

# Grange Moor Primary School

Liley Lane, Grange Moor, Wakefield, West Yorkshire, WF4 4EW

**Inspection dates** 31 March–1 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher provides clear and rigorous leadership. He is well supported by an effective staff team and governing body. As a result, pupils' achievement and the quality of teaching has continued to improve since the previous inspection and the leadership has a good capacity to build on this.
- Children make excellent progress in the early years. They are very well prepared for their future learning in Year 1.
- Pupils of all abilities make good progress throughout the school in reading, writing, mathematics and many other subjects. They have positive attitudes and are eager to learn.
- The overall quality of teaching is good. Teachers' expectations are high for pupils of all abilities. Lessons are well planned, imaginative and engage all groups of pupils.
- Pupils' behaviour and safety is outstanding. Pupils are very attentive to their teachers and learn in a calm and purposeful atmosphere. They are considerate and thoughtful towards others.
- The curriculum is well planned and successfully promotes pupils' spiritual, moral, social and cultural development. Pupils participate in a wide range of creative and sporting activities.

### It is not yet an outstanding school because

- Teachers do not always make the most effective use of marking and feedback to help pupils improve their own work and make the very best progress.
- Occasionally teaching lacks sufficient urgency and pupils undertake work they already know how to do. On these occasions, pupils' progress slows.
- Sometimes progress is limited because adults step in too soon to help rather than allow pupils to deepen their learning by working things out for themselves.

## Information about this inspection

- The inspector observed lessons throughout the school and conducted several short observations of teaching and learning. This included four observations carried out jointly with the headteacher. The inspector also looked at a wide range of pupils' work and listened to several pupils read.
- Discussions were held with groups of pupils, the vice Chair of Governors and other members of the governing body, a representative of the local authority and members of staff, including senior leaders and other leaders with particular responsibilities.
- The inspector took account of the 33 responses to Ofsted's online questionnaire (Parent View), the results of the school's own consultations with parents and spoke to several parents during the inspection. The responses from staff to the inspection questionnaires were also considered.
- The inspector observed the school's work and looked at a range of documents, including: information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding and documentation and records relating to pupils' behaviour and safety.

## Inspection team

Andrew Clark, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is a much smaller than average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of disadvantaged pupils supported by the pupil premium funding is below the national average. (The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.)
- The large majority of pupils are White British.
- Children attend the Reception class on a full-time basis.
- The school did not meet the government's current floor standards in 2014 which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- There is a Sure Start Children's Centre on the school site. This is subject to a separate inspection and report.

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

- Build on the already good quality of teaching in order to further accelerate pupils' progress by:
  - ensuring teachers make effective use of marking and feedback to help pupils improve their own work
  - making sure that lessons have a sense of urgency and that the work pupils of all abilities are set challenges them to reach the higher levels
  - taking more opportunities to allow pupils to work things out for themselves before providing further support.

