

Grove House Primary School

Myers Lane, Bradford, West Yorkshire BD2 4ED

Inspection dates

12–13 January 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- From their starting points, pupils are not making good progress across Years 1 to 6 in a range of subjects, including reading and writing.
- The progress of those pupils eligible for the pupil premium is not fast enough. The gaps in attainment between them and others in school, and nationally, are not closing effectively.
- The quality of teaching and learning is variable and not consistently good. Work set is not consistently well developed to meet the needs and abilities of all groups of pupils, including the most-able pupils.
- Expectations of what pupils can do are not always high enough for pupils to produce work of a good standard in writing and in a range of subjects.
- Plans for improvement do not show clearly how the changes to be made will improve the quality of teaching and learning.
- The quality of teaching and pupils' work has not been checked well enough by subject leaders to ensure that pupils are achieving well.
- There are too many pupils who are regularly absent from school.
- Over time, leaders, managers and governors have not ensured that the quality of teaching and pupils' outcomes are consistently good across the school.

The school has the following strengths

- By the end of Year 6, pupils make good progress in mathematics.
- The provision in early years is good. Interesting activities and well-planned work match children's needs and abilities. As a result, they are making good progress.
- Visually impaired pupils are supported well to integrate fully into the life of the school.
- Personal development, behaviour and welfare are good. Pupils say they are safe in school and parents agree. Pupils treat each other and all adults with respect and consideration.
- Leaders and governors have the full support of staff in their pursuit of improvement. The school has improved since the last inspection but is not yet good.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching across Years 1 to 6 so that it is at least consistently good by ensuring that:
 - expectations of what pupils can achieve are high across all subjects
 - work set matches precisely the needs of all groups of pupils, including the most able
 - questioning skilfully draws out high-quality responses from pupils and deepens the understanding of all pupils
 - work is assessed quickly to identify those pupils who require additional support or challenge.

- Improve pupils' outcomes in reading, writing and a range of subjects across Years 1 to 6 by increasing:
 - the proportion of pupils who make better than expected progress in reading and writing by the end of Year 6
 - rates of progress in Key Stage 1, to raise attainment to at least average by the end of Year 2
 - quickly improve the rates of progress of disadvantaged pupils to rapidly improve their attainment
 - pupils' depth of knowledge, skills and understanding in a wide range of subjects.

- Improve the impact of leaders and managers and governors by ensuring that:
 - the quality of teaching and pupil progress are consistently good across Key Stages 1 and 2
 - leaders are crystal clear about how planned actions will improve the quality of teaching and pupil progress
 - the proportion of pupils regularly absent from school is swiftly reduced
 - subject leaders are thorough in checking the quality of teaching and work in their areas to raise expectations and improve pupils' learning
 - the additional government funding for disadvantaged pupils is used highly effectively to raise attainment for these pupils
 - governors strengthen their interpretation of national information for school performance.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved

