

The Grange Primary School

Stonyfield, Sefton, Bootle, Merseyside, L30 0QS

Inspection dates

12–13 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- This highly inclusive school provides a very warm, caring environment for its pupils. From low starting points mainstream pupils achieve well, reaching average standards in reading, writing and mathematics by Year 6.
- Pupils with complex learning needs, taught in Additionally Resourced Inclusion bases (ARIB's), achieve as well as mainstream pupils and play an active part in the life of the school.
- All groups of pupils, including those who are disabled or who have special educational needs and those eligible for pupil premium funding make good progress. This is because of the good quality support they receive in small groups or one to one with an adult.
- Teaching is good: very positive relationships between staff and pupils are a strong feature.
- Pupils are happy, carefree and feel safe when at school. Behaviour is exemplary at all times, pupils are very keen to learn and a pleasure to be with.
- The school provides a colourful range of learning experiences which meet the needs of its pupils well.
- Senior leaders and governors know the school well and are clearly focused on providing the best for all pupils. Parents value the school highly and effectively support its work.

It is not yet an outstanding school because

- Not enough teaching is outstanding.
- Opportunities for pupils to manage, organise and assess their own learning are inconsistent.
- Pupils are not given enough opportunities to find out for themselves and show they can learn on their own.

Information about this inspection

- Inspectors observed 15 teachers and 19 lessons.
- Discussions were held with groups of pupils, members of the governing body, local authority personnel, parents and school staff.
- Inspectors listened to pupils read and discussed the work they have been doing in class this academic year.
- Inspectors talked to parents and took account of the school's own parental survey and considered the responses to the on-line questionnaire (Parents' View).
- They observed the school's work, scrutinised a number of documents, including the school's summary of how well it is doing, school improvement plan, safeguarding documents and the school's own data for checking on pupils' progress.
- Inspectors analysed questionnaires completed by staff.

Inspection team

Gordon Alston, Lead inspector	Additional Inspector
Gillian Burrow	Additional Inspector
Eric Craven	Additional Inspector

Full report

Information about this school

- This school is an above average sized primary school.
- The great majority of pupils are from White British backgrounds and English is the first language for almost all of these pupils. A small number are of other minority ethnic backgrounds.
- The proportion of pupils known to be eligible for the pupil premium (extra money the school receives based on the number of pupils entitled to free school meals, looked after children and children from forces families) is above average.
- The proportion of pupils supported at school action is below average.
- The proportions of pupils supported at school action plus or with a statement of special educational needs are much higher than the national average.
- The school meets the current floor standards which set the government's minimum expectations for attainment and progress.
- The school has a specially resourced provision for pupils with special educational needs. This comprises of six small classes (ARIB's) attached to the school for 56 pupils with complex learning needs including autism, speech and language and emotional and social difficulties. Pupils are educated both within their base and sometimes with the rest of the school.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching by:
 - providing more opportunities for pupils to find out for themselves and show they can learn on their own
 - ensuring teachers' marking consistently provides pupils with clear guidance on how they can improve their work and providing pupils with time to respond to the marking
 - extending the pupil target-setting process so that pupils can manage, organise and assess their targets themselves
 - reviewing the role of teaching assistants in helping teachers and pupils in order that all practice reflects the best in the school.

Inspection judgements

The achievement of pupils

is good

- Standards shown in the 2012 national tests appear low as one third of the pupils taking the test were taught in the learning ARIB's for pupils with complex learning difficulties. Results for pupils taught in mainstream classes, when separated out, are average.
- Children start in the nursery in mainstream school with skills that are well below those expected for their age. In some cases, speech, and language and social skills are poor. Children make good all-round progress and are well prepared for entry to Year 1.
- The good start made in the Early Years Foundation Stage classes is built upon effectively in Key Stage 1. Achievement is good. However, even though pupils make good gains from their starting points, standards are below average in writing and mathematics at the end of Year 2. There are signs of improvement because of the school's focus on teaching basic skills.
- By the end of Year 2, standards in reading are below average. Pupils say they enjoy reading and read regularly. Pupils' knowledge of letters and sounds is improving with the strong focus the school gives to this and this is equipping them well with the skills they need to read.
- By the end of Year 6, pupils reach broadly average standards in reading, writing and mathematics. Achievement is good. The recent curriculum changes provide pupils with many opportunities to write in a range of subjects. They read widely and the development of the 'Rocket' room is evidence of the school's strong focus on raising standards in reading.
- Pupils add, subtract, multiply and divide confidently and enjoy using their skills. Pupils' technology skills are used well in lessons to enhance the learning. In a literacy lesson the pupils' used MP3 players effectively to study examples of direct speech in order to incorporate them into a story.
- Pupils with complex learning difficulties, mostly taught in small classes out of mainstream school, make good and at times, outstanding progress. Similarly, disabled pupils and those who have special needs in mainstream school do as well. Pupils receiving the pupil premium money and those known to be eligible for free meals do as well as their classmates because the additional money the school receives is used effectively to provide extra support. As a result, pupils attain higher standards than similar pupils nationally.

