

Grange Primary School

Holmleigh Road, Tuffley, Gloucester, Gloucestershire GL4 0RW

Inspection dates

14–15 November 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Too few pupils meet the expected standards in reading, writing and mathematics at the end of Year 2 and Year 6. Few pupils exceed the expected standard in reading, writing or mathematics.
- Leaders and governors have been slow to take action to improve the progress pupils make and the results they achieve. Because of this, there has been little impact on the standards and progress pupils make at key stage 1 and key stage 2, particularly in mathematics.
- There has been little improvement in the standards pupils reach over time. In mathematics at the end of Year 6, pupils' progress and attainment have been in the bottom 10% of pupils nationally for two years.
- Pupils who did not achieve well during the early years and key stage 1 are not making the progress they need to make to catch up quickly. So, pupils' underachievement continues.
- Teaching is inadequate because it does not meet pupils' needs. Teachers' expectations of what pupils can achieve are too low. The learning they provide is not sufficiently challenging.
- Teaching is not challenging enough for pupils, in particular for the most able and those of middle ability, as well as for girls and disadvantaged pupils.
- The behaviour of a small number of pupils sometimes disrupts the learning of others.
- Middle leaders have not been given the time and support they need to raise standards in their subject areas.
- Funds for disadvantaged pupils are not well spent. These pupils do not achieve as well as other pupils nationally. Also, their attendance is below that of pupils nationally.
- Governors do not monitor and evaluate effectively the quality of teaching and learning and the standards pupils reach.

The school has the following strengths

- Phonics is generally taught well and the proportion of pupils reaching the expected level in the Year 1 phonics screening check is now in line with pupils nationally.
- Current pupils' attendance is at national levels.
- Outdoor learning is a strength of the school and is valuable for all pupils. It helps them to manage risk safely and develop their language, physical, social and learning skills.

Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Rapidly improve the impact of leadership and management, including governance, by ensuring that:
 - leaders focus on rapidly improving teaching and raising pupils' achievement
 - standards rise quickly in English and mathematics, particularly for girls, the most able, middle-attaining pupils and disadvantaged pupils
 - the additional funds for disadvantaged pupils are spent effectively to improve their progress and attainment rapidly
 - middle leaders are developed and supported so that they can play a full part in holding teachers to account for the progress pupils make
 - governors robustly and accurately challenge the school's leaders about the standards pupils reach
 - governors monitor and evaluate the effectiveness of the use of additional funds for disadvantaged pupils and the primary sports premium
 - systems of performance management are used effectively and appropriately to hold teachers and leaders to account for the progress pupils make
 - the attendance of disadvantaged pupils is improved.
- Rapidly improve the quality of teaching, learning and assessment by ensuring that:
 - teachers' expectations are raised significantly to provide the appropriate level of challenge for the most able, middle-attaining pupils and disadvantaged pupils in English and mathematics and across the curriculum
 - teachers accurately assess pupils' learning and adapt their teaching quickly to pupils' needs so that they make rapid progress in lessons and catch up on lost learning
 - teachers receive the timely and accurate feedback they need to improve their practice
 - teachers can use behaviour management systems effectively to manage pupils who have challenging behaviour, so eliminating any disruption to learning.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders have been ineffective at raising the standards pupils reach. Leaders, including governors, have been too accepting of pupils' poor performance over an extended period of time. Planned interventions have been slow to begin, and too slow to take hold. Leaders' actions have not halted pupils' underachievement. The school is failing to provide an acceptable standard of education to its pupils.
- The school's leadership team has undergone change and is still developing. A number of leaders are newly in post. They include leaders of mathematics, the pupil premium, sports, early years and the deputy headteachers. Leadership of key areas, such as pupil premium and sports, has changed a number of times. Therefore, a lack of continuity has made it difficult for senior leaders and governors to monitor the wider team's work.
- Middle leaders do not have an accurate view of the quality of teaching in their subjects. In part, this is because they do not receive the necessary support from senior leadership to enable them to challenge teachers and hold them to account. For example, lack of dedicated leadership time has meant that limited time and priority has been given to monitoring standards. As a result, middle leaders' actions to improve pupils' progress are not yet having the required impact.
- Leaders' and governors' evaluation of the school has been over-generous. Their plans for school improvement have, until recently, lacked clear criteria against which governors and others can evaluate progress.
- Senior leaders, particularly the deputy headteachers, give teachers accurate feedback to help improve their practice. However, there is little follow-up to monitoring activities to ensure that feedback has been acted on. Consequently, the quality of teaching has improved too slowly, and between different classes and year groups there is inconsistency in the quality of teaching.
- Leaders have not made effective use of systems for monitoring teachers' performance to hold them to account for the progress pupils make in their classes.
- Leaders, including governors, have not ensured that the additional funds for disadvantaged pupils are spent effectively. There has been little evaluation of the impact of the funding on disadvantaged pupils' outcomes, which are significantly below those of other pupils nationally in reading, writing and mathematics.
- Leaders have not ensured that systems of behaviour management support teachers to manage the behaviour of a small number of pupils who find it difficult to behave well. As a result, there are times when the learning of pupils is disrupted.
- Leaders have been successful in improving pupils' attendance. Current pupils' attendance is at the national average. However, the attendance of disadvantaged pupils is below the national level. The attendance of those pupils absent most often is improving because of the work the school does to help pupils and their families overcome barriers to attendance.
- The progress of pupils who have special educational needs (SEN) and/or disabilities is

