

Grange Farm Primary School

Inspection report

Unique Reference Number	107923
Local authority	Leeds
Inspection number	377669
Inspection dates	10–11 May 2012
Lead inspector	Andrew Clark

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	413
Appropriate authority	The governing body
Chair	Julie Davies
Headteacher	Kathryn Atkins
Date of previous school inspection	1 November 2007
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Introduction

Inspection team

Andrew Clark

Lynne Davies

John Dunne

Additional inspector

Additional inspector

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 19 teachers teaching 23 lessons or parts of lessons. Meetings were held with two groups of pupils, the representatives, including the Chair, of the Governing Body, school staff, including senior and middle leaders, and local authority advisory staff. The inspectors observed the school's work and looked at a number of documents, including the school development plan, records of pupils' progress, safeguarding and behaviour policies, and minutes of the governing body meetings. Parents' and carers' questionnaires were analysed from 100 responses, together with those completed by pupils and staff.

Information about the school

Grange Farm is larger than an average-sized primary school. The proportion of pupils known to be eligible for free school meals is well above average. The majority of pupils are from White British backgrounds. A small, but increasing, percentage is from minority-ethnic backgrounds and a few speak English as an additional language. The proportion of disabled pupils and those who have special educational needs is average. The school meets the current floor standards, which sets the government's minimum expectations for attainment and progress. Amongst the awards the school has achieved are Advanced Healthy School status and the international schools award. The headteacher was appointed to the school in September 2010.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. Parents and carers are wholly supportive of the good quality of education and caring environment the school provides. It is not yet outstanding because, very occasionally, good quality teaching does not promote the highest rates of pupils' progress.
- Pupils are keen to learn and make good progress. All groups of pupils reach average standards in English and mathematics by the time they leave in Year 6. Pupils are curious about the world around them and proud of their work. Disabled pupils and those who have special educational needs progress well because work is sharply targeted to develop their learning skills.
- The good teaching is based on thorough and systematic planning based on accurate assessments of pupils' achievements. Teaching is increasingly outstanding. Lessons are fast paced and engaging. Marking and feedback are sensitive and purposeful. Very occasionally, however, lessons are not fully challenging for all groups of pupils and expectations for the use of literacy skills are not always high enough in all subjects.
- This is an orderly school. Pupils are well behaved and caring towards each other. They have a good understanding of how to stay safe and avoid harm. Levels of attendance are above average. The school council is involved in making the local environment a safer place for children to play through its work on a local park.
- The enthusiastic headteacher provides a clear vision for improvement and strong guidance to staff and pupils. There are rigorous self-evaluation procedures which contribute to effective performance management. However, middle leaders are not yet fully involved in first-hand observations of lessons to bring about even faster improvements. The governing body provides good support and challenge to the school. Pupils' spiritual, moral, social and cultural development is promoted well through a good curriculum.

What does the school need to do to improve further?

- Bring the quality of teaching more closely to outstanding in order to hasten pupils' progress and further raise standards by:
 - ensuring teachers' questions during lessons involve a wide range of pupils
 - guiding pupils to apply their writing skills to the same level of quality in other subjects as they do in English
 - ensuring pupils of all abilities are consistently challenged throughout lessons.

- Increase the role of middle leaders further in monitoring their areas of responsibility by the direct observations of lessons.

Main Report

Achievement of pupils

Children start the Early Years Foundation Stage with skills which are generally well below those typically expected for their age. The strong focus on the acquisition of early language and personal and social skills means they are well prepared for Year 1. By the time pupils leave in Year 6 standards in English and mathematics are average.

Pupils make good progress in reading skills. Their attainment is below, but increasingly close to, average by the end of Year 2 and average by the end of Year 6. Pupils develop a thorough knowledge and understanding of how letters are written and the sounds they make in different combinations, which enables them to tackle new words quickly. Throughout the school, pupils enjoy reading from a wide range of carefully selected books in the 'Canon of literature'. Pupils' comprehension and referencing skills are developed effectively through guided reading activities that are extremely well planned, as well as good links to other subjects. Pupils of all abilities progress well in writing. They write at length for a good range of reasons which engage both boys and girls. For example, Year 6 pupils made outstanding use of powerful adjectives, metaphors and complex sentences to persuade the teacher to give them extra time on the tablet computers. Pupils' mathematical skills are also well developed in response to teachers' high expectations. Pupils learn to solve problems, often involving multiple operations, in unfamiliar situations. These skills make a good contribution to their ability to work independently. Pupils make good use of the dictionary, thesaurus and the internet to improve their written work. The use of 'Learning Challenge' books, where pupils pursue topics from an enquiry to a finished product, indicate the good levels of pupils' independent learning skills. This is a good improvement since the last inspection. Pupils work well in groups and make use of opportunities to share ideas with a partner. They respond well to teachers' questions in lessons. Very occasionally, standards of spelling and other basic skills are not as high in other subjects as they are in English and mathematics because teachers do not always address weaknesses in these aspects. Overall, however, pupils take significant pride in their work and effectively aim to improve it. They develop good self-critical skills and make pertinent comments to help their peers make improvements to their work.

Pupils who speak English as an additional language quickly acquire the English skills they need to take full advantage of the school's rich curriculum to achieve well overall. The more-able pupils increasingly reach higher levels because they are challenged to reason for

themselves and select the skills to apply. They are very productive. Very occasionally, the pace of learning slows when they and other pupils undertake work which they are already able to do before moving on to new concepts. Disabled pupils and those who have special educational needs make at least good progress. They rise to challenging targets because interventions to promote their basic skills are carefully structured and closely monitored.

