

Guildford Grove Primary School

Southway, Guildford, Surrey, GU2 8YD

Inspection dates 22–23 January 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	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.

- The school is very welcoming and caring and pupils are happy to attend. They are proud of their school, have very positive attitudes and develop a love of learning.
- Achievement is good. Pupils make good and improving progress from starting points that are well below expectations for their ages when they start at school.
- All groups of pupils achieve well, including pupils who benefit from the pupil premium, disabled pupils, those with special educational needs and pupils in The Lighthouse.
- Children get a good start in the Early Years Foundation Stage and thrive in a caring and stimulating environment.
- Teaching is good. Teachers plan interesting and stimulating lessons that motivate pupils who work hard and want to do well. Teachers have very good relationships with pupils.
- Behaviour in lessons and around the school is good. The school works outstandingly well to ensure that pupils feel safe and secure.
- The headteacher's leadership is highly effective and inspires pupils, teachers, parents and carers to want to do their best.
- Senior leaders check the school's work thoroughly and improve teaching where weaknesses are identified, to ensure pupils achieve well.
- The governing body supports leaders well and holds them to account for the school's performance.

It is not yet an outstanding school because

- Opportunities for writing at length are not always planned for across a range of subjects.
- There is not enough outstanding teaching to ensure pupils' attainment is higher. Too few pupils who have the potential to do so attain the higher levels at the end of Year 2 and Year 6.
- Pupils in Year 1 do not make fast enough progress in developing their phonic skills (linking sounds and letters).
- Pupils in Year 2 do not always read well enough to make sense of what they are reading.
- Pupils are not always clear about the purpose of their learning in mathematics.

Information about this inspection

- Inspectors observed 22 lessons or part lessons, some of which were joint observations with the headteacher or senior leaders. In addition, inspectors talked to pupils about their work, looked at workbooks and listened to pupils from Year 2 and Year 6 read.
- Meetings were held with the headteacher and senior leaders, other staff with key leadership responsibilities, groups of pupils, governors and a representative from the local authority.
- Inspectors looked at a wide range of documentation, including the school’s own check on its performance, the school improvement plan, records of the school’s checks on the quality of teaching, information on pupils’ progress and documents relating to safeguarding.
- Inspectors took account of 45 responses to the online questionnaire (Parent View), spoke to some parents at the start of the day and looked at 80 questionnaires returned by staff.

