

# Grove Primary School

## Inspection report

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<b>Unique Reference Number</b>	135067
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	329023
<b>Inspection dates</b>	29–30 June 2009
<b>Reporting inspector</b>	Brian Holmes

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	298
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Avril Williams
<b>Headteacher</b>	Anthony Vater
<b>Date of previous school inspection</b>	Not previously inspected
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Pickersleigh Grove Malvern WR14 2LU
<b>Telephone number</b>	01684 572516
<b>Fax number</b>	01684 577345

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three additional inspectors

## Description of the school

Grove Primary is a larger than average primary school. It opened as a primary school in September 2007 following an amalgamation of separate infant and junior schools. Grove Primary has not previously been inspected. It has Early Years Foundation Stage provision for children of Nursery and Reception age in single year group classes. The vast majority of pupils are from White British backgrounds. The percentage of pupils who are eligible for free school meals is above average. The proportion with learning difficulties and/ or disabilities, including those with a statement of special educational needs, is also above average.

The school has gained Healthy School Status, Artsmark Gold and the Activemark.

## 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. The headteacher and senior staff set a clear direction for all pupils to achieve well in both their learning and personal development. This follows a period when the school has successfully amalgamated and evolved from separate junior and infant schools. Staff and governors are equally committed to ensuring that the school is a happy and friendly place where all pupils have the opportunity to do their best. Parents and pupils have positive views of the school. Parents appreciate the good levels of care and support, which have a positive effect on pupils' personal development. Several parents commented on the 'family ethos' of the school and 'the wonderful atmosphere where all staff and children appear to be happy'.

From the good start they make in the Early Years Foundation Stage, pupils achieve well and reach standards which are in line with the national average by the end of Year 6. Standards rise as pupils become more mature and confident as learners, and progress accelerates in Years 5 and 6. There have been good improvements in the achievement of boys and of all pupils in writing. Despite the improvements in writing, pupils' standards in this area are below those they reach in reading and mathematics. Good use of assessment information to identify pupils who need extra support has had a positive effect on pupils' progress. Senior staff and subject leaders have taken positive action to raise standards.

A good quality of teaching engages pupils in learning which they find interesting. Pupils know their learning targets and this helps them to know what to do to improve their work.

Developments in the curriculum have helped to improve pupils' achievement. Boys find learning more stimulating and interesting now because activities suit their interests, for example through sport. For children moving from Reception to Year 1, the school has taken positive steps to ensure that there is continuity in their learning, particularly for children who have not reached the standards expected by the end of Reception. In writing, pupils do not have enough opportunities to apply their skills in all their subjects. Engagement with other communities beyond the local area, for example in other towns and cities, is also underdeveloped.

Pupils' attitudes to learning are good and their tremendous enjoyment of school is seen in their good behaviour. They say that any 'silly behaviour' is quickly dealt with by staff. They like their learning and enjoy the activities provided, such as National Sports Week. They demonstrate a good understanding of how to live healthily. They describe what a healthy diet should be like and know what effect regular exercise has on their bodies. They feel safe around school and know that they can approach an adult for help if they have any worries. Attendance is currently satisfactory but, despite the school's best efforts, figures have declined this year and are below the national average. This means that too many pupils do not fully access the good opportunities the school offers and so miss out on their learning.

Pupils have good opportunities to take responsibility and be involved in the life of the school and the community. Older pupils care for younger ones in their role as play leaders. The school council has taken positive decisions related to the introduction of attendance trophies and the 'Walk to School' scheme. Pupils' preparation for their future economic well-being is good because of their good achievement and the good opportunities they have to develop their enterprise skills, for example the stationery shop and the stalls pupils organise for the summer fair.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The quality of provision in the Early Years Foundation Stage is good. Children join the school with knowledge and skills well below those expected. By the end of Reception, children's standards are below those expected but they have made good progress. The gap between their skills and those expected for their age has started to close. Parents are pleased with the start that their children make. They like the 'bring a grown-up to school' day and appreciate the lengths the school goes to meet each child's needs. One parent typically commented, 'My daughter recently said I don't like school... I love it!'

There is a clear vision for improving children's achievement, and the strong team of staff are led well by an enthusiastic practitioner. The welfare of all children is paramount and the safe and secure learning environment that results enables children to settle quickly when they join the Nursery. They become confident and independent learners, working well together and enjoying good relationships with each other and all the adults around them. There is a good emphasis on promoting children's speaking and listening skills through an effective balance of adult-led and child-initiated activities, using both the indoor and outdoor learning environments. The Nursery area is heavily resourced and this results in it being a rather crowded environment. The resulting lack of space limits children's learning opportunities and the breadth of curriculum. Planning is thorough and assessments are used well to address the learning needs of each individual child in both the Nursery and Reception. A 'Lads and Dads' scheme has been started to support the learning of the youngest boys. The 'forest school' is used well to enhance learning, and all children enjoy their learning in this outdoor environment.

### What the school should do to improve further

- maintain the drive to improve standards of attainment in writing by providing pupils with more opportunities to use their writing skills in all subjects
- take all the necessary steps and work closely with parents to improve attendance
- provide pupils with opportunities to engage with communities outside the local area to promote their understanding of the diversity of the United Kingdom.

## Achievement and standards

### Grade: 2

Most pupils make good progress, and overall standards are average by the end of Year 6. For boys, the curriculum has been adapted well to make learning more interesting and exciting. As a result of these initiatives, there have been significant improvements in the achievement of boys and of all pupils in writing. However, in writing, although pupils' progress is good, the standards they reach, in all classes, are lower than those in reading and mathematics. Pupils with learning difficulties and/ or disabilities make good progress and achieve well because of the support they are given.

