

# Grange Community Primary School

Grange Road, Felixstowe, IP11 2LA

## Inspection dates

28–29 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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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.

- Pupils make good progress and most reach, or nearly reach, the levels expected by the time they leave at the end of Year 6.
- Progress over the last two years has been particularly strong in Years 3 to 6.
- Excellent improvements since the previous inspection mean that progress in speaking and listening skills is also very strong.
- Information about how well pupils are doing is regularly checked, so any falling behind receive extra help.
- Pupils say the 'next steps' part of their teachers' marking really helps them learn.
- Pupils say they feel safe at school.
- Pupils' attitudes to their learning are good and classrooms a hive of activity because lessons are taught in an interesting way.
- Pupils say they enjoy opportunities to think things through and share their ideas with one another.
- Pupils' behaviour is good and the school has a culture of celebrating success.
- Parents say the school is much improved over the last three years. One said, 'It has come from the bottom to the top.'
- School leaders and governors have brought about good improvements to teaching and pupils' learning since the previous inspection.

### It is not yet an outstanding school because

- The best teaching is not used enough as a model for all teachers to improve.
- Questioning is not routinely used to encourage pupils to think further.
- Pupils are not sufficiently involved in discussion about the quality of their work.
- Extra help, especially in writing and mathematics, is not given early enough.
- Teaching assistants' good expertise is not always used where it is most needed
- Pupils do not have enough choice of playground activities during lunchtimes.

## Information about this inspection

- The inspectors observed 17 lessons. Some were shared observations with the headteacher or deputy headteacher.
- Other visits were made to classes; pupils' workbooks were scrutinised and a sample of pupils were heard reading.
- The inspectors held discussions with pupils, the headteacher, other staff, governors, parents, and representatives of the local authority.
- The inspectors took account of the 13 responses to the online questionnaire (Parent View). The inspectors also met with a number of parents and carers.
- The inspectors observed the school's work and looked at a number of documents, including: the school's own data on pupils' progress; planning and monitoring documentation; the school's self-evaluation; records of how the school uses its funding, especially how the money from the pupil premium is spent; records relating to behaviour and attendance; and documents relating to safeguarding.

## Inspection team

Robert Greatrex, Lead inspector

Additional Inspector

Angela Podmore

Additional Inspector

# Full report

## Information about this school

- This is a slightly smaller-than-average primary school.
- Most pupils are of White British heritage.
- Each age group of pupils is taught in one class. The Nursery class is part-time, mornings only.
- The proportion of pupils eligible for the pupil premium is above average. This is extra government funding for children looked after by the local authority, those known to be eligible for free school meals, and some other groups.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. However, the proportion supported through school action plus or with a statement of special educational needs is above average.
- The school meets the current government floor standards, the minimum expectations for pupils' attainment and progress.
- A new deputy headteacher and several other staff have joined the school in the recent past.

## What does the school need to do to improve further?

- Improve the quality of teaching by:
  - sharing the best practice that already exists in the school
  - using questioning more regularly and routinely to probe pupils' understanding and encourage them to think more deeply
  - involving pupils more in discussion, particularly to identify successful features of their work and what makes them effective, so that they better understand how to progress their own learning.
- Increase the proportion of pupils reaching a good level in reading, writing and mathematics by the end of Year 2 by:
  - earlier use of targeted interventions, particularly in writing and mathematics
  - deploying staff more specifically to make better use of their particular expertise
  - wider use of strategies such as pre-learning to prepare, repeat and consolidate less able pupils' learning so that they make accelerated progress.
- Improve the provision for lunchtime play so that pupils enjoy a wider range of activities and greater opportunities to play together co-operatively.

## Inspection judgements

### The achievement of pupils

**is good**

- Children start school with a wide range of skills and experiences that are generally well below those expected for children of this age. Some still struggle to join in play with others and say very little, many have little understanding of words or numbers.
- Progress is good in Nursery and Reception because the activities are well planned and offer a good balance between those led by adults and those chosen by children themselves. While they remain below the expected level, progress is particularly good in reading and understanding of number. Speaking and listening, too, improves greatly.
- This term progress in Years 1 and 2 is also good, but this is a very recent improvement. In the previous two years progress improved year-on-year but not enough pupils entered Year 3 securely at the levels expected in reading, writing and mathematics.
- Progress from Year 3 to Year 6 is particularly strong. Pupils leaving at the end of Year 6 in 2013 made better than expected progress in reading and mathematics, and slightly more in writing. As a result, over the last two years, pupils left the school at the end of Year 6 with levels close to those expected for their age. The exception was the new test for spelling, grammar and punctuation where spelling levels were low. The school has already made changes to the teaching of spelling and current standards are higher.
- In two of the last three years, pupils known to be eligible for the pupil premium have made faster progress than their classmates and have closed the gap. However, those leaving at the end of Year 6 in 2013 made similar progress to their classmates. Because these pupils started from a lower level, they left about two terms behind in English and mathematics.
- Pupils who are disabled and those who have special educational needs also make good progress. They respond very positively to staff and the extra help they are given. Less-able pupils, however, sometimes find themselves expected to make jumps in learning at too fast a rate. Their understanding can be patchy so they struggle to reach the level expected.
- Progress is relatively quicker in speaking and listening between Reception and Year 2 because teaching assistants in these classes use a particular course of lessons effectively. While extra help in writing and mathematics is equally good, these extra lessons do not occur until pupils are older, rather than when they first need them. This delays their impact on learning.

