

Inspection of Grange C of E Primary School

Fell Drive, Grange-over-Sands, Cumbria LA11 7JF

Inspection dates: 26 and 27 September 2023

Overall effectiveness **Good**

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?

Grange Church of England Primary School is a happy place to be. Pupils enjoy attending each day. Everyone is welcome in this caring and inclusive school. Pupils, including children in the early years, know that adults will look after them and keep them safe.

The school has high expectations for pupils' achievement, including for pupils with special educational needs and or disabilities (SEND). Pupils live up to these expectations and achieve well. They listen carefully and work hard in lessons. They know they can ask for help if they do not understand something.

Pupils behave very well. They are polite and courteous and move around the school in an orderly manner. They enjoy the rewards they receive for behaving sensibly. For example, they can visit the headteacher when they have gone above and beyond in class.

Pupils enjoy learning outside. They appreciate the extensive school grounds. The environment helps to engage pupils in their learning. They visit the town and bay area to learn about where they live and gain a sense of place. The whole school regularly takes part in outdoor and adventurous activities.

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

The school has developed a broad and ambitious curriculum for all pupils, including pupils with SEND. There have been positive changes to the curriculum in all subjects. The curriculum builds effectively from the early years. In most subjects, the school has thought carefully about what pupils should learn and in what order. However, in a very small number of subjects, the curriculum is not finalised. In these subjects, it is not exactly clear what pupils must learn. As a result, teachers sometimes give pupils too much information to remember.

Pupils benefit from teachers' subject expertise from early years to Year 6. Teachers check on learning to establish what pupils know and can do. They address pupils' misconceptions quickly. They use assessment information to inform the next steps in pupils' learning. For example, teachers question pupils effectively to check for gaps in their knowledge and understanding.

The school has prioritised reading, right from the start of the Nursery Year. Reading sits at the heart of the curriculum. Staff have undertaken training to enable them to become experts in the teaching of early reading. Across the school there is a consistent approach to the teaching of phonics. Teachers ensure that books match the sounds that pupils know. Regular checks allow the school to identify pupils who may be falling behind. Staff give these pupils the help that they need to keep up with their peers. The focus on reading continues through the school. Older pupils have a good knowledge of a variety of authors and genres.

The school identifies pupils with SEND as soon as possible. Staff work with specialist providers to make adaptations to the curriculum and teaching so that pupils with SEND can learn alongside their classmates. The school has invested in changes to the building to ensure that all pupils have access to classrooms and the playground to enjoy their learning.

Pupils have positive attitudes towards their learning and attend school regularly. Most pupils behave in a calm and sensible manner so that lessons are not disrupted. Pupils generally get along well together. Staff help them to resolve any fallings-out or disagreements. Children in early years learn quickly what staff expect of them and follow rules and routines sensibly.

The school supports pupils' wider development effectively. There is a comprehensive programme, which starts in early years, to teach pupils the knowledge that they need to become responsible citizens. Pupils learn about life in modern Britain and the world beyond. They have a strong link with a school in Nepal, and older pupils visit the Houses of Parliament to learn about democracy and the rule of law.

The school, including its governors, ensures that staff feel appreciated and that there is a keen sense of teamwork. The school considers ways that teachers can manage their workload effectively. For example, teachers collaborate to develop lessons and activities. The school regularly seeks the views of parents and carers. They are kept up to date with what their children are learning through meetings and workshops. As a result, relationships with parents are strong.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the curriculum does not specify clearly enough what pupils must learn. Consequently, sometimes teaching presents too much information for pupils to remember. The school should ensure that the curriculum clearly identifies the key knowledge and skills that staff should teach so that pupils can remember more and know more.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	112280
Local authority	Westmorland and Furness
Inspection number	10269057
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	174
Appropriate authority	The governing body
Chair	Phillippa Eccles
Headteacher	Phillipa Summers
Website	www.grange.cumbria.sch.uk
Date of previous inspection	20 February 2018, under section 8 of the Education Act 2005

Information about this school

- The school has a religious character. The last section 48 inspection was in November 2021. The next section 48 inspection will be before November 2029.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors conducted deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors listened to pupils read to a familiar adult.

- Inspectors met with the headteacher and members of the senior leadership team. They also met with subject leaders and a group of teachers.
- An inspector met with governors. The lead inspector also spoke with a local authority adviser to the school and a representative of the diocese.
- Inspectors spoke with pupils in meetings and around the school.
- Inspectors considered responses to Ofsted Parent View, the staff questionnaire and the pupil questionnaire.
- Inspectors also met with parents as they brought their children to school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Emma Jackson, lead inspector

Ofsted Inspector

Paul Edmondson

Ofsted Inspector

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