

Grange Farm Primary School

Barncroft Rise, Leeds, West Yorkshire, LS14 1AX

Inspection dates 4–5 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' progress has slowed in the recent past and standards at the end of Year 6, particularly in mathematics, have dipped and are below average.
- In mathematics, disadvantaged pupils lag behind non-disadvantaged pupils nationally by just over a year.
- Over time, teaching in Key Stages 1 and 2 has not offered sufficient challenge to some of the most able pupils.
- Until recently, information about pupils' learning and progress has not always been put to the best possible use when planning lessons.
- The feedback given to pupils about their work in mathematics does not always help them to push on further in their learning.
- Leaders' and governors' evaluation of the school's performance identifies the key strengths and areas for improvement but underplays the significance of some recent shortcomings in pupils' achievement.
- Checks on pupils' achievement in mathematics are not always rigorous enough.

The school has the following strengths

- Provision in the early years is good. Children get the support and teaching they need in order to make good progress in Nursery and Reception.
- Phonics teaching (teaching letters and the sounds they make) is effective. This is leading to improvements in pupils' reading skills so that standards are now rising.
- Across the school, achievement in writing is good and pupils reach average standards at the end of Year 6. The school is a model of effective practice in this area of teaching and learning.
- Systems and routines for managing behaviour and keeping pupils safe are well organised, consistent and effective. Consequently, pupils feel safe at school and usually behave well.
- Pupils with special educational needs and those who speak English as an additional language get good support and do well.
- Strong teamwork and good communication between teachers and support staff keep everyone informed about the school's aims. School staff promote worthy values that guide pupils and prepare them for future life.
- The newly appointed headteacher provides ambitious and caring leadership. There are clear signs that the school is recovering from the recent dip in standards. Teaching is improving and achievement is rising.

Information about this inspection

- The inspectors observed teaching and learning in classrooms, attended two school assemblies, examined pupils' work in books and on display, and considered school test and assessment data.
- Inspectors observed pupils' behaviour, and the school's procedures, at the beginning and end of the school day, at lunch and break times, and when pupils were moving about the school or attending breakfast club.
- Meetings were held with pupils, staff, school leaders, subject leaders, governors and a local authority adviser.
- By the end of the inspection, there were 17 responses to the online questionnaire, Parent View. Inspectors also looked at the results of the school's own survey of parents' views, talked to some parents at school, and considered the responses to Ofsted's school staff questionnaire.
- A number of school documents were examined. These included information about pupils' progress, the school's own evaluations of its work and improvement plans. Records relating to staff performance management, behaviour, attendance and safeguarding were also scrutinised.
- Due to unforeseen and unavoidable circumstances, day 2 of the inspection was deferred from Thursday 5 February to Monday 9 February and was led by a different inspector.

Inspection team

Yvonne Mills-Clare, Lead inspector on day 1	Additional Inspector
Martin Pye, Lead inspector on day 2	Additional Inspector
Steve Rigby	Additional Inspector
Mark Millar	Additional Inspector
Susan Davis	Additional Inspector

Full report

Information about this school

- Grange Farm Primary School is larger than the average-sized primary school.
- Most of the pupils are White British although the proportion of pupils who speak English as an additional language has grown steadily over the past three years.
- The proportion of disabled pupils and those with special educational needs is larger than the national average.
- The proportion of disadvantaged pupils at the school is above the national average. The term disadvantaged pupils is used to describe those pupils who are known to be eligible for free school meals and those who are looked after by the local authority. These pupils receive additional support from pupil premium funding.
- The school offers part-time nursery provision.
- The school meets the government's current floor standard, which sets out the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Year 6.
- Grange Farm Primary is one of a group of community schools that have formed a Trust called the Leeds East Primary Partnership, to support collaboration between local schools. The headteacher was appointed in November 2014 and, currently, there is an acting deputy headteacher in post.

What does the school need to do to improve further?