## Personal development and well-being

### Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils are given good opportunities to reflect and pray in assemblies, and the 'forest school' adds to their spiritual experiences. Their good moral and social development is seen in their positive behaviour and politeness in lessons and during playtime. The behaviour code is clearly understood by all pupils

and they believe that the system of rewards and sanctions is fair. Pupils show a willingness to undertake responsibilities and contribute to the school in a variety of different roles, for example, head boy and head girl, organising assemblies and helping younger pupils at lunch time. They have a satisfactory cultural awareness. Although pupils are aware of and understand other faiths, their knowledge of the multi-ethnicity within other parts of the United Kingdom is underdeveloped. Pupils are extremely enthusiastic about school and develop into mature and articulate young people who are well prepared for the next stage in their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils like their lessons, which they describe as 'fun.' They enjoy good relationships with each other and with their teachers who manage them well. They are engaged in lessons because, in most lessons, they are given good opportunities to work on their own and, in small groups, to find things out for themselves. For example, in a literacy lesson, Year 6 pupils interviewed each other as 'sports personalities' to improve their speaking, listening and questioning skills. The pupils were excited by this activity and engaged in it enthusiastically. Occasionally, teachers talk too much without letting the pupils get involved and expectations of pupils are not clear. When this occurs, the pace of pupils' learning slows down. Pupils are well supported by teaching assistants, who work well with targeted pupils to improve their levels of self-esteem and confidence in their learning. In most classes, the needs of more able pupils are met well and they experience good levels of challenge but occasionally, activities are not sufficiently stretching for these pupils. Assessment information is used effectively to plan learning in the vast majority of lessons. Marking makes clear to pupils what they need to do to improve their work.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum provides a range of stimulating learning opportunities which meet the needs of all pupils effectively. Teachers are making stronger links between subjects and, where these are well planned, pupils have opportunities to use their writing skills in all of their subjects. However, these opportunities are not planned consistently in all classes. There is a good programme of personal, social and health education which has a positive effect on pupils' personal development and well-being. The school makes outstanding provision to enrich pupils' learning through additional activities, such as the whole-school theatre production, 'themed weeks' and the Forest School. Pupils like the extra clubs, which are well attended, particularly those focused on sport, art and music.

### **Care, guidance and support**

#### **Grade: 2**

The school places a high priority on the care and safety of pupils. All adults are vigilant in ensuring pupils' safety. Both parents and pupils acknowledge the good levels of care and support which the school provides for all pupils. Pupils are clear that they know whom to go to if they have a problem. Child protection arrangements and those to guarantee pupils' health, safety and welfare meet current requirements. There are good links with outside agencies to support pupils' needs, for example education psychologists. The school makes excellent provision to track and support the needs of pupils with learning difficulties and/or disabilities. Systems

to support pupils' academic guidance are good. All pupils have learning targets in English and mathematics and most have a clear understanding of their personal targets. Pupils are clear about what they need to do to achieve their learning targets, although they are not always given opportunities to follow up on the comments teachers make about their work.

## **Leadership and management**

### **Grade: 2**

The staff and governing body have set high expectations with a clear vision to continually improve pupils' achievement and personal development and well-being. The good progress in improving achievement and embedding systems for assessing pupils' work indicates that the school has a good capacity to improve further. There are good and accurate systems for self-evaluation, with effective strategies for checking provision and improving the performance of pupils. Subject leaders have a clear role to raise standards. In literacy, for example, there is evidence that the strategies implemented have resulted in improved achievement. Governors fulfil their duties well. They challenge the school effectively through the work of governing body committees and the focused links between governors and subject leaders. The school makes a satisfactory contribution to the promotion of community cohesion. It has analysed the nature and needs of its community and has a clear plan in relation to it. However, engagement with communities beyond the local area, for example in other parts of the United Kingdom, is underdeveloped.

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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	No
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	2

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which 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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 eliminated	2
How well does the school contribute to community cohesion?	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

1 July 2009

Dear Pupils

Inspection of Grove Primary School, Malvern WR14 2LU

Thank you for making us feel welcome and for being so helpful when we visited your school. We enjoyed talking with you, looking at your work and finding out the things you like doing. We know you like your school and enjoy your time there. We think that Grove is a good school with many strengths. These are the main things we found out about your school:

- You make good progress and achieve well, although your writing is not as good as your reading and mathematics.
- Your behaviour is good and you show good attitudes to your learning. However, some of you do not attend school as often as you might.
- You have a good understanding of how to live healthily and how to stay safe.
- You like the wide range of activities and clubs, which are well attended. You enjoy the 'special weeks' like National Sports Week.
- You make a good contribution to the life of the school through the work of the school council and the different jobs that you do, such as play leaders and older pupils helping in the infant classes.
- You are taught well and like your teachers. You told us that your lessons are 'fun' most of the time.
- You understand your targets and what you need to do to improve your work.
- The adults in school look after you well and they all work hard to help you do your best.

In order to make the school even better, we have asked the staff to do the following:

- Improve your achievement in writing by giving you more opportunities to use your writing skills in all of your subjects.
- Work with your parents to make sure that everyone attends school regularly.
- Improve links with communities in the rest of the United Kingdom so you learn more about other people's backgrounds and traditions.

You can help by continuing to work hard and by behaving well. Thank you once again.

Yours faithfully

Brian Holmes

Lead inspector