

Grange Community Junior School

Wren Way, Prospect Estate, Farnborough, GU14 8TA

Inspection dates 4–5 June 2015

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Grange Junior School provides a harmonious community where pupils from a wealth of backgrounds mix and learn amicably and help each other to achieve extremely well.
- Leadership and management are outstanding. Leaders at all levels have sustained and improved upon pupils' high standards in reading, writing and mathematics since the previous inspection.
- Governors support and challenge the inspirational headteacher and her strong leadership team highly effectively. Leaders work very cohesively as a team. They leave no stone unturned in their determined and highly focused effort to sustain and develop even more outstanding teaching and pupil achievement.
- The school's values and beliefs, summarised as 'Everyone Counts', are clearly evident in the way staff strongly promote the pupils' spiritual, moral, social and cultural development.
- Behaviour is outstanding. Pupils demonstrate a real eagerness to learn together and to please their teachers. This is because staff promote very supportive and encouraging relationships and make learning exciting and challenging.
- The work of the school in keeping pupils safe and secure is outstanding. The school's safeguarding procedures are rigorously and consistently applied, ensuring that all pupils are kept very safe. This view is supported by pupils and their parents.
- Teaching is outstanding. It is highly effective in raising pupils' aspirations, and in securing their desire and ability to learn equally successfully. Pupils are prepared extremely well, both personally and academically, for secondary education.
- All groups of pupils make excellent progress. The above average levels of attainment at the end of Year 6 reflect their outstanding achievement from their varying, but mostly below average, starting points.
- A substantial and increasing number of pupils demonstrate skills that are much higher than those expected for their age. This is particularly the case in reading and mathematics and is a significant improvement since the previous inspection.
- Standards in writing have significantly improved, but are not as high as in reading and mathematics. This is because, at times, pupils' handwriting is not developed well enough.

Information about this inspection

- Inspectors observed learning in 16 lessons and saw the work of eight teachers. They were accompanied by the headteacher and deputy headteacher during some visits to lessons.
- A wide range of documents was scrutinised, including records relating to behaviour and attendance, safeguarding procedures, and the school’s analysis of how well the school is improving. Inspectors examined the school’s systems for checking pupils’ progress, records of checks on the quality of teaching, and reports of visits to the school made by the local authority.
- The inspectors talked to pupils about their work and listened to individual pupils read. They also looked at samples of pupils’ work across a range of subjects and classes, especially writing.
- Inspectors held meetings with members of the governing body and staff. An inspector also met with members of the school council. Inspectors spoke to many individual pupils in lessons and around the school. The lead inspector met with a local authority educational adviser.
- There were insufficient online responses to Ofsted’s Parent View questionnaire for them to be taken into account as a representative group. Inspectors took account of the views of 21 parents expressed in the school’s own survey of their views held in March this year. They also gathered the views of some parents during informal meetings at the school during the inspection. Questionnaires completed by 21 members of staff were also analysed.
- Inspectors considered the school’s use of primary sport funding.

Inspection team

Alexander Baxter, Lead inspector

Additional Inspector

Kate Robertson

Additional Inspector

Full report

Information about this school

- Grange Community Junior School is below average in size.
- The majority of pupils attending are of White British heritage.
- The proportion of pupils from minority ethnic backgrounds or with English as an additional language is above average.
- The proportion of disabled pupils or those who have special educational needs is above average.
- The proportion of pupils supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals and children who are looked after) is above average.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school provides its own breakfast club.

What does the school need to do to improve further?

- Make further use of the best practice evident in parts of the school to strengthen the development of pupils' handwriting skills.

