

The Grove Primary School

Chobham Road, Frimley, Camberley, Surrey GU16 8PG

Inspection dates

19–20 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Pupils' achievement is good. Children enter Reception with levels of skill that are significantly lower than expected for their age and by the time they leave school, most pupils have reached average standards in English and mathematics.
- Teaching is good and sometimes outstanding. As a result almost all pupils enjoy their learning and make good progress in reading, writing and mathematics.
- Pupils' behaviour in and around the school is excellent. They say they feel safe, and they have very positive attitudes to learning.
- The school copes exceptionally well with children that join part-way through their primary education and whose first language is not English.
- The school's senior leaders and governors are committed to improving the school, especially pupils' achievement. They have improved the quality of teaching significantly since the last inspection and, consequently, raised achievement.

It is not yet an outstanding school because

- On occasion, teacher's expectations are not high enough, especially for more-able pupils.
- In mathematics, marking does not always provide enough guidance to pupils on how to improve.

Information about this inspection

- Inspectors observed 21 lessons, of which two were joint observations with the headteacher and two with the deputy headteacher.
- The inspectors talked with pupils, looked at samples of their work, and listened to three groups of pupils read.
- Meetings were also held with teachers, the Chair of the Governing Body, the headteacher and deputy headteacher, and the school's middle leaders. A meeting was held with a representative of the local authority to discuss the extent and impact of support provided to the school.
- In planning the inspection, the inspectors took account of the 54 responses to the online questionnaire (Parent View), a letter from a parent or carer, the views of ten parents and carers who spoke with them during the inspection, and 40 questionnaires returned by school staff.
- The inspectors observed the work of the school and looked at many documents including minutes of governing body meetings, the school's self-evaluation, the school's development plan, performance management documentation, planning documents, monitoring and assessment information, school policies, and records relating to attendance, behaviour and safety.

Inspection team

John Collins, Lead inspector

Additional inspector

Crystal Gale Robertson

Additional inspector

Lily Evans

Additional inspector

Full report

Information about this school

- The school is an above average sized primary school and has a specialist speech and language centre, currently providing education for 18 pupils.
- Pupils are taught in single-aged classes throughout the school and in ability groups for English and mathematics in Year 4, 5 and 6.
- The majority of pupils are White British.
- About one third of the pupils speak English as an additional language. This is higher than the national average.
- A high number of pupils join the school part-way through their primary education.
- Fewer than one in seven pupils are eligible for the pupil premium. This 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; this is well below the national average.
- The proportion of pupils with special educational needs supported at school action is broadly average but is well above average at school action plus and for statements of special educational needs.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been changes to the governing body and the senior leadership team in the past year. There are four new governors and a new deputy headteacher.
- The school has been awarded Eco School Bronze status and the Investors in People award.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - developing teachers' use of marking in mathematics to the level seen in English so that pupils always understand what they must do next to improve their work
 - ensuring that teachers' expectations of what pupils can learn are always high, including for more-able pupils, especially in Key Stage 1.

Inspection judgements

The achievement of pupils is good

- Children enter Reception with levels of skill that are often much lower than expected for their age and they make good progress across all areas of learning. They settle well into classroom routines and are happy to learn. By the time they leave Reception, children, including those whose first language is not English, can talk confidently about stories such as Little Red Riding Hood, read and write simple words and short sentences about the different parts of a flower, count accurately to ten and back, and place numbers in the correct order.
- Most pupils, including those from different ethnic backgrounds and those who speak English as an additional language, continue to make good progress through the school. Pupils' attainment at the end of Year 6 is broadly average. Overall, school information and inspection evidence confirm that the current achievement of pupils is good.
- Pupils' progress in reading, writing and mathematics is tracked closely and where pupils fall behind they are provided with additional support. As a result most pupils make good progress in all three subjects.
- All groups of pupils eligible for pupil premium funding reach similar levels of attainment in both English and mathematics, as shown by their average points scores at the end of Key Stage 2. The gap in attainment between these groups and all other pupils is narrowing rapidly and is now less than six months for both subjects.
- Many pupils from service families and pupils whose first language is not English join the school part-way through their primary education. They settle well and make good, and sometimes excellent progress, improving in leaps and bounds the longer they remain at the school.
- Disabled pupils and those with special educational needs, including those using the specialist language centre, make good progress and a few make as much as a year's progress in one term.
- Almost all pupils enjoy reading and many read widely as a result. School records and evidence from inspection show good progress. This is in part due to the new emphasis given to reading, following support by local authority and external consultants, and activities such as one-to-one support given by parents, carers and teaching assistants for those who have fallen behind. One pupil, reading about cloning, was asked why anyone would want to do such a thing. He replied that 'some governments might think cloning humans could be useful if the population of a country had fallen to very low levels'.

The quality of teaching is good

- Teaching is generally lively and captures the interest of all the pupils. Lessons are well planned and make clear to pupils what they are expected to learn. In most classes pupils work with their teacher to decide what they must do to complete the task well. Teachers mostly provide a good level of challenge, so that pupils enjoy their learning and make good progress, often through really interesting tasks.
- However, in a small minority of the teaching in Key Stage 1, some work is not always sufficiently challenging, especially for more-able pupils.
- Literacy is typically taught well and consequently, pupils' speaking and listening skills are good. Pupils are enthusiastic readers and read both non-fiction and fiction books equally well. They are encouraged to write in different forms. For example, one group of Year 4 pupils were developing the use of persuasive language for a holiday brochure they were making.
- A few lessons are inspirational. For example, in an English lesson, Year 5 pupils were learning about the use of empathy in writing. Reading a story about the civil war in Lebanon, the teacher's skilful use of expression totally engaged the pupils and motivated them to discuss how

they might have felt if they had been living there at that time. This was reflected in the high quality of their writing that followed.

