

# Grangehurst Primary School

Anderton Road, Longford, Coventry, CV6 6JN

## Inspection dates

6–7 February 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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.

- Too few pupils in Key Stages 1 and 2 reach the higher levels in English and mathematics because they are not always given hard enough work.
- In the recent past, pupils did not make enough progress because there was too much weak teaching.
- There is too much variation in how well teachers mark pupils' work. Not all pupils know what to do to improve.
- The teaching of letters and sounds (phonics) varies in quality and is not always as good as it should be in Key Stage 1.
- Not enough pupils reach higher levels in writing in Key Stage 2 because the quality and presentation of pupils' work is not always as good as it should be.
- In mathematics, there are not always enough opportunities for pupils to practise solving problems.
- Leaders have not kept a careful enough check on the progress of disabled pupils and those who have special educational needs.
- Governance requires improvement because governors do not know whether the school is doing well enough and, until recently, they did not challenge senior leaders about the standards achieved.

### The school has the following strengths

- Children currently in the Reception classes get off to a good start because they are taught consistently well.
- Pupils now make increasingly good progress in lessons because the quality of teaching has improved.
- Pupils have many opportunities to develop their literacy and numeracy skills in different subjects.
- This is a very harmonious school where pupils get along well together.
- Pupils behave well and feel safe. By the time they leave, most are mature individuals.
- Strong relationships between adults and pupils contribute well to pupils' good personal development.
- Attendance is above average because absence is tightly monitored and pupils enjoy school.
- Senior leaders work together effectively as a team and have played a strong part in improving the quality of teaching.

## Information about this inspection

- Inspectors observed 20 lessons, four of which were observed jointly with senior leaders.
- Meetings were held with pupils, representatives of the governing body and staff, including senior and subject leaders. There was also a telephone discussion with a representative from the local authority.
- Inspectors took account of the 36 responses to the online questionnaire (Parent View). They also spoke informally with parents and carers.
- Inspectors observed all aspects of the school’s work. They looked at a range of documentation, including the school improvement plan, policies, information about pupils’ attainment and progress, and how the school sets targets for teachers to improve their work. They looked in detail at child protection and safeguarding procedures.

## Inspection team

Kath Campbell, Lead inspector

Additional Inspector

Kevin Butlin

Additional Inspector

Renee Robinson

Additional Inspector

## Full report

### Information about this school

- Grangehurst is much larger than the average-sized primary school.
- Just over half of pupils are White British and approximately a fifth are Indian.
- Almost a quarter of pupils speak English as an additional language.
- An average proportion of pupils are supported by pupil premium, which provides additional funding for pupils known to be eligible for free school meals, those looked after by the local authority and those with a parent in the armed forces.
- A below-average proportion of pupils are supported at school action, and an above-average proportion of pupils are supported at school action plus or with a statement of special educational needs.
- Care for pupils before and after school is provided by a private company. It is not overseen by the governing body and did not form part of this inspection.
- The school has had several changes of staff since the previous inspection. The headteacher and deputy headteacher were appointed in 2012.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Increase the proportion of good and outstanding teaching by making sure that all teachers:
  - share and learn from the good practice that exists within the school
  - have the highest expectations of what pupils, particularly the most-able, can achieve
  - show pupils how to improve when they mark their work.
- Increase the proportion of pupils reaching higher levels in English and mathematics by making sure that:
  - skills in phonics (letters and sounds) are taught consistently well in Key Stage 1
  - pupils' written work is well-presented and with simple spelling mistakes eliminated
  - pupils have the opportunity to apply their mathematical skills to solving problems.
- Strengthen the impact of leaders and managers by making sure that:
  - the new special educational needs coordinator completes the statutory training so that the school is able to rigorously monitor the progress of disabled pupils and those who have special educational needs
  - governors develop the skills they need to question and challenge senior leaders about the standards achieved.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils requires improvement

