

Inspection of a school judged outstanding for overall effectiveness before September 2024: Outwood Primary Academy Ledger Lane

Ledger Lane, Outwood, Wakefield, West Yorkshire WF1 2PH

Inspection dates:

24 and 25 June 2025

The principal of this school is Rachael Skirrow. This school is part of Outwood Grange Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Lee Wilson, and overseen by a board of trustees, chaired by David Earnshaw.

Outcome

Outwood Primary Academy Ledger Lane has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils are proud to be part of this inclusive school. From the start of children's time in the early years, the school helps them to develop independence and confidence. Staff are incredibly caring and excellent role models for the pupils that they support.

The school has an ambitious curriculum that meets the needs of its pupils exceptionally well. Pupils enjoy being challenged to think deeply and to achieve highly. They are enthusiastic about learning new information and take pride in producing high-quality work. Pupils speak confidently about what they have learned.

Pupils feel safe at school. They are confident to tell an adult if they have a problem. Pupils' behaviour across the school is typically excellent. They understand the school's high expectations for academic achievement and live up to them.

The rich learning experiences in the academic curriculum are complemented by the personal development programme. Pupils benefit highly from the trust's 'diploma programme'. This offers pupils a variety of learning activities from first aid to cooking a healthy meal. They are supported in forming a world view and in engaging with the local community. Various clubs are on offer to pupils from Reception Year onwards. Newspaper

club and computing are current favourites. The school actively seeks and supports pupils' talents which boosts their confidence and provides a sense of accomplishment.

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

The trust and the school are determined that pupils will have the best start in life. This mission underpins everything that happens in school. They continually improve the school so that pupils achieve consistently high standards. This ambition is evident in the excellent progress that pupils make through the curriculum in different subjects. It is also shown in pupils' highly positive conduct and attitudes to learning.

The school has designed an ambitious curriculum. It has identified the knowledge, skills and vocabulary that pupils must learn each year. There are opportunities for pupils to revisit and build on prior learning. The school makes deliberate connections between curriculum subjects and the local context. For example, learning about the coal mining heritage of Wakefield in history, or Barbara Hepworth's work in art. The curriculum content inspires pupils to learn more and to be proud of their local area. Pupils participate in lessons with enthusiasm and have excellent recall of their learning.

Teachers have excellent subject knowledge. They model the important subject-specific vocabulary that pupils need to learn and insist that they use it. Teachers explain new learning well and give clear instructions. They are adept at correcting misconceptions. Teachers provide opportunities for pupils to practise their knowledge and skills. The school has highly effective systems in place to check pupils' understanding. As part of this, pupils are encouraged to reflect on their work and make improvements.

Well-trained staff deliver the phonics programme expertly. They use effective strategies that help pupils to remember and apply their phonics knowledge with ease. Pupils who have gaps in their phonics knowledge receive additional support and quickly catch up with their peers. The school also promotes pupils' early writing development with rigour and ambition. As a result, most pupils read and write fluently by the end of Year 2.

The school expertly identifies and supports pupils with special educational needs and/or disabilities (SEND). Staff work closely with parents and carers to develop strategies that will meet their child's needs. The school provides academic and therapeutic interventions as needed. As a result of this work, pupils achieve highly.

Children in the early years blossom. They are visibly happy. The learning environment is inviting and well designed to support children in their development. There is a strong focus on developing children's early language and communication skills. Staff consistently model how to make and pronounce sounds. They extend children's vocabulary in fun and interesting ways. Children develop positive attitudes to learning which continue throughout school.

Pupils enjoy school and attend regularly. There are effective systems in place to monitor and support attendance. Pupils are well-mannered, respectful and ready to learn in lessons.

The school's provision for pupils' wider development is exemplary. The diploma programme supports all pupils in developing resilience and character. Pupils learn how to keep themselves safe online and in the local area. Pupils take part in visits to places of spiritual and cultural interest, as well as a residential trip. Pupils volunteer for many leadership roles such as being a reading buddy or playleader. Older pupils relish helping younger pupils. These varied experiences prepare pupils well for life in modern Britain.

School and trust leaders are reflective and knowledgeable. Those in governance regularly check on the work of the school. The school prioritises the needs of pupils and families in its decision making. It provides high-quality professional development for staff. Systems are in place to reduce staff workload. Staff feel exceptionally well supported. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding for overall effectiveness in April 2019.

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

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| Unique reference number | 139108 |
| Local authority | Wakefield |
| Inspection number | 10346477 |
| 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 | 460 |
| Appropriate authority | Board of trustees |
| Chair of trust | David Earnshaw |
| CEO of the trust | Lee Wilson |
| Principal | Rachael Skirrow |
| Website | www.ledgerlane.outwood.com |
| Dates of previous inspection | 2 and 3 April 2019, under section 5 of the Education Act 2005 |

Information about this school

- This school is part of the Outwood Grange Academy Trust.
- The school does not use any alternative provision.

Information about this inspection

- 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. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the executive principal, principal, other senior leaders, members of staff and the CEO.
- The lead inspector met with representatives of the both the trust board and the local academy council.

- Inspectors visited a sample of lessons, spoke with pupils about their learning, listened to pupils reading to a familiar adult and looked at samples of pupils' work and considered a range of documentation.
- 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' interest first.
- Inspectors considered the responses to Ofsted's online surveys.

Inspection team

Mary Cook, lead inspector

His Majesty's Inspector

Nicky White

His Majesty's Inspector

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