

# Grove Primary School

Chadwell Heath Lane, Chadwell Heath, Romford, Essex RM6 4XS

## Inspection dates

8–9 May 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Outstanding</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an outstanding school

- The headteacher, well supported by other leaders, has brought about significant improvements in pupils' outcomes as a result of shared high expectations.
- Leaders at all levels have an excellent understanding of their role and the impact of their work.
- Leaders' pursuit of high standards is unrelenting. Over a three-year period, Year 6 pupils' attainment in reading, writing and mathematics has improved and is above average. Current pupils continue to make strong progress and the school's checking systems are robust.
- Governors are highly effective. They understand their role well; they are involved in the strategic direction of the school and hold leaders to account for the actions that they take.
- Staff are committed to putting children at the heart of all that they do. The strong team spirit and clear focus on learning are palpable.
- The quality of teaching is effective; skilful questioning enables pupils to make good progress in English and mathematics.
- The curriculum is generally well developed and meets the needs of pupils. However, pupils are capable of achieving even more highly in subjects other than English and mathematics.
- Pupils' spiritual, moral, social and cultural development is promoted very well. Pupils are happy, confident and competitive. They exude ambition and a deep commitment to learning.
- Pupils' behaviour is exemplary. They are polite, resilient and courteous and act considerately.
- Pupils have excellent attitudes to learning. They are proud of their achievements and of their school.
- Safeguarding is effective. There is a culture of vigilance across the school. Pupils feel secure at school and cared for by staff.
- Pupils with special educational needs and/or disabilities (SEND) make excellent progress academically and socially.
- Parents and carers are overwhelmingly supportive of the school. They are confident that their children enjoy school.
- The early years provision gives children a good start to their education.

## **Full report**

### **What does the school need to do to improve further?**

- Refine the curriculum so that it provides greater challenge and consistency for pupils in history, geography and science.
- Further improve the quality of provision and children's outcomes in the early years by providing greater challenge in their learning, especially for the most able children.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The headteacher has brought about significant changes in the culture of the school, resulting in pupils' strong progress and excellent behaviour. Leaders at all levels have an excellent understanding of their role. They make good use of assessment information and produce detailed action plans aimed at improving learning and outcomes for pupils.
- School systems to monitor teaching and pupils' progress are strong, particularly in English and mathematics. Teachers are expected to promote high expectations and set challenging targets.
- Provision for pupils with SEND is strong. The curriculum is tailored to meet their individual needs and teaching is effective. Leaders have ensured that assessments are thorough and pupils' needs are identified promptly. Interventions are swiftly implemented and outcomes are monitored rigorously. Strong liaison with parents and the close involvement of external agencies support children and families well.
- There is a clear rationale for the curriculum. This is based upon the school's values and the evaluation of its strengths and weaknesses in the past. It is broad and balanced and effectively meets the needs of all pupils. It is enriched through a full range of extra-curricular activities. However, leaders must continue to monitor the curriculum to ensure that it provides greater challenge and consistency for pupils in history, geography and science.
- Leaders and governors are committed to ensuring that pupils develop a strong set of values, including 'to be kind and caring', 'to listen and try our best' and 'to show respect'. This is reflected in the emphasis on promoting pupils' spiritual, moral, social and cultural development.
- The school has a strong commitment to sport, in part through the very effective use of the physical education and sport premium. The sports leader provides expert teaching, runs clubs and trains teachers. Pupils participate in a wide range of competitive sports including London Primary Panathlon and Schools Games.
- Parents speak with much enthusiasm about the school staff and how they 'work hard for the children'. They appreciate the 'home learning', which has both accelerated learning for their children and increased partnership with the school.
- The school is a happy and inclusive place. The results of Ofsted's surveys are overwhelmingly positive. In the comments they made, parents emphasised repeatedly how staff 'go the extra mile' and are 'professional'. One parent said, 'My child gets up in the morning wanting to go to school, they feel safe because it is well led.' Pupils echo these sentiments.

### Governance of the school

- Governors play a crucial strategic role in the improvement of the school, as shown by their contribution to development planning. They have an in-depth understanding of the needs of pupils, and what should be done to improve the school further. The

breadth of knowledge, skills and experience of governors provides a firm foundation upon which highly effective governance is built. Like other leaders, governors are tenacious in their desire to secure the very best for pupils.

