

Guildford Grove Primary School

Inspection report

Unique Reference Number	132758
Local Authority	Surrey
Inspection number	360429
Inspection dates	20–21 October 2010
Reporting inspector	Michael Bartleman

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	380
Appropriate authority	The governing body
Chair	Joe Bullock
Headteacher	Elizabeth Corlett
Date of previous school inspection	21 October 2010
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 23 lessons, and held meetings with members of staff, governors and pupils. They observed the school's work, and looked at the school development plan, records of pupils' progress, attendance data, samples of pupils' work and the school's self-evaluation documents. 81 parental/carer questionnaires were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The impact of the school's strategies to raise attainment and accelerate progress, particularly in writing.
- The effectiveness of the school's strategies to reduce absences.
- The effectiveness of leaders, managers and the governing body in driving improvement and using assessment to support pupils' underachievement.

Information about the school

Guildford Grove Primary School is larger than most other primary schools. Although located in an affluent town, there are pockets of deprivation. While pupils' home circumstances are a little less advantaged overall than those nationally, there is considerable variation in their individual experiences. Most pupils are of White British heritage, although the proportion from ethnic minorities continues to rise and the range of ethnic groups is considerable. The proportion of pupils at an early stage of learning to speak English is broadly average, although 26 different languages are spoken by the pupils. An above-average proportion of pupils have learning difficulties and/or disabilities. The school provides a resource for pupils with profound hearing and multi-sensory impairment, called The Lighthouse. Currently, this has nine pupils on roll. A Children's Centre is also located on the school's site and is subject to a separate inspection. The school has received the Active Mark, Healthy Schools Award and a National College Leadership Award in recognition of its work.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school where innovation is normal practice. Its success stems from the exceptional commitment of all the staff, led by a quietly determined and inspirational headteacher. Morale is extremely high and all members of staff, the governing body and all pupils feel they are making an important contribution because what they do is valued highly by the school's leadership team. School self-evaluation is accurate. The governing body supports the school well and has ensured that statutory requirements are met. Improvement strategies have been highly effective in bringing about rapid improvements in every aspect of the school's work. This demonstrates the school's excellent capacity for sustained improvement.

The good quality of teaching and learning is the key to the school's success. Due to monitoring of the highest quality, it has improved markedly. The teaching and support staff work together exceptionally well. As a result, pupils throughout the school, including those with special educational needs and/or disabilities, make good progress from low starting points. Attainment is rising and is currently close to average. In targeted areas, such as writing, improvement has been particularly rapid. However, in a few lessons, pupils were not challenged consistently. Attendance has been low for a number of years and has just risen to average.

By the time the pupils are in the older classes, they know how to assess their own work and are able to identify the next steps in their learning, assisted by very helpful teachers' marking. Children in the Early Years get off to an excellent start due to outstanding practices in planning for successful learning through a rich and relevant curriculum. The pupils from the outstanding Lighthouse provision are integrated into the school for a high proportion of their time.

The school provides a friendly, supportive environment where pupils gain confidence and independence quickly. The pupils enjoy school immensely and see themselves as part of a community. The breadth and richness of the curriculum and the care, guidance and support pupils receive are outstanding. As a result of these and consistently good teaching, the pupils' outcomes are excellent. The pupils' behaviour is extremely good and their contribution to the school and local community is exemplary. The pupils have a deep sense of fairness and astute understanding of their own and others' place in the world. They talk confidently about their learning and the large number of additional experiences provided by the school. They are able to express themselves maturely and confidently when they talk about social and moral issues. It is no wonder the governing body involves the pupils in the monitoring of lessons and for gaining feedback on school improvements.

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What does the school need to do to improve further?

- Raise attainment in English and mathematics by ensuring that all pupils are engaged fully in learning in every part of each lesson.

Outcomes for individuals and groups of pupils

1

Children enter school with skills levels well below those expected for their age, particularly in literacy and numeracy. At the end of Key Stage 2, attainment has improved in reading, writing and mathematics to national averages. Although there are striking examples of outstanding progress, due to the high quality and effective additional support provided by the school, progress for all groups is good overall. The pupils enjoy their lessons and respond very well when they are challenged to develop their thinking, as when Year 5 pupils practising division were challenged to find a 'rule' for larger number.

