

Harrogate, Grove Road Community Primary School

Grove Road, Harrogate, North Yorkshire, HG1 5EP

Inspection dates 24–25 September 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
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.

- The headteacher and the senior team are dedicated to ensuring pupils receive the best possible education. In turn, teachers are committed to their pupils and there is a real sense of team spirit.
- The governing body offers an outstanding level of support and challenge. They have an impressive understanding of the school's strengths and remaining areas of weakness.
- Achievement is rising, particularly in Key Stage 2. Pupils reach broadly average standards by the end of Year 6 and make good progress overall during their time at the school. Some make outstanding progress.
- Good quality teaching over time has ensured that pupils are alert, inquisitive and develop a good range of skills.
- Behaviour and safety are outstanding. Pupils behave impeccably both indoors and outdoors.
- Pupils who display challenging behaviour are helped to overcome their difficulties exceptionally well, which results in their progress being outstanding.
- Pupils' safety is given the highest priority and is outstanding.
- The early years provides a good platform for children to learn essential skills of cooperation and good behaviour. They make good progress and settle in well, including those who are at the early stages of speaking English.

It is not yet an outstanding school because

- There are missed opportunities for children in the early years and pupils in Key Stage 1 to practise their writing skills so they can progress at a faster rate.
- Pupils' achievement in mathematics in some years lags a little behind that in reading and writing.
- Development plans to help the school improve are sometimes not as clear as they could be.

Information about this inspection

- Inspectors observed 17 parts of lessons, of which eight were observed jointly with the headteacher and deputy headteacher. Additionally, pupils' work in each year group was reviewed to check on the progress they had been making over time, and inspectors listened to pupils reading.
- Meetings were held with pupils, the headteacher, other staff, members of the governing body and a representative from the local authority.
- Inspectors analysed the 67 responses that had been submitted to the online questionnaire for parents (Parent View). Additionally, the inspectors received 27 questionnaires completed by staff.
- Inspectors scrutinised a number of documents including school improvement plans, minutes of the governing body meetings, and records relating to behaviour, attendance and safeguarding.

Inspection team

Robert Jones, Lead inspector	Additional Inspector
Jan Lomas	Additional Inspector
Julie Webster	Additional Inspector

Full report

Information about this school

- This is a larger than average sized primary school.
- The proportion of disadvantaged pupils is above average.
- The proportion of pupils with special educational needs and supported through school action is below average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is above average. Most of these pupils have additional speech, language and communication needs.
- The proportion of pupils who speak English as an additional language and who are from minority ethnic backgrounds is above average.
- In 2013, the school met the government's floor standards, which are the minimum expectations for pupils' attainment and progress.
- On the site, there is a specially resourced provision for pupils with behavioural, emotional and social difficulties (BESD). This provision is managed by the governing body of the school.
- A local authority support team for minority ethnic achievement use part of the site as their base for delivering services to schools around the Harrogate and Skipton area. This service was not evaluated as part of this inspection.

What does the school need to do to improve further?

- Improve teaching and raise achievement further so they become outstanding by:
 - ensuring no opportunity is missed for children in the early years and pupils in Key Stage 1 to practise their writing skills, particularly during lessons, where pupils learn the relationship between letters and sounds
 - raising achievement in mathematics so that pupils make good progress in each year.
- Ensure that school development plans focus firmly on what is to be achieved and how success will be measured, rather than identifying things to be done.

