

# Grange Primary School

Owton Manor Lane, Hartlepool, County Durham, TS25 3PU

**Inspection dates** 29–30 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
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 school's work to keep pupils safe and secure is outstanding. The safety of pupils is given a high priority and this care extends beyond the school gates.
- Pupils achieve well. Their achievement is rapidly improving across the school, particularly in the early years.
- The early years provision is good. The new outdoor area is providing the children with exciting new opportunities to learn and play.
- The behaviour of pupils and their attitudes towards work are good and are important factors in whole-school improvements.
- The new headteacher has made a very positive difference to the ethos of the school.
- The headteacher and the deputy headteacher, well supported by senior staff, have improved teaching, behaviour and the achievement of pupils.
- The revitalised governing body challenges the school well and has the ability to improve the school further.
- The impact of teaching on pupils' learning and achievement over time is good in all key stages.
- Teaching assistants, as well as lunchtime supervisors, play extremely important roles in the pupils' academic learning and social development.

### It is not yet an outstanding school because

- The proportion of pupils reaching higher levels of attainment in all of reading, writing and mathematics combined at the end of Key Stage 2 in national tests is below average.
- Teaching does not always challenge pupils to attain as well as they should and to reach the higher levels of attainment.
- The standard of pupils' grammar, spelling, and handwriting is inconsistent across the school.
- The quality of marking of topic work is not as effective as it is in English and mathematics.

## Information about this inspection

- The inspectors visited a range of lessons or parts of lessons taught by 18 different teachers.
- The inspectors listened to pupils read and talked to them about how much reading they do, as well as looking at their work in class.
- Books were scrutinised by the inspectors, including those from pupils entitled to the pupil premium.
- Discussions took place with members of the governing body, staff, groups of pupils and a representative of the local authority.
- Documents were examined, including those relating to safeguarding, the school's improvement plan, records of the school's checks on teaching and learning, as well as its own assessment data.
- The views of 39 parents, who responded to the online questionnaire (Parent View), were taken into account, as well as the school's own questionnaire, which surveyed more than 200 parents.
- Inspectors also took into account the completed questionnaires of 45 members of staff about their views of the school.

## Inspection team

Frank Cain, Lead inspector	Additional Inspector
Derek Sleightholme	Additional Inspector
Barbara Waugh	Additional Inspector

## Full report

### Information about this school

- Grange Primary School is a larger than average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is well above the national average. The pupil premium is additional government funding to support those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is above average.
- Almost all pupils are from White British communities.
- There is an additional resourced provision for up to sixteen pupils with physical and medical needs and for those with autism. Fifteen pupils currently attend this provision.
- In the early years, provision for the nursery is part time, either in the morning or afternoon. Children in reception attend full time.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- There is a two-year-old provision on the school site for up to 24 children, but this did not form part of this inspection. A separate report for this can be found on the Ofsted website. Seven of the children, however, are close to three years of age and these were seen mixing with the children in the Nursery.
- The headteacher and deputy headteacher joined the school after the previous inspection.

### What does the school need to do to improve further?

- Improve the quality of teaching and hence further raise achievement and increase the proportion of pupils that reach the higher levels of attainment in reading, writing and mathematics so that it is at least at the national average, by:
  - consistently providing challenging activities that enable pupils to achieve their best
  - making sure that the quality of teachers' marking in topic work is consistently good and is as effective as it is in English and mathematics
  - ensuring that the very best practice already evident in the school is shared more widely with other members of staff.
- Improve the standards of pupils' grammar, spelling and handwriting skills in reading, writing and mathematics so that they are consistently high across the year groups.

