



# Grangehurst Primary School

## Inspection Report

---

**Unique Reference Number** 103663  
**Local Authority** Coventry  
**Inspection number** 286722  
**Inspection dates** 12–13 March 2007  
**Reporting inspector** Mike Capper

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

---

<b>Type of school</b>	Primary	<b>School address</b>	Anderton Road
<b>School category</b>	Community		off Jackers Road, Alderman's Green Coventry CV6 6JN
<b>Age range of pupils</b>	4–11	<b>Telephone number</b>	02476 365999
<b>Gender of pupils</b>	Mixed	<b>Fax number</b>	02476 367814
<b>Number on roll (school)</b>	407	<b>Chair</b>	G White
<b>Appropriate authority</b>	The governing body	<b>Headteacher</b>	Kerry Ward
<b>Date of previous school inspection</b>	18 March 2002		

---

<b>Age group</b> 4–11	<b>Inspection dates</b> 12–13 March 2007	<b>Inspection number</b> 286722
--------------------------	---	------------------------------------

---

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This large primary school takes most of its pupils from the local area. The proportion of pupils eligible for free school meals is above average, as is the number identified as having learning difficulties or disabilities. About a fifth of pupils come from minority ethnic backgrounds although only a small number are in the early stages of learning English. Pupils' attainment on entry to the Reception Year is below that usually found.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school, with good features. The school welcomes pupils from many different backgrounds and they are given good quality care, support and guidance. This contributes well to the pupils' good personal development and well-being. As a result, pupils grow in confidence and self-esteem. They are friendly, behave well in most lessons and are keen to take responsibility. An active school council is learning to manage a budget and helps pupils to make a good contribution to the community. Pupils are happy at school and especially enjoy the very wide range of activities outside lessons which enrich the satisfactory curriculum. As one pupil said, 'Teachers are kind and caring and I like coming to school because we have lots of fun.'

Satisfactory teaching means that pupils' achievement is satisfactory. Children make the best progress in the Reception Year, where provision is good and teaching is most successful at meeting differing needs. By the end of the Reception Year, most children are working at the levels expected for their age. Pupils' progress is less even in the rest of the school and standards remain broadly average by the end of Year 6. Pupils make the best progress in reading but in mathematics, skills do not improve as quickly, especially in Years 3 to 6. This is because teachers do not always expect enough of pupils, thus slowing the pace of learning. Throughout the school, teachers are hardworking and enthusiastic and they make good use of resources to hold pupils' interest. Strong relationships mean that pupils are keen to do well, although teachers do not always encourage them to work with sufficient urgency. Pupils in the early stages of learning English are given good support by skilled teaching assistants and make good progress.

Leadership and management are satisfactory. The headteacher and deputy headteacher are passionate about the school and are moving it in the right direction with the support of other senior members of staff. There have been many helpful recent initiatives, including developing the extensive use of test data to identify when pupils are not doing well enough. Senior managers know that they now need to concentrate on monitoring the success of recent developments and on ensuring that there is more good teaching across the school.

The headteacher has established good links with outside agencies and other schools, such as a local special school. Parents are very appreciative of the work of the school. One parent summed up the views of many, 'My son enjoys school so much that he gets upset at weekends and holidays because he has to stay at home.'

### What the school should do to improve further

- Improve teaching by increasing the pace of learning in lessons and ensuring that work is always pitched at the right level, especially in mathematics in Years 3 to 6.
- Rigorously monitor recent initiatives to check that they are improving the consistency of teaching and learning across the school.

## Achievement and standards

### Grade: 3

Pupils' achievement is satisfactory. Children get a good start to their education in the Reception classes. By the end of the Reception Year, most children are working at the levels expected for their age. Teachers focus well on developing basic skills and this has a good effect on children's progress in all areas of learning.

Pupils make satisfactory progress in Years 1 to 6, although it is not even from year to year. Standards are broadly average by the end of Year 2 and Year 6 in most years. In 2006, when the numeracy subject leader was one of their teachers, pupils in Year 2 did especially well in mathematics, reaching above average standards. In Years 1 to 6, pupils make the best progress in reading, benefiting from frequent opportunities to read regularly at home and at school. Pupils make slower progress in mathematics in Years 3 to 6, because teachers do not always pitch work at the right level.

Pupils with learning difficulties make the same progress as others in most lessons, although they do better when being given extra support outside the classroom. Newly arrived pupils from other countries make good progress in developing competency in spoken English.

## Personal development and well-being

### Grade: 2

Almost all pupils are happy at school, describing it as 'brilliant', 'happy' and 'fun', and they greatly enjoy their learning. Behaviour in and around the school is mostly good and pupils know what is expected of them. A small number of older pupils occasionally display challenging behaviour in lessons but there are effective strategies to deal with this, particularly through the work of the learning mentor. Better procedures for encouraging good attendance are leading to a gradual improvement in rates of attendance which are now only slightly below average.