Inspection judgements

Effectiveness of leadership and management **requires improvement**

- Over time, the impact of the work of leaders, managers and governors has not resulted in good outcomes for pupils and the quality of teaching requires improvement, as was the case at the previous inspection.
- The school's plans for improvement do not focus sharply on how proposed actions will contribute to successfully raising pupil outcomes and strengthening the quality of teaching across the school. Consequently, leaders and governors are not clear about how well the school is doing in meeting its priorities.
- Leaders, including subject leaders, have not checked the quality of teaching and pupils' progress well enough. Subject leaders are developing their skills in using a wide range of information to check pupils' learning, but their work has not yet resulted in consistently good teaching and progress across the school.
- The school has not used the pupil premium funding effectively, and outcomes for disadvantaged pupils are not good across the school. Leaders have not checked thoroughly the effect of the work being done with these pupils to ensure that attainment gaps between these pupils and others in the school and nationally are closing effectively.
- Systems for managing the performance of teachers are in place and there is a review system for other staff. There is a clear link to professional development which is planned to meet the needs of staff. Improvements in the consistency of marking in mathematics and English are clearly evident from professional development. Leaders and managers have gained the full support of staff in striving to improve outcomes and the quality of teaching. In particular, subject leaders are keen to contribute to the development of work across their subject areas.
- The curriculum offers a wide range of activities. It contributes particularly well to pupils' spiritual, moral, social and cultural development. It is also contributing well to pupils' understanding of life in modern Britain and what is required to be a good citizen. There is a good range of additional activities and visits to stimulate learning. 'Themed weeks' cover health issues, anti-bullying and other activities such as 'Alien Invasion Day'. The curriculum has a strong focus on the development of mathematics and English. However, more has to be done to ensure that the curriculum is effective in ensuring good outcomes for pupils in reading, writing and a range of other subjects.
- The primary school physical education and sports funding is used well. It has increased participation in sport and strengthened competitive sport with local schools. Pupils say that they enjoy sport and were seen participating enthusiastically in gymnastics.
- Local partnerships of schools work together within the local authority to promote the sharing of best practice. Review work with the school has assisted in helping early years provision to improve to good. However, the work of the local authority has not been effective in ensuring that the overall effectiveness of the school has improved since the previous inspection.
- **The governance of the school**
 - Since the previous inspection, governors have reviewed their contribution to the leadership and management of the school. There is increased challenge to leaders, including subject leaders, in an attempt to strengthen pupils' outcomes. Governors have established a group to review pupil progress although, as yet, they have to develop a clear picture of the school's outcomes in relation to national information. Governors are strengthening their skills through taking up additional training opportunities.
 - Governors visit to see the work of the school and are very clear about how pupils are being prepared to take their place in society. They use their skills to check the school's finances and are clear about the arrangements linking teachers' performance to pay.
- Governors check the quality of the school's work in safeguarding children and know that all the appropriate staffing checks are made to ensure that children are safe. However, governors had not checked accurately that school leaders had completed the single central record fully. The arrangements for safeguarding are effective. Staff are vigilant and appropriately trained to ensure that children are safe, and leaders work with several partners to ensure children's safety. There are highly effective systems in place to ensure children's safety at the breakfast club and the after-school club.

Quality of teaching, learning and assessment requires improvement

- The quality of teaching and learning is not consistently good in Key Stages 1 and 2 and requires improvement. As a consequence, pupils' outcomes, over time and currently, are not good.
- Work set is not varied skilfully to meet the needs and abilities of the groups of pupils. The least-able pupils can find the work set for them to be too hard and are not capable of completing tasks and making good progress. Also, the most-able pupils can find work too easy and this slows their progress.
- Expectations are not consistently high for all groups of pupils across a range of subjects and particularly in writing. This does not contribute well to pupils' gaining good knowledge and understanding of what is being learned. Incomplete work for the least able and a lack of challenge, particularly for the most able, is slowing pupils' progress.
- The checking of pupils' work in lessons requires improvement. Pupils' work is not reviewed sufficiently well to find out quickly how well they are doing and offer additional support or challenge to ensure that they make good progress. Questioning is inconsistent and is not always used well to search out the understanding of pupils and to share the good responses of individual pupils to deepen the knowledge of others in the class.
- An analysis of pupils' work shows that there are occasions when pupils are asked to move on to new learning before they are ready, and work is left incomplete. This slows their progress and does not assist in deepening pupils' knowledge and understanding.
- The analysis of work shows that marking follows the school's policy and the presentation of work is generally good in English and mathematics. However, presentation can be variable across other subjects.
- There are good examples of the teaching of reading, with incisive questions being asked to search out pupils' understanding of what is being read. However, this more effective approach is not consistently well applied across the classes.
- There are good examples of questioning, appropriate work matching pupils' needs and abilities, checking of pupils' work, high expectations and good, clear modelling of what pupils have to do that lead to good progress for pupils, especially in mathematics and early years. However, teaching is inconsistent and not good overall. Pupils told inspectors that they particularly enjoyed mathematics, which is the subject in which they have made most progress over time.
- Good relationships and mutual respect are strong and this helps lessons to flow smoothly. The work of teaching assistants is valued and they support the learning of pupils with visual impairment particularly well.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils enjoy the responsibilities given to them. Pupils talk proudly about 'helping hands', who are pupils who take responsibility as register monitors or computer monitors and some who act as 'buddies' to other pupils.
- Pupils know that their opinions are listened to and that the school acts on their suggestions. For example, the school council asked for a 'movie night', which they organised for other pupils with the support of staff.
- When teaching engages pupils and captures their imagination, pupils are keen to learn. Sometimes, when it is not as effective, a few pupils do not always concentrate well on their work.
- Pupils are clear about what constitutes bullying and they say that it is rare. They are confident that the school takes swift action should bullying occur.
- Pupils have a good understanding of democracy and how to be a good citizen. They vote for the school council, have a good understanding of tolerance and respect for others and discuss international issues in assemblies and in the school's curriculum.
- Pupils know how to keep safe through the good work of the school, which is added to by the work of visitors to school. Some pupils are trained to be 'digital leaders' and support other pupils in understanding how to keep safe when using the internet. The school is vigilant in ensuring that children are safe when using the internet.
- Pupils told inspectors that they were safe in school and well cared for. Parents and staff confirmed that they were confident that children were safe in school.

