



Grange Community Primary School

Inspection Report

Unique Reference Number 124630
LEA SUFFOLK LEA
Inspection number 281768
Inspection dates 14 March 2006 to 15 March 2006
Reporting inspector Ms. Ruth Frith LI

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

Type of school	Primary	School address	Grange Road
School category	Community		IP11 2LA
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	01394 283912
Number on roll	203	Fax number	01394 277921
Appropriate authority	The governing body	Chair of governors	Mr.Patrick Melville-Gorton
Date of previous inspection	9 February 2004	Headteacher	Mrs. Sue Todd

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller-than-average primary school situated near to the docks in Felixstowe. The percentage of pupils receiving free school meals is above the national average. The proportion of pupils with learning difficulties and disabilities is well above average and includes those with a statement of special educational need. These pupils have a wide range of learning difficulties. Most children come from White British backgrounds and a small number come from a range of different minority ethnic groups. Two pupils speak English as an additional language.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspectors agree with the school's own view that Grange now provides a good standard of education and no longer has serious weaknesses. Improvement since the last inspection has been good and the school has the capacity to improve even further. Children make a particularly good start in the Foundation Stage because provision is outstanding. Teaching and learning are good as the work is usually well matched to pupils' abilities, and activities stimulate their interests. The curriculum is good and pupils are cared for well. Pupils' behaviour and attitudes are also good and have a positive impact on their learning. However, attendance is below average. Pupils make good progress and generally achieve well, but standards could be higher in English and mathematics. The school is led and managed well. The headteacher is eager to improve the school and has already raised its reputation within the local community. As a result, the number of pupils entering the school is rising. She is well supported by the deputy headteacher, other staff and governors who all share her clear vision for the future. The relatively newly formed governing body is very supportive of the school but some of the governors' roles are underdeveloped. The school's self-assessment is suitably rigorous. Priorities for development are clear and areas of strength are highlighted. These reflect the evidence gained through inspection and indicate thorough systems of monitoring and analysis. This is a good school because of the improvement it is making to pupils' attitudes, behaviour, development of skills and academic achievement. The school provides good value for money.

What the school should do to improve further

- Continue to raise standards in English and mathematics at both key stages by improving pupils' writing and their mathematical problem solving skills. - Continue to work with parents to improve pupils' attendance. - Further develop the roles of governors to enhance their impact on school evaluation and planning for improvement.

Achievement and standards

Grade: 2

Since the last inspection there has been a strong focus on improving teaching and raising standards. This has had a significant impact on pupils' learning so that they are now making good progress and achieving well. Children's attainment on entry to school is currently below that usually seen in children of this age. However, the older pupils entered the school with low levels of attainment. National test results in 2005 suggest that overall standards had begun to rise and information gained from the school, particularly about the current Years 2, 5 and 6, confirm this trend of improvement. In Year 2, standards were exceptionally low in reading but are now nearer to the national average as a result of the introduction of a phonics programme. Standards in writing and mathematics have also improved and are nearer to the national average. In the 2005 national tests for Year 6 pupils, standards were broadly average in English and science but exceptionally low in mathematics. In response to this, staff

are now placing greater emphasis on developing pupils' investigative and problem solving skills and this action is beginning to bring about improvement. Overall, handwriting remains weak. The lower than average percentage of pupils gaining a level above that expected for their age has had a significant negative impact on overall standards. The school has consequently ensured that more capable pupils are fully challenged. Children achieve well in the Nursery and Reception because teaching and the curriculum are now exceptional. From below average starting points, children make particularly good progress so that by the time they enter Year 1 many reach the standard expected for their age. Children with learning difficulties and disabilities achieve well because their needs are quickly identified and particularly good support is provided. Similarly, those learning English as an additional language do well. The school is currently on course to meet its challenging targets.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Pupils feel valued, respected and able to contribute to the work of the school. They enjoy coming to school and this is seen in their positive attitudes and hard work in lessons. However, their attendance remains below average, although the school is working with parents to improve it. Pupils' behaviour is good, both in lessons and around the school. This improves as pupils move through the school and is at its best in Years 5 and 6. Pupils support each other well when working and playing together. Older pupils are keen to care for and support younger ones and act as 'play leaders' by organising activities and games at lunchtimes. Pupils are aware of how to stay safe and understand the benefits of taking regular exercise and eating healthily. They willingly participate in opportunities to become involved in sporting activities. Pupils contribute well to their local community through fund raising activities, involvement in competitive sports and links with the Town Council. The school council helps to improve the quality of school life, for example, by raising funds to buy 'Friendship Benches'. Pupils have also been involved in developing the school's anti-bullying policy. Pupils are prepared to achieve well in their academic and personal lives in the future and develop good skills through working with each other. Their spiritual, moral, social and cultural development is good overall, although their understanding of life in multicultural Britain is less well developed than the other aspects.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. It helps to ensure that pupils progress well throughout the school. The management of pupils' behaviour is good and teachers consistently approach pupils in a calm way. The good role models presented by staff in their everyday practice encourage pupils to behave well in class. Lessons are generally taught at a brisk pace, which helps pupils to focus well. Very occasionally, the pace of

