

Grove Road Primary School

Address: Cromwell Road, Hounslow, TW3 3QQ

Unique reference number (URN): 102519

Inspection report: 24 February 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

In recent years, pupils have typically achieved outcomes close to the national average in the Year 1 phonics screening check and in national tests in reading, writing and mathematics at the end of Year 6. The achievement of disadvantaged pupils is similar to or above that of their peers nationally. Leaders ensure that pupils with special educational needs and/or disabilities receive the right support to make appropriate progress from their starting points. Generally, pupils are prepared for their next steps in education.

Leaders recognise and are acting to address inconsistency in how well teaching enables pupils to learn and remember knowledge over time. On the whole, the quality of work in pupils' books across the curriculum is improving. Many pupils' books, particularly in the older year groups, show secure understanding of key concepts and suitable progress through the curriculum. Leaders have also taken appropriate action to improve pupils' attainment in reading. For instance, younger pupils are taught in carefully chosen groups where their individual needs and gaps in phonics knowledge are typically targeted.

Attendance and behaviour

Expected standard 

Pupils enjoy attending school and feel a real sense of belonging. Leaders have high expectations of parents to ensure that their children attend school regularly and on time. They are proactive in identifying when pupils may face barriers to attending school. Leaders work effectively with families on a bespoke and individual basis to help remove these barriers. As a result, pupils' attendance is consistently close to the national average, including for disadvantaged pupils and pupils with special educational needs and/or disabilities. Leaders are not complacent and want this to improve further.

The start to the school day is calm and purposeful. This creates an environment where pupils can quickly start learning. The positive atmosphere continues throughout the day. Typically, pupils work hard and want to achieve well. When pupils require support with their behaviour, staff generally provide this. Pupils appreciate and understand the fair behaviour policy, based around the school's values. Leaders promote positive behaviour and have embedded secure routines. This means pupils feel safe. Social times are enjoyable. This is because pupils genuinely care for and look after each other. Relationships between staff and pupils are positive. Incidents of bullying or discriminatory behaviour are rare. If they happen, leaders and staff deal with them swiftly and effectively.

Early years

Expected standard 

Leaders have a secure understanding of what children need to learn to be ready for the next stage of their education. They provide an inclusive and welcoming early years environment. The curriculum is thoughtfully sequenced and built around high-quality texts. There is a clear focus on enhancing children's vocabulary. Effective use of both the indoor and outdoor spaces develops children's engagement and positive attitudes to learning. Leaders are working on strengthening how phonics is taught so that children build even greater

confidence and fluency in reading. Overall, however, the curriculum successfully promotes children's progress in all areas of learning and prepares them well for Year 1.

Staff prioritise children's personal, social and emotional development, ensuring they feel cared for and safe. Staff liaise effectively with parents and carers so that they can support their children's learning at home. Typically, staff interact purposefully and clearly with children, particularly those who are less confident to speak. For example, staff ask questions that prompt children to think creatively about what they observe, such as the different heights of stepping stones.

Leaders and staff know children's needs well. Staff identify gaps in learning early. Generally, they ensure that children receive support to help them overcome any difficulties, for example with communication and language. Leaders ensure that children with additional needs access the same activities as their peers and are fully integrated into school life.

Inclusion

Expected standard 

Leaders ensure that inclusion sits at the heart of all decision-making. They identify the specific needs of pupils with special educational needs and/or disabilities (SEND) well. This begins when children start in the early years. When relevant, the school uses information contained in pupils' education, health and care plans effectively in order to set and review pupils' specific targets.

Staff receive appropriate training in how to meet pupils' individual needs. Consequently, barriers to learning are typically addressed. Staff support pupils to close gaps in their knowledge through targeted teaching. This is showing increasing impact for many pupils. At times, however, teaching activities are not adapted as effectively as they could be to consistently meet pupils' needs.

The specially resourced provision for pupils with SEND, the Rainbow Centre, is well resourced and provides appropriate academic, personal and emotional support for pupils with autism. Leaders engage very well with external professionals to support pupils who face barriers to learning. Staff draw on the expertise of others to help them design and deliver support that will enable pupils to be successful.

Additional funding is used effectively in order to support disadvantaged pupils in overcoming any barriers they face. Leaders routinely check the impact of the support staff provide for these and other pupils. This helps leaders to understand where strategies need to be adapted as pupils' needs change.

