

Grange Park Primary School

Inspection report

Unique reference number	136154
Local authority	Telford and Wrekin
Inspection number	382032
Inspection dates	28–29 June 2012
Lead inspector	Georgina Beasley

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	384
Appropriate authority	The governing body
Chair	Glynn Morrow
Headteacher	Richard Thorpe
Date of previous school inspection	N/A
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Age group	3–11
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Introduction

Inspection team

Georgina Beasley	Additional Inspector
Marian Driver	Additional Inspector
Colin MacKinlay	Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed 16 lessons taught by 12 teachers. The team were unable to observe lessons in Year 6 because most pupils were attending their transition days at secondary school on both days. Meetings were held with groups of pupils, staff, parents and carers, and representatives of the governing body. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work, and looked at pupils' work, learning journeys, assessment data, curriculum planning, improvement plans and policies and procedures. They received and analysed 51 questionnaires from parents, 103 from pupils and 31 from staff.

Information about the school

Most pupils who attend this above-average-sized primary school are from White British backgrounds. About 11% are from a number of different minority ethnic backgrounds. An above-average proportion of pupils are known to be eligible for free school meals. The proportion of pupils who are supported at 'school action plus' or have a statement of special educational needs is above average; it is high in some year groups. Children start Nursery in the term following their third birthday and move to Reception in the September after they become four.

The school has been open for two years following the merger of two local primary schools. It has Healthy Schools status and a Silver Eco-schools award. The school meets the government's current floor standards, which set the minimum expectations for attainment and progress. A breakfast club managed by the school runs every day.

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. Its 'Proud to Shine' ethos drives high expectations and aspirations for pupils' achievement, which is good. Despite the school's many strengths and clear gains in pupils' progress over the last two years, it is not outstanding because it does not yet ensure that all groups of pupils make equally outstanding progress in all subject areas.
- All pupils make good or better overall progress from low starting points, and attainment is average by the end of Year 6. Some disabled pupils and those who have special educational needs make excellent progress because of the sharply focused support they receive. Children in Nursery and Reception make outstanding progress to give them an excellent start to learning. However, across the school, more-able pupils are not reaching the same high levels in writing as they are in reading and mathematics.
- Teaching is good. Some is outstanding. Strong and focused teamwork ensures positive and targeted support for pupils in lessons. Tasks and activities set do not always enable all pupils to fully engage with learning.
- Behaviour and safety are good. Pupils have high self-esteem and are confident to make their feelings and views known. They feel safe and confirm that incidents of bullying are effectively dealt with.
- Leadership and management are good. The outstanding drive for improvement from the school's leaders, staff and governing body has resulted in strongly improving progress. Performance is managed well. The robust systems for monitoring pupils' progress inform an accurate view of how well pupils are achieving. Staff benefit from good training to improve their skills and extend the range of methods used to raise pupils' achievement.

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What does the school need to do to improve further?

- Raise attainment and achievement in writing for more-able pupils by implementing the plans for improving how pupils structure different kinds of writing and use vocabulary to express their ideas clearly.
- Ensure teachers consistently plan learning tasks and activities that encourage all pupils to engage with and achieve the planned learning in lessons.

Main report

Achievement of pupils

Pupils are correct to feel that they learn a lot in lessons. Children in Nursery and Reception make excellent progress from low starting points across all the areas of learning. The environment enables them to develop into inquisitive learners who are keen to find out more and are determined to overcome any difficulties they may have with developing new skills. This prepares them extremely well for learning in Year 1.

Parents and carers rightly feel that their children are making good progress, and this applies to the majority of pupils in all subjects. Pupils make good progress in reading and writing, and attainment is average at the end of Year 2 and Year 6. Younger pupils use their knowledge of letters and sounds to work out unfamiliar words and are developing good comprehension skills. Year 2 pupils were proud that they remembered to 'use part of the question in their sentences' when answering comprehension questions about the poem *The Giant's Accidents*.

The work seen in lessons and the school's own data show that fewer less-able pupils make good progress than other groups, and the proportion of pupils making good or better progress is particularly high in younger classes. There is an improving picture of rising attainment coming through the school but many older pupils started at the school two years ago with significant gaps in their learning and skills. Most have caught up in reading and mathematics because of the strong focus on developing relevant vocabulary and independent problem-solving skills in these subjects. Pupils in Key Stage 2 are learning well the features of different kinds of writing. Some pupils do not know how to structure all of the different types of writing and do not have the broad vocabulary they need to express their ideas independently in order to achieve at the higher level at the end of Year 6.

In mathematics, learning and progress are good and attainment is average. Pupils in older classes apply their knowledge and understanding of numeracy well to solve problems and investigate patterns. They persevere well to do this by themselves first before asking for help. As a result, pupils have good independent learning skills. For example, Year 5 pupils were thrilled when they achieved success in using a new

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method to calculate challenging division problems. They used different ways of remembering their times tables to support their independent calculations.

The recent Olympics Art Exhibition reflects pupils' good-quality artwork, and the numerous successes in sporting competitions reflect their good achievement in physical education. Disabled pupils and those who have special educational needs make good progress. Those with behavioural, emotional and social needs make excellent progress.

Quality of teaching

All teachers use the same format to plan lessons to ensure that the learning needs of all pupils are met. In particular, teachers and teaching assistants work closely together to identify targeted support for pupils who are not making the same good progress as other pupils in each class. This is helping to ensure that all pupils make at least expected progress over the time that they have been at the school. All lessons include identified learning objectives and criteria for judging successful outcomes. Occasionally, the subsequent tasks set during the lesson do not enable pupils to develop the knowledge and skills required to successfully achieve the objective fully and build their learning and skills as intended.