improving. The school's additional adults support these pupils well, particularly with their social and pastoral needs. However, leaders, including governors, are less sure of the impact of the additional learning interventions provided for pupils. A few parents feel their children's SEN and/or disabilities are not well met, but many other parents who expressed a view felt that their children's needs were well supported by the school.

- Outdoor learning, which is available to all pupils, is a strength of the school. Well-planned activities, which show progression from year to year, enable pupils to develop their communication and collaboration skills.
- The early years is well led and managed. The early years leader ensures that children's needs are well planned for and that they experience an enriching curriculum relevant to their age. This means that, increasingly, children have the skills they need to access learning when they enter Year 1. The changes put in place by the early years leader have ensured that phonics is now generally well taught; standards have risen in the Year 1 phonics screening check to close to national level, and children use phonics well in their reading and writing in the Reception Year and Year 1.
- The school may not appoint newly qualified teachers.

Governance of the school

- Governors do not have an accurate understanding of the school's effectiveness. The challenge they provide to school leaders has not been clearly focused on the standards pupils reach and the quality of teaching. For example, there is little record of challenge to leaders about the Year 6 results in 2017. This has contributed to the slow pace of changes to raise pupils' standards.
- Governors have not evaluated the effectiveness of the spending of funds for disadvantaged pupils. Their knowledge of the impact of funding on the standards disadvantaged pupils reach is hazy. Key actions from the 2016 external review into the school's work with disadvantaged pupils, which governors commissioned, have yet to be acted on.
- Governors have not ensured that systems for the performance management of staff have been used effectively to hold teachers and leaders to account for the standards pupils reach. As a result, the quality of teaching is not improving quickly enough.

Safeguarding

- The arrangements for safeguarding are effective. Staff have a clear understanding of what to do if they are concerned about a pupil. The training they receive means that staff are clear about their responsibilities. The school works effectively with outside agencies, and with parents, to support pupils and their families. Leaders are not afraid to challenge other professionals to secure safe outcomes for children.
- The school's systems make sure that staff are recruited safely and the induction process places emphasis on the culture of safeguarding that the school promotes.
- Staff and governors have taken part in training to help them protect pupils from the risk of radical or extreme influences and so understand their responsibilities well.

- The majority of parents support the view that their children are safe, happy and well looked after at school.

