

Inspection of Grove Lea Primary School

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

Inspection dates: 1 and 2 July 2025

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Outstanding**

Early years provision **Outstanding**

Previous inspection grade Outstanding

The head of school is Natalie Wilson. This school is part of Inspire Partnership Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The executive headteacher of the school is Sally Henshall. The trust is run by the chief executive officer (CEO), Matthew Knox, and overseen by a board of trustees, chaired by John North.

What is it like to attend this school?

Pupils excel at this vibrant and welcoming school. Pupils are very happy and safe. The school has high ambitions for pupils' education. These ambitions are realised and pupils achieve very well.

Behaviour in the school is exemplary. The school fosters a positive, inclusive culture where high behaviour expectations are consistently met by pupils. Each day starts with 'journaling', where pupils write down their thoughts and feelings. This helps pupils to develop a positive mindset. It provides a vehicle for the school behaviour curriculum. Pupils set clear expectations in line with the school's core values. This helps pupils to make the most of each day.

The school is highly committed to pupils' development beyond their academic study. Pupils access a range of clubs. Through sporting activities, pupils develop resilience, teamwork and confidence. For example, pupils took part in a local cross-country running event and progressed to a regional competition. Pupils learn to play musical instruments, including brass, woodwind and stringed instruments. They regularly showcase their developing talents in school music performances, building confidence and a sense of achievement.

Pupils take on leadership roles. These include eco-ambassadors, school ambassadors and school mentors. Pupils in these leadership roles embody the success of the school's work. They are respectful, committed and caring towards others and fulfil their responsibilities.

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

Phonics is a strength of the school. Leaders have established a rigorous approach that is implemented with precision. Staff are well trained and demonstrate strong subject knowledge. They deliver lessons with clarity, ensuring pupils quickly develop secure phonics skills. The school frequently checks pupils' learning. Staff use this information to address misconceptions promptly. The high expectations and relentless focus on early reading ensure that pupils successfully become confident and fluent readers.

Subject experts lead each area of the curriculum with clarity and purpose. The school and trust provide ongoing professional development to ensure exceptional delivery of the curriculum. The use of technology is carefully considered across the curriculum. For example, pupils can verbally capture their understanding in different subjects. This effectively supports pupils to accurately share their knowledge without any barriers. The school checks pupils' understanding in extremely responsive ways to identify and address gaps in pupils' understanding. This ensures that pupils are supported to reach their full potential. This highly informed and purposeful approach means pupils achieve very well.

Support for pupils with special educational needs and/or disabilities (SEND) is a strength of the school. Staff are extremely well supported to recognise individual needs without delay. The school makes careful adjustments so that pupils can access the curriculum alongside their peers and achieve well.

The early years is remarkable. Learning opportunities are designed and created with expertise and in granular detail. Activities are precise to children's learning needs and are highly engaging. Children access activities for sustained periods of time independently and in collaboration with their peers. This successfully extends their understanding. Interactions between adults and children reflect the high knowledge staff have, which supports each child's individual development needs. Children in early years are extremely well prepared for Year 1.

The school's personal development offer is exceptional. Pupils have a mature understanding of fundamental British values and protected characteristics. They speak with respect and insight about diversity, equality and inclusion. Opportunities for pupils to contribute to their community are woven throughout school life. Pupils visit local care homes and take part in regular litter picking. This helps them develop a strong sense of social responsibility. They understand the importance of being active citizens and are proud to make a positive difference.

The school implements robust procedures to monitor and improve attendance. These measures are effective. As a result, attendance is very positive and improving. Staff consistently apply the school's 'excellent' behaviour principles. This includes the use of clear, consistent language that supports pupils to make positive choices and behave exceptionally well in lessons and around the school.

Leaders at all levels of the school, including governors and the trust, have a clear and ambitious vision for pupils and staff. They purposefully act in line with this vision consistently and with integrity. Leaders ensure that staff and pupils successfully develop in a kind and nurturing environment. Those responsible for governance are highly skilled and informed. They fulfil their roles and responsibilities extremely well. They provide strategic support that enables the school to improve in sustainable ways.

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

Unique reference number	148287
Local authority	Wakefield
Inspection number	10346761
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	252
Appropriate authority	Board of trustees
Chair of trust	John North
CEO of the trust	Matthew Knox
Headteacher	Sally Henshall (Executive Headteacher)
Website	www.groveleapprimary.com
Dates of previous inspection	12 and 13 September 2023, under section 8 of the Education Act 2005

Information about this school

- The school does not use alternative provision.
- The school has a breakfast club, overseen by the governing body.
- The school is part of Inspire Partnership Multi Academy Trust.

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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspection team met with the CEO, executive headteacher and members of the senior leadership team.
- Inspectors met with representatives of the board of trustees and representatives of the governing body.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, computing and Spanish. 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.
- Inspectors considered the views of parents through their responses to the online survey, Ofsted Parent View. Inspectors spoke to staff and pupils during the inspection and took account of the responses to Ofsted's online staff survey.
- 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.

Inspection team

Andrew Yeomans, lead inspector	Ofsted Inspector
Alison Oxtoby	Ofsted Inspector
Dr Janet Madden	Ofsted Inspector

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