

Grove Junior School

Inspection report

Unique Reference Number	109082
Local Authority	North Somerset
Inspection number	356472
Inspection dates	14–15 June 2011
Reporting inspector	Michael Merchant

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	321
Appropriate authority	The governing body
Chair	Louise Dumbell
Headteacher	Robert Bailey
Date of previous school inspection	11 September 2007
School address	Whiteoak Way Nailsea BS48 4YZ
Telephone number	01275 852685
Fax number	01275 858660
Email address	grove.jun@n-somerset.gov.uk

Age group	7–11
Inspection dates	14–15 June 2011
Inspection number	356472

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. Seventeen lessons or part lessons were observed, taught by 11 different teachers. Meetings were held with pupils, members of the governing body, staff and senior leaders. Inspectors observed the school's work and looked at a range of documentation, including the school's records of pupils' attainment and progress, school policies including safeguarding documentation, and the school development plan. In addition, questionnaires from 73 parents and carers, 100 pupils and 33 staff were analysed.

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

- The effectiveness of strategies to improve pupils' attainment in writing.
- The accuracy of teachers' assessments and the use of assessment information to plan further steps in learning
- The impact of actions taken by school leaders and managers to improve the quality of teaching and learning..The impact of actions taken by school leaders and managers to improve the quality of teaching and learning.

Information about the school

This school is larger in size than most other primary schools. The vast majority of pupils are of White British heritage and nearly all live close to the school. The proportion of pupils who are known to be eligible for free school meals is below average. A below average proportion of pupils have special educational needs and/or disabilities, including those with a statement of special educational needs. Their needs relate mainly to speech, language and communication difficulties. The school gained the Healthy Schools award and Silver Eco Warriors award in 2010. There is a breakfast club on the school site which is managed by the governing body. The school is currently being led and managed by the deputy headteacher while the headteacher is recovering from an operation.

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?

3

The school's capacity for sustained improvement

3

Main findings

Grove Junior School provides its pupils with a satisfactory standard of education. Parents and carers are supportive of the school and have confidence in its leadership, as one wrote, 'My children have all learnt well at Grove Junior and have greatly enjoyed the school.' There are signs of strong improvement in some key areas, notably the rate of improvement in pupils' achievement, after a dip in recent years. The school is satisfactorily led and managed. School leaders have empowered the many new teaching staff who know what is expected of them and feel confident that they are part of a successful future. An emerging strength of the school is the quality of its self-evaluation procedures. These procedures mean that the senior leadership team, other leaders and, increasingly, the governing body, know the strengths and weaknesses of the school well and have clear plans in place to address areas in need of further improvement. These plans, together with rising levels of achievement and other improving outcomes for pupils, reflect satisfactory capacity for sustained improvement.

Pupils typically make the transition from the infant school very smoothly and make satisfactory progress by the time they move on to secondary school at the end of Year 6. By the end of Key Stage 2, pupils' attainment in English, mathematics and science is above average. All groups of pupils, including those with special educational needs and/or disabilities, make at least satisfactory progress in all years. However, more-able pupils continue to do relatively less well in English, mainly because writing, although improving, remains a weakness. Where underperformance in writing occurs, it is now being addressed swiftly and effectively. As a result of the more challenging work now being provided in most classes, more-able pupils in general are currently making better progress than in the recent past, particularly in mathematics and science.

The school provides a safe environment in which most pupils, including the most vulnerable, feel secure. They report that incidents of bullying do occur very occasionally but that staff deal with them effectively. Behaviour in lessons is satisfactory, although some instances of lowlevel, inappropriate behaviour were seen during the inspection when teaching failed to engage pupils' interest.

Teaching, learning and assessment are satisfactory across the school and no inadequate teaching was seen during the inspection. However, some variation in quality persists and progress dips when assessment information is not used well enough to plan lessons that match tasks to pupils' different needs. Plans to teach writing more effectively, such as through raising awareness of the differences between formal and informal language, are now firmly in place, but the impact is yet to be fully evident. The deputy headteacher is taking a strong lead to ensure that the best practice in teaching is celebrated and shared, and subject leaders, regularly monitor and evaluate lesson quality and lead professional development sessions.