Quality of teaching, learning and assessment

Inadequate

- Teachers do not plan appropriate learning to stretch and challenge the most able pupils and those in the middle-attaining group. As a result, there are many pupils in both groups who do not make the progress of which they are capable. A number of pupils told inspectors they would like more challenging work.
- Teachers do not accurately assess pupils' understanding, particularly in mathematics. The activities planned are not specific enough to meet pupils' different needs. As a result, pupils across a range of groups and abilities do not make the progress they should. Although teachers are aware of pupils' attainment at the end of the previous key stage, it is less clear that they have an accurate picture of whether pupils are catching up.
- Many pupils demonstrate encouraging attitudes to learning and want to improve their work. However, because the work given to pupils is not well pitched to match their needs, pupils can easily become distracted, or too dependent on adult support. When an adult moves away, some pupils stop their work.
- Few pupils across the school write in greater depth. In part, this is because it is not always clear to pupils, particularly the most able, what quality of writing is expected at this higher level. Sometimes they are unclear what to do to improve their work.
- In mathematics, the change last year to a different teaching approach is starting to have an impact on current pupils' work. However, it has yet to have an impact on the standards pupils reach at the end of Year 6. In addition, the most able pupils in a number of classes seem constrained by the routines in place, and unsure whether they could move on quickly to more difficult tasks.
- While many pupils enjoy reading, few reach the highest standards in reading across the school. During guided reading sessions, tasks set are not sufficiently challenging and teachers do not maintain assessment systems that closely inform their planning for guided reading.
- Scrutiny of pupils' writing demonstrates some impact, particularly in the younger age groups, of initiatives last year to improve handwriting and presentation. However, these have yet to have a marked impact on pupils' results at the end of each key stage. Results are still well below those of pupils nationally.
- The curriculum and, in particular, its provision for outdoor learning, helps pupils learn to manage risk well. For example, Reception Year children of all abilities were seen safely learning hammering skills using real tools. These skills are built on, with Year 2 pupils using sawing skills to make their own model reindeer, while Year 5 pupils last year designed and built their own shelters, which they slept out overnight in.
- Phonics is generally taught well. The proportion of pupils reaching the expected standard in the phonics screening check in Year 1 has risen so that it is now close to the national figure. Pupils in Year 1 are using their knowledge of phonics to read and write simple, phonically plausible sentences, for example retelling the story of 'Tiddalik'.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils, and their parents, appreciate the care and concern shown for them by teachers, pastoral staff and senior leaders. Parents spoken to during the inspection, and who responded to Parent View, were clear that they valued the support given to them and their children.
- Pupils, parents and staff spoke of the importance of the values of the 'Grange Family' in underpinning the ethos of care provided by the school. An example is the safe, friendly and supportive start to the school day provided by the school's breakfast club, which ensures that pupils attending the club are ready to learn.
- Pupils spoken with were very clear that they feel safe and happy at school. The majority of their parents agree.
- Pupils know what bullying, including cyber bullying, is. They say it does not happen frequently. Pupils know whom to talk to if they have a worry or concern and are sure that their concerns would be sorted out. However, a few parents feel that the school's leaders have not handled bullying effectively.
- Pupils have opportunities to learn how to keep themselves safe, for example on the internet or when using new technologies and by managing risk in the outdoor learning environment.
- The school provides well for pupils' spiritual, moral, social and cultural development. Pupils take an active role in the life of the school.

Behaviour

- The behaviour of pupils requires improvement.
- The behaviour of a small number of pupils can disrupt the learning of others. This is because the school's behaviour policy does not always support staff to manage this behaviour effectively.
- The vast majority of pupils behave very well, for example at break and lunchtime, during classes and when attending assembly.
- Pupils are friendly, polite and courteous to each other and adults. The vast majority understand and value the school rules, rewards and sanctions and take a pride in their school.
- The number of exclusions is above the national average. The behaviour of the few pupils who find it challenging to behave well is generally improving.
- Pupils' current attendance is at the national average. The attendance of those pupils who are absent most often is improving. Disadvantaged pupils' attendance is below that of pupils nationally.

Outcomes for pupils

Inadequate

- Pupils do not achieve the standards they are capable of at this school. In both 2016 and 2017, fewer than one third of pupils reached the expected standard for their age in reading, writing and mathematics by the end of key stage 2. Very few pupils were able to work at a higher level in reading, writing or mathematics.
- Pupils' progress by the end of key stage 2 is below the national level, particularly in reading and mathematics. In 2016 and 2017, the progress pupils made was in the bottom 20% of all pupils. In mathematics in 2017, pupils' progress has declined further so that it is in the bottom 7% nationally. The school met the government's definition of a coasting school in 2016 and looks likely to do so again in 2017. There is little sign in pupils' work of accelerated progress.
- Pupils do not make the progress they should from one key stage to the next. By the end of key stage 2, their progress and achievements are significantly below national levels, particularly in reading and mathematics. Scrutiny of pupils' work shows that current pupils are not yet making the progress they need to make to catch up. The school's own progress information shows that progress varies too much between subjects and year groups. Sometimes leaders are unsure why.
- In key stage 1, standards have been low for a long period of time. The proportion of pupils reaching the expected standards shows little increase from the proportions reaching the early learning goals at the end of the early years.
- Disadvantaged pupils, including the most able, do not make enough progress in reading, writing or mathematics at either key stage. Leaders, including governors, are unsure whether the school's considerable input into provision for disadvantaged pupils is helping to improve the standards they reach.
- The most able and middle-attaining pupils do not receive work that challenges them to deepen their understanding. As a result, too few of them have the skills and knowledge to exceed the expected standards. This is particularly the case in mathematics.
- Over time, the number of pupils who reach the threshold of the phonics screening check in Year 1 has risen, so that in 2017 it is close to the national level.
- In the early years, the proportion of children who reach a good level of development by the end of their Reception Year is below the national level but has shown marked improvement in the last two years.

