

Grange Primary School

Holmleigh Road, Tuffley, Gloucestershire, GL4 0RW

Inspection dates 20–21 February 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 make good progress and achieve well from below average starting points.
- Improvements in teaching have led to above-average standards in reading and mathematics. Standards have risen in writing, but not quite so fast.
- Children in the Early Years Foundation Stage make good progress.
- Teaching is good and at times outstanding. Teachers want pupils to do their best and make sure lessons are interesting and engaging so that pupils learn well.
- Pupils enjoy school, have a positive attitude to work and take part in learning with enthusiasm. They want to succeed and achieve well.
- Pupils' behaviour over time in and around the school is outstanding because learning excites and engages them.
- This is a very safe and caring school where each child is treated as an individual. Pupils recognise this and report that they feel safe in school and that bullying is rare and that any incidents are dealt with effectively.
- Attendance is high.
- The headteacher, assistant headteachers, SENCo and governors provide an effective leadership team with high expectations for further improvement of the school.
- The headteacher has successfully gained the respect of parents.

It is not yet an outstanding school because

- Teachers' marking does not always tell pupils clearly how well they are doing, how to improve their work or what the next steps in learning are.
- Where teachers do provide guidance on how to improve their work, sometimes pupils are not encouraged to follow the advice given.
- Pupils' progress in Key Stage 2 is not as rapid as it is in Key Stage 1 because more-able pupils are not always given difficult enough work to do.
- Not all pupils have access to the experience of outdoor education.

Information about this inspection

- Inspectors observed 22 lessons taught by 15 teachers. In addition, the inspection team made a number of other short visits to lessons and small-group work being taught by teaching assistants. Inspectors visited two assemblies.
- Inspectors heard some pupils read from Years 1, 2, 4 and 6, and meetings were held with two groups of pupils. They also used lunch and break times to talk to pupils around the school.
- Inspectors spoke to members of the governing body, members of the school management team and a representative of the local authority.
- Inspectors observed the school's work, looked at a range of documents, including school improvement plans, achievement information, school records on pupils' current progress and documents relating to safeguarding.
- Inspectors also met with some parents at the start of the school day.
- Inspectors took account of the 49 responses to the on-line questionnaire (Parent View) during the inspection.
- Questionnaires were analysed from 52 staff.

Inspection team

Sarah Jones, Lead inspector

Additional Inspector

Christopher Crouch

Additional Inspector

Fiona Robinson

Additional Inspector

Full report

Information about this school

- Grange Primary School is a larger-than-average primary school.
- The largest proportion of pupils attending the school is White British.
- The proportion of pupils from minority ethnic groups or who speak English as an additional language is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium, additional government funding for looked after children, pupils known to be eligible for free school meals and those from service families, is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has a daily breakfast club on site.
- The school has a number of recent awards including Enhanced Healthy Schools status and Foundation Stage International Schools Award. The school is the current winner of the county and the city championship for the '24 mental maths challenge'.
- A privately-managed pre-school and a Children's centre is located on the school site, and is inspected separately.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is outstanding by making sure that:
 - teachers share the outstanding practice already in place
 - teachers in Key Stage 2 make sure that all lessons provide sufficient challenge for all pupils, particularly the more able
 - marking always tells pupils how well they are doing and clearly gives advice on how to improve and the next steps in learning
 - teachers give pupils the opportunity to respond to their marking and act upon the advice
 - all pupils have access to the outdoor education provision.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress from below average starting points. Progress is improving and is fastest in reading, because this is where the school has focused its efforts. Progress is good because teaching is good and pupils enjoy learning.
- At Key Stages 1 and 2 the gap in achievement between mathematics and English has narrowed. The change is most favourable in mathematics at Key Stage 1, but is also beginning to be reflected in Key Stage 2. Progress has been more rapid since September 2012 in writing, reading and mathematics.
- Pupils' literacy skills are improving because speaking, writing and reading activities are encouraged in all subjects. Pupils enjoy reading regularly in school. They are taught how to use their knowledge of the sounds letters make to read difficult words. Pupils do not always read at home.
- Reception children are quick to settle into the welcoming safe environment, and make good progress over time and meet the expected levels of development by the time they enter Year 1.
- Some more-able pupils are not achieving well enough, especially in Key Stage 2, because the tasks they are set are not always difficult enough and do not extend their thinking sufficiently.
- Pupils from minority ethnic backgrounds who speak English as an additional language make progress in line with the others, as their learning needs are assessed and responded to, meaning they settle quickly.
- Disabled pupils and those who have special educational needs make progress similar to other pupils in English and mathematics with targeted intervention to assist progress.
- Pupils known to be eligible for the pupil premium make progress broadly at the same rate or better than other pupils. Pupil premium money is spent on a range of measures including reading, breakfast club, additional inclusion hours for a learning mentor and an outdoor education teacher to help boost confidence and develop language skills.
- The success of this support means that there is no attainment gap between pupils known to be eligible for free school meals and their classmates, and their average point scores are similar to other pupils of the same age nationally. Sensitive, well-organised support from teachers helps these pupils to gain confidence in their own ability and promotes their learning well.
- Teachers create a stimulating learning environment and pupils use resources well to support their work. Work displayed in classrooms and corridors is of a good quality.

