

Grange Primary School

Inspection report

Unique Reference Number	131231
Local Authority	North East Lincolnshire
Inspection number	360236
Inspection dates	15–16 February 2011
Reporting inspector	Roger Sadler

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	336
Appropriate authority	The governing body
Chair	Mr Len Brazier
Headteacher	Mr Richard Oulton
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and observed all 12 teachers. The team analysed samples of pupils' work, particularly in writing and mathematics, and held meetings with members of the governing body, staff, pupils and parents and carers. They observed the school's work, including assembly and play times and looked at assessment records from the current and previous academic years. School documents, including the school improvement plan and safeguarding procedures and records were evaluated. The school's data in relation to pupils' attainment, progress and attendance was compared with national data. Inspectors analysed the 47 questionnaires returned by parents and carers, along with questionnaires returned by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The achievement of pupils and the extent to which their attainment is improving.
- Whether assessment is used effectively to promote learning.
- The effectiveness of monitoring and evaluation systems and how well the findings are used to support school improvement.

Information about the school

This above-average sized school was opened in September 2009 following the closure of a separate nursery and infant school and a junior school. The great majority of pupils attending the school are from White British backgrounds and speak English as their first language. Around a half of the pupils are known to be eligible for free school meals, which is a much larger than average proportion. A higher than average proportion of pupils has been identified as having special educational needs and/or disabilities. The school has gained Healthy School status and the Sportsmark award.

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

This is a satisfactory school which is improving well. The vast majority of parents and carers are fully supportive of the school. They are particularly appreciative of the good quality care, guidance and support provided. Pupils feel safe in school and act with due regard for the safety of others. Rates of attendance are average and improving due to the school's effective procedures to assure good attendance.

Attainment in English and mathematics is a little below average but is rising. Pupils' achievement is satisfactory and pupils, including those with special educational needs and/or disabilities, make satisfactory progress. The strongest progress is made by those who are achieving a little below the standards expected for their ages and the weakest progress is made by the more able pupils. This is because the school provides much good quality additional support for those achieving a little below expected standards but rarely provides additional challenge for more-able pupils. The school has identified that the weakest area in mathematics is in pupils' skills of investigation and problem-solving. It is also aware that the weakest aspect of writing is pupils' ability to write at length, independently. Opportunities are missed in some classes to develop writing skills in subjects other than English.

Teachers are beginning to use assessment information more effectively in lessons, in order to accelerate progress, but this is not fully consistent in all classes. In particular, marking, and oral feedback to pupils is sometimes too general. Although staff have begun to provide pupils with useful checklists that help them see how to assess and improve their work, these sometimes include too many aspects or are not fully used during lessons and this slows some pupils' progress.

The headteacher and deputy headteacher are tackling the school's weaknesses with great energy. The system to track pupils' progress, followed up with regular meetings between the deputy headteacher and individual teachers, enable a close eye to be kept on the quality of learning of each pupil. Carefully tailored extra help is provided to those at risk of falling behind, which is already accelerating pupils' progress. Although leaders other than the headteacher and deputy headteacher have begun to improve their skills and understanding in leadership and management, these remain under-developed. The headteacher's self-evaluation is accurate and the outcomes of work to monitor the school's performance are used appropriately to direct and assure improvement. Consequently, staff share a clear understanding of how well the school is doing and what needs to be improved. This, together with improvements in many pupils' progress in learning, shows the school has a satisfactory capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspection before their next section 5 inspection.

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What does the school need to do to improve further?

- Raise attainment in English and mathematics by:
 - improving pupils' skills in mathematical problem-solving and investigations
 - providing additional challenge for more-able pupils
 - improving the quality of pupils' extended writing
 - developing particular writing skills in subjects other than English.
- Improve the quality of teaching, learning and assessment, by:
 - ensuring greater consistency and focus in the use of oral and written feedback to pupils
 - sharing with pupils a smaller number of criteria for evaluating the success of their work and helping them to appreciate which of these they are meeting and where further improvement is needed.
- Improve leadership and management by providing training to develop the skills and understanding of key stage and subject leaders.