Inspection judgements

The leadership and management are good

- The headteacher leads with vision and ambition. With the dedicated team, he has created a school where differences are celebrated and where tolerance, respect and the observance of British values are very much the order of the day.
- Staff morale is high. Of the 27 questionnaires received by inspectors from staff, none expressed any concerns, describing the school as 'a great place to work' and describing the headteacher as 'extremely supportive'.
- A particular strength of leadership is how effectively the additional funding the school receives to support disadvantaged pupils is used. Sports activities, incentives to attend regularly and high quality learning activities in small groups have all contributed to the school's success in closing the gap in achievement between disadvantaged pupils and others.
- Subject leaders carefully check on the progress pupils are making and have been particularly successful in engaging parents with helping their children to learn at home, for example, by providing packs of information on reading with their children.
- Pupils' assessments are marked accurately. The school works closely with other schools to check the accuracy of each other's assessments.
- Safeguarding and child protection arrangements are thorough and meet all current government requirements.
- The good quality curriculum has been strengthened in mathematics so that pupils learn deeper skills of calculation and mental arithmetic earlier. There has been a drive to promote reading for pleasure, which has been successful. A good menu of extra-curricular activities and visits supplements the curriculum.
- School development plans, however, are not always as clear as they might be. This is because they tend to focus on things that need to be done rather than what is to be achieved and how success will be measured.
- The primary school sports funding is used well to employ professional coaches who train staff in sports skills. Staff are given the opportunity to watch experts teaching and then are observed themselves by the coaches. This has been very successful in building up teachers' skills. Moreover, the funding has been successful in helping more pupils to take part in regular physical activity, for example, by trying different sports in which they would otherwise be unable to take part.
- The local authority provides an appropriate light-touch support to the school, acknowledging that it provides a good, and improving, standard of education. Teachers and school leaders benefit from professional networks organised by the local authority where expertise and ideas can be shared.
- **The governance of the school:**
 - The governing body provides a first-class level of challenge and support to the school. Its members have an impressive understanding of the school's strengths and the aspects that still need some improvement. They oversee the running of the BESD resource provision well. The governing body understands fully the importance of promoting British values, tolerance and mutual understanding within this harmonious multi-ethnic school. Additional funding provided for disadvantaged pupils is constantly checked by the governing body to ensure it is improving outcomes for pupils. Most governing body meetings are held during school time, which ensures its members see the work of the school first hand, and which puts them in a better position to make the necessary improvements. The management of teachers' performance is rigorously checked by the governing body to ensure there is a clear link between teachers' pay and their teaching ability.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Of the parents who responded to the online questionnaire, Parent view, most were of the opinion that behaviour is strong in the school and that bullying is a rarity.
- Pupils who receive support from the BESD resource base improve their behaviour significantly. This enables them to re-enter their classrooms and learn very successfully alongside their classmates. Most pupils make outstanding progress because this significant barrier to learning has been taken away.
- Pupils' spiritual, moral, social and cultural awareness is outstanding. In the playground, pupils learn to understand different cultures and languages. One said 'we are all the same really'. As a result, pupils grow up in an environment where differences are celebrated. The school's 'respect' code, which emphasises positive attitudes, manners and making the right choice, is well known by pupils who understand the value

of it.

- Behaviour in class is excellent. Pupils rarely need correcting by teachers. They concentrate hard, listen well and apply themselves diligently to their work.
- The school's work to keep pupils safe and secure is outstanding. All pupils spoken to told inspectors that bullying of all kinds is rare but if they felt threatened, that there was always the 'worry box' to post concerns in or they would feel comfortable talking to the many caring adults in the school.
- Risk assessments and fire precautions are regularly updated.
- Records relating to pupils' safety are meticulously updated and the school works extremely well with outside agencies.
- Pupils have an excellent understanding of how to stay safe when using mobile phones and the internet. Staff are well trained in helping pupils to stay safe online and a governor has responsibility for e-safety.
- The school's drive to improve attendance has been very successful. Attendance is now above the national average. Moreover, punctuality has improved significantly. Two years ago, over 60 pupils were routinely late for school every day. This has now been virtually eliminated.
- The school has not permanently excluded a pupil for 15 years and fixed-term exclusions are extremely rare.

The quality of teaching

is good

- Teaching across the school is good. Teaching assistants offer good support to pupils and, in particular ensure disadvantaged pupils follow particular programmes to motivate and challenge them. In one lesson, pupils were energetically running around the hall playing number games which helped them with basic mathematics.
- Teachers question pupils well and ensure they answer in full sentences. This helps pupils to express themselves well, so improving their speaking skills.
- The comments teachers write on pupils' work helps them to understand precisely what they need to do to improve it. In one lesson, pupils discussed the comments among themselves, learning from each other as they shared tips on how they might go about improving their work.
- In most lessons, pupils are thoroughly engaged in their work because teachers go out of their way to make things interesting. Pupils make most progress in the classes where teachers know their pupils well and know which pupils need to be challenged with more difficult work and who need the work simplifying.
- The school has worked successfully to improve the teaching of reading. Every opportunity is taken to read, both in class and for pleasure. The school library is well stocked and pupils use it frequently. There has been a successful drive to engage parents in the teaching of reading by giving them hints and tips on reading with their children. Prizes and rewards are linked to pupils' 'reading passports' and this encourages them to read widely and often for pleasure.
- Mathematics teaching is good. The improved curriculum in mathematics is now beginning to improve pupils' progress, although it still lags behind that of reading and writing by the end of Key Stage 2. In one mathematics lesson, pupils taught each other four-digit subtraction which made the 'teacher' talk through the solution. This helped them understand the methods of subtraction very successfully. Following this, one pupil exclaimed to an inspector, 'I really get it now'.
- Phonics (the relationship between sounds and letters) is taught well in Key Stage 1, although pupils sometimes do not get the chance to apply their skills to writing.

