

Grove Primary School

Chadwell Heath Lane. Romford. RM6 4XS

Inspection dates 8–9 July 2014

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. Standards at the end of Year 6 are above the national average in mathematics, reading and spelling, punctuation and grammar.
- Progress in writing has improved considerably since 2013 because the system for teaching it was successfully reorganised.
- Teaching is good because most activities are carefully planned to be at the right level for pupils. As a result, they make good progress.
- Leaders, managers and governors have made sure that teaching and achievement have improved. Governors are well informed and understand how well the school is doing.
- The headteacher and her leadership team have set clear expectations for teachers and support staff to continue to improve their practice.
- Pupils speak very highly of their school. They feel safe, behave well and treat adults and each other with kindness and courtesy.
- Provision in the school for pupils' spiritual, moral, social and cultural development is very strong.
- The younger children get off to a good start in the Nursery and Reception classes.

It is not yet an outstanding school because

- The most able pupils in Key Stage 1 do not always reach the highest levels, particularly in English.
- The number of six-year-olds who reach the expected standard in the screening check for phonics (the linking of sounds to letters) is below the national average and this slows their progress in reading and writing.
- Not all teachers are marking pupils' writing in enough detail in subjects other than English.
- Not all subject and phase leaders are fully involved in checking learning and teaching.

Information about this inspection

- The inspectors observed 26 lessons or parts of lessons taught by 18 teachers. In addition, they observed pupils' activities at breakfast club, break and lunch times and at an assembly.
- Two lessons were observed jointly with the headteacher, who also accompanied an inspector on an additional series of short visits to look at writing in pupils' books. One deputy headteacher accompanied an inspector on a series of short visits around the school and both deputy headteachers joined inspectors in scrutinising pupils' workbooks.
- Meetings were held with groups of pupils, representatives of the governing body, and subject and school leaders. A discussion took place between an inspector and a representative of the local authority.
- The inspectors took account of the 23 responses to the online questionnaire (Parent View) as well as informal discussions with parents and carers. The views of the staff were taken into account through meetings and the nine responses to staff questionnaires.
- The inspectors listened to pupils read and discussed their choice of reading books.
- The school's own attainment records for the current year, as well as previous academic years, were scrutinised, in addition to published information on pupils' achievement. Planning documents were examined.
- Records relating to pupils' safety and welfare, including the school's single central record of security checks on staff, were examined. Behaviour logs and attendance records were also scrutinised.

Inspection team

Patricia MacLachlan, Lead inspector	Additional inspector
Milan Stevanovic	Additional inspector
Gill Walley	Additional inspector

Full report

Information about this school

- The school is a larger-than-average-sized primary school. The Early Years Foundation Stage consists of a Nursery and three Reception classes.
- The proportion of pupils eligible for support from the pupil premium is above the national average. This is extra money provided by the government for pupils who are eligible for free school meals and for looked after children.
- The largest ethnic groups are of Bangladeshi and White British heritage. There are also pupils of Pakistani, Indian and African heritage.
- The proportion of pupils speaking English as an additional language is well above the national average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below the national average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The school meets the government's current floor standards, which set the minimum standards for attainment in reading, writing and mathematics.
- The school has expanded since the previous inspection with additional classes added. Since the previous inspection, an additional deputy headteacher has been appointed. Literacy and numeracy leaders were new to their posts this academic year. In addition, the headteacher spent four terms as executive headteacher for three days a week at another school in the borough.

What does the school need to do to improve further?

- Improve teaching so that pupils make more rapid progress by:
 - making sure that staff always set challenging enough work for the most able pupils in Key Stage 1 so that more of them reach the highest levels
 - making sure that the high standard of marking of pupils' writing in English is applied to writing in other subjects
 - building on recent improvements to the teaching of phonics for the younger children so that they make more rapid progress in reading and writing.
- Improve the leadership and management of teaching by involving subject and phase leaders more regularly in checking learning in their areas of responsibility.

Inspection judgements

The achievement of pupils is good.

