



# Grange Community Primary School

## Inspection Report

**Unique Reference Number** 111048  
**LEA** Cheshire  
**Inspection number** 278582  
**Inspection dates** 13 March 2006 to 14 March 2006  
**Reporting inspector** Mr Mark Madeley CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Brindley Avenue
<b>School category</b>	Community		Winsford
<b>Age range of pupils</b>	3 to 11		Cheshire CW7 2EG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01606 592 126
<b>Number on roll</b>	203	<b>Fax number</b>	01606 862 842
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr D Beckett
<b>Date of previous inspection</b>	1 November 1999	<b>Headteacher</b>	Mr Smith

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 13 March 2006 - 14 March 2006	<b>Inspection number</b> 278582
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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

This is an average sized school which serves a disadvantaged area. All children come from a white British background and have English as their first language. One in five children has learning difficulties and/or disabilities, which is average, but a higher than average percentage of them have a statement of educational needs. Children's standards on entry are below average. The school has achieved a healthy school award, Investors in People status and is a member of the Winsford Education partnership.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This school evaluates its effectiveness to be good but the inspection team judges it to be satisfactory. From a low starting point children make satisfactory progress throughout the school because the quality of teaching and learning is satisfactory overall. Progress is good and standards are above average in Key Stage 1 because in this key stage effective management strategies are having a positive impact on children's learning. The quality of teaching in Key Stage 2 is satisfactory overall but there are some weaknesses in the teaching of science, which result in low standards. Effective teaching of English and mathematics, especially in Years 5 and 6, has halted the recent decline in standards. Children's personal development is satisfactory. Children like school but this is not reflected in their rates of attendance, which have been consistently low for many years. They know how to stay safe, fit and healthy and are keen to learn. Behaviour is satisfactory overall because a small minority in Key Stage 2 sometimes spoil learning for others.

The quality and standards in the Foundation Stage are satisfactory. Recent changes have had a positive impact on teaching and learning. Effective management identified areas of weakness and plans have been put in place to improve provision, particularly in the part-time nursery, where some teaching lacks challenge.

The school uses data satisfactorily to evaluate its work, though managers are not easily able to assess children's progress in each class. The school makes very effective use of the expertise of its partner schools and visitors. It has a satisfactory capacity to improve further because there has been satisfactory improvement since the last inspection, for instance in some aspects of its curriculum. The school gives satisfactory value for money.

### What the school should do to improve further

The governing body, headteacher and staff should work to:

- improve children's attendance
- raise standards and achievement in science by improving teachers' confidence in and understanding of teaching scientific experiments
- make better use of assessment data to support children's progress
- implement the action plan to improve provision in the Foundation Stage.

## Achievement and standards

### Grade: 3

On entry children's standards are below average. Children make slow progress in the part time nursery class because learning lacks challenge, especially for the most able, but progress improves to satisfactory in the Reception class where learning is better organised. At the end of Reception class few children in 2005 reached the expected standards for their age. In Years 1 and 2 effective teamwork amongst staff and consistently good teaching enable children to make good progress and reach above

average standards. Standards in this key stage have steadily improved over the last few years.

Progress slows in Years 3 to 6 but overall it is satisfactory. The quality of teaching in science is inconsistent and consequently progress is not good enough. Standards in English and mathematics are broadly average because the school has improved writing markedly and measures to improve children's problem solving skills are starting to have a positive impact on learning. Standards in these two subjects are no longer in decline. The school has yet to implement a plan to improve standards in science, which are below average and declining. Targets were not challenging enough last year, but this year they are challenging.

Children with learning difficulties and/or disabilities make good progress towards the targets set for them in their individual plans. These children are supported very well by skilled classroom assistants.

## **Personal development and well-being**

### **Grade: 3**

The school evaluates this aspect of its work as good but inspectors judge it to be satisfactory because attendance remains low and sometimes a minority of children's behaviour is unsatisfactory. These children are given appropriate support to help them manage their behaviour better. Most children enjoy school and develop positive attitudes to learning but attendance remains stubbornly below average and there are more unauthorised absences than usually seen. The majority of children behave well in and around the school. However children themselves recognise that the behaviour of a minority could be better, especially when 'it stops the lesson'. Spiritual, moral, social and cultural development are satisfactory. Children learn about different cultures through art, music, and by learning how religions are celebrated throughout the world. They respect adults and are considerate of one another, expressing strong feelings against bullying and racism. Older children are encouraged to take on responsibilities, such as being 'buddies' to younger ones to ensure they feel safe at lunchtimes. Children from a young age are aware of the importance of a healthy lifestyle. They develop sensible attitudes to diet because of the healthy lunchtime menus and enjoy their physical education lessons. Children learn about the dangers surrounding drugs and know where it is dangerous to play. By taking on responsibilities around the school they acquire life skills which will help them serve the community as adults. Children are adequately prepared for the next stage in their learning.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall. In all lessons, teachers work hard to establish good relationships. They use praise and encouragement well to motivate children. Sometimes in Key Stage 2, learning is interrupted by the

