

Grove Road Primary School

Cromwell Road, Hounslow, Middlesex, TW3 3QQ

Inspection dates 1–2 May 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well because of consistently good teaching across all key stages.
- Pupils in the Autistic Resource Base are integrated well within the school and benefit from good resources which support their learning.
- Pupils' behaviour is good and they feel safe in school. They work well, both collaboratively and independently, in lessons.
- The new senior leadership team checks on pupils' learning, highlights any underachievement and provides effective support for those who need it.
- The school is a happy and welcoming community. Pupils are respectful of the school's values. Their spiritual, moral, social and cultural development is good.
- Pupils have a strong voice in the school. They have helped develop the school environment.
- Senior leaders and members of the governing body have a strong vision, and are focused effectively on raising standards and improving the school further.

It is not yet an outstanding school because

- In some year groups, marking does not always help pupils improve their work, particularly in mathematics. Pupils do not always have sufficient opportunities to respond to teachers' written comments.
- Middle leaders have not yet developed their role enough to make an impact on the achievement and personal development of all pupils in their areas of responsibility.
- Pupils do not always have opportunities to apply their reading, writing and mathematics knowledge across a range of subjects.
- The below-average attendance of a small number of pupils, owing to families taking extended holidays during term time, hampers their progress.

Information about this inspection

- Inspectors observed 25 lessons, of which 10 were jointly observed with the headteacher and other senior members of staff.
- Inspectors considered a range of evidence, including the school’s development plan and self-evaluation documents, the school’s data on current pupils’ attainment and progress, pupils’ work in books, attendance records, the governing body minutes, safeguarding information, classroom displays and records relating to behaviour, safety and attendance.
- Meetings were held with groups of pupils, the senior leadership team, members of staff, the Chair and members of the Governing Body, and a representative of the local authority.
- Inspectors attended assemblies, observed break times and a lunchtime, and visited the after-school club. They also listened to a number of Year 2 and Year 6 pupils read.
- Inspectors took into account 37 responses to the online Parent View questionnaire submitted before and during the inspection. Inspectors also took account of 29 questionnaires completed by members of staff.

Inspection team

Jameel Hassan, Lead inspector

Additional Inspector

Kate Robertson

Additional Inspector

Michael Elson

Additional Inspector

Full report

Information about this school

- The school is an average-sized primary school.
- Children join the Early Years Foundation Stage part time in the Nursery class and full time in the Reception class.
- About one in three pupils is eligible for the pupil premium, which provides additional funding for children in local authority care, pupils eligible for free school meals and those from service families. This proportion is well above the national average. There are no children from service families currently on the school's roll.
- The proportion who speak English as an additional language is much higher than average.
- Pupils come from a range of different ethnic backgrounds. The largest groups are those with Indian, Black African or Pakistani backgrounds.
- There is a breakfast and after-school club each day, managed by the governing body.
- The proportion of disabled pupils and those with special educational needs supported through school action, about one in six pupils, is above average. The proportion of those who are supported through school action plus and of those with a statement of special educational needs, about one in 13, is broadly average.
- There is a local authority Autistic Resource Base for 10 pupils on site. Currently, there are 10 pupils on roll.
- In September 2012, a new headteacher was appointed. A new deputy headteacher was appointed in January 2013.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - making sure that all pupils' needs are met in mathematics and giving them more opportunities for independent learning
 - making sure marking is linked to pupils' personal targets, particularly in mathematics, so they know whether they have improved and what to do next
 - allowing time for all pupils to respond to teachers' written comments, to enable them to improve their work.
 - giving pupils more regular opportunities to apply their reading, writing and mathematics skills across a range of subjects
- Ensure that senior leaders hold middle leaders fully to account by making sure they thoroughly check and improve the achievement of those pupils for whom they are responsible.
- Ensure that the parents and carers of pupils who take holidays during term time are fully aware of the impact this can have on their children's education.