- Achievement requires improvement because, until recently, not all pupils in Key Stages 1 and 2, particularly the most able, made enough progress. During a period of staffing instability, attainment fell, particularly in Key Stage 2, and long-term absence at senior leadership level slowed the pace of improvement.
- With the arrival of a new headteacher and deputy headteacher in 2012, the school introduced major changes to the way in which it tracked pupils' progress and identified potential underachievement. It focused its attention on improving the quality of teaching. These changes were initially slow to have an impact because there was a legacy of past underachievement. Although progress started to accelerate, it was too late for some pupils to catch up lost ground and attainment declined in 2013 to below average overall in both key stages. Not enough pupils reached the levels of which they were capable, particularly in reading and mathematics in Key Stage 1 and in reading and writing in Key Stage 2.
- A more positive picture is now starting to emerge. Better teaching and more effective monitoring of progress have resulted in an upturn in attainment. A higher proportion of pupils make better than expected progress in reading, writing and mathematics. More pupils currently achieve well.
- Although there is some way to go before the most-able pupils consistently achieve the levels of which they are capable, the school is spending more time working with these pupils in small groups and this is not only adding to pupils' enjoyment but it is raising their achievement because they respond well to the individual attention.
- There have been many changes to staffing, ways of working and expectations in the Early Years Foundation Stage. These have brought positive results in a short space of time. Current children in the Reception classes started with skills that are below those expected for their age. They achieve well because staff take every opportunity to develop children's early language, literacy and numeracy skills. As a result, children are well prepared for their move into Year 1.
- Raising attainment in reading and writing have been on-going areas for improvement. The teaching of phonics (letters and sounds) is particularly effective in the Reception classes, and younger pupils quickly develop the confidence to read unfamiliar words. It is not so consistently well taught in Key Stage 1, and pupils in Year 1 did not reach the expected level in the national phonics check in 2013. The school has started to create a greater enthusiasm for reading by, for example, the introduction of a new library, new reading materials and e-books. Older pupils produce good-quality reading journals that give valuable insight into their enjoyment of books.
- Strategies to develop pupils' ability to write at greater length by using skills more widely in different subjects have proved effective. There are many examples of good-quality writing in, for example, pupils' history work. However, there are also examples of some pupils not producing a high enough standard of work, with too many producing work that is untidy or with careless spelling mistakes.
- Mathematics has also been a key priority for improvement. The school has reviewed its curriculum and has started to develop pupils' mathematical skills in a more systematic way. It has also introduced regular 'Prove It' sessions, so that pupils can learn to apply the skills they have learnt to real-life situations. Until very recently, pupils did not develop these skills effectively enough because they did not have enough opportunities to apply their mathematical skills to solving problems. There are more opportunities for pupils to extend their skills in

subjects such as science. It is too early to assess the impact of these initiatives on achievement.

- Disabled pupils and those who have special educational needs are only just beginning to make the progress they should. This is because no-one had a clear enough overview of how well they were doing. As a result, there was too much underachievement.
- The school has used its pupil premium funding effectively to improve older pupils' basic skills. In 2013, the school almost closed the gaps in progress between these and other pupils. The gap in attainment also closed. These pupils were working a term behind others in writing and mathematics and were less than a term behind in reading.

## The quality of teaching

## requires improvement

- Teaching requires improvement because, until recently, there was too much teaching that was not good enough. The improvement in the quality of teaching has been the key to the rise in achievement. Nearly all the teaching seen during the inspection was good. No inadequate or outstanding teaching was observed.
- Some teachers do not have high enough expectations, particularly in what they demand of their most-able pupils. In writing, some teachers do not push pupils to produce enough work. Careless mistakes still hinder progress. In some lessons, the most-able pupils do not make as much progress as they should when the work is too easy.
- The quality of marking has improved but it is still inconsistent. While some teachers give pupils clear guidance about how to move to the next steps in their learning, others do not.
- Much of the current work is of good quality and this has contributed to good progress throughout the autumn term because teachers assess pupils' levels of understanding with greater accuracy. Pupils now often produce a good volume of work because expectations are higher.
- In lessons where activities are interesting and demanding, pupils want to do well and are confident to take risks. A good example of this was seen in a Year 2 mathematics lesson, where pupils were sorting out two-dimensional and three-dimensional shapes. Some who found the work difficult made good gains in their learning because the teacher had correctly identified those in need of help from the previous day's work. Pupils of all abilities were prepared to have a go because they knew they would be supported in their learning.
- Teachers and other adults work together closely as a team. The adults who support disabled pupils and those who have special educational needs make sure that these pupils understand what they have to do so that they can get straight down to their work.
- Teaching in the Reception classes is consistently good. Parents are very appreciative of the help and support their children receive. The recent restructuring of the Early Years Foundation Stage has created an attractive learning environment where children achieve well because they are provided with a wealth of enjoyable learning activities. Learning is fun and high-quality 'Learning Journals' provide a detailed record of the progress children make during their time in the Reception classes.

