

Grange Infant School

Franklin Road, Rowner, Gosport, PO13 9TS

Inspection dates 18–19 April 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The progress pupils make over time has not been rapid enough so that pupils' achievement in English and mathematics is not good.
- The quality of teaching has been too variable and has not secured good outcomes for pupils overall.
- Middle leaders do not yet have the skills to effectively check and use attainment data to ensure pupil progress is accelerated
- Teachers do not always set work that is closely matched to the needs of all pupils, especially the more able.
- In the Reception classes, pupils are not always provided with the support and guidance from adults that will ensure they learn effectively from the activities they choose for themselves, especially when they work in the outdoor area.

The school has the following strengths

- The care and support provided to pupils from a wide range of circumstances enables all of them to be ready to learn.
- Pupils make good progress in the Reception classes, except in gaining better independence through their learning.
- Behaviour is good and there is common agreement amongst pupils, parents, carers and staff that supports this.
- The governing body know the school's strengths and the areas still to develop. They are now more aware of information on how pupils are doing and are able to provide greater challenge to the senior leadership team. This is helping the senior leaders to improve the quality of teaching and learning within the school.

Information about this inspection

- The inspectors visited 16 lessons, two of which were jointly observed with senior leaders. Inspectors also watched two school assemblies.
- Meetings were held with groups of pupils, the Chair and another member of the Governing Body, and senior and middle leaders. The lead inspector also held a telephone call with a local authority adviser.
- The inspectors listened to pupils read and looked at samples of the pupils' workbooks.
- The inspectors looked at a wide range of documents, including the school's own information on pupils' recent progress, planning and monitoring documentation, and records relating to behaviour, attendance and safeguarding arrangements.
- The inspectors took into account the 17 responses to the on-line questionnaire (Parent View). The inspectors held discussions with parents and carers when they came into school to collect their children at the end of the first day of the inspection. The responses to 23 staff questionnaires were also considered.

Inspection team

David Hogg, Lead inspector	Additional Inspector
Penny Orme	Additional Inspector
Christine Bennett	Additional Inspector

Full report

Information about this school

- Grange Infant School is school of average size and serves an area of high social and economic disadvantage.
- The proportion of pupils known to be eligible for support through the pupil premium is higher than average. This is additional government funding for children looked after by the local authority, pupils known to be eligible for free school meals and pupils with a parent in the armed services. Currently the school does not have any children looked after by the local authority on roll.
- The proportion of pupils from minority ethnic backgrounds is around half the national average, as is the proportion of pupils who speak English as an additional language.
- The proportion of disabled pupils or those with special educational needs who are supported at school action is in line with the national average. The proportion supported by school action plus or with a statement of special educational needs is well below the national average.
- Each year group is made up of three single-aged classes.

What does the school need to do to improve further?

- Improve the quality of teaching so that this is consistently good or better thus enabling pupils to make at least good progress, in English and mathematics, by:
 - ensuring that assessment data is used better by teachers in planning learning activities that are more closely matched to pupils' abilities, especially for the more able learners
 - ensuring that pupils are given more opportunities in lessons to practise and apply their skills in written work in different subject areas.
- Improve the provision in the Reception classes so that adults provide more focused support to children, leading to greater learning when children choose activities that particularly interest them.
- Improve leadership and management by:
 - ensuring that middle leaders develop skills in analysing information on pupils' progress to accelerate improvements and raise standards and to play a greater role in monitoring the quality of teaching and learning in the school.

Inspection judgements

The achievement of pupils

requires improvement

- Over time, the achievement of pupils has not been good overall because progress in writing has not been as strong as in reading and mathematics. Attainment in Key Stage 1 assessments in writing is not as good as that in reading and in mathematics, which are both broadly in line with national averages.
- Children enter the Reception class with skills below those typical for their age and especially very weak communication and literacy skills. Through good adult-led teaching, children make accelerated progress, particularly in mathematics. However, in activities that are chosen by the children themselves, especially those in the outdoor areas, they are not always supported effectively by staff through discussion and good quality guidance to ensure that play supports learning well.
- Results for pupils in Year 1 in the 2012 national phonics screening check were lower than national averages. The school has provided staff with further training for the teaching of letters and sounds (phonics) and the school's own data indicates that pupils' achievement will be better this year. In lessons, phonics sessions are now taught well and pupils demonstrate the ability to use the sounds letters make to read unfamiliar words.
- The progress made by pupils with disabilities and those with special educational needs is generally in line with that of other pupils. Close monitoring of pupil progress ensures that timely support is provided if learners are beginning to fall behind. The school can point to individual cases where intervention work has accelerated progress. In-class support from teaching assistants enables pupils with different needs to make progress similar to that of most other pupils.
- The small number of pupils for whom English is an additional language make similar progress when compared to other pupils.
- New tracking systems are providing teachers with a clearer picture of how well their pupils are doing. Analysis and review of this data are still done by senior leaders but staff are not yet using this information effectively to ensure activities are closely matched to the needs of some groups of learners especially the more able. As a result, this does not ensure that all pupils gain equality of opportunity.
- The school recognises that progress for pupils in receipt of the pupil premium needs to be accelerated. In 2012, pupils known to be eligible for free school meals were three terms behind other pupils in English and one term behind in mathematics. Current data indicates this gap remains, although more recent one-to-one and small group support is beginning to have an impact but has not had time to make a significant difference.

