

Grange Primary School

Inspection report

Unique Reference Number	134527
Local Authority	Gloucestershire
Inspection number	341479
Inspection dates	16–17 November 2009
Reporting inspector	Beryl Richmond

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	303
Appropriate authority	The governing body
Chair	Bill Evans
Headteacher	Paul Harvey
Date of previous school inspection	9 November 2006
School address	Holmleigh Road Tuffley Gloucestershire GL4 0RN
Telephone number	01452 524050
Fax number	01452 386576
Email address	admin@grange.gloucs.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons, and held meetings with the chair of governors, some members of staff and groups of pupils. They observed the school's work, and looked at a range of evidence including systems for assessing and monitoring pupils' progress, pupils' work in books, the quality of teachers' marking and the 114 questionnaires completed by parents. Analysis was made of the school's development plans and safeguarding information was scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- effectiveness of interventions provided for pupils with special educational needs and/or disabilities to enable them to catch up
- effectiveness of leaders and managers at all levels in raising achievement and attainment and improving the quality of teaching and learning
- effectiveness of writing provision in raising achievement and standards
- effectiveness of use of assessment information to challenge pupils to do their best, particularly the more-able in Key Stage 1 and girls in English
- effectiveness of strategies to raise standards in speaking and listening.

Information about the school

Grange Primary is a large school. The proportion of pupils known to be eligible for free school meals is above average. Most pupils are of White British heritage and very few pupils are learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. These needs are mainly to do with speech, language and communication difficulties. Children in the Early Years Foundation Stage are taught in two Reception classes. The Oaks Children Centre and the Acorn Nursery, which are also located on the same site, provide for children in this stage of learning and are inspected separately. In Key Stages 1 and 2 pupils are taught in mixed-age classes. The Reception class is oversubscribed.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Grange Primary is a satisfactory and improving school. This is reflected in the positive views expressed by both pupils and parents. The headteacher's determined leadership has developed a strong staff team who work together well. They have effectively built staff knowledge and expertise to accelerate improvements in teaching that will increase pupils' enjoyment and achievement.

Actions by senior staff to improve the quality of teaching mean that teaching is satisfactory, with much that is good. As a result, pupils make satisfactory progress. Standards are broadly average overall by the end of Year 6. The school is aware that the challenge now is to involve leaders and managers at all levels in raising teaching quality to a consistently good or better level across the school to enable pupils to make good progress in all classes. Pupils' speaking and listening skills are developing well through the well-established practice of using talking partners in lessons. Good opportunities for pupils to apply their writing skills are now identified within topics. However, standards in writing remain a priority for improvement. In particular, the school has correctly identified the need to improve handwriting, punctuation and sentence construction.

Pupils enjoy a stimulating and interesting curriculum that has been adapted well by making creative links between subjects. It is enriched by an extensive range of after-school clubs and activities. It is too soon to be able to measure the full impact of this good provision in consistently good achievement across the school.

Pupils are friendly, caring and supportive of each other. They have an excellent understanding of how to stay safe including how to use the internet safely. They make good contributions to the school and to the wider community. Behaviour is good and the school has effective systems to promote this. Attendance levels are average overall.

Assessment and record-keeping have improved so teachers have a clearer picture of what pupils can do. For example, good systems for tracking each pupil's progress in the mixed-age classes ensure that any pupil who is falling behind is quickly spotted and given appropriate support. There are some lessons, however, where teachers do not pitch work at suitably challenging levels. Consequently, pupils, especially the younger more-able and girls, do not always do as well as they could, especially in writing. There are good examples of marking and feedback, which gives pupils clear pointers for improving their work but this is still developing to become more consistent across the school. This means there are some pupils who do not yet have a clear understanding of what they must do to improve.

The school promotes community cohesion satisfactorily. It has reached out well to the

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wider community in many ways. However, links with communities globally and nationally are at an early stage of development. Consequently, children's knowledge and understanding of international relationships are less well developed.

