

# Grangehurst Primary School

Anderton Road, Longford, Coventry CV6 6JN

<b>Inspection dates</b>	27–28 January 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher and leaders have successfully improved teaching, learning and assessment since the last inspection so that it is now good. As a result, pupils are making good progress in reading, writing and mathematics and their attainment is rising rapidly.
- Other adults are skilled in supporting the learning of individuals and groups of pupils. They make a good contribution to these pupils' progress.
- The personal development of pupils in the school is outstanding, as is the care and welfare of pupils and their families.
- The behaviour of pupils is good. They are proud of their school and show respect to staff and to others. Pupils' positive attitudes to learning contribute to their good progress.
- The well-designed curriculum provides pupils with experiences which engage and enthuse them as well as improving their basic skills.
- Pupils' spiritual, moral, social and cultural development is good.
- The Early Years Foundation Stage is outstanding. This is because high-quality teaching develops children's skills and understanding very effectively and rapidly.
- The governing body has improved since the last inspection. Governors know the strengths and weaknesses of the school. They are, therefore, able to provide effective support and challenge to school leaders, so that the school continues to improve.

### It is not yet an outstanding school because

- Sometimes the work pupils choose is too easy or difficult, which means they do not learn as well as they could.
- Teachers do not always follow the school's marking policy to ensure that pupils' work improves.
- The teaching of skills to enable strong progress in grammar, punctuation and spelling is not yet consistently effective, particularly in Key Stage 2.
- Leaders' checks on the quality of teaching do not consistently focus closely on the progress of groups of pupils.

## Full report

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

- Improve the quality of teaching further and increase pupils' progress by:
  - ensuring teachers support pupils to choose work at the right level of difficulty for their individual learning needs
  - making sure teachers enable pupils to improve their work by consistently following the school's marking policy
  - continuing to develop the teaching of grammar, punctuation and spelling, especially in Key Stage 2, so that pupils' progress is consistent across all year groups and attainment rises at the end of Year 6
  - improving the monitoring of teaching with a clearer focus on how effectively individuals and groups of pupils learn and make progress in lessons.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher provides effective leadership, ably supported by the senior leadership team. They are having a positive impact on improving the quality of teaching and raising standards. There is a shared vision that enables good teaching to flourish and pupils to behave and achieve well.
- The school's self-evaluation is accurate and identifies what needs to be done to improve the school further. There are suitable procedures for checking the progress and attainment of individuals and groups of pupils to help them perform as well as they can. Any pupils at risk of falling behind are quickly identified and given extra support to help them keep up with other pupils. The school ensures that there is no discrimination and all pupils have equal opportunity to succeed.
- Leaders make effective use of information from regular checks on teaching, learning and assessment to develop teachers' skills and improve teaching. Leaders' monitoring of teaching, however, does not take enough account of the impact of teaching on the progress of groups of pupils in lessons. Teachers' pay levels are determined by how successful they are in helping pupils to achieve well.
- Leaders at all levels, including those responsible for subjects, are supported well in developing their roles and in how they use progress information to check that pupils are making good progress in each year group. Meetings with teachers to discuss the progress of individual pupils have enabled leaders to become more actively involved in school improvement. This has led to improvements in teaching in Key Stage 1, which have resulted in higher standards at the end of Year 2.
- The subjects taught in the school give pupils a rich and varied experience. The school offers a range of extra-curricular clubs like mad science and politics, and also visits and visitors to provide variety and excitement. Special activities such as 'Street Detectives' and 'Road Trip USA' are enjoyed and improve learning and pupils' progress.
- The pupils' spiritual, moral, social and cultural development is promoted well and this is reflected in the good conduct of pupils. They are encouraged to take responsibility in the school and to support others in the community, for example fundraising events like coffee mornings for the British Heart Foundation. There is a wide range of activities such as the 'Spanish Day' celebrations that enable pupils to deepen their understanding of different cultures and faiths, so that they are well prepared for life in modern Britain.
- The primary school sport and physical education funding is used well to ensure that all pupils become more physically active. It funds a specialist coach who takes sports lessons in conjunction with the teachers and also runs lunchtime and after-school clubs like cheerleading and gymnastics. Pupils participate well in local competitions and tournaments such as the north-east Coventry indoor athletics. As a result, pupils develop healthier lifestyles and improved physical well-being.
- Pupil premium funding for disadvantaged pupils is used well. For example, they benefit from the additional small-group teaching and one-to-one support and assistance to ensure they can participate in school activities such as class visits. The progress of these pupils is speeding up and any gaps in achievement with their classmates are closing.
- The school has drawn on the effective support of the local authority. It has worked well with the school to improve the quality of teaching and contributed effectively to its improvement.
- **The governance of the school**
  - The governing body has taken effective steps to improve its oversight of the school's work since the last inspection. Governors have received up-to-date training and streamlined the way they hold school leaders to account for the school's performance.
  - Governors know the school's strengths and weaknesses, including how it compares with other schools, how well different groups of pupils achieve and the quality of teaching.
  - In addition to their own regular visits to the school, governors gather evidence about the school from reports and presentations from the school leaders and from talking to pupils and parents.
  - Governors carefully monitor the school's budget and spending, including the extra pupil premium funding and can comment on the impact of the spending.
  - They supervise the headteacher's performance and make sure teachers' annual targets, and any rewards, are linked to pupils' progress.
  - Governors make sure the school meets statutory requirements, including those for safeguarding.
- The arrangements for safeguarding are effective. Governors and leaders make sure all the required

