



# Grove Road Primary

## Inspection Report

**Unique Reference Number** 117341  
**LEA** HERTFORDSHIRE LEA  
**Inspection number** 280051  
**Inspection dates** 1 March 2006 to 2 March 2006  
**Reporting inspector** Mr. Martin Newell LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Grove Road
<b>School category</b>	Community		HP23 5PD
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01442822056
<b>Number on roll</b>	443	<b>Fax number</b>	01442382615
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. John Manning
<b>Date of previous inspection</b>	25 September 2000	<b>Headteacher</b>	Mr. John Grubb

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 1 March 2006 - 2 March 2006	<b>Inspection number</b> 280051
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school serves the town of Tring and surrounding areas. Most pupils are from White British backgrounds and a small proportion of pupils are from different ethnic origins. None of these pupils are at an early stage of acquiring English. The proportion of pupils eligible for free school meals is well below average, and the proportion of pupils with learning difficulties is below average. When children join the school, their knowledge and skills are above average. The school has recently received the Healthy School's Award.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school, a view shared by inspectors and the school. There are notable strengths in many aspects of school life that help to ensure that pupils achieve well and leave the school as well-rounded individuals. The school has made good progress since the last inspection and is well placed to continue to improve. The school provides good value for money. By the end of the Reception year standards are securely above, and for some children well above, average because provision ensures key skills are developed well. When pupils leave school standards are significantly above the national average. This shows good achievement for pupils of all abilities and backgrounds. Pupils meet demanding targets that are set for them. Writing standards, however, although good, are not at the same level as other subjects. Teaching is good and at times outstanding and teachers go the extra mile to make learning fun. A significant strength of the school is that pupils behave very well and show a real zest for learning with their obvious enjoyment of school reflected in the good attendance rates. The curriculum captures the interest of learners well and provides a good range of initiatives aimed at keeping pupils fit and healthy and developing an early understanding of the world of work. However, the provision made for pupils who have particular talents is not yet strong enough. The care and welfare of all pupils is given a high priority and pupils feel valued and respected. Leadership and management are good because the focus is on high standards and achievement and on providing a good quality of education for all pupils.

### **What the school should do to improve further**

- raise standards in writing to match more closely those reached in reading - strengthen the provision made for those pupils that have particular talents in certain subjects.

## **Achievement and standards**

### **Grade: 2**

Children's knowledge and skills on starting school are above average. All children make good progress and achieve well in the Foundation Stage. Standards are securely above average, and for some children well above average, by the end of the Reception year. Apart from 2004, assessment data shows that standards at the end of Year 2 are significantly above the national average. The dip in 2004 was because of the lower ability level of this particular group of pupils. Standards improved again in 2005, as confirmed by inspection findings. Pupils of all abilities and backgrounds achieve well. Attainment at the end of Year 6 has been significantly above the national average over time. The only time this was not the case was in 2004. The school had expected the dip because of the lower attainment level of these pupils when they started at the school. Standards rose again in 2005. The inspection findings indicate that standards are high at the end of Year 6 in English, mathematics and science. However, across the school, writing standards are weaker than reading standards. The value added data, which tracks progress of pupils from Year 2 to Year 6, indicates a positive picture

