

Grange Primary

Bainbridge Green, York Road, Shrewsbury, Shropshire SY1 3QR

Inspection dates

25–26 June 2019

Overall effectiveness	Good
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	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Since her appointment, the headteacher has worked with determination to establish a culture of high expectations for pupils and staff. With the support of an effective leadership team, the interim chief executive officer and the board of governors, she has created the conditions for continued improvement in the quality of education.
- Teachers and support staff work well together to put leaders' plans into action. As a result, pupils are making increasingly good progress. Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) make progress which is at least in line with that of other pupils in the school.
- The curriculum that leaders introduced this year contributes greatly to pupils' positive attitudes and enjoyment of school.
- Educational trips and visits, assemblies, as well as extra-curricular activities support the spiritual, moral, social and cultural development of pupils.
- Pupils behave well in lessons and around school. They relate well to staff and feel safe at school.
- Children who attend the Nursery and Reception classes make good progress. They benefit from a well-structured approach to their development, delivered by caring and well-trained staff.
- Leaders are still in the process of stabilising staffing and, as a result, some variations in the quality of teaching persist.
- Strategies introduced to improve pupils' vocabulary and writing skills are having a positive impact. However, these strategies are not fully embedded so their impact on outcomes is not yet sustained.
- The new curriculum includes a broad range of subjects. Subject leaders have not yet put systems in place to assess pupils' progress in all these subjects.

Full report

What does the school need to do to improve further?

- Continue to improve the quality of teaching, learning and assessment by:
 - providing appropriate training to staff to further reduce the variations that remain in the quality of teaching across the school
 - ensuring that the successful strategies that have been implemented to improve pupils' literacy skills, especially in writing, are fully embedded.
- Further strengthen the impact of middle leadership by ensuring that subject leaders set up effective assessment systems to track pupils' progress in their subject areas.

Inspection judgements

Effectiveness of leadership and management

Good

- At the time of her appointment, shortly before the previous inspection, the headteacher made an accurate evaluation of the key areas that needed to be addressed to improve the quality of education. With the support of the team of leaders she appointed, she acted decisively to secure rapid improvements.
- The appointment of an experienced leader as interim CEO to the multi-academy trust in May 2018 provided extra capacity and effective strategic support to leaders.
- Leaders have managed to keep all staff focused on implementing their improvement strategies because of the support for professional development they provide. Staff are motivated and there is a purposeful atmosphere in the school. However, there have been a number of issues with staffing, including long-term absences due to illnesses and maternity leaves. Consequently, although the school is fully staffed, there are still some variations in the quality of teaching. Some staff are still adjusting to leaders' expectations.
- Leaders have introduced systems that allow them to gather accurate information about pupils' progress. Teachers use standard tests that link to the national curriculum. They validate the results of these tests at moderation meetings with colleagues from other schools. Leaders check the progress of pupils at meetings with teachers throughout the year.
- Leaders hold teachers to account for the progress of their pupils. The headteacher and senior leaders check the quality of pupils' work in books and observe lessons regularly.
- Central to the leaders' improvement strategy is the implementation of a new curriculum. Designed to broaden pupils' education, the curriculum they introduced in September is taught through topics that cover a wide range of subjects. Each topic is planned to ensure that there is an appropriate balance of subjects. The leaders' intention is to have all subjects covered in appropriate depth by the end of each year.
- The thematic approach to teaching includes a range of enrichment activities that contribute to pupils' enjoyment and make learning memorable. Pupils talk with enthusiasm about the trips and visits they do. At the end of each topic, there are project exhibitions to which parents are invited.
- Middle leaders are responsible for the development of the content to be taught in each subject. They work well together and with other colleagues to coordinate the sequence of lessons. They are starting to develop approaches to improve their colleagues' subject knowledge and teaching methods in their respective subjects. However, they have not yet established a structured system to assess pupils' progress in subjects other than English and mathematics.
- Leaders make effective use of the pupil premium funding to support disadvantaged pupils. Leaders make sure that all pupils enjoy the full range of activities the school offers. Leaders and staff know pupils well and provide them with the material and emotional support they need to keep up with their peers. Leaders monitor closely the progress and well-being of disadvantaged pupils.