The pupils have a good understanding of how to keep themselves safe. They are confident that adults will help them and they feel that behaviour is very good. The pupils work well together. Younger pupils enjoy having Year 6 pupils to help them play well at lunchtimes, as reading buddies and for peer massage. They have a well-developed understanding of the safe use of drugs, internet use and road safety. The Healthy Schools' status and Active Mark reflect the school's commitment to enabling pupils to have an excellent understanding of how to keep themselves healthy. The school council has taken a lead in improving safety, in making links with the governing body and regularly questioning their peers. It is involved in lesson observations and consults regularly with the governing body.

The majority of pupils know their targets and respond to guidance about how to improve their work. Attendance is improving and is now average. The school continues to work with parents and carers to ensure that they appreciate the importance of regular attendance. Pupils have to apply for posts of responsibility within the school, writing curriculum vitae, and they use computers confidently to produce posters and cost fund-raising activities. As a result, the pupils are extremely well prepared for their future education. The pupils have an excellent understanding of the rich multicultural heritage of the United Kingdom and their local area. There are many opportunities for cultural experiences such as music, art and theatre visits, which are used well in lessons. The pupils' development of personal, social and emotional skills is very good because of the consistently excellent relationships between all in the school.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The teachers use a variety of teaching methods that keep pupils fully engaged in lessons and instil an enjoyment of learning. Good features in teaching are subject knowledge, effective questioning strategies and the use of timed activities. The lessons are well planned, building on previous learning through effective assessment and marking procedures. Lessons are well paced and challenging and encourage pupils to think. In a few lessons, pupils are not challenged sufficiently to take their learning forward. At the end of lessons, pupils are given the opportunity to review their own progress and indicate how well they have understood new learning. The teachers use the information gained effectively in their future planning, as well as providing detailed feedback to the pupils on their next steps in learning. Excellent behaviour management strategies and relationships create a very positive atmosphere in which all pupils learn well. Provision for pupils in The Lighthouse is outstanding. All the pupils are integrated in to the school for a high proportion of the school day, supported by signing assistants so that they can be fully included in the lessons.

The curriculum makes an outstanding and memorable contribution to pupils' enjoyment of learning, their personal achievements and their understanding of how to stay safe and to keep healthy. Lessons are well organised to meet the pupils' academic needs and interests. They are imaginative and exciting and often brought to life, as was seen during the inspection when a teacher dressed up as Ghandi to develop high-quality biographical

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writing. An outstanding number of visits for pupils and of visitors to the school promotes cultural diversity and racial harmony very well. Knowledge and skills learned in one subject are applied and practised in another and so are strengthened constantly. An outstanding range of enrichment activities provides pupils with experiences which they might otherwise not have. Particularly impressive are the opportunities for older children to take part in totally inclusive assemblies and performances. Cultural visits develop the pupils' experience and provide reasons for writing. Following a visit to London, Year 4 pupils produced brochures for younger children. Partnerships with the pre-school settings and the Children's Centre ensure effective transition and support for children and their families. Outstanding care, guidance and support for pupils' personal and emotional needs ensure excellent behaviour and achievement of pupils identified as having particular needs. The pupils benefit greatly from the school's partnership with a large number of local and national organisations.

Teamwork between teachers and assistants is a key factor in pupils' good learning, with often seamless provisions within the classrooms. Staff from The Lighthouse use signing to ensure that the pupils can be fully integrated into the lessons. Dual-language assemblies are an added dimension to this integration and are appreciated very much by parents and carers. Careful tracking of each pupil's progress highlights those who need additional support. The support is given in a variety of small groups and one-to-one tuition, where it is tailored carefully to meet individual needs, often resulting in outstanding progress. Initiatives such as breakfast club and development of the home-school link worker have been outstandingly successful in getting pupils to school and in raising attainment.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher's vision has been embraced by every member of the school community. Her infectious enthusiasm, and that of her deputy headteachers, permeates the school and drives improvements. Relationships are extremely positive and so every member of staff feels that their contribution is valued. As a result of very effective monitoring and coaching, teaching is consistently good and continuing to improve. The governing body knows the school well through regular discussions with leaders and visits to monitor achievements, the school development plan and teaching. Safeguarding procedures are very secure, with arrangements exceeding requirements and effective risk assessments and robust documentation. The staff takes full responsibility to lead aspects of school development and is fully involved in evaluating the success of initiatives and adjusting actions to target and to accelerate improvements. School self-evaluation is highly effective.