- The quality of teaching in the speech and language centre is good. For example, in one lesson Year 3 pupils were taught to make effective use of adjectives and adverbs to help them write more interesting descriptive sentences. One pupil said and wrote, 'I went on a beautiful lake on my holidays.'
- Pupils who join the school later in the school year and those who are at an early stage of learning English are taught well and provided with support that is well matched to their individual needs, enabling them to make good progress.
- Pupils acquire a broad range of mathematical skills by the end of Key Stage 2, because these skills are taught thoroughly. Pupils learn to carry out everyday calculations using multiplication or division correctly in their heads and can apply their learning accurately to solve money and measurement problems. A Year 6 pupil explained that the accurate conversion chart he had made 'is very useful if you are going abroad because it can help change pounds into euros'.
- However marking in mathematics does not always provide pupils with clear advice on how to improve their work. Marking in English is particularly strong and consistently provides comments on how to improve.
- Teaching assistants are used very effectively to support pupils who are falling behind or who are finding the work difficult. As a result, these pupils are able to make good progress from their starting points.

The behaviour and safety of pupils are outstanding

- Almost all pupils say they love their school and are proud to be there. As a result, attendance is high and lateness is unusual.
- Pupils have very positive attitudes to learning. They focus well on the tasks set by their teachers because they are interested and keen to do well.
- The strong relationships between staff and pupils motivate pupils to take part in learning activities willingly. They ask and answer questions confidently and competently and take part in practical and other activities sensibly and with enthusiasm.
- Behaviour in lessons, around the school and in the playground is excellent. Pupils are respectful of each other's feelings, property, views, suggestions and beliefs.
- Pupils are very well mannered, not only in front of adults but to each other. For example, at lunch Year 3 pupils were heard to ask each other politely if they were enjoying their lunch, and then turned to the inspector and asked if he too was enjoying the roast of the day.
- Pupils of all ages know how to keep safe. They understand what bullying is and know about internet bullying and how to avoid it. They say they feel safe at school and that bullying is very unusual, but if it happens the staff deal with it quickly so it does not continue.
- The very positive views of parents, carers and staff support the inspection findings about behaviour and safety.

The leadership and management are good

- The school's senior leaders are committed to continuous school improvement. Following the improvements secured since the last inspection in teaching and achievement, the rate of pupils' progress has improved further during the past year and leaders are now focused on raising levels of attainment.
- The schools' own evaluation on how well it is doing is accurate and makes clear where its strengths and weaknesses lie. The planning for further improvements is correctly focused on improving the achievement of all pupils, and the measures taken have the full support of

governors.

- Teaching is much improved since the last inspection and is now good overall. This is because the senior leaders and governors, helped by the local authority and external consultants, focused effectively on improving the quality of teaching as recommended in the previous inspection report. As a result pupils' achievement has also improved.
 - The monitoring of teaching and learning is systematic and accurate. As a result, performance management is effective and is closely linked to professional development opportunities that are linked well to the needs of staff and school.
 - Governors have given impetus to improvements in learning by, for example, releasing funds to equip many classrooms with laptop computers. These have been very effective in motivating pupils to learn, in particular to improve pupils' reading and research skills.
 - Senior leaders, governors and all staff at the school provide a multitude of experiences to fulfil the school's promise to parents, carers and pupils that the children will actively 'enjoy, respect, and achieve'. The wide range of subjects and activities, including well-attended clubs, provides close links to pupils' lives and motivates them to learn.
 - Following a strong and effective programme of support after the last inspection, the local authority has confidence in The Grove and for the past year has provided appropriately light-touch support.
 - Links with parents and carers are strong. Parents and carers who talked with inspectors praised the school's 'open door' policy. Occasionally, some parents and carers enjoy lunch with their children in school; others listen to children read during the school day.
 - **The governance of the school:**
 - Governors regularly take part in training for their role. They understand the facts and figures about the pupils' performance compared with similar schools nationally and consequently are well placed to provide both support and challenge to the school's senior leaders.
 - They know the schools' strengths and weaknesses and take an active role in helping the senior team to write and implement policies and the school's improvement plan.
 - Governors give strong emphasis to safeguarding. Together with school senior leaders they have made clear that bullying will not be tolerated and that equal opportunities are to be promoted.
 - They have comprehensive knowledge of how and why pupil premium funding is being used and how it improves the progress of these children. For example, they approved the use of funds to pay for one-to-one tuition for slower readers and to help children who arrived part-way through the year to catch up.
 - They know about the quality of teaching and use safe recruitment procedures. They take a real interest in teachers' professional development and records show that good teachers are enabled to move up the pay scales. Their interest is further reflected in the school's Investors in People award. However, the records of promotions and salary increases over time show clearly that governors do not support unjustified promotions or salary increases.
 - The governing body meets all its statutory requirements and has the capacity to ensure the school's continued improvement.
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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	125131
Local authority	Surrey
Inspection number	406292

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	386
Appropriate authority	The governing body
Chair	Mr John Allan
Headteacher	Mrs Jackie Gray
Date of previous school inspection	29–30 March 2011
Telephone number	01276 22447
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