

Grove House Primary School

Inspection report

Unique Reference Number	107242
Local Authority	Bradford
Inspection number	356116
Inspection dates	25–26 November 2010
Reporting inspector	Carmen Markham

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	443
Appropriate authority	The governing body
Chair	Mr Mukesh Nar
Headteacher	Mr Mick Hayes
Date of previous school inspection	16 January 2008
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Introduction

The inspection was carried out by four additional inspectors. The inspectors visited 25 lessons and observed 16 teachers. Inspectors spoke to pupils about their learning and looked at learning in lessons and in pupils' books. The inspectors held meetings with governors, staff, and groups of pupils. They spoke formally to a group of parents and carers. They observed the school's work, and looked at the school improvement plan, school policies, safeguarding documents and details of the progress made by pupils. The responses to 113 questionnaires from parents and carers, and those from pupils and staff were scrutinised.

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

- The accuracy of the school's assessment of the outcomes for children in the Early Years Foundation Stage.
- Whether the school's evidence demonstrating improved attainment and progress of pupils in the last two years is secure and sustainable.
- Whether attendance in school is improving as fast as the school believes.
- Whether the improvements in the quality of the curriculum and teaching have done enough to ensure that all groups of pupils achieve well in relation to their ability.
- The effectiveness of the work of the leadership and management team and teachers in tackling underachievement and setting challenging targets for pupils.

Information about the school

Grove House is a large school compared with other primary schools. The proportion of pupils known to be eligible for free school meals is below the national average. The majority of pupils come from minority-ethnic heritages. The proportion of pupils who speak English as an additional language is well-above the national average and is increasing rapidly. The proportion of pupils with special educational needs and/or disabilities is a little above the national average and the school has a special provision for the education of visually impaired pupils. The school has Healthy School status and has been awarded the Financial Management Standard in Schools. A breakfast club and an after school club are managed by the school.

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?

2

The school's capacity for sustained improvement

2

Main findings

Grove House is a good school. The school has been successful in improving the attainment and progress of pupils at a time when an increasing number of pupils have been starting school with a limited knowledge of English. Many pupils start school with skills below those that are expected for their age but by the end of Year 6 their attainment is in line with the national average. This represents good achievement.

Effective evaluation has identified the correct priorities for school improvement and these are translated into action in the school development plan. A significant factor contributing to improvement has been the strong partnership between the senior leadership team and outstanding school governance. Together this team have managed the changing school population and staffing very effectively. The governing body has an excellent knowledge of school performance and how it can be improved. It has very effectively supported the school in the development and use of data on pupil performance to accelerate progress. All staff have been fully involved in staff development and are now aware that they are responsible for the progress that the pupils in classes make. Therefore, the school has good capacity for sustained improvement.

The school makes good provision for its pupils who are well cared for and behave well, so they are able to achieve and enjoy their learning. They know how to keep healthy and feel safe in school. Teaching has improved and is now good. However, in a small number of lessons pupils are not given sufficient guidance to improve their learning and the teacher does not always involve pupils actively in their learning. Teachers do not always fully address the specific learning needs of pupils. This is more apparent in Key Stage 1 where progress is satisfactory but not as strong as in Key Stage 2 where it is good. The school is aware of this and has taken steps to improve learning. Recent school data and lesson observations show that this is beginning to increase the pace of progress in Key Stage 1. While most pupils attend school regularly and arrive on time, a small minority do not. In some instances this impacts on pupils' progress as it significantly reduces the time these pupils have to learn in school.

What does the school need to do to improve further?

- Address inconsistencies in teaching and further improve progress by:
 - ensuring that all pupils know what they will learn in a lesson and marking their work against these learning objectives
 - using time effectively in all lessons
 - sharing current good practice in school so that all teachers improve pupils' progress by giving them more responsibility for their own learning

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- ensuring teachers in Key Stage 1 consistently support the specific learning needs of pupils.
- Improve attendance and punctuality by ensuring that all parents and carers understand the importance of their children attending school regularly and on time.

Outcomes for individuals and groups of pupils**2**

Almost all pupils enjoy school and achieve well. This is reflected in their good behaviour and willingness to learn in lessons. They respond well to both praise and challenge. Most pupils take a pride in their work. In the majority of lessons, good examples of collaborative working with other pupils are commonplace and enable pupils to be fully engaged in learning. However, in the few lessons where the teacher talks for too long and pupils are not challenged, learning is less effective. Pupils are aware of their personal targets and they are beginning to evaluate their own work.

Overall progress is good.

