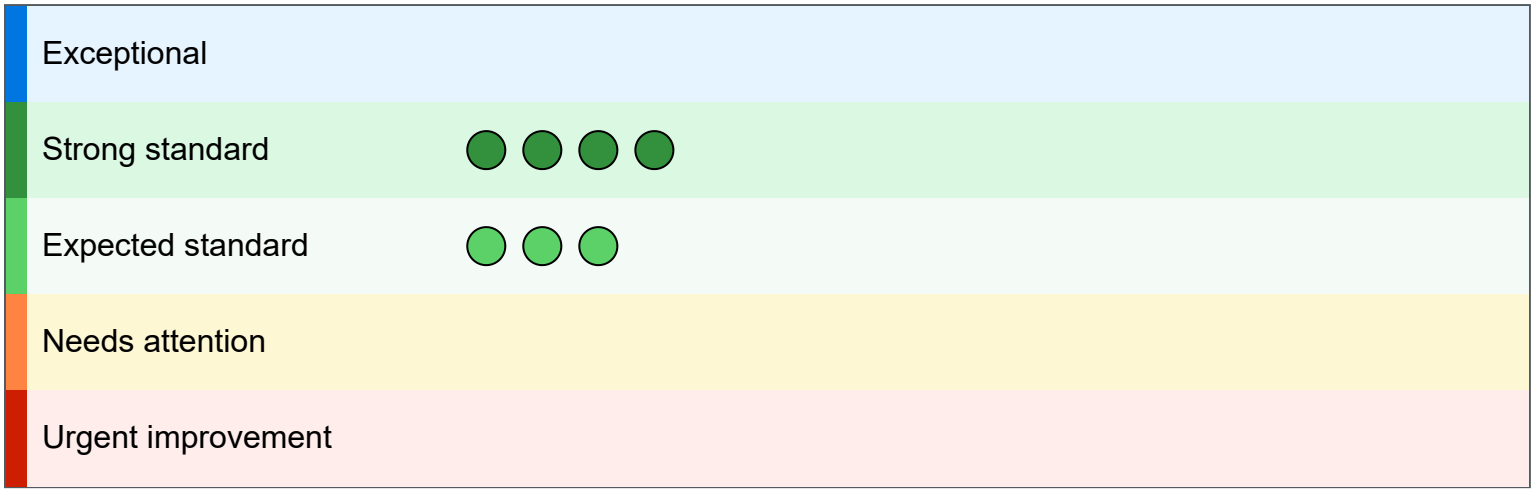
Oak Grange Primary School

Address: Stubble Road, Alvaston, Derby, Derbyshire, DE24 0BL

Unique reference number (URN): 149747

Inspection report: 19 May 2026



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.

Strong standard

Early years

Strong standard

Leaders are ambitious for all children in the early years to make the best possible start to their schooling. Since the school opened, the early years provision has expanded from a handful of children to the current full and thriving Nursery Year and Reception Year classes. The early years curriculum has been skilfully designed to provide children with the essential knowledge and skills they need to be ready for Year 1. By the end of Reception Year, children typically achieve well in all of the areas of learning.

Leaders and staff prioritise early language and communication with determination and consistency. This can be seen in the high-quality, purposeful conversations between adults and children. Leaders ensure that early reading, writing and number are taught systematically, right from the start. Children thrive in the school's ‘Acorns’ Nursery Year class. They settle quickly and make the most of the well-considered activities provided for them. In both classes, caring relationships support children's wider personal development. The well-equipped environment enhances children's social, emotional and physical development very well.

Positive practices and relationships ensure that children are safe and well cared for. Children behave well. They follow familiar routines with confidence and independence. Children with special educational needs and/or disabilities and other vulnerabilities receive skilled support that is carefully matched to their needs. The care and teaching that children receive reduces their barriers to learning.

Inclusion

Strong standard

Oak Grange is a highly inclusive school. Leaders and staff put pupils’ needs and wellbeing at the heart of everything they do. They have built effective, well-established systems for identifying and assessing pupils’ needs as soon as they join the school. This enables leaders to quickly identify and address the barriers that prevent some pupils from learning. The support provided in lessons is carefully designed to reflect each pupil’s needs. Pupils with special educational needs and/or disabilities (SEND) and other vulnerabilities receive well-considered support that enables them to thrive. Leaders have ensured that staff develop the expertise to target their support where it is most needed. As a result, pupils with SEND achieve very well from their starting points.