unacceptable behaviour of a few pupils. Learning is good in Years 1 and 2 because teachers have high expectations of what children can achieve, there is great teamwork between adults and they plan tasks that match the needs of children. In the nursery class, children's tasks lack challenge, particularly for the most able, and children make slow progress. In Years 1 to 6 science facts are taught satisfactorily but some staff need further help to teach children how to apply their knowledge in experiments. Children's learning benefits from the school's strong links with the high school because lessons in French and computing are taught by visiting teachers.

Marking is unacceptably variable between classes and does not consistently tell children how to improve their work. Children's progress is monitored satisfactorily, and those who need additional support are identified. However, targets are not set for children's progress in each year group to help promote their progress.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum meets statutory requirements and the needs of the children. Planning in the Foundation Stage is adequate. It is linked well to the national guidance for this age group. However, there is an over-emphasis here on what children will do rather than what they will learn. In Years 1 to 6 the school makes effective use of national guidance. Provision for design and technology and information and communication technology (ICT) have improved considerably since the last inspection. Recent initiatives on writing and problem solving are having a positive impact on children's learning. The curriculum for science is weak because insufficient emphasis is put on children using and applying their scientific knowledge. Very effective use is made of expertise from outside the school to teach computing skills, French, music and physical education. Additional activities, like puzzle and sports clubs, stimulate children's interest and help them stay healthy.

## **Care, guidance and support**

### **Grade: 3**

Although the inspection team agrees with the school that pastoral support for children is good, provision for their academic guidance is satisfactory and measures to improve attendance have had little impact. The majority of parents fully support the school and know that children's personal health and safety are given a very high priority. Procedures for maintaining a safe and healthy environment are robust. Appropriate child protection arrangements are in place. Good care is taken of the most vulnerable children in the school. Those who have learning difficulties and/or disabilities are given good support to meet their personal targets. Teaching assistants are well trained to help children overcome speech difficulties or to control their feelings.

The systems used for monitoring children's progress provide sufficient information for teachers to set learning targets. Currently, however, use of assessment data and some teachers' marking do not help children know how they can improve their work.

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## Leadership and management

### Grade: 3

The school evaluates this aspect of its work as good but the inspection team judges it to be satisfactory. The headteacher has put in place many worthwhile changes in the last two years but few of them are, as yet, having an impact on children's learning.

The headteacher has been effective in broadening the curriculum and delegating responsibility to colleagues. The school has a good idea of its strengths and weaknesses because the senior managers monitor its work closely. Management is aware that other staff with responsibilities do not yet have the skills to carry them out effectively. Test data have been used to identify areas for development but some strategies have not been put in place quickly enough to impact on children's learning. Forward planning is not always linked closely enough with improving standards and some subject plans do not have ways of assessing the success of their actions.

Governance is satisfactory. The governing body meets statutory requirements. Governors have specific roles but few have time to visit the school very often and thus they do not have the knowledge to hold the school to account for its performance.

There has been satisfactory improvement since the last inspection, for instance, provision and standards in ICT are now strong. The school has a satisfactory capacity to improve.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

We visited your school recently and were pleased with what we saw. We found that you were really keen to learn. You were always polite and usually well behaved, though some older children spoiled learning for others. You really impressed us with your understanding of how to stay fit, healthy and safe. We like the rewards you get for attendance but think that overall attendance is too low.

You make good progress through Key Stage 1 and currently reach above average standards in reading, writing and mathematics because teaching is good. In Key Stage 2 progress is satisfactory. Standards in English and mathematics are average but in science they are below average because you are not taught how to use your scientific knowledge well enough.

The school provides a satisfactory education. Your headteacher has made many worthwhile changes to the way your school is run and some of them are starting to improve your learning. These are the things we have asked the school to do to make it a better place to learn:

- improve the quality of teaching in science
- make some changes to the Foundation Stage which will make learning better
- use the information from your tests in a better way
- improve your rates of attendance.

You can play your part in helping your school improve by attending regularly, behaving well in school and working hard in lessons.

We enjoyed our time at your school and thank you for your contribution, through talking to us in meetings and during lessons, to our work. We wish you and the school well for the future.