

Grange Infant School

Franklin Road, Rowner, Gosport, Hampshire, PO13 9TS

Inspection dates 23 – 24 April 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Good	2
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

- Teaching is not good enough to make sure pupils make rapid progress.
- Teachers do not always have high enough expectations and this results in too few pupils exceeding the progress expected.
- Standards are lower in writing than they are in reading and mathematics.
- Teachers do not always give pupils clear points for improvement when marking work. When advice is given they do not always provide sufficient time for pupils to respond.
- Middle leaders lack experience when analysing pupil progress information.

The school has the following strengths

- The new leadership team has a clear understanding of the school's strengths and areas for development. They have the confidence and support of the staff and teaching, and pupils' progress is improving.
- Children in Reception classes do well because good teaching promotes children's learning and helps them to work on their own.
- Disabled pupils and those with special educational needs make good progress as they are well supported and work is set at the right level.
- Pupils in Year 1 performed well in the national reading check because the school teaches phonics (the sounds letters make) well.
- The behaviour of pupils is good. Pupils feel safe and have a good awareness of dangers and risks. Pupils enjoy coming to school.
- Governors are very effective. They are both challenging and supportive in holding the school to account for its performance.
- The support from governors and the local authority is helping to foster improvement.

Information about this inspection

- Inspectors observed teaching in all classes. They visited 16 part-lessons, many together with senior leaders. In addition, inspectors observed small groups of pupils taught by teaching assistants.
- Inspectors listened to pupils from Year 2 read and they also held meetings with groups of pupils, including members of the school council.
- Meetings were held with senior leaders, staff and the Chair and Vice Chair of the Governing Body. The lead inspector also met with a representative from the local authority.
- Inspectors looked at a range of documents, including the school’s data on pupils’ current progress and planning and monitoring documents. They also considered records relating to behaviour, attendance and the safeguarding of children. Inspectors scrutinised the school’s arrangements for spending including the additional funding for sports and the pupil premium.
- The inspectors took account of the communications they had with parents and the 26 responses to the online, Parent View questionnaire. The inspectors also had informal discussions with parents at the start of the school day.
- Questionnaires completed by 20 members of staff were analysed.

Inspection team

Sarah Jones, Lead inspector

Additional Inspector

Stephanie Matthews

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs is slightly above the national average.
- The proportion of disadvantaged pupils who are eligible for the pupil premium (additional government funding which in this school supports pupils known to be eligible for free school meals) is above the national average.
- Early years provision consists of three full-time Reception classes.
- The school is part of the Gosport Education Improvement Partnership (GEIP) which is made up of representatives from all of the schools in the Gosport area.
- The Pioneer Teaching Alliance has supported the school.
- The acting headteacher took up her post in October 2014.
- The school is being supported by a local headteacher from Rowner Infant School.
- The school provides a number of well-attended after-school clubs such as drumming and a range of sporting activities such as football and tennis.
- The school runs a daily breakfast club.

What does the school need to do to improve further?

- Raise achievement by improving teaching so that it is consistently good by ensuring that:
 - teachers have higher expectations of pupils, especially the most able
 - more precise written feedback is given to pupils on how they can improve their work and time is given for these improvements to be made.
- Continue to develop middle leaders' knowledge and understanding of the tracking information on pupils' progress.

