

# Inspection of Grove Wood Primary School

Grove Road, Rayleigh, Essex SS6 8UA

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Inspection dates:	3 and 4 December 2024
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

The headteacher of this school is Richard Green. This school is part of the Grove Wood Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Guy Blakesley.

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

Pupils are at the centre of everything that happens at this happy, vibrant school. The school gives them a great start to their educational journey. It prepares them exceptionally well for their future lives.

There is no ceiling put on pupils' learning. The school expects all pupils, including those with special educational needs and/or disabilities (SEND), to achieve well. Pupils rise to these high expectations. Many pupils exceed the national standards in reading, writing and mathematics by the time they leave the school.

Pupils' behaviour is impeccable. They are polite, friendly and welcoming. The school's SPARK values of 'strive, positivity, achieve, respect, and kindness' come naturally to them. Year 6 pupils are fantastic role models. They make a significant contribution to school life. For example, the 'art crew' looks after resources and helps out at art club. Play leaders organise games on the playground. An executive committee from Year 6 runs the school council.

There is a multitude of opportunities for pupils to develop new interests and talents. Many of these give pupils access to exciting and unusual experiences. For example, the school's gardening club won the 'Rayleigh in Bloom' award for best school garden. The 'Greenpower' team built a racing car that saw off international competition at a national racetrack.

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

Since the last inspection, the school has acted decisively to strengthen its curriculum. The improved curriculum sets out precisely what pupils should learn and when. This enables pupils to build their knowledge securely over time. They make connections between past and present learning, as well as between different subjects. As a result, many pupils are articulate and knowledgeable about a wide range of topics and subjects.

Staff received high-quality training to support them through the curricular changes. Consequently, they deliver lessons consistently and effectively. From the Reception Year onwards, staff design engaging activities that enable pupils to practise and apply new learning. In Reception, for example, children listen to the story 'Luna Loves Art'. Afterwards, they create artwork in the style of famous artists or write short sentences about a character's feelings.

Staff use various approaches to assess how well pupils are learning. They adjust their teaching skilfully to address any gaps they find. More widely, the school checks frequently how well the curriculum is working. It refines the curriculum in response to any issues these checks reveal. If pupils need extra help to keep up, they receive it promptly. This includes pupils with SEND and disadvantaged pupils. Again, the school evaluates the effectiveness of the additional support it provides, making any necessary adjustments.

The school promotes a love of reading. In the Reception Year, stories, rhymes and songs support children's learning in all areas. Throughout key stages 1 and 2, pupils listen to and read high-quality texts that link to the wider curriculum. Year 6 reading ambassadors read with their younger reading buddies regularly. They oversee a 'reading cabin' on the playground. Skilled adults deliver daily phonics sessions. They teach early readers the knowledge they need to develop fluency and independence. Staff spot pupils who need extra support with phonics and put this in place swiftly. If pupils with complex SEND cannot access phonics lessons, staff devise other ways to teach them. This enables all pupils to start learning the letters and sounds they need for early reading and writing.

Strong routines and adults' high expectations support pupils' exceptional behaviour. This starts as soon as children join the school. Children in the Reception Year know exactly what to expect and what the adults expect of them. Throughout the school, pupils listen attentively to their teachers and embrace the tasks they are given enthusiastically. Pupils have highly positive attitudes. From Reception upwards, children learn to persevere with a task, even when it is tricky.

The school is determined to equip pupils with the skills and knowledge they need to be successful citizens of the future. The curriculum for personal, social, health and economic education teaches pupils about personal safety, healthy relationships and fundamental British values. Assemblies reinforce this. In religious education, pupils learn about the major world faiths. Older pupils address complex issues such as religion-based peace and conflict. Clubs, trips, visitors and memorable activities enrich every area of pupils' learning. The school's highly inclusive culture ensures that all pupils benefit from this impressive offer.

Governors bring a range of expertise and experience to their roles. They challenge leaders appropriately to ensure that the school's actions are having a positive impact on all pupils. Governors and leaders are highly reflective. They are relentless in their drive and ambition to provide the best possible experiences for pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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>	141052
<b>Local authority</b>	Essex
<b>Inspection number</b>	10345395
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	631
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Guy Blakesley
<b>Headteacher</b>	Richard Green
<b>Website</b>	<a href="http://www.groveswoodprimary.co.uk">www.groveswoodprimary.co.uk</a>
<b>Dates of previous inspection</b>	12 and 13 September 2023, under section 8 of the Education Act 2005

## Information about this school

- The school is the only member of the Grove Wood Academy Trust.
- There is wraparound provision for pupils before and after school. The school runs this.
- 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. 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.

- 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 a range of senior leaders, including the headteacher, deputy headteacher, assistant headteacher and special educational needs coordinator. The lead inspector met with governors, including the chair and vice-chair. She spoke with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography, history and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, and spoke with some pupils about their learning. Inspectors looked at samples of pupils' work. The lead inspector listened to several pupils read to a familiar adult. Inspectors also looked at samples of pupils' work in other subjects.
- To evaluate the effectiveness of safeguarding, the 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 reviewed a range of school documentation and policies. These included the school development plan and minutes of governing body meetings.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also reviewed the responses to the online staff and pupil surveys. In addition, inspectors spoke with pupils, parents and staff to gather their views of the school.

### **Inspection team**

Caroline Crozier, lead inspector

His Majesty's Inspector

Rebecca McCutcheon

Ofsted Inspector

Mike Wade

Ofsted Inspector

Ceri Jones

Ofsted Inspector

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