

Grove Primary School

Hazel Grove, Trowbridge, BA14 0JG

Inspection dates 31 January – 1 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Too many teachers in Key Stage 2 do not teach writing and mathematics well enough. As a result, older pupils' progress in these subjects is not yet good enough.
- Teaching in Key Stage 2 often lacks a clear purpose so that pupils are unaware of what they are supposed to be learning and are not always sufficiently challenged.
- Pupils are not given enough guidance on how to improve their work and what they need to do to achieve better.
- The leadership of the school has not always dealt effectively with the underperformance of some teachers.
- Teachers are not sufficiently held to account for pupils' attainment and progress.
- Many middle and senior leaders lack the necessary skills to lead the improvement of the attainment and progress of pupils.
- The governing body does not always hold the school to account sufficiently for the quality of teaching and pupils' achievement.

The school has the following strengths:

- Parents and carers agree with inspectors that this is a happy school where everyone feels safe. As a result, pupils want to go to school and attendance is high.
- Pupils are well behaved. They relate well to adults and each other and incidents of poor behaviour or bullying are rare and are effectively dealt with.
- The school has effectively created an ethos in which pupils want to learn in a respectful and caring environment.
- The quality of teaching for pupils in Key Stage 1 has improved and is now good, due to good support from the headteacher and leaders in this part of the school. Because teaching is also good in the Reception classes, children get a good start to their education.
- Leaders have effectively put in place good support for those pupils who need it to enhance their progress.

Information about this inspection

- Inspectors scrutinised the school’s work, including analysing school data relating to pupils’ attainment and progress. Documentation reviewed included the school development plan, the school’s record of its self-evaluation, school policies and procedures, and minutes of meetings of the school leaders as well as safeguarding documentation.
- Discussions were held with pupils, parents and carers and school leaders, particularly the headteacher, members of the governing body and senior and middle leaders in the school. A telephone conversation was held with a representative of the local authority.
- Inspectors observed 19 lessons and looked at the pupils’ work in these lessons. Pupils in Year 2 were heard reading. Some of the group work led by teaching assistants was also observed.
- The views of parents and carers were also taken into account through the 26 responses on the Parent View website and the analysis of the school’s own parental questionnaire. In addition, inspectors considered 21 completed staff questionnaires.

Inspection team

Martyn Kitson	Lead Inspector
David Westall	Additional inspector
Shela Rowan	Additional inspector

Full report

Information about this school

- This is a much larger-than-average primary school.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families, is below average
- The proportion of pupils at school action plus and with a statement of special educational needs is below average and the proportion of pupils with special educational needs at school action is well below average.
- The background of almost all pupils is White British.
- The school runs a breakfast club and an after-school club on site but does not use alternative provision elsewhere.
- There is a six-place unit at the school for hearing-impaired pupils.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is all good or better by ensuring that teachers in Key Stage 2:
 - plan lessons that focus on what is to be learned ensuring that all pupils' needs are met
 - check on the progress of pupils during lessons and adjust their teaching accordingly
 - actively involve pupils in their learning so they know how well they are doing and what they need to do to improve.
- Ensure that all Key Stage 2 pupils make at least good progress by:
 - giving pupils opportunities to talk about their writing and its purpose
 - focusing on the quality of sentences that pupils write
 - providing more opportunities for longer pieces of writing and in different subjects
 - giving pupils more time for investigative work and problem solving in mathematics.
- Improve the effectiveness of leadership and management by:
 - helping senior and middle leaders to have a greater impact on their areas of responsibility
 - producing precise action plans that clearly show areas for improvement and how that improvement will be measured
 - ensuring that senior leaders hold teachers to account for the progress of the pupils they teach and that any weaknesses in teaching are addressed.
- An external review of governance should be undertaken in order to assess how this area of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils do not do as well as they should in Key Stage 2. Year 6 attainment in 2012 was below national expectations, and pupils' progress has since slowed. There are inconsistencies across year groups, with weaknesses especially in Year 4.
- Pupils' writing lacks good sentence construction and they do not have sufficient opportunities to plan their writing or extend their skills through longer writing tasks in other subjects.
- Children enter the school with levels of development below national expectations, with a significant minority well below in some areas, particularly language and communication. Despite good progress in the Reception class, due to the strong provision for them, at the beginning of Year 1, pupils' attainment is still a little below national expectations.
- Because of the good teaching in Key Stage 1, which focuses on the skills pupils need to acquire, pupils' progress in this key stage accelerates and their attainment in reading, writing and mathematics is now average.
- Most parents and carers believe that their children make good progress in the school. While this view is accurate for the Reception classes and Key Stage 1, it is not for Key Stage 2. Although the progress of pupils in Years 3 to 6 is improving it requires improvement because it is at a slower rate than in Years 1 and 2.
- Most pupils develop effective reading skills. The progress of disabled pupils and those with special educational needs is the same as for all pupils.
- The school makes effective use of the money it receives to support pupils who are eligible for pupil premium funding which is allocated to employ additional teachers and teaching assistants. Whereas these pupils underperformed in the past, their attainment, as measured by their average point scores in English and mathematics, and their progress are now in line with other pupils.
- Pupils in the hearing impaired unit make good gains in their learning often making better progress with spelling, phonics and speaking and listening than others in the school because of the effective close support they are given.