## Inspection judgements

### The leadership and management are good

- The headteacher has been instrumental in making significant improvements to the school in a relatively short period of time. Along with the deputy and assistant headteachers, the senior team is providing strong leadership to ensure that teaching has improved rapidly in the school. A key feature of this is the very rigorous monitoring of teachers' performance in lessons and scrutiny of pupils' work.
- Leaders and managers have secured improvements in behaviour and in attendance. They have focused on improving teaching through professional development and guidance for staff, including teaching assistants and especially for those new to the school. New staff, including those newly qualified, greatly appreciate the support the school has given them.
- Central to the school's success is the very efficient tracking system to monitor the achievement of different groups of pupils.
- Middle leaders are responsible for delivering professional development and helping senior leaders in managing the performance of teachers.
- The strong impact of senior and middle leaders has ensured a good understanding of where improvements are needed and this has led to a rapid improvement in pupils' reading and mathematical skills, in particular.
- The management of the additional resourced provision for pupils with physical and medical needs and for those with autism is good. The leader knows the pupils extremely well and has excellent systems in place to ensure that these pupils achieve well.
- The curriculum has been reviewed to make learning more interesting for pupils and it has distinct reference to values that we hold in the United Kingdom, as well as tackling discrimination effectively and fostering good relations. For example, pupils are given the opportunity to mix with children from other cultures through taking part in inter-school sporting events. British values of tolerance and respect for others are celebrated in pupils' work in displays throughout the school, as well as in assemblies and work on citizenship.
- The local authority has provided valuable support for the school with advice on making improvements to the early years provision and in measures to help increase attendance, as well as in carrying out independent checks on the quality of pupils' work.
- The funding for pupil premium is being spent well in employing extra staff that support disadvantaged pupils and reduce the gap between their achievement and that of other pupils.
- There are very good links with parents. The recent school parents' evening attracted 98% of parents. The family support worker organises family reading groups to break down barriers between home and school. She is, for example, working with a large number of families on projects such as reading groups and behavioural support for parents.
- The measures taken to safeguard pupils meet statutory requirements and are highly effective. All staff are trained in safeguarding procedures and the documentation on vulnerable pupils is extremely thorough.
- The primary sport and physical education funding is used very effectively to encourage pupils to be healthy and to introduce pupils to new sports, such as tag rugby, quick cricket and archery.
- The school promotes equality of opportunity very well, especially through its strong curriculum, which stresses the importance of social, moral, spiritual and cultural development, as well as academic education.
- **The governance of the school:**
  - The governance of the school is effective in supporting and challenging the school's leadership.
  - A recent external review of the governing body has empowered them to make the school much better and to challenge its performance. Governors understand data presented to them on pupils' achievement. They are aware of the improvement that is being made to the achievement of those pupils entitled to the pupil premium and the school's success in reducing the gap in knowledge and attainment between this group and others at the school and nationally.
  - They are aware of the school's strengths and the areas to develop further. They monitor teachers' performance carefully and so are aware of the overall quality of teaching. Governors appreciate that there should be a link between teachers' performance in the classroom and their progression on the pay scale and they have tackled underperformance in teaching successfully. Governors visit the school frequently and are invited to take part in training sessions along with teachers.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good. Pupils understand the school rules. Staff follow the strengthened behaviour policy consistently.
- Pupils listen attentively in class and they respond very well to instructions from teachers and other adults in the classroom.
- Pupils are polite and friendly to visitors and even the smaller children hold doors open for adults.
- The behaviour of pupils on the playground is extremely good. Exceptionally well-trained and energetic lunchtime supervisors help and encourage pupils to join in ball games, skipping and other physical activities. It is rare to see pupils standing still or sitting down on the playground.
- Pupils contribute positively to the life of the school. For example, they made choices about new outdoor climbing equipment, which was approved by the staff.
- A very small minority of staff and parents have some concerns about pupil behaviour. However, pupils are very positive that behaviour is usually good. Behaviour logs show fewer incidents now than in the past, indicating that behaviour overall is now good. Pupils in conversation with inspectors confirmed this picture.

**Safety**

- The school's work to keep pupils safe and secure is outstanding.
- The premises are secure and well-established systems check the identity of visitors.
- Attendance has improved so that it is now broadly average and the number of pupils who are absent for long periods has decreased. Punctuality, which is well monitored, has improved markedly so that very few are now late to school.
- The parent support worker plays a very important part in keeping pupils safe by improving their attendance, with meetings involving care for children and families.
- The sports' coach has made a highly positive impact on pupils' health and safety, stressing the importance of exercise. For example, Year 2 pupils know the effect that this has on their heart rate. He has successfully targeted and encouraged pupils who might not normally be attracted to exercise, to join in activities.
- The school's policies and procedures for keeping pupils safe are extremely robust. Documentation on vulnerable pupils is very thorough and well maintained so that all pupils are exceptionally well cared for and safe because of the school's systems and actions.
- Pupils say they feel very safe and the school is aware of the need to keep pupils safe beyond school, with information on good health and the dangers of smoking, for example.
- The vast majority of parents agree that their children are safe in school.
- Pupils understand about different ways in which they might experience bullying and are aware of how to be safe when using new technology, including computers.
- Staff training in safeguarding is exceptionally thorough and teachers know exactly how to respond if a safeguarding incident occurs.

