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24 March 2016

Mr Max Depree
Headteacher
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Dear Mr Depree

Short inspection of The Greville Primary School

Following my visit to the school on 3 March 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in September 2010.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. You lead with understated yet assured authority and demonstrate a clear vision and intent to make this an outstanding school. The support you receive from the wider leadership team is strong. It is clear that the aspirations of school leaders and governors are high.

Your shared vision of 'inspire, nurture, achieve' sits at the heart of the culture of the school. At the start of the school day, parents made very clear to me that belonging to the 'Greville family' mattered to them. They also made clear to me that they appreciate and admire the total loyalty and dedication of your staff team, who are prepared to 'go the extra mile' to ensure their children are happy.

Pupils enjoy coming to school because, as they told me, 'It's an exciting place to be, mostly.' They understand that school is a place to learn, but also know that learning can be fun, even if they have to work hard. This was obviously the case throughout the inspection, which coincided with World Book Day. It is not unusual to have staff and pupils dress up as their favourite book characters on such a day, but I was impressed with the way this event was used to create golden opportunities to promote the key message that books and reading are fun.

The behaviour of pupils I witnessed was never less than exemplary. They were very keen to share their views of the school when asked. They appreciate the care afforded them by staff, telling me that adults always listen to their point of view. Older pupils particularly like the 'I wish my teacher knew...' scheme, which allows them to share their joys and worries in a safe and confidential manner.

Younger children were keen to tell me about what they were learning, including a child from the Reception Year who patiently used his phonics (the sounds that letters make) skills to 'sound out' Indominus Rex, a dinosaur-like creature he was convinced I really should know about. The ensuing conversation about carnivores, omnivores and herbivores was very enlightening, underlining the strong provision for children in the early years.

At the time of the last inspection, inspectors recognised the many strengths of the school, including the consistently high standards achieved at the end of Key Stage 2 and the good levels of care, guidance and support provided for pupils. They also identified a need to ensure the pace of learning was always brisk enough, and that teachers took into account what pupils already knew, so that the work they set was pitched at appropriately challenging levels. Leaders have addressed these matters effectively so that:

- pupils of all abilities are challenged appropriately, so that most of them make good or better progress as they move through the school
- teachers have high expectations and know their pupils well. Because of this, pupils' outcomes in reading, writing and mathematics are consistently higher than those seen in other schools at the end of both Key Stage 1 and Key Stage 2.

Since the last inspection, school leaders have continued the important process of self-evaluation in order to identify the key priorities to improve the school. You were able to explain the many strengths of the school, as well as areas that still need to be developed. These include ensuring that the rate of progress of pupils from potentially vulnerable groups increases, so that their achievements match or exceed those of other pupils in the school and nationally. During the inspection, I highlighted certain aspects of the school's self-evaluation where it appears that leaders have been over-generous in their view of some of the school's strengths. We agreed this was an area to be aware of.

Safeguarding is effective.

Leaders and governors have ensured that the culture throughout the school gives the protection of children and their day-to-day safety high importance. Because the school site has been subject to a number of phased developments, there has been a particular focus on ensuring boundaries and access to buildings are secure.

Parents told me they feel their children are safe at school. Pupils are aware of the potential dangers around them, both in and outside of the school. They also told me they feel safe and well cared for.

Inspection findings

- You lead the school very well and have the deep respect of pupils, parents and staff alike. Under your guidance, senior and middle leaders are now having more of an impact on improving the quality of teaching, learning and assessment. Aspirations are high. The capacity to improve to be outstanding is clear to see.
- Governors know the school well. They understand the strategic nature of their role, ensuring that they are key partners in your very clearly articulated vision of moving the school from 'good to great'. They carry out their statutory duties well. They understand the importance of the balance between challenge and support for school leaders.
- Although most aspects of the school are very strong, self-evaluation sometimes over-states the strengths in certain areas. While it is clear school leaders know the school well, care should be taken when exemplifying these strengths, so that governors and staff have a very clear idea of those areas that still need to be improved to make this an outstanding school.
- Children do very well in the early years. Parents told me they were particularly pleased with the induction process and the progress their children subsequently make as they settle into school life. Because of the good quality of provision, most children are very well prepared for their move into Year 1 when it comes.
- The school's provision for phonics is improving year on year. Most pupils achieve the expected standard in the national check during Year 1. Those that do not, catch up in Year 2. This includes pupils from disadvantaged backgrounds or those who have special educational needs.
- Outcomes in reading, writing and mathematics are significantly above national averages at the end of Key Stage 1. Pupils continue to make good progress in Key Stage 2, where outcomes remain significantly above national averages by the end of Year 6.
- Outcomes for disadvantaged pupils and those who have special educational needs are not as good as those for other pupils in the school or nationally. All staff are very aware of this. Recent changes in the way pupils in danger of falling behind are supported appear to be having a positive impact, although this is not as consistent across all year groups as it should be. This will remain the main focus for school improvement going forward.
- This is a happy school where children enjoy learning, benefiting from good-quality teaching across all curriculum subjects. Provision for sport and the arts is particularly strong. I was impressed with a music lesson delivered to a Year 1 class that saw pupils reading musical notation to perform with great concentration and confidence in front of their peers.

- The conduct of pupils was excellent during the inspection. They show respect to adults and each other. Because of the quality of teaching, attitudes to learning are very well developed. Pupils are proud of their school. Absence has fallen year on year and is below national averages.
- Support from the local authority is of a 'light touch' nature because of the school's many strengths. The ongoing expansion and development of the school site is testament to their confidence in your ability to maintain the very good quality of education currently seen. Governors and school leaders appreciate the local authority's support with a recent safeguarding audit and a consultant's review of the school's strengths and areas to develop.

Next steps for the school

Leaders and governors should ensure that:

- the current drive to accelerate the progress of pupils from potentially vulnerable groups doesn't lose momentum and vigour in coming years
- self-evaluation is acutely focused so that improvement planning continues to address the areas that matter most in the drive to make this an outstanding school.

I am copying this letter to the Chair of the Governing Body, the Regional Schools Commissioner and the Director of Children's Services for Surrey County Council. This letter will be published on the Ofsted website.

Yours sincerely

Clive Close

Her Majesty's Inspector

Information about the inspection

I met with you, other school leaders, pupils, and the Chair of the Governing Body, accompanied by three other governors. I spoke to a representative of the local authority on the telephone. You accompanied me as I visited most classrooms, talking to pupils about their learning and looking at the quality of their work. I observed pupils' behaviour in and around the school. I spoke to parents at the beginning of the day and took into account the 144 responses to Ofsted's online questionnaire, Parent View. I also took into account two letters sent to me by parents. I was able to take into account the views of staff and pupils from the responses to their different online questionnaires. I analysed a wide range of documentation, including information about the progress and achievements of pupils, your own self-evaluation, the school development plan, minutes of governors' meetings and a recent record of visit by the local authority. I also checked the safeguarding policy, records and procedures.