lessons slows during the early part and pupils lose some concentration. Teachers use a good variety of teaching methods, including the use of information and communication technology (ICT) to interest and engage pupils effectively in their learning. Where teaching assistants are directed to support the learning of pupils with learning difficulties and disabilities, the support is good and pupils make good progress. Teaching in the Foundation Stage is outstanding because teachers have an exceptional understanding of how young children learn and they provide activities which fully engage children in their learning. Lesson planning is good. Work is planned so that different tasks are well suited to pupils at different levels of attainment. Teachers also use their assessments well to set pupils targets. These targets are shared with pupils who are clear about what they are doing well and what they need to do to improve. Pupils are encouraged to take an active role in assessing their work and progress, and meaningfully discuss achievement with their teachers.

Curriculum and other activities

Grade: 2

Curricular provision is good overall but outstanding in the Nursery and Reception. Here, lively displays cover all areas of learning and reflect richness and variety. Activities are particularly well matched to the children's needs and help to compensate for the lower-than-average language skills many have when starting school. No opportunities are missed to foster children's speaking and listening skills and their personal and social development. Across the school, literacy, numeracy and ICT are becoming well integrated within other subjects and promote pupils' learning. The school makes good use of themed weeks such as that for healthy living when cross-curricular links are very successfully extended through science, personal and social education, literacy, numeracy and ICT. The curriculum meets statutory requirements. It is well adapted for pupils with learning difficulties and disabilities and those with English as an additional language. There are good opportunities for personal and social development including a comprehensive range of extra-curricular activities, and visitors and visits.

Care, guidance and support

Grade: 2

Pupils say the school cares well for them and helps them to do their best. Academic achievement is closely monitored and teachers have a good awareness of how well pupils are doing, which they regularly share with them. Relationships between adults and pupils are good, and pupils' achievements are openly celebrated. Pupils receive good guidance and support that helps them to achieve well and, consequently, develop into confident members of their community. Child protection arrangements are good and procedures to ensure pupils' health and safety are clear and understood by all. Aspects of pupils' care and links with outside agencies are well managed to ensure that vulnerable pupils and their families are well supported. Parents are pleased with the work of the school and their views are valued. Effective procedures ensure new children settle quickly into the Nursery, and at the end of Year 6, pupils move successfully onto the next stage of their education.

Leadership and management

Grade: 2

Following the last inspection an experienced acting headteacher helped to bring about improvements. At the beginning of the current academic year, a new headteacher, deputy headteacher and several staff were appointed and the school has continued to make substantial further improvements. The leadership provided by the headteacher and deputy headteacher is good. It is strong and purposeful and particularly effective at building a common purpose to raise standards and improve provision. The headteacher has gained the confidence of staff, governors, parents and pupils. Management and teaching responsibilities have been reallocated and this has helped to improve the quality of teaching and the leadership and management of subjects which are now all good. Financial management and planning are effective. Governance is satisfactory. The new governing body has a clear understanding of the school's effectiveness but governors are yet to develop their roles fully in evaluating and improving the school's performance. The school has dealt with the issues from the previous inspection successfully. There has been a significant improvement in the way pupils' performance and the quality of teaching and learning are monitored and evaluated. This is helping to raise standards. The school has a clear idea of what it needs to do to improve and there is a renewed impetus that demonstrates the school's good capacity to improve further. The school provides good value for money.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	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	1	NA
The effectiveness of the school's self-evaluation	2	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

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

I am writing to say how much we enjoyed visiting your school. Thank you for making us feel so welcome and for talking to us about your school and the work you have done. These are some of the things that we particularly liked: - the teaching is good and all the staff work very well together as a team - you enjoy school and are keen to do good work - you behave well and get on well together - the rate at which you learn is improving so this is helping to raise standards in the school - the curriculum helps to make lessons interesting - the youngest children make a good start in school because the provision is outstanding - staff look after you well and you feel safe in school. Your headteacher manages the school well and is particularly good in leading the other staff so that the school continues to improve and you receive a good education. She is helped a lot by all the other staff and the governors. We feel that the school will get even better if: - teachers help you to make sure that you continue to improve your work in English and mathematics so that it is as good as it can be - staff continue to work with your parents to make sure that everyone comes to school regularly - governors continue to support the school well and develop some of the things that they do. Thank you once again and good luck in the future.