

Grange Farm Primary School

Address: Barncroft Rise, Seacroft, Leeds, West Yorkshire, LS14 1AX

Unique reference number (URN): 107923

Inspection report: 30 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Early years

Expected standard 

Leaders have made changes to the early years that mean children get off to a positive start. Children are happy, well cared for and eager to attend. Children in the early years, including the youngest children in the Nursery Year, know their routines well. They listen attentively and enjoy the sessions that adults lead.

Leaders carefully consider the curriculum in the early years. They design it with children's starting points in mind. The curriculum clearly identifies what children should learn at each stage of their development. Leaders ensure that the early years curriculum helps children to be ready for the next stage of their learning. The curriculum prioritises communication and language as well as early reading and writing skills. Teachers ensure that children have lots of opportunities to engage in songs, rhymes and stories.

Staff generally interact well with children. Leaders prioritise positive interactions and continue to develop staff's practice in this area. Teachers usually extend children's thinking and understanding through play. In whole-class teaching, staff model language and vocabulary well so that children develop their understanding over time. Children are increasingly well prepared for the next stage of their education. Children make positive progress through the curriculum from their starting points.

Inclusion

Expected standard 

Leaders have established a culture that is welcoming and nurturing for pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and those who are known to social care. They support pupils to engage in learning and experience success. Leaders know the school's context and families well. They prioritise pupils' emotional needs and support families with a wide-ranging wellbeing offer.

Leaders have developed the school's approach to inclusion so that individual support plans for pupils with SEND are appropriate. Leaders use effective systems to identify additional needs. They review pupils' individual plans regularly to ensure that staff meet pupils' changing needs. Staff use these plans well to tailor learning and make adaptations to lessons to enable most pupils to access learning alongside their peers. Staff use a range of strategies to help pupils develop their communication skills and regulate their emotions and behaviours.

Leaders work with external agencies and professionals to shape the provision for pupils. They draw on expertise to provide staff training so they can provide the right support.

Leaders use pupil premium funding effectively to broaden disadvantaged pupils' experiences, address barriers to their academic achievement and support their wellbeing.

Needs attention

Achievement

Needs attention 

Although pupils remember some of their learning across the curriculum, they do not attain as well as they should in national tests at the end of key stage 2. This means that pupils are not well prepared for the next stage in their education. Leaders have recently taken action to improve this. The impact of leaders' actions is evident in improved outcomes in the phonics screening check and children's achievement in the early years.

The school's approach to teaching early writing, including letter formation and handwriting, is not consistent. This means that gaps in pupils' basic writing skills are not quickly identified and addressed. Therefore, pupils do not develop the fluency they need to write well.

The adaptations in place to support pupils with special educational needs and/or disabilities are effective. This means that these pupils generally make appropriate progress towards their individual targets.

Attendance and behaviour

Needs attention 

Leaders' attendance systems are beginning to support small improvements in overall attendance. However, too many pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, regularly miss school. Leaders can demonstrate some successes in attendance for individual pupils. However, pupils have not sustained the improvements. These improvements have not translated into higher attendance for pupils over time. Persistent absenteeism remains high. Leaders follow up on absence daily. They use a wide range of wellbeing support to give pupils the help they need to attend school more regularly.

Leaders have recently changed the behaviour policy. This sets out clear expectations for pupils. Staff apply the policy consistently. Pupils understand the expectations of them and strive to 'go for gold'. This means that, generally, pupils behave well in lessons, and lessons are calm. Pupils usually play well together at playtime. When behaviour incidents happen, pupils say that leaders deal with them effectively. This includes incidents of bullying. Leaders help pupils to understand why their behaviours have been inappropriate. Some pupils use derogatory language in school. Leaders deal with this, but pupils say it often reoccurs.

Curriculum and teaching

Needs attention 

The recently developed curriculum clearly sets out what pupils should learn. However, over time, the curriculum has not ensured that pupils secure the foundations they need in reading, writing and mathematics. Teachers do not check effectively to identify and fill gaps in pupils' learning. They do not consistently address pupils' misconceptions. This hinders the progress that pupils make through the curriculum. In writing, leaders have focused on pupils' ability to generate ideas and compose their work. Staff do not consistently correct more fundamental errors in pupils' work, such as handwriting, punctuation and spelling.