and supports inspection evidence which clearly shows that pupils of all abilities and backgrounds make good progress and achieve well. Pupils reach, and at times exceed, the challenging targets that are set for them.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. Pupils behave very well in class and around the school and are keen to point out that bullying is not an issue. Pupils are very courteous and respond well to the responsibilities on offer. Pupils on the school council, however, would benefit from opportunities to manage and organise their own meetings. Attendance is good because pupils thoroughly enjoy coming to school and find it a fun and exciting place to be. Spiritual, moral, social and cultural development is good overall. Assemblies are a frequent source of inspiration. Pupils show high levels of respect for one another and for adults, and have a good understanding of the impact of their actions on others. Pupils know a great deal about their own culture, especially the local community, but have less awareness of the contribution that other cultures make to modern Britain. Pupils have a good knowledge of what is needed to keep fit and healthy and make a positive contribution to the local community through participating in events and raising money for charities. Successful links with the 'Tring Tomorrow' initiative have included a 'work shadowing' where pupils gain a really good understanding of the world of work and an early awareness of economic well being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good and at times outstanding. Pupils make good progress as a result. Teaching is good in the Foundation Stage because key skills are taught well. There are occasions when children are not always encouraged to be curious or use initiative in their learning. Across the school, teachers know their children well and relationships are very positive. Teaching assistants make a telling contribution to pupils' learning. When teaching is at its best, pupils are really eager and keen to learn because the teaching inspires them. Many teachers have a good level of subject expertise and use this well to make lessons fun and interesting and the good use of artefacts and other resources helps bring learning to life. Although many lessons are well planned to meet the individual needs of pupils, there are times when the tasks that are set for pupils with particular talents could be even more demanding. Assessment is good. Very detailed procedures are in place for assessing and tracking pupils' progress. The information is used well to inform teaching and to set challenging targets for pupils. The overall organisation of the information needs to be simplified to show at a glance how well pupils are progressing.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and balanced. It is adapted well for pupils with learning difficulties. The school has rightly identified the need to make sure that it consistently provides support and challenge for pupils that have outstanding talents in different areas of the curriculum. A strong emphasis is given to developing pupils' literacy, numeracy, information and communication technology (ICT) and investigative skills. Drama and role play are used well. However, opportunities are missed to plan for pupils to use their writing skills in different subjects. The personal, social and health education programme, combined with sex and relationships education, is good in ensuring that pupils know how to keep safe, fit and healthy. The school makes very good use of the local community and pupils' work on a project about Tring and how to improve its tourist attractions is impressive. There are good enrichment opportunities through visits and visitors. Intensive spelling, reading and ICT sessions before school, run with valuable parental help, are making a difference to pupils' learning.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. Pupils are cared for well in a safe and secure environment and child protection procedures are well known and rigorously followed by staff. Links with outside agencies are good and pupils get the support they need. Pupils respond well to the school's good procedures for setting and reaching targets in English and mathematics. This contributes well to their overall good achievement. It could be even better if all pupils knew their targets well and support was consistently provided for pupils with particular talents. Good procedures are in place for rewarding pupils' achievements and for raising their self-esteem. The Healthy School's Award, received recently, shows the school's strong commitment to promoting healthy lifestyles. Pupils are given a voice in school through the school council and through pupil questionnaires. Pupils believe their views are listened to and acted upon and that they can make a difference.

## **Leadership and management**

### **Grade: 2**

Leadership and management of the school are good. The headteacher has played a significant role in making the school a better place than it was at the time of the last inspection. He is well supported by an effective senior management team who, together with key subject leaders, have carried out rigorous and effective monitoring of teaching and learning. This has enabled weaknesses to be tackled and for good practice to be shared. The school's track record on moving forward at a good pace indicates that it is well placed to build on its present successes. This is a school that knows its strengths and weaknesses well. This is reflected in the good quality self-evaluation document which is honest and frank. Importantly, it is accurate in its judgements about many aspects of school life and in its assertion that this is a good school. The school seeks

the views of parents, carers and other stakeholders and includes these in its self-evaluation. However, a minority of parents who returned inspection questionnaires expressed concern about the extent to which the school takes account of their views, how information is communicated to them and the way in which the school is led and managed. The school has set up a working party aimed specifically at improving communication between school and parents. Governance of the school is good because governors are supportive yet challenging of the work of the school and have a good grasp of the school's strengths and weaknesses. The school uses its available resources well in achieving good value for money.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	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	2	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	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	2	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

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	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	2	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

You will probably remember that we visited your school not too long ago and I am now writing to let you know what we found out. I would first of all like to say a big thank you for making us feel so welcome and making our visit so enjoyable. I have told your teachers how very polite, courteous and kind you were and I know that they are all very proud of you. We managed to talk to lots of you and you were great ambassadors for the school. It was good to hear how much you enjoy school. It was particularly good to hear that bullying is not a problem at the school and that you know there is always someone to turn to if you are worried. We found that there are many good things about Grove Road Primary School! Teachers often make learning fun and enjoyable and help you to achieve well. The school helps you to learn about the importance of keeping fit, healthy and safe and works hard at making sure you are looked after well. Another strength is the way that the staff, led well by Mr Grubb, are always looking to make the school a better place for you to learn. But another strength of the school is YOU!! The way you behave, your enthusiasm, how well you want to do and your respect for adults and one another, are just some shining examples. I have talked to your teachers about how they can help make the school even better. Teachers are going to help you improve your writing skills still further and to make sure that learning is always exciting and challenging for children that might have some special talents in different subjects. Mr Grubb and all the staff want the school to continue to improve. Having met you I am sure you will want to play your part as well. I wish each of you every success in your future. It was a pleasure and privilege to meet you.