

The Greville Primary School

Inspection report

Unique Reference Number	125008
Local Authority	Surrey
Inspection number	315119
Inspection dates	10–11 March 2008
Reporting inspector	Sarah McDermott

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 on roll	
School	417
Appropriate authority	The governing body
Chair	Mrs Margaret Hyams
Headteacher	Miss Christine Webb
Date of previous school inspection	7 June 2004
School address	Stonny Croft Bramley Way Ashtead KT21 1SH
Telephone number	01372 274 872
Fax number	01372 278 067

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large school is located on a mixed estate of local authority and private housing. It has one class in each year group in Key Stage 1, but takes in two extra classes per year group from Year 3. Very few pupils are eligible for free school meals. Most pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is close to the national average.

The school has gained the Investors in People award, Healthy School's status and the Active Mark.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school where pupils enjoy a wide range of interesting experiences, and their personal development is good. Pupils make satisfactory progress and Year 6 pupils leave with standards higher than the national average.

Pupils behave well, and relish the many opportunities to help each other. One mother spoke for many, 'I am proud to be a Greville mum!' Pupils and parents are particularly complimentary about the recent residential trip. A parent commented, 'The staff who accompanied the Year 5 trip to Swanage should be commended for continuing to give the children the opportunity when so many others shy away from residential trips'.

Teaching and learning are satisfactory. Teachers get on positively with their pupils and organise learning well. However, they are not sufficiently adept in using past information on pupils' progress to match work sufficiently accurately to individual need. Marking and target setting do not consistently encourage pupils to take the lead in their own learning. Consequently, pupils make no better than satisfactory progress. The curriculum is good, with particularly good links made between subjects that promote well pupils' key skills. Senior staff are starting to take note of dips in performance, analysing where the problem is and adapting how the subject is taught. However, the tracking of pupils' progress is underdeveloped and does not clearly identify underachievement. Pupils are safe, secure and well looked after. Effective links with outside agencies benefit pupils with difficult behaviour or specific learning needs.

Leadership and management are satisfactory. Many of the subject leaders are keen to take more of a lead. However, they do not all have a sufficiently accurate view of pupils' achievement or the quality of teaching to enable them to pinpoint accurately where improvements are needed. Visits to similar schools are starting to give leaders and managers an improved insight into good practice. The improvements to the Foundation Stage and better achievement in science show that the school has a satisfactory capacity to improve.

Effectiveness of the Foundation Stage

Grade: 2

Parents justifiably feel that there are very good arrangements for settling their children into Reception. One mother commented, 'We couldn't have wished for a better start'. In this good Foundation Stage children progress well. Children enter school with skills that are above those expected nationally, but with weaknesses in linking letters to sounds. In a safe, stimulating environment, where teaching is good, they progress well. The recent changes to the teaching of sounds of letters have had a good effect upon children's ability to write independently. Interesting themes and good use of the outside area allow children to choose their own activities or seek direction from an adult. Teaching assistants help children to develop their personal, social and emotional skills well by encouraging them to share and work together. Nevertheless, they are not all sufficiently adept at helping teachers to promote language and communication. Good leadership has improved children's learning since the last inspection. Learning activities are regularly reviewed to ensure that they are effective in inspiring children to develop new skills, and to prepare them better for the transition to Year 1.

What the school should do to improve further

- Ensure leadership, management and teachers rigorously track pupils' progress and use assessment effectively to match work to pupils' needs, so all pupils achieve as well as they can.
- Involve pupils more in their learning through constructive marking and clear learning targets.
- Ensure subject leaders are proactive in raising standards and achievement through an improved overview of the quality of teaching and learning.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils enter Year 1 with standards that are above national expectations. The headteacher and her team effectively manage a large intake of pupils with similarly high standards into Year 3. Year 2 and Year 6 pupils made satisfactory progress in the 2007 national tests, and Year 6 pupils reached above average standards in English and mathematics. However, pupils did not make the expected progress in science. Their standards mirrored the national picture, rather than the higher levels that they should have attained.

The school's current data show that pupils in this year's Year 6 are on track to meet standards above national averages. This represents satisfactory achievement, and includes those pupils who find learning difficult. The introduction of booster classes is improving achievement in science.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school and attendance levels are good. Behaviour has improved and is now good. In particular, pupils behave extremely well in assemblies and classrooms. Good relationships with teachers mean pupils are keen to do well in their lessons, but some do not put enough effort into neat presentation. Pupils respect each other and know to turn to an adult on the rare occasions of bullying.

The school council takes its responsibility very seriously. The pupils were pleased to point out the new recycling bins and extra picnic tables chosen by them. Pupils are well prepared for moving on to secondary school because of their high standards in literacy, numeracy and information and communication technology (ICT). Pupils speak positively about 'keeping fit' and many attend sports clubs. They enthusiastically took part in the Health Week when they dressed up as fruit and vegetables for the 'fun run'. The sprinting broccoli stole the show! Pupils have a good understanding of different cultures. Correspondence with and fundraising for Ugandan pupils have raised their awareness of ways of life in that country.

