

Ernesford Grange Primary School

Inspection report

Unique Reference Number	103658
Local Authority	Coventry
Inspection number	286720
Inspection dates	20–21 March 2007
Reporting inspector	Susan Walsh

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	344
Appropriate authority	The governing body
Chair	Tom Marchi
Headteacher	Stephen Parker
Date of previous school inspection	14 January 2002
School address	Foxton Road Binley Coventry CV3 2HN
Telephone number	024 76454843
Fax number	024 76636098

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Ernesford Grange Primary School is larger than most primary schools. Pupils come from a wide range of backgrounds but the proportion of pupils entitled to free school meals is below average, as is the proportion of pupils with learning difficulties. The proportion of pupils from ethnic minority backgrounds is just above average but none are at the early stages of learning English. The school has achieved the Healthy School Gold Award. The school has a Nursery class.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Ernesford Grange Primary School is an outstanding school that successfully combines the achievement of exceptionally high academic standards and an awful lot of fun. The school judged itself to be good rather than outstanding. This reticent view reflects the school's critical approach to its work and its rigorous self-evaluation. Parents are delighted with what the school offers, typically commenting that it gives their children 'an excellent start in life.'

Pupils really enjoy coming to school. The curriculum is outstanding. There are many exciting activities which make learning pleasurable. Personal development is outstanding. Relationships are excellent and both parents and pupils comment about pupils being 'kind and considerate.' Pupils' outstanding commitment to their schoolwork, including their very high levels of concentration and exemplary behaviour, is an important factor in their exceptional achievement. Pupils like to take lots of exercise and eat healthily and they know how to keep safe.

Standards are above average and achievement is outstanding. Children get off to a very good start in the Nursery and Reception classes. They make exceptional progress in their personal development and come into Year 1 really wanting to learn. Achievement through Years 1 to 6 is outstanding and in 2006 pupils reached high standards by the end of Year 6. Standards in English were exceptionally high and standards in mathematics and science were above average. Achievement in mathematics, although very good, did not quite match that seen in English. Fewer pupils reach the higher levels at the end of Year 2 and 6. This is because occasionally the work set in mathematics does not challenge the very highest attainers.

Teaching and learning are outstanding. Teaching across the school is consistently good and is often outstanding. The hard-working and dedicated staff are passionate about learning and enjoyment. They successfully take on new initiatives and tailor them so that they make the maximum positive impact in their school. The school's focus on writing has been extremely successful, particularly supporting the development of boys' writing. It has driven up standards and accelerated achievement. Care, guidance and support are outstanding. Pupils are well looked after. The school's approach to the marking of writing is terrific because it tells pupils precisely what they need to do to improve their work. Marking in mathematics is usually good but occasionally teachers forget to tell pupils how to improve.

Leadership and management are outstanding. The headteacher is instrumental in helping both pupils and staff achieve their full potential. The outstanding leadership team has ensured that information about the school's performance has been carefully analysed and effectively targeted strategies have addressed the relatively minor weaknesses. As a result of this continuous drive for improvement, standards are now high and almost all aspects of the school's work are outstanding.

What the school should do to improve further

- Ensure that standards in mathematics match those seen in English by consistently providing challenging work for the very highest attainers and improve marking to ensure that pupils always know exactly what they have to do to improve their mathematics work.

Achievement and standards

Grade: 1

Standards are above average and achievement is outstanding for all pupils, including those with learning difficulties. Pupils start Nursery with average standards. They make very good progress through the Nursery and Reception classes, particularly with their personal development. The school has recognised that pupils' progress in writing was slower than in other areas. It has introduced a new phonics programme that has quickly improved standards in writing. Progress accelerates as pupils move through Years 1 and 2 and by the end of Year 2, pupils reach above-average standards. A good proportion of pupils reach the higher Level 3 in writing and reading but fewer reach these higher levels in mathematics. In Years 3 to 6, pupils make very rapid progress, particularly in reading and writing. The school's focus on boys' writing has ensured that boys do just as well as girls. Pupils from ethnic minority backgrounds do equally well. Standards were particularly high in English in 2006, with a very high proportion of pupils gaining the higher Level 5. The proportion of pupils gaining Level 5 in mathematics fell slightly in 2006.

Personal development and well-being

Grade: 1

Parents say their children really enjoy coming to school and their children agree enthusiastically; this is reflected in their good attendance. Pupils' outstanding commitment to their schoolwork, including their ability to work independently, is an important factor in their exceptional achievement. Around the school there is a buzz of hard work. Pupils' spiritual, moral, social and cultural development is very strong. Pupils develop a sense of self-worth whilst retaining sensitivity to others. They learn to appreciate the wonders of the world around them. Many pupils wrote about the beauty of North Wales during their recent visit. Pupils develop a very clear understanding of what is right and wrong. Pupils are very committed to and proud of their school community. The school council is very successful but only involves a small number of older pupils. There is potential for pupils to make an even greater contribution to both the school and local community. Pupils know how to keep safe. They put their good knowledge about keeping healthy into practice by taking lots of exercise and being good customers of the healthy tuck shop. Mature attitudes and outstanding academic achievement result in pupils being very well prepared for the next stage of education.

Quality of provision

Teaching and learning

Grade: 1

Teaching is consistently good and there is a high proportion of outstanding teaching, and this underpins pupils' outstanding achievement. Lessons are lively and stimulating. Teachers make learning enjoyable and fun. Teachers have very high expectations of pupils' academic achievement and personal development. They have a very good rapport with pupils and encourage pupils to develop confidence in their own abilities. This results in pupils becoming very effective independent learners from a very young age. Well-briefed and highly effective learning support assistants support those pupils who have difficulties with learning, enabling them to achieve well. Learning support assistants make a very good contribution to children's learning in the Nursery and Reception classes. Work is usually very well matched to pupils'

capabilities and provides suitable

very best educat