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

- The behaviour of pupils is good. Many pupils have experienced the tragic death of a previous headteacher and pupil during their time at Grangehurst. Some have seen many staffing changes and yet have retained the will to succeed and do their best, even in difficult times.
- Nearly all pupils behave well in lessons and around school. Their attitudes to learning are very positive and contribute well to their good personal development and to the improvements seen this year in pupils' progress.
- Children in the Reception classes develop good social skills right from the start. They can be seen working and playing together with high levels of enjoyment.
- Grangehurst is a friendly, harmonious school, where pupils from all backgrounds and cultures get along well together. Staff manage pupils' behaviour consistently well.
- A small number of pupils with challenging behaviour attend the school. The learning mentor provides good-quality support and guidance and this helps these pupils to participate in school life. Very occasionally, some older boys behave immaturely, and do not give of their best.
- The school's work to keep pupils safe and secure is good. Pupils say they feel very safe. They are aware of what they need to do to stay safe, including when using computers and the internet.
- In discussion, pupils know about the different kinds of bullying. Younger ones tend to mention name-calling more than older pupils. However, incidents of this kind are rare and pupils insist that they are dealt with swiftly and effectively. Pupils identify several adults who they can go to if they have concerns. They feel confident they will be listened to and that what they say will be taken seriously.
- Attendance is currently above average. This is a major success story for the school. The child and family support manager keeps a careful check on the attendance of pupils who may be at risk of falling behind and works successfully with the small minority of families for whom regular attendance has been a problem.

**The leadership and management requires improvement**

- Leadership and management require improvement because, following tragic times, the school was not able to move forward at a fast enough pace. Pupils did not always reach the levels of which they were capable. Although the new senior leadership team now drives through improvement with a sense of urgency, staffing instability in the recent past has also meant that some pupils are still having to catch up lost ground.
- The recently appointed coordinator for special educational needs is in the process of developing the skills necessary for the post. Currently, the school does not have a clear enough view of whether disabled pupils and those who have special educational needs make as much progress as they should. Although individual teachers make sure that, in lessons, these pupils achieve as well as others, the systems for checking their progress over time have not been adequately coordinated. As a result, progress varies because the school has not measured the precise impact of any extra help they receive.
- The headteacher, the deputy headteacher and other senior leaders are totally focused on raising

attainment. Ways in which they check on the quality of teaching have been strengthened to make sure that teachers are not rewarded unless pupils make good progress. Teachers are more accountable than in the past. Senior leaders support, mentor and work alongside their colleagues. These strategies have been instrumental in improving the quality of teaching.

- The wide range of purposeful and interesting learning experiences the school offers contribute greatly to pupils' enjoyment. Pupils say they especially like the many sporting and music opportunities. The school is particularly good at extending pupils' literacy and numeracy skills through planned opportunities in, for example, history and science work. Some of this work is of very good quality.
- Sports funding has been allocated appropriately to provide additional specialist teaching during the school day and after school. It is also being used to involve pupils more in competitive sporting events. Staff value this input because it helps them to improve their subject expertise. It is, however, too early to show impact.
- Safeguarding procedures meet current government requirements.
- The local authority's school education improvement adviser knows the school very well and reviews its work regularly. The school has needed support to move forward during difficult times. The current adviser has recently supported the school effectively and has played an important part in improving the school's Early Years Foundation Stage. The school is now better placed to move forward on its own.
- **The governance of the school:**
  - Governance requires improvement. Governors do not have enough knowledge about the school's performance to challenge senior leaders. For example, they do not know how well pupils are doing compared to pupils in other schools both locally and nationally. The governing body is supportive and wants the best for the school. It makes sure that statutory requirements are met, including those for safeguarding and pupils' welfare. Governors recognise the strengths of the current senior leadership team and are aware of their role in, for example, improving the quality of teaching. Governors review the headteacher's performance and check that the management of the performance of all staff is helping them to improve.

## 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>	103663
<b>Local authority</b>	Coventry
<b>Inspection number</b>	431120

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>	398
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Geraldine McCann
<b>Headteacher</b>	Darren Clews
<b>Date of previous school inspection</b>	1 May 2012
<b>Telephone number</b>	024 76365999
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