- Raise attainment in mathematics at the end of Key Stage 2, so that it is at least in line with the national average, by making sure:
 - disadvantaged pupils get the support and teaching they need in order to catch up with other pupils
 - teaching always provides sufficient challenge for the most able pupils so that they are pushed to do as well as they can
 - that recent changes to the way teachers check on children's learning continue to lead to faster progress and higher standards
 - feedback given to pupils about their work helps to move their learning on at a brisk and purposeful rate.
- Improve the impact of leadership and management on the school's performance by:
 - sharpening the focus of the school's own evaluation of its work
 - providing more opportunity for subject leaders to check the impact of teaching on pupils' learning in mathematics.

Inspection judgements

The leadership and management requires improvement

- While there has been a dip in standards since the previous inspection, school leaders are taking steps to drive them up again. There are many signs that the school is improving but there is still more to be done to strengthen the impact of leadership on teaching and learning and to raise standards, particularly in mathematics.
- The headteacher demonstrates a clear understanding of what constitutes effective teaching and learning. She leads by example and knows which aspects of the school's work require improvement. The recent changes made to the way teachers and pupils check learning and progress are indicative of her ability to bring about change for the better.
- Where leadership is less clear-sighted is in the objectivity that is brought to the analysis of data and this has led to a rather generous view of the school's current performance. While there is no shortage of optimism and drive at the school, schools leaders have underplayed the significance of some of the school's test and assessment results.
- Subject leaders are organised and take their roles seriously. They carry out regular checks on pupils' work and provide guidance and feedback to staff. Across the school, all agree that developing pupils' literacy skills, particularly in writing has been given a top priority in recent times. Some effective guidance has been produced and leaders have a good understanding of what works well and why. Consequently, standards in writing have risen and staff from other schools visit to learn from this success. Similarly, the attention given to pupils' early reading skills is also lifting standards.
- Mathematics, however, has not been given sufficient attention and, while the capable subject leaders observe teaching and check books, there is not enough rigour in the feedback given to ensure a sustained improvement that will give every pupil an equal opportunity to succeed.
- Pupils experience a broad range of subjects at school, with plenty of extra activities that enrich and enhance learning, such as trips to local museums, residential visits for Key Stage 2 pupils, and a range of outdoor activities. In addition, after-school clubs such as gardening and street dance introduce pupils to new and varied pursuits.
- Leaders use the pupil premium to provide extra teaching and support to eligible pupils. This is boosting their academic performance as many pupils are making faster progress than they used to. However, improvements are more evident in English than in mathematics.
- In lessons, and through displays and collective activities such as assemblies, the school proclaims the values it promotes. Relationships are good and pupils are helped to understand the worth of democracy and individual liberty and the dangers of ignorance and prejudice. Through its catchy 'CHIRP' messages, the school highlights the qualities of being caring, hard-working, independent and respectful, and pupils are prompted to think about the positive contribution they can make, both at school and to wider society.
- The primary school sport funding has been used to provide some specialist teaching and increase the amount of sport on offer. Pupils have been introduced to new sports such as fencing and they take part in a range of competitions and clubs. The school offers pupils an equal opportunity to participate but also states clearly that it believes in healthy competition that teaches pupils to be gracious in victory and defeat.
- The school has several systems for keeping parents informed about school life and their children's education. Parent support advisers assist the flow of information between home and school. There is an informative and easy-to-use website and, at regular intervals, the school seeks parental feedback about its work. In the main, parents express positive views about the school and, during the inspection, several parents spoke with inspectors and praised the quality of care provided at Grange Farm Primary.
- The local authority recognises that the school's performance needs to improve, but can also provide evidence to show that the school is moving in the right direction. Local authority staff have provided some training and support and, through the school's links with other schools, staff share ideas in order to learn from good practice. The local authority identifies aspects of the school's work, in early years, for example, as being very effective.
- Safeguarding procedures meet current requirements.
- **The governance of the school:**
 - Governors acknowledge that there is a need to raise standards in mathematics and have received training from the local authority. This has helped them to improve their understanding of school and national data and they now bring greater challenge to the school through the questions that they ask.
 - Governors visit the school regularly to observe teachers at work, to find out about standards and to make plans for the future. Consequently, the governing body has an informed view of the school's key

priorities.

