



Grove Park Primary School

Inspection Report

Unique Reference Number 102485
LEA Hounslow LEA
Inspection number 276722
Inspection dates 14 September 2005 to 15 September 2005
Reporting inspector Sean O'Toole AI

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

Type of school	Primary	School address	Nightingale Close
School category	Community		Chiswick
Age range of pupils	3 to 11		London W4 3JN
Gender of pupils	Mixed	Telephone number	02089947405
Number on roll	221	Fax number	02087427758
Appropriate authority	The governing body	Chair of governors	Ms. Anne Mercer
Date of previous inspection	6 December 1999	Headteacher	Mrs Marion Lee

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

The school is located in an area of mixed housing and socio-economic circumstances. Whilst just over half of pupils are of white British origin, a very high proportion is from minority ethnic backgrounds. Although 19% have English as an additional language, only two pupils are at an early stage of learning English and their main languages are Somali and Japanese. The percentage of pupils with special educational needs is rising and is about average. The current reception class have average skills for their age, in previous years attainment on admission has been below average. The school has seen substantial staff changes in recent years including seven changes of headteacher. The current headteacher was appointed in September 2005.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Inspectors were impressed by the responsive and caring pupils and the way in which teachers and other adults help them to grow in confidence. The headteacher and deputy provide a strong lead, resulting in improving standards especially among the older pupils. Supported by the able Governing Body, they have good capacity to bring about further improvement. Teaching is satisfactory overall and often outstanding in Years 5 and 6. There has been satisfactory improvement since the previous inspection although more remains to be done to improve pupils' skills in writing and in information and communication technology (ICT). Inspectors agree with the school's views that it provides a satisfactory quality of education and sound value for money. Standards are improving and pupils achieve satisfactorily. Progress in the Foundation Stage is satisfactory and by the end of the reception year standards are average. The most recent test results at the end of Year 2 show that standards are average in reading and mathematics but below average in writing. Achievement among pupils in Years 5 and 6 is very good, and nearly half of them attain standards which are above average in English, mathematics and science. Parents are almost unanimous in their praise for the way in which the staff support their children. Pupils' good behaviour and positive attitudes do much to enhance their learning. Although there are some weaknesses in the curriculum, a wide range of stimulating activities promote pupils' personal development effectively.

What the school should do to improve further

* Raise standards in writing for pupils, especially the more able, in Years 1 to 4 by improving the use of English across the curriculum.* Sharpen up assessment to guide teachers on increasing the pace of lessons and on setting well matched tasks for the different ability groups, especially the more able.* Improve standards and provision in ICT.

Achievement and standards

Grade: 3

Achievement is satisfactory overall and very good in Years 5 and 6. Children in the Foundation Stage make satisfactory progress and attain the expectations for their age. Their personal, social and emotional development is above that expected. Standards in reading, writing and mathematics in the Year 2 tests have not been high enough but recent test results show some improvement in reading and mathematics. Writing standards are below average and should be better, especially for brighter pupils. Writing is weak in Years 1 to 4 because there are insufficient opportunities for pupils to apply their skills to work in other subjects. More able pupils in these classes do not achieve as well as they should. Following a dip in performance, recent test results, at the end of Year 6, and inspection evidence indicate substantial improvement and success in meeting the school's challenging targets. Standards are now above average in English, mathematics and science at the end of Year 6, due to impressive

teaching. There is little difference in the performance of boys and girls. Minority ethnic groups and those at an early stage of learning English are working at similar levels to their peers. Throughout the school, pupils with special educational needs make satisfactory progress.