- Governors combine their exceptional knowledge of the school's performance data with a wealth of other information that they systematically gather, including the views of parents, pupils and staff.
- Governors are diligent in carrying out their duties, ensuring that statutory requirements are met and that the school is secure. Their expertise enables them to strike just the right balance between being supportive and providing suitable challenge.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Governors, leaders and staff have created a safe, protective and vigilant culture in the school. The school's systems, policies and procedures are tight and extremely well implemented. Leaders and governors check thoroughly and systematically that this is so.
- Recruitment checks are completed thoroughly and efficiently. The single central record meets all statutory requirements.
- Staff are very well trained to identify and respond to concerns about pupils' welfare and safety. The designated safeguarding lead responds to any concerns by taking prompt and effective action, working closely and appropriately with other professionals and agencies to protect pupils.

## **Quality of teaching, learning and assessment**

## **Outstanding**

- Teaching is engaging and enthusiastic and captivates pupils' interest. Teachers use their detailed subject knowledge to promote pupils' learning, particularly in English and mathematics.
- Teachers phrase questions skilfully to deepen pupils' understanding and challenge their thinking. For example, teachers routinely check what pupils already know about a topic, or their recall of previous learning. This enables teachers to focus on new knowledge and skills more effectively and quickly address any gaps that they identify.
- Excellent relationships underpin effective teaching and learning. Teachers encourage pupils to work as part of a group, in pairs, or independently and so develop key learning attributes such as resilience and responsibility. As a result, pupils are well motivated and make good progress.
- When working out difficult tasks, pupils are resilient and able to persevere. They are extremely well equipped in these situations, drawing on their previous learning, resources in the classroom and support from adults or their peers. At these, and other times, teaching is highly encouraging and skilfully supportive. Because of the exceptionally positive climate and culture created in classrooms, pupils are used to thinking hard, eager to try and unafraid to make mistakes along the way.
- Teaching of phonics across the school has improved considerably, as shown by stronger outcomes in the Year 1 national phonics screening check.

- On the few occasions where teaching is less effective, in subjects other than English and mathematics, this is because pupils are not sure of their next steps or there is insufficient challenge, particularly for the most able.
- The use of specialist teachers in music and physical education supports learning well. Pupils are encouraged to be painters in an art lesson.

## Personal development, behaviour and welfare

## Outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils' attitudes to school and learning are overwhelmingly positive. Pupils of all abilities understandably feel that their work is valued and valuable. They take considerable pride in what they produce. Pupils are diligent and committed to thinking and working hard.
- The highly stimulating environment throughout the school provides a powerful backdrop that radiates high expectations and celebrates pupils' achievements. Combined with the exceptional quality of relationships at all levels, this creates a climate for learning that is both aspirational and supportive.
- Reflecting the success of the school's teaching about values, pupils support, encourage and praise the efforts and achievements of their peers. Similarly, pupils recognise the boundaries that help the school run as a harmonious community. They routinely treat each other with considerable kindness, respect and courtesy.
- Pupils proudly fulfil the wide range of opportunities to be responsible, developing leadership and other personal skills and qualities. These opportunities include formal roles such as 'Junior Citizens' and 'Eco Warriors'.
- The wealth of music, art and physical activities encourages pupils' strikingly positive attitudes to health and fitness. Pupils participate fully in physical activities, such as those aimed at developing muscle strength, coordination and balance.
- Pupils feel safe and secure in school. They repeatedly commented that they have no worries about bullying. The culture this creates supports their mental health and well-being. While some pupils reported that a few pupils are occasionally silly, the overwhelming feeling among pupils is that others are very rarely intentionally mean; and that, should any unsocial behaviour occur, staff sort it out quickly and effectively.

### Behaviour

- The behaviour of pupils is outstanding.
- Leaders have established clear policies and procedures and monitor behaviour carefully and effectively.
- Pupils' conduct throughout the day is typically exemplary. From breakfast club onwards, pupils' excellent cooperation with extremely well established routines ensures that the day runs smoothly and efficiently. Lunchtimes are well organised and routines are clear; 'Junior Citizens' support other pupils.

- Through the success of the school's work, pupils sensitively and suitably adapt their behaviour to different situations. Consequently, the atmosphere in classrooms at any given point ranges from engrossed focus and concentration to joyous and active involvement. In practical or physical lessons, pupils participate with gusto but still remember to respond promptly to adults' instructions and listen attentively at the required times.
- Pupils' attendance is above the national average. Additional support and strategies aimed at pupils who miss too much school have a powerful impact. Similarly, leaders and staff check carefully that pupils get into good habits and arrive on time.

