

Grove Junior School

Whiteoak Way, Nailsea, BS48 4YZ

Inspection dates 24–25 April 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	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.

- Actions taken by the headteacher, deputy headteacher and middle leaders since the last inspection to improve teaching and pupils' achievement have been effective.
- The high-quality monitoring of pupils' progress and effective help to support pupils have led to strongly improved achievement across the school.
- Teaching is typically good, with some that is outstanding. Teachers plan challenging tasks to enable most pupils to make good progress.
- Disabled pupils and those who have special educational needs make good progress because they are set work at the right level and they are effectively helped by support staff.
- Pupils' behaviour is good. They feel safe in lessons and around the school. Parents and carers appreciate the safe environment of the school.
- The school has a strong sense of community. This promotes pupils' spiritual, moral, social and cultural development well.
- Members of the governing body know the school well and have played a significant part in the successful improvements since the previous inspection.

It is not yet an outstanding school because

- Teaching is not consistently good in all lessons.
- Where teaching is weaker, pupils are not challenged appropriately in some lessons and make less academic progress.
- Lower-ability pupils in Year 3 do not make the progress that they should.

Information about this inspection

- Inspectors observed the teaching in 21 lessons, of which three were joint observations with the headteacher or deputy headteacher.
- Meetings were held with pupils, the Chair and five members of the Governing Body, the headteacher, deputy headteacher, special educational needs and assessment coordinators, and the English and mathematics subject leaders. An inspector also heard pupils read in Year 3 and Year 6. In addition, a meeting was held with a representative of the local authority.
- The inspectors observed the school’s work, and looked at a range of information, including data on pupils’ achievement, planning and monitoring documentation used by teachers to check on how well the school is doing, the governing body minutes, records of behaviour and attendance, and documents relating to safeguarding. Pupils’ books were also scrutinised.
- An analysis was made of the 120 responses to a survey of parents and carers undertaken by the school in March 2014. The 43 responses to the Ofsted Parent View survey were also considered. Twenty-three questionnaire responses from staff were analysed.
- The school is federated with Hannah More Infant School and both schools were inspected at the same time. Some interviews with staff and governors were conducted jointly by members of both inspection teams.
- During this inspection, inspectors asked additional questions designed to ascertain the school’s view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

Inspection team

Robert Pyner, Lead inspector

Her Majesty’s Inspector

Linda Rafferty

Additional Inspector

Gareth Simons

Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school and most pupils are White British.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for looked after children, pupils known to be eligible for free school meals and children of service families, is lower than the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average, but the proportion of pupils with greater learning needs and those supported through school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has been federated with Hannah More Infant School since March 2012 and shares one governing body. The headteacher leads both schools.
- There is a breakfast club on site managed by the school's governing body.

What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching in order to raise the achievement of pupils further by:
 - using the models of excellent teaching found in the school to eliminate remaining pockets of weaker teaching
 - ensuring that all pupils are fully engaged in their learning by challenging them appropriately in lessons.
- Raise the standards and speed up the progress of lower-ability pupils in Year 3 in English and mathematics so that they achieve well.

Inspection judgements

The achievement of pupils

is good

- The headteacher, deputy headteacher, and subject and aspect leaders have worked hard to implement and embed improvements in teaching and learning since the last inspection. This has led to more rapid academic progress and higher attainment by most groups of pupils, including disabled pupils and those with special educational needs.
- Underpinning this overall improvement has been the development of high-quality pupils' progress data and the very effective way this is used to support pupils who are found to be underachieving. The school's cycle of pupils' progress checking was started before the last inspection and has been refined and modified since then to good effect.
- Those at risk of falling behind are carefully identified so that closely targeted support can be quickly provided. The school's analysis suggests that progress has been rapid for those pupils who need to catch up. Data on the academic progress made by pupils in 2012/13 show significant improvement in some year groups, particularly in Year 6. However, although there is clear evidence of an overall improvement across the school, the progress in English and mathematics for Year 3 pupils is slower than others, particularly for those of lower ability.
- This improvement looks set to continue with attainment for reading, writing and mathematics for Year 6 pupils on track to be above national averages found in 2013.
- The teaching of reading is a strength with strong results for this subject over time. Every opportunity is taken to promote reading skills around the school. Interesting displays and links across subjects mean that pupils are keen to read. They talk enthusiastically about their books and reach high standards.
- Pupils now make good progress in writing and mathematics across the school with strong improvement over time. Mathematics has been slower to improve but current school data show strong improvement based on better planning suitable for every pupil's needs.
- The most-able pupils make good progress because, generally, teachers plan activities to develop their understanding and challenge their thinking. The latest progress data for Year 6 show that these pupils have made very good progress in reading, writing and mathematics since they started at the school.
- The achievement of those pupils known to be eligible for the pupil premium is good. The funds are being used effectively to provide additional support and mentoring, and to purchase resources. In 2012/13, these pupils attained standards in line with all other pupils in reading and mathematics but were about four months behind their peers in writing. The latest data from the school suggest that there is now no significant gap in any of the three core subjects between those eligible for the pupil premium and their peers.

