

Grove Primary School

Hazel Grove, Trowbridge, BA14 0JG

Inspection dates 28–29 January 2015

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

Summary of key findings for parents and pupils

This is a good school.

- Strong teamwork and trust amongst leaders, staff and parents have provided a solid platform for this school to improve.
- The interim headteacher and acting deputy headteacher are rapidly driving improvements in teaching and achievement throughout the school.
- Teaching and pupils' progress are now typically good across the school and are continuing to improve. Achievement is also good.
- Senior and middle leaders have been given increased responsibility and are developing their roles effectively as a result.
- Governors use high quality information on the school's performance to challenge leaders.
- The early years classes are very well led, provide children with an effective start to school and ensure they are well prepared for Year 1.
- Disadvantaged pupils and those with special educational needs, including pupils who attend the Hearing Impairment Unit, are well provided for and progress at least as well as other pupils.
- Teaching assistants provide highly effective support to small groups and individual pupils across the school
- Strong relationships exist between adults and pupils, creating a very positive atmosphere for learning. As a result, pupils feel safe, happy, behave well and enjoy their learning.

It is not yet an outstanding school because

- Teachers' feedback does not always provide specific guidance on how pupils should improve their work.
- Some teachers do not always have high expectations of pupils' progress in lessons, especially for the most-able.

Information about this inspection

- Inspectors observed 23 lessons or part lessons, including examples of teaching in every year group and the Hearing Impaired Unit. Six lesson or part lesson observations were carried out jointly with the interim headteacher or acting deputy headteacher.
- The inspection team looked at pupils' books in a range of subjects to establish their progress and quality of their work over time.
- Inspectors talked with groups of pupils as well as individual pupils during their lessons and at playtimes to find out their views about the school. Inspectors also met with the school council and other pupil leaders.
- Inspectors heard pupils read and observed their behaviour in lessons and around the school.
- Inspectors talked informally with parents to gauge their views of the school, took account of 54 responses to the online questionnaire (Parent View) and analysed 37 responses from the staff questionnaires.
- Meetings were held with the interim headteacher, acting deputy headteacher members of the senior leadership team, middle leaders, governors and a representative from the local authority.
- Inspectors looked at a range of documents, including the school's plans for improvement, external monitoring reports, records of checks made by leaders and information on pupils' attainment and their progress. They also scrutinised records relating to behaviour, attendance and safeguarding.

Inspection team

Stuart Bellworthy, Lead inspector

Her Majesty's Inspector

Felix Rayner

Additional Inspector

Jo Curd

Additional Inspector

Full report

Information about this school

- This is a larger-than-average primary school.
- The school runs a breakfast club and an after-school club on site.
- The background of almost all pupils is White British.
- Children in the Reception classes attend school full time.
- The previous headteacher left the school in October 2014. There have been two interim headteachers since July 2014.
- The proportion of pupils known to be eligible for the pupil premium is below average. This is additional government funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families.
- There is a six-place unit at the school for hearing-impaired pupils. 3 pupils currently attend and are integrated into mainstream classes as appropriate.
- The proportion of pupils at school action plus and with a statement of special educational needs is above average and the proportion of pupils with special educational needs at school action is below average.
- A headteacher from another local school has been working with the interim headteacher as part of the local authority's support.
- The school has met the government's current floor standards which set the minimum expectations for pupils' attainment and progress for the last 2 years.

What does the school need to do to improve further?

- Improve the quality of teaching and raise achievement by ensuring that teachers:
 - increase their expectations of all groups of pupils, especially the most-able, so that they achieve more in lessons
 - consistently provide constructive feedback when marking and ensure that pupils respond to this.

