

# The Greville Primary School

## Inspection report

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<b>Unique Reference Number</b>	125008
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	359814
<b>Inspection dates</b>	20–21 September 2010
<b>Reporting inspector</b>	Andrew Saunders

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	398
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Margaret Hyams
<b>Headteacher</b>	Christine Webb
<b>Date of previous school inspection</b>	10 March 2008
<b>School address</b>	Stonny Croft Ashtead KT21 1SH
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 17 teachers and saw 21 lessons. They held meetings with senior leaders, groups of pupils, staff and governors, and spoke to parents and carers informally. They looked at pupils' work, the school's tracking of pupils' progress, school policies and procedures, school leaders' monitoring of teaching and learning, and the school development plan. Inspectors analysed the questionnaires received from 160 parents and carers, as well as responses from staff and pupils.

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

- The performance of all pupils and particularly boys at Key Stage 1 and those with special educational needs, to confirm that achievement continues to improve.
- The way the curriculum has been adapted to ensure all pupils are helped to succeed.
- The school's strategies for managing the behaviour of pupils with emotional and behavioural difficulties.
- The teachers' use of ongoing assessment during lessons to adapt tasks and explanations to accurately meet the learning needs of pupils.

## Information about the school

This is a larger-than-average-sized primary school that takes most of its pupils from the local community. There is one form of entry in Key Stage 1, which increases to three-forms of entry in Key Stage 2, with pupils joining from nearby local infant schools. The Early Years Foundation Stage consists of a single Reception class. The number of children known to be eligible for free school meals is below average. The very large majority of pupils are from a White British background. The proportion of pupils with special educational needs and/or disabilities is broadly average; most of these pupils have specific learning difficulties, with a very few with autistic spectrum disorder, behavioural, emotional and social difficulties, or physical disabilities. The school has a number of awards, including the Primary Geography Quality mark.

There is an on-site, independent nursery school, run separately from the school, which was not part of this inspection.

**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

The Greville Primary has continued to improve since the last inspection and is a good school. The headteacher and her senior leadership team know the school well and have implemented effective systems to gather and analyse the data available. This has led to accurate identification of key aspects for development, which have been tackled effectively. As a consequence, the capacity to improve further is good. The teachers know the pupils very well and the care, guidance and support pupils receive is of the highest order. Pupils help each other and remind each other about the high expectations for behaviour in the school; this contributes well towards good learning. The excellent relationships between pupils and staff mean that pupils thoroughly enjoy coming to school. One parent, representing the views of many, said: 'I am very impressed with the quality of teaching and the management at The Greville. My child is supported and taught by very motivated teachers who understand his needs.' Another indicated: 'My children love coming to school; there is never any difficulty getting them ready because they enjoy it so much.' As a result, attendance has improved and is now high.

The achievement of pupils in all key stages has risen so that they attain standards which have been consistently high by the end of Year 6, because of the good progress they make. However, some pupils are not always given the opportunity to perform as well as they could in lessons when tasks and explanations do not take sufficient account of what they already know or can do. The school has begun to develop a more creative approach to the curriculum, and the extra-curricular opportunities are already extensive. Pupils with special educational needs and/or disabilities are well supported and also make good progress. Those with physical disabilities are given the support and resources they need to get full access to the curriculum and other opportunities, such as the residential trips. The pupils are provided with excellent opportunities for thoughtful reflection, particularly through the exceptional music and art provision which makes a significant contribution to their outstanding spiritual, moral, social and cultural development. Highly effective partnerships with other groups and professionals contribute very well towards providing all pupils with the best possible opportunities and support, particularly those who are vulnerable.

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

- Ensure the pace of learning is always brisk enough by taking full account of what pupils already know and can do when reshaping tasks and providing explanations so that work is appropriately challenging at all levels.