### Outcomes for pupils

### Outstanding

- Outcomes for pupils are outstanding. Over the last three years, the proportions of Year 6 pupils attaining the expected and higher standard in reading, writing and mathematics were significantly above those of pupils nationally. This reflects strong progress, particularly in reading. Similarly, pupils make strong progress in key stage 1.
- Disadvantaged pupils and those with SEND achieve exceedingly well. Their progress compares very strongly with all pupils nationally, particularly in reading.
- The most able pupils demonstrate depth of learning, knowledge and understanding. They make excellent progress, especially in reading and mathematics in key stage 2, building incrementally on the high standards of attainment at the end of key stage 1.
- Pupils increasingly use their knowledge of phonics with confidence to read unfamiliar texts. Following a period of inconsistent outcomes in the Year 1 phonics screening check, these are now broadly in line with the national figure.
- Topic work shows a breadth and depth of high-quality learning across the curriculum, which leaders are keen to build on even further. Pupils are immersed in learning music and PE. They are also eager to learn more vocabulary to improve the sentences they write and speak. Pupils create stunning artwork showing flair and careful technique.

### Early years provision

### Good

- The effectiveness of the early years provision is good and improving. Some children enter the early years with knowledge, language and skills below those typical for their age. They settle quickly into the well-organised Nursery provision.
- Nursery provision is strong. Children enjoy a wide range of well-planned activities linked to clear aims. For example, four children were working at the water tray, 'fishing' letters with a magnet; they were able to identify the sounds that each letter makes.
- Children love learning and flourish. This is shown by their good personal development and their happy and confident dispositions. Since the previous inspection, investment in equipment, resources and staffing has improved the provision's effectiveness.
- Children in the early years behave well; they are confident and articulate. They increasingly show the ability to concentrate for sustained periods and work independently, in pairs and in groups without issue. Disruption is rare and well managed by staff when it occurs.

- Outcomes in the early years are good. The proportion of children reaching a good level of development has risen over time, and is now in line with the national average. This is true for all groups of children, including those with SEND and disadvantaged children. As a result, children make a good start to their education and they are well prepared to make a successful transition into Year 1.
- On occasion, weaker progress is associated with insufficiently high expectations. Sometimes, activities do not consistently engage children or sustain their attention; and some children, particularly the most able, are not challenged to make more rapid gains in their learning
- Staff have built very positive relationships with parents, who are encouraged to support their child's learning in school and at home.
- Additional funding is used well to promote the development of identified children's communication, language and literacy skills to enable them to catch up. Child protection and safeguarding arrangements are secure and there are no breaches in welfare arrangements. Children are kept safe and know how to stay safe.

## School details

Unique reference number	102835
Local authority	Redbridge
Inspection number	10088798

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	650
Appropriate authority	The governing body
Chair	David Backhouse
Headteacher	Debra Webb
Telephone number	020 8590 3611
Website	<a href="http://www.grove.redbridge.sch.uk">www.grove.redbridge.sch.uk</a>
Email address	<a href="mailto:admin.groveprimary@redbridge.gov.uk">admin.groveprimary@redbridge.gov.uk</a>
Date of previous inspection	8 May 2018

## Information about this school

- The school is larger than the average-sized primary school. The early years foundation stage consists of a Nursery and three Reception classes.
- The proportion of pupils who are disadvantaged is above national average.
- The proportion of pupils from minority ethnic backgrounds and who speak English as an additional language is above average.
- The largest ethnic groups are of Bangladeshi and White British heritage. There are also pupils of Pakistani, Indian and African heritage.



## Information about this inspection

- Inspectors undertook observations in parts of 38 lessons. Senior leaders accompanied inspectors on most of these visits. Inspectors looked at work in pupils' books and listened to pupils read.
- Meetings were held with groups of pupils, school staff, the chair of governors and the local authority's school improvement adviser.
- Inspectors took account of the 16 responses to Ofsted's online questionnaire, Parent View. Inspectors also talked with parents as they picked up their children from school at the end of the day.
- Inspectors scrutinised documents, including planning and monitoring documentation, records related to behaviour and attendance, and documents related to safeguarding.
- Inspectors took into consideration the 36 responses to the staff questionnaire and 37 responses to the pupil survey.

## Inspection team

Maureen Okoye, lead inspector	Ofsted Inspector
Ann Pratt	Ofsted Inspector
Andrew Rigby	Ofsted Inspector
Joy Barter	Ofsted Inspector

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