



Grange Primary School

Inspection Report - Amended

Unique Reference Number 134527
Local Authority Gloucestershire
Inspection number 294136
Inspection dates 19–20 September 2006
Reporting inspector Mary Harlow HMI

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

Type of school	Primary	School address	Holmleigh Road
School category	Community		Tuffley
Age range of pupils	4–11		Gloucester GL4 0RW
Gender of pupils	Mixed	Telephone number	01452524050
Number on roll (school)	330	Fax number	01452386576
Appropriate authority	The governing body	Chair	Vacant Position
		Headteacher	Paul Harvey
Date of previous school inspection	Not previously inspected		

Age group 4–11	Inspection dates 19–20 September 2006	Inspection number 294136
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Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

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

Description of the school

Grange Primary School opened in September 2005 following the amalgamation of an infant and a junior school. The move to a single site took place in September 2006. A significant number of pupils have language and communication difficulties. The school operates in an area of disadvantage and the proportions of pupils eligible for free school meals and those who have learning difficulties and/or disabilities are greater than average. Three pupils have statements of special educational need. Most pupils are from White British backgrounds and very few pupils are learning English as an additional language. Attainment on entry is generally lower than that of typical four-year-olds.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Grange Primary school has faced significant challenges since it opened a year ago. It has operated on a split site, managed major refurbishment works and recently moved to the new building. Everyone involved has coped admirably during this exacting time to ensure the autumn term got off to a cracking start. An impressive team spirit exists within the school; it is indeed a happy and harmonious place where pupils and adults want to be. This is no mean feat!

It is still early days for this new school and its overall effectiveness is at present satisfactory. Nevertheless, there is much to celebrate. Trusting relationships are at the heart of the school community, ensuring a positive climate for learning. The teachers and support staff are committed and keen to learn. Pupils receive good pastoral care and a range of enrichment opportunities which helps them to engage in learning. Their personal development and well-being are good. Adults value and respect the individuality of the pupils. They in turn, feel safe, secure and behave well. The school genuinely reaches out to the parents and they are fully supportive. One remarked, 'it (the school) helps us to help them (the pupils) learn', and it does.

Standards and achievements are satisfactory. Pupils start school with some catching up to do because their speech and language are particularly underdeveloped. They make satisfactory progress in the Foundation Stage. Most reach some of the expected goals for learning but still have a way to go in communication, language and literacy. Progress continues to be satisfactory in the infant and junior classes and the pupils achieve at, or around, the expected levels of learning, although they do better in science. More could be done to improve the rate of achievement of pupils in the middle ability groups, especially girls. Pupils with learning difficulties and/or disabilities always make good progress because they receive the right kind of support. Although many features of teaching are strong and sometimes outstanding, marking and assessment are still not good enough across the school to allow the pupils to know what they need to do to improve. Standards in speaking and listening skills require greater attention in order for pupils to achieve the expected levels.

The school has worked hard to improve the curriculum to meet the pupils' needs. Although in its infancy, the curriculum has been carefully planned to offer more practical learning experiences. The school recognises it has a little more to do to ensure that curriculum activities encourage pupils to have the confidence to learn both independently and with others.

Leadership and management are satisfactory. The headteacher and senior leadership team carry out their respective roles in a conscientious manner. Governors are supportive and keep a watchful eye. Leaders evaluate the school's performance adequately but are acutely aware of the need to sharpen the plans for improvement to accelerate the progress of pupils' learning and achievement. The school provides satisfactory value for money and has good capacity to improve.

What the school should do to improve further

- Raise standards in speaking and listening by further extending the pupils' vocabulary.
- Improve the quality and consistency of marking across the school.
- Make better use of assessment information and test results to ensure all pupils do their very best.
- Strengthen the school's self evaluation to sharpen its plans for improvement

Achievement and standards

Grade: 3

Standards are average and the achievement of most pupils, including the more able, is satisfactory. Pupils with learning difficulties and/or disabilities and lower attaining pupils achieve well. The 2006 test results indicate that pupils are reaching the standards expected for their age and standards are improving by the end of Year 6. However, some middle ability pupils, often girls, do not always achieve as much as they should and standards of speaking and listening are below average across the school. The few pupils who speak English as an additional language or who come from ethnic minority backgrounds achieve satisfactorily. The achievement of Reception aged children is satisfactory in relation to their below average starting points on entry to the school.

Personal development and well-being

Grade: 2

This is a real strength of the school. From the Reception onwards pupils develop into confident youngsters who are well prepared for their next school and later life. Spiritual, cultural, social and moral development is good. Pupils are polite and considerate and taught to value differences between cultures. Without exception, they stand back, open doors for visitors and greet them with a friendly smile. Imaginative assemblies encourage the pupils to reflect on pertinent issues; for instance, the one about 'choices and consequences'. This captured their interest and gave the whole school a lovely start to the day. Pupils behave well. They cooperate and compete energetically in team activities. Older pupils enthuse about taking part in peer mediation and they say, 'it makes us feel good and proud to help others on the playground'. They thrive on having responsibility and carry out duties with pride, for example selling toast at break time or participating in community projects.