- Children join the Nursery classes with skills that are generally below those expected of three-year-olds nationally. In the Early Years Foundation Stage, children make good progress. The proportions of children joining Key Stage 1 at a good level of development are higher than the national average.
- Standards in writing in both Year 2 and Year 6 dipped last year, but are now rising because staff have improved the way that writing is taught.
- Information on pupils' achievement in Key Stage 1 indicates that most pupils are now making good progress in all subjects. However, the most able pupils in Key Stage 1, who exceeded expectations at the end of Reception, are not attaining the highest levels in either reading or writing. This is because they are not always given challenging enough work to develop their skills further.
- At the end of Key Stage 2, pupils' attainment has been above average in mathematics and reading, and significantly above average in spelling, punctuation and grammar in recent years. Although attainment in writing dipped last year, the most recent summary of Year 6 performance shows an improvement in writing compared with pupils at this stage last year.
- In classes where there are groups of disabled pupils and those who have special educational needs, they too are making the same good progress as their classmates.
- Pupils from different ethnic groups make good progress and those for whom English is an additional language also achieve well. This is because focused training has been given to staff who support pupils in and outside the classroom.
- The most able pupils made good progress by the end of Key Stage 2 last year. Recent school records show that increasing proportions of these pupils are now attaining high scores in reading, writing and mathematics. The work seen in their books was typically of a high standard.
- Additional funding is used effectively to pay for staff to run well-coordinated activities in reading, writing and mathematics. In 2013, the gap between eligible Year 6 pupils and their classmates was less than four months in reading, writing and mathematics. Pupils eligible for additional funding in the current Year 6 are less than three months behind their peers in reading. They are just under six months behind in other writing and mathematics. As a result of effective support, many eligible pupils throughout the school are making good progress. They are catching up well with their classmates. In Year 2 and Year 4, they are now outperforming their peers in all subjects.
- There has been a renewed focus on phonics this year and higher proportions of pupils met the required standard in the phonics screening check compared to 2013. Nonetheless, school leaders recognise that new resources and staff training are needed to support more rapid improvement in the future.

The quality of teaching is good.

- Teaching is good because positive relationships are established between all adults and pupils in the classroom. Consequently, pupils are keen to learn. Well-planned and interesting tasks set at the right level of difficulty for almost all pupils result in them making good progress.
- For example, in Year 4, pupils were enthused by a video clip and brightly coloured picture of a garden to suggest descriptive sentences that used alliteration. Because the teacher questioned pupils skilfully, used discussion well and gave clear guidance about expectations, they were able to draft lively paragraphs. All groups made good progress and extended their descriptions. The most able responded with personification such as, 'Have you ever seen a ruby red-breasted bird wearing his velvety scarlet uniform?'
- Pupils understand the accuracy of their answers because teachers mark their work regularly and check that pupils are subsequently responding to the advice given in their English books.

However, teachers do not consistently mark pupils' writing in other subjects in enough detail and this slows progress.

- Well-trained teaching assistants give good quality support to pupils who need additional help to complete tasks. However, the more able pupils in Key Stage 1 are not always challenged to attain the highest levels.
- Staff in the Early Years Foundation Stage are skilful in helping children make good progress through a wide range of interesting and stimulating activities. Adults use questioning very effectively to help children develop their skills and confidence in description.
- Reading is encouraged in all year groups. Leaders have re-organised the resources in classrooms and the school library to help pupils select books frequently for reading sessions at home. Their reading is then checked by parents and teachers.

The behaviour and safety of pupils are good.

- The behaviour of pupils is good. Attitudes to learning are positive as a result of the encouragement offered by teachers and other adults in the classroom. Pupils also want to live up to their teachers' high expectations and they respond enthusiastically to the school's rewards system. Pupils report that they find this very motivating.
- Learners of all ages work cooperatively with each other. Behaviour is good, rather than outstanding, because it is not exemplary across the school.
- Pupils behave very well outside lessons, interacting constructively with adult helpers. The school is effective in promoting good relationships. Older pupils take responsibility as Junior Citizens in the dining room and playground to help others to behave sensibly and safely.
- Pupils take great pride in their well-designed new environment and the striking displays of their work. They talk excitedly of the way that visiting artists, for example, have helped them to create interesting mosaics. Pupils appreciate the way that their constructive suggestions to the school council are taken seriously.
- The school's work to keep pupils safe and secure is good. Pupils feel very well looked after by the adults around them and speak appreciatively of the way that 'teachers here are friendly and they are fun'. Pupils have a good awareness of personal safety, including internet safety, because it is explained well in lessons.
- Typically, pupils conduct themselves very well around the school. This is because all staff set a good example. Positive values are stressed in assemblies and pupils quickly respond to this.
- Pupils understand what bullying means and believe that the number of incidents is low. They say that staff help them to overcome any disagreements quickly.
- The Early Years Foundation Stage provides a safe and secure environment for children. They quickly get used to the routines established by staff.
- A good range of sports clubs supplements physical education lessons and this, along with the cookery club, helps to promote a healthy lifestyle.
- Attendance rates are effectively checked and absences are rigorously followed up with parents. Exclusions, which were rare in the past, have not been resorted to this year because behaviour management is increasingly effective.
- A majority of the parents who responded to Parent View believe that the school provides a safe and caring environment. This is also the case in the school's own recent survey to which a larger number of parents responded. Pupils enjoy coming to school and are very pleased with the clubs, the new buildings and the activities that have been provided for them.

