

Maple Grove Primary School

Address: High Road, SS13 3AB

Unique reference number (URN): 144349

Inspection report: 6 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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.

Expected standard

Achievement

Expected standard 

Most pupils make good progress through the curriculum. Overall, they are well prepared for their next steps. Pupils talk confidently about their learning. They show that they understand and remember key knowledge in most subjects. Their work is usually accurate and shows clear progress over time. The school places a strong focus on language from the early years. This helps pupils communicate clearly when describing and explaining their learning.

Outcomes in English and mathematics are positive. This is the case despite lower-than-expected results in the previous academic year. Leaders have acted quickly to improve weaker areas. Leaders ensure that pupils with additional needs receive targeted support to remove barriers to learning. As a result, pupils achieve well in national tests and demonstrate positive progress over time.

Pupils achieve well because leaders have high expectations for all. Leaders have designed an ambitious curriculum that supports learning across the school. Most pupils make good progress from their starting points. Disadvantaged pupils achieve well. This is because leaders quickly identify and address barriers to learning.

Attendance and behaviour

Expected standard 

Attendance is high because leaders prioritise it. They work closely with families to remove barriers. Clear systems and processes are in place to monitor attendance daily, and any concerns are addressed promptly. Attendance is improving. Pupils understand the importance of attending school regularly. They enjoy coming to school because they feel safe and valued.

The school's culture of kindness and care supports strong relationships. This ensures that pupils feel included and ready to learn. Behaviour across the school has been an area of focus for leaders, and, as a result, pupils now behave well. Pupils know the expectations and follow the school rules and routines. Staff quickly redirect pupils if they are not showing the expected behaviour standard.

Staff model positive behaviour. They build warm, nurturing relationships with pupils. Pupils are respectful to staff and peers, and incidents of poor behaviour are rare. When they do occur, they are managed effectively and fairly.

Pupils demonstrate positive attitudes to learning. They engage well in lessons and take pride in their work. The school's positive reinforcements, such as raffle ticket rewards, encourage pupils to make the right choices with their behaviours for learning.

Curriculum and teaching

Expected standard 

The curriculum is ambitious. It sets high expectations and prepares pupils well for the next stage of their education. Leaders have a secure understanding of the quality of the

curriculum across the school. They know what pupils are expected to learn and why these choices matter. Leaders review the curriculum and check that it builds knowledge in a clear, logical order. The early years curriculum provides children with the key information they need to be ready for Year 1.

Leaders ensure that teachers have the subject knowledge they need to teach the curriculum well. Training is carefully planned and linked to curriculum priorities. Teachers confidently teach the curriculum and explain new ideas clearly. They use accurate language and scaffolded examples, which help pupils to understand and remember more. In core subjects, teachers identify what pupils already know. They skilfully adapt lessons so that gaps are addressed without lowering expectations. Pupils are catching up quickly where there are gaps in learning. Extra support is timely and focused, helping pupils to keep up with their peers. However, in some subjects, staff do not always check what pupils already know before introducing new content. This means that misconceptions are not always addressed.

Early years

Expected standard 

Leaders prioritise support for children and their families as they start Reception Year. Warm and caring relationships with staff help children settle quickly. They feel safe and happy. The school welcomes parents and carers to be part of their child's learning experiences, building strong community links and setting high expectations from the start.

Leaders have a clear view of what learning in Reception Year should look like. Teaching builds over time. New skills are taught clearly. Children then practise these through purposefully designed independent learning. Assessment is routine and purposeful. Staff check what children know and can do so that learning is planned carefully to address gaps in learning. This allows all children to move forward.

The environment is rich with books and well organised for learning. It offers challenge and support for different abilities. Reading is prioritised. Staff understand what readiness for Year 1 means. Most children leave Reception Year with a secure knowledge of phonics ready for the Year 1 curriculum.

Staff interact well with children, modelling language carefully. Staff choose vocabulary for a purpose so children can use it for themselves. Staff use their knowledge of what the children know and can do to quickly move learning on.