checks are made before staff are employed. They ensure that staff are kept fully up to date with matters relating to pupils' welfare and safety. The school works successfully with its key partners to ensure all pupils are safe and cared for well. The school helps parents and carers to understand the importance of adopting safe practices, such as when using the internet.

## **Quality of teaching, learning and assessment** is good

- Leaders and managers have taken effective action to improve teaching and it is now good. As a result, pupils are making good progress in reading, writing and mathematics.
- Teachers use their subject knowledge well and teach lessons that stimulate pupils' imaginations. They use questioning effectively to challenge pupils' thinking and check how well they have understood new learning. Pupils are encouraged to discuss questions together and so develop their thinking skills.
- Mathematics is taught well. Good emphasis is placed on developing pupils' mathematical vocabulary. Pupils have good opportunities to apply numeracy skills to solve mathematical problems. For example, in a Key Stage 2 lesson, pupils demonstrated good use of Roman numeral vocabulary when accurately adding and subtracting numbers.
- The teaching of reading has been strengthened. Teachers promote an enjoyment for reading and use a range of literature to develop pupils' reading skills. Younger pupils use their knowledge of phonics (linking letters with sounds) well to help them read new words. Nearly all older pupils read with confidence and accuracy.
- Teachers provide good opportunities for pupils to write for different purposes and styles. In a Key Stage 1 lesson, pupils demonstrated good skills when writing a recount of the key features of a tragedy. Pupils' skills in using grammar, punctuation and spelling correctly are improving, although it is not yet consistently strong, particularly in Key Stage 2, because teaching does not yet fully develop children's skills.
- Other adults contribute well to the progress pupils make. They have a very good understanding of what pupils are expected to learn and, by adapting resources and giving valuable guidance, they ensure pupils get the most out of lessons and make good progress.
- Teachers mark pupils' work regularly but not all follow the school's marking policy closely enough to ensure that pupils improve their work.
- Occasionally, pupils choose the work that is not at the right level for their starting points. Consequently, pupils' learning and progress slow down because the work is too easy or too hard for them.

## **Personal development, behaviour and welfare** is good

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are happy, self-assured and confident learners. They work exceptionally well together and demonstrate a keen attitude to all aspects of school life. Pupils show respect for, and a pride in, each other's achievements following the outstanding example set by adults.
- Pupils have a high awareness of how to keep themselves safe in different situations, such as how to stay safe on the roads through the popular 'bikeability' lessons. They have an excellent understanding of how to use the internet safely and what to do to avoid the potential dangers when using social media.
- School councillors have taken an active role in promoting healthy eating. They have worked very well with the school nutritionist in developing a healthy lunchtime menu so that pupils eat more salads, vegetables and fruit. Pupils understand that keeping fit and playing sports are important to keep themselves healthy.
- Pupils are proud of their school and know how to care for the environment, for example by turning the lights out when they are not in use and recycling a range of materials. The school buildings and grounds are free of litter, bright and filled with stimulating resources. The excellent relationships between all pupils and adults contribute to the positive values and sense of belonging in the school.
- Pupils understand the different types of bullying, such as cyberbullying and name-calling. They say that bullying is very rare and that when it does happen it is dealt with swiftly.
- Parents and pupils greatly appreciate the very well-run before- and after-school club, which provides a calm and sociable start and end to the school day.

## Behaviour

- The behaviour of pupils is good.
- Pupils are courteous to adults, and considerate and supportive of each other. On the playground, pupils from different backgrounds enjoy each other's company and play well together. Pupils wear their uniforms smartly and are proud of the school. Their movement around the school is calm and orderly.
- A small number of pupils join the school demonstrating challenging behaviour. They benefit from individual attention and support so that their behaviour improves as they move through the school.
- Pupils listen carefully during lessons and persevere with challenging work. They have positive attitudes to learning. They work well together and enjoy sharing their ideas with each other.
- Attendance is above average, reflecting pupils' enjoyment of school, and pupils arrive punctually to school. The efforts made by the school to promote regular attendance continue to be successful.