Inspection judgements

The leadership and management are good

- The leadership team have a clear understanding of the areas for improvement. They ensure that teaching and the progress pupils make are at the heart of all they do. The leadership team has been successful in working in partnership with staff to bring about some rapid changes. Staff are now far more confident in their work as well as their use of the information on learning that is now available. Teachers say there is now a culture of wanting to learn and be successful. This was confirmed in an assembly when children sang with confidence about wanting to be successful learners.
- Development plans are accurate with clear priorities to improve the school identified.
- The tracking of pupils' progress is far more robust and clearly shows pupils who are underachieving. Regular meetings ensure that measures can be put in place to speed up the progress made. The school is working with other schools in the GEIP to consider alternative ways of assessing pupils' progress.
- Middle leaders' roles have recently been redefined and they have been given more responsibility for tracking and checking the progress pupils make. Although middle leaders are developing their skills quickly, they are not experienced in analysing the progress pupils make.
- Checks on teachers' performance are well structured, with good links to school priorities. Staff are regularly observed and welcome the feedback. One member of staff commented that the feedback is supportive with effective opportunities in place for professional development.
- All pupils have equal access to the opportunities on offer. Leaders have a clear strategy for spending the additional pupil premium funding to improve the achievement of disadvantaged pupils. Additional staffing is provided to support these pupils' academic achievement and personal development. Their progress and personal development are carefully monitored to ensure they continue to achieve in line with their peers.
- Pupils are interested in their learning. As part of Year 1 work on Jack and the Beanstalk, the giant had made a visit overnight, leaving muddy footprints. The pupils spoke with enthusiasm and confidence about the visit and the writing task they had completed.
- The school strongly promotes pupils' spiritual, moral, social and cultural development; this ensures good relationships between pupils and staff. It also develops pupils' understanding of British values and the respect they have for each other, whatever their backgrounds. Pupils speak with confidence about a range of issues that include their awareness of the general election and the role the police have in the community.
- The primary physical education and sports funding is spent effectively. Most of the funding is spent on a specialist coach from Bridgemary Secondary School who works alongside teachers to help develop their skills in teaching physical education and promote the importance of pupils' exercise and well-being. Pupils now participate in a wide range of physical activities after school. The funding is also used to provide additional equipment for pupils to use during break times and in the after-school clubs.
- The school works effectively with parents. This includes running workshops on supporting children at home, for example with their reading.
- Links to the local authority and other partners are strong. The effective working partnership including support from the seconded headteacher, from Rowner Infant School and The Pioneer Teaching Alliance have helped to bring about the positive changes in the teaching and the good progress pupils are now making.
- The school is developing links with the neighbouring junior school to both support checks on pupils' progress and to support pupils moving on to the next stage of their education.
- The school's arrangements for safeguarding pupils meet statutory requirements. Staff and governors have regular training and are aware of the procedures should they have any concerns about a child. The Chair of the Governing Body regularly checks school records.
- **The governance of the school:**
 - The governing body is well aware of its responsibilities and it makes a strong contribution to the quality of the teaching the school provides. Governors use their knowledge on pupils' progress to challenge and to support leaders to ensure pupils have the best possible experiences at the school. Governors have recently completed an audit of experiences to ensure they are able to support as well as provide experience to the school. They have a good understanding of the priorities of the school. Governors hold the school to account. They check the impact of spending on pupils' achievement. They know about the quality of teaching related to the National Teachers' Standards and ensure any underperformance is addressed. Governors regularly attend training to make certain that they are up to date and aware of the changes in education.

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

- The behaviour of pupils is good. Pupils enjoy coming to school and are proud of their school.
- Pupils enjoy the responsibilities they have. School council members spoke about their successful involvement in improving the school grounds and purchasing new sports equipment for use at break times.
- At break times pupils play well together. Some organise games and others choose to sit quietly and chat with their friends.
- Pupils told inspectors about their understanding of the different types of bullying and the work they had done during anti-bullying week. They say there is very little bullying and when there is any falling out it is usually a misunderstanding. They are confident that adults would deal quickly with any incidents should they arise.
- Behaviour is not outstanding as on a few occasions pupils can interrupt others' learning especially when the activity is not challenging enough.

Safety

- The school's work to keep pupils safe and secure is good. The large majority of parents agree the school keeps children safe.
- There are good procedures in place to support and care for individual pupils' needs.
- Pupils say they feel very safe at school and if they had any concerns would speak to an adult, this includes when working on computers.
- The breakfast club is well attended and provides a positive start to the school day. The relationship between pupils and adults is good and pupils behave well. The breakfast club has helped to raise the attendance of some pupils.
- The school has worked very hard with parents to ensure all pupils regularly attend. There have been no permanent exclusions in the last three years.

