

Grange Primary School

Cambridge Road, Grimsby, North East Lincolnshire, DN34 5TA

Inspection dates

7–8 May 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	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.

- The headteacher and acting deputy are highly ambitious for the school to succeed. They receive effective support and challenge from a skilled interim executive board (IEB).
- Their swift and well-planned actions have improved teaching rapidly so that it is now invariably good and some is outstanding.
- Staff morale is high and all are firmly committed to supporting the new leaders in their ambition for success.
- An effectively managed and stimulating Early Years Foundation Stage ensures children make a good start to school and grow quickly as confident and inquisitive learners.
- All groups of pupils, including those eligible for the pupil premium, achieve well because teaching is now much better and teachers are skilled at providing exciting learning experiences.
- Pupils' behaviour is good. They are kind to one another, show good manners, work hard in lessons and are eager to learn.
- The school keeps pupils safe and takes good care of them because of the skilled staff who ensure that pupils' emotional as well as academic needs are met. Parents agree that this is the case.

It is not yet an outstanding school because

- Tasks are not always based on what pupils already know and understand so that they are not always challenged to reach the very highest levels in their learning.
- The new marking policy is not uniformly implemented by all staff and pupils are not always given enough opportunity to respond.
- Teaching assistants do not always know enough about what pupils are intended to learn to ensure that the pupils they support make accelerated progress.

Information about this inspection

- Inspectors observed 19 lessons, four of which were joint observations with school leaders.
- Meetings were held with pupils from Year 2 and Key Stage 2 and members of the school council; many other pupils were spoken to during lessons and break times.
- The inspectors held meetings with all members of the IEB and two representatives of the local authority.
- The inspectors held meetings with school staff, including senior and middle leaders.
- Inspectors heard children read in Year 1 and Year 5 and also observed morning playtime and lunch breaks, and attended one assembly.
- Pupils' work was scrutinised, including the records of the work done by the youngest children. Displays around the school were also examined.
- Note was taken of the 23 responses to the staff questionnaire, the 10 responses made to the online questionnaire (Parent View) and responses to the school's own survey of parents' views.
- A range of documentation was looked at, including the school's data on pupils' progress, planning, school self-evaluation and monitoring and records relating to behaviour, attendance and safeguarding.

Inspection team

James Kilner, Lead inspector

Additional Inspector

Victoria Johnson

Additional Inspector

Edward Price

Additional Inspector

Full report

Information about this school

- This is a larger than average size primary school.
- Most pupils are of White British heritage.
- The proportion of pupils known to be eligible for free school meals, including those for whom the school receives additional funding (the pupil premium) is well above average.
- The proportion of pupils supported by school action and school action plus, or by a statement of special educational needs, is average.
- In 2013 the school did not meet the government's current floor standard, which is the minimum expectation for pupils' attainment and progress.
- From September 2013 a new headteacher and acting deputy headteacher were appointed and an interim executive board (IEB) were put in place in January 2014.

What does the school need to do to improve further?

- Improve teaching so that it supports more outstanding achievement by ensuring that:
 - all teachers become effective in using consistently the school's marking and assessment policy and inform pupils how to further improve and provide opportunities for pupils to reflect and correct their work
 - information about how well pupils are doing is always used to provide activities which challenge pupils to reach the highest levels possible
 - support provided by the teaching assistants matches that of the most effective by making sure that they have a thorough understanding of the steps pupils need to take to succeed in the learning.

Inspection judgements

The achievement of pupils is good

- Weaker teaching in the past culminated in the Year 6 pupils in 2013 failing to meet the government's floor standards. These weaknesses no longer exist and pupils currently in school are now making consistently good progress.
- Children start school with skills and knowledge much lower than typically seen for their age.
- By the end of Reception year a significant proportion of children communicate confidently with adults and one another, count and write simple words though a small minority do not reach a good level of development.
- They continue to make good progress through the school so that, by the end of Key Stage 2, pupils attain close to average standards in reading, writing and mathematics.
- Pupils in Key Stage 1 now achieve well and are confident in using their phonics (the links between letters and sounds) to read and write well. Pupils in Year 2 are making outstanding progress and are securely on track to attain highly with almost a third who will achieve the highest level 3 in writing, reading or mathematics.
- Throughout school pupils learn to read well, becoming confident and accomplished readers. They enjoy a wide variety of books and talk knowledgeably about their favourite authors and particular story lines which have captured their imagination.
- In Key Stage 2 work seen in books and scrutiny of accurate and detailed information about how well pupils are making progress indicates that the majority of pupils are achieving well.
- The progress of pupils who benefit from pupil premium has increased as a consequence of the extra adult support which the fund provides. Previous gaps of eight months in mathematics, and nine months in reading and writing between these pupils and other pupils at the end of Year 6 in 2013, have all been closed. This demonstrates clearly that pupils supported by the pupil premium are now achieving at least as well as, and in a few cases better than, other pupils.
- Although at time the most able are not sufficiently challenged overall they make good progress. They are doing particularly well and are at least 12 months ahead of their peers in reading, writing and mathematics. This year, for the first time ever, the school is entering pupils for the very highest level 6 reading test.
- Disabled pupils and those who have special educational needs are provided with work which is at the correct level to challenge them to achieve. A thorough overhaul of the special needs register by senior leaders means that specifically targeted support is ensuring that this group of pupils are achieving well and making much more rapid progress than in the past.