Inspection judgements

The leadership and management are outstanding

- Leadership and management are outstanding because they sustain a culture which encourages excellent teaching and where pupils' behaviour flourishes strongly.
- The headteacher's determined drive to bring further improvement, and to make the school even better still, underpins excellent leadership. The whole school community is fully committed to this vision of continued improvement. Parents are very appreciative of the work of the school.
- Staff leaders at all levels, and governors, work very effectively together to check the work of the school. The quality of self-evaluation is excellent. This academic year, for example, leaders have quickly and accurately identified what needs to be done to raise standards in writing. Their immediate and swift implementation of agreed plans has secured rapid development and demonstrates the school's strong capacity to bring about further improvement.
- The headteacher, senior and middle leaders all play a very efficient and supportive role in checking the performance of teachers and other staff. They use information from observations of teaching to identify and provide suitable support and training opportunities to help staff further develop their skills.
- Leaders have strengthened the way they work with colleagues in local secondary and infant schools since the previous inspection. This has improved the support given to pupils and has boosted their confidence and readiness to learn as they transfer from one school to another.
- All staff respond very positively to these opportunities. Their high morale shows that they feel part of a highly effective team committed to improving the life chances of all the pupils. Leaders undertake regular checks of pupils' learning and hold frequent discussions with teachers. This also helps them to ensure that staff pay and awards for increased responsibility contribute to expected improvements in pupils' achievements.
- Leaders, aided by skilled guidance from governors, sustain high quality financial management. They make sure that funds are directed and staff deployed very effectively to sustain equality of opportunity and freedom from discrimination for all pupils. For example, disadvantaged pupils in receipt of pupil premium funding receive extra adult assistance and are also fully included in school activities, such as breakfast and sports clubs.
- Leaders ensure that carefully drawn-up and agreed health and safety procedures are consistently implemented. They also undertake further checks and consult appropriately with outside specialist agencies and parents to securely safeguard pupils in full accordance with statutory requirements.
- Leaders make sure that the curriculum is planned very effectively so that it has good breadth and balance and sustains a strong emphasis on English and mathematics. With the exception of pupils' handwriting, pupils' writing and number skills are taught exceptionally well.
- The curriculum includes a strong focus on developing the pupils' sense of community. All staff utilise the rich breadth and mix of the pupils' backgrounds to secure and widen their tolerance and understanding of cultural diversity in Britain. Staff demonstrate excellent role models and ensure that mutual respect lies at the heart of the rich breadth of learning opportunities provided at the school. Events such as Aspirations Week, during which pupils contact local employers, and assemblies and topics based on world faiths promote the children's spiritual, moral and social development extremely well.
- Pupils take part in mock elections when studying democracy and in real in-house elections, for example when choosing representatives on the school council. The pupils clearly appreciate and understand the wide range of cultures evident in the school. Their extremely supportive relationships with schoolmates show they are very well prepared to contribute fully to life in modern Britain.
- The school uses the additional sport funding very effectively by employing specialist coaches to train teachers and widen the range of activities provided for the pupils. For example, additional support and opportunities in cricket, basketball and dance have raised pupils' fitness and enriched their interest in sport. Pupils' participation in sport has also been significantly increased with 72% of all pupils attending at least one club. In addition, for example, most of the 60 pupils who received extra cricket coaching now take part in matches.
- The local authority provides effective support, especially by providing training for governors and helping them to assess the performance of the headteacher and deputy headteacher.
- **The governance of the school:**
 - Governors are extremely well organised and well led. They are very committed to their own development and take full advantage of good training opportunities provided by the local authority.

