

# Inspection of Grove Park Primary School

Nightingale Close, Chiswick, London W4 3JN

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Inspection dates:	1 and 2 October 2024
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since March 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

## **What is it like to attend this school?**

Pupils thrive at Grove Park School. They enjoy highly positive experiences both in and outside the classroom. The school has the highest expectations for all pupils, including pupils with special educational needs and/or disabilities (SEND). Pupils achieve exceptionally well. Staff and pupils live by the school's 'TREE' values of 'trust', 'respect', 'empathy' and 'enthusiasm' every day.

Published outcomes in reading and mathematics are consistently high. Pupils are very well prepared for the next stage of their education.

Pupils have trusting relationships with staff and each other. They feel safe. Bullying is not tolerated. If it does happen, pupils are confident that staff will deal with it quickly and fairly. Pupils respond well to clear and consistently applied routines. They value the acknowledgement and praise they receive for their hard work and achievements. As a result, pupils adopt a positive mindset. From the early years, they see challenges or setbacks as an important part of learning.

Staff encourage pupils to take on responsibilities. For example, they can choose to be a member of the student council or support younger pupils by being a mathematics or reading champion. Pupils appreciate the wide range of extra activities that take place at lunchtime or before and after school. These include many sports and other clubs, such as chess, construction, and art and crafts.

## **What does the school do well and what does it need to do better?**

The school has a broad and ambitious curriculum. It is well sequenced, enabling pupils to build up their knowledge and specialist vocabulary. For example, in science, younger pupils learn about different materials and how they look and feel, using key words such as 'transparent' and 'opaque'. As they progress through the years, they develop their investigation and scientific skills, for example, measuring melting points and power voltage in electricity. In the early years, staff provide high levels of support for children to develop their language and communication. Children flourish in this supportive and purposeful environment.

The school's focus on early reading is at the heart of curriculum thinking. Staff teach the carefully designed phonics scheme with precision. Pupils at the early stages of reading develop the phonics knowledge and skills they need to read with fluency. Teachers make sure that pupils read books that match the sounds they know. They swiftly identify pupils who are not as confident and put in place a range of appropriate support. As a result, pupils, including pupils with SEND, become confident and enthusiastic readers. This love of reading continues throughout the school. The school exposes pupils to a diverse range of high-quality texts and authors.

The school has put in place a well-thought-out training programme for staff. Teachers have excellent subject knowledge. They provide learning opportunities for pupils that match the aims of the school's curriculum. These activities help pupils to remember the

knowledge they have been taught in the long term. For example, in history, the use of artefacts requires pupils to connect their learning about the Iron Age and the Ancient Greeks. Teachers check pupils' understanding regularly, addressing any gaps in knowledge.

The school identifies the needs of pupils with SEND and those who are new to learning English with precision. Staff are ambitious for these pupils and ensure that they follow the same curriculum as their peers, with adaptations to teaching if needed. Pupils have very positive attitudes to learning. As a result, they produce work that is of a high standard.

The school has established a comprehensive and age-appropriate programme to support pupils' personal development. Pupils learn how to improve their physical health and mental well-being. Teachers explain sensitive topics, such as consent, with care. They encourage pupils to debate important values, such as respect and equality, and to consider other people's points of view. Pupils appreciate the wide range of activities and visits that support their learning in their other subjects. These include visits to different places of worship, museums and art galleries.

Leaders have effective systems for ensuring that pupils attend school regularly and on time. As a result, attendance is high. Leaders work with families and other agencies to ensure that pupils' welfare is carefully monitored.

Staff are exceptionally positive about working at Grove Park. They are proud to work in a school that cares for them and that has such a welcoming ethos. They appreciate the many professional development and research opportunities on offer. Governors fulfil their statutory responsibilities well. They hold leaders to account for the quality of education at the school while also considering staff welfare. Parents and carers are overwhelmingly positive about the school. They feel that the school provides an exceptional education for their children.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	102485
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10327649
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	429
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Charlotte Pendred
<b>Headteacher</b>	Rachel Davies
<b>Website</b>	<a href="http://www.groveparkprimary.co.uk">www.groveparkprimary.co.uk</a>
<b>Dates of previous inspection</b>	11 and 12 March 2014, under section 5 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and art. For each deep dive, they discussed the curriculum with subject leaders, visited

a sample of lessons, looked at pupils' work, spoke to teachers and spoke to some pupils about their learning.

- Inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors held meetings with the headteacher and other senior leaders. Inspectors also met with leaders with responsibility for behaviour, SEND and pupils' personal development.
- Inspectors met with members of the governing body and a representative from the local authority.
- Inspectors considered responses to Ofsted's online surveys for parents, staff and pupils.

### **Inspection team**

Susan Maguire, lead inspector

His Majesty's Inspector

Rutinderjit Mahil-Pooni

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