- Pupils take part in a wide range of sports. Leaders use the physical education (PE) and sport premium to promote healthy lifestyles and to encourage as many pupils as possible to enjoy competitive sport. Pupils take part in inter-schools competitions in a variety of sports, including rounders, cross-country, football and squash. Leaders' priorities include making sure that every child in the school learns to swim. Sports coaches run activities at lunchtime and after school.
- Leaders use the funding they receive to support pupils with SEND judiciously to make sure that all pupils benefit from the curriculum. Staff are well trained and deployed effectively to provide support to pupils, and interventions when required. The school works well with families. Leaders also work effectively with external agencies when additional expertise is needed.
- Pupils are well prepared for their future life. The school has a clear focus on supporting pupils' spiritual, moral, social and cultural development. Through the curriculum as well as in assemblies and educational visits, pupils learn about British values such as the rule of law and democracy. They are taught to respect other people's faiths and beliefs.

Governance of the school

- Following a review of governance, the board of governors has been restructured. The governance of the school is highly effective. Governors have the skills and knowledge to support and challenge leaders appropriately. They have a thorough knowledge of education. They ask searching and astute questions of leaders.
- Governors fulfil their strategic role well. They contribute effectively to the school's self-evaluation and improvement planning. They monitor leaders' progress towards the targets set and hold them to account for the school's performance. They check that policies are fit for purpose. They oversee the financial management of the school, including the impact of additional funding such as the pupil premium.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders make sure that all adults are familiar with the safeguarding policies. They provide regular training to staff. Leaders and governors regularly check that processes are robust and that staff feel empowered to identify and protect vulnerable pupils. Leaders work well with external agencies and families when pupils are at risk and require a heightened level of support.
- Pupils feel safe at school because they trust adults. The school provides comprehensive information and advice to pupils on how to keep safe in their daily life. Pupils learn how to use social media and the internet safely. They are also given clear messages about why bullying is a serious matter which has serious consequences.

Quality of teaching, learning and assessment

Good

- A sustained focus on improving pupils' progress has led to a steady improvement in the quality of teaching.

- Teachers have embraced the aims of the new curriculum. They plan learning activities that engage pupils' interest and provide opportunities for pupils to collaborate with each other. Pupils respond well to this approach. They are attentive, remain on task and work well with each other when asked to do so.
- Teachers assess pupils' progress regularly. This allows them to keep a record of pupils' progress and plan their teaching. They report to leaders on the progress of their pupils on a regular basis.
- The school's focus on improving pupils' writing skills is starting to have a positive impact. Pupils produce longer and better-quality pieces of writing in English and across the curriculum. In Year 6, pupils are increasingly able to edit their own writing independently. However, the new ways of developing pupils' vocabulary and teaching them grammar have yet to be more solidly established to sustain current improvements.
- Staff know pupils well. Teachers and teaching assistants work well together to support pupils who find some of the learning difficult, especially pupils with SEND.
- Teachers benefit from regular collaboration with colleagues from schools in the multi-academy trust and other local schools to develop their practices.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are encouraged to contribute to the school community. Pupils elected to the school council represent the views of their peers.
- The breakfast club and after-school clubs provide opportunities for pupils to socialise while enjoying a range of activities at both ends of the school day.
- Leaders pay particular attention to the well-being of pupils. Recently, the school organised a 'well-being in the classroom' week. The end of topics project exhibitions encourage pupils to take pride in their work and in the school.
- The strong emphasis that leaders and staff have on encouraging pupils to collaborate with each other, in lessons and in extra-curricular activities, contributes to the creation of a friendly and safe environment in the school. The vast majority of pupils show respect to adults and to each other.

Behaviour

- The behaviour of pupils is good.
- Historically, behaviour was not so good and the rate of fixed-term exclusions was high. A carefully planned and coherent behaviour policy, which staff apply with a high level of consistency, has led to marked improvements. Exclusions are now rare.
- Pupils respond well to staff's instructions. They behave well in lessons and around school. As a result, the school environment is calm and orderly.
- Leaders have an uncompromising approach to improving attendance. They have robust systems in place to follow up unexplained and persistent absences. They encourage

pupils' attendance through rewards. Attendance figures are still fluctuating, but records show that they have improved over the last two years.