The quality of teaching is good

- Reading, writing and mathematics are taught well, and an appropriate emphasis is placed on developing these skills across other subjects. Writing is particularly well taught. Discussions with pupils and a scrutiny of the work in their books show that this is now typical. Detailed questioning skilfully probes and extends pupils' learning across all subjects.
- A bright, stimulating and welcoming Early Years Foundation Stage coupled with effective teaching and care ensures that the youngest children settle quickly to become enthusiastic learners. Adults are skilled at drawing on the children's natural curiosity by designing imaginative and stimulating learning experiences. Young children sustain concentration and stick with a task for a long period.
- Pupils throughout the school know their targets and what they need to do to achieve the next levels from an early stage in the school through their 'learning passports.' A very confident and articulate Year 4 pupil was able to discuss the Level 4c mathematics work she was engaged in and went on to explain what she would need to do in subsequent lessons to achieve the next level.
- Expectations of pupils' work are generally high. This is particularly the case for writing where

pupils are able to write at length with a good degree of accuracy in their spelling and grammar. Their writing engages the reader because they have access to good quality resources and are encouraged to check their work thoroughly and often devise their own 'steps to success' to judge their progress in achieving the object of the lesson. At times, assessment information is not used well to ensure tasks are hard enough and this slows progress.

- Marking in pupils' books is effective and often guides pupils on how to improve and reach the next level. This policy has recently been introduced and, since several members of staff are new to the school, it is not being consistently applied. Also, pupils are not routinely responding to comments made by teachers. Consequently, there is a danger that some of the misconceptions and mistakes will recur in subsequent work.
- A large workforce of teaching assistants provide good support for pupils identified with additional needs as well as those who are known to be eligible for the pupil premium. Where they are aware of the aim of pupils' learning and have a good understanding of the assessment process, teaching assistants work closely and effectively with the class teacher. For example, in a mathematics lesson the teaching assistant worked with a group who had struggled to understand work in the previous lesson on weight. Good subject knowledge and thorough understanding of the pupils' difficulties ensured that all her group achieved well.
- This is not always the case and teaching assistants are sometimes engaged in routine classroom management tasks or do not play a full part by working directly with groups from the outset.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils speak of the significant improvement to behaviour since the last inspection.
- A clear set of rules and behaviour policy are firmly in place and adhered to by staff and pupils. Pupils enjoy school and are eager to learn.
- Pupils are proud of their school and show good manners and courtesy to one another and visitors.
- They value the help given to them by their teachers and helpers. A few pupils require extra support to help in managing their behaviour and are fully included in the lessons social and sporting activities because of the good quality of care they receive.
- From the start of school in the Nursery class children learn to take turns, share amicably and respect equipment by tidying away when they have finished an activity.
- Pupils take pride in the presentation of their work and stick with tasks until the lesson has been completed.
- Pupils understand the different forms that bullying can take and are clear that the school's strategies to tackle any rare instances 'really do work', as one pupil said who had used the 'bully box' to alert the staff to a problem he was having.
- The school's work to keep pupils safe and secure is good. All staff, governors and volunteers are rigorously checked for their suitability before being allowed to work with the pupils.
- Parents responding to Parent View, as well as a scrutiny of the most recent survey of parents by the school, indicate that parents are happy with the expected behaviour at the school and that they appreciate that their children are well cared for.
- Pupils are taught how to act if something appears dangerous and know that there is always someone in school to help should they need it.
- Pupils' attendance continues to improve and is average overall although in some classes in Key Stage 2 it is now above average.

The leadership and management are good

- The headteacher, ably supported by her recently formed leadership team, shows steely determination to improve the school rapidly.
- In this venture she has been highly successful, not least because she has the correct level of support and challenge from a well-informed and skilled group of governors on the IEB.
- The senior leadership team and governors have been swift to correctly assess the underlying weaknesses, formulate strategic and well-crafted plans for improvement and monitor their success meticulously. These plans and ambitious targets for improved achievement are used to hold teachers to good account so that teaching is good with some that it is outstanding.
- The checks made on teaching and learning by senior and middle leaders are accurate and robust. Any identified weaknesses are followed up with guidance and, if needed, coaching from the outstanding practitioners or training. There are notable examples in school where teaching has improved rapidly as a result of this highly effective monitoring and support.
- Senior leaders and governors are prepared to take robust action over any provision which would prevent pupils making at least good progress.
- The curriculum provides opportunities for pupils to use and extend their literacy and numeracy skills, and it promotes pupils' spiritual, moral, social and cultural development effectively.
- Pupils now benefit for the first time in many years from the opportunity to undertake educational visits. A recent visit to the Second World War museum at in Pickering provided older pupils with meaningful opportunities to consider the plight of children both here and in Europe during the war years.
- The school promotes equality of opportunity well, instilling in pupils a clear sense that discrimination of any kind is wrong and encouraging them to develop a keen sense of justice.
- The local authority has provided high-calibre support for the school which has been a key factor in ensuring rapid improvements.
- Sports funding is being used effectively to extend the range of sporting activities available to pupils, to improve staff expertise and to encourage pupils to participate in sport in the community. It is helping pupils to develop healthier lifestyles and participate competitively in sports such as tennis and cricket.
- **The governance of the school:**
 - Governors have gained an in-depth understanding of the strengths and weaknesses of the school and have worked unstintingly with the headteacher and her senior leadership team to bring about rapid and much needed improvements. They use their expertise to hold the headteacher to good account for her performance in bringing about rapid improvements to the school. For example checking headteacher and subject leaders' reports against the half-termly information gathered on pupils' progress. This also allows them to hold teachers to account for their performance in supporting good progress for pupils.

Governors closely monitor the progress of pupils entitled to the pupil premium grant to ensure that the money is used effectively. They are fully up to date with training in all their areas of responsibility and ensure that their statutory obligations are fully met, including with regard to safeguarding.

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	131231
Local authority	North East Lincolnshire
Inspection number	442311

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	320
Appropriate authority	The governing body
Chair	Nigel Parish
Headteacher	C Plaskitt
Date of previous school inspection	21 November 2012
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