Pupils learn to be safe and understand the importance of a healthy lifestyle. They benefit from the high quality lunches that are provided. A recent 'Try Something New' week, for example, saw pupils eating exotic fruit, and taking part in yoga, karate and skiing. Pupils enjoy school but sometimes lack real enthusiasm for learning. Their attendance is satisfactory and creative approaches are in place to improve it.

Quality of provision

Teaching and learning

Grade: 3

Although teaching and learning are satisfactory, some good and outstanding lessons were seen during the inspection. In these lessons, pupils were motivated in their work because of the lively, practical and interesting ways that teachers presented it. Pupils with learning difficulties and/or disabilities and lower attaining pupils thrive because of the individual support that they receive. However, some middle ability pupils, especially quieter girls, sometimes miss out on the teachers' attention. There are satisfactory opportunities for pupils to use their speaking and listening skills but insufficient time is given to the use of standard English and the extension of pupils' vocabulary. In some lessons, pupils are over dependent on adults to help them with aspects of their work that they should be able to do for themselves. The school's assessment and target setting systems are satisfactory but not enough use is made of them to plan work which meets the different needs of pupils in all lessons. Marking across the school varies in quality and does not always let pupils know how they are getting on and what they have to do to improve their work.

Curriculum and other activities

Grade: 3

The school has worked hard to shape a creative curriculum to meet the pupils' needs. The plans show suitable opportunities for hands-on learning across subject areas through practical, relevant topics which involve visits outside school. A good emphasis is placed on information and communication technology to help pupils to develop these basic skills, but not enough is done to develop pupils' independence and collaborative skills. The provision for pupils with learning difficulties and/or disabilities is good and intervention strategies, such as 'Talking Partners' and 'Better Reading' are having success.

Many pupils participate enthusiastically in activities that take place after school and at lunchtimes. They appreciate the varied range of activities on offer, for example art, cookery and design and technology, as well as music and sports clubs.

Care, guidance and support

Grade: 2

Pupils are well cared for because the adults know them well and take the time to address their needs. Written procedures for safeguarding pupils are satisfactory. Teachers are good at guiding and helping pupils to assess how well they are doing but marking does not always indicate what they need to do to improve. Older pupils are motivated by targets they have helped to set themselves but the younger pupils' self-assessment is not as well developed. Pupils are well supported by teachers and support staff, particularly the learning mentor who works closely with many parents

and children. They seek the support of friends and adults if in difficulty and are confident that problems are dealt with swiftly.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher is a caring, committed leader who has successfully managed the recent amalgamation of the school onto one site. Everyone involved has worked tirelessly to ensure this transition has been seamless, allowing the pupils to start their new school year in a calm, orderly and supportive climate. The senior leadership team is energetic and enthusiastic with a lot to offer. Subject leaders are carrying out their roles conscientiously.

Leaders and managers are aware of the school's strengths and weaknesses. Indeed, the school has had some success in raising standards in its first year. That said, procedures for checking the pupils' progress are not rigorous enough to guarantee sustained improvement. Senior leaders have an accurate view of the quality of teaching and their monitoring is satisfactory. The school's self-evaluation needs some refinement so that plans for improvement are clearly understood by all and progress is measured. Governors provide strong pastoral support and have a range of valuable expertise. They are now poised to have a greater influence on the school's longer-term improvement plan to raise standards.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	NA

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

I am writing to say thank you very much for giving the inspectors such a warm welcome. We were impressed with the way you looked at us confidently and greeted us with a smile. You have all settled quickly into your new building. Well done!

We want to let you know that, at the moment, in your school there are some good things going on and some things that need to be improved. Here are some of the special things we found out about your school:

? Your school looks after you and the teachers want to do their best for you. ? Your behaviour is good and everyone in the school cares for each other. ? Pupils who especially find work 'tricky' are helped to succeed. ? You do some exciting, lively learning and there are plans for more to come! ? The oldest pupils are good scientists! ? You are becoming very healthy by eating lots of fresh fruit and taking lots of exercise.

Now here are the things that need to be improved. We have asked the school to make sure when all your work is marked the comments help you to know what to learn next. You can help by sometimes returning to your work to improve it and do not be afraid to have a go! Also we think it will make a big difference to your learning if you get more confident with your speaking and become more independent as learners.

You are lucky to have such a caring headteacher, enthusiastic teachers and support staff. Enjoy your new school!

Thank you once again for your welcome. We enjoyed our visit.