The quality of teaching

requires improvement

- Teaching requires improvement because too many teachers plan work that does not challenge pupils well enough to make good progress.
- In a minority of year groups, activities are not always matched to different pupils' needs, nor are they adapted in response to what arises during the lesson. Too often, pupils have to listen passively to the teachers rather than actively investigating ideas in discussion.
- Pupils do not easily learn from their mistakes and are not getting a clear picture of how well they are learning. Adults often tell pupils the answer rather than questioning them to find out their misconceptions. Some errors are not corrected and pupils have few opportunities to assess their own or their partner's work. This means that they are not always aware of how well they are doing and what they need to do to improve.
- Positive relationships with teachers, good behaviour management and well-paced and motivating tasks keep pupils well focused. Pupils enjoy their lessons and parents and carers agree that their children are happy in school. Well-established classroom routines help pupils to concentrate on what they are learning.
- Teaching is most effective in Reception and Key Stage 1, where initial reading skills are well taught, partly through a well-organised phonics programme. Teachers regularly model what is expected of children and frequently assess them to ensure they are on the right track.
- In the best lessons, teachers explain tasks clearly so that pupils understand what they are learning. Detailed planning and appropriate questioning help to move pupils' learning forward.

rapidly, often helped by the appropriate use of information and communication technology.

The behaviour and safety of pupils are good

- Pupils' behaviour in lessons, around the school and in breakfast and after-school clubs is good. Pupils show respect for each other and the adults they work with. They have positive attitudes and in most lessons are eager to learn, especially when they are actively involved.
- The very few incidents of poor behaviour in the school are carefully recorded and parents and carers always contacted. There have been no fixed-term or permanent exclusions in this academic year.
- Bullying is rare and always dealt with effectively. Pupils feel confident about asking an adult for help or advice if they have any worries. The very few racist incidences are carefully recorded and appropriately responded to.
- Parents and carers and children have a positive view of behaviour. Pupils are happy and say they feel safe at school. The school's ethos encourages pupils to care for each other. They are well aware of their own safety including when using the internet.
- Pupils from the hearing impaired unit are effectively integrated into the school and play a full part in its daily life.
- The breakfast club encourages pupils to attend school and has had a positive impact on the high attendance levels.
- Behaviour is not outstanding because there are not enough opportunities for pupils to take responsibility around the school or use their initiative in helping to improve their school.

The leadership and management require improvement

- The school's leaders have not taken sufficient action to ensure Key Stage 2 pupils achieve well. They have not held teachers sufficiently accountable for pupils' progress and have not dealt rigorously enough with weaknesses in teaching, particularly when it comes to teachers at the top of the pay scale.
- Improvement planning, although effective in some aspects, for example in the hearing-impaired unit, is not always rigorously implemented.
- Many senior and middle leaders are new to their role and still developing a secure understanding of why pupils do not achieve well in some year groups.
- Teaching is regularly monitored by the headteacher and this gives a clear picture of its quality in different year groups. However, action taken to improve teaching is not always fully effective.
- The school has the capacity to improve because it has successfully built on the effective provision for reception pupils to maintain their good progress and improved achievement in Key Stage 1. The success of strategies to improve behaviour has helped raise attendance levels significantly and the school promotes equality of opportunity successfully by providing additional support for those pupils that need it. The school's self-evaluation is accurate and ensures that improvement planning is targeting at remaining weaknesses.
- The curriculum effectively meets the needs of younger pupils, but not the needs of older pupils in classes where they have too few activities and little opportunity for writing or solving mathematical problems in a range of subjects.
- Provision for pupils' personal development is good and is reflected in pupils' positive attitudes, behaviour and relationships. Extra-curricular provision is adequate but the number of after-school clubs is limited.
- Parents and carers are kept informed through the school website and regular newsletters and most are happy with the work of the school.
- The school meets all statutory requirements for safeguarding and provides a safe environment for children.
- The local authority has recognised the weaknesses in the school and has begun to provide

focused support by involving the school in local support networks and county-wide improvement programmes.

■ **The governance of the school:**

- Governors do not robustly challenge the leadership of the school about the quality of teaching and the attainment and progress of pupils. They are aware of weaknesses, but have not held the senior leaders of the school to account for them. They undertake some first-hand monitoring through links with different classes and governors' attention to pupils' safety, including site security, is good. However, the information they receive on pupils' progress does not provide a clear enough picture, so governors cannot hold teachers adequately to account for the achievement of pupils in their classes. In addition, this makes it difficult for them to make well-informed judgements about staff salary increases. Governors have a shared understanding of what they want for their school but they are not sufficiently involved in determining its priorities, commenting on rather than being involved in development planning. Statutory requirements are met. Governors ensure that funding, including the pupil premium to support pupils at risk of underachieving, is properly allocated, but they are not fully aware of the impact it has on these pupils' progress. Governors take part in training programmes to improve their skills.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	126255
Local authority	Wiltshire
Inspection number	460350

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	393
Appropriate authority	The governing body
Chair	Paul Francis
Headteacher	Alastair Ponsford
Date of previous school inspection	18–19 May 2011
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