## Inspection judgements

### The leadership and management are good

- The headteacher's clear vision and calm, sustained direction for school improvement is shared by staff, the governing body, parents and pupils. The school has continued to build on pupils' good achievement and make further improvements, for example, to the early years provision and the use of assessment.
- The school staff form a strong team and share many responsibilities. Senior staff set a good example through the quality of their teaching and procedures to support the professional development of all staff. They have taken a role in the local partnership of schools in trialling effective assessment arrangements for the new national curriculum.
- Middle leaders share the headteacher's high expectations. Their involvement in the direct monitoring of learning has improved since the previous inspection and is prioritised by the school for further development. For example, the special educational needs coordinator closely tracks the effectiveness of specific teaching programmes for literacy and numeracy and the role of teaching assistants and is quick to make necessary changes to ensure their effectiveness.
- The senior staff make good use of a range of data and leaders have an accurate view of the school's performance. The school responded strongly to the particular circumstances which caused results of the 2014 national tests at Year 6 to be low. They worked well with the local authority to develop the nurture group and improve aspects of the literacy and numeracy curriculum particularly for pupils new to the school at the later stages of Years 3 to 6. As a result, the school knows that pupils' achievement is not outstanding but is clear about areas of teaching and learning which need further improvement. It has good capacity to address them.
- Staff are held fully accountable for the progress their pupils make and are subject to fulfilling stringent criteria linked to pupils' achievement to reach the next salary level.
- The school tackles any issues of discrimination well. It promotes equality of opportunity successfully. The school values the opinions of parents and regularly gathers these through frequent newsletters and multi-media communications. As a result, the school effectively fosters good relationships with the community.
- Statutory safeguarding requirements are met. Staff are vigilant and well trained in safeguarding procedures. This is supported by good quality record keeping.
- The additional funding for disadvantaged pupils is used well and has a positive impact on minimising any gap between the standards they reach and those of other pupils. Pupils' individual learning needs are clearly identified and they are given support in class, including one-to-one teaching if needed, linked to their work in the classroom. Expenditure is measured and analysed accurately by leaders and the governing body to increase its effectiveness.
- The curriculum is well planned and promotes reading, writing and mathematics skills well through an increasingly wide range of subjects. Pupils' studies in history and science, for example, give pupils exciting and purposeful reasons to develop their research skills and write for different reasons.
- Pupils are well prepared for life in modern Britain and their spiritual, moral, social and cultural development is well promoted. Pupils learn about the rule of law and value of democracy through well planned assemblies, their role as school councillors and their studies in history and religious education. This is reflected in the high quality of their behaviour throughout school.
- Additional funding for sports and physical education is used well. The school is developing the skills of all staff and the quality of curriculum planning. They receive good support from the local high school. This makes a good contribution to pupils' health and well-being. This is evident in the high standards pupils achieve in, for example, gymnastic lessons and their increased up take in sporting clubs and team games.
- **The governance of the school:**
  - The governing body is focused and efficient. They have a clear view of where the school needs to be and rigorously hold leaders to account. The governing body has undertaken and acted on a review of its work with the support of the local authority. Governors participate in regular training on many aspects of their role including data analysis and safeguarding. They make good use of accurate data on all aspects of school life and this is an improving aspect of their work. As a result, they know how the school addresses any underperformance and ensures that leaders are appropriately held to account and resources used well. They gather first-hand evidence through regular visits to the school including providing voluntary support in the classroom. Finances are managed well. For example, governors are fully involved in the decisions on the use of pupil premium funding that are leading to a reduction in the achievement gap between disadvantaged and non-disadvantaged pupils.
  - Members of the governing body have a good range of professional skills which are closely matched to their areas of responsibility. They undertake a regular audit to ensure they are most efficiently

deployed. Policies are regularly reviewed and meet statutory requirements. The governing body receives detailed information on the quality of teaching and the impact on pupils' learning. They check this for themselves by regularly spending time in classrooms. The governors are fully and appropriately involved in reviewing targets for the headteacher and making decisions as to whether staff should receive a salary increase.

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

### **Behaviour**

- The behaviour of pupils is outstanding. Pupils thoroughly enjoy their school and are eager to talk about their experiences. They are very friendly and have highly positive attitudes. Pupils are very polite and considerate towards each other and their teachers. This is a direct response to the respect and kindness the headteacher and his staff show to their pupils.
- Pupils work extremely well with others and are quick to support each other. They work hard and take pride in their appearance and in presenting their work well. They often assess their own work and do so accurately and with integrity. They take their many roles, such as school councillors, librarians and office monitors, seriously. They answer the phone to adults with courtesy and respect.
- Pupils' conduct is exemplary in response to the high expectations of all staff. They are extremely attentive and listen well to teachers and other adults. This is a hallmark of the school and is commented on by parents and visitors.
- The school makes very good use of primary sport funding for outdoor activities at breaks and after school. These contribute to pupils' personal skills, such as cooperation, leadership and sportsmanship, as well as improving many aspects of their health and well-being.
- The school has maintained high standards of behaviour since the previous inspection.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Staff and the governing body are very diligent in ensuring pupils learn in a safe and secure environment. Pupils say they feel very safe and their parents strongly agree.
- Pupils understand risks and dangers in their everyday life. They are very well informed about different types of bullying including racist, homophobic and internet concerns. Well planned assemblies, special days and studies in many subjects reinforce pupils' knowledge and understanding. Pupils correctly feel that there are very few incidents but know what they would do should any occur. Above all, pupils are very tolerant of others' views and beliefs and staff and the governing body work very effectively to promote this.
- Attendance is above the national average and rising. Pupils are punctual. The school has rigorous procedures to monitor and improve attendance and this is reflected in the detailed case studies and other inspection evidence.
- The school keeps very detailed records of the rare incidents of poor behaviour and responds to them in a robust and well considered manner. Exclusions are rare and are well managed. The school has had significant success in supporting pupils who have emotional and behavioural difficulties so that they are well prepared for their future learning.
- Pupils are very well prepared for the potential dangers they may meet in later life. Role play activities with the emergency services teaches them about many dangers such as those of drugs and alcohol misuse as well as fire safety and other concerns. Pupils learn road safety from the early years onwards and how to cycle safely in Year 6. They have the opportunity to take first aid awards and life saving techniques which again prepares them well for their future lives.

