

Grangehurst Primary School

Inspection report

Unique reference number	103663
Local authority	Coventry
Inspection number	393462
Inspection dates	1–2 May 2012
Lead inspector	Tim Bristow HMI

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	408
Appropriate authority	The governing body
Chair	Geraldine White
Headteacher	Isobel Rose (Acting Headteacher)
Date of previous school inspection	4 May 2010
School address	Anderton Road Alderman's Green Coventry CV6 6JN
Telephone number	024 76365999
Fax number	024 76367814
Email address	headteacher@grangehurst.coventry.sch.uk

Age group	4–11
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Introduction

Inspection team

Tim Bristow	Her Majesty's Inspector
Sue Rath	Additional inspector
Jeremy Bird	Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 14 teachers in 28 lessons and made short visits to another 10 lessons. They held meetings with members of the governing body, the previous acting headteacher, the current acting headteacher, representatives from the local authority, staff and five groups of pupils. Inspectors observed the school's work, and looked at: the school development plan; governing body meeting minutes; assessment information; lesson plans; school safety procedures; and responses to questionnaires from 90 parents and carers.

Information about the school

The school is larger than the average-sized primary school. The proportions of pupils from minority ethnic heritages and those who speak English as an additional language are above average. The proportion of disabled pupils and those who have special educational needs who are supported by school action plus or who have a statement of special educational needs is slightly above average. The proportion of pupils known to be eligible for free school meals is average. In 2011 the school did not meet current floor standards. These are minimum standards expected by the government for pupils' attainment and progress at the end of Key Stage 2.

There is a before and after school club that is managed by the governing body. There is a Nursery on the site that is separately managed.

Following the death of the previous headteacher in November 2011, after 18 months of ill health and intermittent absence, the school has been led and managed by two acting headteachers. The current acting headteacher took up her post in April 2012. The governing body has recently appointed a substantive headteacher for September 2012.

A serious incident that occurred at the school since the previous education inspection has been investigated by the appropriate authorities and is now closed. Ofsted does not have the power to investigate incidents of this kind. The welfare provision in the school was evaluated against the regulations that are in place and inspection judgements are based on the evidence available at the time of the inspection.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- This is a satisfactory school. It is improving but is not yet good because teaching is satisfactory and does not enable pupils to make sufficient progress and for attainment by the end of Year 6 to rise above average. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Achievement over time is satisfactory. Following two tragic incidents last year, leadership, teaching and achievement were adversely affected. This year, pupils' progress has accelerated considerably, exceeding national expectations and attainment is in line with national expectations. A few disabled pupils and those who have special educational needs make slower progress than their peers.
- Teaching is satisfactory. In the Early Years Foundation Stage and Key Stage 1, it is generally good. Where teaching is satisfactory, work is not pitched at the correct level for a few pupils. Teachers do not always use the introductory parts of the lesson as effectively as they could to prepare pupils for the work they are to embark on.
- Nearly all pupils are polite and well-behaved and work sensibly in lessons. They behave safely. Their behaviour is not yet good overall. In lessons where the teaching is satisfactory, a few pupils do not have sufficient opportunity to take responsibility for their learning because teaching is too directed.
- Senior and middle leaders have successfully driven improvements in teaching since autumn 2011. This has had a galvanising effect on the teachers who have risen very well to the challenge to improve. Consequently morale is high. Leaders and managers have strengthened the performance management of teachers, for example, by focusing lesson observations on identified areas for development. These have been key to the improvements made.
- The curriculum is satisfactory. There is a limited variety of practical activities to excite and motivate pupils in some subjects.

What does the school need to do to improve further?

- For achievement to be good, ensure that, by 2014, attainment is above average

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in English and mathematics by:

- improving teaching so that teachers use their knowledge of all pupils, including disabled pupils and those who have special educational needs more effectively to prepare work that is well-tailored to meet pupils' needs
 - ensuring that the introductory parts of lessons are more sharply focused on the learning planned to take place
 - fostering pupils' independence better by enabling learning rather than directing it
 - sharply focusing the monitoring and evaluation of teaching and learning where it is most needed.
- Enrich the curriculum more by:
- making lessons more exciting
 - providing a greater variation in the type of activities that pupils take part in
 - giving teachers the opportunity to learn from good practice in school and in other local schools.