- It makes sure that the system for reviewing teachers' performance and recognising effective teaching works as it should. Governors are satisfied that the school staff have the capacity to bring about the necessary improvements.
- Financial management is good. Governors can explain how funds are used and how they make spending decisions in the best interests of the pupils. They display a good awareness of the purpose of pupil premium funding and the impact that it has already had on providing extra support for eligible pupils. They know that there is still more to be done to lift standards, particularly in mathematics, and to help some of the disadvantaged pupils to catch up with their peers.

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

Behaviour

- The behaviour of pupils is good. The school's systems and routines for managing pupils' behaviour work well. Good behaviour is noticed and rewarded and poor behaviour is challenged and stopped.
- Across the school, a 'green door' and 'red door' behaviour policy is applied with consistency and staff and pupils understand the school's expectations. Lessons are rarely disrupted by bad behaviour and pupils are calm and orderly when they move around the school. In whole-school activities, such as assemblies, pupils are attentive and, when asked to sing, do so with gusto.
- Pupils have a say in how things are done at school. Members of the school council have taken a lead in fundraising for good causes; pupil play leaders help out on the playground and, when pupils talked to inspectors, they praised the 'food ambassadors' for helping to increase the choice of food at lunchtime.
- Some pupils need extra help to manage aspects of their behaviour. They get this help at Grange Farm Primary and because of this they are able to play a full part in school activities. This is an inclusive school where pupils are taught to respect one another's differences and to understand the common bonds and experience that unite everyone.
- Fixed-term exclusions are used occasionally. All proper procedures are followed and the pupils concerned are given the attention and support they need in order to help them improve their behaviour.
- Attendance rates are similar to those seen in most other schools. The vast majority of pupils arrive on time and dressed properly for school, although some pupils' footwear is not ideal.

Safety

- The school's work to keep pupils safe and secure is good. Pupils understand that adults will always help them if they have a problem and around the school there are many notices and reminders about what to do in order to stay safe.
- Rough play at break times does happen and sometimes pupils fall out with one another, but all understand that bullying is not acceptable. Pupils can explain what is meant by bullying and the different forms it can take. They are alert to it and say that, if it does happen, it is stopped. Some pupils are able to cite specific instances when the school has helped them to overcome previous difficulties and to feel good about themselves and their life at school.
- First-aid arrangements and careful supervision at all times of the school day help to make sure that any accidents are responded to promptly. The school site is kept in good order and pupils and parents have confidence in the rules and routines that help pupils to feel safe.
- The level of care provided at the breakfast club gives pupils a positive start to the school day.

The quality of teaching **requires improvement**

- Currently, there are many strengths in teaching but, over time, the quality of teaching in mathematics has not been strong enough to ensure that all groups of pupils do well, particularly the most able. In contrast, the impact of teaching on pupils' achievement in writing is a notable strength.
- The standard of the pupils' written work is good because teaching is well informed and efficient. Pupils are given plenty of meaningful reasons to write and teachers are skilled at asking questions that test out pupils' understanding and prompt them to think. In conversation, pupils can talk about how certain lessons or activities have inspired them to do their best and learn more. Teaching staff have demonstrated effective practice to teachers from other schools and, around the school, there are many displays that serve to celebrate success and offer supportive guidance for pupils to follow.

- Teaching in mathematics is not so successful. While pupils are kept busy they are not always given the information or challenge they need in order to improve their work. Marking is variable in its effectiveness. There are lots of books with plenty of ticks but not as much evidence of pupils being pushed to think hard, to challenge themselves or to learn from mistakes. Feedback from teachers offers plenty of praise but not enough direction. When asked, some pupils say they could cope with harder work.
- Having said this, it is clear that teachers have good subject knowledge. They are confident that their teaching is improving because of the recent changes to the way they check on pupils' learning which helps them to plan their teaching with more precision than before.
- Teachers collect reliable information about pupils' progress and their levels of knowledge and understanding. They are starting to make good use of this when planning next steps in learning. Nevertheless, it is early days and, while current in-school records show faster progress this year than in the previous year, some teaching is still not offering the challenge that pupils need. Again, this is most noticeable in mathematics.
- There is strong teamwork and good communication between teachers and teaching assistants. This helps to keep everyone informed about the key priorities in teaching and learning.