## Outcomes for pupils

are good

- Pupils' achievement has improved since the last inspection and is now good. From their starting points, most pupils in Year 6 last year made expected progress and attainment rose to slightly below average. Attainment at the end of Year 2 increased to that typical of pupils' ages in reading, writing and mathematics. Work in pupils' books and school records show that the large majority of pupils in year groups are making expected progress, and increasing numbers are making better than expected progress, in reading, writing and mathematics.
- The most-able pupils make good progress and the majority are exceeding the expected standards for their age this year in reading, writing and mathematics. Lower-attaining pupils' progress is improving and most are making expected progress from their starting points.
- Disabled pupils and those who have special educational needs make good progress relative to their starting points. This is because the work set and the support provided is well suited to their specific learning needs.
- Reading is successfully promoted throughout the school with regular use of the library and daily guided reading activities. As a consequence, pupils show an interest and enjoyment in reading; for example, younger pupils are able to name the type of books they like reading. Older pupils are enthusiastic readers, have favourite authors and recognise the features of a good story.
- Pupils achieve well in mathematics. They build on their knowledge of number bonds and multiplication tables and use these skills well in written calculations. Pupils increasingly apply their knowledge to solve real-life problems and develop their reasoning.
- Pupils write for different purposes and in different styles effectively. Their writing is often interesting and imaginative. Grammar, punctuation and spelling are being developed well, although there is some variation in the progress pupils make, particularly in Key Stage 2, and the school is working to eliminate these inconsistencies.
- Disadvantaged pupils progress well from their starting points. The school has been effective in improving the achievement of disadvantaged pupils. This has resulted in the gaps in their attainment and progress between different groups having closed, or closing rapidly, across all year groups currently in school.

## Early years provision

is outstanding

- A majority of children join the school with skills and knowledge typically below that for their age. By the end of Reception, all children have made rapid progress from their starting points across all areas of learning and the large majority reach a good level of development. This means that children are very well prepared for Year 1.
- The early years leaders have established highly effective links with parents and pre-schools. As a result, children settle quickly when they enter Reception. High expectations and the consistent reinforcement of daily routines in a nurturing environment establish a firm base for children's excellent behaviour. They learn to care for each other and to share when they are playing together.
- The assessment of children's development is regular, rigorous and accurate. The information collected identifies the skills that individual children need to develop. As a result, early reading, writing and number skills develop quickly.

- The teaching of phonics is systematic, methodical and of a high quality. Children also make rapid progress in in their written work because staff help them to apply their phonics learning when writing. Activities such as discussing shapes children can make by using triangles, squares and semi-circles develop children's mathematical vocabulary well.
- Highly effective leadership of the early years provision ensures that adults work closely together to ensure that teaching is of a consistently high standard. There is a very good balance between activities that are adult-led and those that are child-initiated.
- Outdoors, staff have crafted an excellent range of learning activities that develop children's physical skills well. Children have very good opportunities to ride tricycles and scooters and this helps them to develop balance and coordination. The space is also used very well to widen their understanding of counting and number, and sometimes to promote their writing skills.
- The early years team strongly promote children's safety and well-being. Staff provide high levels of supervision and engagement in learning activities. They ensure that all safety and safeguarding arrangements are robustly applied. Consequently all children feel very safe and secure at school.

## School details

<b>Unique reference number</b>	103663
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10009240

This inspection 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>	405
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Geraldine McCann
<b>Headteacher</b>	Darren Clews
<b>Telephone number</b>	02476 365999
<b>Website</b>	<a href="http://www.grangehurst.eschools.co.uk">www.grangehurst.eschools.co.uk</a>
<b>Email address</b>	<a href="mailto:admin@grangehurst.coventry.sch.uk">admin@grangehurst.coventry.sch.uk</a>
<b>Date of previous inspection</b>	6–7 February 2014

## Information about this school

- This is a larger than average-sized primary school.
- The large majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils who are supported by the pupil premium is broadly average. This is additional government funding to support pupils who are known to be eligible for free school meals and those looked after by the local authority.
- The proportion of pupils who are disabled or who have special educational needs receiving school support is above average. The proportion of disabled pupils and those with a statement of special educational needs or an education, health and care plan is below average.
- Early years provision is full time in Reception.
- The school meets the government's floor standards (as a result of confirmation by the Department for Education), which are the minimum standards expected nationally for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school provides a breakfast club and after-school club.

## Information about this inspection

- Inspectors observed pupils' learning in 22 lessons, three of which were seen jointly with the headteacher and three with the deputy headteacher. In addition, inspectors listened to pupils read and examined their work in books.
- Inspectors took account of the 45 responses to Parent View, Ofsted's online questionnaire.
- Inspectors considered the views of 20 staff who completed the staff questionnaire.
- Meetings were held with a group of pupils, the Chair of the Governing Body, the local authority and school leaders.
- Inspectors looked at a wide range of school documents, including the school's own information on pupils' current and recent progress; planning of work in different subjects; leaders' monitoring of the quality of teaching and learning; and records relating to behaviour, attendance and the safeguarding of pupils.

## Inspection team

Steve Nelson, lead inspector	Ofsted Inspector
Mary Maybank	Ofsted Inspector
Khalid Din	Ofsted Inspector



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