The quality of teaching requires improvement

- Teaching requires improvement because expectations are not high enough and work does not always challenge pupils, particularly the most able. As a result, some pupils become restless and lose interest and long-term progress is not as rapid as it should be.
- Reading is a strength of the school. It is taught well and as a result pupils are making good progress.
- The teaching of writing and mathematics is improving with more opportunities for pupils to apply their skills in different subjects. This approach is helping teachers prioritise the needs of pupils of all abilities.
- Pupils make good progress when activities are challenging and at the right level for individuals. This type of activity is effective in engaging pupils' attention and capturing their imagination. For example, in a design and technology activity, Year 2 pupils enjoyed using their mathematical skills, their knowledge of creatures and the properties of materials to construct a home for animals in the woodland adjacent to the school.
- Marking pupils' work is not always as effective as it should be. Pupils do not always know how to improve their work or have the time to act on the advice that is given.
- There is a high proportion of teaching assistants who are well deployed. They provide good support for pupils both in and out of the classroom.
- Effective questioning supports pupils in their learning and their investigations. This was seen when Year 1 pupils studied the parts of a plant and had to think deeply about how to apply their writing skills to record their findings.

The achievement of pupils requires improvement

- Pupils' achievement is not yet good because teaching over time has not been effective enough to improve progress in Key Stage 1. However, there is clear evidence that the school is addressing these issues and improvements are beginning to be seen in pupils' books.
- The use of information on learning to set targets for pupils and to check their progress is now far more effective. Regular staff meetings to investigate pupils' progress in reading, writing and mathematics have helped provide additional information on the support some pupils require.

- The teaching of phonics (letters and the sounds they make) has improved. The achievement of Year 1 pupils in the national screening check in 2014 was in line with the national average and an improvement from the previous year. Pupils use their understanding of phonics to help them read unfamiliar words. One pupil told an inspector about how *The Lion, the Witch and the Wardrobe* had influenced her story writing.
- The most-able pupils are not achieving well enough because the tasks they are set are not always difficult enough and do not provide the opportunity to extend their thinking sufficiently.
- The progress made by disabled pupils or those with special educational needs is in line with their peers, as they are well supported both in class and in smaller group settings.
- The school's checks on learning and the evidence in pupils' books indicate that pupils in receipt of additional funding are now making similar progress to their peers and that the gap is now closing. At the end of Year 2 in 2014 they were broadly in line with their peers. However, the gap is wider with the present Year 2 cohort. .

The early years provision

is good

- Before children start in Reception, staff visit the child in their home and in their pre-school setting to make early assessments. These help staff plan activities at the right level. Many children start Reception with a variety of skills that are below those typical for their age.
- Children quickly settle into the routines. They are clear about what is expected of them and make good progress, especially in listening and personal development.
- The early years leader is new to role and is managing the area well. Teachers, teaching assistants and parent volunteers work together well. This team provides children with a wide range of learning experiences to help prepare them for Year 1.
- The quality of teaching is good. The teaching of letters and sounds (phonics) is good. There are many activities which help children to apply this new knowledge. For example, after children had watched chicks hatch in the classroom they were able to write 'chick diaries'. Children were observed sounding out words, supporting each other to identify the 'ch' sound in both the word chick and hatch.
- Staff assess children's learning all the time and records are kept in individual learning journeys. Records are well documented and provide clear evidence of children's progress. Teachers and teaching assistants regularly meet to check the progress of all Reception children and adjust their planning for any children who maybe falling behind.
- Children's behaviour is good and they play well together. For example, a group of four children building a castle with large wooden blocks shared their enthusiasm with the inspector as they described how they had built their castle.
- Safeguarding arrangements are effective and risk assessments for activities are in place to ensure children are safe.

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	126395
Local authority	Hampshire
Inspection number	462435

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	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	263
Appropriate authority	The governing body
Chair	Emma Fisher
Headteacher	Sam Myers (Acting Headteacher)
Date of previous school inspection	19 April 2013
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