The achievement of pupils

requires improvement

- The large majority of pupils start school with a level of skill and knowledge below, and in many cases significantly below, that typical for their age.
- During their time at school they make good progress in writing and by the time they leave at the end of Year 6, standards are broadly average. Progress in mathematics, however, is not as strong. Standards at the end of Key Stage 2 are below average and have dipped since the previous inspection.
- One of the main reasons for the lower overall results in mathematics is because the most able pupils do not do as well in mathematics as they do in reading and writing. In 2014, for example, the proportions of pupils reaching the average Level 4 in reading, writing and mathematics were similar to the national picture, but the proportion reaching Level 5 in mathematics was a long way below the national figure. It is also worth noting that, within school, fewer pupils reached Level 5 in mathematics than was the case in reading and writing.
- Observations made in classrooms and checks carried out on pupils' mathematics books show that pupils get a lot of work done but the brightest pupils are not always pushed on quickly. Some of their work is too easy and feedback from teachers does not always prompt them to think hard and do their very best.
- Achievement in reading presents more of a mixed picture. It does not mirror the consistently strong progress seen in writing, nor has it followed the gradual downward trend seen in mathematics. While there is more work to be done to lift standards, it is clear that the school is well on its way to doing this.
- For younger pupils in the school there is clear evidence that standards are rising. For instance, the proportion of pupils reaching the expected level in the 2014 Year 1 national screening check on phonics (recognising letters and the sounds they make) was above the national figure. This is an impressive achievement given pupils' starting points and is clearly the result of effective teaching. Standards in reading at the end of Key Stage 2, however, while improving remain just below average.
- Pupils with special educational needs get plenty of extra help, often from specialist teachers. In addition, they benefit from carefully targeted support and teaching outside of the main class. In the main, pupils respond well to this. They make good progress and grow in confidence.
- Analysis of the 2014 end of Key Stage 2 results show that disadvantaged pupils reached standards in reading, writing and mathematics that were about two terms behind non-disadvantaged pupils in the school. When compared to non-disadvantaged pupils nationally, they were about two terms behind in writing, nearly three terms behind in reading and close to four terms behind in mathematics. Staff are now focused on making sure that these gaps close.
- Previous test results, current work and school records for different groups of pupils show that there is much success in writing, a mixed but improving picture overall in reading, with pupils' achievement in mathematics lagging behind.

The early years provision

is good

- The majority of children start school with a level of skill and knowledge below, and in many cases significantly below, that typical for their age, particularly in their communication and language skills. During their time in Nursery and Reception, most children make good progress and a significant

proportion catch up to reach a good level of development by the time they are due to start in Year 1.

- In 2014, for instance, 40% of children reached a good level of development, an increase from the previous year. At the time of this inspection, school records indicate that this figure will rise to 46% in 2015. While these recent and predicted figures are below the 2014 national figure of 60%, the results represent an improving trend and a significant achievement given children's starting points. The most recent, and above average, Year 1 phonic score is testament to the strong foundations in early literacy skills that are secured in Nursery and Reception.
- Children with particular needs get specialist help. The school calls upon a range of expertise to support children's learning and behaviour and employs the services of a speech and language therapist for two days each week. This extra support, together with the language-rich learning environment created by staff, helps children to develop the skills and confidence they need in order to make the most of school.
- There are good links with parents. These links support children when they first start school and help to build a productive partnership during their journey through early years.
- The leadership of early years is informed and teaching is good. All staff act as positive role models for language, attitudes and behaviour. Consequently, children learn to take turns and cooperate; their communication and social skills improve and they behave well. Well-organised routines, calm encouragement and attention to everyone's well-being means that children feel safe and secure.

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	107923
Local authority	Leeds
Inspection number	456106

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	451
Appropriate authority	The governing body
Chair	Julie Davies
Headteacher	Jo Geary
Date of previous school inspection	10 May 2012
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