### The quality of teaching

**is good**

- Pupils know that their lessons will start with their teachers explaining the aims of the lesson and how pupils will know when they have achieved them. Pupils like that this is the same whoever teaches them, so they know where to concentrate their efforts.
- Pupils say they very much enjoy the way their teachers present lessons, because there is always something interesting. They like the 'mind maps' to share ideas and plan their work, and the 'no pen' lessons when they learn through discussion.
- When teaching is outstanding, it is often because the teacher uses questions very effectively. These enable pupils to clarify their own thinking or to probe that bit deeper and extend pupils' thinking further. Often, teachers orchestrate thoughtful discussion with well-timed prompts.

However, this practice is not consistent across the school.

- Marking is used effectively to recognise pupils' achievements and to give them 'next steps' to think about. Sometimes this includes an extra question for the pupil to answer.
- Teaching to develop pupils' speaking and listening skills is excellent. Voice recorders enable pupils who struggle to clarify their thinking, flourish and gain self-confidence. Speaking aloud helps pupils present their thoughts more coherently. 'Talk homework', when pupils are given specific tasks to talk to a parent or carer about, extends this work. This is an excellent response to the previous inspection.
- Teachers regularly use pupils' previous work to explain the sort of response they are looking for. However, teachers tend to tell pupils why this is, and rarely ask the pupils to give their ideas why the example may have been chosen, what is particularly good about it, or how it might be improved.
- Teaching assistants make a strong contribution to learning. When they prepare less able pupils for upcoming work, this gives pupils a head start. This effective technique is not consistently used throughout the school.

### **The behaviour and safety of pupils** are good

- Behaviour in lessons is good because pupils and staff share positive relationships. Pupils want to please and the subjects are generally presented in an interesting way, so they want to learn. Pupils demonstrate many attributes of good behaviour for learning; they try hard, persevere and show resilience when tasks are difficult.
- Pupils appreciate the good use that is made of praise and incentives to encourage their good behaviour and effort. For example, the mathematician and writer of the week in each class have lunch with the headteacher. On the rare occasions when pupils struggle to manage themselves, staff are adept at anticipating disagreement and defusing the situation. The number of exclusions has fallen significantly.
- Play leaders make a valuable contribution to playtimes. These pupils are trained to lead games and activities, particularly to help those younger than themselves. They show great patience and respond positively to any pupil they see upset. Much is done, for example in physical education, to build teamwork and develop pupils' abilities to give and take. Pupils use the limited playground markings very co-operatively to share and play together.
- Pupils' spiritual, moral, social and cultural development is good. Assemblies are respectful and pupils eager to share this time. Many activities help prepare them for life in multi-cultural Britain. Pupils undertake many worthwhile tasks in their school. For example, Year 6 pupils help at parents' evening.
- Pupils feel safe and demonstrate a good understanding of safety, including when using the internet. They say no incidents of bullying take place, that they know what to do if any did, and that they are very confident staff would quickly resolve any concerns they had.
- Care is given high priority in the school and pupils feel they are very well looked after. A good nurture class is extended to lunchtime for those who find the playground daunting.
- Pupils gain a good understanding of being part of a community. Occasionally they work

alongside senior citizens. Grandparents, mothers, fathers and carers share lunch with them on a regular basis.

- Attendance has improved and is broadly average. Punctuality is good. One typical parent stated, 'My child never wants to take a day off.'

## **The leadership and management** are good

- Giving pupils the best education possible is the aim of the headteacher, and has been from the day she arrived. She has improved the quality of teaching, the relevance and interest of the curriculum, and expected pupils to respond with better behaviour. Every pupil's needs are checked regularly with the intention of enabling each one to achieve well.
- The school develops staff, including those with subject or other responsibilities, very effectively. This is because the headteacher encourages and expects each to develop their skills and eliminate any areas of weakness. A strength of school development is the way that governors and all staff generally come together on 'stakeholders' day' to set the school's direction.
- School leaders and teachers have a very clear grasp of information about pupils' progress and use this well to check progress remains good and support any pupil falling behind. Beneficial to good progress is that teachers check and discuss work with the teacher of the class above. As a result, each teacher knows what skills and knowledge pupils need to acquire to be ready to make the most of their time in the next class, so they can better prepare them.
- Teaching assistants are well trained and generally very effective. However, the specific skills of some are not fully utilised to guide all those pupils, particularly in the younger classes, most in need of their help.
- The curriculum is good; it is relevant to pupils' lives, often practical, with good links between subjects so that pupils enjoy learning. In the playground, the range of activities available to pupils at lunchtimes is limited and playground equipment is poorly stored.
- Primary school sports funding is carefully allocated and used to improve opportunities for pupils and staff training. Plans are in place to monitor implementation and check the end result.
- Grange is a very inclusive school. Each pupil is given the support, guidance and encouragement to make the most of themselves and their time in school. Discrimination is not tolerated.
- Partnership with parents is good. Parents described the school as 'open and helpful' and feel that any issues are dealt with swiftly. Partnership with other schools is good; staff and pupils benefit from working together, and schools work together to agree and implement shared policies, for example about attendance.
- The local authority has worked closely with the school. A 'challenge partner' now helps sustain what has been achieved and support further development.
- **The governance of the school:**
  - Governors are well organised and have a good grasp of the school's strengths and areas for development. They are proud of its recent improvement. They know the school well because they work closely with subject leaders and have a clear understanding of data. They say their

regular learning walks around the school benefit because they have the subject leader there to give them a professional's explanation of what they see. Funds are managed carefully, including additional funds such as pupil premium. Staff pay is closely linked to performance. A governor has recently trained in safeguarding and all statutory requirements are met.

## 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

<b>Unique reference number</b>	124630
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	428894

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	231
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Sharman
<b>Headteacher</b>	Christabel Reynish
<b>Date of previous school inspection</b>	23 April 2012
<b>Telephone number</b>	01394 283912
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