

Grove House Primary School

Inspection report

Unique Reference Number	107242
Local Authority	Bradford
Inspection number	309351
Inspection dates	16–17 January 2008
Reporting inspector	Ann Sharpe

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	453
Appropriate authority	The governing body
Chair	Mr Nick Leach
Headteacher	Mr Mick Hayes
Date of previous school inspection	24 May 2004
School address	Myers Lane Bradford West Yorkshire BD2 4ED
Telephone number	01274 636921
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The majority of the pupils attending this large school are White British, although an increasing number are from a wide range of minority ethnic backgrounds. The proportion of pupils eligible for free school meals is broadly average, as is the proportion with learning difficulties and/or disabilities. On beginning Nursery, children's level of development is generally below that typical at this age. A few pupils join the school part way through their primary education and do not speak English. The school provides a base for the education of visually impaired pupils living in Bradford.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school's view of itself as a good school that provides good value for money is correct. It is a happy, friendly and caring school that has improved a lot since its previous inspection. The school is well thought of by pupils, parents and carers. The headteacher has successfully created an effective senior leadership team with a strong sense of teamwork. Relationships are good and everyone works hard together to improve the quality of pupils' education. There have also been significant improvements to the premises and resources in recent years. Good partnerships with others, such as parents, the local authority, other schools, and outside support agencies, help the school to respond carefully to the changing needs of the pupils.

Pupils achieve well from their varying starting points. Good provision in the Foundation Stage (Nursery and Reception) enables children to settle quickly into school routines and to make a successful start to their education. As a result of good teaching and learning, most pupils make good progress towards their learning targets so that by the end of Year 6, standards are broadly average. Standards in writing have improved a lot recently as a result of teachers' efforts to encourage pupils to enjoy writing. However, standards in mathematics are not as high as they are in English. Year 6 mathematics test results in 2007 were below average and the school did not meet its target. Although the school has taken steps to find out why, and is acting to put the matter right, pupils still have more catching up to do in order to bridge the gap with English. Pupils with learning difficulties and/or disabilities, including visually impaired pupils, make good progress because of the school's high standard of care and a determination to break down barriers to learning. Pupils who are learning to speak English also do well in response to good support. All pupils receive sensitive and targeted support to enable them to play a full part in lessons. The quality of teaching and learning is good overall. While there is some particularly strong teaching in lower Key Stage 2, in some of these classes, however, teaching is not always of the same good standard, which restricts the progress of pupils of all abilities.

Pupils' good personal development and well-being is one of the reasons why they do so well. Pupils enjoy school and meet attendance targets. The emphasis on 'The 3 Rs' - 'Rights, Responsibilities and Respect', ensures that pupils' behaviour is good, both in lessons and around the school. The school council gives pupils a voice, so that they feel involved in making the school a better place. Through a good quality curriculum, pupils gain an understanding of the importance of safe and healthy lifestyles. They understand the differences between 'squabbling' and 'bullying', and know what to do if they need help to sort out problems. Pupils take part eagerly in a growing range of physical and sporting activities, and there has been an increased take-up of the healthier school meals provided. Good links with local businesses and organisations, such as Bradford City Football Club, enrich the good curriculum and encourage pupils' future economic well-being. As a result, pupils become increasingly confident, sensible, mature and thoughtful learners, who try their best in everything that they do.

Good leadership, management and governance have enabled the school accurately to identify its priorities for the future and demonstrate its good capacity to continue to improve.

Effectiveness of the Foundation Stage

Grade: 2

When children start Nursery, their skills are below what is typical for their age. Good teaching and learning enables them to make good progress. By the end of Reception, most children

reach the national goals for children of their age. Provision has improved since the previous inspection because of good leadership and clear direction by the early years manager. Caring practitioners provide a safe and stimulating place for children to learn. They involve parents and carers as much as possible. Consequently, children settle quickly and make good progress in personal, social and emotional development, particularly their independence. Practitioners adjust the curriculum carefully to ensure that children are not disadvantaged as a result of their differing starting points or learning needs. Practitioners work together closely, getting directly involved in the exciting activities provided for children, both indoors and outdoors, to enhance their learning and enjoyment. Provision for learning in communication, language and literacy and in mathematics is good. As a result, children are well prepared to continue learning to read, write and understand mathematical ideas in Year 1. Although there is generally parity of provision in Nursery and Reception, procedures for assessing children and recording their progress are more rigorous in Reception.

What the school should do to improve further

- Raise standards and improve pupils' achievement in mathematics so that they match those in English.
- Improve the quality of teaching and learning in some lower Key Stage 2 classes to equal the good standard seen elsewhere.

Achievement and standards

Grade: 2

The achievement of pupils from all ethnic backgrounds is good and standards are broadly average by Year 6. Pupils achieve particularly well in English, where standards have improved since the previous inspection, especially in writing. Year 6 pupils' performance in the 2007 national tests in mathematics was not as good as in English, with the proportion attaining the expected level being significantly below average. However, the school sets challenging targets for pupils in reading, writing and mathematics and assessment data indicates that most pupils are on track to meet these and some should exceed them. Nevertheless, pupils still have quite a lot of catching up to do in mathematics. Pupils with learning difficulties and/or disabilities, including visually impaired pupils, make good progress towards their personalised learning targets. Pupils who are new to the school and do not speak English make good progress as a result of the specialist help they receive.

