

# Grove Primary School

## Inspection report

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<b>Unique Reference Number</b>	104352
<b>Local Authority</b>	Wolverhampton
<b>Inspection number</b>	336292
<b>Inspection dates</b>	17–18 June 2010
<b>Reporting inspector</b>	Gerald Griffin

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

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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 of pupils on the school roll</b>	214
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr W E Wood
<b>Headteacher</b>	Mrs G A Bonser
<b>Date of previous school inspection</b>	20 March 2007
<b>School address</b>	Caledonia Road Wolverhampton West Midlands
<b>Telephone number</b>	01902 558851
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 22 lessons taught by 9 teachers. They observed break times, and held meetings with governors, staff and groups of pupils. Inspectors scrutinised pupils' work, progress records, teachers' lesson plans, school improvement plans, policies and reports. They analysed 81 pupils' questionnaires, 15 staff questionnaires and 89 parents' and carers' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the attainment and progress of boys across the school
- the quality of the challenge that teachers provide to secure better progress
- the effectiveness of improvement planning to raise attainment and accelerate progress across the school.

## Information about the school

Grove is an average size primary school. One third of the pupils are from White British homes and one quarter are of Indian heritage. The remainder come from a wide range of minority ethnic backgrounds. One third of pupils speak languages other than English at home. A minority of them are at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is above average. Most of these pupils have moderate learning difficulties or behavioural, emotional and social difficulties. A larger than average proportion of pupils join and leave the school other than at the normal times. The Early Years Foundation Stage provision comprises a part-time Nursery and a Reception class. The school has recently gained a number of awards including Active Mark and Healthy Schools status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Grove is a good school in which pupils grow into confident and mature young people. Parents and carers are extremely pleased with the quality of education the school provides. Typically, one wrote, 'The school caters for every child's needs. Teachers make the lessons fun and pupils make excellent progress in the school's happy and safe learning environment.'

Since the last inspection, pupils' achievement, the quality of teaching, the curriculum, care guidance and support, leadership and the effectiveness of the Early Years Foundation Stage have all improved and are good. The school's improvement plans have successfully tackled boys' recent slower progress and their lower attainment than that of the girls. The headteacher's determined drive to improve the school is clearly articulated and enthusiastically embraced by staff. Senior leaders' rigorous monitoring of the school's performance provides the school with secure and accurate information for self-evaluation. This leadership record shows the school has a good capacity to improve further.

Pupils greatly enjoy all aspects of school. They integrate very well and enthusiastically embrace each other's culture. Pupils feel extremely safe and are very well looked after in school. They are very polite to adults and to each other and their behaviour is good. Most pupils come to school very regularly. However, a small minority of them miss too much school for reasons other than ill health and this slows their progress.

In lessons, relationships are positive and pupils are keen to learn. Pupils make good progress because teachers use assessment data well to plan work that challenges every member of the class. Occasionally, the pace of learning slows when the lesson introduction lasts too long. Sometimes learning slows when teaching restricts pupils' gaining of independent learning skills. This happens when adults are too quick to provide help for pupils rather than encouraging them to work out for themselves solutions to the problems they encounter. The recent changes to the curriculum mean that both boys and girls find work exciting and relevant. The school provides a good range of sports and other clubs and educational visits that raise ambition and broaden pupils' horizons.

## What does the school need to do to improve further?

- Secure consistently good pace to learning so that pupils are fully stretched by:
  - ensuring lesson introductions do not last too long
  - providing appropriate levels of support that promote well pupils' gaining of

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independence.

- Work closely with parents and carers to raise the attendance of those pupils who miss too much school, in order to secure their better progress.

## Outcomes for individuals and groups of pupils

**2**

All groups of pupils, including those with special educational needs and/or disabilities and those learning English as an additional language, enjoy learning and their achievement is good. Pupils who are at the early stages of learning English make rapid gains in the language because of the expert help they receive from staff, many of whom speak the pupils' home languages. The learning observed in lessons was good and sometimes outstanding. Pupils are keen to learn, try their best and take pride in their work. Pupils are curious and confidently discuss ideas in small groups and with their class without fear of making a mistake. This promotes their self-confidence, communication skills and understanding. Pupils' research and planning skills are quickly improving and many are becoming proficient as independent learners, although sometimes this is hampered when staff are too quick to help them when they become stuck.