The quality of teaching

is good

- Parents appreciate the good teaching and extremely positive relationships between their children and adults. In the vast majority of lessons observed in mainstream school the teaching is good, and at times outstanding. However, not enough teaching is outstanding to ensure even more pupils make rapid and sustained progress.
- Where teaching is at its best it is characterised by; high expectations of what pupils can achieve, accurate assessment used well to provide tasks that fully engage and challenge all pupils, teachers assessing pupils as they work and moving them on to more difficult tasks when they find the work easy and a fast pace of learning.
- The school has given the marking of pupils' work a high priority and this can be seen in the positive comments and suggestions for improvement which are consistently written in pupils' books. However, the attention pupils give to these comments varies between classes. This restricts the impact on pupils' learning where there is no evidence of pupils' responding.
- Pupils have individual targets in writing and mathematics but the use being made of these, and their impact on pupils' progress is inconsistent. Where it works best pupils know what they need to do to improve and can manage, organise and assess their targets themselves.
- Teachers gain pupils' attention well at the start of lessons and provide challenging tasks for pupils to test out their learning. However, at times, they give pupils too much information, which

reduces the challenge, especially for more able pupils. Pupils do not have enough opportunities to find things out for themselves and to work independently.

- Pupils' excellent attitudes to learning and exemplary behaviour enhance the teaching and learning. Teachers use these attributes well with skilful questioning which pupils respond to enthusiastically, relishing the opportunities to put forward and share ideas. These strong relationships add much to the learning. In a science lesson, pupils' suggestions on how to muffle the noise from an MP3 player were used effectively by the teacher to develop the learning.
- Teaching assistants generally provide excellent support particularly for pupils with special education needs enabling them to make good progress. Best practice is seen when they intervene with careful questioning which helps pupils move on with their learning. Where it is less effective they tend to tell pupils what they need to know, or what to do, which reduces the progress pupils make in the lesson.

The behaviour and safety of pupils are outstanding

- Behaviour in lessons and around the school is excellent. Pupils are extremely courteous, orderly, respectful and polite. They thoroughly enjoy coming to school, are happy and carefree, attend well and have very positive relationships with adults and other pupils.
- Attitudes to learning are exceptionally positive and pupils listen well to others. They are eager to learn and make every effort when completing a task. Pupils work exceptionally well with others, either in a group or with a partner.
- Parents and pupils are very happy with school, believe behaviour is good and bullying rare. Pupils say that school is a very safe place to be. All staff are skilled at ensuring that any problems are nipped in the bud, and parents appreciate the openness of the school and opportunities to talk to teachers about any concerns.
- Pupils are fully aware of different types of bullying, such as name calling and racism, and feel they can tell their teachers about any incidents that upset them. They are confident in their teachers being able to sort out any problems they may have. They know how to keep themselves safe and have a range of strategies to deal with cyber-bullying, about which they are regularly reminded.
- The school works well with outside agencies and supports pupils with complex learning difficulties very effectively. It successfully integrates these pupils, at times, into mainstream classes. This is particularly successful for pupils with challenging behaviour.

The leadership and management are good

- An industrious headteacher, with the help given by an enthusiastic leadership team, provides very clear guidance and support to make sure that teaching improves and pupils' progress speeds up. Rigorous systems for checking on how well pupils are doing are in place. Termly checks using pupil progress data make sure that all groups do equally well, and action taken when needed.
- Accurate assessments of the school's effectiveness are regularly undertaken, often to see if new initiatives are impacting positively on pupils' progress. Training and time have been given to new senior and middle managers to make sure that they can develop their roles effectively. This is already impacting on developing a creative curriculum and raising standards in mathematics and English.
- The headteacher manages the performance of teachers effectively, with clear links with the salary they receive and pupils' good progress. Regular lesson observations are key to improving teaching and specific training and coaching support is provided appropriately when needs are identified. The local authority has supported the school well. The headteacher actively seeks

their support to make sure there is an external perspective on school performance.

- Very strong partnerships with parents and the local community add to the school's success. Parents give freely of their time in supporting learning at school and at home. The community atmosphere within school is a strength of the school.
- The six ARIB's classes are well managed and form an important part of The Grange. Pupils have a very strong sense of belonging, taking an active part in the life of the school whenever possible. Clear support plans are in place to meet the needs of each pupil and used effectively in lessons. The extra monies provided for pupils who are known to be eligible for free school meals is used well to support academic achievement and to make sure pupils can take part in opportunities outside school.
- Changes to the curriculum have been made so as to meet the needs of the pupils better in a more creative framework. The school develops pupils' spiritual, social, moral and cultural awareness well through arranging a wide range of extra activities. Visits and visitors stimulate pupils' curiosity and develop their understanding of life outside their own community. There are links with China, Spain and Poland including exchange visits.
- **The governance of the school:**
 - The governing body supports and monitors the work of the school well. Governors have received appropriate training; understand the schools' performance information, and how the school performs in relation to other schools. They ask appropriate questions about how decisions will impact on pupils' learning. They make use of information on how well teaching is improving to contribute to decisions on the rewards teachers receive. They know about the school's finances and have control over how money is spent. The governing body authorises the spending of pupil premium funding and receives information on how this is impacting on the progress of these pupils. All statutory requirements are met and governors are mindful of the importance of safeguarding arrangements and their effectiveness.

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	104859
Local authority	Sefton
Inspection number	412522

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	280
Appropriate authority	The governing body
Chair	Carole Holt
Headteacher	Daniel Hains
Date of previous school inspection	14 January 2008
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