



Grange Infant School

Inspection Report

Unique Reference Number 124035
LEA Staffordshire
Inspection number 281610
Inspection dates 12 October 2005 to 13 October 2005
Reporting inspector Michelle Parker HMI

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

Type of school	Infant	School address	Shobnall Close
School category	Community		Burton-on-Trent
Age range of pupils	3 to 7		Staffordshire DE14 2HX
Gender of pupils	Mixed	Telephone number	01283 564325
Number on roll	181	Fax number	01283 564325
Appropriate authority	The governing body	Chair of governors	Mrs Pat Richardson
Date of previous inspection	20 September 1999	Headteacher	Mrs Margaret Hassall

Age group 3 to 7	Inspection dates 12 October 2005 - 13 October 2005	Inspection number 281610
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors of schools and one Additional Inspector.

Description of the school

Grange Infant School is a small Infants School situated in the heart of Burton-on-Trent. The overall socio-economic circumstances of the children are below the national average. The proportion of children entitled to free school meals is 40.6% which is 23% higher than National average. Twenty five and a half per cent of the children are from an Asian background, which reflects the make up of the community. The attainment of most children on entry to nursery is well below what is expected of a three-year-old but at the end of Key Stage 1 the children are broadly in line with national averages.

Sixteen per cent of children are on the special educational needs register, which is below the expected average

Grange School and has recently achieved the Inclusion Mark. In 2005 it also achieved Investors in People, Basic Skills Quality Mark and Health-Promoting School awards.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school. All children make very good progress. All teaching is at least good, with some that is outstanding. Excellent provision in the Foundation Stage, underpinned by a strong home-school partnership, ensures that children get off to a flying start. The needs of children are of central importance to all the staff and this ensures that the school is truly inclusive in all it does. In particular, bilingual staff help all children for whom English is an additional language to access the curriculum fully and to accelerate their progress. The school has an accurate picture of itself and strives continually to improve further. It has appropriately identified improving extended writing as a priority.

Children enjoy coming to school. They feel safe. Their ideas are listened to and they have many opportunities to make choices about how they learn. Parents state that the school is very good and feel confident to discuss any concerns with staff at the school. 'Family Learning' encourages parents to take an active interest in what their children do at school and this boosts children's learning. Since the last inspection in 1999 the leadership of the school has proved that it can implement a programme of changes which has significantly improved children's learning. The headteacher's vision is effectively shared with all the staff. This enables them to take the lead in developing their own areas of responsibility, to initiate improvements in their own teaching and share the good practice effectively.

What the school should do to improve further

- provide more opportunities for more able children to practise and improve their structured writing.

Achievement and standards

Grade: 1

Children enter school in the nursery with well-below-average attainment. They make very good progress in all classes. They are appropriately supported so that they meet challenging targets. By the time they leave the school they reach above average standards in reading and mathematics. Most of the children also make very good progress in writing. However, some of the more able children in Year 1 and 2 require more opportunities to develop their extended writing. Children with learning needs and those for whom English is an additional language, as well as children from an Asian heritage, all make very good progress as a result of the excellent work of bilingual staff.

This is because of the exceptionally strong links with home that are forged in the nursery. These foster learning between children and their parents and carers, which reinforces that which takes place in school. Boys attain as well as girls, as a result of the conscious effort of staff to provide stimulating texts and family projects such as 'Kick-start'.

Children in the nursery and reception classes settle quickly to sessions and get on very well with each other. They enjoy the many exciting opportunities for play and concentrate well. Although some children find it difficult to speak clearly or to recognise colours and numbers, regular opportunities to talk with each other in small groups and carefully planned, exciting work mean that their skills improve quickly. In Years 1 and 2, children make very good progress because they are carefully grouped to ensure that work is well matched to their capabilities and careful links are made across the different areas of learning. For example, symmetry work in mathematics is taught creatively by investigating a portrait painted by the artist Picasso.

Personal development and well-being

Grade: 1

The children's personal development is excellent. The children enjoy coming to school and feel safe. They know that the 'Playground Buddies' in Year 2 and their teachers and carers will listen to them and resolve any disputes fairly. Most children attend regularly and are very keen to learn. They concentrate well, try hard and work sensibly with each other. The children develop confidence and high self-esteem. This is because they know that they are genuinely cared for. Adults are sensitive to their feelings and their opinions are listened to and used in developing the school.