The progress of boys has accelerated and they now reach the same average attainment as and progress as well as the girls. This is because the school provides them with resources and learning opportunities that they find interesting and relevant. For example, the boys are keen to read and enjoy researching information from the recently purchased wide range of factual books.

Pupils take great care to ensure others are safe and have an excellent understanding of how to keep themselves safe, for example on the internet. They do their best to take plenty of exercise and eat a healthy diet, which is reflected in the school's national awards. They are keen to take responsibility, for example as members of the school council. This body provides the headteacher with valuable feedback about pupils' views on learning and the curriculum. Pupils' positive attitudes and average levels in basic skills means their preparation for secondary school and future employment is satisfactory.

Pupils reflect thoughtfully on their feelings and those of others. A strong moral code underpins their good behaviour. Because they celebrate each other's festivals, pupils have a good understanding of the diversity of British culture. They work productively in teams and pupils' spiritual, moral, social and cultural development is good.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teachers use resources such as computers well to engage pupils and develop their learning. Their challenging questions make pupils think. The school's priority to ensure learning always proceeds at a lively pace is appropriate. Marking and other feedback provides pupils with a clear understanding of their progress and how they can make their work better. Teaching assistants make a valuable contribution to learning, especially for pupils with special education needs and/or disabilities.

The lively curriculum supports aspects of pupils' personal development well. For example, in an outstanding assembly, pupils reflected most maturely on what they could do to help others. Recently introduced theme and focus weeks add variety and excitement to the curriculum and give pupils many opportunities to work with specialist teachers from other schools and providers. Pupils especially enjoy working outdoors and making educational visits which bring added relevance to their classroom work.

Staff use their detailed knowledge of each pupil expertly to provide a high standard of pastoral care. Pupils confidently approach staff with a concern knowing their worry will be quickly resolved. Pupils with special education needs and/or disabilities receive sensitive support. Effective procedures ensure that pupils who join the school part way through the year settle quickly and make good progress. The school's targeted support for pupils whose circumstances have the potential to make them vulnerable is outstanding. It works closely with external agencies to promote pupils' education and welfare. The marked rise in attendance this year shows that the school's hard work with pupils, parents and carers to improve attendance is proving successful. However the school is not complacent and recognises that attendance is still too low.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Leaders' challenging targets and plans to improve the school are communicated clearly to stakeholders. The school's robust use of its tracking system to identify any slowing of progress enables teachers to quickly provide support for pupils who are falling behind so that they catch up. This is especially helping to accelerate the progress of boys. Subject leaders are increasingly taking responsibility for standards and improvements. In its quest to be even better, the school is correctly working hard to fine tune the checking of the quality of learning. Plans to improve teaching are having a positive impact. For example, training has sharpened teachers' skills at planning work that appeals to boys. The governors are very supportive of the school and work hard on its behalf. They challenge the school robustly over its performance.

The school successfully places a high priority on safety and safeguarding. Child protection procedures are robust, regularly updated and fully meet current safeguarding requirements. The checks that the school makes on the suitability of adults to work with children are rigorous. The way the school is tackling previous gender inequalities and helping pupils who do not speak English at home to make good progress shows its plans to promote equal opportunities and eliminate discrimination are effective.

The school is a happy and harmonious society in which pupils from all backgrounds integrate well. There are many good examples of how the school promotes cohesion in the wider community. For example, it provides courses for local people to gain qualifications in basic skills and offers them translators for when they attend interviews. It is developing links with communities in Jamaica and India that reflect its pupils' heritage.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>

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<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Most children start school with levels of attainment well below those expected for their age. The large majority of them reach average levels by the time they start Year 1. The school recognises that writing is a relative weakness and has appropriate plans to improve children's levels in this area of learning. Children are well behaved and polite to each other and to adults, and their personal development is good. Parents and carers feel well informed about their child's progress and are happy with the advice they are given about how to help their learning at home. Children are very safe and well cared for in the stimulating classrooms and outdoor learning area.