Leaders use the additional funding for disadvantaged pupils with precision and purpose. They use robust systems that measure the impact of the additional funding and support that pupils receive. As a result, disadvantaged pupils achieve well, and their wider personal development is very effectively promoted. Leaders ensure that pupils who have barriers to learning fully access clubs and activities and are supported to attend well.

Leadership and governance

Strong standard

Leaders’ work to establish a successful new school over a short period of time has been remarkable. Leaders demonstrate an impressive clarity of vision for their pupils and for the

school as a focal point for families in the community. They have ensured that the positive ethos and culture are seen in every aspect of the school's provision. The school's identity has already become deeply embedded, successfully promoting a strong sense of belonging for all pupils.

Leaders have accurately identified appropriate priorities that will make the greatest difference to pupils' achievement and wellbeing. Leaders make insightful decisions with the best interests of pupils at the heart of all they do, especially those who are most disadvantaged. The impact of leaders' work is evident in the rapidly improving rates of attendance and in pupils' achievement in reading.

All of those responsible for governance are fully involved in the strategic direction of the school. Governors carry out their legal responsibilities with diligence. They take steps to engage with the life of the school, ensuring that they are well informed. Governors and trustees provide rigorous support and challenge to leaders.

The school engages meaningfully with the community. Parents and carers are typically enthusiastic about the education and care that their children receive. There is a steady influx of staff joining the team as the school rapidly expands its pupil numbers. Leaders ensure that all new staff are quickly and efficiently trained in the school's systems and expectations. Staff are overwhelmingly positive about the school, the quality of training provided for them and the support for their workload and wellbeing.

Personal development and wellbeing

Strong standard

Leaders provide a rich, well-designed personal development programme that enables pupils to thrive. The school's vision and values are at the heart of the offer, reflected in the 3 key aims for pupils: to be respectful, kind and curious. This extensive programme supports pupils' wider personal development and their wellbeing effectively. Through frequent lessons, assemblies, discussions and events, pupils learn how to stay safe and healthy. For example, pupils in Year 1 learn about healthy food choices by taking part in healthy eating workshops. As part of this 'munch crunch' activity, pupils welcome the opportunity to try new foods such as spinach, peppers and salads. They are adventurous, polite and appreciative.

Pupils enjoy a wide range of opportunities for them to take part in clubs and activities. The uptake of activities such as music and sports is high. All pupils are welcome to take part, including those with special educational needs and/or disabilities. Through their rigorous checks and analysis, leaders ensure that all disadvantaged pupils attend at least one activity. As an established part of the curriculum, staff provide regular 'MADD weeks' involving music, art, dance and drama. Through the well-planned themes, pupils' cultural development is very well promoted.

Pupils develop an age-appropriate awareness and understanding of fundamental British values. They learn about, and can explain, values such as democracy and rule of law. Pupils have a secure understanding of the importance of treating everyone equally regardless of disability, race or religion. Through their actions and attitudes, pupils demonstrate kindness and respect for each other and adults.

Leaders and staff support pupils' social, emotional and mental health needs extremely well. High-quality pastoral support is provided. As a result, pupils develop increasing resilience

and independence. This aspect of the school's provision is deeply appreciated by parents and carers.

Expected standard

Achievement

Expected standard

Leaders ensure that the development of pupils' secure knowledge and skills in communication and language, reading, writing and mathematics is a high priority. This begins straight away, by ensuring that the youngest children in the early years make a great start to their learning. Across the school, any pupils who are disadvantaged or at risk of falling behind receive timely and effective support. This enables them to access and progress well through the curriculum.

Pupils achieve broadly in line with the national average in the Year 1 phonics screening check. Pupils' achievement in writing is less secure than in reading and mathematics. Leaders' work to improve writing is in the early stages, but there are signs of positive impact. Pupils apply their knowledge and skills across a wider range of subjects. They are well prepared for the next steps in their education.

Attendance and behaviour

Expected standard

Leaders have high expectations of all pupils to attend school as regularly as possible. Leaders precisely analyse attendance information and use their findings to work with families to provide support. Leaders' work with some individuals has had a significant positive impact on these pupils' attendance. Overall attendance has improved recently to be in line with the national averages for all groups of pupils.