The quality of teaching

is good

- Since the previous inspection, as a result of the strong drive by leaders to raise standards, teaching has improved so that it is now good overall, and sometimes outstanding. However, there remains inconsistency, with some that requires improvement to be good.
- Weaker teaching occurs where the tasks do not fully challenge the pupils and, as a result, they are less engaged in their learning, so their progress slows.
- The strongest teaching uses effective assessments of pupils' previous work so that new tasks stretch their understanding and enable them to develop and apply skills. Teachers display strong subject knowledge and have high expectations of work and behaviour. In addition, stronger teaching was seen where teachers use their knowledge of pupils' understanding to ask probing questions in a lively and engaging manner.
- An example of this was seen in a mathematics lesson with more-able Year 4 pupils where the teacher used resources well to develop pupils' understanding of the calculation of percentages. She did this by challenging them to consider the purchase of furniture with reduced prices.

Furthermore, this was developed to compare amounts paid over a period of time if interest was paid. This promoted lively discussion as a whole class and in pairs. The result was that the pupils practised their calculation skills relating to percentages and learned about the effect of interest rates on overall costs.

- The school's marking system has been improved since the previous inspection and it is applied consistently across the school. Pupils understand the marking procedures and can explain how they use 'close the gap' time to work on the guidance given to them by teachers in their books.
- Classrooms are well organised and attractive. Pupils are effectively encouraged to use the high-quality resources found in classrooms, including displays of their work, to support their learning.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They arrive punctually to lessons, work together well and are courteous and well mannered. Mostly, pupils meet the high standards set for them by the adults in the school.
- Pupils who spoke to inspectors were able to explain how any misbehaviour is dealt with and that the good standard of behaviour seen was typical for their school.
- Pupils' participation and behaviour in lessons is good overall and sometimes outstanding. The school is a calm and orderly community. However, sometimes, when pupils are not fully engaged and challenged in their lessons, a few can be distracted. This does not result in disruption or misbehaviour but these pupils lose interest and their progress slows.
- The school's work to keep pupils safe and secure is good. Pupils know how to keep safe, including when using the internet. They understand that there are various types of bullying and know what to do if it takes place. Pupils say that adults in the school will intervene if there is any bullying but that incidents are rare. Pupils are confident to talk to the adults in school if they have any problems. The school's systems for recording issues relating to behaviour are appropriate.
- Positive relationships create a strong sense of community and well-being. Most parents and carers who responded to the Parent View and school's recent survey felt that their children are happy, safe and well cared for. Inspectors arrived at the same conclusion.
- Attendance has improved over time and is currently above average. The school has effective systems for monitoring and supporting good attendance by pupils.

The leadership and management are good

- The headteacher, fully supported by the governors, has developed the work of the federation providing a strong vision for each school. In this, she is well supported by the deputy headteacher of Grove Junior. The junior school's self-evaluation is accurate and its improvement planning comprehensive.
- There has been some effective partnership work between the schools in the federation, for example in the support for pupils who are disabled or have special educational needs. Nevertheless, Grove Junior retains its distinctive character and staff morale is high.
- The school's good capacity for further improvement is strengthened by a group of effective middle leaders who are engaged in the pursuit of high standards in all aspects of the school's work. These middle leaders have been very effective in developing and using the systems for monitoring pupils' progress in reading, writing and mathematics to promote improvements in pupils' achievement.
- Procedures have been refined so that a cycle of pupils' progress meetings are undertaken regularly throughout the year. During the monitoring week, all teachers discuss the progress made by pupils in their classes with senior leaders, subject coordinators and members of the governing body. Progress data are analysed, and lesson planning and pupils' books are

scrutinised. As a result of this cohesive approach, adjustments are made to teaching and support for targeted groups of pupils. This system is a strong driver for improvement which has led to increased achievement.

- Teachers' performance is checked regularly, and information is used from lesson observations and pupils' progress to set targets for improvement. There is a clear understanding that decisions about pay progression and promotion will be based on the impact of teaching on pupils' progress.
- The school effectively develops a lively range of experiences to engage and develop pupils' learning. These involve a range of links between subjects which result in pupils being required to apply their knowledge, understanding and skills in problem-solving tasks. An example of this was the project to make a 'Rainforest Gateau' which was greatly enjoyed by the pupils involved. Pupils' spiritual, moral, social and cultural development is a strength of the school as a result of this approach to curriculum planning, which also secures equality of opportunity for all pupils.
- The additional funding for primary school sport is being used to provide specialist physical education (PE) training for teaching staff, improve resources and extend the range of activities and sports on offer at the school. This includes less well-known sports such as lacrosse. As a result, the quality of learning in PE is improving well and developing pupils' healthy lifestyles.
- The local authority provides effective support that has contributed well to the school's improvements in teaching and pupils' progress. This has included training for governors, review of assessment and progress-tracking procedures, the moderation of pupils' work and monitoring teaching with school leaders.
- The school's arrangements for safeguarding fully meet statutory requirements.
- **The governance of the school:**
 - Since the previous inspection, the operation of the federation governing body has been strengthened. This has involved governors in the close scrutiny of Grove Junior pupils' work and academic results. The governing body is well led and organised. It is effectively informed through the headteacher's reports, its own systematic checks on the school's work, involvement in the monitoring of pupils' progress and visits to classes. As a result, governors are in a position to ask demanding questions of school leaders about the quality of teaching and pupils' achievement. Governors manage the finances well with a clear understanding of the consequences of recently reduced admissions. They review the use made of the pupil premium and school sport funding together with the procedures for teachers' performance management and salary progression.

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	431671

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	291
Appropriate authority	The governing body
Chair	Ann Tonkin
Headteacher	Kay Church
Date of previous school inspection	19–20 September 2012
Telephone number	01275 852685
Fax number	01275 858660
Email address	grove.jun@n-somerset.gov.uk

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