

The Grange Primary School

Avocet Way, Banbury, Oxfordshire, OX16 9YA

Inspection dates 3–4 July 2013

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- There is strong and stable leadership in the school and as a result the school has improved considerably since the previous inspection.
- The headteacher and deputy headteacher, ably supported by the governing body, set high expectations and have a clear vision for the school, especially in improving the quality of teaching and raising pupils' achievement.
- Senior leaders rigorously monitor teaching and provide feedback that is effective in helping teachers to improve their lessons.
- Lessons are planned well by teachers to ensure pupils are actively involved in their learning, especially in English and mathematics.
- Consequently, teaching is now typically good. As a result, pupils make good progress and achieve well in reading, writing and mathematics. They leave Year 6 with attainment that is above the national average.
- Pupils say they feel safe in school because bullying is very rare and staff deal with any concerns that may arise.
- Behaviour is typically good with pupils being polite and courteous to each other and to adults in the school.

It is not yet an outstanding school because

- Teachers miss some opportunities in lessons to further increase pupils' knowledge. This includes using teaching assistants to support pupils' learning at the beginning of lessons. Also, opportunities are missed for some subject leaders to monitor teaching to help teachers improve pupils' learning in lessons.
- Pupils' progress in writing is not as rapid as it is in reading and mathematics, especially in Years 3 and 4.

Information about this inspection

- The inspector observed 17 lessons and parts of lessons taught by 10 teachers, of which 10 were observed together with the headteacher and deputy headteacher.
- As well as observing lessons, the inspector looked at pupils' work across the school.
- Meetings were held with the headteacher, deputy headteacher and other senior staff, members of the governing body and a representative of the local authority.
- The inspector spoke to groups of pupils and heard pupils from Year 2 read.
- The inspector analysed responses from 14 parents who completed the Parent View survey on the Ofsted website.

Inspection team

James Henry, Lead inspector

Additional Inspector

Full report

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- The Grange is slightly larger than the average primary school.
- Most pupils are White British.
- The proportion of pupils supported through school action and at school action plus or with a statement of special educational needs is below the national average.
- The proportion known to be eligible for the pupil premium, which provides extra funding for children in local authority care, for pupils known to be eligible for free school meals or for pupils whose parents or carers are in the armed forces, is well below the national average.
- The school meets current government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- When The Grange Primary School was inspected in March 2012, it was judged to require special measures. Subsequently, the school was inspected on two occasions.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is typically outstanding by:
 - ensuring teachers make better use of teaching assistants to support pupils' learning at the beginning of lessons
 - providing consistent opportunities for all subject leaders to formally monitor teaching in order to share good teaching techniques and provide feedback that is effective in helping teachers improve pupils' learning in lessons
 - ensuring teachers consistently adapt their teaching when opportunities arise to further increase pupils' knowledge and understanding in lessons.
- Increase the rate of progress in writing for pupils, particularly in Years 3 and 4, by:
 - providing more opportunities for pupils to practise writing in various styles for different purposes in different subjects
 - providing more opportunities to write independently, especially when doing research activities.

Inspection judgements

The achievement of pupils is good

- Lesson observations, pupils' work and accurate school assessments show that pupils make good progress across the school in reading, writing and mathematics.
- The very large majority of parents who completed the Parent View survey on the Ofsted website felt that their child made good progress at school.
- However, progress in reading and mathematics is quicker than in writing, especially for pupils in Years 3 and 4. This is because opportunities are missed to give pupils the chance to write in different ways in subjects other than English, especially when working by themselves in investigation and research activities.
- Children enter the Early Years Foundation Stage with the skills broadly expected for their age and make good progress in developing their early reading, writing and mathematical skills. They are prepared well for moving into Year 1.
- Pupils' attainment in reading at the end of Year 2 is above the national average with all pupils passing the Year 1 national reading check. This is due to a consistently effective approach to the teaching of early reading skills in the Early Years Foundation Stage and Key Stage 1.
- Pupils achieve well in lessons. For example, pupils in Years 5 and 6 were working together to compare the weight of wrestlers by converting grams and kilograms into a common measurement of weight. Pupils in Year 1 were using their writing and mathematical skills to write instructions about how to find imaginary treasure in their classroom.
- Year 6 pupils' attainment in English and mathematics was slightly above the national average in 2012 and unvalidated results for 2013 show a further improvement, especially in the proportion of pupils attaining the higher Level 5 in English.
- School assessments show that pupils in Key Stages 1 and 2 are currently performing at similar levels to those in the previous academic year.
- Disabled pupils and those with special educational needs make good progress because they are supported well in lessons with activities matching their abilities. School assessments show that disabled pupils and those with special educational needs make especially good progress in writing and mathematics by the end of Year 6.
- The school is improving the attainment of pupils in receipt of the pupil premium and reducing the gap between them and other pupils in the school. In the 2012 Year 6 test results, this gap was about one third of a National Curriculum level in English and two thirds of a level in mathematics. Unvalidated data for 2013 show that performance in mathematics is now very similar to that of other pupils. In reading, the attainment of all pupils, including those eligible for the pupil premium, has risen by half a National Curriculum level compared to 2012.