Quality of teaching

Teachers make particularly good use of short- and long-term targets for pupils to achieve in English and mathematics based on frequent and accurate assessments of progress. These targets contribute to achievement in lessons, and pupils and their peers, alongside the teacher, monitor their success towards them on a very regular basis. As a result pupils are eager to reach their targets and produce the best quality work they can. Marking is very regular and purposeful because teachers give pupils time to respond to guidance given and often engage in written dialogue, thus improving pupils' self-awareness as well as their work. Marking is also sensitively managed. For example, pupils explained that they are very proud of their independent work in their 'Learning Challenge' books and do not like to see marks on it. Consequently, teachers use sticky notes to write comments and provide guidance. Very occasionally, teachers do not show the same expectations through marking for literacy skills used in different subjects.

Lessons are well planned providing strong guidance for teaching assistants and other adults helping the pupils. This contributes to the good progress made by all groups of pupils. Teachers' good subject knowledge and skilful questioning aids rapid progress. For example, pupils studying light in Year 3 gained a very secure knowledge of how light travels, and that the moon reflects light from the sun, because of focused questions and well-planned investigations. Teachers use a range of strategies, such as named lolly sticks, to ensure most pupils participate in questioning. However, on a few occasions, teachers take answers largely from those who are keen to respond rather than the less forthcoming ones.

Teachers make good use of information and communication technology both to inform and involve pupils. For example, fast-paced word-skills programmes ensure pupils are active learners and have memorable experiences that contribute well to developing reading skills. Teachers make good use of learning in other subjects to enable pupils to practise and apply their skills in literacy and numeracy. Themes such as Global Warming which link learning in geography, mathematics and science and other subjects contribute well to pupils' social and cultural development. Pupils are sensitive and thoughtful about such issues. Parents and carers are positive about the quality of teaching and pupils confirm that they enjoy their learning, reflecting the findings of the inspection.

Behaviour and safety of pupils

Pupils' behaviour is good throughout school. Attendance is above average and has improved well since the last inspection. Pupils are punctual and keen to learn. The good relationships between adults and pupils have a positive impact on pupils' well-being and sense of safety. Pupils are involved in creating and monitoring school rules. The strong ethos and clear expectations are regularly reinforced through thoughtful acts of collective worship and daily routines. Pupils take good levels of responsibility for their own conduct and display considerable kindness and consideration towards others. Pupils with identified social and emotional needs are guided to manage their own behaviour well because of close links with parents and carers and effective use of specialist support. The school council takes an active

role in initiatives to maintain good behaviour and raise pupils' self-esteem. Parents and carers have very positive views about pupils' behaviour and feel they are well looked after. Pupils strongly agree that behaviour is of a good standard around school and in lessons. The inspection findings reflect their views.

Pupils feel safe. The senior leadership team and governing body are proactive in promoting pupils' awareness of how to stay safe. The school maintains detailed records of the rare behavioural incidents and takes strong and appropriate action to address them. Pupils are well informed about different types of bullying and how to manage and avoid it, an improvement since the last inspection. There is very little indication of bullying of any kind, and pupils and their parents and carers are very confident that if it should arise it would be swiftly and appropriately managed. The view expressed by one pupil reflects that of many, 'The good thing about this school is the teachers really listen to you. They talk to you about your worries and make you feel better.'

Leadership and management

The school staff are analytical and reflective in their roles. There is good staff morale because they feel valued and involved in all aspects of school life. The headteacher, who brings significant experience from her previous roles, has developed the sharpness and accuracy of school self-evaluation and systems for performance management. This is bringing the quality of teaching more closely to outstanding and raising pupils' achievement. The school has a good capacity to build upon these strengths and further improve. Senior staff and the governing body use a range of methods to identify features for development in the learning of all groups of pupils and plan training and coaching to make improvements. This has helped to increase progress in the Early Years Foundation Stage, for example, and reduce any gaps in the learning of boys and girls through school. However, middle leaders, including subject leaders, are less involved in the direct monitoring of lessons in their subject areas to further improve the quality of teaching and learning. The school promotes equality and diversity well and tackles rare examples of discrimination effectively. Safeguarding procedures meet requirements and the school is vigilant and pro-active in ensuring all aspects of pupils' safety.

The curriculum is good in its breadth and balance. The school has well-planned procedures for the teaching of early literacy and numeracy skills. Its commitment to enrich the lives of all pupils through memorable learning experiences contributes to pupils' good spiritual, moral, social and cultural development. The interactive multicultural display in the school's entrance way not only celebrates the heritage of all its pupils but also uses exciting technology to allow visitors to hear the different languages being spoken. Regular visits and visitors and a good range of extra-curricular activities contribute well to pupils' spiritual, moral, social and cultural experiences and their willingness to learn. Parents and carers are increasingly involved in the life of the school and their views are very positive.

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.



14 May 2012

Dear Pupils

Inspection of Grange Farm Primary School, Leeds, LS14 1AX

Thank you for the warm welcome you gave the inspectors when we inspected your school recently. We enjoyed visiting you in your lessons and joining you in assembly and at playtimes. You go to a good school. These are some of the best things about it.

- You all make good progress in reading, writing and mathematics. You often write at length and your work is well presented.
- You are given lots of exciting things to do, such as organising your own investigations and presentations in your Learning Challenge work.
- You make good use of computers and other technology in your work.
- You behave well and take good care of each other. Your attendance is good.
- Your teachers take good care of you and teach you how to stay safe from harm.

To help your school to improve further, we have asked your headteacher, staff and the governing body to make the teaching and learning even better by:

- making sure they involve all of you when they ask questions in lessons and that the work is always closely matched to what you need
- helping you reach the same standard of English work in all subjects that you do in English lessons
- asking leaders to watch lessons closely to make sure all teaching is the very best.

You can help by always trying your hardest, working carefully and continuing to enjoy school.

Yours sincerely

Andrew Clark
Lead inspector

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