Behaviour

- The behaviour of pupils is good.
- Pupils' conduct is good around the school: they show respect and tolerance to each other and to adults. Pupils get on well together at lunchtimes, breaktimes and in class. As a result, the school is a harmonious community.
- Pupils are polite and courteous and welcoming to visitors. They are proud of the school and keen to give their opinions about the school. Even the very youngest in the school are keen to talk about their work which is well presented.
- Pupils know what is expected of them and are clear about the behaviour and rewards system in school. They say that sanctions are fair and applied consistently when necessary. They value the rewards system and the opportunities to gain merits which are acknowledged in assemblies with a trophy to take home for consistently positive behaviour.
- The work of school leaders has improved levels of attendance to be broadly average for this academic year. The proportion of pupils who are regularly absent from school, although reduced from last year, still remains above average. School leaders are vigilant in checking the safety of pupils who are absent from school.
- Those pupils attending the morning breakfast club and the after-school club are well behaved. They enjoy opportunities to play games together in a safe and secure environment.

Outcomes for pupils

require improvement

- Variations in the quality of teaching, over time, have led to pupils' outcomes in reading, writing and a range of subjects requiring improvement.
- Pupils are making the progress expected of them in reading and writing but not enough are making better progress than this by the time they leave school, especially in writing. Overall, White British pupils and Pakistani pupils make broadly similar progress.
- In Key Stage 1, overall attainment has remained well below average since the previous inspection, with too few pupils reaching the higher levels in reading, writing and mathematics. From starting points that are well below average at the start of Key Stage 2, attainment in reading and writing remains well below average at the end of Year 6.
- Disadvantaged pupils make less progress than other pupils in school, and other pupils nationally, especially in writing. Gaps in attainment between disadvantaged pupils and others in school, and nationally, have widened in reading, writing and mathematics since the previous inspection. School information indicates that although progress is improving for disadvantaged pupils, it still remains inconsistent across year groups.
- An analysis of pupils' work shows that pupils are not consistently securing good gains in their knowledge, skills and understanding in a range of subjects, including science. Typically, expectations are not high enough for all groups of pupils, including the most-able pupils, especially in writing.
- In mathematics, pupils make good progress by the end of Year 6 because of more consistent teaching across the school. This results in attainment being closer to average figures than in reading and writing.
- Disabled pupils and those who have special educational needs are making less progress than others due to their profound and complex needs. Visually impaired pupils are well catered for and make good progress because of the well-managed support they receive in the specialist resource centre and in mainstream classes.
- The school ensures that there are daily opportunities for pupils to read and encourages pupils to read widely and often. Pupils say that they enjoy the opportunities to listen and work with visiting authors and poets. In the screening check for reading at the end of Year 1, the proportion of pupils attaining the expected standard is above average. Pupils say that this year there has been a stronger emphasis on developing comprehension skills than previously to strengthen their overall reading skills. This work has yet to bear fruit in ensuring consistently good progress in reading across the school.