Inspection judgements

The achievement of pupils is good

- Children enter the Nursery with skills and knowledge that are well below those expected for their age, particularly in writing. By the end of Reception, pupils' attainment is still below national expectations in some areas of learning, but considering their starting points, they make good progress. In 2012, in some areas, such as the linking of sounds and letters, calculation and numbers for counting, they reach or exceed national expectations, and make outstanding progress.
- In 2012, the results of the Year 1 phonics screening check were well above the national average.
- In Key Stage 1, since 2011, the school has enabled pupils to reach the national average in reading and writing, so that they continue to make good progress. In 2012, pupils' attainment in mathematics was slightly below average, but these pupils began Key Stage 1 with skill levels which were below those found nationally, so still made good progress.
- By the end of Key Stage 2, pupils from all ethnic groups reach national expectations in reading, writing and mathematics. Pupils who speak English as an additional language make better than expected progress because of the good support they receive.
- Pupils' progress has been consistently good in recent years. In 2011, pupils' progress from Key Stage 1 to the end of Key Stage 2 was good in both English and mathematics. This was maintained in 2012 in English but not in mathematics.
- Current school records and pupils' books show that, by the end of Year 6, pupils' attainment overall is in line with national averages, and that progress in mathematics is now good. Good and sometimes outstanding teaching, as well as more-effective tracking of pupils' progress, has ensured that those pupils who are at risk of underachieving are now being identified. The school provides good support which enables these pupils to achieve well.
- Disabled pupils and those with special educational needs did less well than their peers in 2012 at the end of Year 6. However, with the help of skilled teaching assistants, these pupils are now making good progress from their starting points. Outside agencies, such as those offering support for autism, and speech therapy, are used to good effect to help those pupils who have very specific learning and emotional needs.
- By the end of Key Stage 2, the attainment of pupils who are entitled to pupil premium funding is in line with that of all pupils nationally in both English and mathematics. The school is using the additional funding well to ensure that those pupils who benefit from it make good progress and achieve well.

The quality of teaching is good

- Nearly all pupils achieve well because of consistently good and some outstanding teaching across all key stages. Interactive whiteboards are used well to engage pupils and to help make teachers' expectations clear. Teachers and teaching assistants are very well motivated and know the pupils well, which helps pupils to take interest in their learning and to want to do their best. Teachers' good subject knowledge and use of questioning encourage pupils' independent learning.
- Children in the Nursery and Reception classes benefit from good teaching and well-planned activities. There is a strong emphasis on developing pupils' language skills and extending their vocabulary. The teaching of letters and their sounds gives most pupils the confidence to sound out words while reading stories with an adult.
- Teachers have high expectations. They make sure that pupils know their challenging targets and, in the better lessons, give pupils the opportunity to check if they have met them, and to respond to teachers' comments to correct and improve their work. However, not all teachers do this effectively in all subjects, particularly in mathematics. In some cases, pupils are not aware of what they need to do next to improve, and so do not make as much progress as they could.

- The relationship between teachers and pupils is good, and so pupils want to do what the teachers ask them to do. For example, in an English lesson in Year 6, pupils showed good skills in conducting independent research using reference books and computers.
- Pupils read widely, and often. All pupils in the school have access to a wide range of fiction and non-fiction texts, and show high levels of interest and motivation in their reading. The school supports them well by ensuring that they have the correct reading book for their ability. Reading is monitored and developed effectively through guided reading sessions, which improves pupils' ability to understand what they are reading.
- Teachers discuss pupils' progress regularly with the senior leadership team. They keep accurate and detailed records of pupils' performance each year, which enables them to compare the progress of different groups, and to address any potential underachievement.
- There are good opportunities for pupils to develop their reading and writing skills in a range of subjects, such as science and history, but this is not consistently the case in every year group.