Personal development and well-being

Grade: 2

Pupils' good personal development and well-being, including their spiritual, moral, social and cultural development, makes a major contribution to the good academic progress they make. Pupils are friendly, polite and happy at school. They behave well, enjoy a wide range of activities and are keen to succeed in whatever they do. They understand the importance of healthy and safe lifestyles, and love taking part in physical and sporting activities or visiting the 'Life Caravan' to learn about how to keep healthy. Members of the relatively new school council take their responsibilities seriously. They are confident speakers and careful listeners who value the contributions of other pupils. Pupils make a positive contribution to the school community, for example by charitable fundraising and taking part in the Future House art exhibition and the construction competition. Pupils' development of basic skills, including those in information

and communication technology, stands them in good stead for the future. Standards of attendance are average, with pupils meeting the challenging targets set for their school.

Quality of provision

Teaching and learning

Grade: 2

Good teaching and learning enables pupils to make good progress from their varying starting points. Teaching and learning have improved since the previous inspection, particularly in writing and science investigative skills. The school has introduced good procedures for assessing pupils, setting them learning targets to aim for and marking their work. Not all teachers follow the guidelines consistently, however. Despite the fact that teaching in some lower Key Stage 2 classes is very strong, in others, is not always as good. Here, lessons sometimes progress too slowly to take full advantage of pupils' willingness to learn, and there is lower expectation of pupils to learn new skills. Good relationships with pupils in all classes result in well behaved, cooperative learners and orderly classrooms. Teachers deploy well trained classroom assistants and additional support teachers to good effect. This ensures that pupils with specific learning needs can play a full part in lessons and progress as well as others.

Curriculum and other activities

Grade: 2

The school offers a good variety of activities to meet the needs and interests of learners. A focus on writing, known by pupils as 'The Big Writing', has helped to accelerate their progress. Similarly, increased emphasis on investigating in science is raising standards. Learning to speak French extends pupils' cultural development, and the introduction of a thematic approach to planning the curriculum ensures that pupils learn skills in an enjoyable way. A good programme for personal, social, health and citizenship education results in confident pupils, who are well prepared for secondary school. Pupils enjoy taking part in a good range of extra-curricular activities, and visits and visitors to the school enhance their learning in many subjects. There is well organised provision for pupils with additional learning needs ensuring that all have full access to the whole curriculum. The curriculum for mathematics is beginning to improve as a result of the recent focus on calculation skills, although the approach is not yet fully embedded in all classes.

Care, guidance and support

Grade: 2

Good provision ensures that learners enjoy school and make good personal and academic progress. Child protection procedures and arrangements for safeguarding pupils are secure. Pupils are taught how to recognise and respond to bullying should they encounter it. The school identifies and works hard to remove barriers to learning, so that vulnerable pupils benefit fully from their education. Visually impaired pupils, for example, receive very good support from well trained staff, and the school makes arrangements for pupils who do not speak English to have specialist help from outside the school. Senior staff track pupils' progress thoroughly and, in recognition that some pupils could do better in mathematics, good quality extra help in lessons has started to speed up their progress. Although most learners have a growing understanding of their progress towards challenging targets, the approach to alerting pupils of this is inconsistent between classes.

Leadership and management

Grade: 2

Good leadership and management ensure that pupils make good progress towards challenging learning targets. Self-evaluation is grounded in tight analysis of performance data, and this enables the school to identify the right priorities for improvement and tackle problems. The headteacher has created a strong sense of teamwork. Consequently, hardworking and positive senior leadership team members play a crucial role in improving teaching and learning. Relationships are very good, and middle managers are starting to have greater input in checking how well the school is doing. Governors are very supportive. They have high aspirations for the pupils and hold the school firmly to account in the quest to deal with difficult problems and to ensure that pupils all do as well as they can. Financial management is good, and enhanced because of the skilled contribution of the business manager.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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?	2

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.

Annex A

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	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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

Inspection of Grove House Primary School, Bradford, BD2 4ED

Thank you so much for the very warm welcome you gave inspectors when we visited your school. We thoroughly enjoyed our two days with you. We were able to see why you enjoy coming to school so much and why your parents are very pleased with the education you receive. Your behaviour was good all the time and we were impressed by how very sensible and thoughtful you are by the time you reach Year 6.

Your school is a good school that has improved a lot in the last few years. You all make good progress, and your writing is much better than it used to be before you started the 'Big Writing' project. Although you are trying hard to get better at calculating in mathematics, you still have more catching up to do before your mathematics is as good as your English.

Adults care about you all a great deal. Teachers want you to do well and many of your lessons are good. In some lessons, however, your learning is slower because teachers do not expect enough of you and you are not 'fired up' to learn. Nevertheless, all teachers are kind and helpful and make sure that you have special help from caring adults if you need it.

Your headteacher, senior teachers and governors work very hard to make sure that you have everything you need to do well at school. They make sure that children in Nursery and Reception make a good start to their learning. They organise lots of activities to make sure that you enjoy school and learn how to stay safe and healthy. The school council is a very good way of helping you to learn how to be a useful member of a community and it was good to hear about all the activities you get involved in outside your own school.

We have asked the school to make sure that you do as well in mathematics as you do in English. We have also asked that teachers make all your lessons interesting and make sure that your work always makes you think hard. You can help by continuing to try your best in everything that you do and by telling teachers if you find your work too easy.