**The quality of teaching is good**

- There is a buzz of activity from different classrooms as pupils respond enthusiastically to their teachers. This is particularly noticeable in Key Stage 2 classes when, for example, pupils learn their multiplication tables.
- The school has introduced whole-school initiatives to improve mental arithmetic and additional handwriting periods across the school. The latter is beginning to have some effect in some classes, but improvements in pupils' spelling and grammar, as well as in handwriting, are not consistent across all year groups.
- The teaching of reading includes initiatives to cultivate a love of reading. In reading time in one class, for example, two pupils changed their library books and came back to the class. Without a word, both sat down and were quickly engrossed in their new books. Reading in school is now very popular with pupils. Most pupils read regularly at home and parents are encouraged to report back on how they are doing.
- Teaching in mathematics is not confined to just that subject area. In an English lesson, counting skills were employed to find out the number of words in a piece of work. Across the school, there is a focus on consistent strategies to help pupils to acquire quick mental arithmetic skills.

- Effective teaching by teachers and support staff makes sure that pupils falling behind are helped to catch up quickly, either in small groups or in one-to-one sessions. School information shows that these support sessions are highly successful, resulting in good progress for pupils. Teaching assistants carefully record how well children read to them in reading log books.
- Teaching assistants are part of the teaching team with a role in lesson planning, which increases their effectiveness. They play an important and effective role in supporting pupils, both in whole-class situations and with small groups of pupils. They coax and challenge pupils, but without simply telling them the answers.
- Generally, learning tasks are well matched to pupils' varying needs and abilities, enabling them to progress well. Even so, sometimes teaching does not always challenge pupils to attain as well as they should and to reach the higher levels of attainment.
- A new marking policy, especially in literacy and numeracy points out where the pupils might make improvements and encourages them to follow up and make improvements in the quality of their work. Pupils have clear targets in their books, so that they know how well they are doing and they can explain what they need to do next. Pupils say they value comments, which encourage them to move on and where they are given new challenges. This effective marking strategy is not as well developed in pupils' topic work.
- Pupils' social, moral, cultural and spiritual development is promoted extremely well by the curriculum. For example, Key Stage 2 pupils had studied the Holocaust and they had clearly thought deeply about the recent anniversary of the liberation of concentration camps. Visits out of school are well organised and some link to their topic work, for example to Eden Camp to link with their topic on the Second World War.
- Teachers are keen to improve their skills and staff development has a high priority in the school. Staff in the early years recently visited another provision in a local school to listen to ideas on the curriculum. However, initiatives such as this to share good practice to benefit teaching across the school are not fully developed.
- In staff training sessions, topics for discussion by early years staff include looking at how British values can be promoted among young children.
- Pupils say they learn a lot in lessons because they are interesting and parents agree with inspection evidence that teaching is good in the school.

### **The achievement of pupils is good**

- In the past, the attainment of pupils at both key stages, shown in nationally produced data, has been well below the national average. This was due to previous weaker teaching and unreliable tracking of pupils' performance.
- Achievement is now rising and current school information shows that progress is accelerating markedly. This has been verified by the local authority and the inspection team, who carefully checked school predictions of specific pupils against their class work.
- Importantly, school data show that predictions compared with actual test results last year were extremely accurate in writing and mathematics. This was seen less so in reading, as pupils did not do enough reading, but the school has identified this and is addressing it vigorously.
- From their different starting points, pupil progress in both Key Stages 1 and 2 in reading, writing and mathematics is good and is on track to improve, Attainment, therefore, is rising. However, the proportion of pupils who reach the higher levels of attainment in all three areas, combined, is still lower than average.
- Inspection evidence confirmed that, in the vast majority of lessons, pupils make good progress. Parental surveys agreed that their children make good progress in school.
- In Year 1, pupils' knowledge about the sounds that letters make (phonics) is good. The pupils who were entered for the phonics screening check in 2014, from particularly low starting points, achieved results similar to the national average.
- The school has launched a new reading carousel, including a class novel and a new reading scheme, to encourage daily reading for enjoyment across the school and at home. The impact can be measured by the obvious pleasure pupils demonstrate when they describe their favourite books.
- In Year 2, pupils read well. They record the books they have read. Year 6 pupils can talk at length about their favourite authors and discuss characters in books that they have read. The school encourages pupils to read at home and their parents sign their reading logs.
- In 2014, the gap in the standards reached by disadvantaged pupils supported by the pupil premium in Year 6 compared to those reached by their classmates was less than a term behind in writing and

