



Grange Primary School

Inspection Report

Unique Reference Number 111661
Local Authority Hartlepool
Inspection number 289019
Inspection dates 6–7 March 2007
Reporting inspector Ann Wallis

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

Type of school	Primary	School address	Owton Manor Lane
School category	Community		Hartlepool
Age range of pupils	3–11		TS25 3PU
Gender of pupils	Mixed	Telephone number	01429 272007
Number on roll (school)	349	Fax number	01429 236740
Appropriate authority	The governing body	Chair	Mr Robert Flintoff
		Headteacher	Mrs Louise Conway
Date of previous school inspection	1 December 2001		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Grange is a larger than average primary school with a 52 place Nursery. It also has additional resources for 21 planned places for pupils with physical and medical needs and a 12 place support base for pupils with moderate learning difficulties. The school serves an area of considerable socio-economic deprivation and the proportion of pupils entitled to free school meals is high. There are very few pupils from minority ethnic groups or whose first language is not English. Well above average numbers of pupils have statements of special educational need. Children's attainment on entry to the school is well below that which is typical for their age. The school has achieved a Basic Skills Quality Mark, a Sports ActiveMark and an ArtsMark Gold award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Grange Primary is a good school. It correctly evaluates standards as average, but modestly judges achievement and the quality of teaching and learning as satisfactory: the inspection found these to be good. The care, guidance and support given to pupils are outstanding. The safety, well-being, enjoyment and achievement of every pupil are at the heart of the school's work. The school is bright and welcoming and this environment entices pupils to learn. Parents are overwhelmingly supportive of the school. Their comments included, 'I couldn't ask for a better school for my daughter' and 'the school just gets better and better'.

Grange is a highly inclusive school where all pupils, including many with complex additional learning needs, achieve well. Children enter the Nursery with skills and abilities well below what is typical for their age. They make good progress but the standards they attain are below those expected for children starting in Year 1. Test results at the end of Key Stage 1 had shown a downward trend up to 2005 but improved markedly in 2006 and were close to national average figures. Pupils' progress in lessons shows that the school is well placed to maintain these better standards. Pupils make consistently good progress as they move through the school to reach standards which are close to the national average when they leave Year 6. Pupils achieve well because teaching is good in mainstream classes and in the specialist support bases for those with learning difficulties and/or disabilities. Teachers and teaching assistants know their pupils well and match work carefully to their individual needs so pupils make good progress and enjoy learning.

The school takes excellent care of its pupils and supports them very well. They grow in confidence as they experience success in their work. Pupils' progress is tracked rigorously and they are given very good guidance on how to improve, particularly in the basic skills of literacy, numeracy and information and communication technology (ICT). The fact that pupils behave well in school and most enjoy learning and attend regularly is the result of the good personal development which the school provides.

Pupils follow a good curriculum which ensures that their basic skills are developed well. It is enriched by a broad range of visits, residential trips, and sporting, dramatic and artistic activities. The school is now planning further curricular development in order to increase links between subjects to make pupils' learning even more relevant and exciting. The school is particularly proud of having its own TV studio from which 'Grange Primary TV' programmes are broadcast. Pupils benefit enormously from this facility. They learn valuable technical skills, work as teams, improve their speaking and listening skills and grow in confidence by appearing in front of the camera.

Leadership and management are good. The leadership of the headteacher is outstanding. She has ensured that this very inclusive school has a clear sense of purpose which is fully shared by a very hard-working staff team. The talents and potential of staff members are recognised and developed well so they have maximum impact on pupils' learning. Teachers and teaching assistants are very well deployed. Accommodation, particularly in the Foundation Stage, is very creatively used to promote

the enjoyment of learning and good achievement of all pupils. Governors are very supportive of the school but, at present, are not sufficiently involved in its strategic leadership. The school provides good value for money.

What the school should do to improve further

- Build on the recent improvements in attainment at Key Stage 1.
- Develop the curriculum by linking subjects together to make learning more relevant and exciting for pupils.
- Increase the involvement of governors in the strategic leadership of the school.

Achievement and standards

Grade: 2

Standards are broadly average and achievement is good. Children make good progress in the Foundation Stage, particularly in improving their basic skills. They reach standards which are still below average when they enter Year 1 but this represents good achievement from their well below average starting points. Test results at the end of Key Stage 1 improved significantly in 2006 and showed that standards were close to average. Work seen during the inspection and results of current assessments show that pupils in the current Year 2 are achieving well and are on track to meet their challenging targets this year. In both key stages, all pupils continue to make good progress and achieve well. Test results for pupils in Year 6 in 2006 show that standards reached in English, mathematics and science are all close to the national average. The school's challenging targets were exceeded. The pupils with learning difficulties and/or disabilities also make good progress. This is because work is well matched to their, often complex, additional learning needs and they receive invaluable support from teachers and teaching assistants.

Personal development and well-being

Grade: 2

The personal development and well-being of all learners, including those with learning difficulties and/or disabilities, are good. Attendance has improved to be close to average and the school has been successful in re-engaging pupils with learning who have a record of very poor attendance. Pupils are courteous, helpful and well behaved.