Leadership and governance

Expected standard 

Leaders know the school and its community very well. They understand what the school's strengths are and where it needs to improve. Leaders use this knowledge to set clear priorities and take direct, prompt action. They are highly focused on improving outcomes for pupils, especially those who face barriers to their learning or wellbeing. The school has faced significant challenges recently, including responding to high levels of pupils joining and leaving during the school year. This has not swerved leaders' attention away from their

overall aim to have high expectations of all pupils and to meet pupils' individual needs. Diversity is celebrated across the school.

Governors carry out their role effectively, for example overseeing the school's safeguarding systems. They want all pupils to achieve as well as they can and acknowledge that inconsistencies in teaching need to be addressed in order to realise the school's high aspirations. With governors' support, leaders have put in place clear systems and processes to check that the quality of educational provision is as high as possible. Governors provide both support and challenge to ensure that the school continues to improve at a swift pace.

There are many opportunities for professional learning. Staff take part in a well-planned programme of training that increasingly links to leaders' priorities. Leaders recognise that improving the implementation of the curriculum in the classroom is key to securing the school's future success. They are rightly prioritising how best to build staff knowledge and confidence in this area. Staff are fully supportive of leaders' ambitions. They appreciate how leaders take their wellbeing and the management of their workload seriously.

Personal development and wellbeing

Expected standard 

Leaders have designed a personal development offer and a programme of wider opportunities that prepare pupils very well for life beyond the school. This includes a comprehensive personal, social, emotional and health education curriculum. Pupils learn important knowledge for their future lives, such as on personal safety, including online, and healthy relationships.

Pupils love coming to school because of the strong sense of community. They specifically mention the 'family feel' of their school. Pupils enjoy learning about fundamental British values, such as democracy, individual freedom and the rule of law. They respect the different religious beliefs people hold. Tolerance and diversity are celebrated at every opportunity.

Pupils appreciate taking on positions of responsibility, such as peer mediators or prefects. These help to build pupils' confidence. They love the different opportunities the school provides for them to develop their talents and interests. Pupils have the opportunity to learn how to play a range of different musical instruments. They enjoy the interesting trips they go on, for example to museums and places of worship. These visits help pupils to learn more about the subjects they study in school. Pupils develop as active citizens, for example by being involved in enterprise projects or contributing to the local community.

Inclusion is at the heart of leaders' approach to personal development. Leaders track pupils' participation in activities and are proactive in identifying any barriers to personal and social development that pupils face. They work swiftly and successfully to remove these so that all pupils can engage with the wider life of the school. This helps pupils to secure what they need to be well prepared for their next stage of education. Older pupils are excited about joining secondary school. This is because the school has put in place a range of useful activities to smooth this important transition.

Needs attention

Curriculum and teaching

Needs attention 

The quality of teaching is variable across classes and subjects. For example, at times, teachers do not address misconceptions rapidly enough. This means that gaps in some pupils' knowledge persist. Sometimes, teachers prioritise the completion of a task over ensuring that pupils have secured the key curriculum content leaders want them to learn. Occasionally, teachers' expectations of what pupils can achieve are not high enough. This reduces how well some pupils are supported to make progress in their learning over time.

Leaders have begun to strengthen teachers' subject knowledge and skills, but this work has not had consistent impact at present. Recent developments, such as the use of effective questioning and regular checks on learning, reflect leaders' ambition and commitment to improvement. In some instances, these approaches are used well. However, they are not implemented as consistently as leaders expect. Leaders are now addressing these inconsistencies swiftly and with rigour.

Leaders have designed a well-sequenced curriculum that sets out what pupils will learn and when this will happen. Where teaching is most effective, pupils develop their knowledge securely and confidently. For example, in mathematics, the curriculum supports pupils to develop fluency and use important mathematical vocabulary. In phonics, while there are a few inconsistencies in how precisely teaching builds pupils' knowledge, the most successful teaching enables pupils to learn sounds and blend words accurately.

What it's like to be a pupil at this school

Pupils enjoy being part of the school's caring community. They feel that they belong and that they are safe. Pupils are known well as individuals. Any barriers to learning they may have are quickly identified. Relationships between pupils and staff are warm and respectful. Pupils say that bullying rarely happens. They treat each other with consideration and compassion. This creates a supportive environment where everyone feels included. Diversity and difference are proudly celebrated at the school. The well-respected, specially resourced provision for pupils with special educational needs and/or disabilities (SEND), the Rainbow Centre, provides an inclusive and welcoming learning environment for pupils with autism.

