

Grange Park Primary School

Inspection report

Unique Reference Number	108765
Local authority	Sunderland
Inspection number	377814
Inspection dates	18–19 October 2011
Reporting inspector	Barbara Hudson

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	182
Appropriate authority	The governing body
Chair	John Robson
Headteacher	Pauline Wood
Date of previous school inspection	26 January 2009
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons taught by eight different teachers. They held meetings with staff, groups of pupils, members of the governing body and parents and carers. They observed the school's work, looked at pupils' books and documentation relating to safeguarding, pupils' progress, teachers' assessments and school improvement planning. In total 56 parents and carers questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether there is consistently good or better teaching across the school.
- Whether the children's progress is as good in the Early Years Foundation Stage as it is across the rest of the school.
- Whether leaders and managers at every level, including members of the governing body, contribute sufficiently to the school's judgements about the quality of its work.

Information about the school

Most of the pupils who attend this average sized primary school are of White British heritage. A smaller than average proportion is from a minority ethnic background. Very few pupils speak English as an additional language, a tiny minority of whom are at the early stage of learning English. A much higher than average proportion is known to be eligible for free school meals. The percentage of pupils with special educational needs and/or disabilities is higher than average, but fewer than average have a statement of special educational needs. Pupils have access to a breakfast club and an after-school club run by the school.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. Pupils make excellent progress because they are extremely well cared for and the teaching and curriculum are outstanding. Since the last inspection, extremely effective leadership and very accurate self-evaluation have led to extensive improvements in all aspects of its work. The relentless way in which the headteacher and senior leaders pursue excellence and improvement has an extremely positive impact on pupils' outcomes while maintaining very high staff morale.

Children have an excellent start in the Early Years Foundation Stage. Throughout the school attainment has improved year-on-year because pupils' learning and progress is outstanding. Parents and carers hold extremely positive views about the school. Staff are very proactive in involving parents and carers in their children's education and the life of the school. High quality teaching, the rigorous tracking of pupils' progress and the outstanding marking of pupils' work ensure that all pupils make rapid strides in their learning. The rich curriculum, enhanced by excellent partnerships with outside providers, is used very effectively to motivate and inspire pupils to learn. The high quality care, guidance and support pupils receive plays a significant role in ensuring that safeguarding procedures are excellent, pupils feel exceptionally safe and their behaviour is exemplary. Although the school works very closely with outside agencies and families to ensure good attendance, there are still a small number of pupils who do not attend as often as they should.

The school is a very harmonious and inclusive community. Pupils and staff get on extremely well together and the outstanding lessons are characterised by much good humour, mutual support and purposeful activities. Particularly strong are the quality of assessment and the marking of pupils' work. Pupils have a strong knowledge of their targets for improvement to which they respond effectively. In school, pupils adopt healthy lifestyles and make an exceptionally positive contribution to the school and wider community because these aspects are built effectively into the high quality curriculum. Pupils get along exceedingly well together and they know right from wrong. They have a very good insight into their own and different cultures because the curriculum caters for this exceptionally well.

The highly effective staff team value every individual child and ensure that each one gets every opportunity to do their best. Staff constantly strive for excellence and their rigorous self-evaluation and meticulous planning for improvement have ensured

that the school has made excellent progress since its last inspection. This, along with the drive and ambition of the headteacher and the senior leadership team, ensures that the school has an excellent capacity to maintain its outstanding performance and make further improvements. Governance is good but not all members of the governing body are as involved as they could be in evaluating and challenging the work of the school.

What does the school need to do to improve further?

- Improve the attendance of the small number of pupils who do not attend as often as they should by extending further the work carried out by the school with their families.
- Improve the effectiveness of the governing body from good to outstanding by ensuring all members are proactively involved in evaluating and challenging the work of the school.