Inspection judgements

The leadership and management are good

- The interim headteacher's vision and determination to improve teaching has been critical in rapidly improving pupils' achievement. She has developed a strong sense of trust amongst all staff and governors, leading to effective teamwork to improve the school at all levels.
- The acting deputy headteacher has made a significant contribution to improving the quality of teaching and achievement. She has helped lead the school whilst two interim headteachers have been in post. The acting deputy headteacher's clearly defined responsibilities have ensured a consistent approach to driving up pupils' standards over time.
- Senior and middle leaders now have clearly defined roles and are supporting whole school improvement effectively. Leaders' regular, detailed checks on teaching, assessments and marking are linked to teachers' performance targets and have been used effectively to support teachers to improve their practice. Consequently, the school's evaluation of the quality of teaching is accurate and there have been rapid improvements in planning, marking and pupils' achievement.
- The local authority and a supporting headteacher have worked very closely with the school to help bring about improvements in teaching and pupil achievement. Frequent visits have supported improvements in the defining the role of senior and middle leaders and the marking of pupils' books.
- The early years provision is very well led and resourced. All children make a good start at school as a result of improved teaching and a highly consistent approach to supporting learning. This has led to a higher-than-national proportion of children achieving a good level of development by the time they complete the Early Years Foundation Stage.
- School leaders make excellent use of school improvement plans to set clear priorities. They maintain regular and rigorous checks on whether actions taken have been effective or not. These plans are appropriately focused on the areas which will secure improved pupil achievement.
- The school's newly implemented curriculum provides a wide range of learning experiences for pupils. The teaching of English and mathematics is complemented by a well-organised whole-school approach in all other subjects. Consequently, pupils develop good leadership skills, work together and respect one another's differences. The high quality music opportunities and newly refurbished library are part of a broad curriculum and focus on arts.
- Pupil premium funding is used effectively. Additional teachers, teaching assistants and pastoral support focus well on improving learning and supporting the emotional needs of disadvantaged pupils. To support their reading, eligible pupils were given a book voucher and taken to a bookshop to exchange it. Pupils still talk about this experience with enthusiasm. The progress of eligible pupils has improved and the attainment gap between disadvantaged pupils and other pupils, both in the school and nationally, has closed.
- Assemblies provide very good opportunities to develop pupils' spiritual awareness and to celebrate their personal achievements. Pupils learn about democracy and equality of opportunity through the election of the school council, prefects and youth parliament representatives. This has helped to develop pupils' understanding and respect for others and supported their preparation for life in modern Britain.
- Safeguarding arrangements are very effective and meet statutory requirements. External agencies are appropriately involved when needed. All adults are regularly trained and individual cases of concern are followed up thoroughly to ensure pupils are kept safe.
- Additional government money to improve pupils' participation and ability in sport has been used well to enhance teaching and learning in physical education. Specialist coaches lead sport sessions during the school day, at lunchtimes and after-school.
- **The governance of the school:**
 - Governors have strongly supported the developments made by the interim headteacher, which have led to improved teaching, achievement and staff morale. Governors know the school well and now hold leaders to account when checking on the progress of school improvement plans.
 - The governing body has successfully steered the school since the previous headteacher left in July. Alongside two interim headteachers, governors have managed the school well and the ensured the improvements are still being made. Several new members have strengthened the governing body and supported its statutory duties.
 - Governors have a good understanding of how performance management is used to improve teaching and how this links to teachers' pay progression.
 - Governors now have a good understanding of how well the school is performing in relation to other schools nationally. They use the high-quality detailed information provided by the interim headteacher

and the local authority to ask challenging questions about improvements to teaching and pupils' achievement.