## **The quality of teaching** is good

- Teachers establish very good relationships with their pupils and have high expectations for their success throughout the school. As a result, all groups of pupils are eager to learn, work hard and aim to do their best. This is very evident in the calm, busy and orderly classrooms and the pride pupils take in demonstrating and explaining their work.
- Staff know their pupils well. They make good use of accurate assessments of pupils' progress to set clear targets for pupils to achieve in all subjects. This is an improvement since the previous inspection. The good use of assessment ensures that pupils of different abilities and different ages working alongside each

other and achieve well. Pupils feel that their work usually challenges them and helps them improve.

- Lessons are imaginative and engaging. Teachers make good use of role play, drama, computers, games and quizzes to involve and inform pupils. For example, in Year 2 pupils answered questions from others in the role of Florence Nightingale. They appropriately and confidently recalled key historical facts in well expressed answers. Pupils compete against themselves or each other to reach higher levels in multi-media mathematics, reading and grammar work. All pupils, particularly the most able, rise to the challenge.
- Funding for disadvantaged pupils is used well to provide teaching closely matched to their individual needs. Leaders regularly analyse and review the effectiveness of specific activities to address any gaps in learning to ensure they are effective and that staff are suitably trained.
- The teaching of literacy is good. Effective teaching of phonics (letters and the sounds they make) from the early years onwards contributes to pupils' success. Teachers encourage pupils to listen carefully and articulate sounds accurately. Their love of reading is strongly promoted throughout the curriculum. For example, they study classic and popular children's literature as a basis for studies in history, science and religious education. Writing skills are systematically and imaginatively taught. Pupils increasingly develop a fluid handwriting style from the early years. Teachers expect pupils to write for a wide range of purposes and accurately apply the grammar, spelling and punctuation skills they are learning.
- Teaching assistants are well deployed overall. They bring skilled support to pupils of all abilities and particularly those with special educational needs. They are well informed and often ask challenging questions of pupils in their charge to extend pupils' understanding.
- Occasionally, teachers do not make full use of generally effective marking and feedback to help pupils make the best progress they are capable of. Sometimes, for example, the comments they make do not tell the pupils precisely what they need to do to reach the next level or address misunderstandings. They do not always ensure that pupils act on the suggestions they make.
- Some opportunities are missed to establish a sense of urgency in lessons. For example, pupils occasionally spend too long on work they already understand particularly in mathematics. In a few lessons, teachers do not ensure pupils work as efficiently as they could in the time available.
- On a few occasions, adults limit pupils' progress by giving advice and guidance too soon rather than allowing pupils to work things out for themselves when appropriate.

## **The achievement of pupils** is good

- Pupils of all abilities make good progress overall in reading, writing and mathematics from their starting points. This is strongly evident in the school's own progress data, the pupils' work and other inspection evidence. The results of national curriculum tests by Year 2 and Year 6 do not always reflect these outcomes because the very small number of pupils involved make it difficult to identify trends. Results are largely average and an increasingly good proportion of pupils reaches higher than expected levels. However, in 2014 the school did not meet the minimum expected targets in Year 6. This was largely because of individual social and emotional issues relating to a small number of pupils which had a significant impact on the overall percentage figures. The school did meet these targets in the two previous years.
- Pupils read well and take a lively interest in books. Pupils' phonic skills are well developed and they use them well to tackle unfamiliar words. The small numbers of pupils involved in national checks for phonic skills means some caution should be taken in considering their significance. However, results by Year 1 are above average and all pupils reached at least the expected levels in Year 2 in 2014. By Year 6 pupils of all abilities read with fluency and good expression to engage the listener well. They choose books which challenge them and extend their vocabulary. The pupils, particularly the most able, understand the intricacies of complex plots in, for example, adventure and fantasy books. They empathise closely with different characters in the story.
- Pupils write well for a wide range of reasons and make good progress overall. They present their work to a good standard and handwriting is fluent and neat. Pupils' knowledge of grammar and punctuation is largely accurate and used effectively. Pupils make good use of their writing skills in different subjects. For example, in Year 5 pupils write detailed and balanced newspaper accounts of the Easter story in religious education.
- Pupils achieve well in mathematics. They build on their knowledge of number facts such as number bonds and multiplication tables to use these skills well in written calculations. In Year 2, pupils of all abilities make good use of resources such as number lines and number squares to secure their knowledge of place value and fractions. By Year 6, pupils have a good understanding of shape, measure and negative numbers and use this knowledge well to solve coordinate problems in four quadrants.