Behaviour is exemplary in and out of class. Older children carry out special responsibilities well, such as giving out fruit at lunch time. Some, the 'Busy Bees', help the younger children to cut food. The children regularly make healthy choices in lessons, in the nurture group, and at playtime. The carefully planned work, the many after-school clubs, and the sensitive subjects covered in assembly ensure that the children's spiritual, social, moral and cultural development is very good.

The children are encouraged to think about others and to contribute to the local community in a wide variety of ways. Very well structured adult and family learning sessions have, for many parents, placed the school at the heart of the community. They provide parents with very good opportunities to further their own learning alongside that of their children. A range of stimulating role play activities is helping the children understand the world of work.

Quality of provision

Teaching and learning

Grade: 2

Teaching is never less than good and often it is outstanding. Children across the school learn well because teachers and teaching assistants have developed very strong links with the children's families and so they know the children well as individuals. The Early Years staff support the learning very effectively. They intervene sensitively and have very good subject knowledge. They frequently adapt planning to ensure that the children have appropriate targets and understand the next steps in learning. The youngest children in the school are regularly encouraged to take responsibility and to

make decisions for themselves. This is seen in both their indoor and outdoor work and across all areas of learning.

All children are enthusiastic and make very good progress because activities are interesting. For example, Year 2 devised questions for their teaching assistant who arrived in role as the book character 'Winnie the Witch'. Teachers and teaching assistants use an appropriate range of methods to effectively structure learning. Careful and detailed planning ensures that the focus for learning is clear and understood by children. Teachers' marking makes clear to children what they have done well.

Curriculum and other activities

Grade: 2

The curriculum meets all children's needs well. The development of creativity has led to a richness and variety. Learning in topics is enlivened by the regular use of visits and visitors and the exciting outdoor learning environment. There is a very good range of out-of-school activities. Some children would like more regular 'hands-on' access to computers. Inspectors agree that this would further develop their learning of skills.

Care, guidance and support

Grade: 1

The care, guidance and support provided to children are outstanding. All staff are highly committed and use very good systems to support all children. All staff help the children to develop independence, feel safe and secure and to make appropriate choices. Procedures for child protection meet statutory requirements.

Every child's progress is kept under close review and teaching is adjusted to ensure that they stay on track. Parents are kept well informed of their children's progress.

Leadership and management

Grade: 1

Leadership is outstanding. Inspectors agree with the school's self-evaluation that there is a shared vision which is promoted by the headteacher but supported by all. Senior managers effectively lead highly qualified and carefully directed staff, who work well in teams. They ensure that all staff are actively involved in sharing and developing the good practice in the school. Monitoring of children's progress and provision is thorough and areas for development are clearly identified and shared with staff. Inclusion is at the heart of school improvement. This is firmly based on strong links with the community, which the school has worked hard to establish.

The school has made very strong links with outside agencies and is currently a pilot school in the local authority's extended schools programme. The school recruits highly trained staff and supports them effectively to develop their skills. This ensures that all children are well taught and protected.

The governors are an active body who support and challenge the school well and ensure that the school meets legal requirements.

The school building is bright and welcoming and provides a safe haven for the local community. It has carefully chosen resources that very effectively support all children's learning. The school provides very good value for money and has very good capacity to fulfil its Growth Plan.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Grange Infant School Shobnall Close Burton-on-Trent Staffordshire DE14 2HX

13 September 2005

Dear Children,

Thank you for letting us visit your school. We enjoyed talking to you and your teachers and watching you learn. We thought you would like to know what we liked about your school and how we thought it could get even better.

What we liked about your school:

you made us all feel very welcome in your school and greeted us with a friendly smile;

you all looked very smart in your school uniform;

you are all learning very well, especially in mathematics;

you all behave very well around the school. You play nicely with your friends and help each other when you have had an accident. You speak very politely to your teachers and visitors;

you make healthy choices at lunchtime;

your teachers and teaching assistants work very hard to make sure that you all get the right sort of help you need to make sure you learn;

your head teacher runs the school very well;

your parents and carers know how well you are doing at school;

your parents and carers are right in thinking that you go to a outstanding school.

What we have asked your school to do now to make it even better:

you need to practise your writing so that it is as good as your mathematics.

Yours sincerely,

Michelle Parker Her Majesty's Inspector of schools