The curriculum is ambitious. However, some teaching is not sufficiently focused on securing the core knowledge and skills that pupils need to be able to progress on to more complex learning. Nevertheless, in recent years, pupils' attainment by the end of Year 6 is typically close to the national average. Overall, they leave with the knowledge and attitudes they need for secondary education.

Pupils behave well and respect the rules and values in the school's behaviour policy. They trust adults with any worries. Pupils know why it is important to attend school regularly and typically do so. When pupils and families need additional help to overcome barriers to attendance, the school's pastoral team is ready to support them.

Pupils enjoy the wide range of leadership roles on offer, and they serve the school community with pride. They have many opportunities to take on responsibilities. These include being house captains, librarians and supporting younger pupils in the school canteen. As a result, pupils are prepared well for being responsible citizens in modern Britain. A range of extra-curricular activities, such as theatre trips, sports and music, help pupils to discover their talents and interests. Pupils learn about respect and caring for others through a variety of community projects. These wider opportunities benefit all pupils, including those with SEND or pupils who have other needs.

Next steps

- Leaders should ensure that teachers check pupils' understanding regularly and address misconceptions effectively so that any gaps in pupils' knowledge are rapidly closed.
 - Leaders should ensure that teaching activities are appropriately adapted so that pupils' understanding of key knowledge is secure before they move on to more complex tasks.
 - Leaders should reduce remaining inconsistencies in how well the phonics programme is taught, including ensuring that teaching is precisely matched to pupils' knowledge, so that they make appropriate progress in their early reading.
 - Leaders should continue to strengthen the links between professional learning opportunities and their priorities, particularly in their work to improve the quality of education, so that this drives and sustains further improvements in standards of teaching and achievement.
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About this inspection

The chair of the board of governors in this school is Ken Emerson.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspectors are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, the chair of the governing body and other governors, the local authority, senior leaders and other staff during the inspection.

The inspectors confirmed the following information about the school:

The school includes specially resourced provision for 18 pupils who have been diagnosed with autism.

The school does not use any alternative provision.

Acting headteacher: Grace Beckford

Lead inspector:

Susan Maguire, His Majesty's Inspector

Team inspectors:

Sabrina Edwards, Ofsted Inspector

Bob Hamlyn, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 24 February 2026

School and pupil context

Total pupils

234

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

236

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

23.08%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

8.97%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

12.82%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

SEN unit

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	61%	Close to average
2024/25 (revised)	44%	62%	Below
2023/24 (final)	56%	61%	Close to average
2022/23 (final)	73%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	74%	Below
2024/25 (revised)	48%	75%	Below
2023/24 (final)	64%	74%	Below

Year	This school	National average	Compared with national average
2022/23 (final)	87%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	72%	Close to average
2024/25 (revised)	59%	72%	Below
2023/24 (final)	72%	72%	Close to average
2022/23 (final)	80%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	73%	Close to average
2024/25 (revised)	44%	74%	Below
2023/24 (final)	68%	73%	Close to average
2022/23 (final)	90%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	46%	Above
2024/25 (revised)	44%	47%	Close to average
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	73%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	62%	Above
2024/25 (revised)	56%	63%	Close to average
2023/24 (final)	50%	62%	Below
2022/23 (final)	91%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	59%	Close to average
2024/25 (revised)	67%	59%	Close to average
2023/24 (final)	50%	58%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	73%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	60%	Above
2024/25 (revised)	44%	61%	Below
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	100%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	68%	-10 pp
2024/25 (revised)	44%	69%	-25 pp
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	73%	66%	6 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	69%	80%	-10 pp
2024/25 (revised)	56%	81%	-25 pp
2023/24 (final)	50%	80%	-30 pp
2022/23 (final)	91%	78%	13 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	65%	78%	-12 pp
2024/25 (revised)	67%	78%	-12 pp
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	73%	77%	-5 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	69%	80%	-10 pp
2024/25 (revised)	44%	81%	-36 pp
2023/24 (final)	50%	79%	-29 pp
2022/23 (final)	100%	79%	21 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.6%	5.2%	Close to average
2023/24 (3 term)	5.2%	5.5%	Close to average
2022/23 (3 term)	7.8%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	14.8%	13.3%	Close to average
2023/24 (3 term)	13.1%	14.6%	Close to average
2022/23 (3 term)	27.9%	16.2%	Above

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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