

Inspection of a school judged outstanding for overall effectiveness before September 2024: Grove Primary School

Chadwell Heath Lane, Chadwell Heath, Romford, Essex RM6 4XS

Inspection dates:

3 and 4 June 2025

Outcome

Grove Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Grove Primary is a caring and happy school where pupils' love of learning is nurtured. During pupils' time here, they become 'respect rockstars' and 'truth heroes', proudly living out the school's values. It is a safe environment where highly positive relationships are formed. Pupils enjoy coming to school because they feel safe and enjoy learning. They are supported to value their individuality, culture and respect for others.

Behaviour is exceptional, and pupils show enthusiastic attitudes to learning. The school has high expectations for pupils. Their attendance is excellent, and they achieve well across different subjects.

The school offers a well-considered programme of enrichment opportunities. Pupils enjoy a range of educational visits within the local area, including to famous landmarks. They relish their trips to various museums and a local university campus. Pupils can hold roles of responsibility such as reading ambassadors, wet play monitors and travel ambassadors. They are encouraged to voice their opinions about aspects to improve the school. This includes successfully lobbying for a prayer room to be added to the school.

The school prioritises pupils' well-being and mental health. Pupils confidently use calming techniques, such as breathing exercises, and regularly access 'calm corners' located in every classroom. These strategies help pupils to self-regulate and maintain focus on their learning.

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

The curriculum is ambitious. The school has carefully considered the knowledge pupils should learn from early years to Year 6. This helps pupils to build knowledge over time and make connections in their learning across subjects. Teachers provide opportunities for pupils to revisit learning to make sure that pupils are ready to learn more difficult concepts.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) appropriately. Leaders work with external professionals for specialist advice when needed. Staff are developing expertise in supporting pupils with SEND. However, sometimes, support is not precisely matched to pupils' needs and next steps. As a result, some pupils with SEND are not as well supported as they could be. This affects their achievement.

The school inspires pupils with a love of reading from the moment they enter the Nursery Year. Children are introduced to rhymes, songs and interesting texts straight away. The phonics programme begins in the Reception Year and is a top priority for the school. Staff teach phonics very effectively. Staff check pupils' phonics knowledge regularly, address misconceptions promptly and identify those pupils who need extra help effectively. Books are well matched to pupils' individual ability. Reading is promoted well across the school through playground 'reading pods' and the work of the reading ambassadors who read with younger children.

In mathematics, pupils learn to calculate confidently before moving on to apply their skills in more complex contexts. Children in early years enjoy the same interesting learning. For example, they practise their counting up to 20, while also enjoying finger-painting activities. Pupils of all ages use appropriate mathematical language to explain their thinking.

The school's expectations and routines for pupils' behaviour are excellent. Pupils are encouraged to make positive choices and manage their own behaviour. There are spaces for pupils, like calm corners, around the school for those who need additional support to manage their feelings or need space to reflect. Pupils appreciate how this reflection time can help them to refocus. Staff are well trained to support any pupils who require help to manage their emotions. Staff have high expectations for how all pupils should behave, while making reasonable adjustments to meet individual pupils' needs where appropriate.

Personal development is a prominent feature of the school's provision. Pupils learn about healthy lifestyles and celebrate diversity through various events. These include the school's 'cultural day', 'Grove's Got Talent' and activities to promote Black History Month. Enrichment activities are further supported by half-termly curriculum-linked trips to locations such as to a local allotment and London Embankment. The school organises a number of videoconferencing workshops to connect pupils with wider global and social issues, including work with NASA and to learn about the Great Barrier Reef and to raise awareness of International Women's Day.

The school is well led and managed. Staff enjoy working at the school and feel proud to be part of the team. Leaders support them with their workload and take their well-being into consideration. Governors are committed to providing the school with support and challenge.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, the teaching and support for pupils with SEND is not precisely matched to their needs and next steps. This means that these pupils do not benefit as much as they could from learning opportunities. The school should ensure it maintains close oversight of the provision for pupils with SEND so that they are consistently supported to learn and achieve well.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding for overall effectiveness in May 2019.

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

Unique reference number	102835
Local authority	Redbridge
Inspection number	10345846
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	676
Appropriate authority	The governing body
Chair of governing body	David Backhouse MBE
Headteacher	Beverley Komorowska
Website	www.grove.redbridge.sch.uk
Dates of previous inspection	8 and 9 May 2019, under section 5 of the Education Act 2005

Information about this school

- This is an above-average-size primary school.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, the chair of the local governing body and spoke with a representative from the local authority.
- Inspectors visited a range of lessons and spoke with teachers. They also spoke with pupils about their learning and looked at samples of their work.

- 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 gathered the views of pupils, parents and staff through discussions and their responses to Ofsted's online survey, Ofsted Parent View, and Ofsted's surveys for staff and pupils.

Inspection team

Lisa Smith, lead inspector

His Majesty's Inspector

Jonathan Newby

Ofsted Inspector

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