Early years provision

is good

- Children make good progress in early years, including the most-able pupils, because of good teaching. Teachers and other adults skilfully plan interesting activities, which are enjoyed by the children. They check the learning of children carefully and support and challenge children well to ensure that good progress is made.
- The early years leader has developed a system of regular and accurate reviews of children's learning. Teachers and other adults use detailed assessments and records in children's electronic learning journals to plan work that meets the needs of all children and ensure good learning.
- A broad curriculum is planned to reflect children's interests. For example, after children received puppets at Christmas, they wanted to act out traditional tales. Staff encouraged children to build a puppet theatre and they use it well. There are many opportunities for children to use outdoor play to develop their writing. This results in good gains in the quality of children's written work, especially for boys.
- The curriculum makes a good contribution to children's spiritual, moral, social and cultural understanding as well as children's personal development and welfare. There are regular visitors to the provision to support children's learning. For example, children in Reception were seen listening very carefully to a presentation about health matters and dental hygiene. They were confident in answering questions and giving their opinions.
- Children have good learning behaviours. They listen well because they are interested in what they are doing and what has been planned for them by adults. They are keen to give answers to questions and develop their understanding and communication skills.
- The leader of the early years provision ensures that parents are kept well informed about the progress of their children. Parents have attended workshops in school to support children's reading skills. Parents have opportunities to see and discuss their children's work in regular parent 'drop-in' sessions.
- Disabled children and those with special educational needs make good progress. Disadvantaged children make similar progress to others, and they attain equally as well as others. Leadership makes sure that good support is provided to prevent children from falling behind.
- Children are safe and happy because of the secure procedures that exist in the early years to safeguard their welfare.
- Since the previous inspection, the early years provision has improved because of good leadership. Children are being well prepared for the next stage of their education.

School details

Unique reference number	107242
Local authority	Bradford
Inspection number	10002165

This inspection 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	471
Appropriate authority	The governing body
Chair	Christine Kelly
Headteacher	Mick Hayes
Telephone number	01274 636921
Website	www.webfronter.com/bgh/grovehouse
Email address	office@grove-house.com
Date of previous inspection	20 November 2013

Information about this school

- The school is much larger than the average-sized primary school.
- The proportion of disadvantaged pupils known to be eligible for support through the pupil premium is average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of pupils from minority ethnic groups, and who speak English as an additional language, is well above average. Almost half of the pupils on roll are from Asian backgrounds, the largest single group being of Pakistani heritage.
- The proportion of disabled students and those who have special educational needs is below average.
- The proportion of pupils with a special educational needs statement or an Education Health and Care plan is well above average. Most of the plans and statements are to meet the needs of those pupils who have visual impairments.
- The school meets the current government floor standards, which are the minimum expectations for attainment and progress in English and mathematics by the end of Year 6.
- The school is a 'Vision Friendly School'. It holds a Primary School Quality Mark and Healthy Schools status.
- The school has specialist provision for pupils who have a visual impairment or who are blind; this includes provision for those children in the early years.
- Children in the early years receive part-time education in the Nursery. Children spend either a morning or afternoon in Nursery. In Reception, they receive full-time education.
- The school organises an early morning breakfast club and an after-school club. These cater for children from the school and other local schools.

Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons. Five observations were undertaken jointly with senior leaders.
- Inspectors spoke with two groups of pupils about their learning in lessons and their safety in the school.
- Inspectors listened to pupils from Years 2 and 6 reading.
- An inspector held meetings with the Chair of the Governing Body and two other governors. Inspectors also held meetings with senior leaders, other staff, a representative of the local authority and an external education consultant.
- Inspectors looked at the school's review of its own performance, its development and improvement plan, school policies and the minutes of the governing body meetings. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors reviewed pupils' work in lessons and analysed samples of pupils' books.
- Inspectors analysed 10 questionnaires completed by staff and 53 responses to the online pupil questionnaire. Inspectors evaluated 13 responses to the online questionnaire for parents (Parent View) and a parental questionnaire distributed by the school.
- Inspectors spoke to parents at the start of the school day.

Inspection team

James McGrath, lead inspector	Ofsted Inspector
Fiona Dixon	Ofsted Inspector
Victor Wilkinson	Ofsted Inspector

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