Inclusion

Expected standard 

The school's inclusive ethos is well embedded. Leaders are ambitious for all pupils to achieve highly. They identify pupils with barriers to learning, including those with special educational needs and/or disabilities, quickly and accurately. This allows staff to put support in place without delay. As a result, pupils are able to access the curriculum successfully.

Leaders make sure that staff clearly understand pupils' needs. They place a strong focus on training, so staff develop a secure understanding of a wide range of needs. Staff know how to remove barriers to learning and use effective strategies in lessons. They confidently adapt teaching and provide appropriate scaffolding. This helps pupils engage fully with learning.

Staff act swiftly to ensure that additional support is in place where needed. Leaders work closely with teachers, parents and external agencies. This ensures that support is timely and well matched to pupils' needs.

Leaders monitor pupils' progress carefully. They use assessment information to check how well support is working. Regular reviews help leaders see where pupils are doing well and where changes are needed. Leaders act quickly to address gaps in learning. As a result, pupils who receive additional funding progress well from their starting points.

Leadership and governance

Expected standard 

Leaders know the school and its community well. They understand what the school does well and where it needs to improve. Leaders use this knowledge to set clear priorities and take direct action. Their work focuses on improving outcomes for pupils, especially those who face barriers to learning or wellbeing.

Trustees and governors have a clear vision for the school. They want all pupils to achieve and acknowledge that this has not been the case. However, this is now improving. Leaders have acted quickly to ensure that there were opportunities to check what leaders were doing and ensuring that it was having the positive impact that leaders expected. Trustees and governors provide both support and challenge to ensure that the school continues to improve.

Leaders prioritise professional development. Staff take part in a well-planned programme of training that links closely to the school's priorities. This training builds staff knowledge and confidence. As a result, staff are well equipped to meet pupils' needs and help them succeed.

Personal development and wellbeing

Expected standard 

The school places a strong emphasis on pupils' personal development and wellbeing. A clear programme sets out what pupils are expected to experience and learn. This programme links closely to the personal, social and health education curriculum and wider school experiences. The school's values of respect, kindness, honesty, aspiration and responsibility help pupils understand how to behave towards others.

The school offers a wide range of enrichment activities that develop pupils' interests and talents. Disadvantaged pupils benefit from the school's programme as it helps them to encounter new experiences beyond their immediate community. Leaders adapt this offer to meet pupils' needs. This includes events that bring the community together, such as fireworks night.

Clubs, trips and leadership roles help pupils build confidence, resilience and teamwork skills. Pupils learn about diversity and equality, preparing them to contribute positively to society. They demonstrate tolerance and respect for others, which is evident in their behaviour and relationships. This prepares them to contribute positively to society. Pupils show tolerance and respect in their behaviour and relationships. They feel safe and happy

at school. Pupils enjoy coming to school. They speak positively about the pastoral support they receive. They know who to go to and what to do if they have worries or concerns.

Personal development is central to the school's culture. Assemblies and workshops strengthen pupils' understanding of fundamental British values. Pupils pride themselves on the leadership roles they have in the school. For example, they know they have an important part to play as lunchtime leaders to set an example for the younger pupils. Pupils leave the school as confident and responsible individuals. They are ready for the next stage of their education and for life beyond school.

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

Pupils are happy at Maple Grove. They are always ready to share a smile with new visitors, familiar adults and their peers. They show teamwork and kindness in all they do. Pupils enjoy coming to school because it is a place where kindness and care are valued. Consequently, pupils attend regularly. Relationships between pupils and staff are warm and respectful. Pupils say that bullying does not happen. Pupils treat each other with consideration and compassion. This creates a supportive environment where everyone feels included.

Pupils experience a happy, safe and well-structured environment. Routines are clear and consistent, and this helps pupils know what is expected of them. They appreciate the rewards on offer, including the raffle tickets at lunchtime. Pupils enjoy the wide range of jobs on offer, and they serve the school community with pride. By learning to have respect for others and having opportunities to take responsibility, pupils are well prepared for life in modern Britain.