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

The satisfactory curriculum provides a solid foundation for a variety of activities across the age range. There is an appropriate emphasis on instilling basic skills in numeracy and literacy, but these, along with other subjects, are not yet developed and extended as imaginatively as they could be. The school recognises that more opportunities need to be provided for pupils to practise their extended writing skills. Good care, guidance and support for pupils, and, when required, their families, is at the heart of the school's recent improvement. This enables all pupils to feel safe, happy and valued as individuals.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that it is consistently good by:
 - ensuring that teachers make better use of assessment information in order to plan more effectively for pupils given their differing needs and starting points
 - ensuring that school leaders monitor and evaluate lesson planning and delivery with more rigour.
- Raise attainment and rates of progress in writing for all pupils and specifically for the more able by:
 - ensuring that effective techniques to teach writing are employed consistently
 - ensuring swift and effective interventions are put in place to address underperformance
 - providing more opportunities for extended writing across the curriculum.
- Develop the curriculum to provide more imaginative opportunities and a broader range of memorable experiences to secure better achievement and greater pupil enjoyment of learning.

Outcomes for individuals and groups of pupils**3**

Most pupils behave well in lessons, enjoy learning and are keen to do their best. When tasks are engaging, pupils' application is good and they persevere well in order to find success. In one Year 6 English lesson, for example, high teacher expectations and careful planning led to pupils producing some good quality descriptive writing. However, when activities are less engaging some pupils lose concentration and their behaviour can deteriorate.

Pupils' attainment when they join the school in Year 3 is above average. The work seen by inspectors confirms that pupils are working above the levels expected of them overall. This is an improvement over the last two years when attainment dipped and, currently, pupils are making the progress expected of them in English and mathematics. Pupils' progress in writing is slower than their progress in reading because some have difficulty in explaining their ideas when they have read a text, which in turn inhibits their ability to write well at the higher levels. The school's data about attainment indicate that pupils' progress is now beginning to accelerate but is still uneven between classes. Their achievement overall is satisfactory. Boys and girls make similar progress, despite the uneven numbers in some year groups. As a result of good support and well-targeted interventions, the progress

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

made by pupils with special educational needs and/or disabilities is, similar to that of their peers, at least satisfactory and in some cases better.

Pupils report that they feel safe and well cared for in school and have a high degree of trust in and respect for the staff who work with them. For their age, they have a good knowledge and understanding of what it means to lead a healthy lifestyle. The effective school council offers the chance for some pupils to exercise leadership roles within the school, but this, along with opportunities to engage with the wider community, is not yet well developed. Pupils' appreciation of the cultural diversity to be found within the United Kingdom is at a relatively early stage of development. Pupils relish working collaboratively and this, together with above average standards in the key skills of English and mathematics, mean that pupils are well prepared for the next stages of their lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	3

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 quality of teaching, and the engagement of staff with all pupils and their learning, is satisfactory. Teachers' secure subject knowledge and their positive relationships with pupils are common features in most lessons. Teachers are good at telling pupils exactly what they are expected to do in lessons and this helps them make sense of their learning. In many lessons, pupils benefit from teachers who have high expectations for pupils' learning and here pupils make good progress. However, weaknesses in the teaching are inhibiting pupils' progress from being good in too many lessons. In the less successful

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

lessons, work was not matched sufficiently well to pupils' needs and capabilities, was too teacher-directed and there were few opportunities for pupils to learn independently. Marking, which has improved significantly, is generally thorough and completed regularly and the school is developing pupils' capacity for peer assessment and self-assessment. As a result of the last two features, most pupils are developing an increasing awareness of what is needed to improve their work.

The school provides an appropriately broad and balanced curriculum which meets all statutory requirements. Provision is enriched and enlivened by regular 'theme days', but such events are not yet regular features of the planned curriculum as a whole and there are too few opportunities for pupils to practise their extended writing across a range of topics. The school is working, with some success, towards developing its cross-curricular provision, although this is not yet fully established. Music and the arts are the main areas of strength. French is offered in all years and prominent displays of French vocabulary add colour and linguistic richness to many classrooms. A good range of out-of-school activities, including the well-attended breakfast club, provides pupils with many additional opportunities to enhance their learning and makes a valuable contribution to pupils' high levels of enjoyment.

