



Grove Primary School

Inspection Report

Unique Reference Number 102835
Local Authority Redbridge
Inspection number 286503
Inspection dates 26–27 February 2007
Reporting inspector Mike Smith

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

Type of school	Primary	School address	Chadwell Heath Lane
School category	Community		Chadwell Heath
Age range of pupils	3–11		Romford RM6 4XS
Gender of pupils	Mixed	Telephone number	020 8590 3611
Number on roll (school)	472	Fax number	020 8597 3733
Appropriate authority	The governing body	Chair	Mr A Leggatt
		Headteacher	Mrs D Webb
Date of previous school inspection	25 February 2002		

Age group 3–11	Inspection dates 26–27 February 2007	Inspection number 286503
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Grove school is located in Chadwell Heath and pupils come from a variety of social and economic backgrounds. Just under a half of pupils are White British or European while the remainder represent a wide range of minority ethnic groups, the largest groups being from Asian backgrounds, particularly from the Pakistani community. Around a third of pupils have home languages other than English. A small number of these pupils are at an early stage of learning English. Currently two pupils are looked after by the local authority. The proportion of pupils eligible for free school meals is slightly above average and the percentage of pupils with learning difficulties and/or disabilities (LDD) including those with a statement of special educational need is slightly below average. Just under a half of the teaching force have changed over the past two years. The school is a member of two learning networks and has achieved the Healthy Schools award and the Investors in People 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 with some outstanding features ensuring that a good quality of education is offered to all pupils. The dedicated headteacher clearly demonstrates that pupil achievement is at the heart of all decision making. With clearly motivated senior and middle management teams, committed staff and well-informed governors, the school continues to successfully promote high quality care and education for all pupils. Self-evaluation strategies are good and enable the school to have a thorough understanding of what needs to be improved and how to achieve it. The capacity to improve is good. A parent, reflecting the views of many, wrote, 'Both my children enjoy school and are doing well. They are motivated and enthusiastic and enjoy telling me what they are learning'.

Children in the Foundation Stage make good progress from initially very low levels of attainment in the Nursery, particularly in their personal and social development. Pupils achieve well throughout Years 1 and 2. They attain the expected levels in reading, writing and mathematics. Good progress continues as pupils move through the school and by the end of Year 6 standards are above average in English, mathematics and science. This is because teaching and learning, and the curriculum are good. The excellent care, guidance and support ensures pupils make outstanding progress in their personal development. Although the provision in the Foundation Stage is good overall there is insufficient opportunity for free choice and independent learning. Lesson tasks are occasionally cut too short, hindering any continuity and progression in children's learning. In most lessons across the school, teachers plan carefully to meet differing needs. Pupils with learning difficulties or disabilities receive effective support, as do those pupils whose first language is not English which ensures they make progress in line with other pupils. Teaching assistants give good support especially when they are working with small groups of pupils.

Systems to track pupils' progress are effective. The school clearly identifies pupils who are underachieving and focuses additional support to help them achieve as well as they can. There is however a need to improve the consistent use of pupil assessment data in teachers' planning to ensure that all pupils receive the appropriate level of challenge at all times. The curriculum offers an interesting and relevant range of learning activities that mostly meets the needs of all groups of pupils. Visiting specialists effectively support pupils' learning and activities arranged outside of school very successfully contribute to pupils' learning experiences, personal development and overall achievement. Pupils' spiritual, moral, social and cultural development is excellent. Pupils are encouraged to have positive attitudes towards others and their behaviour is excellent. Pupils thoroughly enjoy their learning experiences which contribute towards the very positive learning environment created in the school. Parents are consistent in their praise for the school. One wrote, 'I am very happy with the education my children are receiving. They enjoy school and are making excellent progress.' The school has an accurate view of its effectiveness. Leaders have a realistic view of strengths and weaknesses through checks on teaching and learning and pupils'

achievement. There has been good improvement since the last inspection and the school has good capacity to build on its strengths.

What the school should do to improve further

- Make sure that all pupils are challenged consistently by making more effective use of assessment to plan work.
- Increase opportunities for free choice and independent learning in the Foundation Stage.

Achievement and standards

Grade: 2

In relation to their starting points and abilities pupils make good progress and reach above average standards. On entry to the Nursery they have very low standards particularly in personal, social, speaking, listening, independence and physical skills. They make good progress in their personal and social development and this continues during the Reception year. Despite this good progress from their starting points, by the end of the Reception Year they are still below the expected standards particularly in literacy and numeracy. Pupils achieve well throughout Years 1 to 6 and by the end of Year 6 pupils have made good progress and attain above average standards. Those with learning difficulties and disabilities, those pupils looked after and whose first language is not English are supported well and make at least good progress. A number of pupils leave and start the school other than at the normal times and this year it was necessary for the school to reset its targets for 2006. These revised targets were successfully met.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Pupils respond to the strong ethos of care and support within the school. Children in the Foundation Stage settle quickly, and make good strides in their personal, social and emotional development. Pupils speak very positively of the wide range of clubs and activities on offer, the well-resourced computer suite, and the interesting lessons. They greatly enjoy their school and are proud of it. As a result pupils behave very well and develop very positive attitudes to their work. This enjoyment is evident in all year groups and supports pupils' excellent spiritual, moral, social and cultural development. Engaging assemblies and time to reflect within lessons support the development of spiritual and moral awareness very well. Pupils' cultural development is enhanced by the wide range of arts and musical activities in school, such as the orchestra and choir. The school council represents the views of pupils well. One member rightly said, 'We help the school become a better place to learn.' Pupils contribute to the wider community through raising money for comic relief and other charities. Pupils are aware of how to stay safe and to live healthy lives through the well thought out programme of personal, social and health education. Attendance is average as a result of effective measures

