

Grove Junior School

Whiteoak Way, Nailsea, BS48 4YZ

Inspection dates 19–20 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching, although sometimes good or better, is inconsistent. Teachers do not always match the learning of individual pupils to their specific needs.
- Teachers are insufficiently flexible in their teaching, so that some pupils do not move on quickly enough to more challenging learning activities which may have been prepared for them.
- Pupils' progress is variable. In particular, a significant number of lower attainers have made less progress than they should in writing.
- Although there has been some improvement in the attainment and progress of pupils in the last year, this has yet to be sustained following the downward trend of recent years.
- Until recently, insufficient time has been allowed for the management of, and provision for, disabled pupils and those with special educational needs. Consequently, school leaders have not ensured that some of these pupils have made the progress of which they are capable, or had sufficient individualised opportunities for learning.
- Governance has improved in the last year, but has not yet consistently helped to raise the achievement of pupils.

The school has the following strengths

- In the past year there have been significant improvements in the attainment and achievement of pupils, especially in reading.
- Pupils are very well cared for, enjoy school, and their improved behaviour is good, both in and outside classrooms.
- The school is rapidly and effectively developing its new federated partnership with the infants school.
- The clear-sighted and realistic leadership of the headteacher, together with more effective leadership amongst staff, has led to ongoing improvements particularly in the management of teaching and learning, the development of assessment, and the expansion of the curriculum.

Information about this inspection

- Inspectors observed 23 lessons or part lessons taught by 13 teachers.
- Meetings were held with pupils, the headteacher, the deputy headteachers of both this school and the federated partner infants school, other senior managers and teachers, representatives of the governing body, and a school improvement officer from the local authority.
- Inspectors observed the school’s work, and looked at safeguarding arrangements as well as other information including policies, procedures, school improvement plans, external evaluations and a range of pupils’ work.
- Inspectors took account of 47 responses to the online questionnaire (Parent View), as well as other communications received from parents.
- Inspectors also examined questionnaire responses from 37 members of staff.

Inspection team

Rodney Braithwaite, Lead inspector	Additional inspector
Graeme Burgess	Additional inspector
Patricia Wright	Additional inspector

Full report

Information about this school

- Grove Junior is larger than the average-sized junior school. Most pupils are White British, the remainder coming from a range of other ethnic heritages.
- The proportion of pupils known to be eligible for pupil premium is lower than the national average.
- The proportion of disabled pupils and those with special educational needs supported by school action is broadly average; the proportions of pupils supported by school action plus or with a statement of special educational needs are lower than the national average.
- The school meets the government's current floor standard, which sets the minimum expectation for pupils' attainment and progress.
- The school formed a federation with the neighbouring on-site infant school in March this year. The federation has a single governing body, and a single headteacher who leads both schools. She was appointed to the junior school in April this year.
- The school provides an early morning breakfast club on a daily basis.

What does the school need to do to improve further?

- Improve teaching and learning by:
 - encouraging teachers to develop greater flexibility in their responses to extra learning opportunities for individual pupils that may arise in lessons
 - ensuring that teachers consistently enable all pupils, especially the highest and lowest attainers, to learn at the pace of which they are capable, without repeating learning activities which they have shown they understand.
- Ensure that recent improved progress in English and mathematics is sustained over time by:
 - using data regularly and consistently in order to promote more rapid progress by pupils
 - widening the improved support of teachers' practice, enabling teachers to develop their teaching skills in all classes
 - raising teachers' expectations sufficiently so that a greater proportion of pupils reach high levels of attainment by the time they leave the school
 - ensuring that lower ability pupils make the progress that they are capable of in writing.
- Improve the management of, and provision for, disabled pupils and those with special educational needs by:
 - leaders building upon the recent changes in the management of these pupils, and providing them with more effective opportunities for learning and raising their achievement
 - raising teachers' awareness of the particular needs of these pupils, and ensuring that they are suitably challenged and supported.

Inspection judgements

The achievement of pupils

requires improvement

- Most pupils enter the school with standards in reading, writing and mathematics above the national average. Over time, their progress has been steady rather than good, and in the two years prior to this year, achievement had fallen. Inspection evidence suggests that the downward trend has been halted and that standards and progress are rising.
- Evidence at the end of Year 6 this summer suggests that attainment in English and mathematics was a little above average, with standards in reading being a strength.
- In Years 4 and 5 also there is positive evidence of the improved achievement of most pupils. However, some groups of pupils do not yet reach the levels of which they are capable.
- Until recently, some pupils entering the school with lower attainment have not made the progress expected of them, especially in writing, because teachers have made insufficient allowance for their personal needs. This has also applied to some pupils who are disabled or have special educational needs, who have made slower progress because staff have had insufficient information on their learning needs.
- Although more able pupils have usually progressed at the rate expected, inspection evidence suggests that some of these pupils are not always moved quickly on to activities which stretch them and this slows their progress. The small number of pupils entitled to the pupil premium have made better than typically expected progress, and the school has been effective in narrowing the gap in attainment between them and their peers.
- Reading standards are good throughout the school because pupils have learned basic reading skills at an early age. However, pupils do not have enough opportunities to discuss their reading with each other as there is much emphasis in some classes on 'silent reading'.
- A majority of pupils in Year 6 have above average reading skills, and many indicate their pleasure in reading. There is evidence that some competent pupils are reading books which are too easy for them. For example, parents in discussion mentioned that their children had been reading books which they had 'read in the infants'.
- Although a good majority of parents feel that their children make good progress, a minority disagree. Their main concerns are that their children are 'not being pushed enough', and that they do not receive enough information about their children's progress. The inspection team agrees that achievement is not yet good, but there is evidence that school leaders are addressing these issues and that progress is beginning to accelerate.