Governors fully meet all their statutory obligations. Since the last inspection they have improved the way they work together as a team. Governors frequently visit the school and attend events to offer support and guidance informally. They meet regularly with staff, pupils and parents to gauge their views. They use the information gathered to ensure that their action plans target the right areas for development and that they bring about improvement. Governors receive detailed reports from the headteacher and senior staff leaders, including the quality of teaching and its impact upon pupils' learning and progress. Governors scrutinise these carefully to keep abreast of the way checks of teachers' performance are used to prevent underperformance, and to reward good teaching. Governors also question staff leaders and hold them to account for the performance of different groups of pupils against national standards. For example, their discussions with senior staff this year have led to more Year 6 pupils being entered for the Level 6 assessments, which are at a much much higher level than usually expected.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding.
- Pupils behave and move about the school in an exemplary manner. They are very attentive and respectful of their teachers and of each other's contributions during assemblies. Pupils are similarly responsive in lessons where their attitudes and commitment to work make a huge contribution to their successful learning.
- When interviewed by an inspector, pupils on the school council agreed that teachers help them to feel comfortable with their work. They said that teachers show them how to improve and build 'learning power'.
- Pupils show a strong commitment to each other's learning and take pride in everyone's achievement just as strongly as their own. Pupils from a wide range of backgrounds and beliefs demonstrate a high level of mutual respect, which typifies their excellent moral, social and cultural development.
- School records show very few incidents of misbehaviour, their having been steadily reducing in recent years. The small number of pupils who previously experienced difficulty in behaving appropriately have responded very positively to the school's excellent support processes.
- Pupils have an excellent understanding of the school's behaviour systems and its rewards and sanctions policy. Pupils greatly enjoy coming to school. They also respond enthusiastically to the school's Treasure Hunt Competition, and have significantly improved their attendance, which is now above average.
- Pupils' responsible behaviour also continues in the breakfast club where pupils access resources and organise themselves when they arrive. They enjoy happy and supportive relationships based on mutual trust and say, 'We value this special time.'
- Pupils are very proud of their school. They know what is expected of them, grow in self-confidence and fulfil a range of responsibilities diligently. Pupils meet with the Chair of Governors to express their ideas about the future development of the school. They write independently to members of the local community, for example writing to the local traffic management officer to try to get a 'lollipop person' re-instated. Pupils also manage audio-visual resources during assemblies, make posters for the Christmas Fair, and organise charitable events such as the Raffle for the Nepal Earthquake Appeal.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Leaders, including governors, ensure that the school is an extremely safe place to learn. They sustain very effective health and safety procedures to safeguard pupils, such as when vetting potential members of staff, and when carrying out risk assessments of school equipment.
- Pupils say they feel very safe in school. Parents fully support this view and say, 'School is a very safe place where staff are always available if there is a problem.'
- Pupils demonstrate an excellent awareness of risk and how to stay safe. Pupils know about the different forms that bullying might take. They say there is no bullying in school, but are confident that if they were in any kind of difficulty they have many friends and very reliable adults to help them.
- Pupils are adamant that there is no racism because, as one pupil stated, reflecting the views of others, 'We're all different, but we get along.'

The quality of teaching**is outstanding**

- The quality of teaching is outstanding across the school. Teachers and teaching assistants live up to the school motto, 'Everyone Counts'. They make it clear that everyone's views and work are valued. Pupils appreciate this and respond diligently to the adults' high expectations of them. Consequently, the pupils' excellent behaviour and their efforts in learning sustain their outstanding progress.
- Adults in all classes rigorously encourage pupils to give of their best. They gain the pupils' interest by encouraging and respecting their views, appreciating their efforts and making work interesting. As a result, pupils grow in confidence, enjoy and concentrate on their work, and learn exceptionally well.
- Pupils are quick and eager to respond to teachers' questions in lessons. They clearly want to learn and progress, and often pose their own follow-up questions to secure their understanding. Pupils also exchange ideas with each other. They not only advance their own learning, but also that of their classmates. For example, during mathematics in Year 5, pupils demonstrated a mature level of thinking when identifying and explaining the difference between acute and obtuse angles.
- Teachers plan their work very effectively. They take careful note of their regular checks of pupils' learning to ensure that pupils are presented with a suitable level of challenge.
- Teachers explain tasks in great detail to the pupils. They question pupils carefully and leave them in no doubt as to what they are expected to achieve. Teachers and teaching assistants also take careful note of pupils' responses in class. They use the information gathered to gauge pupils' understanding and take note of the pupils' confidence and readiness to learn. As a result, pupils across the range of abilities, including the most able, improve their understanding and learn very well. For example, pupils in Year 4 rose to the challenge of ordering numbers to three decimal places, saying, 'Maths is fun and challenging in this class.'
- A scrutiny of pupils' books shows that teachers mark the pupils' work carefully. All staff use praise very effectively to let pupils know when their work is accurate and of a good standard. Teachers also point out aspects that need correcting or improving, and diligently check that pupils have responded and are ready to move on.
- Pupils respond well to their teachers' guidance and welcome the opportunities given to them to revisit and improve their work. Although occasionally a few pupils need reminders, most pupils take great care in completing corrections and confidently improve their work. Many pupils seek further advice from each other or from the teacher to make sure they are getting their work right.
- Teachers make sure that the work and activities they provide for the pupils stimulate their interest. They also ensure that pupils are given plentiful opportunities to extend their reading, writing and mathematical skills across the range of subjects. For example, pupils study world faiths such as Hinduism, and write with interest about the story of Rama and Sita.
- A strong whole-school focus on writing during this academic year has brought rapid improvement. Pupils in Year 6, for example, show great interest in topics, such as 'Pop Art in the Sixties', and extend their ideas during lively discussions about The Beatles.
- Pupils' progress is supported well by suitably relevant and interesting homework tasks, and reading for pleasure. The pupils learn eagerly by reading from books and using computers to undertake research. These activities further widen pupils' vocabulary, which is seen in their well-constructed pieces of imaginative and descriptive writing. Teachers are not always as effective, however, in developing the pupils' handwriting.

