships with parents and carers are good and most believe rightly that their

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children are happy, safe and secure in school. Safeguarding requirements are met. Partnerships with a range of institutions and agencies, such as the local High School, and initiatives, such as the 'Open Futures project' make a good contribution to pupils' learning and well-being. Promotion of equal opportunities can be seen in the closing gaps between the attainment of different groups. Discrimination is not tolerated. The school is a cohesive community. Pupils get on well with each other, work well with the local community, but have yet to forge links with the wider world to help promote their understanding of cultural diversity. The school has made satisfactory progress in overcoming issues from the last inspection.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

The Early Years Foundation Stage is successful in laying down secure foundations for future learning. From starting points which are a little below what is typical when children enter the Nursery, especially in language and social development, and because of the good teaching, they make good progress. As a result, by the end of their Reception Year, most are working at expected levels. Good induction arrangements ensure that children settle quickly, join in and make friends. Relationships between adults and children are warm and friendly and teamwork is strong. As a result, children are happy, feel safe and are keen to learn. They quickly become independent and move around confidently.

Thorough assessment arrangements inform planning and ensure that learning is well matched to children's needs. Teaching assistants support children well. Teachers skilfully ensure that there is a good balance between activities led by adults and those chosen by



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children. A wide range of stimulating resources promotes learning and creative play. For example, children play with a pirate ship commenting that 'a parrot is stuck in the net and needs to go in the hold' while others tidy up the 'post office' checking that they have enough stamps for their next customers. Technology is used well to extend children's learning, for instance, by teaching them their letter sounds. A welcoming and informative entrance area provides evidence of the good links with parents and carers. Children are proud of their 'What I Did at Home' certificates. Because of the good leadership by the headteacher, good provision and teaching, children are well prepared to continue their learning journey.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Approximately two fifths of parents and carers returned questionnaires. The overwhelming majority of these agreed their children enjoy school; it keeps them safe, meets their needs satisfactorily, helps them really well to live a healthy lifestyle, and ensures that their personal development is good. Parents and carers are pleased with the way the school deals with problems, although a few thought that the school does not always deal well with occasional incidents of inappropriate behaviour and bullying. A small number thought that the school does not help them enough to enable them to support their children with their work. The inspection team found no evidence to support these negative views. A small number of parents and carers think that the school is not well led and managed while another very small group believe their children do not make enough progress. Inspectors agree that there is room for improvement, but judge leadership and the rate at which pupils are learning as satisfactory overall.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hemsworth Grove Lea Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 94 completed questionnaires by the end of the on-site inspection. In total, there are 224 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	53	43	46	1	1	0	0
The school keeps my child safe	56	60	35	37	3	3	0	0
The school informs me about my child's progress	39	41	52	55	1	1	0	0
My child is making enough progress at this school	41	44	45	48	5	5	1	1
The teaching is good at this school	42	45	48	51	0	0	0	0
The school helps me to support my child's learning	41	44	45	48	4	4	0	0
The school helps my child to have a healthy lifestyle	42	45	47	50	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	38	40	48	51	0	0	1	1
The school meets my child's particular needs	40	43	47	50	2	2	1	1
The school deals effectively with unacceptable behaviour	39	41	41	44	5	5	1	1
The school takes account of my suggestions and concerns	34	36	51	54	2	2	2	2
The school is led and managed effectively	43	46	40	43	3	3	1	1
Overall, I am happy with my child's experience at this school	52	55	37	39	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



26 April 2010

Dear Pupils

Inspection of Hemsworth Grove Lea Primary School, Pontefract, WF9 4BQ

Thank you for being so friendly and talking to the inspectors when we visited your school recently to find out how well you are learning. We enjoyed being in your school, visiting your lessons and listening to what you had to say. We judge that you go to a properly run school that is giving you a satisfactory education and that there are some good things about it. Your parents and carers sent messages to tell me that they like lots of things about your school. I agree with most of the things they say, but not with everything. You told me that you like your school, too. These are some of the things that are good about your school:

- you are happy and you behave well
- you know very well about the importance of staying healthy and keeping safe
- children in the Early Years Foundation Stage get off to a good start
- your curriculum is good with lots of different experiences to help you learn
- your headteacher knows what to do to make your school a good school.

You make satisfactory progress as you move from Year 1 to Year 6. However, at the moment you make better progress in some classes than in others. To help you make good progress in every class, I am asking your headteacher, teachers and governors of the school to:

- improve teaching so that it is all good, especially making sure it gives you enough time to work on your own and at the right level, and that you know what you are learning and how to improve
- check more often how well the school and its teachers are doing so that they can find out what needs to be done to make it better
- improve attendance by making sure everyone knows how important it is that you come to school often so that you can join in the fun of learning!

You can help by always trying hard with your work and by coming to school as often as you can.

Best wishes for the future.

Yours sincerely

Derek Pattinson

Lead inspector

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