Pupils feel safe. From the moment they arrive at school, they are greeted warmly by staff. This helps to create a calm and purposeful start to the day and foster a sense of belonging. These well-developed routines mean that learning time is maximized.

Pupils with special educational needs and/or disabilities have their needs identified quickly. Staff promptly identify pupils who need extra support. Staff act on advice. This ensures that resources and strategies in place support pupils to achieve in their learning.

Pupils are curious and confident, which begins from the early years. Children like to ask questions about activities. Teachers check pupils' learning regularly. They provide feedback so that pupils understand how to improve. This approach builds confidence, particularly in core subjects such as English and mathematics, and, as a result, pupils achieve well. Pupils confidently talk about what they have learned with clarity and pride. In some foundation subjects, pupils are developing confidence, but teachers encourage discussion and curiosity to strengthen understanding.

Next steps

- Leaders should strengthen assessment systems so that leaders and teachers have a consistently accurate overview of what pupils know and can do across the curriculum.
 - Teachers should routinely check pupils' prior learning to identify misconceptions promptly and adapt teaching accordingly, ensuring gaps in understanding are addressed before pupils move on.
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About this inspection

The school is part of Lion Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Justin James, and overseen by a board of trustees, chaired by Robin Thompson-Clarke.

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 (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, deputy headteachers, assistant headteachers, the director of education and the deputy chief executive from the trust during the inspection. The lead inspector also met with the chair of trustees and the chief executive from the trust.

The school does not use any alternative provisions.

Headteacher: Simon Remmer

Lead inspector:

Nerrissa Bear, His Majesty's Inspector

Team inspectors:

Nicola Shadbolt, Ofsted Inspector

Rachel Kirk, Ofsted 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 6 January 2026

School and pupil context

Total pupils

303

Close to 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

315

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)

39.27%

Above 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

4.29%

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

13.20%

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

Well 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).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	61%	Above

Year	This school	National average	Compared with national average
2024/25	50%	62%	Below
2023/24	82%	61%	Above
2022/23	73%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	74%	Close to average
2024/25	66%	75%	Below
2023/24	87%	74%	Above
2022/23	80%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	72%	Above
2024/25	80%	72%	Above
2023/24	91%	72%	Above
2022/23	86%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	73%	Close to average
2024/25	68%	74%	Close to average
2023/24	82%	73%	Above
2022/23	80%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	46%	Above
2024/25	29%	47%	Below
2023/24	76%	46%	Above
2022/23	63%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	62%	Above
2024/25	59%	63%	Close to average

Year	This school	National average	Compared with national average
2023/24	81%	62%	Above
2022/23	76%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	59%	Above
2024/25	82%	59%	Above
2023/24	86%	58%	Above
2022/23	75%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	60%	Close to average
2024/25	41%	61%	Below
2023/24	76%	59%	Above
2022/23	65%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	57%	68%	-10 pp
2024/25	29%	69%	-40 pp
2023/24	76%	67%	9 pp
2022/23	63%	66%	-4 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	73%	80%	-7 pp
2024/25	59%	81%	-22 pp
2023/24	81%	80%	1 pp
2022/23	76%	78%	-2 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	81%	78%	4 pp
2024/25	82%	78%	4 pp
2023/24	86%	78%	8 pp
2022/23	75%	77%	-2 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	62%	80%	-18 pp
2024/25	41%	81%	-39 pp
2023/24	76%	79%	-3 pp
2022/23	65%	79%	-14 pp

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 (2 terms)	4.7%	5.2%	Close to average
2023/24	4.5%	5.5%	Below
2022/23	4.6%	5.9%	Below

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 (2 terms)	11.9%	13.3%	Close to average
2023/24	11.5%	14.6%	Close to average
2022/23	12.7%	16.2%	Close to average

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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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