

Inspection of Grange Moor Primary School

Liley Lane, Grange Moor, Wakefield, West Yorkshire WF4 4EW

Inspection dates: 17 and 18 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

This is a small, friendly school where everyone is welcome. Caring for pupils is at the heart of everything staff do at Grange Moor. Parents recognise this and spoke with high praise of how the staff team 'go over and above' to support children. Parents are very positive about the supportive ethos that permeates school with comments like, 'Every child is treated as an individual, they are encouraged and respected. It is wonderful.'

Pupils feel safe and are happy to come to school. Leaders make sure they are safe. Pupils behave considerately. The relationships between adults and pupils are caring and respectful. Pupils talk positively about the importance of being kind and making good choices. They understand how to show these values in the way they behave and how they act with consideration towards others.

Leaders have high expectations of what they want pupils to achieve. However, the school's curriculum is not yet planned with sufficient care. Some pupils do not achieve as well as they should. This is particularly true for some pupils with special educational needs and/or disabilities (SEND). Across the wider curriculum, staff do not keep a close enough check on how well pupils remember what they have been taught. As a result, pupils are unable to consistently apply what they already know when learning something new.

Pupils get off to a strong start in early reading and phonics. Staff encourage a love of books and reading throughout the school. Pupils talked with enthusiasm about books they read in English as well as in other subjects such as science and history.

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

Since the previous inspection, leaders have worked carefully to develop a new approach to early reading. Leaders have identified the important knowledge that pupils need to learn and the order in which they should learn it. When learning to read, pupils revisit what they already know before building on this secure learning with something new. Leaders can demonstrate how this approach is supporting pupils to learn quickly in reading and writing.

In mathematics, curriculum thinking sets out what pupils should learn and when. The subject leader understands what pupils know and what they need to learn next. However, some pupils still struggle to learn the intended curriculum. This is because they have gaps in their knowledge and in some classes learning is not carefully planned. There are inconsistencies in the approaches used across key stage 1 and 2. In early years and Year 1, the teaching of mathematics is more precise. In this phase of school, children with SEND are supported well. They are able to learn alongside their peers in the early years foundation stage (EYFS).

In some subjects such as science and history, leaders have not considered the order of what pupils need to learn. This means that learning does not routinely build upon what pupils have been taught before. This makes it difficult for teachers to check what pupils know and remember. As a result, subject leaders do not have an accurate view of how well pupils are achieving.

Leaders make use of a range of resources to identify pupils with SEND. They also identify and support those pupils who are behind in their development. The pupils with the most significant need have a specific programme that is carefully considered and implemented. However, teachers do not always make effective use of the advice and guidance given to them. As a result, some pupils with SEND do not progress through the curriculum as well as they should.

In the early years, many learning opportunities are carefully planned to support pupils in being ready for Year 1. For example, Reception children self-register each morning by placing their picture within a tens frame. This helps them become more familiar with understanding tens and ones. It also introduces them to counting in tens to support them in being ready to develop this further in Year 1. Routines in the EYFS are well established. Leaders are committed to supporting personal development. They use carefully chosen stories on themes such as diversity and equality. The resources available in the areas of provision change regularly and are linked to the class reading book. This sometimes reduces the opportunities for children to explore independently and develop their own ideas.

Pupils benefit from many opportunities to support their personal development. Pupils understand and celebrate difference. Pupils talk articulately about right and wrong choices. They speak up against injustice and prejudice. Leaders ensure that pupils are well prepared for living physically and mentally healthy lives. They teach pupils how to stay safe online. Leaders know they have more to do to ensure that pupils understand how to keep themselves safe beyond their local community. Staff have undertaken training to support them in developing this aspect of personal, social, health and economic education (PSHE).

Governors are supportive of leaders. They visit school regularly and take an active role in the personal development of pupils. Governors have supported leaders in developing careers education. At a recent careers fair, former pupils came to speak with pupils about their career and the different routes they took to achieve this. However, governors have not provided leaders with sufficient challenge to improve the quality of pupils' education. Leaders and governors plans to improve school are not precise or measurable. This hinders the ability of leaders to review their work and know whether this is leading to improved outcomes for pupils.

Safeguarding

The arrangements for safeguarding are effective. Checks made on staff who work with children are made and recorded. Leaders know the pupils and their families well. Staff receive regular safeguarding training. They report concerns in a timely way.

This allows leaders to secure the help that pupils need, including working closely with external agencies.

Pupils know how to keep themselves safe and understand the meaning of words such as consent. Older pupils know how to keep themselves safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum planning does not set out in enough detail the small steps that must be taught and in what order. Staff do not always know the key knowledge that pupils need to learn. Pupils do not build on what they already know well enough. Leaders should ensure that the curriculum is well planned from EYFS to Year 6. This will support all pupils to meet ambitious end points that prepare them well for both middle school and high school.
- The implementation of the curriculum is not consistently strong across the school. Some subject leaders have not yet received the training they need to help them to plan and deliver their subject well or to support their colleagues to do so. Some pupils leave lessons with misconceptions and do not always remember what they have been taught. Leaders should ensure that all staff receive the training and support they need to deliver the curriculum well.
- Teachers do not plan effectively for all pupils with SEND. As a result, teaching does not support some pupils to revisit what they know and secure their learning before taking important next steps. Leaders must ensure that the quality of the curriculum offer for pupils with SEND is not narrowed. The implementation and impact of additional support should be robustly monitored
- Governors have not supported and challenged leaders with suitable rigour. This means that some areas of weakness identified in the previous inspection have not been addressed in full. The governing body needs to take timely and decisive steps to ensure that all pupils receive a good quality of education.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	107664
Local authority	Kirklees
Inspection number	10212208
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	82
Appropriate authority	Local authority
Chair of governing body	Helen Myers
Headteacher	Mark Rodgers
Website	www.grangemoorps.co.uk
Date of previous inspection	14 May 2019, under section 8 of the Education Act 2005

Information about this school

- Grange Moor Primary school is smaller than the average-sized primary school and set within a rural community.
- Since the previous inspection, there have been changes to the senior leadership team. This now consists of the headteacher, a senior teacher and the school administration manager.
- The class structure has changed since the previous inspection due to reducing pupil numbers. The school has reduced from four mixed-age classes to three.
- The proportion of pupils with SEND is above the national average.
- Leaders do not make use of alternative provision.

Information about this inspection

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

- 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 this into account in their evaluation.
- Inspectors held meetings with the headteacher and the senior leadership team. Inspectors also held meetings with subject leaders, the special educational needs coordinator, the chair of the local governing body, representatives of the governing body and a representative from the local authority.
- Inspectors visited lessons, looked at pupils work and listened to pupils reading to familiar adults in school. They also observed pupils' behaviour in lessons, around school and during lunchtime.
- Inspectors carried out deep dives in reading, mathematics, history and science. Inspectors met with subject leaders, reviewed curriculum structures for a range of other subjects including PSHE and physical education.
- Inspectors considered a range of documentation shared by school leaders, including the school development plan, minutes taken at governors' meetings and leaders' self-evaluation document.
- Inspectors examined safeguarding records, including the single central record and recruitment checks on staff. Inspectors considered the views of parents by reviewing the responses to Ofsted's online survey, Parent View. They also spoke with parents as they brought their children to school.
- Alongside the responses to the online surveys for staff, inspectors considered views by meeting with various groups of staff.
- Inspectors also considered views of pupils, speaking with different groups of pupils from all age groups.

Inspection team

Zoe Lightfoot, lead inspector

Her Majesty's Inspector

Liam Colclough

Her Majesty's Inspector

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