Outcomes for individuals and groups of pupils

3

Pupils' sensible behaviour and ability to concentrate in lessons, and their enjoyment of the interesting resources and activities often organised by teachers is helping to accelerate their progress. In some classes, for example in Years 2 and 6, many pupils are clear and confident in speaking because they are given many opportunities to hold short discussions in lessons. This is not the case, however, in all classes. Pupils find it hard to apply their mathematics and writing skills when tackling mathematical problems or when writing longer pieces of work such as stories or reports.

Children generally enter the nursery with skills below the expectations for their age. In most classes, all groups of pupils make at least satisfactory progress and in some classes progress is good, especially where teachers ensure that pupils are clear about exactly which aspect of their work they need to concentrate on improving. Although attainment by the end of Year 6 remains a little below average, the recent school assessments and pupils' work indicate that standards are rising and rates of progress are improving as new initiatives begin to bear fruit. The daily teaching of letters and sounds and the involvement of many parents and carers in the well-organised home reading programme are helping to accelerate pupils' progress in reading in younger classes.

Pupils' spiritual, moral, social and cultural development is satisfactory. Their cultural development is the weakest element because it is limited by a lack of first-hand experience of the diversity of life in modern Britain. Pupils make a satisfactory contribution to the school community and to the wider community, for example, by being members of the school council or by fund-raising for the local hospice. Pupils are mostly sociable and polite around school. The school's work towards the Healthy School status has helped to provide pupils with a sound understanding of healthy diet and the need for regular exercise. Some pupils show interest in the environment and are keen members of the gardening club. Their satisfactory progress in basic skills, their good relationships and

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satisfactory behaviour ensure pupils are appropriately prepared for the next stage of education and the world of work beyond school.

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	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
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	3

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

How effective is the provision?

Adults establish good relationships in classes. These contribute to pupils concentrating well on the tasks they are set. Teachers use interactive whiteboards well to add impact and clarity to whole-class learning. The quality of marking and of the guidance to help pupils assess their own work is not consistently effective. Although staff provide pupils with useful checklists to help them understand and evaluate what they are learning, these sometimes include too many aspects. Consequently, some pupils are insufficiently clear where they need to focus their efforts to improve. Teaching assistants often provide good support to pupils' learning when working with small groups or with individuals but they sometimes have no clear role to play during whole-class sessions, thus limiting the impact they have on pupils' learning.

Learning opportunities are broad and enhanced by additional subjects, such as French for the older pupils. Art and design has a secure place in the curriculum and the quality of art on display around the school is higher than is typical. The curriculum is suitably modified to meet the learning needs of lower attaining pupils but more-able pupils are sometimes provided with insufficient additional challenge which slows the progress they make. There is a good programme of after-school clubs, visits, and visitors to school. Many pupils enjoy

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the interesting range of activities provided at lunchtimes. Although pupils are given frequent opportunities to write in subjects other than English, opportunities are missed to develop particular writing skills in subjects such as history, geography, science and religious education. Also, an over-reliance on published worksheets in some classes slows pupils' progress, especially that of the more able.

Pastoral guidance is strong and pupils are treated with respect and kindness, helping them to grow in confidence as they mature. The pastoral and personal needs of each pupil, especially potentially vulnerable pupils and those with special educational needs and/or disabilities, are well known to the school. As a result, additional support is targeted accurately and effectively on these pupils. Staff work effectively with families and other professionals, and parents and carers and pupils recognise that personal and pastoral needs are given great priority by the school. Academic guidance is improving but is not as consistently strong as pastoral guidance.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

As soon as the school opened the headteacher introduced an effective means of tracking the progress of individual pupils. This is an important reason why pupils' progress is improving. The assessment and tracking system is helping staff see clearly the part they can play in improving pupils' achievement throughout the school. Sound monitoring and evaluation systems have been introduced and weaknesses or inconsistencies that come to light, in teaching or in learning, are followed up. This is helping to improve the quality and consistency of teaching.

The whole-school community feels fully involved in moving the school forward and ensuring that pupils do their best. Key stage and subject leadership is being strengthened. However, there is more to do to ensure that leadership responsibilities are fully shared throughout the school as staff do not yet all have the necessary skills to enable them, for example, to monitor the effectiveness of teaching and learning. The governing body is enthusiastic and supportive but its role in monitoring and evaluating the school's work is underdeveloped, so its effectiveness is satisfactory rather than good. Equal opportunities are soundly promoted, all pupils are equally valued and discrimination is not accepted. For example, the school has identified that too few pupils attain higher levels in assessments and is beginning to provide additional support for these pupils.