to follow up absences. Pupils' good basic skills and excellent personal and social skills mean they are well prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and as a result pupils make good progress. The quality of teaching and learning is systematically monitored and accurate judgements are made with support and guidance given for improvements. Procedures for the induction and support of new teachers are very good as are the opportunities for further professional development which are clearly linked to school improvement. This has ensured that the quality of teaching has been sustained despite the high turnover of staff over the past two years. Pupils enjoy their learning and are motivated to succeed when engaged in interesting activities and working towards targets that are relevant to their needs. Their learning is enhanced by the excellent accommodation and resources that are utilised well by staff. There is a positive ethos of reward and celebration of individual effort and achievement. Team work between teachers and support staff are a strength and all staff help ensure that pupils' personal development needs are fully met so they can get the best out of their learning opportunities. Information from assessments is not yet consistently used by all teachers to guide their planning and ensure the right level of challenge for all pupils.

Curriculum and other activities

Grade: 2

The curriculum is good. In the Nursery and Reception classes there is a sound emphasis on developing independence, personal and social skills. However, particularly in the Reception classes, the emphasis on teacher-directed activities limits children's opportunities to finish the task they have been given before moving on to the next one. Time for child-initiated activities is limited, which results in too few opportunities for children to think, plan and review their own learning. In Years 1 to 6 recent curriculum changes have enriched the content and been linked well to match pupils' learning styles. Extended topics are introduced as a focus for investigative learning across a range of curriculum subjects. Classroom displays, artefacts, visits and visitors significantly enhance pupils' positive learning experiences. Strategies like 'Brain Gym' make learning fun. Pupils thoroughly enjoy, and are highly motivated by, the innovative curriculum. As it is newly introduced, the school has yet to evaluate its impact on pupils' standards and progress. A wide range of very good quality clubs and enrichment activities, such as sport and road safety training, encourages pupils to be fit, healthy and safe. Younger children benefit from early intervention to support their reading development.

Care, guidance and support

Grade: 1

The quality of care, guidance and support is outstanding. Parents appreciate the care given to their children and its impact on their personal development. One highlights how children are taught 'tolerance and respect.' Staff follow rigorous systems for child protection and for ensuring pupils' welfare. The excellent relationships between adults and pupils foster confidence and trust. As a result pupils feel safe. They say that unkind behaviour is dealt with quickly and effectively by adults. There are good tracking procedures to monitor pupils' progress and to identify those needing additional help. Pupils for whom English is an additional language make good progress in their acquisition of the language because they are well supported. Pupils with learning difficulties make good progress because their needs are quickly assessed and effective intervention programmes put in place to meet them. They are very effectively supported by well-trained teaching assistants and supervised by a skilled co-ordinator. The parent support adviser works well to support pupils who have difficulty attending school regularly. The school uses its very good links with outside agencies to support its vulnerable pupils. Pupils are given good academic guidance to help them improve their work.

Leadership and management

Grade: 2

Leadership and management are good overall. The headteacher is very well organised and gives excellent guidance and encouragement. Senior staff have clear roles and work hard to fulfil their responsibilities. Management responsibilities are shared widely across the school and there is a clear focus on school improvement and pupils' achievement. The impact of everyone's work is reflected in the excellent care and personal development of pupils and the good progress they make. Through effective monitoring and self-evaluation, areas for improvement and strategies for action are clearly identified. Learning and teaching are regularly monitored and the support and guidance for teachers to improve is excellent. Teachers and support staff work effectively as a team, their work is valued and, consequently, their morale is positive. The school works very effectively with external support agencies and consequently, the appropriate support is co-ordinated to meet pupils' individual needs. The governors are clearly aware of the strengths and weaknesses of the school and are fully involved in strategic management.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us, and a special thank you to the school council who spoke enthusiastically about the school. We agree with you and your parents that your school is good. It supports your needs and ensures that you make good progress in your learning and excellent progress in your personal development. The school knows what it has to do to make things even better for you and you can help by listening carefully in lessons and working hard towards your targets.

We particularly liked the fact that:

- all staff care, guide and support you exceptionally well
- you get on really well with each other and all adults
- you are friendly and polite and your behaviour is excellent
- you really enjoy your lessons and make good progress because teaching and support in class is good
- you really appreciate the clubs and after school activities on offer
- you learn useful skills that will help you when you leave the school
- you think of others less fortunate than yourselves
- the school ensures that you all learn as well as you can and works extremely well with other people to ensure you receive the support you need
- your headteacher, staff and governors are always thinking how they can improve the school even further.

The school can improve even further by:

- ensuring teachers use the information they have on your progress in all their lesson planning
- ensuring younger pupils have more opportunities for choosing activities and working on their own.

Once again, thank you for being so friendly, we really enjoyed our visit, and we wish you every success in the future.

Yours sincerely

Mike Smith Lead inspector