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## Outcomes for individuals and groups of pupils

**1**

When children join the school in Reception, they have skills and knowledge which are broadly average. By the time they join Key Stage 2, along with the other pupils from nearby schools, they have reached standards which are above average. At the end of Year 6, results in national tests have been high for a number of years and the school's data show that they remain so. During the inspection, pupils thoroughly enjoyed their learning and participated enthusiastically in the tasks they were given. In the best lessons, these tasks were highly challenging, but this is not yet consistent in all lessons. At times, there are pupils who do not find the work challenging enough, although they are cooperative in doing what they are asked. They work well independently and as part of a team. As a result, they make consistently good progress.

Pupils told the inspectors that they feel safe at school and they understand how they can keep themselves safe, for example when using the roads or the internet. The well-structured rewards system and code of behaviour are clearly understood by pupils who readily comply and support each other. Those very few pupils who find this more difficult are exceptionally well supported so that they, too, are able to play a positive role within the school. There is a good range of opportunities for pupils to develop responsibility and they enjoy taking these on. The school council, friendship buddies and play leaders make a significant contribution to the school. Through a range of charities and events, the pupils make a good contribution to the wider community, such as the thoughtful way they personally take gift baskets to elderly residents in the local area. They have a good understanding of the beliefs and lifestyles of others, within the school, nationally and globally, through their active links with other schools.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
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>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>

<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.

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<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> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>
	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teaching is good because of the strong subject knowledge and thorough planning of the staff. There is an increasing focus on the effective use of ongoing assessment to identify pupils' learning needs. In the best examples, this leads to challenging tasks and greater independence but this is not yet consistent across all classes. On some occasions, tasks and explanations do not take sufficient account of what some pupils already know or can do. Reading is a strength of the curriculum and regular daily practice develops confident readers. This also helps pupils become better writers

Staff are developing the curriculum to provide even more realistic learning opportunities by, for example, encouraging pupils to write to authors and the Second World War evacuation experience they participate in. Helpful feedback, and the use of clear success criteria, means that pupils are supported in knowing what they need to do to improve further. Pupils with special educational needs and/or disabilities are provided with carefully considered additional support so that they learn well. Extra-curricular opportunities, such as the many clubs, visits and residential trips, are highly regarded by pupils and parents and carers. The use of the woodland walk in enhance learning in a wide range of curriculum areas enabled the school to achieve the Primary Geography Quality mark. As a result of the exceptional provision for music and art, the school hosts festivals for other schools, widening pupils' experiences of the Arts. The boys and mixed choirs are very highly regarded and have been chosen to participate in national events. Provision for pupils' care, guidance and support is very effective. Together with the strong focus on being a constructive part of the school community, this contributes to the very positive relationships and good attitudes to learning. Pupils are particularly well prepared when joining the school and at the end of Year 6, and said how welcome they were made to feel. This reflects the deep commitment of the adults to the excellent care, guidance and support the pupils receive.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	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>1</b>

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## How effective are leadership and management?

The headteacher and senior leaders work well as a team to provide a strong, vibrant vision for the school which is widely shared by the staff. This is exemplified by the 'can do' attitude among all the adults. Together, they have brought about significant improvements since the last inspection, for example raising the standard of teaching, which has led to the outstanding outcomes for pupils. As a result, the school has an excellent reputation in the local area, numbers have increased and parents and carers are wholeheartedly behind the school.

Safeguarding and child protection policies and procedures are thorough and meet government requirements. The governing body are very well informed about developments and bring extensive experience to assist the school. They provide a high level of challenge alongside their loyal support, using the data available to understand accurately where the school can improve further. The school has strong links with other partners which greatly benefit the pupils. For example, those with behavioural, emotional and social difficulties, and pupils whose circumstances make them vulnerable, receive exceptional support. The school does much to work with parents and carers on this. The school ensures that pupils from all backgrounds and of all abilities are valued and free from discrimination. Equality of opportunity for all pupils is promoted effectively. The school makes a good contribution to developing community cohesion, locally, nationally and globally, through effective partnerships, such as with a school in Uganda and developing links with schools in London. This means that pupils are aware of their role within a wider context, and have a good understanding about the differences in beliefs and cultures that exist. The school is well placed to bring about further improvements and there is considerable determination to do so.