The quality of teaching is good

- Teachers fully involve pupils in lessons so that they learn for themselves and from each other. For example, pupils in Years 5 and 6 were working together to write a poem about the English Civil War and as one pupil said 'We are stealing each other's ideas'.
- This approach is particularly effective in English and mathematics lessons where activities quickly engage pupils in their work allowing teachers to have the time to support individual pupils who may not have fully understood the ideas being taught.
- However, there are some occasions when teachers miss opportunities in lessons to adapt their teaching, particularly in question-and-answer sessions, to further increase pupils' knowledge and understanding.
- There is a consistent approach to marking across the school that is particularly effective in involving pupils in assessing their own and each other's work. Pupils are given regular opportunities to respond both verbally and in writing to the guidance given in marking and to tell

teachers how well they have understood what they have been taught. This includes giving suggestions for activities to help them learn in subsequent lessons.

- Consequently, teachers are able to accurately assess pupils' understanding and plan lessons to ensure pupils continue to make good progress.
- Teachers plan lessons together to ensure that activities match the abilities of different groups, including disabled pupils and those with special educational needs, and that there is continuity in learning for same-age pupils in different classes.
- Disabled pupils and those with special educational needs take a full part in activities in lessons, including assessing their own work, because they are supported well by teaching assistants. However, there are a few occasions when teachers do not fully use teaching assistants to support pupils' learning at the beginning of lessons.
- Most parents who completed the Parent View survey on the Ofsted website felt that their child is well taught at school.

The behaviour and safety of pupils are good

- Pupils say that they feel safe at school because bullying is rare and they know that staff will deal effectively with any worries that they may have.
- The school helps pupils understand how to keep themselves safe through activities such as running workshops for parents and pupils on how to stay safe on the internet and visiting the local hospital to learn about first aid.
- Almost all the parents who completed the Parent View survey on the Ofsted website thought that their child feels safe at school and that the school makes sure its pupils are well behaved.
- Pupils have good attitudes to their learning in school and appreciate the way that teachers involve them in lessons. For example, one pupil said 'I used to hate mathematics but now I love it because teachers make it challenging and fun.'
- Behaviour is typically good with pupils being polite and respectful to adults and each other. This is partly due to staff managing pupils' behaviour well and having a positive approach to encouraging and rewarding good behaviour as well as dealing with any inappropriate behaviour.
- Relationships are good. For example, newly arrived pupils from overseas who do not speak English are welcomed and supported well by staff to ensure they are involved in learning in lessons. This shows that the school ensures all groups of pupils have an equal opportunity to learn and none is discriminated against.
- The school does promote the need for good attendance through regular newsletters and rewards for good attendance. Attendance is broadly average. Behaviour and safety are not outstanding because pupils are not given enough opportunities to manage their own behaviour without adult supervision especially when working on their own in lessons.

The leadership and management are good

- Strong, stable and effective leadership at all levels is the main reason why the school has improved considerably since the previous inspection.
- The headteacher, deputy headteacher, other senior leaders and the governing body have set a clear vision for the school that is fully supported by all the staff. This is focused on improving the quality of teaching and raising expectations of what pupils can achieve.
- Senior staff rigorously monitor lessons and provide feedback that has significantly improved the quality of teaching. Consequently, teaching is now consistently good with pupils making good progress.
- However, opportunities are missed for some subject leaders to formally monitor teaching in order to share good teaching techniques to help teachers improve pupils' learning in lessons.

- Using robust assessments to track pupils' progress, senior leaders hold teachers to account through regular meetings to ensure that all groups of pupils are making good progress.
 - The headteacher and deputy headteacher know the school well. Action plans are clear and precise and implemented rigorously to bring about improvements. For example, the school has introduced new approaches to teaching in English and mathematics to ensure good continuity to pupils' learning. This clearly shows the school has the capacity to continue to improve.
 - The school works effectively to foster good relationships within the local community and to promote pupils' spiritual, moral, social and cultural development through a broad and balanced curriculum.
 - For example, pupils take part in musical activities in the local church. Parents from Hindu, Sikh and Muslim backgrounds visit the school to work with pupils on activities that help them understand different cultures and faiths. Pupils grow and then sell produce at harvest time to raise money for the local church.
 - Subjects are linked together in topics to make learning more meaningful and are always enhanced through visits or special activities to add enjoyment for pupils. For example, as part of their topic on pirates Key Stage 1 pupils had a special 'Pirate Day' where everyone dressed as Pirates.
 - There are effective safeguarding policies and systems. The required recruitment checks are carried out on all adults before they start work in the school. There are clear roles and responsibilities and training for staff in child protection procedures.
 - The local authority is now providing light touch support, following more substantial involvement that helped to significantly improve the school.
 - **The governance of the school:**
 - The governing body knows the school well and governors undertake regular visits to the school. Governors visit lessons and look at pupils' work to assess the quality of teachers' marking with the findings discussed at governing body meetings. Governors have a good understanding of data to hold senior leaders to account for pupils' progress. For example, they know that progress in writing is not as quick as in reading and mathematics, especially in Years 3 and 4. There are systems to manage effectively the performance of the headteacher and the deputy headteacher and ensure any salary increases for teachers are justified and linked clearly to pupils' progress. Governors carefully monitor the progress of pupils in receipt of pupil premium funding and could see the improvement in these pupils' attainment in reading at the end of Key Stage 1 following the employment of a teaching assistant to support them. Governors undertake regular training, such as a school improvement course run by the local authority, to help them fulfil their roles successfully.
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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	122997
Local authority	Oxfordshire
Inspection number	420434

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	259
Appropriate authority	The governing body
Chair	Keith Cook
Headteacher	Beverley Boswell
Date of previous school inspection	22 March 2012
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