Historically, progress has been slower in Years 1 and 2 than elsewhere in school as pupils have found the transition to more formal lessons difficult. Therefore, by the end of Year 2, attainment has been below the national average. The early identification and support of pupils requiring more help is now ensuring better progress. This is confirmed in school data and in lesson observations which show attainment is now average in reading and mathematics but weaker in writing. From Year 3 the progress of pupils accelerates rapidly and by the end of Year 6 they attain the national average in reading, writing and mathematics. They perform well in information and communication technology (ICT). Pupils with special educational needs and/or disabilities and those who speak English as an additional language make good progress as their needs are effectively met. There is little difference between the performance of boys and girls by the end of their primary education.

Pupils' behaviour is good around the school and in lessons. They behave considerately towards others and have positive attitudes to those from different traditions. Pupils' spiritual, moral, social and cultural development is good. Pupils know how to stay safe and appreciate that they have a responsibility to keep themselves and others safe. Where pupils have responsibilities around school they are conscientious and interested. However, there are fewer opportunities for community service in and beyond school. All pupils, even the youngest, are very knowledgeable about how to stay healthy and are aware that health depends largely on personal choices. Most endeavour to make at least some healthy choices. Through the curriculum, pupils have a developing understanding of sustainability and enterprise but their economic well-being is satisfactory as their attainment in basic skills and their attendance are satisfactory.

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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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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?

Good teaching has enabled pupils to make good progress. Strong relationships underpin learning and pupils are motivated by the encouragement provided by teachers. Behaviour is well managed, usually because lessons are interesting and relevant to pupils' interests. Teaching assistants are used very effectively to support and engage pupils. In some lessons, teachers talk too much and pupils are not sufficiently involved in directing their own learning. The good use of well-chosen resources and probing questions extend pupils' knowledge and understanding effectively. The pace of most lessons is good but a small minority of lessons do not start promptly enough. Marking of pupils' work is supportive and developmental, although some staff do not clearly identify for pupils what they will learn in a lesson or assess the work against the progress that pupils should have made. The school is taking action to support pupils' learning in Key Stage 1, especially the youngest and those who speak English as an additional language.

The curriculum is very well planned and managed. It makes an increasingly strong contribution to the development of basic skills, including ICT, across the full range of curriculum subjects. For example, the visit to a Sikh gurdwara (temple) is the theme for writing a report in English, and ICT is used well to record a museum visit. Effective assessment of pupils' progress, effective support strategies and careful planning to meet the needs of all pupils means that pupils are able to access the curriculum to enable them to learn. Pupils benefit from a wide and varied range of partners that extend learning in

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sport, dance, modern foreign languages, music and art. This provides good opportunities for all pupils including those who have been identified as talented.

The pastoral care of pupils is good. This is a high priority for the school and has traditionally driven much of its work. Pupils and their families are well known to staff and support is always readily available. This is extended by the effective use of external agencies to assess and advise when help is required. The effective care enables many to overcome barriers to their learning especially those identified as being vulnerable due to their circumstances. The school is very rigorous in targeting support for these pupils. Transition arrangements for pupils entering or leaving school are thorough and well planned. The school's own breakfast and after-school clubs reflect the value it places on the care of children and their families. The school has been very persistent in following up school absence and attendance has improved significantly and is now average. Nevertheless, there is still room for improvement in ensuring that all parents and carers understand the importance of their children attending school regularly and on time. Punctuality is an aspect that causes a small minority of pupils to miss a significant amount of school.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The leadership and management of the school are good. They are effective because the school's aims and mission statement identify a vision for the school that is shared well with all stakeholders. The various strengths of the headteacher, the senior leadership team and the governing body have combined to create a strong, ambitious team that understands the school's priorities that are put into actions in the school development plan. Teaching and the use of assessment to support learning have been priorities and some difficult decisions have been taken to improve teaching. Success is evident in the good-quality teaching now seen in school. Very good support has been provided for teachers and performance management has included rigorous targets that hold teachers accountable for the performance of their pupils. The impact of the work of senior leaders and managers is seen in the accelerating progress of pupils throughout the school.