Some teaching is outstanding. In one lesson observed, all pupils were able to achieve the planned learning objective because of targeted adult support, focused questioning and additional resources that enabled pupils to think for themselves how to complete the task. In another, personalised attention enabled pupils who have special educational needs to talk knowledgeably about how they used a rhetorical question in their travel brochures to persuade people to visit Telford. The teaching of disabled pupils and those who have special educational needs is always outstanding when they work in small groups outside the classroom. Teaching methods and activities are tailored closely to their needs, and result in personalised learning plans being implemented highly effectively at these times.

The teaching of reading is good. Teachers and teaching assistants use their good subject knowledge, questioning and a varied range of interesting and relevant activities to build learning and skills systematically. The taught curriculum promotes spiritual, moral, social and cultural development well. For example, the thematic curriculum promotes good opportunities for pupils to work together on projects such as growing produce to sell at events held in school and in the local community.

Behaviour and safety of pupils

Pupils typically behave well. They and the parents and carers who completed questionnaires also feel that behaviour is good, and that pupils feel safe. Children leave Nursery and Reception with high levels of self-esteem. This was demonstrated in a Year 1 class assembly about the values and purpose of both the ancient and modern Olympic games. Pupils' confidence and humour shone through. High levels of confidence and self-esteem in older year groups are reflected in pupils' open and

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honest opinions about the school. This enables the staff to be aware of any concerns and to respond quickly with effective support.

Pupils have a good awareness of what constitutes different forms of bullying. They recognise that 'some people are silly', but say that the unacceptable behaviour that does occur is quickly sorted out. Pupils understand and follow the school's SMART Code, which helps them to manage their own behaviour well and ensure through their actions that the school is an enjoyable place to be for everyone. For example, at lunchtimes they make sure that the noise-monitoring traffic lights never turn to red. Pupils enjoy and are proud of the numerous opportunities to represent the school and the rewards that they receive for good behaviour. Effective support from well-trained and committed staff ensures that no lessons are disrupted by unacceptable behaviour.

Pupils' engagement in lessons is outstanding in some lessons but is not consistently good across the school. Pupils make the necessary improvements to their work during lessons when they receive focused feedback and guidance about their learning. More-able pupils respond well to teachers' comments in marked work and most make improvements in their next piece of work independently. This is not always the case in writing. Pupils' enjoyment of school is reflected in their above-average attendance and good punctuality. The breakfast club provides a relaxed and safe atmosphere for pupils and gives those who attend a positive and healthy start to the day.

Leadership and management

Teamwork has a high profile in this school. Through quickly building very positive relationships, the school's leadership, staff, parents and carers and pupils successfully established the school's unique ethos in a very short time. There is a strong and passionate focus on raising pupils' achievement to outstanding levels. Every member of staff who spoke to inspectors and returned a questionnaire is proud of the school. Everyone holds themselves accountable for pupils' progress. All staff reflect carefully about their performance and are proactive in identifying and taking part in training and professional development activities. For example, every member of staff has a good understanding of how children's behaviour develops and so all staff manage pupils' behaviour consistently, fairly and positively. Carefully targeted support is resulting in accelerated progress for most pupils this year. Systems for monitoring pupils' progress help the school to identify quickly which pupils need additional support to accelerate their learning and the areas most in need of improvement. For example, the school knows that more-able pupils do less well in writing and the reasons why. Subsequent improvement strategies are recorded in a detailed action plan for implementation next year. This strongly improving picture across the school reflects the school's good capacity to improve.

The governing body has an excellent understanding of the school's strengths and ongoing areas for improvement needs. Its members gain first-hand knowledge about pupils' learning and personal development and are involved in the monitoring of

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teaching and procedures. Safeguarding arrangements meet current government requirements. The deputy headteacher leads a staff team that collaborates extremely well to ensure the needs of the pupils, and their families, whose circumstances make them most vulnerable are met exceedingly well. The school has extremely positive and proactive partnerships with a number of agencies to ensure the right support is provided at the right time. All staff, including the learning mentor, teaching assistants and family support worker, make a strong and positive contribution to this work.

The school promotes equal opportunities and celebrates diversity well. All pupils are enabled to take part in all relevant activities, with no sign of discrimination. Pupils have good opportunities to reflect on their own and others' lives and the contribution that they make to the school and local community. Pupils from different backgrounds get on visibly well together. The curriculum makes a positive contribution to pupils' learning and their spiritual, moral, social and cultural development. Curricular themes reflect pupils' interests and build well on their previous knowledge and skills, particularly in Nursery and Reception. The numerous trophies won by the many sporting teams are testament to the good promotion of teamwork among pupils.

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.



2 July 2012

Dear Pupils

Inspection of Grange Park Primary School, Telford, TF3 1YQ

Thank you for making us feel so welcome when we visited your school recently. We were impressed with your confidence and pride in the school. Thank you for showing us all of the things you like and for telling us so much about your school, including through the questionnaires some of you completed. Thank you Year 1 for inviting us to your assembly. We enjoyed it very much. We did not meet many of the Year 6 because you were visiting your secondary schools. Nevertheless, we wish you well in your next school.

Grange Park is a good school. You make good progress because teaching is good. Some of you are making outstanding progress. You behave well and are polite and respectful to each other and to adults. We were pleased to hear that bullying is taken seriously by adults who sort things out straightaway. This helps you to feel safe in school.

We have asked your school to improve two things. They are to:

- help you all to reach the same levels in writing as you do in reading and mathematics
- make sure that the tasks and activities that teachers ask you to do in lessons help you all to achieve what is planned.

You can help by thinking carefully about how you can improve your work, especially your writing, and by making the improvements that your teachers suggest when you do your next piece of work.

Yours sincerely

Georgina Beasley
Lead inspector

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