Main report

Achievement of pupils

The large majority of parents and carers agree that pupils make good progress. While this is accurate in some year groups and the rate of progress is accelerating, overall progress is in line with national expectations. The skills of the majority of children on entry to the Early Years Foundation Stage are typical for their age. They are lower in communication, language and literacy and calculation, but children's personal and social skills are well developed. Pupils make good progress throughout the Early Years Foundation Stage and Key Stage 1 and enter Year 3 with attainment in reading, writing and mathematics that is average. Usually attainment by the end of Year 6 is average because pupils make the expected progress. The difficulties experienced by the school over the last two years resulted in a decline in achievement and unusually the school failed to meet floor standards in 2011. This has been rectified. Progress is above expectations for the majority including pupils from minority ethnic heritages and those who speak English as an additional language. A few White British pupils and a few disabled pupils and those who have special educational needs make the expected progress; this is slower than their peers. The large majority of disabled pupils and those who have special educational needs make similar progress to their peers.

In lessons, particularly at Key Stage 2, progress varies depending on the quality of teaching. Where lessons are satisfactory, a few pupils make less progress than they could because their work is either too hard or insufficiently challenging. When this occurs, they lose interest in their work and become distracted. Sometimes they are unclear about what they are meant to achieve because the teacher has not explained clearly enough the activity and desired learning. Occasionally, where pupils are expected to listen to the teacher for long periods, they are not sufficiently motivated

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by their work because they are not as actively involved in learning as they could be.

Where teaching is good or outstanding, work is well pitched to meet pupils' needs and pupils demonstrate good cooperation, perseverance and independence skills. For example, in a Year 5 mathematics lesson where teaching was outstanding, pupils were completely immersed in their work solving calculation problems. They were developing an excellent understanding of the relationship between decimals, fractions and percentages.

Both at Key Stage 1 and by the end of Year 6, the large majority of pupils have reading skills that are developed to the expected level. When reading difficult words, less able pupils in Key Stage 1 confidently use their knowledge of phonics and the clues in the pictures and text to help them.

Quality of teaching

At Key Stage 2, the proportion of teaching that is good or outstanding is growing, particularly in Years 5 and 6. In Years 3 and 4, teaching is generally satisfactory. The teaching of calculation in mathematics and writing has improved across the school. In Year 1, the teaching of writing is outstanding and attainment is very high.

There are some consistent features of teaching across the school that have ensured that progress is at least at the expected level in all lessons. Planning is structured so that groups of pupils of different abilities have tasks that are designed to meet their specific needs. Where teaching is good, teachers have ensured that these tasks are accurately matched to the ability and needs of the pupils. For example, in a Year 1 reading lesson where the teaching was good, pupils who speak English as an additional language and were new to English enthusiastically took part in a practical activity led by a teaching assistant that succeeded in improving their English as well as their reading. Where teaching is satisfactory, the match of work to pupils' abilities is less precise and results in slower progress. This is the case for a few disabled pupils and those who have special educational needs. When this happens they occasionally become involved in silly behaviour.

Lessons are generally structured with an introduction, time for independent work and a plenary when the success of the lesson is checked. Where teaching is good, in the introduction, teachers prepare pupils well for the tasks they are to embark on and ensure that pupils have sufficient time to complete their work. For example, in a Year 3 English lesson where teaching was good, all pupils were thoroughly engaged in their work because the teacher had clearly explained what was expected of all groups of pupils precisely and swiftly. In some satisfactory lessons, the link between the introduction and the work pupils will be completing is not as well established. When this occurs, a few pupils have to listen to information that is not as relevant to the work they will be carrying out and occasionally the teachers talk for too long, reducing the time that pupils have to complete their tasks.

Another consistent feature of teaching is the systematic link between marking and

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pupils' targets that gives pupils good guidance on the next steps they need to take to improve their work. This is fostering a conscientious attitude to learning. As one pupil reported, 'We are trying to push ourselves to do the best we can and the teachers want us to have a successful future.'

In a few lessons, teachers miss the opportunity for practical learning activities, relying too heavily on writing and listening activities. When this occurs, a few pupils become bored because the lesson does not motivate them sufficiently to concentrate on their work.