- Governors check on how the pupil premium is spent and they are kept regularly informed by senior leaders about the progress of eligible pupils.
- The safeguarding governor meets regularly with the staff responsible for safeguarding and checks that actions plans are being followed and all statutory requirements are met.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Their conduct in lessons is good and they have positive attitudes towards each other. Pupils show great respect and enjoy assemblies.
- Staff promote good behaviour and manage pupils' needs very well. Consequently, lessons are very rarely disrupted by poor behaviour. All staff and the vast majority of parents are very positive about the improvements made to the management of behaviour in the school.
- Pupils are well informed about most types of bullying. They recognise that behaviour has improved and are confident that they can go and speak with any adult if there is a problem. Additional adults, including sports coaches, have improved behaviour and the range of activities on offer at lunchtimes.
- Pupils say that learning is fun at school and they know what the school is trying to improve. They enjoy lessons and respond well to adults' questions and prompts. Pupils move sensibly between activities in lessons and work thoughtfully during group work, carefully considering each other's views and ideas.
- School leaders analyse behaviour logs carefully. They have developed an effective nurture provision and system of pastoral support. Staff work closely with both parents and outside agencies to support pupils' emotional, social and behavioural needs. Although a very small number of pupils display challenging behaviour, effective and appropriate measures are in place to manage this.

Safety

- The school's work to keep pupils safe and secure is good. Safe practices are emphasised and embedded in aspects of the school's work. An example of this is the effective management of and improvement in pupils' behaviour. The safeguarding committee place a high importance on keeping pupils safe.
- Pupils are aware of how to keep themselves and others safe. They are knowledgeable about the dangers associated with the internet and can give examples about what to do to keep safe online. Pupils say that the school is safe because any problems, when they do occur, are resolved by the staff.
- Safeguarding procedures are robust. The management of safeguarding is effectively organised and all staff are appropriately trained. Key staff provide effective communication with parents and work closely with outside agencies to safeguard individual pupils.
- The school promotes high attendance and any absences are quickly followed up. Pupil attendance rates are above the national average for all groups. Pupils are keen to come to school because they enjoy learning and feel safe.

The quality of teaching is good

- Teaching is typically good across the school and better at times. Teachers use their accurate subject knowledge to motivate and deliver different levels of work to challenge pupils of different ability.
- The school is a member of, and works closely with, a local collaboration of schools. Teachers from Grove Primary School regularly meet with staff from other schools in the collaboration to share good practice and check their assessment of pupils' work is accurate. This has enabled teachers at Grove Primary School to improve their confidence and ability to accurately assess pupil progress.
- Senior leaders give frequent feedback to teachers on how to improve their teaching. As a result, teachers follow up suggestions and have a clear understanding of what is required from each group of pupils in their class.
- Teachers plan effectively to meet the wide-ranging needs of pupils and create vibrant learning environments. Not all lessons provide enough challenge and therefore some pupils' do not make as much progress as they are capable of.
- Mathematics teaching is effective and is raising standards of achievement. End of Reception, Year 2 and Year 6 standards in mathematics were above the national average in 2014 for all groups of pupils except

the most-able. Leaders are taking appropriate steps to ensure the most-able pupils are effectively challenged and supported to reach their full potential.

- High quality targeted support and discussions in lessons help pupils to make good progress. This was exemplified in lessons where, as a result of the teacher effectively re-directing learning, all pupils further developed their understanding and achieved well.
- The teaching of writing is effective and is helping pupils write accurately. As a result, all groups of pupils are making good progress in writing and attain above the national average by the end of Reception, Year 2 and Year 6.
- The teaching of reading is improving and leaders are taking very effective action to raise standards of achievement in this subject. Up-to-date information shows good progress this year, resulting in pupils' reading attainment being on track to exceed the national average in 2015. Phonics (the sounds letters make) is taught well, giving pupils a solid foundation in early reading skills. The school has directed funds and staffing to improving the library and reading across the school. The impact of these measures is clear with pupils reading widely and progressing well.
- Leaders, supported by the local authority, have driven improvements in marking. However, the feedback provided by teachers is not always specific enough to guide pupils how to improve a piece of work and suggestions are not always followed up by pupils. This hinders pupils' ability to rapidly improve their work and transfer these skills to their next piece of learning.
- Teaching assistants are effectively deployed and provide well-targeted support. They use detailed questioning, both in lessons and with small groups, to maintain pupils' concentration and support their progress. Teachers and teaching assistants are well trained and deliver a wide range of programmes to fill gaps in pupils' understanding and knowledge. Pupils are targeted according to frequent assessment information.

