

# Inspection of Outwood Primary Academy Greenhill

Greenhill Road, Eastmoor, Wakefield, West Yorkshire WF1 4LU

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Inspection dates:	8 and 9 July 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The head of this school is Heather Webb. This school is part of Outwood Grange Academies 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. There is also an executive principal, Jane Clayton, who is responsible for 12 other schools.

## **What is it like to attend this school?**

The school has high expectations for pupils' behaviour. It has three rules, 'be safe, be respectful and be responsible'. Pupils respond positively to these and are happy. They value the 'daily mention' where staff recognise a pupil who has made the right choices and worked hard.

Since joining the trust in 2022, the school has adopted the trust's curriculum, policies and practices. This is helping make sure that pupils benefit from learning a consistent and coherent curriculum. Pupils typically meet the end-of-key-stage-2 national standards.

Pupils understand fairness and equality. Every pupil, in every year group, completes a 'trust diploma'. The diplomas generate excitement and enthusiasm for learning. For example, some pupils completed a cycling safety course. They subsequently organised a 'Tour de Eastmoor' cycling race with another local school. These experiences effectively support pupils' personal development.

The school offers a range of extracurricular clubs. It recognises that some pupils cannot attend these due to other after-school commitments. In response, the school provides some lunchtime clubs. Pupils happily attend these.

Pupils have opportunities to contribute to their community. For example, they embark on litter picking, and visits to the community centre and local residential home. This teaches pupils about life in modern Britain.

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

The trust has created an ambitious curriculum. It is well organised and ensures that pupils build their knowledge and skills from Nursery through to Year 6. The school carefully considers adaptations for pupils with special educational needs and/or disabilities (SEND) and for any who speak English as an additional language. This means pupils access a broad and balanced curriculum with appropriate support. Pupils have positive attitudes to their learning. They concentrate and focus well. Consequently, pupils enjoy their learning across the subjects they study.

The systems for checking what pupils know and remember well are purposeful. The school uses this information to identify key gaps in pupils' knowledge and understanding. Teachers deliberately and skilfully use strategies to ensure that pupils revisit, recap and secure any missing knowledge. All this means pupils effectively improve their long-term retention of the knowledge and skills they need to embed for the next stage of their education.

In lessons, staff mainly give feedback to pupils to help them to review, edit and improve their work immediately. While staff provide feedback for pupils in their books, they do not allocate sufficient time for pupils to respond accordingly. This means that some pupils repeat mistakes and do not improve specific aspects of their work swiftly enough.

The school prioritises the teaching of early reading. Pupils enjoy their roles as reading ambassadors and promote a love of reading by organising reading competitions and book donations. Staff ensure that pupils experience an environment that ignites their love of literature, including in the early years. Some of the texts pupils enjoy are written in other languages to support pupils who speak English as an additional language. Children in Nursery enjoy learning through stories, rhymes and games. Staff skilfully ensure that pupils use their phonics knowledge to sound out unfamiliar words. Pupils who need help receive focused additional phonics teaching. This ensures that they catch up quickly. Pupils read confidently and with accuracy.

The school's 'Owlets programme' helps children settle into Nursery. These sessions prepare parents and children to be 'school ready'. The school quickly identifies any children with SEND and ensures that they receive the right support. Staff prioritise language acquisition. Each area identifies vocabulary for staff and children to use, such as 'gurgle' and 'trickle' near the water tray. Adults model this ambitious vocabulary very well. For example, children use the term tertiary to describe mixing a primary and secondary colour while painting. This supports children to develop strong language and communication skills.

The school ensures that pupils have the knowledge and skills to be confident, healthy and active citizens. Pupils enjoy taking on leadership roles, such as members of the school parliament, attendance ambassadors, play leaders and as well-being champions. The school parliament meets regularly with the school leaders to represent pupil voice in key areas. Pupils suggest activities on behalf of their peers, such as gardening where pupils grow vegetables to use in the school kitchen. This effectively develops pupils' organisation, independence and resilience.

The trust provides effective and considerable support to the school. There is a determination, willingness and ambition to continue to improve the school at all levels. This is so pupils have the best education they possibly can. This is being realised through the expertise of the staff. Staff report positively that the school considers 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)**

- Sometimes, staff do not provide sufficient time for pupils to respond to feedback. Where this happens, feedback is not as impactful as the school intends and pupils repeat mistakes in their work. The school should ensure that feedback is used purposefully to help pupils to address misconceptions and improve their work so that they embed the important learning securely.

## 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

<b>Unique reference number</b>	149332
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	10379437
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	251
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	David Earnshaw
<b>CEO of the trust</b>	Lee Wilson
<b>Headteacher</b>	Heather Webb (Head of School)
<b>Website</b>	<a href="http://www.greenhill.outwood.com">www.greenhill.outwood.com</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school joined Outwood Grange Academies Trust in September 2022.
- The head of school was appointed in September 2024.
- The academy council provides governance for this school and another in the trust.
- The school does not use any alternative provision.

## 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 any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the head of school and other leaders from the school.
- Inspectors also met with representatives of the academy council, the CEO and some trustees.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design and history. 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 also discussed the curriculum in some other subjects.
- 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 survey for staff. Inspectors spoke with groups of staff, parents and pupils to gain their views about the school.

## Inspection team

Alison Stephenson, lead inspector	His Majesty's Inspector
Kathryn McDonald	His Majesty's Inspector
Frances Turner	Ofsted Inspector

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