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Mr D M Owen
The Grove Primary School
Asfordby Road
Melton Mowbray
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Dear Mr Owen

Ofsted monitoring of Grade 3 schools: monitoring inspection of The Grove Primary School

Thank you for the help which you and your staff gave when I inspected your school on 5 April 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection.

There are no significant changes in the context of the school since the inspection.

As a result of the inspection on 1 and 2 October 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

Pupils enter the school with knowledge, understanding and skills which are generally well below those found nationally. In 2010, the attainment of Year 6 pupils improved in mathematics to be broadly average but was well below average in English. Pupils made satisfactory progress overall but slower progress in English. Results for Year 2 pupils improved, especially in writing, and were broadly average. The school's assessment information indicates that current Year 6 pupils are on track to achieve their challenging targets, making good progress and improving attainment, especially in English. In other year groups, pupils are making at least expected and often good progress. This is as a result of the school's effective efforts to improve the teaching of writing and the curriculum.

In lessons, pupils behave well and work together effectively. They show enthusiasm for practical tasks such as giving directions using mathematical language or developing stories in groups. They also work well independently, for example when writing a paragraph concentrating on a character's feelings.



The quality of teaching is improving because of the strong focus on pupils' writing. Teachers make their expectations clear. They demonstrate how pupils should structure their writing and use language more effectively. Pupils are familiar with their literacy targets and confident in using success criteria. The grouping of pupils by ability for some English lessons has allowed teachers to match work more closely to pupils' differing capabilities, for example higher attaining pupils. The project to improve pupils' confidence in speaking and listening is still developing. The school has adopted a creative approach to the curriculum, such as using a puppeteer to engage pupils, and this is working well, especially for boys. There are increasing opportunities for pupils to apply their writing skills in other subjects.

There is now a consistent approach to teachers' marking across the school. Teachers identify and correct important errors in pupils' work, especially in their writing. They provide clear guidance to pupils on what they should do to improve their work, including regular reviews of their progress. Pupils increasingly assess their own work and that of their peers, making suggestions for improvement.

The headteacher and senior staff have established a clear vision for improving the school based on the main recommendations from the last inspection. They work well together to develop practice. Although senior staff review lessons, pupils' work and teachers' marking regularly, the information is not always collated or sufficiently clearly presented to demonstrate the progress being made. However, they have identified key areas for improvement, such as pupils' handwriting and breadth of vocabulary. The tracking of pupils' progress is thorough and focuses on specific areas of English and mathematics. The headteacher has an accurate understanding of the quality of teaching in the school. The recently accredited lead teachers for English and mathematics are beginning to identify effective practice, provide useful training and encourage teachers to share successful approaches. At the time of this inspection, the school met the basic requirements for keeping children safe.

The local authority provides effective training and support for staff in developing the systems for monitoring pupils' progress and moderating assessments of pupils' work.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Martin Cragg
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in October 2009

- Raise standards in writing, particularly for boys, by ensuring that:
 - there is a consistent approach to the teaching of writing across the school
 - pupils do enough writing in lessons
 - pupils are encouraged to use their writing skills in other lessons.

- Rigorously monitor teaching to ensure that expectations are high enough to enable all groups of pupils, particularly those of higher attainment, to achieve their potential.

- Improve the consistency of marking so that it offers specific guidance on how pupils can improve their work.