Outcomes for individuals and groups of pupils

1

Pupils say, 'School is fun'. They thoroughly enjoy learning and they achieve extremely well. Typically, pupils take considerable pride in their work, persevere until they complete their task and gain great satisfaction from reaching their targets. They listen carefully to instructions and work independently and very cooperatively in pairs and groups, as seen in a Year 6 lesson about writing imaginative endings to stories. Pupils' very positive attitudes to work underpin the outstanding progress they make throughout the school, resulting in attainment that is above average and often significantly above average. This is an excellent achievement when most children enter the Early Years Foundation Stage with skills and knowledge well below those expected for their age. Work seen in lessons and in pupils' books, together with the school's own data, confirms almost all pupils make excellent progress and are on track to meet their challenging targets, including those learning English as an additional language and those who are gifted and talented. The excellent support provided for pupils with special educational needs and/or disabilities, or whose circumstances may make them more vulnerable than most, enables them also to achieve outstandingly well.

Pupils speak very highly of their school, feel extremely safe and very much enjoy learning new things. Their behaviour in lessons and around the school is outstanding. They make a very valuable contribution to the smooth running of the school and take particular care of each other. They relish the opportunity to take responsibility and carry out their duties diligently. This is very evident when school councillors talked about surveying the views of the pupils in their class and reporting their findings back to the headteacher. Pupils know their opinions and suggestions are valued, such as the seating area that has been developed under a tree so that pupils have a quiet area in the playground. Pupils' above average basic skills equip them well for the next steps in education and life. While the attendance of most pupils is very good, the persistent absence of a small number of pupils brings the overall figure down to average.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

All teaching is at least good and a substantial proportion is outstanding, which ensures that the quality of pupils' learning is excellent. Teachers have very high expectations of pupils' behaviour and the quality of work that they can produce. Teachers plan and deliver very interesting and frequently inspiring lessons which motivate pupils to learn. Resources, including the use of information and communication technology, are used extensively and creatively to promote learning and pupils' interest. This was seen in lessons devoted to developing pupils reading skills, particularly in Year 1. Teachers set pupils challenging work that is very well matched to the different ability groups in the class. Class teachers work closely and very productively with other adults to support and challenge pupils. Pupils know how to improve their work due to the teachers' outstanding marking and guidance on the next steps in learning.

Pupils are motivated and excited by their learning because there are many memorable experiences, such as celebrating the school's 80th birthday. Pupils enjoy the way in which they have literacy and numeracy lessons and then they have topic-work lessons where they can learn new things and practise their basic skills. They thoroughly enjoy their visits out of school and welcome visitors who bring learning to life. For example, in 'money week' they found out how to buy things they can afford. They have specialist teaching in music and French and receive support from a wide range of external providers that considerably enhance their sporting and creative development. Pupils enjoy a very wide range of additional activities in school time and beyond, which aid their excellent personal development and well-being. Pupils also enjoy working with parents and carers in the family-learning opportunities the school provides.

Adults provide outstanding care, guidance and support because they take the effort to get to know the pupils exceedingly well. They also provide them with the personal

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

and/or academic support that they need or quickly seek outside help if necessary. The staff and parents and carers very much appreciate the support the pupils receive from the counsellor and the inclusion officer. Staff and resources are perceptively deployed to support those pupils who have difficulty learning or are potentially more vulnerable than most and this enables almost all pupils to make excellent progress. The school runs very effective breakfast and after-school clubs which enhance pupils' welfare and learning experiences. Children who start Nursery and those who arrive in school throughout the year are thoughtfully integrated into the school. Parents and carers are consulted about their children's well-being and encouraged to support their learning. The school works hard with parents and carers and other agencies to improve pupils' attendance. It is extending its work in this area work to improve the attendance of a small minority of pupils.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has very successfully developed a whole-school team which is outstanding in promoting a shared ambition and determination that all pupils will have maximum benefit from their education. Over the last three years, marked improvements have taken place in pupils' attainment, progress and in the quality of teaching and in assessment. Extremely rigorous performance management systems have underpinned these improvements. Staff are very adept at analysing and using data about how well pupils are doing. They use this information to adapt their teaching or to initiate targeted support to help pupils overcome difficulties or to accelerate their progress. Very rigorous checks on the quality of teaching have led to considerable improvements in classroom practice and in pupils' learning and progress.

Some members of the governing body provide strong support for leaders and challenge the school's performance. The governing body is a prudent financial manager. Currently its contribution is good rather than outstanding because not all members are involved in evaluating the effectiveness of the school's work. The school's partnerships with parents and carers and with other agencies are excellent. Parents and carers feel included in their child's education. Partnerships with other schools, colleges, universities and external providers and organisations contribute very significantly to the well-being and experiences of all pupils.