The achievement of pupils

is good

- Leaders have focused successfully on improving teaching and ensured teachers have high quality information for different groups of pupils. This has led to better pupil skills in mathematics, reading, writing, spelling, punctuation and grammar and improved achievement in all year groups.
- Work in pupils' books and the school's own information on reading, writing and mathematics demonstrate that progress in these subjects has accelerated and is now good or better throughout the school. Pupils have responded well to the increased expectations set by teachers.
- Provision across early years is good. Most pupils enter Reception with language, communication and personal skills below those typical for their age. Due to high quality teaching and assessment, all children make good progress.
- Children read well. A structured approach to the systematic daily teaching of phonics has led to a continued increase in the number of pupils meeting the expected level in the Year 1 phonics check. This is has been above the national average for the last 2 years. Any pupils who do not reach the expected level in the national phonics check in Year 1 catch up very securely in Year 2 because early reading skills are taught well.
- Standards achieved by the end of Year 2 improved in 2013 and 2014. Attainment in reading, writing and mathematics in Year 2 were above the national results, with some areas well above. Only the higher Level 3 results were slightly below the national level in mathematics in 2014.
- Provision for pupils with special educational needs and disabilities is effective and their needs are met. They make good progress as a result of good teaching and well-directed support. The Hearing Impairment Unit uses British Sign Language to support pupils' learning well. Pupils are very well looked after by well-trained adults in this setting. Pupils' physical and emotional needs are well provided for as well as their academic needs. Consequently, some of these pupils gain the higher Level 5 results in maths and reading.
- All pupils in the school learn sign language, which fosters good communication across the school. This was seen in assemblies where all pupils and adults both signed and sang a song, leading to mutual understanding and the development of some rare skills.
- Over the last two years, disadvantaged pupils closed the achievement gap on their peers and other pupils nationally. The achievement of disadvantaged pupils is now above that of their peers, both in school and nationally, at the end of Year 2. When they left Year 6 in 2014, the attainment of disadvantaged pupils had narrowed to be one term behind their peers in all areas of English and mathematics.
- The achievement of the most able pupils is now improving as teachers have increased expectations. However, they are not yet doing quite as well as they could, compared to similar pupils nationally.
- The school ensures that all pupils are treated equally and that they develop good social skills. Pupils listen

attentively to teachers and other staff, and are successfully prepared for the next stage of their education.

The early years provision

is good

- The Early Years Foundation Stage is very well led and managed. All staff systematically track how individual children improve their skills in all areas of learning. The classrooms are well equipped and leaders use resources to modify activities according to children's needs.
- The majority of children start in the Reception classes with skills below what is typical for their age. They are keen to learn and show good levels of concentration when working independently. Adults provide well-directed support and encourage children's independence right from the start.
- Children behave well as a result of high expectations from all adults. They adapt well to new routines and respond positively to whole-school rewards. Whether playing indoors or outdoors, children behave in ways that keep them safe.
- Well-focused teaching and a broad range of activities enable children to make good progress, particularly in their personal, communication and physical skills. As a result, they are well prepared for Year 1.
- Staff promote children's positive attitudes well because the learning environments are motivating. Adults provide exciting activities which are well matched to the children's needs and interests. For example, children explored a good range of speaking, listening, writing and art activities to create a new species of rainforest animal.
- Teachers and teaching assistants promote early reading skills through daily phonics sessions. Children's active participation helps to develop their enjoyment of learning letters and the sounds they make. Staff work closely together to ensure all classes are focused on developing communication and language skills, as this is the one of weakest areas of development for most children when they start school.
- Parents are encouraged to play an active role in their child's learning through maintaining good communication with the school. For example, they contribute evidence of their child's development and are invited to attend three open days each year.

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	453426

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

Type of school	Primary
School category	Maintained
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	366
Appropriate authority	The governing body
Chair	Paul Francis
Headteacher	Katherine Schofield
Date of previous school inspection	31 January-1 February 2013
Telephone number	01225 755242
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