Pupils' spiritual, moral, social and cultural development is good. Their spiritual and cultural development is particularly strong. During assembly, pupils were asked to reflect on what it felt like to be 'amazed'. They responded with well chosen examples such as 'I am amazed at the number of songs that I can listen to on my mp3 player'. Later, they learned about the cultural heritage of African music prior to an extract being played as they left the hall. During a recording of the televised school news programme, pupils worked exceptionally well as a production team; they responded to the challenge in an activity that made an outstanding contribution towards acquiring future life skills.

Pupils' work confirms they have a thorough understanding of the importance of keeping safe, playing safe and being aware of danger. They know how important it is to stay fit and healthy. They have opportunities to take on responsibility; some become class representatives on the school council where members have played an influential role in suggesting how the school facilities might be improved. Pupils make a positive contribution to the community, including regular fundraising for good causes.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Very good relationships and a purposeful delivery of lessons ensure that pupils remain on task, enjoy their work and make good gains in their learning. Typically, work is very well matched to the needs of all pupils, particularly those with often complex learning difficulties and/or disabilities, so they achieve well. Teachers and teaching assistants give invaluable individual support to pupils who need extra help which successfully boosts their learning. Teachers are knowledgeable, their explanations are clear and they use varied resources, including ICT, to engage their pupils' interest. As the lesson progresses, they are continually checking pupils' understanding.

In a minority of lessons, the pace of learning is slower. This is because teachers' introductions can be too lengthy and lessons gather pace slowly.

Pupils' work is marked regularly. They know what their targets are and how to reach them. Pupils are becoming increasingly skilled at assessing their own work and that of others.

Curriculum and other activities

Grade: 2

The school curriculum is good. It meets the needs of all pupils, including those with learning difficulties and/or disabilities. In Nursery and Reception, children experience an imaginative balance of planned and child-led activities, which ensure good progression towards the early learning goals. In the rest of the school, special focus weeks and a good range of visitors with creative expertise have enriched the curriculum. Communication across the school has been enhanced by the use of a live television studio, where pupils film and share various classroom projects. The school has reviewed the teaching of basic skills and all lessons now contain speaking, listening, writing and ICT opportunities. A programme for the development of health and citizenship education is effective and all pupils experience work-related skills such as collaboration and responsibility. Extra-curricular provision is good and includes drama, sport, music, and residential visits abroad and to outdoor pursuit centres. The school is currently seeking to extend its physical education provision for older pupils.

The school recognises the need for, and has already begun planning, further curricular development in order to increase links between subjects to make pupils' learning more relevant and exciting.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. Child protection and all safeguarding arrangements are in place. Vulnerable pupils are supported very well. They benefit from the personal care, attention, social and emotional support provided by teaching and support staff who know them personally. The friendship meeting point in the playground typifies action taken to support pupils who may be troubled or feel isolated.

Pupils with learning difficulties and/or disabilities are supported very well. This can be attributed to the school's highly inclusive approach to planning and organising individual learning programmes. In mainstream lessons, pupils benefit from good, focused support provided by skilled teaching assistants, some with specialist skills such as in speech therapy or in the delivery of booster programmes. Some of these pupils become 'guests' in the support bases joining those pupils with moderate and physical learning needs. The excellent flexibility of the provision ensures pupils access the appropriate provision for their current assessed needs and, as a result, they achieve well.

The school has introduced consistent target setting procedures that are firmly based on the premise that pupils are expected to make faster than the expected rate of progress as they advance through the school. Rigorous tracking of progress leads to revised group targets, often shared verbally with pupils. As a result, pupils know what they 'must do, should do or could do' very clearly.

Leadership and management

Grade: 2

Leadership and management are good overall and the leadership of the headteacher is outstanding. The headteacher and an experienced and committed team of senior managers are firmly focused on raising achievement in the basic skills of literacy, numeracy and ICT. Innovative staffing arrangements enable senior teachers to spread good practice in literacy and numeracy across the school. Governors recognise the good work that the school is doing but are not sufficiently involved in its strategic development.

Teaching and learning are carefully monitored and the school, although modest in its own self-evaluation, knows its strengths and weaknesses well. Good partnerships have been forged with other schools and organisations which have enriched pupils' learning. The school has successfully tackled the areas for improvement noted at the last inspection. For example, additional resources and good staff training have resulted in significant improvements in standards in ICT. Grange Primary now has a good capacity to improve further.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
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	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ 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

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

Grange Primary School

Owton Manor Lane

Hartlepool

TS25 3PU

8 March 2007

Dear Pupils

Thank you so much for giving us such a warm welcome to your school when we visited yesterday. We really enjoyed visiting your lessons, seeing your work and hearing about all the things you enjoyed about your school. We were really impressed with your TV studio and the programmes you have made.

These are some of the many good things that we found out about your school during our visit.

- Your behaviour is good, you enjoy school and work hard.
- You make good progress in your work and reach the standards you deserve.
- Your teachers and classroom helpers teach you well and give you all the help you need to do the best you can.
- Your school takes great care of you and helps you to become very responsible, caring and confident people.

These are some of the things we have asked your school to do now.

- Make sure that pupils in Year 2 continue to do well in their tests and assessments.
- Link subjects together to make your lessons even more interesting and exciting.
- Involve the governors more in planning for the future development of the school.

You can help your school improve even further by attending school regularly and doing your very best in lessons.

Mrs A Wallis

(Lead inspector)