The quality of teaching

requires improvement

- During the inspection much of the teaching observed was good, and there were a few examples of outstanding practice. Over time, though, teaching has not been good enough to drive for consistently high achievement of pupils and so some have not done as well as they could.
- Teaching has improved markedly in the last year, but it is not yet consistently good. The improvement has come about because planning across the school is more consistent, there are better assessment procedures, and the information they provide is being used more effectively. Nevertheless, data are not yet being used effectively to help staff promote more rapid progress for pupils across the school.
- Teachers' ongoing assessment is not always quick enough to pick up the progress being made by some pupils, frequently lower or higher attainers, so that they can move ahead in their learning at a suitably challenging level. Leaders recognise the need to build on recent work in ensuring that teachers are fully aware of the individual needs of disabled pupils and those who have special educational needs so that work can be tailored precisely for these pupils.

- The most successful teaching, as seen in a Year 6 literacy lesson and a Year 5 music lesson, occurs when teachers clearly understand the needs of all their pupils, offer challenge as well as enjoyment, and adapt their teaching flexibly and imaginatively.
- Teachers have been effective in encouraging a wider range of extended writing across the curriculum which has contributed well to the improvement in pupils' writing. However, lower ability pupils do not make the progress of which they are capable.
- Leaders' promotion of a new marking policy has led to much improved and more consistent marking of pupils' work. Pupils appreciate this and many are able to talk about how they can improve their work, also using the 'steps for success' promoted in many lessons.
- Learning in all year groups is assisted positively by the mostly effective contributions of teaching assistants. There is an occasional tendency for them to do too much for pupils rather than guide and support.
- Teachers have improved their contributions to raising pupils' basic communication and numeracy skills in preparation for their future lives.
- A minority of parents do not feel that their children are well taught.

The behaviour and safety of pupils are good

- Pupils behave consistently well in all areas of the school, and are well aware of all the safety considerations on a widely spread site with potential hazards.
- The school is a calm and safe environment, where there is little misbehaviour, and hardly any pupil exclusions over a number of years.
- Pupils are confident and polite with adults and engage enthusiastically in all their school activities.
- They have good attitudes to learning, and are enthusiastic about the provision of a new, more exciting curriculum, such as the Indian Day. They particularly enjoy their educational visits to places such as the Roman ruins and Bristol Zoo, as well as school clubs.
- Pupils have a good awareness of different kinds of bullying, but report little or none in the school.
- The school has good links with external agencies which help to meet the needs of the most vulnerable pupils or those that may have difficulty in managing their own behaviour.
- Pupils' attendance is consistently high over a number of years, and their punctuality is equally good.
- Pupils say that they would appreciate more positive praise from teachers, and some of them are unsure of the rewards built into the new behaviour policy, for instance through the Golden Rules.
- The school has benefited very positively from the local authority's behaviour improvement programme.
- A sizeable majority of parents believe that behaviour is good, although a minority disagree.

The leadership and management require improvement

- The headteacher has a very clear vision for the future of the school and its improvement, and has had a very positive effect on school improvement in a short time. She is building a management team, helped by the experienced deputy headteacher, which is already showing a capacity to improve identified priorities quickly; however, leaders agree that further development and experience are needed in order that management overall becomes good.
- The management of teaching in the school has been enhanced by the increased opportunities provided for teachers to improve their performance through classroom support, specific training and observations of good and outstanding practice. Senior leaders are now ensuring that teachers' development of their skills to higher levels is monitored

regularly and rigorously.

- As a result of action taken by leaders, the trend of falling achievement and progress has been halted and pupils' attainment, in writing and reading especially, is rising. This improvement results from better assessment procedures, a more interesting curriculum, and both teachers and leaders accepting greater accountability for pupil outcomes.
- The improvements in the curriculum and behaviour are having a positive impact upon the promotion of pupils' spiritual, moral, social and cultural development.
- The management of the provision for pupils who are disabled or who have special educational needs requires improvement, although leaders have made a start in tackling this issue. In the past, insufficient time has been given to the special educational needs coordinator to carry out this role effectively. This group of pupils, consequently, were not making the progress they should. The school has appointed a joint coordinator from its partner school, and is allocating more resources for the needs of these pupils.
- Although this is an inclusive school, its promotion of equal opportunities needs improvement because some pupils have underachieved in the recent past.
- School leaders have a good working relationship with the local authority, whose consistent support is effectively helping the school's improvement programme.
- The school has successfully formed a federation with its partner infant school rapidly and with little disruption; school leaders are planning to introduce more cross-phase opportunities for both teachers and pupils in the near future.
- A large majority of the parents consider the school to be well led and managed. A minority though does not feel that the school responds well to concerns parents raise.
- **The governance of the school:**
 - School governors have become far more involved in the development of the school and its improvement. They challenge school leaders more than in the past, have a clearer picture of the strengths and weaknesses of the school, and are benefiting from increased levels of training. These developments are evolving and, as yet, have not improved enough to have a significant effect on the school's progress.
 - The governing body ensures that safeguarding pupils is a high priority, and fully meets statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils' are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109082
Local authority	North Somerset
Inspection number	405210

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	302
Appropriate authority	The governing body
Chair	Louise Dumbell
Headteacher	Kay Church
Date of previous school inspection	14-15 June 2011
Telephone number	01275 852685
Fax number	01275 858660
Email address	grove.jun@n-somerset.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 information 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'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