Pupils behave well. In lessons they are enthusiastic, motivated learners. Staff manage behaviour consistently well by means of their positive relationships and high expectations. At social times, pupils play and interact happily and kindly. They are well mannered and respond readily and independently to the school's routines. Leaders and staff act quickly and decisively if any bullying or unkindness occurs. This makes it stop. Pupils who find it hard to meet teachers' expectations of their behaviour receive appropriate support. This helps them manage their emotions and access learning.

Curriculum and teaching

Expected standard

Leaders provide a carefully designed, broad and balanced curriculum. This promotes the school's 'ASK' approach to pupils' learning: developing attitudes, skills and knowledge. Leaders have ensured that, as the school expands over time beyond its current age groups, the curriculum will be suitable for the full age range of pupils, from Nursery Year to Year 6.

Leaders regularly check the quality of teaching across the school. They have ensured that there is a clear focus on pupils developing the important key knowledge and skills in reading, writing and mathematics. The teaching of early reading is effective. Pupils develop

well as fluent, confident readers. In mathematics, staff provide well-considered activities that enable pupils to be confident in applying what they already know to unfamiliar concepts. Leaders have identified writing as an area for development. The actions taken to improve pupils' writing skills are appropriate but are still in the early stages of being implemented.

Teachers regularly check pupils' understanding in lessons and adapt their teaching accordingly. Leaders ensure that helpful resources and approaches are available for pupils who need extra support. Disadvantaged pupils, including those with special educational needs and/or disabilities, make suitable progress through the curriculum.

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

Pupils are happy and feel safe at Oak Grange. They thrive because they receive a high quality of education and care. Leaders have based this new school's vision on the oak tree standing in the grounds. Pupils learn that they are like 'tiny seeds that become mighty trees'. Pupils are proud to learn the 'GROW' curriculum, as they become 'global citizens' with the 'right attitudes for life'. Each pupil is celebrated as being 'one of a kind', viewing the world with 'wonder and awe'. Pupils can clearly articulate why these values are important to them.

The school's values, alongside effective teaching, inspire pupils to work hard and do their best. Pupils have positive attitudes and enjoy learning. Pupils achieve well. They quickly become confident readers, as well as mastering the essential basic skills in English and mathematics. Pupils are well prepared for their next steps as they become the first group of Year 3 pupils from September 2026.

As the school expands in size, pupils and staff typically join the school throughout the year. All newcomers are warmly welcomed. They quickly settle into the school's routines and fulfil the high expectations placed on them.

Pupils with special educational needs and/or disabilities and others who experience barriers to learning receive highly effective support. As a result, these pupils make excellent progress from their starting points and are valued members of the school community.

Pupils behave well, in lessons and around school. There are no issues with bullying. Pupils know that staff will listen and respond if they have any worries. The school provides a range of clubs and activities to encourage pupils' talents and interests beyond their daily lessons. Pupils enjoy sports, music and outdoor activities.

Next steps

- Leaders should ensure that their work to improve pupils' writing is consistently applied by all staff so it has a positive impact on the quality of pupils' written work across the curriculum.
- Leaders should build on their work to ensure that all pupils attend as often as possible.

- Leaders and those responsible for governance should ensure that they continue to respond to the evolving context of the school as it increases in size to achieve and sustain an exceptional quality of education that has a transformational impact on all pupils.

About this inspection

This school is part of East Midlands Education Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Paul Smith, and overseen by a board of trustees, chaired by Ann Witheford.

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

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

Inspectors spoke with the headteacher, other school leaders, staff, pupils, parents and carers, members of the local governing board, the CEO and the chair of the trust.

The inspectors confirmed the following information about the school:

The school opened to pupils in September 2023, serving families moving into a large, brand-new housing estate on the outskirts of Derby.

The school has grown from 5 Reception Year pupils at that time to its current position, whereby there are pupils from Nursery Year to Year 2 at the school. The school will expand over the next 4 years to include all primary school age groups up to Year 6.

Pupils and staff continue to join the school throughout the year.

The school currently uses no alternative provision.

Headteacher: Sarah Coleman

Lead inspector:
Christine Watkins, His Majesty's Inspector

Team inspector:
Haydn Mitton, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 19 May 2026

School and pupil context

Total pupils

73
Well below 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

354
Close to 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)

15.22%
Below average

What does this mean?

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

National average: 26.3%

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

4.11%
Close to 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

16.44%
Close to average

What does this mean?

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

National average: 15%

Location deprivation

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).

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)	7.9%	5.2%	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)	35.7%	13.0%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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