Boys and girls make similarly good progress in all areas of learning because teaching is good. Teachers' good planning ensures there is an appropriate balance of adult-led and child-initiated activities which promotes good learning. For example, in one lesson seen, children were enthusiastically making models of objects that make a sound. They discussed their ideas with other children which helped their planning and developed their speaking and social skills. They improved their creative skills through experimenting how best to decorate their work. They gained confidence in evaluating their efforts by explaining their work to adults and saying how it could be improved. The outdoor learning area is promoting well children's gaining of independence.

The training which leaders provide for adults who work in the Early Years Foundation Stage is sharpening their teaching skills. Leaders are correctly working hard to fine tune assessments to make planning more precise so that children's progress is even better.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**



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Nearly half of the parents and carers returned a questionnaire. These showed that they are very happy with the quality of education which the school provides. Several added positive comments about how much their child enjoyed school, the good teaching and support for pupils with special education needs and/or disabilities. Inspectors endorse these positive comments. A small number of parents and carers wrote that they have concerns about poor behaviour. Inspectors found that behaviour is well managed by staff and that it is good in lessons and around the school. A few parents and carers said that the school does not take enough account of their views. Inspectors do not endorse this view. Several parents and carers told inspectors that concerns they had raised with the school had been quickly resolved. The school seeks parents' and carers' views regularly and readily responds to their requests. For example, to ensure it meets demands, it has recently asked parents and carers for the activities they want included on the school's summer holiday programme for pupils and families.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grove Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 89 completed questionnaires by the end of the on-site inspection. In total, there are 214 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	56	39	44	0	0	0	0
The school keeps my child safe	51	57	33	37	1	1	0	0
The school informs me about my child's progress	37	42	47	53	4	4	0	0
My child is making enough progress at this school	37	42	46	52	5	6	0	0
The teaching is good at this school	42	47	45	51	2	2	0	0
The school helps me to support my child's learning	38	43	43	48	6	7	0	0
The school helps my child to have a healthy lifestyle	43	48	43	48	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	37	52	58	3	3	0	0
The school meets my child's particular needs	35	39	48	54	5	6	1	1
The school deals effectively with unacceptable behaviour	44	49	33	37	10	11	1	1
The school takes account of my suggestions and concerns	30	34	47	53	11	12	0	0
The school is led and managed effectively	37	42	43	48	8	9	1	1
Overall, I am happy with my child's experience at this school	46	52	35	39	7	8	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



21 June 2010

Dear Pupils

Inspection of Grove Primary School, Wolverhampton, WV2 1HZ

Thank you for being so polite and friendly when we visited your school recently. We enjoyed our visit and having the opportunity to talk to some of you and to see you in lessons and at play. I was sorry that I could not stay to see what happened to the box addressed to 'Glinty Gomez', that was such an exciting focus of your work while we were in school. You are rightly proud of the school's happy atmosphere in which you all get on so well together. Grove is a good school and it is improving. Here are some of the things we found out.

You make good progress in your lessons.

You enjoy school and feel very safe and secure.

You try your best to eat a healthy diet and take plenty of exercise.

Your behaviour is good.

You have good relationships with your teachers and you try hard for them.

The curriculum provides you with exciting clubs and visits, which you enjoy.

Adults look after you very well and are always ready to help you.

The headteacher and staff are working hard to make the school even better.

We have asked the school to do two things to help you do even better in your learning:

- help you to always learn at a fast rate by making sure lesson introductions do not last too long and by giving you more opportunities to work out solutions to problems for yourselves
- improve the attendance of those pupils who do not come to school regularly enough so that they make better progress.

All of you can help the school by continuing to try your best in lessons, behaving well and attending regularly. We wish you all the best in the future.

Yours sincerely

Gerald Griffin

Lead inspector

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