The quality of self-evaluation has improved since the last inspection and the school has an accurate view of its performance. The headteacher and senior leaders have correctly identified the weaknesses in provision and set clear direction for improvement. It is the drive for further development shared by all, and the improvements in teaching and learning that confirm the school's satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- Improve standards in writing by:
 - ensuring greater consistency in involving pupils in gaining a clearer understanding of how they can improve their work
 - ensuring activities are more accurately matched to pupils' differing abilities, especially those of the more-able.
 - improving handwriting, punctuation and sentence construction.
- Develop the roles of leaders and managers at all levels in monitoring the quality of teaching and learning to enable pupils to make good progress in all classes.
- Develop pupils' knowledge of life in other communities nationally and overseas.

Outcomes for individuals and groups of pupils**3**

The vast majority of pupils make the expected progress or better from their various starting points and are meeting their targets. Pupils achieve satisfactorily and standards are broadly average in English and mathematics by the end of Year 6, although there have been variations in recent years. Achievement in science is good and standards are well above average. There are occasions, however, when the work that pupils are given is not sufficiently well matched to their individual needs. Data shows that girls have previously not made as much progress as boys and some younger more-able pupils have not achieved as well as they should, particularly in writing. This is because they are not sufficiently challenged. Provision for pupils with special educational needs and/or disabilities is satisfactory and they make the same progress as other pupils.

Pupils feel exceptionally safe and well cared for at school. They are confident that there is always a trusted adult they can turn to if they are upset or worried. Relationships and pupils' conduct are good across the school. Pupils show a good knowledge and understanding of healthy diets and the importance of taking regular exercise. They are given a good grounding in citizenship and they contribute well to their community as members of the school council. They have been involved in devising the school travel plan, improving the toilets and acquiring goalposts for football. Opportunities to relate to a wider multicultural community beyond the school, although satisfactory, are less well developed. They make satisfactory progress overall in acquiring and applying literacy and numeracy skills and are satisfactorily prepared for their future economic well-being.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

An increasing proportion of teaching has good features. Lessons frequently start with a recap of the pupils' previous learning and provide opportunities for consolidation and reflection. Pupils behave well and they have positive attitudes to their work. The best teaching takes full account of the needs of individual pupils so that tasks are closely matched to their differing abilities. However, this is not yet consistent across the school. Some teachers do not yet make sufficient use of the assessment information to ensure that more-able pupils are sufficiently challenged, especially in writing.

Although there were some good examples of marking to inform pupils how to improve their work, this practice is not consistent across the school. Some younger pupils said they could not always read the comments in their books. Pupils make the best progress when they are fully involved in responding to teachers' marking and assessing for themselves how well they are doing.

Pupils and staff have been involved in adapting the curriculum to make it challenging and fun. There is now a good balance between the different subjects and good attention has been given to developing reading, writing and mathematical skills. Themed activities

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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add much to the enjoyment of learning and provide memorable experiences. For example, pupils in Years 5 and 6 really enjoyed learning about the Second World War in their blacked-out classrooms.

Parents are confident that the school looks after their children well. The learning mentor provides excellent support to pupils needing extra help and guidance. Staff are clear about pupils' health, safety and welfare, and policies and procedures are carefully implemented.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The good personal leadership of the headteacher has established a clear vision for improvement and set challenging targets to achieve. Staff are working together as a cohesive team and are committed to sustaining improvements. A secure structure is in place to monitor the effectiveness of the school and is embedding ambition and driving improvements. As a result, the school is improving pupils' outcomes and promoting equal opportunities.

Monitoring and evaluation of classroom practice is being used to develop teachers' practice and to promote each pupil's progress. The school is now focusing on developing pupils' writing skills. The middle managers are taking an increasingly active role in the school's management but are yet to be fully involved in monitoring the quality of teaching and learning in order to ensure that pupils make consistently good progress.

Good links have been established with other schools and agencies in the local area. Most parents say that the school's communication is good and that staff are very approachable if they have a problem. There is a strong commitment to promoting community cohesion within the school community. The school recognises that it needs to establish meaningful national and international links so that pupils develop a better understanding of other communities.