Personal development and well-being

Grade: 2

The school has created a secure and happy environment in which relationships flourish and pupils develop enquiring minds. Pupils are friendly and amiable. They understand the purpose of rules and abide by them. Pupils are very supportive of each other in and outside the classroom. Their spiritual development is good, encouraged by reflection in assemblies and a sense of wonder. In a Year 5 lesson, pupils responded with delight as they observed a spreadsheet performing calculations. Behaviour is good with many examples of excellence, though occasionally it falls below these high standards when lessons lack pace. Parents confirmed that their children enjoy coming to school and are well looked after. Attendance is satisfactory and the school is working effectively to reduce unauthorised absence which is above average. The school provides outstanding opportunities for pupils to adopt healthy lifestyles, not only in lessons, but also in the canteen, where they benefit from organic, well prepared meals. The pupils have a strong voice and participate enthusiastically in the school council. They are proud of their influence in improving the school's playground equipment, décor and for the increased opportunities to take responsibility. Older pupils express themselves clearly, know how to influence decisions and have skills that will be valuable to them in adult life and at work. All pupils feel free from harassment, racism and bullying and speak glowingly of relationships within the school.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory overall, including in the Foundation Stage, and is often outstanding in Years 5 and 6. In some cases, the teaching in Years 1 to 4 lacks pace and activities are insufficiently matched to the needs of particular groups, which result in a lack of challenge for brighter pupils. In the best lessons, teachers vary their approach, have high expectations and encourage creativity. In an English lesson in Year 6, pupils rose to the challenge of dramatising a fairy tale, working constructively and with great enthusiasm with each other. Teachers prepare lessons thoroughly, but insufficient use is made of ICT to enhance learning. Support staff work effectively with pupils with special needs and, on their own initiative, frequently support others. Teachers use trips, visitors and events such as the Black History Month to bring learning to life. Pupils from minority ethnic backgrounds say they feel valued and included in lessons. The work done by pupils at an early stage in learning English reflects this well. Teachers mark pupils' work conscientiously. In Years 5 and 6 perceptive comments guide pupils on how to improve and provide additional challenge to encourage

independent learning. In other classes, marking and assessment are not sharply focused enough to identify the next steps in learning for pupils of different abilities.

Curriculum and other activities

Grade: 3

The curriculum meets statutory requirements although there are some weaknesses in the application of English and ICT skills in other subjects which hamper pupils' progress. The curriculum for the Foundation Stage is sound and supported by good resources. Learning is enriched through a good range of visits and theme weeks which contribute well to pupils' creative and cultural development. The school's provision for personal development is especially successful and enhances pupils' self esteem and awareness of the needs of others. Values such as appreciating individuals and celebrating cultural diversity underpin the school's curriculum.

Care, guidance and support

Grade: 2

Parents and governors speak highly of this aspect of the school's work. Staff and pupils value and respect each other. The diversity of cultures and ethnic backgrounds enriches the life and work of the school. Pupils express much confidence in their teachers and support staff knowing that any problems they face will be dealt with. Staff provide pupils with good personal support and guidance. It is obvious in this school that every child matters. The school is careful to ensure the health and safety of its pupils. Staff have a good understanding of procedures for child protection. They support vulnerable pupils and those with learning difficulties sensitively. Procedures for risk assessment are well established and the school seeks outside advice whenever needed.

Leadership and management

Grade: 3

Governors have been successful in maintaining a strong school identity and a sense of continuity through a time of high staff turnover which included several headteachers. They are strong advocates of the school and have a good understanding of its strengths and weaknesses. The school has tackled satisfactorily the issues from the previous inspection report with the exception of ICT. The headteacher and deputy provide a strong lead and are building rapidly on recent improvements in standards, although pupils' writing is still an issue. The recently appointed headteacher and deputy have accurately assessed the school's performance and clearly identified its needs and have good capacity to take the school forward. They have taken good account of parents' and pupils' views and are ambitious for their success. Strategic plans are well crafted and provide a good framework for measuring improvement. There has been regular monitoring of teaching, resulting in worthwhile changes and shrewd recruitment, which are beginning to have an impact on standards, especially in Years 5 and 6. Leadership promotes equality of opportunity and an inclusive approach throughout the school. One parent, with children at the school for eight years, said, It has always been a happy

and caring community. Management is good and the school runs smoothly. Staff make good use of resources and accommodation, and display pupils' work effectively to enhance learning. The new libraries are attractive and stimulate pupils' interest in research. Resources for ICT are inadequate.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

I would like to thank you for the very friendly way in which you welcomed us to your school. We enjoyed talking with you during our visit, especially sharing in your excellent lunches. It is very clear to us how proud you are to be pupils at Grove Park.

By watching you at work in lessons and looking at your books it became clear to us that you work hard and take an interest in school. You are obviously very fond of the adults working with you and appreciate the efforts they make to provide a range of interesting activities. We were very impressed with the work of the school council and delighted to see the results of your efforts in the rainbow room and playground. It is obvious from the polite way that you treated us and the way you moved around the school that you understand the importance of playing and working together.

Pupils in Years 5 and 6 work very hard and have achieved good results in tests. We feel that in some classes the teachers could set harder work for you, because you are capable of doing more. Sometimes your written work could be better and we have asked your teachers to give you more opportunities to write in greater detail when you are studying history, geography and religious education. Several of you said that you would like more computers and we agree with you. Both Mr Frith and I wish you every success in the future. We are sure that all your teachers and parents are proud of you.

Yours sincerely

Sean O'Toole, Lead inspector