Early years provision

Requires improvement

- Many children enter the early years with the skills and attributes below those typical for their age. The proportion of children reaching a good level of development at the end of their Reception Year has historically been very low. There has been notable improvement in the number of children reaching a good level of development in the last two years. However, standards are still well below those of children nationally. Very few children reach a level of development where they are exceeding the early learning goals.
- Children in the early years show positive attitudes to learning. They behave well. They

are keen to learn and to share their enjoyment with one another and with the adults who help them.

- Teachers' careful planning creates interesting starting points for children to explore their learning. The outdoor learning opportunities children have, including particularly in the dedicated woodland area, enthuse children and enable them to develop their language, coordination, cooperation and collaboration skills very well.
- Children who have SEN needs and/or disabilities are well supported, so that they make good progress in the early years from their different starting points. Teachers' and other adults' skilful questioning and support mean that these children are encouraged to develop their knowledge and apply the skills they are learning, for example when learning to hammer nails in the outdoor learning area using real nails and hammers.
- Over time, disadvantaged children leave the early years with knowledge and skills below those of children nationally. However, in the last two years, the numbers of disadvantaged children achieving a good level of development have increased. Disadvantaged pupils now leave Reception at a level similar to their peers, but this is still well below the national level.
- As a result of the actions of the early years leader in restructuring the teaching of phonics, children in Reception now receive a strong grounding in phonics. Children can use their phonics knowledge to help their early reading and writing. The improvement in phonics teaching means that children are better prepared for the learning they will do in Year 1.
- The positive behaviour of children and their strong relationships with the adults around them demonstrate the confidence and safety they feel at school. Their parents agree, feeling strongly that their children are safe, happy and well looked after at school. Safeguarding is effective.
- Parents can contribute to the assessment of their child's learning through regular meetings with staff and opportunities to contribute electronically. Parents speak highly of the warm, welcoming and inclusive transition their children make into the Reception class.

School details

Unique reference number	134527
Local authority	Gloucestershire
Inspection number	10037855

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

Type of school	Primary
School category	Foundation
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	326
Appropriate authority	The governing body
Chair	Pat Juby
Headteacher	Beth Williams
Telephone number	01452 524050
Website	www.grangeprimary.co.uk
Email address	admin@grange.gloucs.sch.uk
Date of previous inspection	20–21 February 2013

Information about this school

- The school does not meet requirements on the publication of information about pupils' results, the curriculum, the governors' accessibility plan, pupil premium or details about governors on its website.
- Grange Primary School is slightly larger than the average-sized primary school.
- The majority of pupils are White British. The proportion of pupils for whom English is an additional language is lower than the national average.
- The number of pupils supported by the pupil premium funding is above the national average.
- The proportion of pupils receiving support for their SEN and/or disabilities is at the national average.
- The school meets the current government floor standards at key stage 2.

- The school meets the Department for Education's definition of a coasting school based on key stage 2 academic performance results in 2014/15 and 2015/16.

Information about this inspection

- Pupils' learning was observed in 33 sessions or part sessions, all jointly with leaders. The work of pupils in all year groups was scrutinised. Many pupils were spoken to about their work, during lessons and informally at breaktimes. Pupils were observed during lessons, at break and lunchtimes, during assembly and around the school. Inspectors listened to pupils read and met with pupils to gather their views about their experiences of school.
- Discussions were held with the headteacher and other leaders, governors and a representative of the local education authority. Meetings were held with members of the school staff to gather their views.
- Inspectors took account of the 27 responses to Ofsted's online questionnaire, Parent View, and to 25 comments received. Discussions were held with parents on both days of the inspection. An email and a phone call were received from parents.
- A range of documentation was considered, including information on pupils' attainment and progress, the school's improvement planning, records of the monitoring of teaching and information on the management of teachers' performance. Procedures for the safeguarding of pupils, including information relating to attendance, behaviour and the exclusion of pupils, were examined.

Inspection team

Sarah O'Donnell, lead inspector	Ofsted Inspector
Liz Jenkins	Ofsted Inspector
Linda Rowley	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017