

Inspection of Lady Jane Grey Primary School

Wolsey Close, Groby, Leicester, Leicestershire LE6 0ZA

Inspection dates:	3 and 4 June 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

The headteacher of this school is Michael Fitzgerald. This school is part of Raleigh Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Sean Kelly, and overseen by a board of trustees, chaired by Eileen Hartley.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since July 2015. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Respectful relationships are at the heart of this school. Pupils do their best to live up to the school's high expectations. They are an asset to the school, and they achieve well.

The school encourages pupils to develop 'resilience, empathy, self-awareness, passion, excellence, communication and teamwork'. The 'RESPECT' values inspire pupils. Reception Year children show great resilience as they challenge each other to climb higher on the new climbing frame. Pupils throughout school are kind, accepting and value everyone. A range of opportunities, such as sports clubs and competitions, gardening, musical instrument lessons, choir and dramatic performances, instil their passions. During residential visits, pupils increase their independence and thrive on teamwork activities. Visiting professional sportspersons, for example, encourage pupils to strive for excellence.

Pupils develop a strong sense of responsibility. Sports ambassadors organise activities on the playground. Older pupils care for and play with younger pupils, who clearly look up to them as role models. They set a strong example. The school values pupils' views. For example, the student council talks to staff about what works well in school, and the school makes adaptations based on pupils' feedback.

Parents wholeheartedly recommend this school. They value the nurturing care that staff provide to children and the school's welcoming sense of community.

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

The school prioritises reading. Pupils benefit from a strong reading culture. The library is a central feature of the school, and pupils visit it frequently. Pupils read widely and they enjoy listening to stories. The school has established a thorough and structured approach to teaching reading. The phonics programme starts promptly in Reception Year. Pupils achieve well in phonics. Staff ensure that pupils who need extra help have support to keep up.

The trust has supported the school to improve the early years curriculum. Alongside this, there is now a carefully thought-out learning environment. Children are eager to learn in the impressive new outdoor area. Staff support them well to learn and play cooperatively. They help children to gain confidence to talk about their imaginative ideas clearly. Staff guide children effectively to apply their knowledge of phonics and write confidently, preparing them well for Year 1.

The school aims to provide a curriculum that interests pupils. It has clearly defined the knowledge pupils should learn over time for some subjects, such as English and mathematics. In these subjects, staff deliver the curriculum effectively. They present and explain new information clearly and provide appropriate learning activities. Staff check pupils' understanding carefully, quickly identifying and addressing any misconceptions. This is reflected in pupils achieving typically well by the end of key stage 2.

However, in some subjects, the knowledge that pupils need to know is not identified and sequenced as clearly. Sometimes, this results in teachers making unsuitable decisions about what to teach or overloading pupils with too much information at once. This means that pupils build less well on what they know, and their knowledge in some subjects is not as secure.

The school has recently improved its processes for identifying the needs of pupils with special educational needs and/or disabilities. Overall, staff support these pupils well to learn the same curriculum as their peers.

Pupils are polite and well-mannered. They are considerate of each other and show great care for peers who need extra support. Typically, pupils listen carefully and work hard. They respond positively to guidance from staff.

The school prioritises pupils' personal development. The 'RESPECT' values serve as a foundation for this, supported by the recently revised personal, social and health education curriculum. Pupils develop their understanding of living in the wider world. They learn about relationships and how to stay healthy and safe, including online. Pupils appreciate the importance of positive mental health. They benefit from the extra support that can be found in 'The Hive'.

The school very recently joined the trust to strengthen its work. The trust supported the school for several months beforehand, contributing to significant improvement in several areas, including the early years. The trust has a secure understanding of the school's strengths and areas for development. It has clear systems to ensure strong oversight of the school's work. However, at times, the school has not checked the impact of its work to identify and address inconsistencies in pupils' achievement more swiftly. Additionally, the school has provided staff with limited professional development to enhance their expertise and make the necessary improvements. That said, staff are proud to work at the school and feel that leaders consider their well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, there is a lack of clarity about what pupils should learn and the sequence for learning. Where this is the case, the implementation of the curriculum is sometimes less secure and pupils' knowledge and recall of what has been taught is weaker. The school should ensure that the key knowledge that pupils need to learn is identified clearly so that pupils can achieve consistently well.
- At times, the school's approach to checking and evaluating the implementation and impact of the curriculum, including in the early years, could be more rigorous. This

means that some areas for development are not always identified or addressed as swiftly as possible. This also affects the identification of professional development opportunities for staff to maximise their expertise and drive improvements. As a result, pupils' achievement is not as consistently strong across the curriculum as it should be. The school should continue to refine its approach to reviewing its work, ensuring that staff receive timely and appropriate support to make improvements to raise standards further.

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	138809
Local authority	Leicestershire
Inspection number	10347544
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	199
Appropriate authority	Board of trustees
Chair of trust	Eileen Hartley
CEO of the trust	Sean Kelly
Headteacher	Michael Fitzgerald
Website	www.ladyjanegreyprimary.org.uk
Dates of previous inspection	25 and 26 February 2015, under section 5 of the Education Act 2005

Information about this school

- The school joined Raleigh Education Trust in May 2025.
- The school does not use 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.

- 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.
- The lead inspector met with the CEO, who is also a member of the board of trustees. She also met with members of the local governing body (until very recently trustees) and trust representatives.
- Inspectors met with senior leaders of the school and considered a range of documents.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, music and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also considered evidence about some other curriculum subjects.
- Inspectors listened as some pupils read to a familiar adult.
- 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.
- The inspectors observed pupils' behaviour in lessons and around the school site during breaktimes.
- The inspectors spoke with groups of pupils and staff. Inspectors spoke to parents and considered the responses to Ofsted Parent View, including free-text comments. Inspectors also considered the responses to Ofsted's surveys for pupils and for staff.

Inspection team

Claire Stylianides, lead inspector

His Majesty's Inspector

Stuart Edmonds

Ofsted Inspector

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