mathematics and two terms behind in reading. Compared to non-disadvantaged pupils nationally, the gap was four terms behind in reading, three terms behind in mathematics and one term behind in writing. This represents a smaller gap than in the previous year. Current school information shows that this gap is being reduced further in Year 6 and in most of the other year groups. The gap between disadvantaged and other pupils nationally is also reducing.

- The most able pupils are given work suitable to allow them to make good progress, so that most are on track to reach the higher levels of attainment. In Reception for example, they can link the number 60 as being equal to a minute and understand the concept of some numbers being more or less in value than other numbers. In a mathematics lesson, the most able were given tasks to find out the next number in a sequence involving the unknown 'n'. However, this level of challenge is not always evident, so that, overall, not enough pupils achieve the higher levels of attainment.
- Pupils who have special educational needs make similar good progress from their starting points to other pupils. Pupils supported by funding for the additionally resourced provision also make good progress and the achievement of all groups is tracked very well by a senior member of staff. Inspection evidence showed that these pupils are catered for extremely well and enjoy their learning.

### The early years provision

is good

- Children enter the early years with skills lower than typically found for their age. They make good progress so that the proportion of children reaching a good level of development is close to average and is rising. By the time children leave the early years, they are well prepared for learning in Year 1.
- Strong leadership in the early years is improving parental partnerships and the children's learning environment.
- The greatly improved outdoor area provides excellent opportunities for children to develop skills in literacy and numeracy, for example counting activities and learning new vocabulary when talking about making pies or mud casseroles.
- Children understand how to keep safe. Children know to stop at the 'junction' marked on the playground when riding their bikes, showing a good understanding of road safety. Staff ask children in early years to do a 'risk assessment' to look for danger areas before they go outside. This teaches them to be mindful of safe practices in their daily lives.
- There are very positive links with parents who help in the education process by reporting the progress their children make at home to teachers. Parents are invited to take part in events with their children in school where they have tea, cakes and quizzes. Parents as partners are encouraged to contribute to their children's progress records known as learning journals.
- Children display good behaviour and a very positive attitude to learning. In 'choosing time', the teacher points out the activities available while the children listen carefully and this encourages them to learn to make decisions for themselves.
- Nursery children show that their relationship with others in the class is very positive. They demonstrate that they can share toy cars to put in their model garage and take turns when making cakes.
- The older two-year-olds who are getting ready for joining the school participate in activities in the Nursery area. This excellent, flexible arrangement gives extra challenges to those children, such as recognising the numbers 2, 3, and 4 and ensures that learning gets off to a good start.
- Teaching over time is good in the early years. Progress seen through scrutiny of children's learning journals confirms this. Teachers engage children extremely well in learning letters and the sounds they make, for instance, through the use of cuddly toys and gestures.
- In a numeracy lesson, the Reception children were being challenged effectively by doing mental addition and subtraction in numbers up to 20. One child called subtraction 'adding backward' but immediately correctly pointed out that 11 minus 2 equals 9.
- Children in Reception were encouraged to investigate how to programme a robotic toy to move in a planned way through a simple maze.

## 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

<b>Unique reference number</b>	111661
<b>Local authority</b>	Hartlepool
<b>Inspection number</b>	462258

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	407
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Christine Brown
<b>Headteacher</b>	Leanne Yates
<b>Date of previous school inspection</b>	30 April 2013
<b>Telephone number</b>	01429 272007
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