The quality of teaching is good

- Teaching has been improved systematically since the previous inspection.
- There was some outstanding practice observed over the course of the inspection. For example, in a literacy lesson in Years 5/6, the teacher encouraged pupils to think imaginatively when writing engaging and lively sentences.
- Typical strengths across all classes, which promote pupils' good progress, include:
 - the way teachers develop pupils' confidence and supportive relationships, especially in Reception classes, and their good management of pupils' behaviour
 - the deployment of teaching assistants effectively, especially to support disabled pupils and those who have special educational needs
 - valuing pupils' ideas and using them effectively through focused questioning to advance learning and explain their thinking.
- Teamwork is a strength of the school. Teachers and teaching assistants support one another. The senior leadership team has helped teachers by example to improve their teaching to become good or better.
- Teachers' subject knowledge is secure and it is used well to plan a range of activities for pupils

to develop their literacy and numeracy skills.

- Teachers develop pupils' learning well through topics, which link subjects together. For example, in an outstanding lesson in Years 5/6, the teacher's use of music to support the class topic on the Romans enhanced pupils' historical and musical knowledge and pupils thoroughly enjoyed the experience.
- In most of the lessons, teachers use information on pupils' progress well to make sure the work is set at the right level. For example, in a good English lesson, the teacher motivated Years 3/4 pupils to use their imaginations when letter writing, as a Celt, using a range of descriptive and exciting vocabulary.
- Teachers regularly check the progress made by disabled pupils and those who have special educational needs and adjust their work accordingly. During the inspection, a small group of seven pupils took part in an effective outdoor lesson to help build pupils' confidence.
- Teachers encourage pupils to work on their own and with each other, to discuss ideas with their talk partners, in turn supporting each other and finding things out for themselves.
- There is some evidence of good marking. However, teachers do not always make clear to pupils what their next steps in learning are so that they can improve their work. They do not always encourage pupils to follow the advice they are given when they do make comments.

The behaviour and safety of pupils are outstanding

- Pupils' attitudes to learning and behaviour in lessons are exemplary. Pupils have very good social skills and work together extremely well to support each other's learning. They engage and respond well in lessons.
- The school is welcoming. A pupil said, 'This is a good school, I am happy to be here and I want to do well.' Pupils say that teachers help them learn well and lessons are interesting.
- Pupils feel safe. Their knowledge of internet safety is very good. Pupils have an excellent understanding of the different types of bullying and say any bullying is unusual. They feel extremely confident that, if anything did worry them, teachers would sort it out quickly.
- There are outstanding relationships between pupils, and pupils and teachers. They respect others and celebrate each other's achievements.
- When pupils are playing outside, moving around the school or speaking with each other and adults, they are polite, friendly and helpful. They respect, tolerate and are considerate to each other, a result of their strong moral code.
- Attendance is above average and improving. Pupils enjoy coming to school because they know they are valued and it is a very safe place to learn. Each pupil's uniqueness is valued and decisions are made around what is best for the individual. The headteacher and staff have worked hard with parents to make sure they see the importance of regular attendance.

The leadership and management are good

- The headteacher, senior leaders and governing body have an accurate view of the strengths of the school and the priorities for development. These are focused well on raising the achievement and personal development of pupils through improvements in teaching and rich and diverse topics.
- Leaders and governors know how well the school is doing by checking its work thoroughly. Combined with consistently good teaching, good progress is evident since the previous inspection. Teachers are aware of what is expected of them and work well to achieve improving standards.
- There are robust systems for checking the quality of teaching and tracking pupils' progress. Both are used to identify training needs both at whole-school and individual-teacher level. Targets for teachers to improve their practice have good links to overall school targets. Teachers find the process supportive with effective opportunities in place for training.
- The school has a clear policy for the development of pupils' skills in literacy, which is causing

standards to rise.

- The school is working hard to involve many parents in the life of the school and to support the progress of their child, as indicated by the responses to Parent View. Attendance at parents' evenings is improving.
- The school has developed good systems to check pupils' progress. This helps the teachers see clearly which pupils need extra help to overcome any difficulties. Staff work effectively to make sure there is no discrimination and that all pupils have equality of education. However, not all pupils have the opportunity to benefit from outdoor education at present.
- The school works well with the local authority, and has received good support to improve teaching grades to good or better. Partnerships are a strong feature of the school's work to make sure the very specific needs of pupils are met.
- Leaders and subject coordinators make sure pupils eligible for the pupil premium receive the right support and carefully check their progress.
- The school plans a wide range of activities in response to pupils' needs and interests, including spiritual, moral and social elements for the pupils to experience and share, such as the opportunity to visit the Life Van during the inspection to find out about personal safety and how to manage situations that could place them at risk.
- The school demonstrates the capacity to continue improvement.
- **The governance of the school:**
 - The governing body gives a good level of challenge to the senior staff, asking searching questions about the effectiveness of the school, the community it serves and the needs and progress of pupils in relation to similar schools. It has a good understanding of the school including setting targets for teachers, the use of Teachers' Standards and the impact on salary progression. It knows what the school is doing to reward good teaching and to tackle any underperformance. The governors carefully monitor the school's finances, including the use of the pupil premium, and check the impact it is having on pupils' progress. The governing body makes sure that safeguarding procedures are robust. It checks that all requirements are fully met, and that the processes for appointing staff are secure. Governors also make sure they keep up to date with their training to improve their effectiveness in holding leaders to account.

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	134527
Local authority	Gloucestershire
Inspection number	402613
Type of school	Primary
School category	Foundation School with a Cooperative Trust
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	316
Appropriate authority	The governing body
Chair	Bill Evans
Headteacher	Paul Harvey
Date of previous school inspection	17 November 2009
Telephone number	01452 524050
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