The achievement of pupils**is outstanding**

- The pupils' above average levels of attainment in reading and mathematics at the end of Year 6 in 2014 sustained the outstanding progress evident since the previous inspection.
- This year the school has successfully corrected the variation in pupils' attainment and progress in writing. Standards had generally been lower in writing, especially in 2014. However, this, to some extent, reflected the difficulty experienced by some pupils with special educational needs in developing their skills.
- Teachers have more recently been developing pupils' skills at an earlier stage. As a result, school records now show that pupils make excellent progress in writing as they move through the school. Pupils' strongly developing skills are also evident in their work in books and in their responses in lessons. In relation to their below average starting points on entry to the school, this represents outstanding achievement by the pupils in reading, writing and mathematics. However, pupils' handwriting is a relative weakness.

- In 2014, disadvantaged pupils in Year 6 matched the performance of their peers in the school in reading and writing. They were about half a term's progress ahead in mathematics. In relation to other pupils nationally, their attainment was equal in reading and mathematics, but was about two terms behind in writing. Compared to pupils' attainment the previous year, this shows a substantial improvement of over two terms in reading and mathematics.
- The school has continued to advance the pupils' reading and mathematics skills this academic year and has strengthened the focus on improving their writing. As a result, disadvantaged pupils make excellent progress. Currently, across the school, including in Year 6, disadvantaged pupils now demonstrate higher levels of skill for their age than other pupils nationally in all three subjects. This represents a significant improvement in writing, especially in their ability to express their ideas clearly and meaningfully.
- Leaders and teachers ensure that disabled pupils and those with special educational needs receive specifically tailored support to improve their learning and development difficulties. Their progress is carefully tracked, and school information shows that they make at least nationally expected progress from their various starting points.
- Similarly, pupils new to the school, including increasing numbers of pupils from minority ethnic backgrounds and those with English as an additional language, also receive excellent support. As a result, they make outstanding progress and rapidly develop their self-confidence and the language skills needed to access learning successfully.
- The most able pupils relish the high levels of challenge presented to them. As with other pupils, their willingness to share and offer their ideas and to openly welcome and respond to questions greatly support their learning. As a result, they make excellent progress, particularly in extending their speaking and reading skills and their ability to solve problems in mathematics.

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	116147
Local authority	Hampshire
Inspection number	453371

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Teressa Willcocks
Headteacher	Paola Burgess
Date of previous school inspection	19–20 June 2007
Telephone number	01252542196
Fax number	01252542196
Email address	admin@grange.hants.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