Inspection team

Margaret Coussins, Lead inspector	Additional Inspector
Fatiha Maitland	Additional Inspector
Clementina Olufunke Aina	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The large majority of pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average. The proportion supported by school action plus or with a statement of special educational needs is almost double the national average.
- The school has a specialist centre, known as The Lighthouse, for pupils who are profoundly deaf and in some cases have additional complex needs. There are currently 12 pupils who spend half of their time in The Lighthouse and half of their time integrated into other classes in the school.
- The proportion of pupils for whom the school receives additional funding (the pupil premium), which is additional funding for those known to be eligible for free school meals, or who are in the care of the local authority or are children from service families, is considerably higher than found nationally. There are currently no pupils from service families.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school makes provision for the Early Years Foundation Stage in an integrated unit for Nursery and Reception children.
- There is a children's centre on the school site, which is managed by the school but was not included in this inspection.
- The school provides a daily breakfast club.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in order to raise attainment by ensuring that:
 - all pupils who have the potential to make faster progress to reach the higher Levels 3 and 5 by the end of Year 2 and Year 6 are supported and encouraged to do so
 - pupils are clear about the purpose of their learning in mathematics and how mathematical skills relate to the world beyond the classroom
 - pupils' phonic skills are improved by Year 1 and that they balance these skills with reading for meaning in Year 2.
- Ensure that the school's plans for revising the curriculum extend opportunities for pupils to write extensively across a range of subjects.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well during their time in the school, regardless of their ability level or background. Over the past three years, results of the Year 6 national tests have fluctuated from average to below average. However, these standards reflect good progress overall from all pupils' individual starting points.
- Attainment is rising. More pupils are working at the age expected levels, particularly in reading and mathematics. This is a result of consistently good teaching and is reflected in the school's information on pupils' levels and pupils' work in books. Discussions with pupils and scrutiny of their work indicate that sometimes there are more pupils with the potential to make accelerated progress to reach the higher levels of attainment by the end of Year 2 and Year 6.
- Children start in the Nursery or Reception classes with skills and abilities that are well below those expected for their ages. Whilst children make good progress in the Early Years Foundation Stage, the proportion achieving a good level of development across all aspects of communication and language, physical development, and personal, social and emotional development remains below that found nationally by the time they start in Year 1. However, they do particularly well in their personal, social and emotional development.
- In Key Stage 1, pupils continue to make good progress from their starting points. By the end of Year 2, however, attainment remains below the national average, especially in reading and writing.
- Disabled pupils, those who have special educational needs and those in The Lighthouse make good progress and their attainment is often better than it is for similar pupils nationally. This is as a result of effective leadership and management by the special educational needs leader, well-targeted support and highly skilled specialist teaching for pupils who are deaf or have complex needs.
- In the 2013 national tests, the attainment of pupils in Year 6 who received support funded by the pupil premium was similar to that of their classmates in reading and writing and just over six months ahead in mathematics. They also did better than similar pupils nationally. This is because of very effective use of the funding to provide high quality support.
- In the 2013 phonics screening check (linking sounds and letters), the proportion of pupils in Year 1 reaching the expected level increased from 2012 but was still below average. Sometimes, readers in Year 2 are using their phonic knowledge to help tackle unfamiliar words but are reading without real understanding. Reading for enjoyment is promoted well and by Year 6, the most able readers are fluent and expressive and are able to read between the lines and explore the plot and characters to develop their understanding of texts.
- In English, progress in writing is not as rapid as progress in reading. The school has correctly identified this and improving writing is a focus for the whole school. The impact of this focus is evident in pupils' writing books, although there are too few opportunities for pupils to practise and improve through extended writing across a range of subjects.
- In 2013, more pupils made rapid progress in mathematics because of a successful focus on mental mathematics skills. On occasion, however, pupils are not clear enough about the purpose of their learning or how their skills relate to mathematics beyond the classroom, hindering their rate of progress.

The quality of teaching is good

- Teaching is consistently good and sometimes it is outstanding. Teachers provide interesting and stimulating lessons that motivate pupils.
- They show that they have high expectations for pupils' achievement and behaviour and that they expect pupils to take a pride in their work. They provide good role models for pupils by making

sure that their classrooms are attractive and tidy and displays are motivating and support teaching well. Technology is used effectively to support teaching and learning.

- Teachers are skilled in asking questions that help pupils to extend their thinking and learning and pupils have time to discuss their views and opinions and learn from others.
- There are some excellent examples of marking and feedback that give pupils clear pointers about what they need to do to improve and many opportunities for pupils to consider their own and others' successes, and areas to improve, in a constructive way.
- Teaching is not outstanding because although teachers provide work which challenges many of the most able pupils, on occasion in some classes there are more pupils who have the potential to complete more demanding work. In Years 1 and 2, despite overall good teaching in reading, some pupils do not make rapid enough progress in learning phonics or understanding that the text they read needs to make sense.
- Teaching in the Early Years Foundation Stage is good. Tasks are well structured and interesting activities contribute positively to children's development in all areas. Very effective, specialised teaching in The Lighthouse and the close, individual support pupils receive in class and in small or individual groups has a very positive impact on learning.
- Skilled and effective teaching assistants have a secure understanding of their role and are successful in supporting pupils and guiding learning.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils from all different backgrounds work and play well together.
- Pupils behave well in lessons and around the school. Sometimes behaviour is exemplary, for example during a singing session for all of Key Stage 2. Behaviour is not outstanding because very occasionally, a few pupils need reminding about how they should conduct themselves, particularly in the playground.
- Pupils are polite and friendly and were happy to talk to inspectors about how much they like their school.
- Pupils behave equally well in class lessons and when working with teaching assistants or other adults outside of class lessons. School records show that this is typical of behaviour over time.
- The school's work to keep pupils safe and secure is outstanding. Pupils feel very safe and very well cared for. Pupils know how to keep themselves safe and healthy.
- Pupils have a good understanding of the various types of bullying, including cyber-bullying, but say that any incidents are rare and if they do occur, teachers quickly and successfully deal with them. They are confident to talk to their teachers if they have any problems and know they will be listened to.
- Most parents and carers who responded to the Parent View survey agree that their children are happy at school, feel safe and are well looked after. Children and some of their parents enjoy having breakfast together at the well-attended breakfast club, which provides a good start to the day for pupils.
- Attendance has improved over time and is average.