Safeguarding procedures are excellent and are very effectively carried out through the clear guidance on acceptable practice provided by the school for visitors. Staff take every opportunity to emphasise safety to pupils in lessons and around the school. Community cohesion is very strong within the school and the local community, and links with other areas of the United Kingdom and abroad are well established. An especially good example of this is the 'Living Streets Project,' where

pupils ensured a proper footpath was laid between school and the aquatic centre and graffiti was removed from the local neighbourhood. Providing equality of opportunity is at the heart of the school’s work and the extremely robust monitoring of pupils’ achievements and of their participation in all aspects of school life ensures that this is a reality. The outstanding outcomes for pupils and the very efficient use of resources ensure that there is excellent value for money.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children have an excellent start in this happy, friendly and stimulating environment. They settle very quickly because of the superb care that they receive. They make outstanding progress in all areas of learning and by the time they start Year 1 most are working close to the levels expected for their age. Excellent relationships between staff and children and their parents or carers are key to the exceptional progress the children make in their personal, social, emotional and educational development. High quality learning activities, both indoors and outdoors, provide children with a wide range of experiences and give them the opportunity to work things out for themselves. Staff are adept at planning activities which engage children fully by using exciting themes and topics, for example, Halloween. They encourage the children to talk about what they are doing by engaging them in discussions and asking pertinent questions which moves their learning on. Staff are exceptionally vigilant about ensuring children’s welfare. The Early Years Foundation Stage leader has an excellent understanding of the provision’s strengths and is ensuring that planned improvements, such as letters and sounds, are being implemented very effectively.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	1
Taking into account: Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management in the Early Years Foundation Stage	1

Views of parents and carers

Almost all parents and carers are very supportive of the school's work. All agree that the school informs them about their child's progress and that their child is making enough progress. The vast majority of parents and carers agreed that their children enjoyed school, that the teaching was good and the school helped them to support their children's learning. In a very small minority of cases where concerns were expressed, inspectors raised these issues with the school without breaching confidentiality and satisfied themselves that they were known to the school and had been or were in the process of being addressed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grange Park 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.

The inspection team received 56 completed questionnaires by the end of the on-site inspection. In total, there are 182 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	83	3	13	0	0	1	4
The school keeps my child safe	18	75	5	21	1	4	0	0
The school informs me about my child's progress	17	71	7	29	0	0	0	0
My child is making enough progress at this school	19	79	5	21	0	0	0	0
The teaching is good at this school	21	88	2	8	1	4	0	0
The school helps me to support my child's learning	16	67	7	29	1	4	0	0
The school helps my child to have a healthy lifestyle	16	67	7	29	1	4	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)	14	58	8	33	0	0	0	0
The school meets my child's particular needs	16	67	7	29	0	0	0	0
The school deals effectively with unacceptable behaviour	13	54	6	25	4	17	1	4
The school takes account of my suggestions and concerns	13	54	7	29	2	8	1	4
The school is led and managed effectively	16	67	7	29	0	0	1	4
Overall, I am happy with my child's experience at this school	18	75	6	25	0	0	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



20 October 2011

Dear Pupils

Inspection of Grange Park Primary School, Sunderland, SR5 1EA

Thank you very much for the friendly welcome you gave us when we inspected your school recently. We enjoyed talking with you and appreciated the honest way in which you answered our questions. I am sure you will be delighted to know that we judge your school to be outstanding. This means that it is providing you with an excellent education.

Some of the excellent things about your school are:

- watching you do so much hard work and behave so well so as to reach high standards
- the ways in which the adults look after you and help you get along together
- the excellent teaching and curriculum which motivates you to learn
- the determination of the headteacher and the staff to provide you with the best possible education.

Even in outstanding schools there are still things that can be improved. We have asked your headteacher, staff and the governing body to look at more ways to:

- help a small number of pupils to attend school more regularly
- help all members of the governing body to take a more active role in checking how the school is doing and asking questions about its work.

You can help the school become even better by continuing to work as hard as you do now in your lessons. I would like to wish you every success in the future.

Yours sincerely,

Barbara Hudson
Lead inspector

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