- Disadvantaged pupils also make good progress overall and achieve at least as well as their peers. In 2014, the proportion of disadvantaged pupils in Year 6 was too small to be statistically significant and to enable comparison with non-disadvantaged pupils in the school and nationally. This was also the case in the two previous years. The school's own progress data, individual case studies and other inspection evidence shows pupils achieve well and there is no significant gap between the achievement of disadvantaged pupils and that of other pupils.
- Most able pupils achieve well. These pupils show good levels of maturity, enthusiasm for their work and the ability to take the initiative. They retain facts well and make good use of their skills to solve problems and conduct investigations in a number of subjects. For example, they create well-reasoned hypothesis to investigate refraction of light in their science work and conduct their experiments with precision and accuracy.
- Disabled pupils and those who have special educational needs achieve well from their individual starting points. Their specific needs are regularly and accurately checked. Teachers ensure that they progress well, particularly in reading, writing and personal development and are prepared well for their future learning.
- Occasional inconsistencies in the quality of teaching prevent pupils from making rapid progress overall. As a result, their achievement is good but not outstanding.

### The early years provision

### is outstanding

- Outstanding leadership, team work and improvements to the classroom and outdoor environment have helped the early years build on its strengths found at the previous inspection. The early years staff thoroughly understand the needs of young children and take a leading role in developing assessment and teaching in other local schools.
- Data on children's starting points are very varied due to the small numbers of children who enter the early years each year. Overall their starting points are generally typical for their age. The proportion who achieve a good level of development is above the national average although the small numbers involved mean that caution should be taken in considering any trends. However, a good proportion of children in 2014 and currently are working at Year 1 levels by time they leave the early years. As a result, they are strongly prepared for their future learning.
- Relationships are excellent. Staff quickly establish excellent relationships with parents through rigorous induction procedures. Staff have a strong partnership with other local providers, particularly the on-site children's centre. This enables the staff to build an excellent knowledge of children's individual starting points and move quickly to reduce any gaps in their learning.
- The quality of teaching is outstanding. Staff are highly trained and very good motivators. They very accurately assess children's achievement and plan activities to build on their experiences. Resources are exciting and colourful and children are eager to handle them. Teaching assistants and other adults such as volunteers, including members of the governing body, are very effectively deployed.
- Children's behaviour and safety are outstanding. They feel extremely safe and are well cared for. Their spiritual, moral, social and cultural development is promoted very well and they are curious about the world about them. They are able to concentrate for sustained periods. They tidy up with care and enthusiasm and organise their work very well.
- Reading and writing skills are rigorously taught. Children are utterly engaged by traditional tales, nursery rhymes and songs and stories that are excellently told and encourage full participation. Children of all abilities make very good progress towards writing independently and in full sentences of increasing length. For example, during the inspection the most able children wrote highly imaginative versions of the story of Cinderella putting in their own characters and developing their own storyline.
- Children's mathematical skills are extremely well taught. Children are challenged to use their knowledge of number and shape to solve problems through a wide range of activities both inside and outside the classroom. Songs and games encourage children to count well beyond a hundred and to add and take away five or ten more. Exciting role play, in attractive sheep and farmer costumes, teaches the children to partition different numbers together to learn their number bonds to ten and twenty. Challenging activities outside and in the sand and water reinforces their learning.
- The few disadvantaged children make excellent progress. They make particularly good gains in their early language and communication skills. They are confident in talking to adults and other children. They feel safe and secure.
- The most-able children make outstanding progress because they make rapid gains in key skills such as phonics and addition and subtraction. They concentrate for long periods of time and work together extremely well.

## 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>	107664
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	456105

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>	103
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tim Lyles
<b>Headteacher</b>	Mark Rodgers
<b>Date of previous school inspection</b>	3 July 2012
<b>Telephone number</b>	01924 326804
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