

Inspection of The Grove Primary School

Asfordby Road, Melton Mowbray, Leicestershire LE13 0HN

Inspection dates: 10 and 11 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Requires Improvement
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What is it like to attend this school?

Members of the school community are justifiably proud of their belief, which states: 'everyone's welcome'. Pupils say that they feel happy and safe at school because the teachers are kind and help them learn.

Parents and staff speak very warmly about the many improvements that have taken place at the school. Parents say that the school is now a 'great choice' for their children's education.

Pupils' behaviour is good. They respond well to teachers' high expectations, both in lessons and around school. Classrooms are calm and purposeful. Positive relationships enable pupils to focus on their learning. Pupils who sometimes struggle to regulate their behaviour receive well-planned support.

Pupils understand that bullying is wrong. They appreciate having class 'worry boxes', in which they can post notes if they feel too shy to talk about a concern. Pupils are confident that teachers deal with any issues quickly and fairly.

Pupils enjoy taking on roles of responsibility, such as play leaders and 'school ambassadors'. These opportunities help pupils to develop a sense of pride and empathy. All pupils are encouraged to take part in the wide range of extra-curricular clubs that are offered, free of charge. Pupils say that they learn 'a lot' about how to eat healthily and keep fit and active.

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

Since the last inspection, leaders have rewritten the curriculum. They have rightly focused on setting out precisely what pupils should know and be able to do in all subjects. Leaders and staff have carefully considered what pupils should learn, and in what order, so that pupils will know and remember more as they progress through the school. The revised curriculum is now in place across all subjects, from the early years to Year 6. In planning the curriculum, leaders have taken account of the needs of their pupils. Leaders and staff share a strong ambition for all pupils: to be well prepared for the next steps in their education beyond the school.

Pupils in most year groups successfully apply what they already know when faced with new concepts. For example, pupils in Years 5 and 6 spoke confidently about their learning in mathematics and history. They are keen and capable learners. However, this is not yet consistent across all year groups. Occasionally, teachers do not check how well pupils understand what they are learning. This hinders pupils' ability to remember long term what they have been taught.

Leaders have recently revised the reading curriculum to ensure that it is ambitious for all pupils to achieve highly. Leaders and staff encourage pupils of all ages to

develop a love of reading. Leaders have introduced a new approach to early reading and phonics. They have purchased new reading books and have ensured that all staff have received up-to-date training. Children begin learning to read as soon as they join the Reception class. Pupils read from books that match the sounds they know. These actions are having a positive impact on pupils' development as fluent, confident readers.

Leaders quickly identify and assess the needs of pupils with special educational needs and/or disabilities (SEND). They make sure to involve parents and carers in discussions and review meetings. Pupils with SEND are fully involved in the life of the school. However, the targets set for pupils to achieve, in the individual support plans, are too broad and hard to measure. This makes it hard for staff to provide support that is precisely matched to pupils' needs.

Children in the Reception class get off to a strong start. They settle quickly to routines. There is a well-planned curriculum that enables children to develop knowledge and skills across all areas of learning. Children clearly enjoy the activities provided. For example, they chatted happily while making play dough animals. They cooperated sensibly when matching animal words and pictures displayed around the well-equipped outdoor area.

Leaders promote pupils' personal development well, through the curriculum and beyond. There is a school-wide focus on key values, such as kindness, resilience and ambition. Pupils learn about healthy relationships and a range of faiths and cultures. This curriculum is enriched by visits to places of worship in nearby Leicester. The school values any of its pupils who are refugees or who speak English as an additional language. There is a strong culture of respect, and 'everyone's welcome' at the school.

Leaders and trustees are mindful of staff well-being, and their workload. Staff praise the care shown to them by leaders. They say that they feel valued as part of a strong, supportive team.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. Well-trained staff know that they must take all concerns seriously and record them promptly. Records show that leaders act appropriately to ensure that pupils are safe.

Leaders and staff know their pupils and families very well. They provide care and strong pastoral support, where needed. There are effective local partnerships between the school and a range of external agencies.

Pupils say that they feel safe. They are taught about healthy relationships, respectful boundaries, and how to stay safe. Pupils understand the importance of online safety, through the curriculum and assemblies.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are some inconsistencies in how well the curriculum is implemented across the school. In some year groups, teachers do not always check pupils' misunderstandings quickly enough or deliver the planned curriculum as effectively as in the majority of the school. As a result, pupils' recall of prior learning and their ability to apply what they know to new concepts are not consistently strong. They are at risk of falling behind. Leaders should ensure that curriculum implementation is consistently strong across the school so that pupils know and remember more in all subjects.
- The individual 'student support plans' for pupils with SEND are too general. The targets that are set for pupils with SEND are not measurable, with no clear success criteria, and do not always reflect the key areas of need for a pupil. Support plans do not currently provide precise guidance for staff who work with pupils with SEND. Leaders should ensure that pupils with SEND receive well-planned, high-quality support to access the full curriculum and achieve the best possible outcomes.

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	141469
Local authority	Leicestershire
Inspection number	10254857
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	160
Appropriate authority	Board of trustees
Chair of trust	Anne Frost
Headteacher	Hayley Cheeseman
Website	www.meltongrove.org
Date of previous inspection	14 and 15 May 2019, under section 5 of the Education Act 2005

Information about this school

- The headteacher was appointed in September 2019.
- The school does not make use of any alternative provision.

Information about this inspection

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

- Inspectors discussed any continued impact of the COVID-19 pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the assistant headteacher and a range of curriculum leaders.
- The lead inspector met with the chair, the chief executive officer and other trustees from the Mowbray Education Trust.
- Inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, inspectors met with subject leaders to discuss the

curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector observed some pupils read to a familiar adult.

- Inspectors also discussed the curriculum, reviewed curriculum planning and samples of pupils' work in some other subjects.
- Inspectors observed pupils' behaviour in lessons and at other times around school.
- Inspectors evaluated the effectiveness of safeguarding by reviewing the school's record of pre-employment checks and holding discussions with leaders, staff and pupils.

Inspection team

Christine Watkins, lead inspector

His Majesty's Inspector

Stuart Edmonds

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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