The governors support the school well and share the vision for its future development. Increasingly, governors ask challenging questions and hold the school to account for its performance. However, they are at an early stage of devising robust new ways of holding the school to account for its performance.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Parents are very positive about the school's arrangements for the admission of their children. This means that children are very well settled and routines are quickly established. Parents say that the school has already explained to them how their children will learn through play, and oral and practical activities. They find the staff friendly and approachable. Home visits are offered to parents of children who have not attended any other pre-school provision. Children benefit from good-sized classrooms and an extensive outdoor area that is well resourced with a cover so that children can learn and play outdoors whatever the weather.

Teaching is of good quality and children engage well with their learning and make good progress. Staff are skilled in providing a wide range of activities that help children make choices and gain the confidence to investigate for themselves. For example, children manage the amount of time they spend on activities using a large egg timer and willingly move on when their time is up. Improvements have been made to the teaching of letters and sounds and the impact of this work can be seen in much-improved standards by the end of the year.

Knowledgeable leadership has set the tone for improvement. Teamwork is very well developed. Assessment is good and children's records are kept diligently, using a range of evidence, including photographs. These are used well to plan the next stages of learning. Welfare provision is very good. For example, each child has a place mat with key information about such things as diet and allergies, so that staff are kept fully informed.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of parents who completed the questionnaires are satisfied with the school. The inspection team agrees with the parents' positive views. A very small minority of parents who responded to the questionnaire do not believe that the school deals effectively with unacceptable behaviour or takes sufficient account of suggestions and concerns. The school has effective procedures for tackling parents' and carers' concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grange Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 114 completed questionnaires by the end of the on-site inspection. In total, there are 303 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	60	43	38	2	2	0	0
The school keeps my child safe	76	67	35	31	2	2	0	0
The school informs me about my child's progress	70	62	42	37	1	1	0	0
My child is making enough progress at this school	63	55	42	37	7	6	0	0
The teaching is good at this school	72	63	37	32	0	0	0	0
The school helps me to support my child's learning	64	56	44	39	2	2	0	0
The school helps my child to have a healthy lifestyle	68	60	43	38	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	45	39	60	53	2	2	0	0
The school meets my child's particular needs	62	54	45	39	5	4	0	0
The school deals effectively with unacceptable behaviour	56	49	50	44	7	6	0	0
The school takes account of my suggestions and concerns	46	40	54	47	7	6	0	0
The school is led and managed effectively	58	51	53	46	0	0	0	0
Overall, I am happy with my child's experience at this school	71	62	37	32	4	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 November 2009

Dear Pupils

Inspection of Grange Primary School, Tuffley, GL4 0RN

Thank you for being so welcoming and helpful when we visited your school recently. We enjoyed looking at your work, seeing you in lessons and talking with you.

You go to a satisfactory and improving school. This means there are lots of things that it does well, but also there are some things that could be better. Here are some of the things we liked about your school.

- Your headteacher and the other teachers have good plans to improve your school further.
- You have an excellent understanding of how to stay safe, particularly when using the internet. You know who to talk to if you are worried about anything.
- You behave well and are developing good personal skills.
- You know how to stay healthy and enjoy a wide range of physical activities.
- You enjoy a stimulating and interesting curriculum. You enjoy the extensive range of after-school clubs that your school provides.
- Your school has established good links with your parents and with other organisations.
- Children in the Reception classes get off to a good start to school life.

We saw some very good lessons at your school and we have asked your teachers to help you even more by making sure your lessons are all as good as the best, so that you can make even more progress. In particular, we have asked them to make certain that the work they plan is not too hard and not too easy so that you make good progress. This will help all of you learn faster, particularly in writing. We want you all to fully understand what you need to do to make your work better by, for example, writing more neatly and improving your punctuation. We would also like your school to form links with other communities in Britain and abroad so that you can learn more about other communities.

I would like to send you my best wishes for your future success in whatever you choose to do.

Yours sincerely,
Beryl Richmond

Lead inspector

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