The leadership and management are good.

- The headteacher and her leadership team have developed a thorough system for managing teaching and learning through observations in lessons and scrutiny of pupils' work. As a consequence, improvements to the quality of teaching have resulted in rising achievement,

particularly in the current Years 2 and 6.

- Middle leaders, some of whom are new to their role, are not yet fully involved in checking all aspects of learning and teaching in their areas of responsibility. Senior leaders plan to tackle this and to distribute duties among an extended team as the school expands next year.
- The difference in 2013 between standards in reading and mathematics and those in writing was recognised and acted upon by school leaders. A renewed focus on 'talking for writing', with additional training for teachers, is having a positive impact on pupils' progress and attainment.
- Systems have been developed to link pupils' achievement with teachers' pay progression. The headteacher does not shy away from difficult conversations about teaching performance. She enlists the support of the local authority when these are necessary.
- Leaders in the Early Years Foundation Stage encourage parents to help their children to learn by joining in 'play and stay' sessions. In addition, by hosting toddler groups, early links are made with parents, some of whom have gone on to join reading sessions as volunteers.
- Provision to encourage spiritual, moral, social and cultural development is very strong. Pupils reflect on the differences between right and wrong in personal education lessons and assemblies that focus on ethical values. Pupils have created a striking display of their award-winning project on sustainability. Social and moral development is supported by events such as the whole school 'Show racism the red card' day. An astronaut's visit was a stimulating focus for a fitness drive. Participation in authors' and artists' visits, as well as musical and drama presentations, has widened pupils' cultural horizons. In addition, the annual multicultural festival, that includes parents' stories and food tasting, familiarises pupils with different customs. Dual language story books are available in the library. Visits to the places of worship of different faiths extend pupils' spiritual understanding.
- The primary school sport funding is being used to employ a specialist physical education teacher. They are also training the class teachers to improve their skills in teaching gymnastics and team games. Pupils' enjoyment of sport and teachers' competence in teaching physical education have increased as a consequence. Attendance at sports clubs and participation in inter-school competitions have also increased.
- Effective safeguarding systems meet statutory requirements and policies are consistently applied. Leaders promote equal opportunities and do not tolerate any discrimination that may arise.
- Leaders work successfully with other schools. The headteacher has supported the leadership team of another school in the borough by serving as the executive headteacher for four terms. She is continuing to mentor their newly appointed headteacher.
- The local authority offers light touch support to this school by running training on effective leadership for governors. It joins the headteacher in checking learning during classroom visits.
- **The governance of the school:**
 - Members of the governing body have a secure understanding of pupils' achievement and the quality of teaching in the school. They have a clear awareness of how well the school is performing compared to others. The headteacher's summary reports provide clear information and governors ask challenging questions about pupil outcomes. The governing body has improved its effectiveness by working with the local authority and national bodies to undertake a focused training programme. Governors have reorganised the committee structure so that all governors now focus on teaching and learning. They make regular visits to the school on governor days to gather evidence of improvement for themselves. Governors understand the link between teachers' pay increases and pupils' progress and were fully involved in revising the pay policy. They make sure that additional funding is spent effectively with the aim of improving the achievement of eligible pupils. Safeguarding arrangements meet requirements. Procedures are carefully checked by the governors during a regular cycle of safeguarding visits. The budget is carefully managed.

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	102835
Local authority	Redbridge
Inspection number	444245

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	570
Appropriate authority	The governing body
Chair	Arthur Leggatt
Headteacher	Debra Webb
Date of previous school inspection	14_15 June 2010
Telephone number	0208 5903611
Fax number	0208 5973733
Email address	admin.groveprimary@redbridge.sch.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 and 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 2014

