

Grange Community Junior School

Inspection report

Unique Reference Number	116147
Local Authority	Hampshire
Inspection number	290435
Inspection dates	19–20 June 2007
Reporting inspector	Paul Armitage HMI

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	213
Appropriate authority	The governing body
Chair	Ms S Olivier
Headteacher	Mrs C Wareham
Date of previous school inspection	9 July 2001
School address	Wren Way Prospect Estate Farnborough GU14 8TA
Telephone number	01252 542196
Fax number	01252 542196

Age group	7–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

Description of the school

Grange Community Junior School serves a diverse community consisting mostly of local authority and housing association accommodation. It is one of the most deprived areas of Hampshire. When pupils start school, their standards are mostly below average although pupils of all abilities are represented. There has been a recent increase in the number of pupils from ethnic minority backgrounds and they now represent a quarter of the school population. Of these a significant number have a first language that is not English. Over a quarter of pupils have learning difficulties and a high percentage is entitled to free school meals.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Grange provides an outstanding education for its pupils. Standards are average in most subjects but they are above average in mathematics and science. Standards have risen in recent years. This represents outstanding achievement in view of pupils' starting points.

Pupils' progress is outstanding. In 2006, it was significantly above average in English, mathematics and science. In other subjects, progress is good or better. Pupils' personal development is also outstanding. The way in which they grow in confidence as they progress through school is striking. They are developing clear moral values, work together extraordinarily well and are developing a good cultural awareness. This excellent progress in both school work and personal development is all the more striking given the social and other contexts of many of the pupils.

The quality of teaching and learning is very high. Teachers are very enthusiastic and very keen for their pupils to do well. This enthusiasm is conveyed to pupils who respond accordingly. Pupils' attitudes to coming to school and to work are very positive. Lessons are interesting (pupils say they are fun) and move at a fast but appropriate pace. Teachers' expectations are high. Pupils with learning difficulties are well looked after as are other groups including pupils whose first language is not English. More able pupils are supported appropriately.

Pupils are extremely well behaved, polite and respectful to each other, teachers and visitors. There is no racism and the small amount of bullying is quickly dealt with. Attendance is good. For many pupils, the school represents a haven of certainty and stability. Pupils contribute well to the community, for example, through the school council and participation in sport and other activities. Their excellent progress in gaining knowledge, skills and understanding will contribute well to their next stage of education and to their future well-being.

The school's leaders and managers at all levels are highly effective. They work as a team, share the same vision for the school and how this vision is to be achieved. Their enthusiasm and the sense that they care about children doing well is very clear. But it is also clear that this is not just aspiration. They have turned their vision into highly successful outcomes. They know the school well; know how to maintain what it is doing well; and have good ideas for further improvement. The school has improved since the last inspection and has the capacity to improve even more in the future.

There was a good response from parents to the Ofsted questionnaire. Only a tiny minority contained any criticism. The overwhelming view was that Grange is an excellent school and they are pleased that their children attend. Inspectors and parents therefore agree about the high quality of the school.

What the school should do to improve further

Grange is a very successful school. Its managers monitor well. Their agenda for future development is highly relevant. Accordingly, there is just one point for improvement:

- Implement the points for improvement identified by the school in its current development plan.

Achievement and standards

Grade: 1

Standards have risen in recent years. They are average in most subjects but are above average in mathematics and science. Pupils' achievement is outstanding.

Pupils' attainment when they first start at school is below average, notably in speaking and listening skills and in writing. Pupils then make excellent progress so that, by the time they reach the end of Year 6, most reach average standards and many exceed them. Progress is highest in mathematics and science but pupils also do well in English. The school has accurately identified further strategies to ensure this excellent achievement is maintained. The school is sensitive to the needs of children with learning difficulties and other groups of pupils and there is well-targeted support to help them reach their potential. As a result, their progress is also excellent.

Personal development and well-being

Grade: 1

The quality of pupils' spiritual, moral, social, emotional and cultural development is outstanding. It is impressive to see the way in which they grow in confidence, develop clear views on moral issues and support one another, most notably when in class. Pupils have also made a good start in understanding of their own and other cultures, for example through the acknowledgement of different religious festivals in school assembly, work in different subjects, and in the Culture Club. The school has identified that opportunities for pupils to explore the cultures of the different peoples of the UK are too limited and has appropriate plans to address this.

Pupils are very much aware of healthy lifestyles. When interviewed at lunch time, they could explain the reasons for their lunch choices and why they had avoided certain foods. Pupils feel safe and adopt safe practices; for example in playground activities and use of the climbing equipment. They commented that there is no racism and bullying is dealt with quickly by staff. Pupils' behaviour is outstanding, very largely due to the school's strict but fair expectations. They are extremely polite and respectful of one another. Attendance is good. Pupils make a positive contribution to the school and wider community; for example, through the school council, participation in sporting tournaments and involvement in the Junior Citizens' Scheme.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding. There is consistently excellent teaching throughout the school with many examples of inspirational work with children. Lively and imaginative teaching, delivered with good pace is typical. Teachers know their pupils' strengths and weaknesses and adjust work accordingly. Pupils' progress is monitored carefully and they are given reasonable targets which they understand. Marking is thorough and helpful. Classroom assistants play an important and very positive role in enabling children with learning difficulties to maintain progress.