Behaviour and safety of pupils

All the parents and carers who responded to the questionnaire and nearly all pupils agree that pupils are safe in school. A comprehensive audit of health and safety procedures carried out by the local authority last year and other inspection evidence demonstrate that this is an accurate perception. A few parents, carers and pupils do not agree that the management of behaviour and bullying is effective. These areas were examined in detail. On the few occasions when bullying occurs, it tends to be name calling, sometimes of a racist nature. All necessary policies and procedures are in place and nearly all pupils think that bullying is dealt with effectively. Changes of senior leadership over the last year mean that, in a few cases, the management of incidents has been inconsistent, particularly the communication between the school and the home. The school leaders and governing body have agreed to investigate this.

School records show that over time nearly all pupils behave well. They are polite and considerate to each other. They have less opportunity than they could to take responsibility for school activities or for learning where teaching is satisfactory. In these lessons, teachers tend to direct pupils, giving them insufficient opportunity to use their own ideas or work independently. Improved school procedures have resulted in attendance that is now average. The well organised before and after school club gives pupils a good start to the day.

The tragic death of a child in school last year has left a lasting impression on pupils and the school has successfully supported them spiritually to come to terms with this situation, for example through the memorial service conducted last year. As one pupil reported, 'Things will never be the same again and we will never forget, but we are a team working together to put things right.'

Leadership and management

School leaders and the governing body, supported by the local authority, have effectively overcome the considerable difficulties last year that understandably had an adverse impact on provision and outcomes for a short time. The quality of education is now rapidly improving, demonstrating that the school has increasing capacity to sustain further development. One very impressive feature of this is that, even with successive changes of senior leaders, the improvement since last autumn

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has not slowed. This is due in part to the determination of middle leaders and other staff to rise to the challenge. They demonstrate an increasing skill in leading improvements to the quality of teaching and learning.

Rigorous procedures to check the quality of teaching and learning, an improved procedure for tracking progress, and individual targets for performance management have been instrumental to this improvement. In some cases, performance management has not been sufficiently tailored to the individual needs of teachers. For example, teachers who generally teach satisfactory lessons have the same checks on their teaching as those who teach good or outstanding lessons.

Safeguarding arrangements are secure. Equality and discrimination are tackled satisfactorily. School records show that all groups of pupils in school make at least the expected progress and discrimination, such as racist name calling, is tackled appropriately. A small minority of parents and carers disagree that the school communicates effectively with them. This was brought to the attention of the governing body and school leaders (while preserving anonymity), who have agreed to review communication procedures soon.

The curriculum covers all subjects of the National Curriculum appropriately. There are some effective links between subjects so that pupils can apply their literacy and numeracy skills, for example, the persuasive arguments presented by pupils to combat the cutting down of the rain forests. This task utilised pupils' skills and understanding of geography, mathematics, science and English. Cultural development is promoted adequately through a range of activities within the lessons as well as in clubs such as the African drumming club. Spiritual, moral and social development is promoted well. In some subjects there are insufficient opportunities for pupils to develop their practical skills, such as in design and technology and science. One reason for this is that teachers have had insufficient opportunity to observe good practice in these subjects.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



3 May 2012

Dear Children

Inspection of Grangehurst Primary School, Coventry, CV6 6JN

Thank you for the welcome you gave my colleagues and me when we came to inspect your school. We found your views and opinions to be very helpful when carrying out the inspection. We think that you are well-behaved, polite and considerate to each other and visitors. Most of you think that behaviour is dealt with well by teachers, but one or two of you are a bit worried about poor behaviour. I discussed this with your acting headteacher and other teachers and they will check whether there are any problems that need sorting out. We were very sorry to hear that a school friend and your headteacher died last year. I know that this was very upsetting for the whole school community. All the adults in school and the inspectors think that you have acted extremely sensibly and considerately during this very sad time.

The school is providing you with a satisfactory standard of education that is improving all the time. We were pleased to see the improvements that have been made lately in your lessons that mean you are doing much better in English and mathematics. This is because all the adults in school are working very hard to improve your education.

We have asked the school to make the following improvements.

- Raise the standard of your reading, writing and mathematics by improving some of the teaching.
- Make the lessons more exciting and include more practical activities.

You can help by coming to school everyday and working hard in all your lessons.

Yours sincerely

Tim Bristow
Her Majesty's Inspector

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