

Inspection of Grove Primary School

Framfield Road, Carlton Colville, Lowestoft, Suffolk NR33 8RQ

Inspection dates: 11 and 12 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are happy and proud to attend Grove Primary. The school is a welcoming community with a strong focus on accepting everyone and celebrating people's differences. Pupils are polite and friendly. They work hard and have positive attitudes towards their learning. The school is a lovely place in which to learn.

Leaders have high expectations for all pupils. Relationships between staff and pupils are strong. Emotional well-being is important to the school, and pupils look after each other. Parents are supportive of the school and participate in many school events.

Pupils take part in a broad range of extra-curricular clubs. Pupils strive to achieve their best through applying the school's values, such as being kind and honest, doing their best at work and play, and taking care of the school environment. Pupils relish the chance to be a 'play leader' and take on other responsibilities.

Pupils know how to look after themselves. Staff teach them how to keep safe. Pupils know that if they have concerns, there are adults they can talk to and trust to take appropriate actions. Bullying is rare, and when it does happen, staff deal with issues quickly and effectively.

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

Leaders and governors are highly focused on improving the quality of education. The senior leadership team, together with the support of the trust, has brought about significant improvements. Leaders have an accurate view of the school's strengths and what needs to be better.

The curriculum has clearly defined aims and is ambitious. Leaders have planned the curriculum in reading, writing and mathematics effectively based on what pupils need to know and be able to do. In most subjects, leaders have identified the important knowledge that pupils should learn. This is organised in a sensible order so that teachers plan lessons that build on what pupils know and can do. Pupils learn well across a wide range of subjects. In a small number of subjects, leaders are developing plans. Sometimes teachers do not always have the information they need to plan lessons that build on what pupils have learned before. This means that pupils do not remember as easily what they have learned in these subjects.

Reading is a strength. Teachers are ambitious in their expectations of pupils. As a result, pupils secure the necessary reading skills quickly. Children who fall behind have support to ensure they gain the knowledge and skills they need to become confident readers. The books that are chosen for pupils are carefully matched to the sounds they are learning. Teachers read to pupils every day. Pupils understand how important reading is and enjoy it. Older pupils read with fluency and are encouraged to read widely. They are proud of their library and enjoy using it.

Leaders have created an exceptional provision for the children in early years. Children enjoy highly stimulating activities that meet their needs and help them to learn. Adults skilfully use mathematical vocabulary in the Reception class as children sort natural autumn objects. This enables children to use mathematical language accurately too. Children in the Nursery class develop their vocabulary rapidly as they enjoy a wide range of stories, songs, rhymes and poems. They play very well together and learn quickly. Adults have high expectations of behaviour and, as a result, children behave very well. Staff work closely with parents to help them support their children at home. Children are well prepared for the curriculum in Year 1.

Leaders ensure that the curriculum meets the needs of pupils with special educational needs and/or disabilities (SEND). Teachers make appropriate adaptations so that pupils with SEND access the full curriculum successfully. Leaders liaise well with the local authority and other agencies. Leaders are working hard to ensure that communication with all parents of pupils with SEND is clear, informative and supportive.

Pupils have positive attitudes to learning. They behave well and are respectful to each other. They are happy to come to school and they enjoy their lessons.

Leaders have created many opportunities for pupils' personal development. The 'no outsiders' programme is important to all children. They understand the need to respect, value and celebrate people's differences. Older pupils enjoy responsibilities around the school. They help younger children with reading and they support with games and activities on the playground as 'play leaders'.

Governors and the trust share leaders' aim to make the school even better. Governors are skilful and carefully evaluate the quality of the school's provision. They support and challenge leaders effectively.

Safeguarding

The arrangements for safeguarding are effective.

The school has a culture of safeguarding and ensures that systems and procedures are robust. Staff are knowledgeable and quick to act when they need to. When supporting vulnerable pupils, leaders work closely with external agencies so that pupils receive the support they need. Governors and trust leaders check records carefully to confirm that leaders and staff carry out their duties effectively. The school's curriculum teaches pupils how to protect themselves from potential harm when using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The core subjects and many of the foundation subjects are well designed and planned. There are a few foundation subjects that are not yet so well developed, including the use of assessment to determine clear starting points. Leaders should continue to review and develop curriculum planning and assessment so that pupils learn well in all subjects.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	140823
Local authority	Suffolk
Inspection number	10241115
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	296
Appropriate authority	Board of trustees
Chair of trust	Craig D’Cunha
Executive Headteacher	Rae Aldous
Website	www.groveprimaryschool.org
Date of previous inspection	12 and 13 February 2019, under section 5 of the Education Act 2005

Information about this school

- The school operates a breakfast club each day as part of its childcare provision.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors carried out deep dives in reading, mathematics, science, computing and art. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- Discussions were held with governors and representatives of the trust.

- Inspectors reviewed a range of the school's documents, including those relating to development planning, assessment, special needs, attendance and safeguarding.
- Inspectors spoke to parents on the school playground. They considered responses to Ofsted's online questionnaire for parents, free-text responses and responses to the Ofsted pupil questionnaire and staff questionnaire.

Inspection team

Rachael Judd, lead inspector	Ofsted Inspector
Tim McLoughlin	Ofsted Inspector
Joanna Pedlow	Ofsted Inspector

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