Most parents and carers recognise that communication with them is good and they appreciate the newsletters, and the recently introduced curricular information which is provided each half-term to help them better support their children's learning. The school

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has yet to undertake a full evaluation of the effectiveness with which it contributes to community cohesion, the provision for which is currently satisfactory. Leaders are aware of the need to improve pupils' understanding of other cultures, both in Britain and abroad. Safeguarding meet current requirements and pupils are well cared for in school.

These are the grades for leadership and management

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	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
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

Good relationships with parents and carers and good induction procedures enable children to feel confident and make a secure start to their education. By the end of the Reception Year many children's knowledge and skills remain below average but rates of progress are satisfactory and improving. Children make good progress in their personal, social and emotional development and in this respect are well prepared to enter Year 1.

Staff treat the children with sensitivity and kindness, and parents and carers are confident that their children are well looked after, safe, secure and content. Children work and play happily together and enjoy the good range of interesting activities provided both indoors and outside. Adults carefully assess the learning of individuals. However, this information is not sufficiently used to inform the planning of the next steps in their learning. Plans are vague on exactly how adults should intervene and on the questions they should ask each individual in each activity and this slows progress a little. Children listen and concentrate well in whole-class activities, although the work is sometimes a little too easy for the more able children when groups are large, for example, in lessons on letters and sounds.

Leaders ensure that appropriately strong priority is given to children's welfare and to ensuring good relationships with parents and carers. Staff are soundly involved in monitoring and evaluation and planning for developments and share a common understanding of where further improvements are needed in the Early Years Foundation

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Stage. The deployment of adults is not always fully effective to provide maximum impact on children's learning, however.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Around one-third of parents and carers returned the questionnaire, which is an average-sized response. The great majority of parents and carers are fully supportive of the school. Their comments on the inspection questionnaire and their oral reports to inspectors indicate that they are confident that their children are happy and feel safe in school. Parents and carers were particularly appreciative of the quality of care and support provided. The inspectors endorse these views.

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 47 completed questionnaires by the end of the on-site inspection. In total, there are 336 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	49	20	43	4	9	0	0
The school keeps my child safe	23	49	20	43	3	6	1	2
My school informs me about my child's progress	17	36	26	55	4	9	0	0
My child is making enough progress at this school	18	38	24	51	3	6	0	0
The teaching is good at this school	22	47	21	45	3	6	0	0
The school helps me to support my child's learning	20	43	21	45	3	6	0	0
The school helps my child to have a healthy lifestyle	17	36	28	60	2	4	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)	14	30	25	53	2	4	0	0
The school meets my child's particular needs	17	36	24	51	2	4	1	2
The school deals effectively with unacceptable behaviour	15	32	25	53	1	2	4	9
The school takes account of my suggestions and concerns	15	32	23	49	2	4	4	9
The school is led and managed effectively	16	34	24	51	3	6	1	2
Overall, I am happy with my child's experience at this school	21	45	20	43	3	6	1	2

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



17 February 2011

Dear Pupils

Inspection of Grange Primary School, Grimsby, DN34 5TA

Thank you for making the inspectors so welcome when we came to your school. We especially want to thank those of you who gave up part of your lunchtime to talk with us. My colleagues and I enjoyed watching you learn and talking with you in lessons and around school.

Your school provides a satisfactory standard of education and you make satisfactory progress. Staff look after you well and we are pleased you enjoy lessons. You clearly like your school and many of you attend regularly. Also, most of you arrive on time. You are well aware of how to act safely and you think about the safety of others. Your preparation for life at your next school and for life beyond school is satisfactory. Your behaviour shows that you consider others and understand what is right and what is wrong, and you are friendly to each other. Those of you who find learning difficult make sound progress because the school helps you learn and you are given extra help in small groups.

There are many things that your headteacher, teachers, other staff and the governing body want to improve, because they want your school to get even better. We have asked that the headteacher and the governing body concentrate especially on:

- helping you do even better in some aspects of your writing and mathematics
- making sure you know just how you can improve your work
- making sure that more adults take a greater part in running the school.

Yours sincerely

Roger Sadler

Lead inspector

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