The leadership and management are good

- The headteacher provides highly effective and inspirational leadership for the school. She is very well supported by senior leaders and together they set high expectations for all staff. Staff say they feel valued and are very positive about the guidance and help they receive in meeting their targets and improving their expertise.

- There is very strong teamwork in the school and the headteacher and staff are passionate about providing the best possible learning experiences for their pupils. This passion leads to a slightly over-optimistic evaluation of the school's overall performance; however, strengths and weaknesses are clearly identified and effective action is taken to drive school improvement. This is seen, for example, in the school's current work to ensure that pupils make more rapid progress in writing.
- However, leadership and management are not better because despite an improving picture for pupils currently in the school, achievement is not yet outstanding.
- The checks on teachers' performance are clearly linked to pupils' progress. Where any weaknesses in teaching are identified, effective support and coaching are given and improvements are expected and checked closely.
- Senior and middle leaders make a positive contribution to whole-school improvement as well as providing skills and expertise in their particular areas of responsibility.
- The school provides a broad and varied range of subjects. There is a wide range of after-school and lunchtime clubs and these, along with visits and visitors to school and links with the local community, greatly enhance pupils' experiences. Pupils' spiritual, moral, social and cultural development is promoted well.
- Parents and carers are very positive about the school, not just for the education it provides for their children but also the way it works with them and the whole community to raise expectations. The home-school link worker provides valuable support to pupils and their families to help remove barriers to learning for pupils who may be vulnerable.
- The school is using the primary school sports funding in a variety of ways, including to develop teachers' skills and knowledge, extending the provision of specialist sports coaches, and increasing the range of after-school clubs. This is enabling an increased number of pupils to participate and broaden the range of their sporting activities. Clear plans are in place to check the impact of the funding, particularly how well it is sustaining outcomes for pupils.
- Pupils' personal, social and health education has a strong focus and demonstrates the importance the school places on promoting pupils' well-being, aspirations and self-esteem. The school promotes equality of opportunity very well and pupils learn in a supportive, caring ethos without fear of discrimination. As a result, all groups of pupils achieve well and particularly those who may be disadvantaged and are supported very effectively through the school's use of the pupil premium funding.
- The local authority provides 'light touch' support to the school. The skills and expertise of the headteacher and some other senior staff are utilised by the local authority to support other schools.
- **The governance of the school:**
 - The school has a positive and productive relationship with its governing body. Governors have a clear knowledge of the school's strengths and weaknesses and understand how well the school is doing compared to the national picture. They hold the school to account well for its performance. The governing body has a good awareness of the school's pay and promotion processes and closely checks the performance of staff and the quality of teaching. Governors show a clear understanding of how the school is using its pupil premium and sports funding and how this is providing beneficial experiences for pupils in lessons and through extra-curricular activities.

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	132758
Local authority	Surrey
Inspection number	440477

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	452
Appropriate authority	The governing body
Chair	Joe Bullock
Headteacher	Elizabeth Corlett
Date of previous school inspection	20–21 October 2010
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