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Partnerships with parents and carers and also with local and wider community groups promote pupils' learning and well-being extremely well. Learning partnerships with schools locally and beyond have made an outstanding contribution to pupils' excellent knowledge of different communities and deep respect for different cultures. The pupils challenge discrimination of any kind through curriculum activities, in assemblies and through day-to-day dealings with each other. The pupils have a keen sense of fairness and challenge any situation that they perceive to be unfair whether it directly affects them or others. The school ensures equal opportunities and access to the curriculum for all pupils extremely well, so that there is very little difference between the achievements of different groups.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

We have been very pleased with our child's progress' and 'We are very impressed with the way the Reception and Nursery classes work together.' These parental/carer comments are fitting tributes to the very high quality provision in the Early Years Foundation Stage. The children enter the Nursery with skills levels and abilities that are well below those expected for their age. The children make an impressive start due to the outstanding care and welfare they receive, coupled with very good induction procedures and effective links with the Children's Centre's wraparound care. The children demonstrate excellent levels of enjoyment, independence and concentration in their learning because of the exceptionally good curriculum on offer and the high-quality teaching. Consequently, they often make excellent progress, so that, by the end of the stage, they are at or beyond the national averages for their age.

The staff motivates, excites and helps the children to explore the outside area when developing their own adventure playground. Lessons are vibrant, full of rich, well-resourced opportunities for children to explore the world around them, both indoors and

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outdoors. The children develop important skills in language, numeracy, information and communication technology, and personal development as they cooperate with each other. The staff models and reinforces language very well, which is particularly beneficial to those children with speech and language difficulties or who are at an early stage of learning English. The high number of adults present keep a very close check on each child's progress and interests, in order to plan further learning activities. Early assessments identify effectively those children who need additional support. The staff encourages children to make choices for themselves from the wide range of activities available. This develops their ability to show initiative and to take responsibility for their learning very effectively. The children's progress is checked regularly, to make sure that they are on target to meet the very challenging goals set for them, with progress being recorded in learning journals.

The leadership of the Early Years Foundation Stage is outstanding, with rigorous self-evaluation driving improvements. Safeguarding is managed well and given a very high priority. The innovative approaches taken to meet the diverse needs of the children are very successful. The integration of the Nursery and Reception classes with the Children's Centre's wraparound care is exemplary.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents and carers who responded are very supportive of the school. They particularly like:

- their children's enjoyment of school
- the fact that their children feel safe
- the quality of teaching
- the fact that the school meets their children's individual needs.

There is a very small number of concerns about the school helping them to support their children's learning and behaviour. The inspection team found that there was a good level of information available to parents and carers to support their children and that the behaviour seen during the inspection was outstanding.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Guildford Grove Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 81 completed questionnaires by the end of the on-site inspection. In total, there are 380 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	64	29	36	0	0	0	0
The school keeps my child safe	53	65	25	31	0	0	1	1
My school informs me about my child's progress	54	67	27	33	0	0	0	0
My child is making enough progress at this school	52	64	27	33	2	2	0	0
The teaching is good at this school	51	63	29	36	0	0	0	0
The school helps me to support my child's learning	46	57	33	41	2	2	0	0
The school helps my child to have a healthy lifestyle	35	43	41	51	3	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	41	41	51	1	1	0	0
The school meets my child's particular needs	44	54	31	38	3	4	0	0
The school deals effectively with unacceptable behaviour	35	43	35	43	3	4	2	2
The school takes account of my suggestions and concerns	35	43	40	49	2	2	0	0
The school is led and managed effectively	46	57	29	36	2	2	0	0
Overall, I am happy with my child's experience at this school	53	65	27	33	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



22 October 2010

Dear Pupils

Inspection of Guildford Grove Primary School, Guildford GU2 8D

Thank you for looking after us so well when we visited your school. You were happy, friendly and polite and enjoyed talking to us about your work.

You go to an outstanding school that is improving all the time. These are some of the many things we liked.

- You try hard and know what you need to do to improve your work.
- You behave well in lessons and enjoy all the activities the school offers you.
- You get on well with the adults who teach you and look after you.
- You are proud of your school and like it very much.
- You contribute to the life of the school and the local community.

This is what we have asked your headteacher and other members of staff to do to improve your school.

- Help you to reach higher standards in reading, writing and mathematics.

You can help your school to improve further by continuing to try your best in all that you do and by being kind and considerate to others. All of you are a credit to your school.

Best wishes to you all.

Yours sincerely

Mike Bartleman

Lead Inspector (on behalf of the inspection team)

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