The behaviour and safety of pupils are good

- Pupils worked well, both with others and on their own, in almost all lessons that were seen during the inspection. They were supportive of each other, for example in taking turns and sharing resources.
- The school is a happy and welcoming community. Pupils are very respectful of their teachers and of one another, and are polite and courteous, which is central to the school's values. The school develops a sense of unity and empathy through raising funds for a range of charities. Assemblies are spiritual in nature, active and engaging.
- At break and lunchtimes, pupils happily share the play equipment provided. Older pupils are specially trained to help younger children play together, and so make lunchtimes more harmonious and active. There are other opportunities for pupils to take responsibility, both in class and across the school.
- Pupils have a strong voice in the school and are proud of their accomplishments. Prompted by the school council, the school has installed a new, well-planned activity-based playground to support learning in lessons as well as to encourage more active play at break and lunchtimes. Pupils take on additional whole-school responsibilities, including as 'litter bugs', who keep the playground clean and tidy.
- School leaders have taken effective steps to keep pupils safe. Pupils report that they know how to keep safe on the internet, the road and the railways, and older pupils have a good awareness of how to keep safe when riding their bicycles.
- Pupils know about different types of bullying and what bullying means. They believe that bullying does not take place at the school but that if it did, the staff would deal with it effectively. If they have concerns, pupils can, in confidence, talk to an adult to help them to resolve their difficulties.
- Pupils' attendance is broadly average and, although the school is taking effective steps to reduce the absence of those pupils whose families take extended leave during the term, a few parents and carers continue to do so.
- Punctuality to lessons is good, and pupils are ready to start learning very quickly after registration.

The leadership and management are good

- The new headteacher has correctly identified appropriate priorities for improvement and has moved swiftly to devise well-considered plans of action. The senior leadership team recognises, for example, that pupils do not have enough chances to apply their mathematics, reading and writing skills in a range of subjects.
- Improvements in teaching and learning have been brought about by coaching and mentoring of

staff by senior leaders and good training within and outside school. Recently qualified teachers make good use of training provided by the local authority to support their development.

- The new senior leadership team regularly checks on pupils' learning. They have used data effectively to improve the achievement of minority groups, thus promoting equality of opportunity and tackling discrimination effectively. They highlight any potential underachievement and provide good support for those pupils who need it most. Senior leaders hold teachers and teaching assistants robustly to account through the school's performance management systems, to ensure pupils' achievement continues to improve.
- Middle leaders carry out their role conscientiously and with professionalism. However, not all are fully effective in monitoring pupils' achievement, and in ensuring that all groups in the school make good progress.
- Pupils in the Autistic Resource Base are supported well throughout the school. Staff help the pupils extremely well with their learning in the base itself. Because they have the appropriate resources to enhance their learning, the pupils are also integrated well into mainstream classes. As a result, pupils make good, and sometimes outstanding, progress from their starting points.
- The curriculum is broad and balanced. The school has international links, including those relating to the promotion of fair trading. Pupils develop their financial management skills, for example by running the school tuck shop. They have good opportunities to attend after-school clubs, which include sports, music and martial arts. Homework reinforces pupils' learning in all year groups. A recently established homework club runs once a week to support those pupils who need additional help.
- The breakfast and after-school clubs are well attended and make a good contribution to pupils' achievement and well-being.
- Almost all parents and carers believe their children make good progress and that the school meets their particular needs. The school has an active parent teacher association which helps the school to improve pupils' learning and by raising funds.
- **The governance of the school:**
 - The governing body challenges and supports school leaders effectively. Governors set the school's strategic direction and have a good understanding of its needs. They are well informed about the key issues facing the school and have been actively involved in planning for the future with staff. Governors have attended local authority training which has helped them form an accurate view of the school's performance and the quality of teaching. They know which groups are performing well and which need additional support. Governors have overseen the allocation of the pupil premium within the school, and know how effective it is in improving pupils' achievement. They lead the headteacher's performance management and have given him robust targets. The governors hold the headteacher fully to account for ensuring that staff salaries and their performance are closely linked.

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	102519
Local authority	Hounslow
Inspection number	402890

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	327
Appropriate authority	The governing body
Chair	Brian Grumbridge
Headteacher	Ben Arnell
Date of previous school inspection	26–27 November 2007
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