As a result of this high quality teaching, children are attentive, enthusiastic and well motivated. A noticeable feature is the emphasis placed by the school on the development of pupils' collaborative team work and investigational skills. This encourages the development of

independent learning and the ability to solve problems. This positive strategy addresses the need identified by the school in its last development plan to develop speaking and listening skills. Pupils respond to this really well and produce high-quality, well-considered work as a result. It is very evident from their enthusiasm that pupils enjoy their education. The 'buzz' in lessons and elsewhere is very striking.

Curriculum and other activities

Grade: 1

The curriculum is excellent; it is very carefully tuned to the needs of pupils. It is kept constantly under review. New ideas are treated with appropriate caution so as not to upset what is already working well. However, when a decision is made to go ahead, changes are made and the effects monitored carefully. A good example is the school's response to new ideas about linking subjects. This the school has done successfully, in particular to raise pupils' literacy, numeracy and computer skills. Aspects of the curriculum help pupils how to understand how to be healthy and stay safe and pupils have opportunities to develop enterprise and financial skills at an appropriate level, for example, through the Real Life Game. There is a good programme of clubs and similar activities out of school to meet academic and leisure needs. This programme, as well as the rest of the curriculum, is very much enjoyed by pupils who quite simply say that what they do is fun.

Care, guidance and support

Grade: 1

The quality of the care advice, guidance provided for all pupils is excellent. Assessment systems within the school are well developed with regular tracking of individual pupils' progress. This enables an accurate deployment of resources to ensure that all pupils are given every opportunity to reach their potential. The school is exploring further development of the tracking system to provide accurate overall projections of progress based on its own baseline data and this will strengthen analysis. The homework club and other opportunities provide useful, additional support, particularly in Year 6. Pupils with specific needs are very well supported. A good example is the support given to the large number of Nepalese pupils and, as a result, they are thriving. Other examples include pupils who are over-stressed and those requiring anger management. They receive help and professional counselling and readily explain how well the school has helped them. Behaviour management is a critical part of care; pupils know where lines are drawn and this helps them immensely. Other high quality aspects of care are the excellent maintenance of the buildings and grounds and the provision of good quality food at lunchtime. There is very good liaison with outside agencies.

Leadership and management

Grade: 1

Leadership and management are outstanding. The dedicated headteacher is well supported by a highly effective deputy and assistant headteachers. They create a clear sense of purpose and direction, which has resulted in a highly positive school ethos. This has had a noticeable impact on pupils' attitudes, behaviour and enthusiasm for school life.

They are supported by an able staff committed to giving pupils every opportunity to enjoy their time at Grange and to benefit from a highly creative and supportive environment. One single

example of this is the fact that all teaching staff willingly participate in the Year 6 homework club. Curriculum leaders effectively monitor and evaluate the provision and outcomes for their subjects. They support fellow staff well and have excellent ideas for future development.

Key priorities for improvement have been identified through rigorous self-evaluation and have contributed to the raising of standards in recent years, most consistently in mathematics and in science. The performance of teachers is regularly monitored and the school then pays for external moderation of the results by the local authority.

Governors play a very positive role. They are aware of school development needs and priorities and are both challenging and supportive.

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.

Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

29 June 2007

Dear Pupils

Inspection of Grange Community Junior School, Farnborough, GU14 8TA

We recently inspected your school. We were very pleased to meet many of you. You were really polite and welcoming and we were very grateful for this. I would like to thank you for talking to us. What you told us about your school has been very important and you have helped us reach our judgements.

You said that your school is excellent; that lessons are fun and that teachers are really helpful. You like what happens in classes and what you do in clubs and on visits to interesting places. You said that behaviour is excellent and that any bullying is quickly sorted by teachers. You said that you know who to go to if you feel sad. You also appreciate the grass, trees and play areas around the school which make it look really nice.

We agree with your opinions and so have given your school Ofsted's top grade. We think your school is grade 1 - outstanding. We think that all of you - pupils, teachers, governors, and other staff do really well and we would like to congratulate you.

Because your school is so good and your teachers and governors already know what to do to keep it this way, we have not made any suggestions of our own for future improvement. Instead, we have simply said that they should do the things they have set out in the school's development plan. We really hope you will help them with this.

When it is published, you can see our full report on the computer at www.ofsted.gov.uk. In the publications section.

I give you my best wishes for the future and once again, my thanks for helping us.

Yours sincerely

Paul Armitage

Her Majesty's Inspector