

# Inspection of Preston Grange Primary School

Grange Avenue, Ribbleton, Preston, Lancashire PR2 6PS

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Inspection dates: 30 and 31 March 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils feel safe at Grange Primary school. They know that adults help them to learn and to be respectful. The staff and pupils are kind to one another. Pupils that are new to the school settle quickly and make new friends.

There is a peaceful and purposeful atmosphere throughout the school. Leaders make sure that pupils know the difference between right and wrong and that they understand how to behave. As a result, pupils behave well in lessons. Pupils said that they enjoy being able to learn peacefully without being disturbed. Pupils are confident that they will receive any help that they need. For example, should any bullying occur, pupils know that leaders will deal with it effectively.

Leaders are determined that all pupils will succeed. This ambition is met. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well across a range of subjects.

Pupils take part in a range of sporting competitions and are proud of their achievements. They love taking part in clubs such as art, gymnastics and netball. They learn to play the ukulele. Pupils enjoy the reading rewards and birthday books that they receive. This fosters their love of learning. These enjoyable experiences help to prepare pupils for their next stage in education.

## **What does the school do well and what does it need to do better?**

Leaders have taken steps to provide an ambitious and enjoyable curriculum for pupils. They have ensured that curriculums across different subjects are clearly designed so that pupils build their learning in a logical order. In most subjects, leaders have set out precisely what pupils need to learn. In these subjects, the curriculums sew threads of knowledge through each key stage, including the early years. However, in a small number of subjects, leaders have not identified with sufficient clarity the most important learning that pupils need to succeed in their future studies.

Leaders and staff work closely with parents and carers to identify any pupils with SEND. Leaders ensure that these pupils have the support that they need to access the same curriculum as their peers. Teachers are sensitive to these pupils' different needs. They provide a range of help to ensure that pupils with SEND flourish.

Teachers make regular checks to see how well pupils are learning. In most subjects, teachers revisit and reteach important knowledge. This helps pupils to have a better understanding of the curriculums and remember more. When pupils fall behind in their learning, teachers are quick to offer effective support to help these pupils to catch up with their peers. However, in a small number of subjects, pupils' learning is less successful. This is because pupils move on to new learning before they have strengthened and secured their knowledge.

Leaders are determined that every pupil will learn to read fluently. From the start of the early years, children have opportunities to talk about and read books while they work and play. Leaders have ensured that staff are experts in teaching reading. Teachers help pupils build their phonics knowledge in carefully ordered steps. Staff read with pupils regularly to help them develop fluency and pace. Leaders encourage pupils to read for pleasure. For example, book prizes are given at every opportunity. Pupils compete for these enthusiastically. Pupils develop as confident and successful readers.

Adults and pupils have warm and friendly relationships. As a result, pupils are keen to try their best and behave well. This begins in the Reception class, where children listen attentively to adults and play well together. Teachers intervene quickly and effectively when there is any low-level disruption.

Leaders provide a range of opportunities to support pupils to develop personally. Pupils know they can ask for help with any concerns, for example by using the class worry boxes. Pupils who are chosen for leadership roles carry out their duties with pride. British values, such as democracy, are lived out in the way the school is run. For instance, the pupils voted for how to improve the outdoor provision.

Leaders are proud of the culture that they have created, where everyone willingly takes and gives advice. Leaders ensure that all feel part of the school. Teachers value the support and advice that they receive from leaders and governors. They appreciate the opportunities that they have to develop their curriculum expertise, for example by attending training. Leaders are considerate of staff's workload and well-being when making decisions.

Parents are very positive about the school. They appreciate the support that they and their children receive from staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that all staff are well trained to keep pupils safe. This means that staff are alert to any signs of possible abuse. They know how to report concerns. Leaders liaise effectively with other agencies and parents to ensure that pupils get the help they need to stay safe.

Leaders have ensured that pupils know how to stay safe, including when online. Pupils learn about different dangers that they may face, such as drugs and alcohol.

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

### (Information for the school and appropriate authority)

- In a small number of subjects, leaders have not identified the most important knowledge that they intend pupils to learn. This means that pupils do not have secure knowledge of some important aspects of the curriculum. Leaders should ensure that staff know what should be taught and assessed so that pupils are prepared well for their future learning.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	119232
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10226316
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	193
<b>Appropriate authority</b>	Local authority
<b>Chair of governing body</b>	Eleanor Hick
<b>Headteacher</b>	Cheryl Taylor
<b>Website</b>	<a href="http://www.grange.lancs.sch.uk">www.grange.lancs.sch.uk</a>
<b>Date of previous inspection</b>	16 March 2017, under section 8 of the Education Act 2005

## Information about this school

- The school does not make use of any alternative providers.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During this inspection, inspectors met with the headteacher, members of the senior leadership team and other members of staff. Inspectors met with the chair of governors. The lead inspector held a telephone conversation with a representative of the local authority.
- Inspectors considered a range of documentation about the school. This included leaders' records relating to safeguarding, attendance and behaviour.
- Inspectors observed pupils' behaviour in lessons and at playtimes.

- Inspectors spoke with staff about their well-being and workload. Inspectors spoke with parents at the start of the school day. They considered the responses to Ofsted Parent View and Ofsted's online questionnaires for staff. There were no responses from pupils.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, and art and design. Inspectors met with subject leaders and teachers. They visited lessons, reviewed pupils' work and spoke with pupils. The lead inspector observed pupils reading with a trusted adult. Inspectors also considered curriculums in some other subject areas.

### **Inspection team**

Trish Merritt, lead inspector

Ofsted Inspector

Claire Cropper

Her Majesty's Inspector

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