*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>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</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>

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

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<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>
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## Early Years Foundation Stage

Children join the Reception class with a wide range of knowledge, skills and understanding, although about half are more advanced than might usually be found for the age group. The provision is exceptionally well led and managed. The dedicated leadership, deep commitment of the staff and highly welcoming atmosphere mean that all children settle very quickly and staff get to know them well. Parents and carers expressed their considerable admiration for this part of the school, in helping their children make such a positive start to their learning journey. The provision of a wide range of interesting resources and activities, informed by accurate observations, helps children to make good progress from their starting points. As a result, children develop the ability to work independently and to collaborate, to solve problems and develop their ideas. Children feel safe because of the very positive relationships with adults and know how to ask for help when they need it. They play happily together and enjoy what they are doing. The outdoor area is well used and supports all the areas of learning effectively.

*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	1

## Views of parents and carers

Analysis of the parent questionnaires and informal discussions with parents and carers demonstrate that they have an overwhelmingly positive view of the school. In particular, almost all parents and carers agreed that their children enjoy school and are kept safe. A very small minority disagreed that the school takes account of their suggestions and concerns. The school has recently made changes to the methods and frequency of communication opportunities and other parents and carers have commented on how positive these have been. During this inspection, inspectors found that there is a good level of information provided by the school and that teachers are readily accessible for discussions about any concerns. Written responses indicated that parents and carers felt their concerns had been followed up and dealt with effectively. In their comments, they particularly praised the transition arrangements, the caring, supportive ethos, the staff and their teaching, and the clubs and opportunities available.



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

Ofsted invited all the registered parents and carers of pupils registered at The Greville 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.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	102	64	55	34	3	2	0	0
The school keeps my child safe	89	56	67	42	1	1	0	0
The school informs me about my child's progress	55	34	93	58	4	3	0	0
My child is making enough progress at this school	52	33	82	51	11	7	2	1
The teaching is good at this school	65	41	85	53	3	2	1	1
The school helps me to support my child's learning	60	38	81	51	14	9	0	0
The school helps my child to have a healthy lifestyle	63	39	87	54	5	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)	73	46	68	43	2	1	0	0
The school meets my child's particular needs	67	42	75	47	8	5	0	0
The school deals effectively with unacceptable behaviour	56	35	84	53	6	4	3	2
The school takes account of my suggestions and concerns	60	38	69	43	20	13	0	0
The school is led and managed effectively	66	41	81	51	6	4	2	1
Overall, I am happy with my child's experience at this school	81	51	72	45	5	3	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are 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 and spring terms 2009/10 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.**



22 September 2010

Dear Pupils

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

Thank you for the warm welcome you gave us when we inspected your school recently. We enjoyed meeting so many of you, seeing the work you are doing and hearing about what you think about your school. It was clear that you are proud of your school and like it a great deal. We found that it is a good school. These are a few of the good things about your school.

- The headteacher has made sure that the school continues to improve and that the teachers provide you with good learning opportunities.
- All of you behave very well indeed, which helps to ensure that you can make the most of the lessons. You help each other to remember what you should be doing.
- Teachers make sure that lessons are fun and we could see that you enjoyed learning. As a result, you like being at school and your attendance is particularly impressive.
- The teachers keep track of how well you are doing and share this with you so that you know what you can do to reach the next level of your learning. As a result, you learn really well and, by the end of Year 6, you have made good progress and reach standards which are high – well done!
- The teachers and other adults care for you exceptionally well, particularly if you have difficulties to overcome.

Just as your teachers give you targets, we have asked your school to help you do even better by improving in the following ways.

- Give you work that is more challenging, by developing the curriculum, asking you probing questions, and changing what you do during the lesson if you find it too easy.

You can all help by continuing to work hard and supporting each other. Above all, you should continue to enjoy being such a positive part of your school.

Yours sincerely

Andrew Saunders

Lead inspector

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