The achievement of pupils

is good

- Pupils make good progress during their time at the school. However, because many pupils begin in the early years having no spoken English, their progress in reading and writing is slow to begin with, but then speeds up into Key Stage 2. This is because they quickly gain in confidence, their vocabulary improves and they receive at least good quality teaching in each year. Equal opportunities are promoted well because the achievement of all groups of pupils is carefully tracked.
- Disadvantaged pupils make good progress. In the 2014 Key Stage 2 tests, disadvantaged pupils made as much or more progress than others in reading and writing. In mathematics, there was a small gap. However, this represents a vast improvement from the previous year when disadvantaged pupils made much less progress than others in all subjects.
- While narrowing over time, gaps in attainment between disadvantaged pupils and others remain. In Key

Stage 2, the difference in attainment between disadvantaged pupils and others in the school was half a term in reading, two terms in writing and one term in mathematics.

- When the attainment of disadvantaged pupils is compared to the national average for other pupils, the difference is one term in reading, three terms in writing and four terms in mathematics.
- Disabled pupils and those who have special educational needs make good progress. In many cases, their progress is outstanding, particularly those who have behavioural, emotional and social difficulties and who have been helped to overcome their difficulties through the work of the specially resourced provision for BESD. Those who have speech, language and communication needs make good progress because adults ensure they are given every opportunity to speak in full sentences and articulate their thinking in lessons and during small group work.
- Pupils who use the specially resourced provision for BESD are very well supported. Staff work closely with parents so they too are able to set clear boundaries for behaviour at home. Pupils are encouraged to talk about their feelings, which helps them understand their difficulties. Successes are celebrated with their peers and with parents, which develops their self-esteem and confidence. Inspectors looked carefully at the progress of these pupils to ensure these successes are also leading to improved learning. Achievement data show clearly that most make significant leaps in their progress, as a result of their improved attendance and attitudes to learning.
- Pupils who speak English as an additional language and those from ethnic minorities make good progress overall, particularly in reading in Key Stage 2. Inspectors spoke to several pupils who enjoyed reading for pleasure and said that there were many opportunities to talk in lessons, which helped them with their learning of English.
- The most able are well challenged in lessons and make good progress. In reading in Key Stage 2, they make outstanding progress. In lessons, teachers go out of their way to make sure work is hard enough for them. When teachers mark their work and find pupils get all or most of the answers right, they are set more challenging work which stretches them well.

The early years provision

is good

- Children in the early years begin in the Nursery class with skills that are below and often well below those expected of their age. Those that have extremely weak skills are identified quickly and a raft of support ensures that many make very quick progress during their Nursery and Reception Years.
- Other pupils make good progress overall. In some areas of learning, such as in technology, and managing relationships, they make outstanding progress.
- In the areas of mathematics, children learn to count fluently and often well beyond 20. They learn how to add and subtract numbers because teachers and other adults make learning fun by ensuring pupils learn through play.
- In the areas of reading and writing, a smaller proportion of children reach the expected level at the end of the Reception Year. However, considering many children are at the early stages of learning English or have speech, language and communication needs, their progress is good.
- The curriculum is vibrant, interesting and rich in opportunities for children to develop early skills of reading and writing. Adults talk to children constantly so they are able to learn new vocabulary every day. The outdoor areas in both Nursery and Reception classes are used very well to enhance learning through play in all weathers.
- Phonics (the relationship of sounds to letters) is generally taught well, but there are sometimes missed opportunities for children to then apply these skills to their writing.
- Behaviour in the early years classes is outstanding as is children's spiritual, moral, social and cultural development. Children learn the importance of good manners, sharing and co-operating with each other. During snack time, an inspector saw children being extremely polite to one another as they shared pears and carrot sticks.
- The early years is very well led and managed. Assessments are carried out frequently and accurately. Staff use data from assessments well to decide on the next steps in children's learning. Staff are well trained. Safeguarding arrangements are excellent and play equipment checks are frequently carried out to ensure it is safe.

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	121395
Local authority	North Yorkshire
Inspection number	449331

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	303
Appropriate authority	The governing body
Chair	Mel Craddock
Headteacher	Tony Winfield
Date of previous school inspection	14 May 2008
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