Teachers make adaptations and adjustments for pupils with special educational needs and/or disabilities. They generally support these pupils effectively to access learning alongside their peers. Teachers' subject knowledge is typically secure. Sometimes, teachers' explanations are unclear, which affects pupils' success in lessons.

Leaders are aware of the inconsistencies in the curriculum and teaching and are taking action to improve these. In some areas, the impact of their actions is evident. For example, staff now teach phonics with consistency. Pupils at the early stages of learning to read achieve well. Staff support those who have gaps in their phonics knowledge to catch up. It is too soon to see the impact of leaders' work across all areas of the curriculum.

Leadership and governance

Needs attention 

Overall, leaders and governors know the school's strengths and areas for further improvement. They have a clear rationale for their improvement priorities. Many of the leaders' actions to improve the school are recent and it is too soon to see the impact of these. Where leaders have focused their attention, their actions have led to improvements for pupils. For example, the teaching of phonics and behaviour has improved. The impact of leaders' actions can also be seen in the positive changes that have been made in the early years.

The governing body has an appropriate understanding of how the school is performing. Governors meet their statutory duties. Leaders are honest with governors about the challenges they face. The governing body typically provides appropriate support and challenge. However, over time, it has not held leaders fully to account regarding pupils' achievement.

Staff typically feel positive about working at the school. They know that leaders make decisions in the best interests of pupils. Staff appreciate the work that leaders do to support their workload and wellbeing. They receive the training that they need to improve their practice. Staff recognise that the professional development programme is more focused and effective.

Some parents and carers express concerns about the school. However, leaders work hard to develop relationships with parents and the community. They recognise that there is still work to do in this area.

Personal development and wellbeing

Needs attention 

There is a personal development offer in place for pupils. However, aspects of this offer have not had the intended impact on pupils' understanding or application of fundamental British values or those who are protected by law. This means that some pupils do not demonstrate tolerance and acceptance of difference. Some pupils perceive derogatory comments as a normal part of life. Pupils do not develop their knowledge securely across this curriculum.

Leaders prioritise pupils' welfare. They know the range of risks that pupils face in their local community, and they teach pupils about these through daily circle time and personal, social

and health education lessons. Leaders ensure that visitors, including the police, help pupils to understand how to stay safe. Pupils understand how to stay safe online.

Pupils know who to speak to if they have concerns or worries. They know that adults care about them. They have confidence that adults will help them to resolve problems. Leaders engage with a range of external professionals to help support pupils' wellbeing. The support that pupils receive reflects the school's caring ethos.

The school offers a range of extra-curricular clubs that pupils enjoy taking part in, including dodgeball and ukulele. Leaders check which pupils attend clubs, and teachers encourage some pupils to attend. Pupils talk enthusiastically about the visits they have been on. They articulate how these visits help them to remember their learning.

Pupils learn about healthy relationships. They receive age-appropriate teaching about relationships and sex education and health education. Pupils have some understanding of other religions and cultures and have opportunities to visit different places of worship. They develop their social, moral, spiritual and cultural knowledge in lessons and assemblies. Leaders expose pupils to a range of professionals and careers from the early years onwards. This helps pupils to think about their future aspirations.

What it's like to be a pupil at this school

Pupils enjoy coming to school. They know the daily routines and what the staff expect of them. This means that they settle quickly and feel secure. However, many pupils do not attend school regularly enough. Pupils' attendance remains low over time, and the proportion of pupils who are persistently absent is high.

Staff know pupils and their families well and respond effectively to pupils' emotional needs. Pupils enjoy the circle time they have every morning when they arrive in class. They know this helps them get off to a settled start to the school day. Pupils understand the school rules.

Published outcomes show that pupils' attainment is below that of their national peers at the end of key stage 2. Pupils do not secure the important basic skills that they need, particularly in communication and writing, to be ready for the next stage of their education. Staff work effectively to remove barriers for pupils with special educational needs and/or disabilities (SEND). These pupils make steady progress through the curriculum from their starting points.