Quality of provision

Teaching and learning

Grade: 3

Teachers give clear indications of what pupils are expected to learn in each lesson. However, not all refer to how pupils can improve their work through their marking. Although there is some good practice, this is not shared with other teachers. Consequently, pupils are not yet able to be fully independent in their learning, and their progress slows. Teachers use good quality resources, such as the interactive whiteboards in science and practical equipment in mathematics, to enliven lessons. Pupils apply correct vocabulary because teachers use it in their own explanations. Teachers are able to gauge the depth of pupils' understanding through well directed questioning. However, teachers are not yet all sufficiently competent in using this and other assessment information to make sure pupils have work that challenges them appropriately. Teaching assistants support pupils well in groups, but their expertise is not maximised during the times when teachers are instructing the whole class.

Curriculum and other activities

Grade: 2

Pupils say they enjoy coming to school because they always have interesting things to do. Certainly, the school provides a good range of activities, visits and visitors to add colour to learning and develop pupils' personal skills. There is an excellent range of extra-curricular clubs that, as one parent commented, 'is hugely beneficial to the children'. A highlight of the choir is joining the Young Voices Choir at a national arena.

In the past, curriculum plans have not ensured that pupils make the most progress they should. To help address this, the school is reviewing the procedures for teaching pupils in ability groups for English and mathematics. Recent changes to the way in which teachers plan mathematics has increased the focus upon practical activities and resulted in the better engagement of pupils. The use of ICT to enhance learning in other subjects is developing well.

Care, guidance and support

Grade: 3

Care, support and guidance are satisfactory. Parents are confident that their children are in safe hands. The safety and security of the pupils are paramount. Arrangements for safeguarding children and for assessing risks are tight. There are good procedures to maintain high levels of attendance. Staff support the specific pastoral and medical needs of pupils with learning disabilities and difficulties well. One parent wrote, 'Teachers have been helpful far and beyond the call of duty'.

Procedures for tracking pupils' learning as they move through the year are under-developed. Consequently, it is difficult for teachers to nip any underachievement in the bud. In some classes, learning targets are precise and measurable, but in others, they are too vague to be fully useful for pupils.

Leadership and management

Grade: 3

The headteacher and deputy headteacher are committed to leading a happy school where pupils enjoy learning. Senior leaders ensure that no pupils are left out of activities that enhance their learning, and support their personal development. The inspectors agree with one parent who wrote, 'Children receive a well-rounded education.' Regular monitoring helps ensure that senior leaders know well the main strengths and weaknesses of their school. Monitoring and evaluation are having a positive impact. Pupils' underachievement in English is identified early and booster classes in science are improving achievement.

However, some subject leaders are new and not yet sufficiently accountable for achievement. They do not spend enough time observing colleagues in class or scrutinising pupils' work to be able to have an accurate view of which areas need development. The targets for success in national tests could be more challenging, particularly as pupils arrive in school often with very high standards. Many leaders are not sufficiently confident in analysing data to identify where achievement may not be good enough. The headteacher keeps the governors well informed on school activities. Governors are supportive, ready to question and growing in their role as 'critical friends'.

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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	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
How well learners enjoy their education	2
The attendance of learners	2
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

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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?	3

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Text from letter to pupils explaining the findings of the inspection

25 March 2008

Dear Pupils

Inspection of The Greville Primary School, Ashted, KT21 1SH

Thank you very much for helping us on the inspection by talking to us and showing us what you can do. We certainly enjoyed meeting you all. Your parents are pleased with your school because they believe you are well looked after. We agree.

The Greville is a satisfactory school. We think you are making adequate progress because teaching is satisfactory. Many of you have high standards and we think you could build on them even more. Sometimes, you are not given work that helps you make better progress. Overall, your school is suitably led. However, subject leaders do not come to see how you are doing in lessons frequently enough. It is good to see that you have learning targets and your work is marked. We would like to see one style of marking and clear targets so that you know what you need to do to improve your work.

You told us that you like coming to school and we are not surprised. Behaviour is good and you get on well with your teachers and friends. We are pleased that you lead healthy and safe lives. We are particularly impressed with way you join many after school clubs. The school council has taken extremely sensible decisions to improve your playtimes and promote recycling.

To make your learning even better, we have asked your school to do three things.

- Make sure teachers use their knowledge of your progress to set work that helps you do your best.
- Ensure teachers always tell you exactly how you can improve your learning when they mark your work and set you targets.
- Ask teachers who lead subjects to spend more time watching your lessons and looking at your work.

We thoroughly enjoyed our visit to your school. We know that your teachers make your school a special place for you. You can do your bit by continuing to be very positive and by making the most of your time at The Greville Primary School.

Yours sincerely

Sarah McDermott

Lead Inspector