The quality of teaching

requires improvement

- The quality of teaching over time has not been strong enough to ensure the inconsistencies in pupil progress have been eliminated and although some weaker teaching has been tackled, the school's own monitoring indicates teaching is still too variable.
- Teachers do not always use information they hold to set work that is precisely matched to the needs of their pupils. As a result, at times, work is not always pitched at a level that challenges more able pupils and the progress they make slows, particularly in writing. Less able learners and those with disabilities and special educational needs are generally well supported by teaching assistants and are able to make similar progress to that of other pupils.
- In lessons, pupils are given opportunities to be creative. Work on 'Fantasy Dragons' prompted some very imaginative work, with pupils describing a range of creatures from Lava Dragons to one made of sweets, with 'lollypop legs'.
- In mathematics, pupils enjoy the activities that are set. Teachers provide clear guidance on what pupils have to do and activities are much better matched to the abilities of the pupils in the

class. As a result, there is greater challenge for higher ability pupils. Pupils are provided with opportunities use their mathematics awareness to solve problems that are linked to their own experiences.

- Although writing is the weakest aspect of English, teachers do not consistently provide enough opportunities for pupils to write or record ideas in different subject areas which would enable pupils to practise and reinforce their literacy skills.
- The quality of marking is inconsistent. In Year 2, pupils are given detailed guidance on how to improve their work in English more than in other subjects. Pupils are encouraged to record areas in their work to improve; however, the presentation of many pupils' work is of poor quality so that it is difficult to identify the targets to work on. The school recognises the need for the presentation of pupils' work to be improved and has plans to work on this issue.

The behaviour and safety of pupils are good

- The pupils feel well looked after and safe in Grange Infant School. Pupils have a clear understanding of what is right and wrong, behaviour is viewed as being good by the pupils and incidents of bullying or unkindness are rare. This view is echoed by parents, carers and staff. Adults are on hand to help and pupils are happy to seek help if they are worried.
- The pupils have a good understanding of personal safety and who can help them in the local community, for example the emergency services. During the inspection, Year 1 pupils were visited by the Hampshire Fire Service Rescue Dog Team who explained what they did during emergencies.
- Pupils say they enjoy lessons and that teachers 'make things fun' – when asked, pupils listed most subjects as being the best. In class, pupils engage well with activities and demonstrate they are able to work in groups on activities, or independently when necessary. The levels of engagement are generally good; however, when teaching is weaker pupils can become restless. Behaviour is well managed by the staff and the systems for reward and sanction are well known to the pupils.
- Pupils are confident to present their work to others in class. Teachers encourage pupils to listen to each other carefully and to think about the ideas other pupils have. Pupils are often asked to reflect on what they have learned during the lesson and to share this with the class. High quality work is celebrated in the end-of-week assembly and pupils are so proud to show their work to the school.
- Attendance is improving but still only broadly in line with national averages. The school works hard with outside agencies and directly with families in challenging circumstances to ensure their children attend regularly and has had some success, having cut the level of persistent absenteeism by nearly half.

The leadership and management requires improvement

- The school's leadership team have been unable to secure pupil achievement that has been consistent across the different aspects of English and mathematics. The senior leadership team recognise writing as an area requiring improvement and have taken steps to improve the progress pupils make; however, the initiatives have not had time to make a real impact.
- The restructuring of the roles of senior and middle leaders has increased the capacity the school has to make further improvements. New tracking systems have been brought in that enable the close monitoring of pupil progress. The senior leaders do recognise that there is a need to develop the skills of the middle leadership team in analysing pupil performance data to ensure progress can be effectively monitored and support sharply targeted to those pupils who may need it.
- There is a clear ambition by the leadership team, governing body and the staff to improve the school. Staff development through training is linked to school improvement. The appraisal and performance management systems have a link to salary progression and now hold teachers to

greater account for the outcomes of the pupils in their classes. Observations of teaching have enabled the senior leaders to address issues of poor teaching with support and coaching provided by more experienced members of staff.

- The school has made good use of the effective support and partnership work facilitated by the local authority.
- The school makes good use of the local area to widen the experiences of the pupils and to enrich the learning opportunities open to them. The pupils visit places of interest close to home and further afield, including London. Pupils have the chance to explore creative aspects of the curriculum through singing, playing musical instruments and art activities. The curriculum that the school provides looks to develop independence and resilience in the pupils and effectively contributes to the pupils' good spiritual, moral, social and cultural development.
- The school has developed a range of provision that aims to improve the pupils' academic development and to support the social and emotional needs that many of the pupils have. Small group work or one-to-one sessions are used to improve literacy and numeracy skills whilst the increased family liaison work has been used to support vulnerable pupils. Pupils are known as individuals and the issues that some face present real barriers to their learning but the school works hard with a range of agencies to try to improve the outcomes for those in need.
- Parents' views were overwhelmingly positive about the way their children were looked after and how they were helped to progress. The school works very hard to involve parents in helping their children learn at home and to ensure that parents send their children to school every day.
- **The governance of the school:**
 - The governing body has been strengthened over the last year through training by the local authority and is now more able to effectively support the headteacher in her efforts to improve the school. Members have a clear understanding of the strengths of the school and are aware of the aspects that require further improvement. The governing body is beginning to hold the school more to account through better use and understanding of the information the school provides on the progress made by certain groups of pupils, for example those in receipt of additional pupil premium funding. Governors understand how well pupils achieve compared with national averages. They are now in a position to discuss how effectively resources are being spent to improve the outcomes for groups of pupils. The procedures to ensure that promotion and salary progression for teachers are closely linked to the outcomes of the pupils are well understood. The financial position of the school is scrutinised and closely monitored, as are safeguarding procedures and policies, to ensure they meet statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116171
Local authority	Hampshire
Inspection number	413398

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	234
Appropriate authority	The governing body
Chair	Emma Fisher
Headteacher	Janet Taylor
Date of previous school inspection	23–24 November 2009
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