Outcomes for pupils

Good

- The improvement in the quality of teaching has led to better outcomes. Leaders' sharp focus on improving pupils' progress, and on preparing them for the next stage of their education, is having a positive impact in both key stages 1 and 2.
- Over the last three years, attainment and progress at the end of key stage 2 have been low, especially in writing.
- Leaders have accurately identified and addressed key issues that were preventing pupils from making sufficient progress. The school has adopted a new scheme for teaching mathematics across the year groups. There is also a more structured approach to developing pupils' literacy skills.
- At key stage 1, pupils' attainment in phonics has increased steadily over the last three years, and most pupils achieve the required standard.
- The school's records show that current pupils' attainment in key stages 1 and 2 is either in line with or close to the age-related standards. Work in books shows that pupils are working at an appropriate level for their age in reading, writing and mathematics.
- Progress is stronger in key stage 1 and in the lower years of key stage 2. In Years 5 and 6, pupils are still catching up, due to some less effective teaching in the past. Disadvantaged pupils are making progress which is in line with or better than that of other pupils. Pupils with SEND also make progress in line with that of their peers from their starting points.
- The new approaches to support the most able pupils are starting to have an impact on outcomes, with more pupils working at greater depth in reading, writing and mathematics, especially in key stage 1.

Early years provision

Good

- The early years provision is well led. Leaders have a clear grasp of the key strengths of the provision and of what needs to be done to improve it further. Staff work well together and create a positive atmosphere for children in the Nursery and Reception classes.
- Staff take great care to ensure that the induction of children in the Nursery and Reception classes is smooth. They involve parents from the start and encourage them to continue to contribute to their children's learning.
- A majority of children join the early years with skills and knowledge that are below what would be typical for their age, especially in the areas of language and communication. Staff evaluate children's abilities rigorously at the start of the year. Throughout the year, staff record children's progress and adjust their teaching to secure further progress. As a result, by the end of the Reception Year, most children have made good or better progress, their attainment is in line with or close to national standards and they are ready for Year 1.

- The learning environment, indoors and outdoors, is well organised and provides a wide range of opportunities for children to develop their skills and knowledge independently. The teaching of early literacy and numeracy is effective.
- Routines are well established and children behave well. They interact positively with each other and respond well to adults' instructions. Safeguarding is effective.

School details

Unique reference number	139933
Local authority	Shropshire
Inspection number	10088501

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	266
Appropriate authority	Board of trustees
Chair	Lowell Williams
Headteacher	Charlie Summers
Telephone number	01743 462984
Website	www.grangeprimaryshrewsbury.co.uk/
Email address	admin@grangepri.sat.coop
Date of previous inspection	7–8 February 2017

Information about this school

- Grange Primary is an average-sized primary school.
- Grange Primary is part of the Shrewsbury multi-academy trust, which comprises four academies in Shrewsbury. The interim chief executive officer (CEO) was appointed in May 2018 and he oversees the management of all of the academies across the trust.
- Children attend part time in Nursery and full time in Reception.
- Most pupils are of White British heritage.
- The proportion of pupils who are eligible for support from the pupil premium is above average.
- The proportion of pupils with SEND is above average.
- There have been a number of changes in staffing since the previous inspection, including in the senior leadership team.
- The school runs its own breakfast club and offers a range of after-school activities.

Information about this inspection

- Inspectors observed learning in lessons across all year groups, including some jointly with the headteacher and senior leaders, and also made some short visits to classrooms.
- Inspectors observed pupils' behaviour at breaktime and lunchtime.
- Inspectors listened to pupils read and looked at their work in books.
- Inspectors took account of the 35 responses and free-text comments on Parent View, Ofsted's online questionnaire, and talked to parents and carers at the start and end of the school day.
- Inspectors considered the views of 30 staff who completed the staff questionnaire.
- Meetings were held with a group of pupils, the chair and two members of the board of governors, the school's senior and middle leaders, and the interim multi-academy trust's CEO.
- Inspectors looked at school documents, including the school's self-evaluation and improvement plan; minutes of the governing body meetings; the school's information on pupils' 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

Patrick Amieli, lead inspector	Ofsted Inspector
Mary Maybank	Ofsted Inspector
Michael Appleby	Ofsted Inspector

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Piccadilly Gate
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Manchester
M1 2WD

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