Care, guidance and support are strong features of the school's provision. The school has a caring ethos in which all pupils, especially those who are vulnerable, receive good support. Parents and carers agree that children are looked after well. Child protection procedures are rigorous and the care for vulnerable pupils is thorough and effective. Good links with specialists help pupils with their learning, social skills and emotional development. Support for pupils with special educational needs and/or disabilities is strong and helps them to make similar progress to their peers.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher's thoughtful leadership, ably supported by the deputy headteacher, has given the school a clear direction and staff are eager to take responsibility for their respective areas. They have responded with enthusiasm and initiative. There is a complete understanding by all leaders that there needs to be more consistently good teaching to ensure that all pupils make better than satisfactory progress. Well supported by senior staff, the middle leaders are increasingly taking on the role of monitoring the quality of provision and tracking pupils' progress within their phase or subject.

At the time of the inspection, there was no evidence of any discrimination and the school promotes equality for all pupils vigorously through secure monitoring and appropriate

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

support. Progress for all groups of pupils, given their different starting points, is broadly similar, indicating that the school's commitment to equal opportunities is translated effectively into practice.

The effectiveness of the governing body is satisfactory. Although the governing body has not yet developed its monitoring and evaluation role fully, it is making an increasingly important contribution to improvements by holding senior leaders to account for the school's performance. It has ensured, for example, that safeguarding requirements are securely in place and that policy and procedures in that area are regularly scrutinised and consistently applied. Good practice in safeguarding and child protection is evident in all areas of the school's work. For instance, checks on the suitability of adults to work with children are thorough. The school has taken satisfactory early steps in promoting community cohesion through a range of activities and initiatives. It has yet to implement and evaluate its plans to develop pupils' understanding of the cultural diversity within the United Kingdom.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

About one quarter of parents and carers of pupils registered at the school responded to the Ofsted questionnaire. This is a lower than average return. The school clearly enjoys the confidence and support of the parents and carers who returned the questionnaire. A number of individual comments praised the extremely high quality care, support and guidance given to pupils, particularly to those who have special educational needs and/or disabilities and those new to the school. The few criticisms were followed up as inspection trails during the visit. For instance, a small minority expressed concerns, feeling that unacceptable behaviour is not effectively dealt with. The inspection findings are that behaviour is satisfactory in and around the school. Although a very few pupils do

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

occasionally present challenging behaviour, this is dealt with very well. Any more serious incidents, which are few and far between, are fully documented and parents and carers are informed and consulted. The views of the parents and carers interviewed informally at the beginning and end of the school day confirm the positive responses in the questionnaires.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grove Junior 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 73 completed questionnaires by the end of the on-site inspection. In total, there are 321 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	56	32	44	0	0	0	0
The school keeps my child safe	46	63	22	30	3	4	1	1
My school informs me about my child's progress	36	49	35	48	0	0	0	0
My child is making enough progress at this school	38	52	35	48	0	0	0	0
The teaching is good at this school	45	62	28	38	0	0	0	0
The school helps me to support my child's learning	31	42	42	58	0	0	0	0
The school helps my child to have a healthy lifestyle	35	48	36	49	0	0	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)	37	51	30	41	1	1	0	0
The school meets my child's particular needs	38	52	32	44	1	1	2	3
The school deals effectively with unacceptable behaviour	33	45	30	41	8	11	1	1
The school takes account of my suggestions and concerns	29	40	35	48	4	5	0	0
The school is led and managed effectively	30	41	36	49	5	7	0	0
Overall, I am happy with my child's experience at this school	34	47	39	53	0	0	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



16 June 2011

Dear Pupils

Grove Junior School, Nailsea, BS48 4YZ

Thank you all for the warm welcome you gave to us when we visited your school recently. What a lovely two days we had. We enjoyed meeting and talking to you and were impressed with the pride most of you have in your school. We have found that yours is a satisfactory school. These are the main findings.

- The standards reached by pupils by the end of Year 6 are above average compared to most other schools, and you make satisfactory progress.
- Most of you feel safe at school and you have good knowledge and understanding about how to lead a healthy lifestyle.
- Teaching and the curriculum are both satisfactory.
- Staff at the school care for you, guide and support you well.
- Your school is satisfactorily led and managed and your headteacher and the governors have good plans for how it can get even better.

The headteacher agrees with the inspection team that pupils could achieve more at school and we have asked him to do three things.

- Improve standards in writing, especially for more-able pupils.
- Make sure that teachers plan your work more carefully so that it is better matched to pupils' different abilities.
- Develop the curriculum to make learning more interesting and enjoyable.

I am sure that you will help them by always working hard and aiming really high.

Yours sincerely

Michael Merchant

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.