The governing body provides excellent leadership. Governors are fully involved in monitoring and evaluating the school's progress and in challenging the school. It also ensures that all statutory responsibilities are met. Safeguarding policies and procedures are robust. The governing body ensures that the school can respond promptly to any event that could compromise the safety of pupils. The site is safe. Provision for equality of opportunity is good so there is very little difference between the performance of different

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groups of pupils and all members of this very diverse community work well in harmony together. The school has recognised that pupils in Key Stage 1 have not progressed as quickly as those in Key Stage 2 and is taking steps to address this. Community cohesion is good. The school has planned well for its provision and ensured that the curriculum and the responsibilities given to pupils promote positive understanding and action between different groups.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Most children start the Early Years Foundation Stage with skills below age-related expectations, particularly in relation to language and literacy skills. All pupils make good progress, and sometimes outstanding progress, because of very good relationships and a well planned and purposeful learning environment. Outdoor provision is a real strength; it is used effectively irrespective of the weather. It provides many opportunities to develop children's coordination and balancing skills. Other imaginative activities include creative thinking, especially when overnight a construction office becomes a snowy log cabin. Teaching is good and the curriculum is well planned. Children understand, accept and celebrate differences between each other. Names from a variety of traditions are frequently used in role play and chapattis, sweet rice and buns are made out of play dough. Children are safe and cared for very well. They are very knowledgeable about how they can stay healthy and they behave well. Children with special educational needs and/or disabilities and those new to speaking English as an additional language are very well supported by skilled teaching assistants.

Leadership and management are good and some recent staff changes have been very well managed to guarantee the quality of the provision. The progress of children is analysed

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and tracked effectively. Parents and carers are very positive about the provision and arrangements to ensure that their children settle well when they start Nursery.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The percentage of parents and carers who responded to the questionnaire is average. Overall responses are very positive about the school and there are no areas where the responses give rise to any concerns about the work of the school. Only eight parents and carers chose to write comments and most were positive. Typically they say that they are happy with their child's progress and that staff are very supportive and encouraging. They also make particular reference to the excellent support that their children receive from the team who work with children with visual impairments. Parents and carers interviewed also reflected these views and describe the school as very supportive. Staff are said to, 'create a warm and welcoming environment where parents can discuss issues'. They feel that behaviour is good and that children are very well looked after.

The very few parents and carers who voiced concerns commented on the small quantity of food given to pupils in school lunches, difficulties with parking at the school at the start and the end of the day and the policy where parents and carers, even of very young children, are not allowed in school to settle their children. While it may be that parents and carers have genuine concerns in these areas the inspectors and almost all parents and carers in the school have not identified these areas as concerns. However, where parents and carers have commented on the variable quality of some of the teaching in school the team does agree that there is some inconsistency and the school has been asked to address this.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grove House 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 113 completed questionnaires by the end of the on-site inspection. In total, there are 443 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	48	56	50	0	0	2	2
The school keeps my child safe	55	49	56	50	1	1	1	1
My school informs me about my child's progress	38	34	71	63	4	4	0	0
My child is making enough progress at this school	39	35	66	58	6	5	2	2
The teaching is good at this school	45	40	61	54	5	4	1	1
The school helps me to support my child's learning	44	39	65	58	3	3	1	1
The school helps my child to have a healthy lifestyle	34	30	69	61	7	6	1	1
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)	37	33	62	55	6	5	2	2
The school meets my child's particular needs	35	31	70	62	6	5	1	1
The school deals effectively with unacceptable behaviour	31	27	65	58	10	9	3	3
The school takes account of my suggestions and concerns	22	19	75	66	8	7	2	2
The school is led and managed effectively	37	33	63	56	6	5	2	2
Overall, I am happy with my child's experience at this school	44	39	63	56	3	3	2	2

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.



29 November 2010

Dear Pupils

Inspection of Grove House Primary School, Bradford BD2 4ED

I would like to thank you for making my colleagues and me so welcome when we came to inspect your school. A special thank you goes to the pupils who gave up some of their time to talk to us about their work and interesting activities in school.

In your discussions with inspectors you said that Grove House is a good school and we agree with you. The headteacher, staff and school governors work hard to make sure that teaching is good and you are well cared for. Therefore, most pupils from the Nursery class to Year 6 make good progress. By the end of Year 6 your attainment is average in English and mathematics. Your behaviour is good; you all feel very safe in school and know how to stay healthy. We were impressed by how well you get on together and how you are so interested in each others' beliefs and traditions. You are very lucky to have so many clubs and activities to help you to stay healthy and give you new skills in sport, dance, music and art. However, we do think that you could do more to support people in your local community and abroad.

One of the reasons for our visit was to see how your school can improve. Therefore, we have asked your school leaders to:

- help teachers to make sure that they always tell you what you will learn in every lesson and then check that you have learnt this when they mark your work. We have also asked teachers to make sure that all pupils in Years 1 and 2 are helped to learn in the ways most suitable for them
- help the small number of pupils who do not attend school regularly or who are often late to improve their attendance and punctuality.

You can help to improve your school by attending regularly and on time.

Yours sincerely

Carmen Markham

Lead inspector

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