Pupils have a limited understanding of fundamental British values and those who are protected by law. As such, not all pupils understand tolerance and discrimination. This is sometimes reflected in the language and behaviours that pupils show towards others. Pupils do, however, demonstrate an understanding of the different needs of pupils with SEND and show respect towards them.

Pupils say they feel safe. They know that they can report unkind behaviour and bullying when they occur. They are confident that adults will deal with these issues. Pupils know how to stay physically healthy and safe online.

Pupils speak positively about the opportunities they get to go on educational visits. They say these help them to remember their learning. Some pupils have the opportunity to take on leadership roles, such as serving on the school council or as prefects, which help them contribute to school life.

Next steps

- Leaders should ensure that teachers use assessment information to identify misconceptions and adapt teaching, including for pupils with special educational needs and/or disabilities and those who are disadvantaged, so that all pupils achieve well.
 - Leaders should ensure that all pupils acquire the foundational knowledge that they need for the next stage of their education.
 - Leaders should strengthen attendance strategies, particularly for pupils who are persistently absent, and evaluate the impact of their actions to ensure that they are effective.
 - Leaders should ensure that pupils develop a secure understanding of the protected characteristics and fundamental British values so that they consistently demonstrate respect for others.
 - Leaders should continue to develop the high-quality interactions in the early years so that staff consistently maximise opportunities to deepen children's understanding.
 - Leaders and governors should ensure that their priorities for improvement are sharply focused and that their actions have the intended impact on pupils.
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About this inspection

The chair of the board of governors in this school is Julie Davis.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on Tuesday 30 June and Wednesday 1 July 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors met with the headteacher, the special educational needs coordinator and a range of school staff throughout the inspection. They spoke with representatives from the local authority and members of the governing body. Inspectors also considered the views of pupils, parents and carers.

The school currently makes use of one alternative provision.

Headteacher: Neil Winn

Lead inspector:

Amy Blackburn, His Majesty's Inspector

Team inspectors:

Louise Greatrex, Ofsted Inspector

Helen Haunch, Ofsted Inspector

Karen Smith, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 30 June 2026

School and pupil context

Total pupils

429

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

449

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

52.71%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

0.23%

Well below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

24.48%

Well above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	40%	61%	Below
2024/25 (final)	38%	62%	Below
2023/24 (final)	47%	61%	Below
2022/23 (final)	34%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	74%	Below
2024/25 (final)	55%	75%	Below
2023/24 (final)	68%	74%	Close to average
2022/23 (final)	53%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	72%	Below
2024/25 (final)	50%	72%	Below
2023/24 (final)	50%	72%	Below
2022/23 (final)	57%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	73%	Below
2024/25 (final)	59%	74%	Below
2023/24 (final)	72%	73%	Close to average
2022/23 (final)	57%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	28%	46%	Below
2024/25 (final)	31%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	28%	46%	Below
2022/23 (final)	24%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	49%	62%	Below
2024/25 (final)	47%	63%	Below
2023/24 (final)	56%	62%	Close to average
2022/23 (final)	44%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	41%	59%	Below
2024/25 (final)	47%	59%	Below
2023/24 (final)	34%	58%	Below
2022/23 (final)	41%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	60%	Close to average
2024/25 (final)	50%	61%	Close to average
2023/24 (final)	63%	59%	Close to average
2022/23 (final)	44%	59%	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	28%	68%	-40 pp
2024/25 (final)	31%	69%	-38 pp
2023/24 (final)	28%	67%	-39 pp
2022/23 (final)	24%	66%	-43 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	49%	80%	-31 pp
2024/25 (final)	47%	81%	-34 pp
2023/24 (final)	56%	80%	-23 pp
2022/23 (final)	44%	78%	-34 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	41%	78%	-37 pp
2024/25 (final)	47%	78%	-31 pp
2023/24 (final)	34%	78%	-43 pp
2022/23 (final)	41%	77%	-36 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	52%	80%	-28 pp
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	63%	79%	-17 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	44%	79%	-35 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.7%	5.2%	Above
2023/24 (3 term)	9.2%	5.5%	Above
2022/23 (3 term)	8.4%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	27.4%	13.0%	Above
2023/24 (3 term)	31.2%	14.6%	Above
2022/23 (3 term)	28.2%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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