Pupils' good spiritual, moral, social and cultural development enables them to develop a good awareness of their responsibilities. Pupils are proud of the school and are very grateful for the many extra activities which the school provides, in and out of lessons. Pupils know how to stay healthy and most take frequent exercise and eat carefully. Activities such as road safety assemblies and talks from the police and fire services help pupils to develop a good understanding of how to be safe. Pupils make a good contribution to the local community through musical performances and fundraising for charity. There is a well-organised school council which is now enjoying the challenge of deciding how to spend a £1,000 budget on new outside equipment. Activities such as these, as well as pupils' generally secure basic skills, prepare them satisfactorily for the next stage of their education.

## Quality of provision

### Teaching and learning

#### Grade: 3

There are good features to teaching across the school. In the Reception classes, adults provide sensitive support, helping children to settle quickly. They monitor children's learning regularly and use this information well to plan what they need to teach next. This means that there is generally good challenge for all children.

Throughout the school, good relationships between adults and pupils and the effective use of resources encourage positive attitudes and a willingness to participate in the lessons. Teachers make especially good use of interactive whiteboards to engage and motivate pupils. Pupils with potentially challenging behaviour are usually managed successfully so that they can take a full part in lessons.

The school has rightly identified that some aspects of teaching need further improvement in order to ensure that there is greater consistency across the school. There are occasions when the pace of lessons is too slow and where the work is not matched sufficiently well to the needs of learners. As a result, some pupils struggle with what they have to do while others find the work too easy. This is especially evident in mathematics.

### Curriculum and other activities

#### Grade: 3

There is a good curriculum for children in the Reception Year. Adults plan an imaginative and exciting range of activities that support children's learning. In Years 1 to 6, the curriculum helps pupils to build steadily on what they have already learnt. The school is beginning to link work in different subjects in order to make learning more purposeful but this is still in the early stages of development. At the moment, pupils are not given enough opportunities to practise their skills in literacy or computing across the curriculum.

Parents and pupils are rightly delighted with the good number of clubs, visits and visitors offered by the school. These extend pupils' awareness of the wider world and introduce new creative or sporting skills. Older pupils are particularly positive about their trip to France where, they say, 'We learnt lots of new things about a different country'. Pupils also benefit from a breakfast club where the headteacher gives extra help in literacy and numeracy to pupils in Year 6.

### Care, guidance and support

#### Grade: 2

This is a happy school and parents are right when they say that their children are safe and well cared for. Collaboration with outside agencies is particularly effective at safeguarding the well-being of pupils. A learning mentor and a counsellor also play a key role in providing high quality pastoral support for pupils who find school difficult.

There are good procedures for helping pupils who join the school during the academic year.

Academic support is satisfactory. The school is beginning to set group targets and has improved marking so that pupils have a better understanding of how they can improve but this is not yet consistent across the school. Pupils with learning difficulties or disabilities are identified early and set clear targets for improvement.

## **Leadership and management**

### **Grade: 3**

The headteacher and deputy headteacher's commitment to providing a secure and happy haven for all pupils, whatever their backgrounds or needs, is reflected in the calm and welcoming atmosphere in school. Day-to-day management is efficient, helping to ensure that the school runs smoothly.

There are satisfactory systems for monitoring the school's performance and senior managers have an accurate picture of its overall effectiveness. Subject leaders are hardworking and provide good support to their colleagues. Over the last two years, the school has worked hard to gather a wealth of information about individual pupils' progress and senior managers analyse these data in depth to find out where there is underachievement. This has led to there being many helpful initiatives, including the introduction of targets for pupils and workshops for parents so that they can take an even fuller part in supporting their children. These developments demonstrate the school's satisfactory capacity for further improvement. Senior managers and subject leaders know that they now need to do more to deal with the remaining inconsistencies in teaching and learning across the school and to check that recent initiatives are helping to raise standards.

Governance is satisfactory. Governors are supportive and take a good part in school life, although they do not get sufficiently involved at an early stage in planning for school improvement.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

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

### 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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Thank you for welcoming us to your school and for showing us your work. You were very polite and friendly. At the moment, your school is providing a satisfactory education. This means that we found some good things in the school but also some things that need improving.

Some of the things we found out about your school

- Children make good progress and quickly learn new things in the Reception classes. In the rest of the school teachers help you to make steady progress.
- You enjoy school and take responsibility well. We were particularly impressed with the school council which is working hard to improve things.
- Adults are very kind and caring and they look after you well.
- The school is good at teaching you about the importance of staying safe and healthy and there are lots of interesting visits and visitors. The trip to Normandy sounds great fun!
- Members of staff are working hard to make sure that you learn even more quickly.
- Most of your parents and carers are pleased that you come to this school.

What we have asked your school to do now

- Help you do better, especially in mathematics, by making sure that teachers give you enough challenge in lessons and always encourage you to work quickly.
- Make sure that there is even more good teaching across the school.

You can help your teachers by continuing to work hard and trying to behave sensibly in every lesson.

We thoroughly enjoyed talking to you about your work and watching you learn. We wish you all well for the future.